

# **Campus Default IEP**

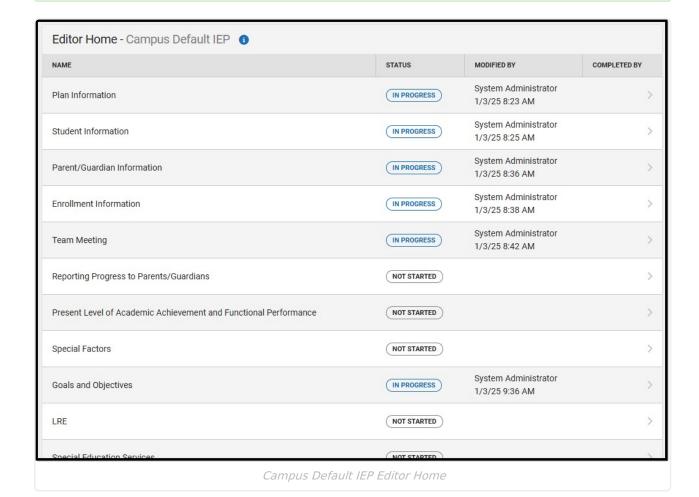
Last Modified on 01/10/2025 11:09

Editor Home | General Information | Editor Types | Editor Lock Out and Release Logic | Template Banks | Text Editors | Editors

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.

The current print format is Campus Default IEP 2024. Print formats are managed using the Special Ed Plan Type Setup tool.



### **Editor Home**



The Editor Home lists the editors available, their status, and Modification and Completion information.

Header	Description
Name	The name of the editor.
Status	<ul> <li>The state of the editor. Statuses can be: <ul> <li>In Progress indicates a user has entered and saved data in that editor.</li> <li>Not Started is the default status for all editors.</li> <li>Complete indicates a user has clicked the Complete button on the editor, and the editor is read-only. This does not lock the editor from further editing but indicates the user considers the editor finished.</li> <li>Not Needed indicates a user has clicked the Not Needed button on the editor. This is usually done for editors that do not apply to the student.</li> </ul> </li> <li>The following statuses are only available for certain state-specific documents: <ul> <li>ESign indicates that the editor has functionality related to the eSignature process. See the following articles for your state's eSignature information: <ul> <li>Nevada Plan eSignature Editors</li> <li>Delaware Plan eSignature Editors</li> <li>South Dakota Plan eSignature Editor</li> </ul> </li> <li>Complete Pending eSignature indicates the plan has been entered and sent via the Campus Parent portal to the student's guardian for eSignature.</li> </ul> </li> </ul>
Modified By	The date and the user by whom the editor was last edited.
Completed By	The date and the user who clicked the <b>Complete</b> button for that editor.

## **General Information**

The following table lists the actions available for the editors. When resizing the window, certain buttons are condensed into a single **Action** button.

Button
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Button	Description	
Save	<ul> <li>Different editors have different save options. Click the arrow next to the Save &amp; Stay button to view all saving options for any given editor.</li> <li>Save captures progress and navigates the user to the Editor Home or to the List Screen for List editors. See the Editor Types section for additional information.</li> <li>Save &amp; Stay captures progress and keeps the user on the current editor. This save button is the default save option and is usually found within the detail screen or list editors, such as Goals and Objectives.</li> <li>Save &amp; Next captures progress and navigates the user to the next editor.</li> <li>Save &amp; New captures progress and creates a new record. This save button is usually found within the detail screen of a list editor, such as Goals and Objectives. See the Editor Type section for additional information.</li> </ul>	
Refresh	Retrieves a new copy of data from the student's record. This includes enrollment, student, parent/guardian, and team member information. This also returns any accidentally deleted records. Manually entered fields do not change when the refresh button is clicked. The user must <b>Save</b> after clicking Refresh to capture changes.	
	A side panel displays a listing of all the student's applicable enrollment records. See the Enrollments tool documentation for additional information.	
Cancel	Navigates the user to the Editor Home screen or the List Screen for List editors.	
Status	<ul> <li>Complete indicates the editor is finished. This makes the editor read-only. However, this does not lock the editor from further editing. The user must click In Progress to further edit after an editor is marked Complete.</li> <li>Not Needed indicates the editor does not apply to the student's plan or evaluation. This makes the editor read-only. However, this does not lock the editor from further editing. Click the In Progress button to further edit after an editor is marked Not Needed.</li> <li>In Progress only displays when the editor is in the Complete or Not Needed status and allows additional edits to be made.</li> </ul>	
	The following status is only available for the Nevada IEP:  • Complete Pending eSignature only displays for certain editors. This button marks the editor as complete until the parent/guardian electronically signs those plan sections via the Campus Parent Portal. See the Special Ed	
	eSignature Process articles for additional information.	
Print	eSignature Process articles for additional information.  Prints the entire document.	
Print Editors		



Button	Description
Next	Navigates the user to the next editor.

