

IEP 2.0 and Amended IEP 2.0

IEP 2.0

The IEP 2.0 event provides the same functionality as the original IEP event, but in a more streamlined format. IEP 2.0 has 13 default steps versus 15 in the original IEP event. Additionally, some step names and form components are different.

Demographics and Plan Info

Student Name	Student ID	Gender	Grade	Campus	DOB	Parent	Primary Exceptionality
Harry P Acosta	00058780	M	10	Focus High School - 0041	03/31/2006	Parent Parent	NA

Phone	Email	Address
		234 Main Street Ojoxwikxw, UZ 11111

Individual Education Plan (IEP) Demographics and Plan Information

Student Name:	Harry P Acosta	Student ID:	00058780	DOB:	03/31/2006
Grade:	10	Campus:	Focus High School - 0041	ELL:	Two year followup [LF]
Address:	234 Main Street		Ojoxwikxw	UZ	11111
Parent/Guardian:	Parent Parent	Phone:		Email:	
Parent/Guardian:		Phone:		Email:	
Exceptionalities:					
Primary:	None Currently Assigned				
Additional:	None Currently Assigned				
IEP Type:	Select One	Amended Date:		3 Year Reeval Due Date:	08/19/2025
IEP Plan Date:	08/19/2022	IEP Services Start Date:		IEP Plan End Date:	08/18/2023
Transition: Will the student be 14 years of age or entering the first year of high school during the validity period of the IEP?					
<input type="radio"/> No <input checked="" type="radio"/> Yes If yes, enter the expected year of graduation <input type="text"/> and complete all transition sections.					
Will the student be in the 7th grade or turning 12 years of age or older during the validity period of the IEP?					
<input type="radio"/> No <input checked="" type="radio"/> Yes If yes, the Transition form for 12 years old or 7th grade will display after this form is saved.					
Even though the student will not be in the 7th grade or turning 12 years old, the IEP Team has determined that addressing transition is appropriate. <input type="radio"/> N/A <input type="radio"/> Yes If yes, complete the Transition areas deemed appropriate by the IEP Team.					
Self-Determination and Self-Advocacy: Identifying transition services, to include the student's need for instruction or the provision of information in the area of self-determination and self-advocacy to assist the student with actively and effectively participating in IEP team meetings and being able to self-advocate, must start at age 12 or 7th grade so that needed post-secondary and career goals may be identified and in place by age 14 or the student's first day of their first year in high school (s.1003.5716, F.S).					

1. Select the IEP Type.



Do not select Amended for the IEP Type as that is a separate event.

2. The **3 Year Reeval Due Date** may auto-populate if present in the student's SIS record. If not, enter the date.

3. The **IEP Plan Date** and **IEP Plan End Date** will auto-populate from the locked IEP Meeting Notice.

i If multiple meeting notices were created, the system pulls the dates from the most recent locked notice.

4. Enter the IEP Services Start Date.

IEP Type: <input type="text" value="Select One"/>	Amended Date: <input type="text"/>	3 Year Reeval Due Date: <input type="text" value="N/A"/>
IEP Plan Date: <input type="text" value="08/19/2022"/>	IEP Services Start Date: <input type="text"/>	IEP Plan End Date: <input type="text" value="08/18/2023"/>

5. Answer the transition questions.

If the student turns 14 between the IEP Services Start Date and IEP Services End Date, Yes will automatically be selected for "Will the student be 14 years of age or entering the first year of high school during the validity period of the IEP?" question.

If the student turns 12 between the IEP Services Start Date and IEP Services End Date, Yes will automatically be selected for "Will the student be in the 7th grade or turning 12 years of age or older during the validity period of the IEP?" question.

If the student is 14 years of age or entering the first year of high school, the Transition Services 14 and Transition Resources steps are added after this step is saved and validated. If the student will be in the 7th grade or turning 12 years of age or older, the Transition Services 12 and Transition Resources steps are added after this step is saved and validated.

Transition: Will the student be 14 years of age or entering the first year of high school during the validity period of the IEP?	
<input type="radio"/> No	<input type="radio"/> Yes If yes, enter the expected year of graduation <input type="text"/> and complete all transition sections.
Will the student be in the 7th grade or turning 12 years of age or older during the validity period of the IEP?	
<input type="radio"/> No	<input type="radio"/> Yes If yes, the Transition form for 12 years old or 7th grade will display after this form is saved.
Even though the student will not be in the 7th grade or turning 12 years old, the IEP Team has determined that addressing transition is appropriate.	
<input type="radio"/> N/A	<input type="radio"/> Yes If yes, complete the Transition areas deemed appropriate by the IEP Team.

6. If **Yes** is selected for the **Self-Determination and Self-Advocacy** section, then self-determination must be addressed through annual goals, short-term objectives/benchmarks, or services in the IEP.

Self-Determination and Self-Advocacy: Identifying transition services, to include the student's need for instruction or the provision of information in the area of self-determination and self-advocacy to assist the student with actively and effectively participating in IEP team meetings and being able to self-advocate, must start at age 12 or 7th grade so that needed post-secondary and career goals may be identified and in place by age 14 or the student's first day of their first year in high school (s.1003.5716, F.S).
Is there a need for instruction or information in the area of self-determination or self-advocacy? <input type="radio"/> No <input type="radio"/> Yes
<i>When applicable, the student's current skills in self-determination and self-advocacy should be documented in Transition Services - Transition Skills. If yes, self-determination and self-advocacy must be addressed through annual goals, short-term objectives/benchmarks, transition services or services in the IEP.</i>

7. Indicate if and how the parent/guardian/student was provided with procedural safeguards or transition resources.

i The "Yes" radio button for Transition Resources will be selected by default if any of the transition questions above are answered with "Yes." The "No" radio button will be selected by default if all the transition questions above are answered with "No" or "N/A."

Procedural Safeguards and/or Transition Resources: Parent/guardian/adult student was provided with:
Procedural Safeguards: Yes No Date: Transition Resources: Yes No Date:
Check format provided: Paper Electronic Check format provided: Paper Electronic

8. Select the **Frequency of IEP Goals Progress Reporting to Parents**.

9. Select whether the parent was provided notification of parental rights regarding use of public benefits or insurance. Select whether the parent consented to share information to obtain Medicaid eligibility status. This is a separate form.

i The answer to this question will auto-populate if the data exists in the field parent_billing_medical_consent. If the parent_billing_medical_consent field is null or Z, the NA will be auto-populated. If the NA is auto-populated, and the parent provides or fails to provide consent when requested, the NA can be changed to Yes or No. Upon locking the IEP, the event trigger will update the parent_billing_medical_consent field if a change was made.

Frequency of IEP Goals Progress Reporting to Parents:

Annual IDEA Medicaid Notification: has the parent been provided notification of Parental Rights regarding Use of Public Benefits or Insurance? Yes No NA

Consent to Share Information - Verify whether parent provided consent to share information:
Has the parent consented to share information to obtain medicaid eligibility status? Yes No NA

10. Click **Save & Validate** at the top of the screen when finished completing the form.

Present Levels

This step features a hyperlink to the student's SIS [Test History](#), which opens in a pop-out window. Standardized test data will also automatically populate from the Test History record. Each Domain in the PLAAFP must be addressed whether or not the student needs instruction, support, or services for that domain.

Present Levels of Academic Achievement and Functional Performance

The PLAAFP describes the student's access to, involvement and progress in the general education curriculum. The following statements provide information regarding the student's strengths, academic, developmental and/or functional challenges; results of state and districtwide assessments; effects of the disability, and, for PreK students, participation in appropriate activities.

District and State Assessment Data:
Results of the most recent state and district assessments (include narrative describing specific sub-test results). [Test History](#)

Florida Statewide Assessments

TEST	DATE	SCORE	LEVEL
FC2 - ELA			
FSA - ALG1	04/17/2017	522	4
FSA - ELA	04/28/2017	362	
FSA - GEO	04/16/2018	541	5
FSA - MATH	04/13/2015	356	

Florida Statewide EOC Assessments

TEST	DATE	SCORE	LEVEL
EAH - HIS			
EB1 - BIO	04/16/2018	440	5
ECS - CIV	04/18/2016	431	5

Alternate Assessments

TEST	DATE	SCORE	LEVEL
FA1 - ALG1			
FA1 - BIO			
FA1 - ELA			
FA1 - GEO			

Narrative describing specific sub-test results

- Each Domain must have Yes or No selected as an Area of Concern. If Yes is selected, a separate step will generate for that domain to describe strengths and concerns.
- Only Domains selected as Yes will be available for selection on the Goals & Objectives screen.
- Selecting No for a Domain will require an explanation.
- Transition Service Area(s) can also be selected for each Domain for Transition IEPs.

Hover over the *i* icon to view a description of the domain in a tool-tip.

Curriculum and Learning Environment (Domain A): Area of Concern: Yes No
 Transition Service Area:

If 'No', please explain. If 'Yes', please complete the step for Domain A.

Social and Emotional Behavior (Domain B): Area of Concern: Yes No
 Transition Service Area:

If 'No', please explain. If 'Yes', please complete the step for Domain B.

Independent Functioning (Domain C): Area of Concern: Yes No
 Transition Service Area:

If 'No', please explain. If 'Yes', please complete the step for Domain C.

Health Care (Domain D): Goal Needed? Yes No
 Transition Service Area:

This domain addresses student's needs related to their involvement in the general curriculum or other academic and vocational curricula. This domain includes skills related to obtaining and using information, mathematical concepts and processes, and problem solving. It also includes workplace competencies relating to job preparation, task management, use of tools and technology, and employability skills. Student may have needs that require adjustments in the learning environment, including instruction and assessment procedures, materials, and equipment and adaptations to the classroom setting.

Selecting Yes for the Alternate Assessment Eligibility question will generate an Alternate Assessment Eligibility step.

Hover over the *i* icon next to the Matrix of Service Consideration question to view a tool-tip explaining when a matrix is required.

Selecting Yes for the Matrix of Service Consideration question will generate a step for Matrix of Services. Only Domains selected as Yes can be edited on the Matrix of Services with the exception of the Health Domain; it can be edited whether Yes or No is selected as a student may need services but not a goal.

Alternate Assessment Eligibility
 Does the team need to determine Alternate Assessment Eligibility? Yes No
If 'yes', complete the Alternate Assessment Eligibility step.

Matrix of Service Consideration
 Does the Matrix of Service need to be created or reviewed? Yes No
If 'yes', complete the Matrix of Service step.

District Student ID: 061843 Student Name

A matrix of services must be completed at the time of the student's initial placement into an exceptional student education program and at least once every 3 years by personnel who have received approved training. For all exceptional education students at Support Levels 4 and 5 (254–255), a new matrix must be completed at initial placement and at least once every three years thereafter. If services change as a result of an IEP team decision, a new matrix must be completed. If services do not change as a result of an IEP meeting, and the matrix is less than 3 years old, a new matrix does not have to be completed; however, the review of the matrix must be documented on the first page of the matrix.

[Back to Student List](#)

Click **Save & Validate** when the form is complete.

Domain Steps

For each domain marked as an area of concern in the Present Levels step, a separate step is generated to document the student's strengths, areas of concern, the effect of the disability, and priority educational needs.

< Previous Step > Next Step Notes Save & Validate ✓ Mark as Complete Print History Return to Manage Student 15%

- ✓ Demographics and Plan Info
- ✓ Present Levels
- * **Domain A - Curriculum & Learning**
- * Domain B - Social & Emotional
- * ESY Review
- * Special Factors
- * IEP Goals & Objectives
- * Schedule of Services
- * Instructional Accommodations
- * Testing Accommodations
- * LRE Considerations
- * IEP Team Signatures
- * Meeting Minutes

Curriculum and Learning Environment (Domain A)

Transition Service Area:

This domain addresses student's needs related to their involvement in the general curriculum or other academic and vocational curricula. This domain includes skills related to obtaining and using information, mathematical concepts and processes, and problem solving. It also includes workplace competencies relating to job preparation, task management, use of tools and technology, and employability skills. Student may have needs that require adjustments in the learning environment, including instruction and assessment procedures, materials, and equipment and adaptations to the classroom setting.

READING/LITERACY/WRITTEN LANGUAGE SKILLS or EMERGENT LITERACY/WRITING SKILLS FOR PRE-K:

Strengths

1. Describe the **Strengths** and **Area(s) of Concern**.

READING/LITERACY/Written LANGUAGE SKILLS or EMERGENT LITERACY/Writing SKILLS FOR PRE-K:

Strengths

Area(s) of Concern

2. Describe the effects of the disability and the student's priority educational needs.

The Effect of the Disability:
 Describe how the student's disability affects the student's access to, involvement/participation, and progress in the general curriculum, or, functioning in the typical learning environment for Pre-K. Relate to daily academic, social, and independent functioning requirements. Relate to present levels. Tell what specific skills, behaviors, and capabilities are affected by the disability.

The Student's Priority Educational Need(s) is/are to:
 The student's priority educational need(s) should flow from the effect of the disability. It should identify the immediate priority for student learning and progress. It will be targeted in the goals and objectives.

3. Click **Save & Validate** when finished.

ESY Review

This form must be completed for all students and all sections must be addressed. This form consists of two pages and a rationale must be provided for every YES and/or NO answer. Typically if the Present Levels indicated no goal was needed for a Domain, the answer for the related Domain on this form would be NA.

1. Questions 1 - 4 co-relate to a Domain on the IEP, excluding the Health Domain. The Supporting Data and Rationale may be completed before selecting Yes or No, however:

- If NA is selected as any answer, the Supporting Data and Rationale text fields are disabled.
- If Yes or No is selected, enter the Supporting Data that was reviewed for the domain. Enter the Rationale for selecting Yes or No.

<i>Extended School Year Eligibility Review</i>	
<p>The following questions are intended to assist IEP and FSP teams in making decisions regarding the necessity for ESY Services. For each question, provide the rationale for determining YES or NO for each area (NA if the student does not have goals in this area). If "YES" is indicated for one or more questions, the student may need ESY services.</p>	
<p>REGRESSION/RECOUPMENT</p> <p>1. Does the data indicate the likelihood that significant regression will occur in critical life skills related to academics, or, for Pre-K students, developmentally appropriate pre-academic skills, and that those skills cannot be recouped within a reasonable amount of time without ESY services?</p> <p>Supporting Data Reviewed:</p> <div style="border: 1px solid #ccc; height: 20px; width: 100%;"></div> <p>Rationale for determining Yes or No:</p> <div style="border: 1px solid #ccc; height: 20px; width: 100%;"></div>	<p><input type="radio"/> Yes</p> <p><input type="radio"/> No</p> <p><input type="radio"/> NA</p>
<p>2. Does the data indicate the likelihood that significant regression will occur in critical life skills related to communication, and that those skills cannot be recouped within a reasonable amount of time without ESY Services?</p> <p>Supporting Data Reviewed:</p> <div style="border: 1px solid #ccc; height: 20px; width: 100%;"></div> <p>Rationale for determining Yes or No:</p> <div style="border: 1px solid #ccc; height: 20px; width: 100%;"></div>	<p><input type="radio"/> Yes</p> <p><input type="radio"/> No</p> <p><input type="radio"/> NA</p>
<p>3. Does the data indicate the likelihood that significant regression will occur in critical life skills related to independent functioning and self-sufficiency, and that those skills cannot be recouped within a reasonable amount of time without ESY services?</p>	<p><input type="radio"/> Yes</p> <p><input type="radio"/> No</p> <p><input type="radio"/> NA</p>

2. The CRUCIAL STAGE OF DEVELOPMENT section may include emergent skills for Pre-K students as well as critical points of instruction on existing skills.

<p>CRUCIAL STAGE OF DEVELOPMENT</p> <p>5. Does the data indicate the likelihood that the student is at a crucial stage in the development of a critical life skill, and that a lapse in services would substantially jeopardize the student's chances of learning that skill? This may include emerging skills as well as critical points of instruction on existing skills.</p> <p>Supporting Data Reviewed:</p> <div style="border: 1px solid #ccc; height: 20px; width: 100%;"></div> <p>Rationale for determining Yes or No:</p> <div style="border: 1px solid #ccc; height: 20px; width: 100%;"></div>	<p><input type="radio"/> Yes</p> <p><input type="radio"/> No</p> <p><input type="radio"/> NA</p>
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3. The NATURE/SEVERITY OF DISABILITY section may include the student's rate of progress.

<p>NATURE/SEVERITY OF DISABILITY</p> <p>6. Is the nature or severity of the student's disability such that the student would be unlikely to benefit from his or her education without the provision of ESY services? The nature of the disability may include the student's rate of progress.</p> <p>Supporting Data Reviewed:</p> <div style="border: 1px solid orange; height: 20px; width: 100%;"></div> <p>Rationale for determining Yes or No:</p> <div style="border: 1px solid orange; height: 20px; width: 100%;"></div>	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NA
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4. In the EXTENUATING CIRCUMSTANCES section, consider the student's current situation(s) that indicate FAPE wouldn't be provided without ESY services.

<p>EXTENUATING CIRCUMSTANCES</p> <p>7. Are there extenuating circumstances pertinent to the student's current situation that indicate the likelihood that FAPE would not be provided without ESY services? Examples of students who may require ESY services under this criterion include, but are not limited to, the following:</p> <ul style="list-style-type: none"> • a student who has recently obtained paid employment and requires the services of a job coach in order to be successful • a student who requires ESY services in order to remain in his or her existing LRE and prevent movement to a more restrictive setting • a student whose frequent health-related absences have significantly impeded progress on goals related to critical life skills <p>Supporting Data Reviewed:</p> <div style="border: 1px solid orange; height: 20px; width: 100%;"></div> <p>Rationale for determining Yes or No:</p> <div style="border: 1px solid orange; height: 20px; width: 100%;"></div>	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NA
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5. Select **Yes** or **No** for "Does the data support the need for Extended School Year services?" The answer will be pushed to the student's ESE tab.

Does the data support the need for Extended School Year services? Yes No

6. Click **Save & Validate** when finished.

Special Factors

The Individuals with Disabilities Education Act (IDEA) lists special factors that the IEP team must consider in the development, review, and revision of each student's IEP. This form will address this key information and individualized consideration of each factor to be addressed in the student's IEP. Selecting Yes on certain fields will require the completion of additional fields.

Special Factors and Parent Input

The Individuals with Disabilities Act (IDEA) lists specific special factors that the IEP team must consider in the development, review, and revision of every child's IEP. When the IEP team determines the student needs a device or service including an intervention, accommodation or program modification, this must be specifically written in the appropriate section of the IEP.

1. Does the student's behavior interfere with his/her learning or the learning of others?	<input type="radio"/> Yes <input type="radio"/> No
If "Yes", is there a Functional Behavior Assessment (FBA) or Behavior Intervention Plan (BIP)?	<input type="radio"/> Yes <input type="radio"/> No
If "No" (there is no FBA or BIP), describe the strategies, interventions, or supports in place to address the behavior. Development of an FBP or BIP should be considered.	
<input type="text"/>	
2. Does the student have unique communication needs?	<input type="radio"/> Yes <input type="radio"/> No
If "Yes", these needs must be addressed in the appropriate section of the IEP (goals, related services, supplemental services, etc.).	
3. Does the student meet eligibility under Deaf or Hard of Hearing?	<input type="radio"/> Yes <input type="radio"/> No
If "Yes", describe opportunities for direct communication and/or instruction with peers and professionals in the student's language and mode of communication. This must be included in the <i>Communication Plan</i> .	
<input type="text"/>	
4. Does the student have limited English Proficiency?	<input type="radio"/> Yes <input type="radio"/> No
If "Yes", describe how the student's language needs are being met.	
<input type="text"/>	

1. Complete the form:

Question	Response Info
1. Does the student's behavior interfere with his/her learning or the learning of others?	Selecting Yes will require the FBA question to be addressed.
If "Yes", is there a Functional Behavior Assessment (FBA) or Behavior Intervention Plan (BIP)?	Selecting No will require a description of strategies, interventions, and supports to address the behavior.

Question	Response Info
2. Does the student have unique communication needs?	If Yes, describe the needs in Present Levels, Goals, Services or other appropriate section of the IEP.
3. Does the student meet eligibility under Deaf or Hard of Hearing?	If Yes, the explanation field becomes required and the Communication Plan supplement must be completed.
4. Does the student have limited English Proficiency?	If Yes, the explanation field becomes required to describe how needs are being met.
5. Does the student need instruction in Braille and/or the use of Braille?	Select Yes or No.
6. The IEP Team has considered the student's need for Assistive Technology and has determined:	Select the appropriate option. Explanation is required for the options "Additional information is needed to determine whether there is a need for Assistive Technology" and "Currently using Assistive Technology."
7. Has the Career and Professional Education (CAPE) digital tool certificate(s) or CAPE industry certification(s) the student is seeking to attain prior to high school graduation been addressed?	If Yes, enter the certificate.
8. Is there a need for extended school year services?	This is automatically set to No if the question "Does the data support the need for Extended School Year services?" is set to No in the Extended School Year Eligibility Review form.
9. Is there a need for specially designed or adaptive physical education?	If Yes, address in Present Levels, Goals & Objectives, and/or Schedule of Services.
10. Is there a need for special transportation services? If Yes, explain below and specify on the Schedule of Services.	If Yes, describe the need and include it in the Schedule of Services as a Related Service.
11. Information Regarding the Family Empowerment Scholarship for Students with Unique Abilities that is replacing the McKay Scholarship effective July 1, 2022 has been provided/discussed. More information is available at:	Select Yes if provided at the IEP meeting; otherwise select Mailed.