# **Editor Types**

There are two types of editors available: List or Basic editors. When navigating to a Basic editor, the list of fields within the editor is displayed. List editors display a list of all records within that editor. Clicking an existing record or the **New** button opens the detail view for an individual record.

# **Editor Lock Out and Release Logic**

Only one user at a time can actively work on an editor. A person with a padlock icon ( ) displays in the Editors side panel, Editor Home, and List Screen of list editors indicating which editors currently have users working on them. Hovering over the icon displays the name of the user who has checked out the editor, including the current user (you).

Editors that are currently being edited are read-only for all other users. The name of the person working on the editor displays in the header.

To release an editor, the user must:

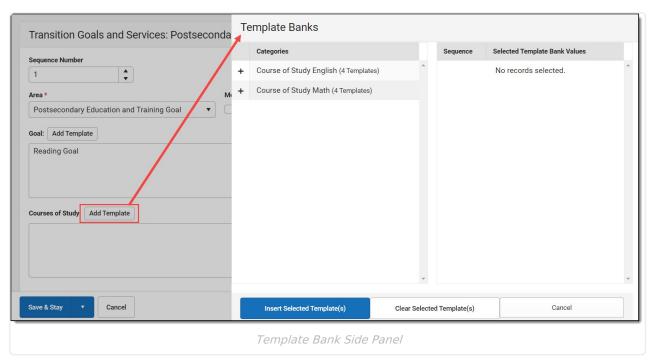
- navigate to the next editor by clicking **Save and Next** or the **Editors** button and selecting the next editor from the side panel.
- click the Cancel button to return to the Editor Home screen.
- log out of the Campus application.
- navigate to a different tool in the Campus application.

Editors are automatically released when the in-application timeout limit has been exceeded. This is a back-end process and is usually around 30-60 minutes.

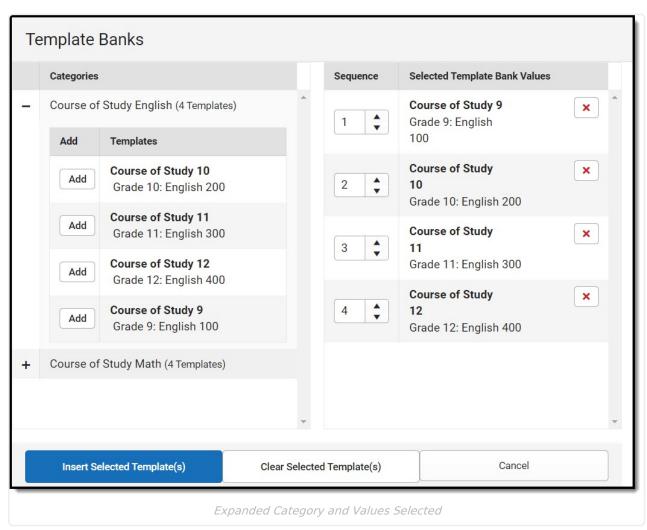
# **Template Banks**

Certain fields within several editors have an **Add Template** icon that displays next to their name. Clicking this button displays a side panel with the available library of predetermined text for that field. Template Banks are managed in System Administration.





Click the plus (+) icons next to the category to view the available template values.



Template Bank Categories display on the left and the selected text displays on the right. Click the **Add** button to add the template value. This adds the template to the queue of values on the right.



The red **X** removes selected templates while the sequence field can be used to reorder the templates. Another option is to use the up and down arrows next to the sequence field to reorder values.

Click **Cancel** to go back to the document. The **Clear Selected Template(s)** button removes all selected template values from the right selection screen.

Once selections are finalized, click the **Insert Selected Template(s)** button to add the values to the field within the document in the selected order. Template values are separated by carriage returns.



## **Text Editors**

Images should not be inserted into text fields.

## **Editors**

Plan Information | Student Information | Parent/Guardian Information | Enrollment Information | Team Meeting | Reporting Progress to Parents/Guardians | Present Level of Academic Achievement and Functional Performance | Special Factors | Goals and Objectives | LRE | Special Education Services | Related Services | Supplementary Aids and Services | Extended School Year | Transition Plan/Graduation Statement | Course of Study | Transition Activities/Strategies | District-Wide Assessments | Alternate District-Wide Assessments | IEP Signature Page | ISP Signature Page

### **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.





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

^Top

### **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	n is taken from Census. Click Refresh to r	etrieve 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 Phone		Title Paraprofessional (SPEDS	TAFF)	

#### Student Information Editor

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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



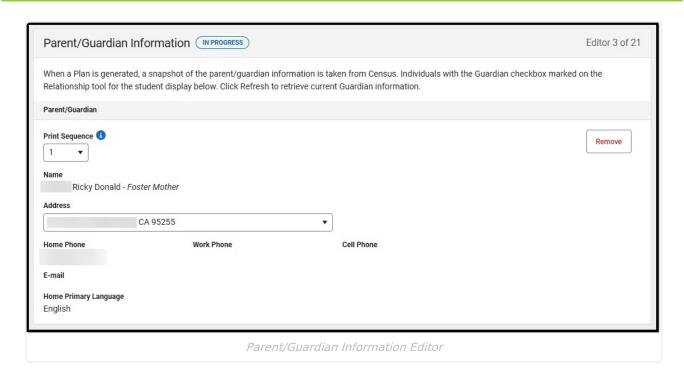
Field Name	Description	Database and UI Location (when Refreshed is clicked)
Home Telephone	The student's home telephone number.	Demographics > Household phone
Student Number	The student's ID number.	Enrollment > Student Number identity.studentNumber
Race, Ethnicity (state)	The student's state race/ethnicity.	Demographics > Race, Ethnicity (state) identity.raceEthnicity
Case Manage	r 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.





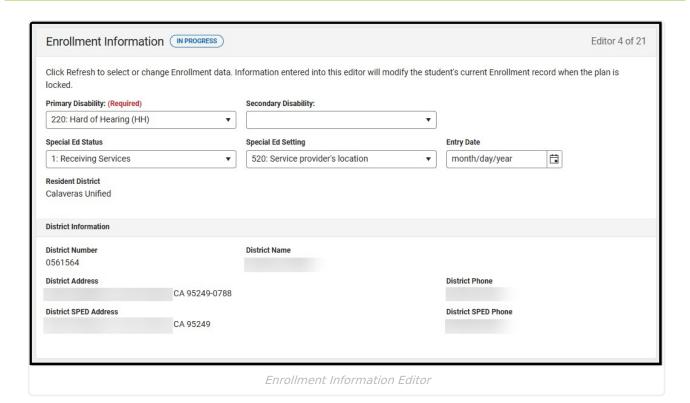
Field	Description
Print Sequence	The order in which the parent/guardian displays.
Name	The name of the parent/guardian.
Address	The address of the parent/guardian.
Home Phone	The parent/guardian's home phone.
Work Phone	The parent/guardian's work phone.
Cell Phone	The parent/guardian's cell phone.
Email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

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### **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).





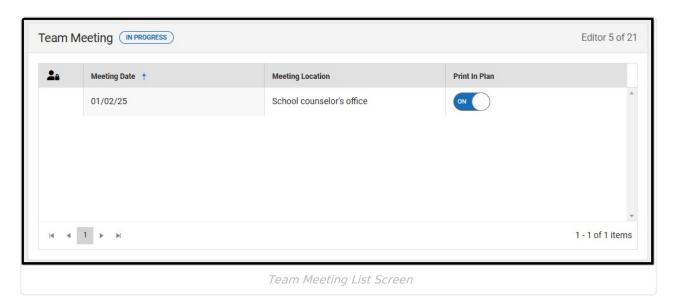
Field	Description	Validation
Primary Disability Required	The student's first disability. Options available are dependent on your state.	N/A
Secondary Disability	The student's second disability, when applicable. The options available are the same as the Primary Disability options.	N/A
Special Ed Status	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.