Question	Response Info
https://www.fl DOE.org/schools/school-choice/k-12-scholarship-programs/fes/index.shtml	
12. Has the parent/guardian been provided information on the Florida School for the Deaf and Blind?	Select the applicable response.
Parent Input	Enter the parent's concerns and how the parent's input was obtained.

2. Click **Save & Validate** when the form is complete and all required fields are filled.

IEP Goals & Objectives

Districts have the option to use the default one-domain-per-goal option, or the multiple-domains-per-goal option (consolidated domains). Districts can also require two objectives in order to save a goal. These options are set at the district level in SSS > [General](#). The domains selected as an Area of Concern in Present Levels populates headers in this section of the IEP.

! If no domain was selected as YES for Area of Concern on the Present Levels step, an error will display. Return to the Present Levels step and mark the applicable domain(s) as YES for Area of Concern.

Default Goals & Objectives

If the district is using the default one-goal-per-domain option, this message is displayed until each domain has at least one goal saved.

Create Goal

All domains filled out on the present levels step must have one goal per domain.

Curriculum and Learning
Independent Functioning

If the district also requires two objectives per goal, an additional statement displays indicating that each goal must have at least two objectives.

Create Goal

All domains filled out on the present levels step must have one goal per domain. All goals must have 2 objectives.

Curriculum and Learning

Social/Emotional Behavior

1. Click the **Create Goal** button.

Create Goal

All domains filled out on the present levels step must have one goal per domain.

Curriculum and Learning

Social/Emotional Behavior

Goal Details

Domain

Select One ▼

Responsible Implementers

Service Type

Select One ▼

Goal Start Date

12/16/2021

Goal End Date

12/15/2022

Schedule of Services

▼

Use Plan Start Date

Use Plan Review Date

Enter text below

Condition

Behavior

Criterion

2. Select the **Domain** in which to add the goal. This pull-down is populated from the domains identified as an Area of Concern selected on the Present Levels step.

Domain

Select One

Filter

Select One

Curriculum and Learning

Social/Emotional Behavior

3. Select the staff and/or teachers that will be responsible for the implementation/progress monitoring of the goal.

Responsible Implementers

ESE Teacher, Gen Ed Teacher

Filter

Check all visible Clear selected

Adapted PE Teacher

Assistive Technology Specialist

Behavior Intervention Specialist

DHH Teacher

ESE Teacher

Gen Ed Teacher

Health Services Provider

In- Home and Parent Trainer

Math Specialist

O&M Specialist

4. Select the **Service Type**.

Service Type

Select One

Filter

Select One

Instructional

Related

5. The **Goal Start Date** and **Goal End Date** will auto-populate but can be edited by turning off the toggles **Use Plan Start Date** and **Use Plan Review Date**.

The Goal Start Date and Goal End Date are auto-populated from the IEP Plan Date and IEP Plan End Date fields in the Demographics and Desired Outcomes step.

Goal Start Date	Goal End Date
08/26/2022	08/25/2023
<input checked="" type="checkbox"/> Use Plan Start Date	<input checked="" type="checkbox"/> Use Plan Review Date

6. Select the **Schedule of Services**. Options are IEP Duration, ESY, and Additional Schedule of Services.

Schedule of Services

▼

Filter

[Check all visible](#)
[Clear selected](#)

IEP Duration

ESY

Additional Schedule of Services

7. Enter the **Condition, Behavior, Criterion** and **Timeframe** for the goal statement. As you type, the blue header will update with the goal statement.

Enter text below

Condition

Behavior

Criterion

Timeframe

8. Select the **Mastery Criteria** of the goal. After selecting an option, additional fields will display for entering the criteria. This criteria will be referenced when creating the IEP Goals Progress Report.

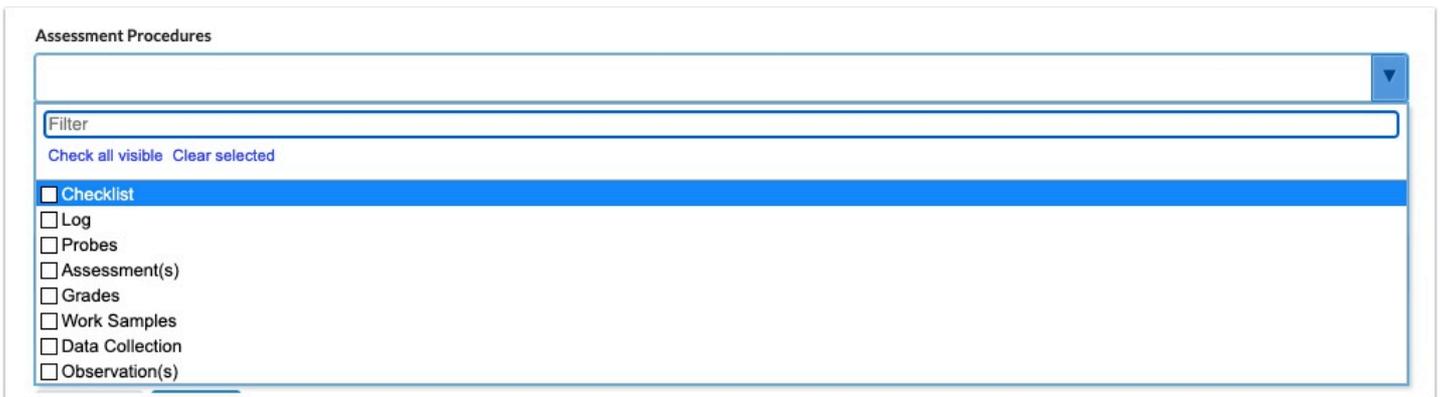


Mastery Criteria

Minutes

Minutes

9. Identify the **Assessment Procedures** that will be used for data collection on the student's progress toward goal mastery.



Assessment Procedures

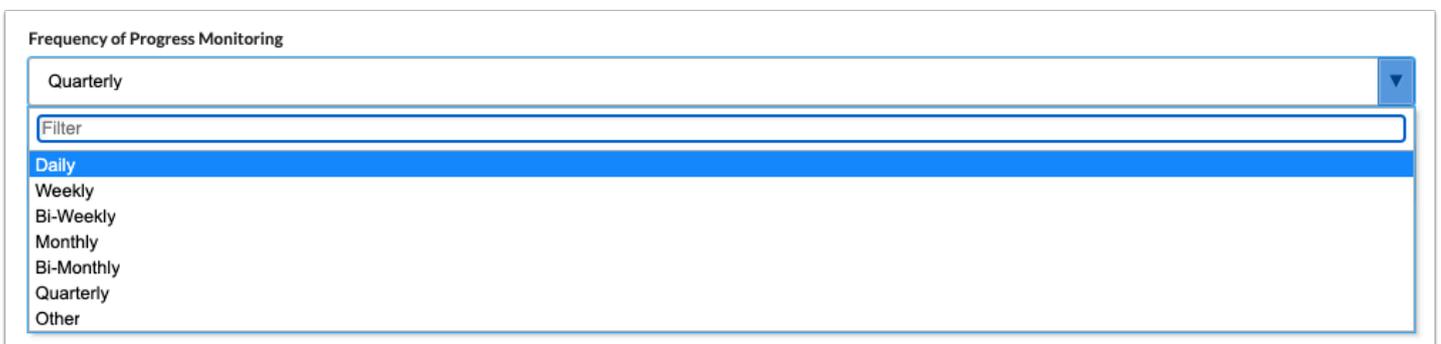
Filter

Check all visible Clear selected

- Checklist
- Log
- Probes
- Assessment(s)
- Grades
- Work Samples
- Data Collection
- Observation(s)

10. Select how frequently progress monitoring data will be collected. This data will be considered when creating the IEP Goals Progress Report.

 The title of this field and the field options are customized by the district in [SSS > General](#). A custom message may also be included above this field.



Frequency of Progress Monitoring

Quarterly

Filter

- Daily
- Weekly
- Bi-Weekly
- Monthly
- Bi-Monthly
- Quarterly
- Other

i The Diagnosis, Instructional Area, and Transition Service Area(s) fields may also display on this screen, depending on whether the district has enabled the Additional Goal Fields option in SSS > [General](#).

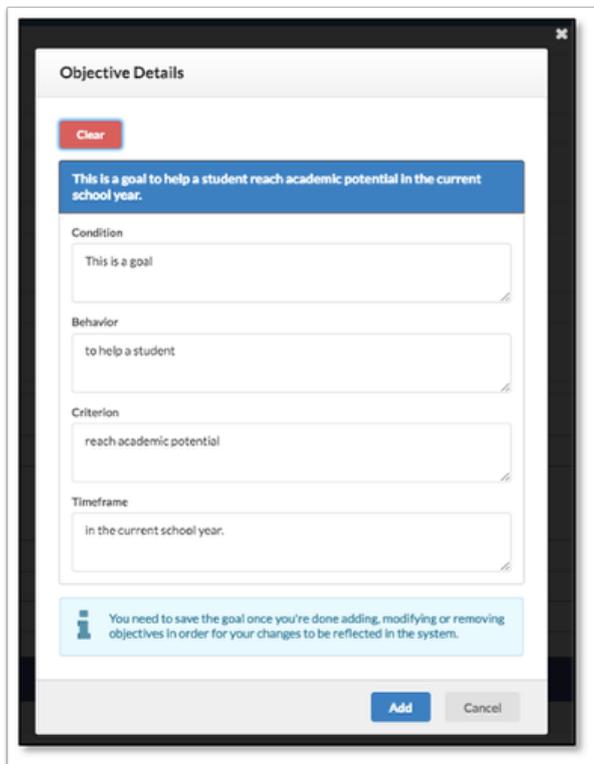
11. Click the **Add** button to view the Objectives screen, which is a pop-up.



Objectives	
Objective	Action

Add

12. The information entered in **Condition**, **Behavior**, **Criterion** and **Timeframe** for the goal will auto-populate into the Objective Details fields.



Objective Details

Clear

This is a goal to help a student reach academic potential in the current school year.

Condition
This is a goal

Behavior
to help a student

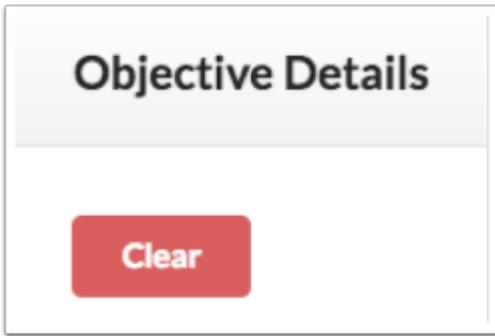
Criterion
reach academic potential

Timeframe
in the current school year.