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### **Team Meeting List Screen**

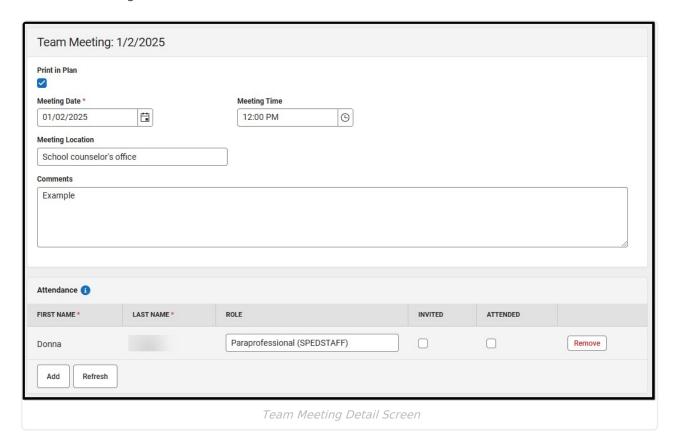
Column Name	Description
Padlock Icon	Indicates the person editing the Team Meeting record.
Meeting Date	The day of the team meeting.



Column Name	Description
Meeting Location	The location of the meeting.
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.



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



Field	Description	Validation
First Name Required	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 Required	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 Required	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 the parents as follows	e student to achieve the goals will be reported to
Method of reporting to parents/guardians	
Frequency of reporting to parents/guardians	
Reporting Progress to Parents/Guardians Ed	ditor



# 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.

resent Level of Academic Achiev se Pre-K-12 general curriculum	vement and Functional Performance and Educational Needs, including how the student's disability affects his/her involvement Add Template	ent and progress in
ommunication Add Template		
otor Add Template		
notional/Social/Behavioral Ac	dd Template	
elf-help Add Template		

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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.



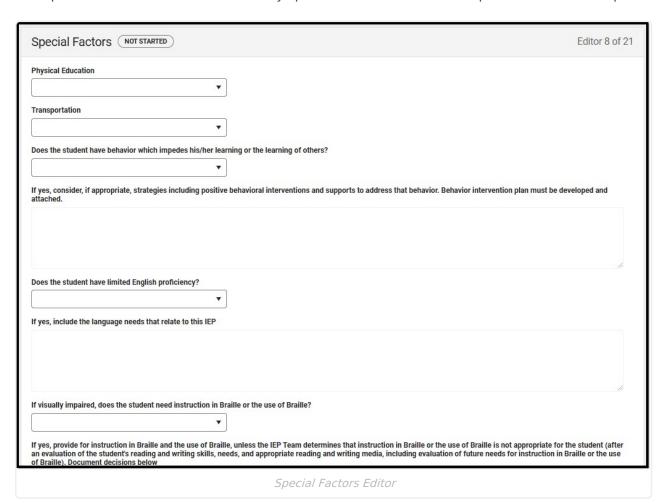
Field	Description	Validation
Communication	The student's communication level of performance.	This field's Special Ed Template Bank is named IEP PLAAFP: Communication.  This field is limited to 8000 characters.
Motor	The student's motor level of performance.	This field's Special Ed Template Bank is named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



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.	This field's Special Ed Template Bank is named IEP PLAAFP: Student Preference.  This field is limited to 8000 characters.

## **Special Factors**

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



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Field	Description	Validation
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Field	Description	Validation
Physical Education	Options include:  • 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 *Required	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 *Required	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
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 *Required*	A description of the Braille decision.	*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.  This field is limited to 8000 characters.
Does the student have communication needs that could impede his/her learning?	Options are Yes or No.	N/A
If yes, identify the communication needs *Required	A description of the student's communication needs.	*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.  This field is limited to 8000 characters.
Is the student deaf or hard of hearing?	Options are Yes or No.	N/A



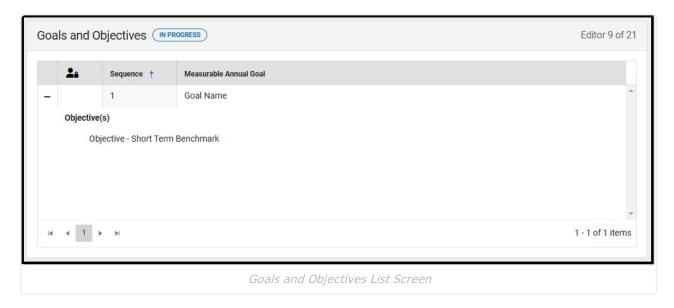
Field	Description	Validation
If yes, identify the communication needs including (a) the student's language; (b) opportunities for direct communication with peers and professional personnel in the student's language and communication mode; and (c) academic level and full range of needs including opportunities for direct instruction in the student's language and communicative mode *Required	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 *Required	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.



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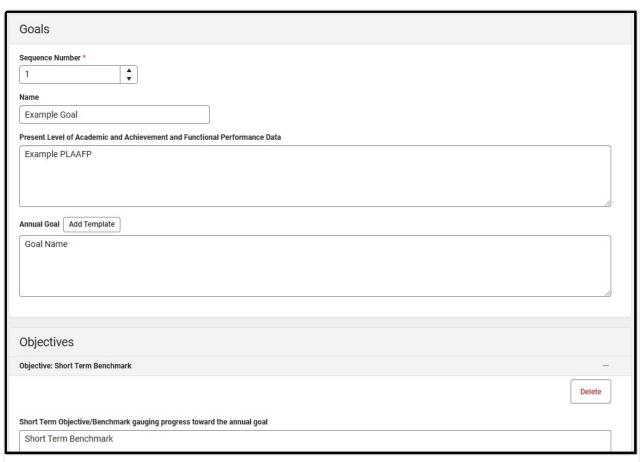
## **Goals and Objectives List Screen**

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 and Objectives Detail Screen

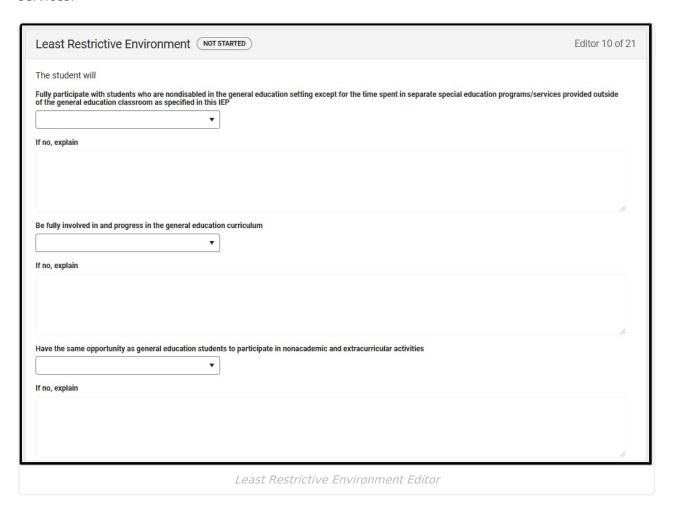
Field	Description	Validation	
Goal			
Name	The name of the goal.	This field is limited to 200 characters.	
Present Level of Academic and Achievement and Functional Performance Data	The student's present levels of academic achievement.	This field is limited to 8000 characters.	
Annual Goal	A description of the goal.	The Special Ed Template Bank associated with this field is called IEP Goal.  This field is limited to 8000 characters.	
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.



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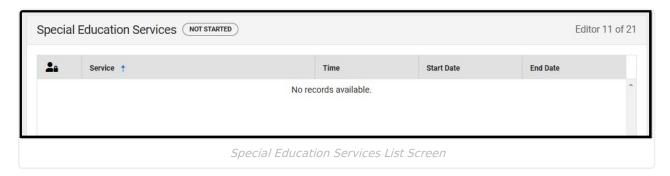


Field	Description	Validation
Fully participate with students who are nondisabled in the general education setting except for the time spent in separate special education programs/services provided outside of the general education classroom as specified in this IEP	Options are Yes or No.	N/A
If no, explain *Required	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 *Required	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 *Required	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.