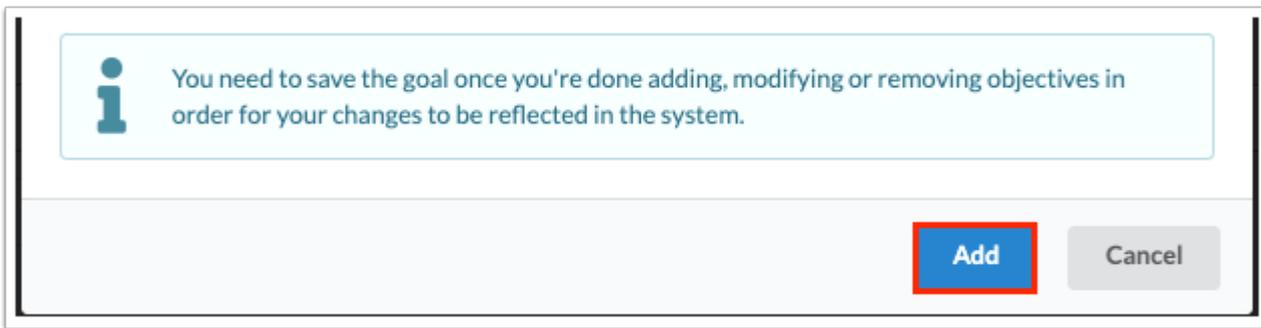
You need to save the goal once you're done adding, modifying or removing objectives in order for your changes to be reflected in the system.

Add **Cancel**

13. Click the **Clear** button at the top of the pop-up to clear the fields and enter different verbiage.

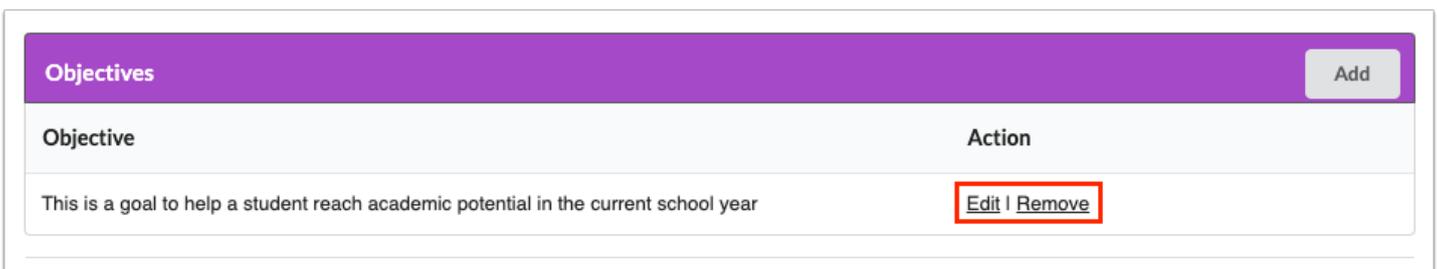


14. Click the blue **Add** button when finished entering text.

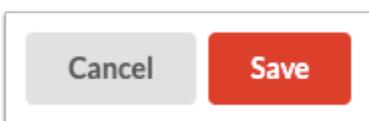


i Click **Cancel** or the **X** to exit the pop-up window without adding the objective.

16. Click **Edit** or **Remove** next to the objective to edit or delete the objective.



17. Click the **Save** button at the bottom of the screen after the goal has been written and objectives have been added.



After saving the Goal and Objective, the system reverts to the Create Goal screen where the new goal will display and additional goals can be created in the same or a different domain.

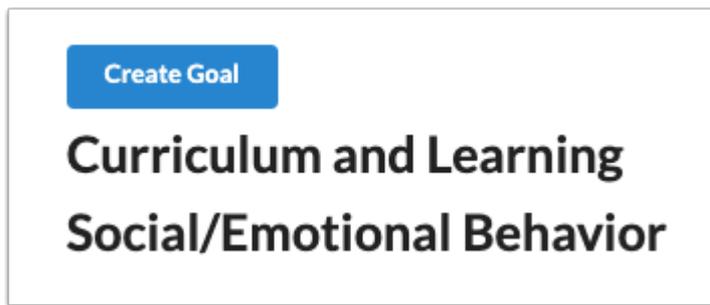
18. Click the links to **Edit** or **Remove** the goal.

#	Goal	Responsible Implementer	Action
1	This is a goal to help a student reach academic potential in the current school year	ESE Teacher, Gen Ed Teacher	Edit Remove

Consolidated (Multiple) Domains per Goal

If the district has enabled the option for a goal to apply to multiple domains (consolidated domains), no message displays upon initiating the Goals & Objectives step.

1. Click **Create Goal**.



2. Select the **Domain** in which to add the goal. This pull-down is populated from the domains identified as an Area of Concern selected on the Present Levels step.

3. In the **Secondary Domain** pull-down, select one or multiple secondary domains. This pull-down is populated from the domains identified as an Area of Concern selected on the Present Levels step.

Goal Details			
Domain	Secondary Domains	Responsible Implementers	
Curriculum and Learning	Social/Emotional Behavior		
Service Type	Goal Start Date	Goal End Date	
Select One	12/16/2021	12/15/2022	
Schedule of Services	<input checked="" type="checkbox"/> Use Plan Start Date	<input checked="" type="checkbox"/> Use Plan Review Date	

4. Select the staff and/or teachers that will be responsible for the implementation/progress monitoring of the goal.

Responsible Implementers

ESE Teacher, Gen Ed Teacher

Filter

Check all visible Clear selected

- Adapted PE Teacher
- Assistive Technology Specialist
- Behavior Intervention Specialist
- DHH Teacher
- ESE Teacher
- Gen Ed Teacher
- Health Services Provider
- In- Home and Parent Trainer
- Math Specialist
- O&M Specialist

5. Select the Service Type.

Service Type

Select One

Filter

Select One

Instructional

Related

6. The Goal Start Date and Goal End Date will auto-populate but can be edited by turning off the toggles Use Plan Start Date and Use Plan Review Date.

The Goal Start Date and Goal End Date are auto-populated from the IEP Plan Date and IEP Plan End Date fields in the Demographics and Desired Outcomes step.

Goal Start Date	Goal End Date
08/26/2022	08/25/2023
<input checked="" type="checkbox"/> Use Plan Start Date	<input checked="" type="checkbox"/> Use Plan Review Date

7. Select the Schedule of Services. Options are IEP Duration, ESY, and Additional Schedule of Services.

Schedule of Services

Filter

Check all visible Clear selected

IEP Duration

ESY

Additional Schedule of Services

8. Enter the **Condition, Behavior, Criterion** and **Timeframe** for the goal statement. As you type, the blue header will update with the goal statement.

Enter text below

Condition

Behavior

Criterion

Timeframe

9. Select the **Mastery Criteria** of the goal. After selecting an option, additional fields will display for entering the criteria. This criteria will be referenced when creating the IEP Goals Progress Report.

Mastery Criteria

Minutes

Minutes

10. Identify the **Assessment Procedures** that will be used for data collection on the student's progress toward goal mastery.

Assessment Procedures

Filter

Check all visible Clear selected

- Checklist
- Log
- Probes
- Assessment(s)
- Grades
- Work Samples
- Data Collection
- Observation(s)

11. Select how frequently progress monitoring data will be collected. This data will be considered when creating the IEP Goals Progress Report.

i The title of this field and the field options are customized by the district in SSS > [General](#). A custom message may also be included above this field.

Frequency of Progress Monitoring

Quarterly

Filter

- Daily
- Weekly
- Bi-Weekly
- Monthly
- Bi-Monthly
- Quarterly
- Other

i The Diagnosis, Instructional Area, and Transition Service Area(s) fields may also display on this screen, depending on whether the district has enabled the Additional Goal Fields option in SSS > [General](#).

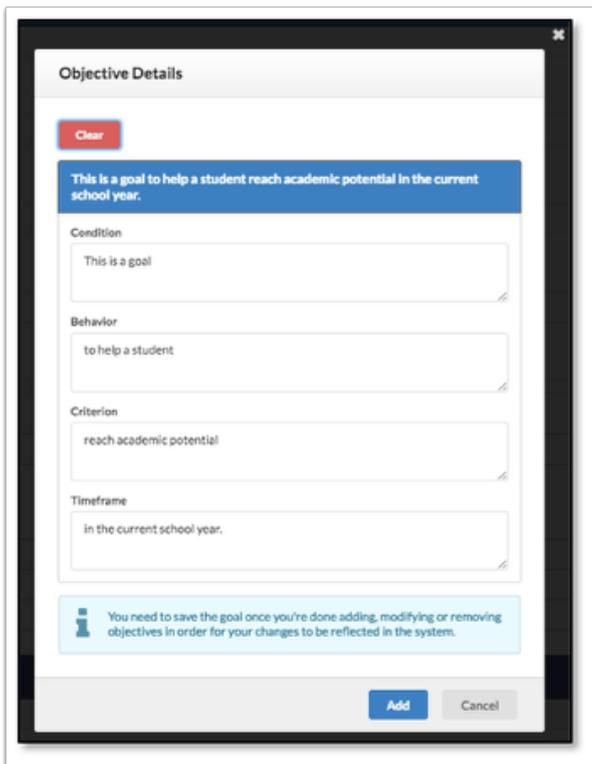
12. Click the **Add** button to view the Objectives screen, which is a pop-up.

Objectives

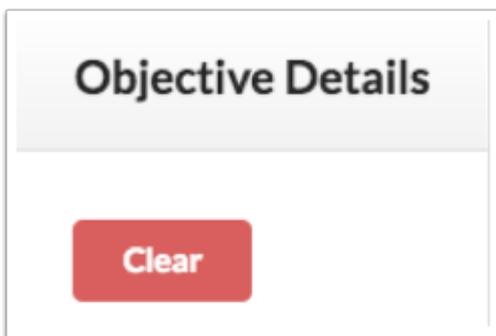
Add

Objective	Action
-----------	--------

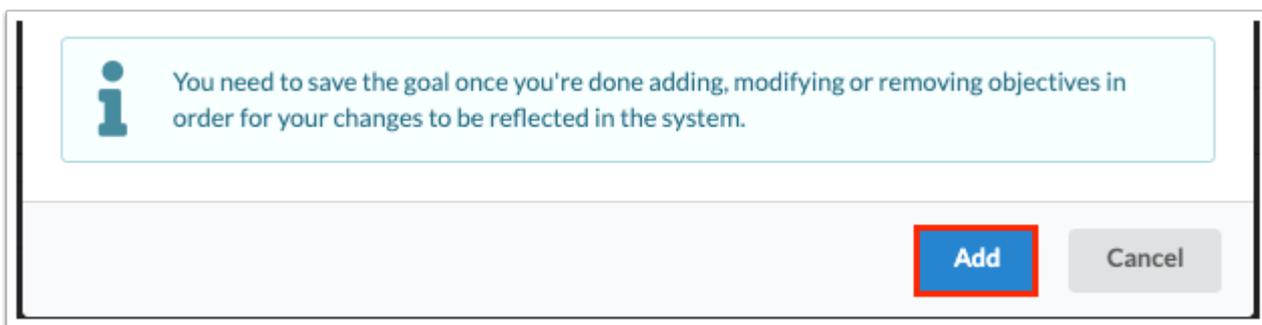
13. The information entered in **Condition, Behavior, Criterion** and **Timeframe** for the goal will auto-populate into the Objective Details fields.



14. Click the **Clear** button at the top of the pop-up to clear the fields and enter different verbiage.

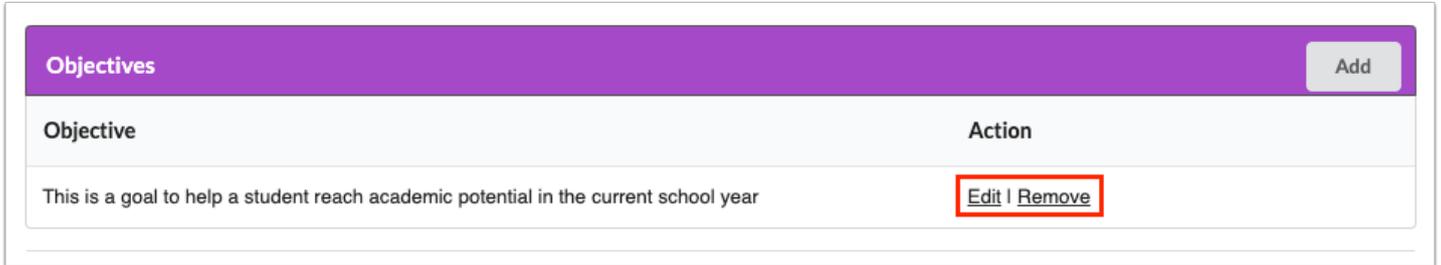


15. Click the blue **Add** button when finished entering text.



 Click **Cancel** or the **X** to exit the pop-up window without adding the objective.

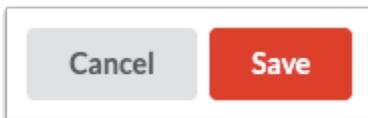
16. Click **Edit** or **Remove** next to the objective to edit or delete the objective.



The screenshot shows a table with a purple header labeled "Objectives" and an "Add" button. The table has two columns: "Objective" and "Action". A single row is visible with the objective text "This is a goal to help a student reach academic potential in the current school year" and a red-bordered link "Edit | Remove" in the Action column.

Objective	Action
This is a goal to help a student reach academic potential in the current school year	Edit Remove

17. Click the **Save** button at the bottom of the screen after the goal has been written and objectives have been added.



The screenshot shows two buttons: a grey "Cancel" button and a red "Save" button.

After saving the Goal and Objective, the system reverts to the Create Goal screen. The selected secondary domain(s) will display the same goal.



The screenshot shows the "Create Goal" screen with a blue "Create Goal" button. It features two sections: "Curriculum and Learning" and "Social/Emotional Behavior". Each section contains a table with columns for "#", "Goal", "Responsible Implementer", and "Action". Both tables have one row with a goal description and an "Edit | Remove" link.

#	Goal	Responsible Implementer	Action
1	Given... the student will... independently with no more than... by...		Edit Remove

#	Goal	Responsible Implementer	Action
1	Given... the student will... independently with no more than... by...		Edit Remove

18. Click the links to **Edit** or **Remove** the goal.

Create Goal

Curriculum and Learning

#	Goal	Responsible Implementer	Action
1	Given... the student will... independently with no more than... by...		Edit Remove

Social/Emotional Behavior

#	Goal	Responsible Implementer	Action
1	Given... the student will... independently with no more than... by...		Edit Remove

Schedule of Services

To accommodate situations where a student's IEP may carry from one school year or grade level to the next, the system allows users to create up to 4 different Schedules of Services for an IEP validity period. This also accommodates ESY when service dates and total minutes will be different. This screen contains a hyperlink to view the student's schedule in a new window.

Add Schedule

Save

ESE IDEA Educational Environment

[Student Schedule](#)

[Z] None of the above (deflt)[Z]

1. Select the **ESE IDEA Educational Environment** from the drop-down. This field is required, and defaults to Z if no option is selected.

ESE IDEA Educational Environment

✓ Select One

- [A] Age 3-5, Home [A]
- [B] Ages 3-5, Special Education in a Residential Facility [B]
- [C] Age 6-21, Correction Facility [C]
- [D] Age 6-21, Center School [D]
- [F] Age 6-21, Public Residential Facility [F]
- [H] Age 6-21, Hospital/Homebound [H]
- [J] Ages 3-5, Service Provider [J]
- [K] Age 3-5, Early Childhood Program [K]
- [L] Ages 3-5, Special Education at Regular School Campus [L]
- [M] Ages 3-5 Early Childhood Program Receiving the Majority of Special Education Services Outside the Early Childhood Program [M]
- [P] Age 6-21, Private Sch with Public Sch Ser [P]
- [S] Ages 3-5, Special Education in a Separate School [S]
- [Z] None of the above (defit)[Z]

2. Click **Add Schedule**.

Add Schedule

Save

Student Schedule

ESE IDEA Educational Environment

[Z] None of the above (defit)[Z]

A series of tables will display to select Instructional Services, Related Services, Supplementary Aids and Services, and Supports for School Personnel.

Add Schedule

Save

Student Schedule

ESE IDEA Educational Environment

[Z] None of the above (defit)[Z]

Select Schedule Type

Total School Minutes: 0 Calculated ESE Minutes: 0 Percent GE: NaN%

Remove

Start Date:

12/08/2021

End Date:

12/07/2022

Total School Minutes per Week:

Use Plan Start Date

Use Plan Review Date

Instructional Services

Add

Specially Designed Instruction	Minutes per week	Progress/Grade Determined By	Location	How	Action
--------------------------------	------------------	------------------------------	----------	-----	--------

Related Services

Add

Transportation, developmental, corrective, and other supportive services designed to enable a child with a disability to receive a free appropriate public education.

Service	Minutes per week	Provided By	Location	Consult	Transportation Code	Action
---------	------------------	-------------	----------	---------	---------------------	--------

Supplementary Aids and Services

Add

Aids, services and other supports including but not limited to assistive technology, accommodations to the physical environment, modified curriculum/assignments, staff support, and changes to presentation of instruction.

Service	Frequency	Provided By	Consult	Action
---------	-----------	-------------	---------	--------

Support Services for School Personnel

Add

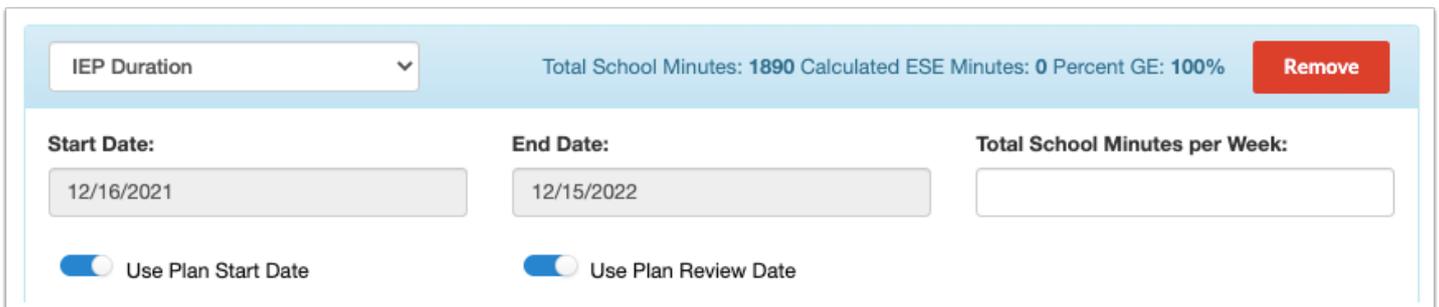
Service	Initiation Date	Duration Date	Frequency	Action
---------	-----------------	---------------	-----------	--------

3. Select a **Schedule Type** from the drop-down. The selected Schedule Type will display on the Accommodations screen so that accommodations will match in the event that multiple schedule types are selected.



The Total School Minutes will auto-populate with the value entered in Setup > School Information. These are the bell-to-bell minutes. The system will display the Calculated ESE Minutes and Percent GE as ESE minutes are added to the schedule. This will facilitate the LRE Considerations selection.

i The Total School Minutes per Week field can be used for ESY minutes when the student has multiple schedules or in the case of pre-K moving to Kindergarten during the validity period of the IEP.



5. The **Start Date** and **End Date** will auto-populate based on the start date and review date of the IEP. To manually enter a start date, click the **Use Plan Start Date** toggle so that it turns off and enter the date. To manually enter the end date, click the **Use Plan Review Date** toggle so that it turns off and end the date. The IEP Plan Date and IEP Review Date display for reference if one or both of the toggles are turned off.

Dates are typically manually entered to match any specific goal that may only be active for a portion of the IEP validity period, where the selected services for supporting that goal will only be for that timeframe.

If Additional Schedule of Services was selected as the schedule type, the start and end dates will need to be adjusted accordingly. A text field will be provided to enter a title for the schedule.

i The start and end dates will auto-fill on the Accommodations screen when the schedule type is selected. This is to ensure that the goal, schedule of services, and accommodations align as necessary.

The screenshot shows the IEP Accommodations screen. At the top, there is a dropdown menu for 'IEP Duration' and a 'Remove' button. Below this, the 'Total School Minutes: 1890 Calculated ESE Minutes: 0 Percent GE: 100%' is displayed. The main section contains three input fields: 'Start Date' (12/16/2021), 'End Date' (12/15/2022), and 'Total School Minutes per Week'. Below these are two toggle switches: 'Use Plan Start Date' and 'Use Plan Review Date', both of which are currently turned off. At the bottom, there are two more input fields: 'IEP Plan Date' (12/16/2021) and 'IEP Review Date' (12/15/2022).

6. In the Instructional Services section, click the **Add** button to select the Specially Designed Instructional Services; this opens a pop-up box.