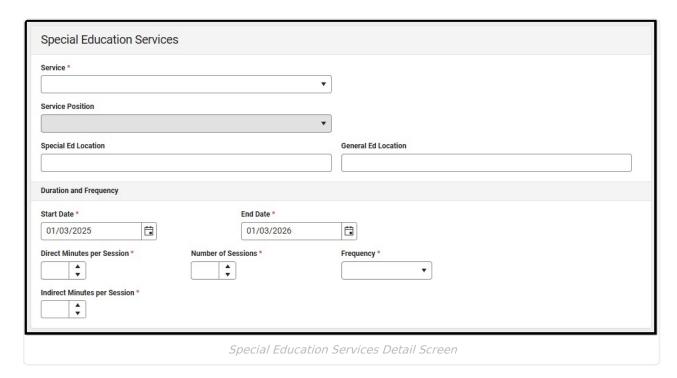
▶ Click here to expand...

## **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.



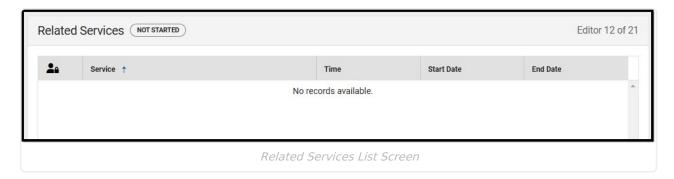


Field	Description	Validation	
Service Required	The service type.	The values available in this dropdown are district-defined from the Special Ed Services tool.	
Service Position	The role of the person providing the service.	The values available in this dropdown are district-defined from the Special Ed 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	
<b>Direct Minutes per Session</b> <i>Required</i>	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:	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.



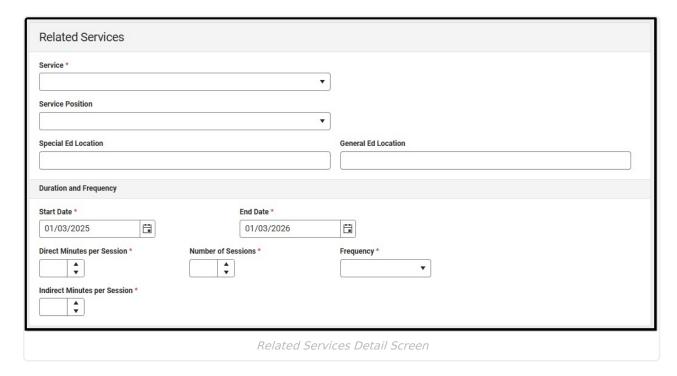


#### **Related Services List Screen**

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.



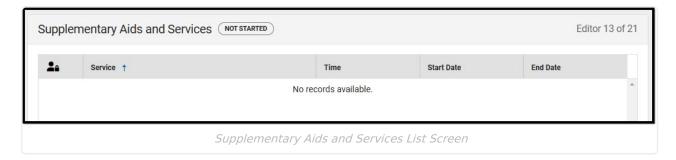


Field	Description	Validation	
Service Required	The service type.	The values available in this dropdown are district-defined from the Special Ed Services tool.	
Service Position	The role of the person providing the service.	The values available in this dropdown are district-defined from the Special Ed 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.	
<b>Duration and Frequency</b>	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:  • 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.



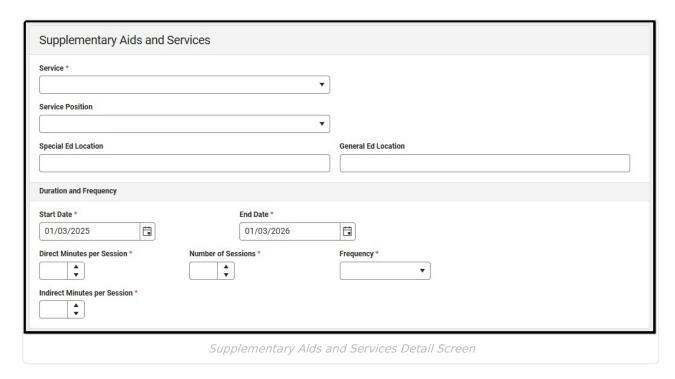


### **Supplementary Aids and Services List Screen**

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.



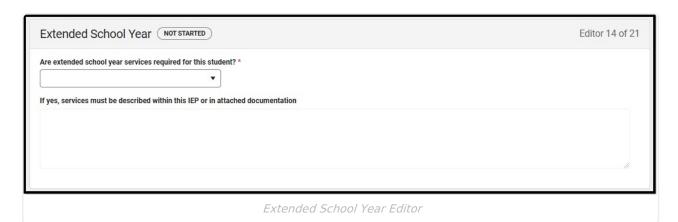


Field	Description	Validation	
Service Required	The service type.	The values available in this dropdown are district-defined from the Special Ed Services tool.	
Service Position	The role of the person providing the service.	The values available in this dropdown are district-defined from the Special Ed 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.	
<b>Duration and Frequency</b>	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:  • 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.