The screenshot shows the 'Instructional Services' section. At the top, there is a header 'Instructional Services' and an 'Add' button. Below this is a table with the following columns: 'Specially Designed Instruction', 'Minutes per week', 'Progress/Grade Determined By', 'Location', 'How', and 'Action'.

7. Select the **Specially Designed Instruction** the student will receive in support of the goal.

In the **How?** pull-down, select how the instruction will be provided. Selecting Other will display a open text field to enter a specially designed instruction that does not appear in the pull-down.

Click the radio button to select the **Location**, either **GE** or **ESE**.

Enter the number of **Minutes per Week**. This is the total number of minutes of the instruction that will be provided with regard to the frequency (daily, weekly, monthly, etc.). ESE minutes will be subtracted from the Total School Minutes per Week to calculate the LRE. Gen ed minutes are not subtracted.

In the **Progress/Grade Determined By** pull-down, select who determines the grade or progress for the student. Selecting Other will display an open text field to define the role.

Instructional Service

Specially Designed Instruction
 Instruction in handwriting

How?
 Individualized Instruction

Location GE ESE

Minutes per Week
 50

Progress/Grade Determined By
 ESE

Cancel Create

8. Click **Create**. The pop-up will close and you will return to the Schedule of Services screen.

9. In the Related Services section, click the **Add** button to select the Related Services, which opens a pop-up box.

Related Services Add

i Transportation, developmental, corrective, and other supportive services designed to enable a child with a disability to receive a free appropriate public education.

Service	Minutes per week	Provided By	Location	Consult	Transportation Code	Action
---------	------------------	-------------	----------	---------	---------------------	--------

10. Use the **Services** pull-down to select the related service the student will receive in support of the goal. If no services are needed select **The team has addressed this area and determined that services are not appropriate at this time**.

Select the **Service Type** (Direct or Consult). Selecting **Consult** will display an open text field to enter how or to whom the consult will be provided.

Click the radio button to select the **Location**, either **GE** or **ESE**.

Enter the number of **Minutes per Week**. This is the total number of minutes of the instruction that will be provided with regard to the frequency (daily, weekly, monthly, etc.). ESE minutes will be subtracted from the Total School Minutes per Week to calculate the LRE. Gen ed minutes are not subtracted. This does not apply if Transportation is selected as the related service.

Select who the service is **Provided By**.

END DATE: TOTAL SCHOOL MINUTES

Related Service

Services

Speech Therapy

Service Type

Direct

Location GE ESE

Minutes per Week

30

Provided By

Speech Language Pathologist

Cancel Create

Selecting **Transportation** as the related service will require the selection of the **Transportation Code(s)**.

END DATE: TOTAL SCHOOL MINUTES

Related Service

Services

Transportation

Transportation Code (ctrl+click when selecting more than one)

TR3 - Bus Aide or Monitor for student
 CC - Curb-to-Curb
 ESY - Extended School Year
 TR2 - Medical Condition
 TR1 - Medical Equipment

Cancel Create

 The options available for the Transportation Code pull from custom_2125.

11. Click **Create**. The pop-up will close and you will return to the Schedule of Services screen.

 The district may have enabled the option to replace "Minutes per Week" with "Minutes" and "Frequency of Minutes" for Instructional Services and Related Services in SSS > [General](#).

12. In the Supplementary Aids and Services section, click the **Add** button to select any supplementary aides and services the student will receive.

Supplementary Aids and Services					Add
 Aids, services and other supports including but not limited to assistive technology, accommodations to the physical environment, modified curriculum/assignments, staff support, and changes to presentation of instruction.					
Service	Frequency	Provided By	Consult	Action	

13. Use the **Services** pull-down to select the supplementary aids or service the student will receive. If no services are needed, select **The team has addressed this area and determined that services are not appropriate at this time**.

Select the **Service Type** (Direct or Consult). Selecting **Consult** will display an open text field to enter how or to whom the consult will be provided.

Select the **Frequency** of the aid or service.

Select who the aid or service is **Provided By**.

Supplementary Aids and Services

Services
The team has addressed this area and determined that services are not appropriate

Service Type
Select One

Frequency
Select One

Provided By
Select One

Cancel Create

14. Click **Create**. The pop-up will close and you will return to the Schedule of Services screen.

15. In the Support Services for School Personnel section of the screen, click the **Add** button to select any support services for school personnel.

Support Services for School Personnel				
				Add
Service	Initiation Date	Duration Date	Frequency	Action

16. Use the **Services** pull-down to select the support service needed for school personnel. If none needed, select **The team has addressed this area and determined that services are not appropriate at this time**. Selecting **Other** will display an open text field to define a support service not available in the dropdown.

Select the **Initiation Date** and **Duration Date** of the service.

Select the **Frequency** in which the service will occur.

Support Services for School Personnel

Services

The team has addressed this area and determined that services are not appropriate ▼

Initiation Date

Duration Date

Frequency

Select One ▼

17. Click **Create** when finished.

18. After all services have been added, click **Save** at the top of the screen.

Add Schedule
Save
Student Schedule

ESE IDEA Educational Environment Student Schedule

[Z] None of the above (default)[Z] ▼

IEP Duration ▼
Total School Minutes: 1890 Calculated ESE Minutes: 30 Percent GE: 98.41% Remove

Start Date:

Use Plan Start Date

End Date:

Use Plan Review Date

Total School Minutes per Week:

Instructional Services Add

Specialty Designed Instruction	Minutes per week	Progress/Grade Determined By	Location	How	Action
Instruction in handwriting	50	ESE	GE	Individualized Instruction	Edit Remove

Related Services Add

Transportation, developmental, corrective, and other supportive services designed to enable a child with a disability to receive a free appropriate public education.

Service	Minutes per week	Provided By	Location	Consult	Transportation Code	Action
Speech Therapy	30	Speech Language Pathologist	ESE			Edit Remove

Supplementary Aids and Services Add

The top of the completed Schedule of Services will display the calculated Time with Non-Disabled Peers showing as Percent GE in addition to any ESE minutes. This value will determine the student's LRE Considerations.

ESE IDEA Educational Environment Student Schedule

[Z] None of the above (default)[Z]

Additional Schedule of Services Total School Minutes: 1890 Calculated ESE Minutes: 30 Percent GE: 98.41% [Remove](#)

Schedule of Services Title

Start Date: 12/16/2021 **End Date:** 12/15/2022 **Total School Minutes per Week:**

Use Plan Start Date Use Plan Review Date

IEP Plan Date 12/16/2021 **IEP Review Date** 12/15/2022

19. Click **Edit** or **Remove** next to a section on the Schedule of Services to edit or remove the service.

[Add Schedule](#) [Save](#) Student Schedule

ESE IDEA Educational Environment

[Z] None of the above (default)[Z]

IEP Duration Total School Minutes: 1890 Calculated ESE Minutes: 30 Percent GE: 98.41% [Remove](#)

Start Date: 12/16/2021 **End Date:** 12/15/2022 **Total School Minutes per Week:** 1890

Use Plan Start Date Use Plan Review Date

Instructional Services [Add](#)

Specially Designed Instruction	Minutes per week	Progress/Grade Determined By	Location	How	Action
Instruction in handwriting	50	ESE	GE	Individualized Instruction	Edit Remove

Related Services [Add](#)

Transportation, developmental, corrective, and other supportive services designed to enable a child with a disability to receive a free appropriate public education.

Service	Minutes per week	Provided By	Location	Consult	Transportation Code	Action
Speech Therapy	30	Speech Language Pathologist	ESE			Edit Remove

20. To remove the entire Schedule of Services, click **Remove** at the top of the screen.

Add Schedule **Save**

ESE IDEA Educational Environment Student Schedule

[Z] None of the above (deflt)[Z]

IEP Duration Total School Minutes: 1890 Calculated ESE Minutes: 30 Percent GE: 98.41% **Remove**

Start Date: 12/16/2021 **End Date:** 12/15/2022 **Total School Minutes per Week:** 1890

Use Plan Start Date Use Plan Review Date

Instructional Services **Add**

Specially Designed Instruction	Minutes per week	Progress/Grade Determined By	Location	How	Action
Instruction in handwriting	50	ESE	GE	Individualized Instruction	Edit Remove

21. If applicable, click **Add Schedule** at the top of the screen to create an additional Schedule of Services that may take effect for a different date range than the first.

Add Schedule **Save**

ESE IDEA Educational Environment Student Schedule

[Z] None of the above (deflt)[Z]

IEP Duration Total School Minutes: 1980 Calculated ESE Minutes: 80 Percent GE: 95.95% **Remove**

Start Date: 12/16/2021 **End Date:** 12/15/2022 **Total School Minutes per Week:** 1980

Use Plan Start Date Use Plan Review Date

Instructional Services **Add**

Specially Designed Instruction	Minutes per week	Progress/Grade Determined By	Location	How	Action
Instruction in handwriting	50	Joint (GE / ESE)	ESE	Individualized Instruction	Edit Remove

i When adding a schedule of services for ESY, disable the Use Plan Start Date and Use Plan Review Date toggles and manually enter the ESY start date and end date. The Total School Minutes per Week can be manually entered.

ESY Total School Minutes: 300 Calculated ESE Minutes: 0 Percent GE: 100% Remove

Start Date: **End Date:** **Total School Minutes per Week:**

Use Plan Start Date Use Plan Review Date

i When the Schedule of Services will be for a portion of the validity period as when students are transitioning from middle school to high school, then select Additional Schedule of Services from the Schedule Type pull-down and provide a title. This may need to be done more than once to cover IEP validity period. Disable the Use Plan Start Date and Use Plan Review Date toggles and enter applicable start and end date. Manually enter the Total School Minutes per Week if applicable.

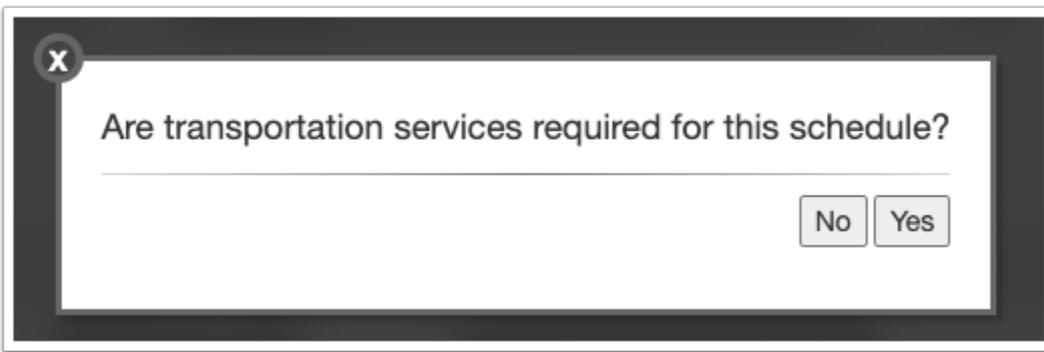
Additional Schedule of Services Total School Minutes: 0 Calculated ESE Minutes: 0 Percent GE: NaN% Remove

Start Date: **End Date:** **Total School Minutes per Week:**

Use Plan Start Date Use Plan Review Date

! Entering a Start Date that precedes the IEP Plan Start Date or an End Date that extends beyond the IEP Plan Review date will display the date fields in red and the Schedule of Services will not save.

i For students who require transportation services, validations may require a transportation service to be added to the first schedule. When adding additional schedules, a pop-up window will display after clicking Add Schedule which will ask "Are transportation services required for this schedule?" Clicking Yes will select the "Transportation Service(s) required" check box, which displays above the Related Services table on the added schedule. Adding a transportation service to the schedule will be required. If No is selected in the pop-up window, the "Transportation Service(s) required" check box will not be selected, and adding a transportation service to the schedule will not be required.