Field	Description	Validation
Are extended school year services required for this student?  Required	Options are Yes or No.	N/A
If yes, services must be described within this IEP or in attached documentation *Required	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 Stater	ment (NOT STARTED)	Editor 15 of 21
Student preferences and interests for transition serv	ices	
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	<ul> <li>Vocational Training</li> </ul>	
Employment (including supported)	Adult Services	
☐ Independent Living ☐ Related Services	Community/Leisure Other	
Neidled Services	Other	
Specify Other		
Beginning at age 16. and updated annually, id	entify the proposed high school outcome for the student	
The student will graduate or complete high school u	pon 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:  • Post Secondary Education  • Employment (including supported)  • Independent Living  • Related Services  • Vocational Training  • Adult Services  • Community/Leisure  • Other	N/A

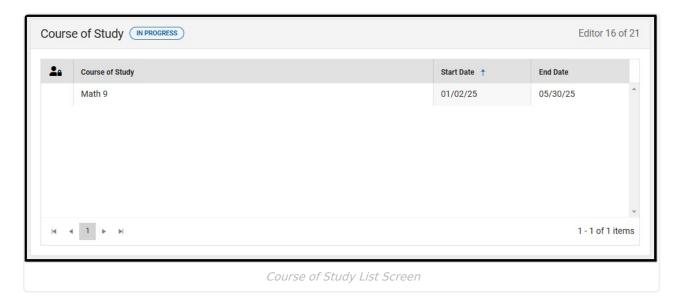


Field	Description	Validation
Specify Other *Required	A description of the other post-school activities.	*This field is available and required when Other is selected above.  This field is limited to 200 characters.
Beginning at age 16. and up outcome for the student	odated annually, identify the p	proposed high school
The student will graduate or complete high school upon satisfactory attainment of one of the following	<ul> <li>Options include:         <ul> <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> </li> </ul>	N/A
Describe IEP determined graduation requirements *Required	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.



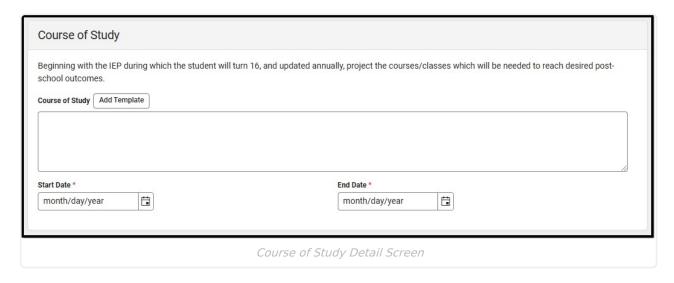


### **Course of Study List Screen**

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.



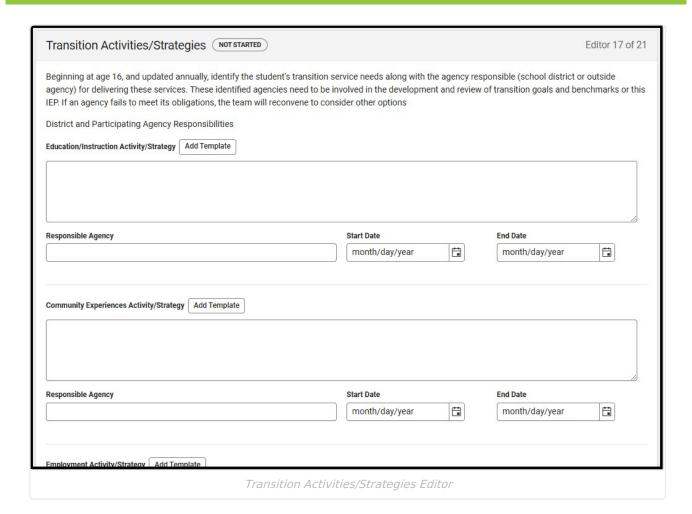


Field	Description	Validation
Course of Study	A description of the student's courses.	The Special Ed Template Bank associated with this field is called Campus Default IEP: Transition Service; Course of Study.  This field is limited to 8000 characters.
Start Date Required	The first day of the course.	N/A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





Field	Description	Validation	
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Field	Description	Validation
*Required	There are multiple activity/strategy fields on this editor, they include:  • 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	*This field is required to Complete the editor.  The Special Ed Template Bank associated with these fields are:  • 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.  This field is limited to 8000 characters.
Responsible Agency *Required	The agency responsible for administering the activity/strategy. There is a Responsible Agency field for every Activity/Strategy field.	*This field is required to Complete the editor.  This field is limited to 200 characters.
Start Date	The first day of activity/strategy. There is a Start Date field for every Activity/Strategy field.	N/A
End Date	The last day of activity/strategy. There is a End Date field for every Activity/Strategy field.	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.





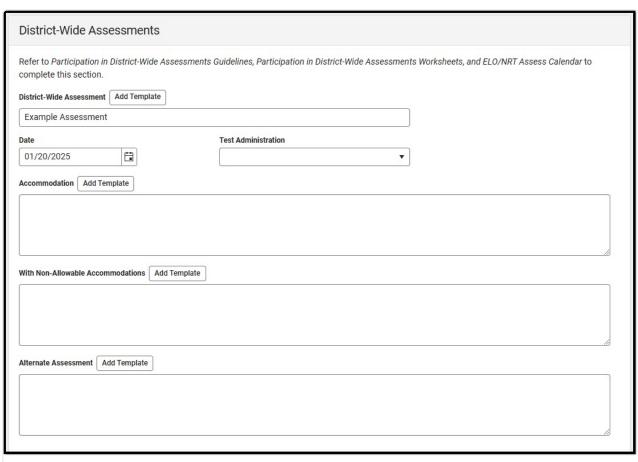
#### **District-Wide Assessments List Screen**

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 Detail Screen

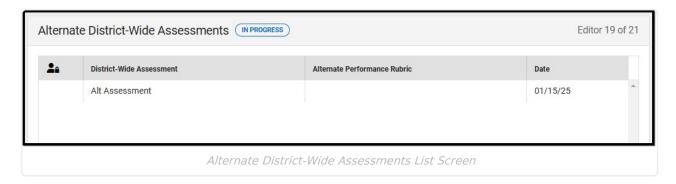
Field	Description	Validation
District-Wide Assessment	The assessment.	The Special Ed Template Bank associated with this field is called Campus Default IEP District-Wide Assessment.  This field is limited to 500 characters.
Date	The day of the assessment.	N/A
Test Administration	Options are:     Initial     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.



▶ Click here to expand...

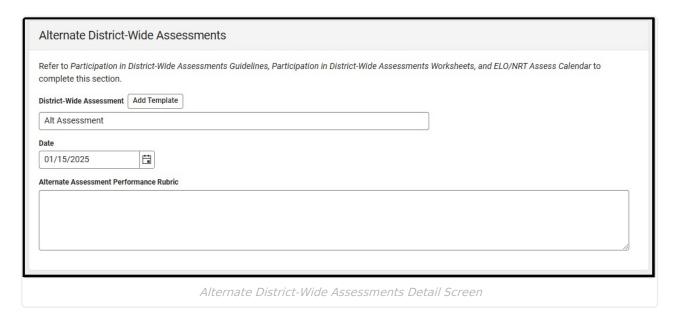
#### **Alternate District-Wide Assessments List Screen**

Column Name	Description
Padlock Icon	Indicates the person currently editing the record.
<b>District-Wide Assessment</b>	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.



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.

^Top

## **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.



Signature indicates that I was invited to participate in the IEP preparal following Check all that apply	on. I have had explained to me the due process rights and procedures, and I have received a copy of the
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 after meeting date to provide opportunity for parental review	erve as actions proposed or refused. Implementation date shall be approximately one week and input.

# **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 rethat 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 Regulations. Should the parent enroll their child in the public school, the district will develop an ISP which provides a Free and Appropriate Put (FAPE). The responsibility of 'child find' to locate, identify, and evaluate individuals, who are suspected of having a disability, applies not only to attend public schools but also to students attending private and home schools.	of Federal blic Education
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 FAI 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)	PE (Free and
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 approximate after meeting date to provide opportunity for parental review and input.	ly one week
ISP Signature Page Editor	

^Top