Select Schedule Type ▼
Total School Minutes: 0 Calculated ESE Minutes: 0 Percent GE: NaN% Remove

Start Date:

Use Plan Start Date

End Date:

Use Plan Review Date

Total School Minutes per Week:

Instructional Services Add

Specially Designed Instruction	Minutes per week	Progress/Grade Determined By	Location	How	Action
<div style="border: 2px solid red; display: inline-block; padding: 2px;">Transportation Service(s) required <input checked="" type="checkbox"/></div>					

Related Services Add

i Transportation, developmental, corrective, and other supportive services designed to enable a child with a disability to receive a free appropriate public education.

Service	Minutes per week	Provided By	Location	Consult	Transportation Code	Action

Supplementary Aids and Services Add

i Aids, services and other supports including but not limited to assistive technology, accommodations to the physical environment, modified curriculum/assignments, staff support, and changes to presentation of instruction.

Service	Frequency	Provided By	Consult	Action

Instructional Accommodations

The default value for the Instructional Accommodations step is "The Team has determined that the following accommodations/supports are necessary..." and "Determination of Need for Instructional Accommodations and Support," which will only display the Accommodations table for allowable accommodations on state assessments.

Instructional Accommodations

Save

No Accommodations/supports are needed at this time.

The Team has determined that the following accommodations/ supports are necessary to support the student in regular, remedial, and supportive programs including accommodations needed for participation in extracurricular and other non- academic activities. These accommodations are to assist the student in advancing appropriately toward attaining annual goals and to enable the student's involvement in the general curriculum.

Determination of Need for Instructional Accommodations and Support

Other Accommodations may not be allowed on Statewide Assessments

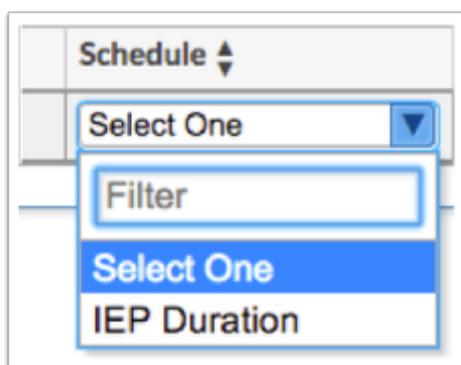
Determination of Need for Instructional Accommodations and Supports

Presentation Response Setting Scheduling Assistive Devices Unique Accommodations

Export Filter: OFF Reset Insert Row

Schedule	Accommodation	Duration	Location	Frequency
Select One	Select One		Select One	Select One

1. For each tab, select the **Schedule** type to which these accommodations will apply. Only the Schedule Types selected on the Schedule of Services will display here.



2. Select the **Accommodation**, **Location**, and **Frequency** using the drop-down menus.

Determination of Need for Instructional Accommodations and Supports

Export Filter: OFF Reset Insert Row

Schedule	Accommodation	Duration	Location	Frequency
IEP Duration	Directions may be Repeated	12/07/2021 - 12/06/2022	Regular Class	Daily

The **Duration** dates will auto-populate based on the Schedule Type selected.

Determination of Need for Instructional Accommodations and Supports

Export Filter: OFF Reset Insert Row

Schedule	Accommodation	Duration	Location	Frequency
IEP Duration	Directions may be Repeated	12/07/2021 - 12/06/2022	Regular Class	Daily

3. Press the **Enter** key to add the row. A red save button will also display that must be clicked to save the form.

Instructional Accommodations

Save

- No Accommodations/supports are needed at this time.
- The Team has determined that the following accommodations/ supports are necessary to support the student in regular, remedial, and supportive programs including accommodations needed for participation in extracurricular and other non- academic activities. These accommodations are to assist the student in advancing appropriately toward attaining annual goals and to enable the student's involvement in the general curriculum.
- Determination of Need for Instructional Accommodations and Support
- Other Accommodations may not be allowed on Statewide Assessments

Determination of Need for Instructional Accommodations and Supports

Export Filter: OFF Reset Insert Row

Schedule	Accommodation	Duration	Location	Frequency
Select One	Select One			Select One
IEP Duration	Directions may be Repeated	09/01/2022 - 08/31/2023	Regular Class	Daily

i Selecting "Extended Time" as the Accommodation on the Scheduling tab displays an additional Extended Time column where an option must be selected.

Determination of Need for Instructional Accommodations and Supports

Export Filter: OFF Reset Insert Row

Schedule	Accommodation	Extended Time	Duration	Location	Frequency
IEP Duration	Extended Time	Double time	12/16/2021 - 12/15	Regular Class, ...	Daily

4. Selecting the second box for **Other Accommodations may not be allowed on Statewide Assessments** displays the Other Accommodations table below. An open text field displays to manually enter the Accommodation details. The accommodation may be an instructional accommodation that may not be allowed on statewide assessments.

5. After entering accommodation information in the blank row, press **Enter** to add the row.

6. Click **Save**.

Instructional Accommodations Save

No Accommodations/supports are needed at this time.
 The Team has determined that the following accommodations/ supports are necessary to support the student in regular, remedial, and supportive programs including accommodations needed for participation in extracurricular and other non- academic activities. These accommodations are to assist the student in advancing appropriately toward attaining annual goals and to enable the student's involvement in the general curriculum.

Determination of Need for Instructional Accommodations and Support
 Other Accommodations may not be allowed on Statewide Assessments

Determination of Need for Instructional Accommodations and Supports

Export Filter: OFF Reset Insert Row

Schedule	Accommodation	Duration	Location	Frequency
Select One	Select One			Select One
IEP Duration	Directions may be Repeated	09/01/2022 - 08/31/2023	Regular Class	Daily

Other Accommodations Reset Insert Row

Export Filter: OFF

Schedule	Accommodation	Duration	Location	Frequency
Select One				Select One
IEP Duration	Use of notes	09/01/2022 - 08/31/2023	Regular Class	Daily

💡 If an error is made when making selections in the insert row, click **Reset Insert Row** to clear the selections.

Determination of Need for Instructional Accommodations and Supports

Presentation Response Setting Scheduling Assistive Devices Unique Accommodations

Export   Filter: OFF Reset Insert Row

Schedule	Accommodation	Duration	Location	Frequency
IEP Duration	Select One	12/16/2021 - 12/15/2021		Select One
IEP Duration	Directions may be Repeated	12/16/2021 - 12/15/2021	Regular Class	Daily

 The district may have enabled one or more of the following accommodation options in SSS > [General](#):

- Accommodation Extended Time Custom List - replaces the default Focus list
- Accommodation Extended Time Free Text Option - adds a new column next to Extended Time to enter a custom value
- Accommodation Small Groups Custom List- replaces the default Focus list of small group options
- Accommodation Small Groups Free Text Option - adds a new column next to Small Groups to enter a custom value

Testing Accommodations

The "State & District Assessments" step from the original IEP Event has been renamed to "Testing Accommodations" in the IEP 2.0 event. The form is titled "Participation in State and District-Wide Assessments" in the original IEP Event, and is now titled "State & District Testing Accommodations" in the IEP 2.0. The pages for determining Alternate Assessment Eligibility have been removed, as that is now its own step if Yes is selected for Alternate Assessment Eligibility in the Present Levels step.

1. Select the specific assessment(s) and applicable testing accommodations. Accommodations can only be selected if the **Status** is **Yes-Accommodations**.

If extended time is the intended accommodation for **Flexible Scheduling**, be sure to select a value from the **Describe Extended Time** pull-down above it.

2. Click **Save & Validate** when finished.

Alternate Assessment Eligibility

When Yes is selected for Alternate Assessment Eligibility question in the Present Levels step, the Alternate Assessment Eligibility step is generated. A link is provided to the student's Test History.

[Previous Step](#) | [Next Step](#) | [Notes](#) | [Save & Validate](#) | [Mark as Complete](#) | [Print](#) | [Return to Manage Student](#) | **66%**

- ✓ [Demographics and Plan Info](#)
- ✓ [Present Levels](#)
- ✓ [Domain A - Curriculum & Learning](#)
- ✓ [Domain B - Social & Emotional](#)
- ✓ [ESY Review](#)
- ✓ [Special Factors](#)
- ✓ [IEP Goals & Objectives](#)
- ✓ [Schedule of Services](#)
- ✓ [Instructional Accommodations](#)
- ✓ [Testing Accommodations](#)
- * [Alternate Assessment Eligibility](#)**
- * [LRE Considerations](#)
- * [IEP Team Signatures](#)
- * [Meeting Minutes](#)
- * [Matrix of Services](#)
- [IEP Supplemental Forms](#)
- [Uploads \(0\)](#)

Alternate Assessment Eligibility [Test History](#)

Questions to guide decision-making for how a student with disabilities will be instructed and subsequently participate in the Statewide, Standardized Assessment Program:

1. Does the student have a most significant cognitive disability as defined by Rule 6A-10943, F.A.C.? A "most significant cognitive disability" is defined as a global cognitive impairment that adversely impacts multiple areas of functioning across many settings and is a result of a congenital, acquired or traumatic brain injury or syndrome and is verified by either: A). A statistically significant below average global cognitive score that falls within the first percentile rank (i.e., a standard, full-scale score of 67 or under); or B). In the extraordinary circumstance when a global, full-scale intelligence quotient score is unattainable, a school district-determined procedure that has been approved by the Florida Department of Education under paragraph (5)(e) of this rule.	<input type="radio"/> Yes <input type="radio"/> No
2. Is the student receiving exceptional student education (ESE) services as identified through a current IEP and has been enrolled in the appropriate and aligned courses using alternate achievement standards for two consecutive FTE reporting periods prior to the assessment?	<input type="radio"/> Yes <input type="radio"/> No
3. Is the student receiving specially designed instruction, which provides unique instruction and intervention supports that is determined, designed, and delivered through a team approach, ensuring access to core instruction through the adaptation of content, methodology or delivery of instruction and is exhibiting very limited to no progress in the general education curriculum standards?	<input type="radio"/> Yes <input type="radio"/> No
4. Is the student receiving support through systematic, explicit and interactive small-group instruction focused on foundational skills in addition to instruction in the general education curriculum standards?	<input type="radio"/> Yes <input type="radio"/> No
5. Does the student require modifications to the general education curriculum standards even after documented evidence of exhausting all appropriate and allowable instructional accommodations?	<input type="radio"/> Yes <input type="radio"/> No
6. Does the student require modifications to the general education curriculum standards even after documented evidence of accessing a variety of supplementary instructional materials?	<input type="radio"/> Yes <input type="radio"/> No
7. Does the student require modifications to the general education curriculum standards even with documented evidence of the provision and use of assistive technology?	<input type="radio"/> Yes <input type="radio"/> No
8. Even with direct instruction in all core academic areas (i.e., English/Language Arts, math, social studies and science), does the student exhibit limited to no progress on the general education curriculum standards and require modifications?	<input type="radio"/> Yes <input type="radio"/> No

1. To determine eligibility for Alternate Assessment, all questions on page 1 and 2 must be answered.

2. Click **Save & Validate** when finished.

LRE Considerations

The % GE from the blue bar on the Schedule of Services will pre-determine which radio button is selected when this form is opened. If the % GE on the Schedule of Services is less than 40%, the third radio button will be pre-selected, allowing selection of either of the 2 remaining buttons.

[Previous Step](#)
[Next Step](#)
[Notes](#)
[Save & Validate](#)
[Mark as Complete](#)
[Print](#)
[Return to Manage Student](#)
73%

- ✓ [Demographics and Plan Info](#)
- ✓ [Present Levels](#)
- ✓ [Domain A - Curriculum & Learning](#)
- ✓ [Domain B - Social & Emotional](#)
- ✓ [ESY Review](#)
- ✓ [Special Factors](#)
- ✓ [IEP Goals & Objectives](#)
- ✓ [Schedule of Services](#)
- ✓ [Instructional Accommodations](#)
- ✓ [Testing Accommodations](#)
- ✓ [Alternative Assessment Eligibility](#)
- * [LRE Considerations](#)
- * [IEP Team Signatures](#)
- * [Meeting Minutes](#)
- * [Matrix of Services](#)
- [IEP Supplemental Forms](#)
- [Uploads \(0\)](#)

Least Restrictive Environment, Justification for Removal from General Education and PWN

Least Restrictive Environment

- Regular class:** student spends 80% or more of the school week with nondisabled peers
- Resource Room:** student spends between 40% to 79% of the school week with nondisabled peers
- Separate class:** student spends less than 40% of the school week with nondisabled peers
- Special Day School/Exceptional Education Center**
- Other Separate Environment** (separate private school, residential facility, correctional facility or hospital/homebound program)

Alternatives/placements/accommodations/modifications, previously considered or attempted. The Team must always consider the general education classroom: (Select all that apply.)

If 'Other' is selected please describe:

Justification for placement: The IEP committee has considered the educational environment of the placement options in which this student could safely achieve IEP goals, maintain quality of life, and not disrupt the educational process for other students. The following factors were considered in selecting the student's placement and ensuring that it is in the least restrictive environment: parent/committee input, current educational performance levels, goals and objectives. Additional factors considered include: (Select all that apply)

Selecting any of the last 3 radio buttons makes the middle of the form required.

Least Restrictive Environment, Justification for Removal from General Education and PWN

Least Restrictive Environment

- Regular class:** student spends 80% or more of the school week with nondisabled peers
- Resource Room:** student spends between 40% to 79% of the school week with nondisabled peers
- Separate class:** student spends less than 40% of the school week with nondisabled peers
- Special Day School/Exceptional Education Center**
- Other Separate Environment** (separate private school, residential facility, correctional facility or hospital/homebound program)

Alternatives/placements/accommodations/modifications, previously considered or attempted. The Team must always consider the general education classroom: (Select all that apply.)

If 'Other' is selected please describe:

Justification for placement: The IEP committee has considered the educational environment of the placement options in which this student could safely achieve IEP goals, maintain quality of life, and not disrupt the educational process for other students. The following factors were considered in selecting the student's placement and ensuring that it is in the least restrictive environment: parent/committee input, current educational performance levels, goals and objectives. Additional factors considered include: (Select all that apply)

1. Fill in all required fields to complete the form.

When Yes is selected in the Prior Written Notice section, a language must also be selected. The Prior Written Notice step for the selected language will be generated when the form is saved and validated.

Prior Written Notice:

Does this IEP include a change of placement or change in the provision of a Free and Appropriate Public Education (FAPE) from the previous IEP?

If 'yes', please select the language version and complete the Prior Written Notice step.

Yes No English Spanish

2. Click **Save & Validate** after completing the form.

IEP Team Signatures

A blank signatures page without the Draft watermark can be printed ahead of the meeting and scanned or uploaded back into the IEP prior to locking the event, or the form can be completed and signed electronically.

IEP Meeting Participants

The signatures below represent individuals who were in attendance at the meeting. Pre-printed names alone represent individuals who provided written input or participated in the meeting by individual or conference telephone call, video conferencing or other method.
Parents may be accompanied by another adult of their choice at any meeting with school district personnel. The school district may not object, discourage or attempt to discourage the attendance of an adult of the parent's choice.
Parents, surrogate parents, guardians or adult student attending today's meeting - Please complete the following statement of non-coercion per Florida Statute 1002.20.

School Personnel **have not** prohibited, discouraged or attempted to discourage me from inviting another adult of my choice to today's meeting. Agree Disagree

[Click to Sign](#)

Signature: _____ Date:

SIGNATURES OF IEP TEAM MEMBERS AND OTHER PARTICIPANTS IN ATTENDANCE: Date:

Please check box to Agree or Disagree: "School personnel have not prohibited, discouraged or attempted to discourage the parent, surrogate parent, guardian or adult student from inviting a person of their choice to today's meeting."

Role	Signature	Print Name	Agree/Disagree
*Parent/Guardian/Adult Student	Click to Sign	<input type="text"/>	
Parent/Guardian	Click to Sign	<input type="text"/>	
Student	Click to Sign	<input type="text"/>	<input type="radio"/> A <input type="radio"/> D
*LEA Representative	Click to Sign	<input type="text"/>	<input type="radio"/> A <input type="radio"/> D

If the IEP team has recommended instructional accommodations that may not be allowable on statewide assessments, the parent consent and signature fields on the second page of the form need to be completed.

Has the IEP team recommended instructional accommodations that may NOT be allowable on statewide assessments?

Yes No If "Yes", parent consent must be obtained.

Parental Consent for Accommodations that may not be allowable on Statewide Assessments

Florida School Law 1008.22 - Student Assessment Program for Public Schools

If a student is provided with accommodations or modifications that may not be allowable in the statewide assessment program, as described in the test manuals, the district must inform the parent in writing and must provide the parent with information regarding the impact on the student's ability to meet expected proficiency levels in reading, writing, and math. Accommodations address how the curriculum is presented, practiced, and assessed. Accommodations selected must be used as part of classroom instruction to be used for state and district assessment. However, some instructional accommodations may not be permitted on state and district assessment.

Your signature below gives consent for special instructional accommodations as part of the regular instruction that may not be available to assist the student while taking the State assessments.

- Yes, I give consent for instructional accommodations that may not be allowed for state assessment(s).
- No, I do not give consent for any instructional accommodations other than those allowed for state assessment(s).

[Click to Sign](#)

Parent/Surrogate Parent/Guardian/Adult Student Signature

Date

1. Complete the form.
2. Click **Save & Validate** when finished.

Meeting Minutes

The Meeting Minutes can be completed by a team member other than the one filling out the IEP forms, as multiple users can be logged in to the student's IEP event at the same time (there just can only be one person at a time on any given step or an error message displays stating the step is being edited by person X). Notes can be taken in a different program, such as Word, and copied and pasted into the Meeting Minutes form, if desired.

Meeting Minutes Save

Date: Event: **IEP 2.0** Documented By:

← → **B** *I* U | | | | | | | | | | | | Format - | Size - |

i Please add minutes for each day "IEP 2.0" takes place. Do not add minutes for the same day.

1. Enter the **Date** of the meeting.

Date:

August 2022

Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

2. Enter who the minutes are being **Documented By**.

Documented By:

3. Enter the Meeting Minutes. There must be a minimum of 3 words in the text box in order to save.

IEP meeting minutes...

body

4. Click **Save**. Users can add to the text field after clicking Save if it is during the same day.

Meeting Minutes **Save**

Date: 08/18/2022 Event: IEP 2.0 Documented By: A. Weiss

IEP meeting minutes...

body

i Please add minutes for each day "IEP 2.0" takes place. Do not add minutes for the same day.

Add minutes

5. The **Add Minutes** button is used if there is an additional meeting on a different date for the event. Clicking the button adds an additional meeting minutes form to the screen. The Add Minutes button should not be clicked to add additional minutes to a meeting already in progress or for a meeting on the same date.

i Please add minutes for each day "IEP 2.0" takes place. Do not add minutes for the same day.

Add minutes

Matrix of Services

When Yes is selected for the Matrix of Service Consideration question in the Present Levels step, the Matrix of Services step is generated and displayed beneath the Meeting Minutes step. The Matrix of Services pulls in student demographic information from SIS to populate the top of the form. The Matrix is designed to work with the Present Levels step to populate and calculate values on the form.

i Once the event is locked, the "Update Cost Factor From Matrix of Services" [scheduled job](#) can be used to update the Charter/McKay field (Matrix Cost Factor) and ESE FEFP Code fields throughout SIS from the Matrix of Services form.

On the SSS > [General](#) screen, the SIS field that will be updated by the scheduled job is set in the Charter/McKay Field setting. The "Push Matrix of Services data to SIS" tool can also be run from the General screen if the "Update Cost Factor From Matrix of Services" scheduled job did not push data to SIS because it did not run on the start date of the matrix.

The screenshot shows a web application interface for the 'Matrix of Services' form. On the left is a sidebar with a list of steps: Demographics and Plan Info, Present Levels, Domain A - Curriculum & Learning, Domain B - Social & Emotional, ESY Review, Special Factors, IEP Goals & Objectives, Schedule of Services, Instructional Accommodations, Testing Accommodations, Alternative Assessment Eligibility, LRE Considerations, IEP Team Signatures, Meeting Minutes, **Matrix of Services** (highlighted), IEP Supplemental Forms, and Uploads (0). The main form area contains the following sections:

- Header:** FOCUS logo and student information: Student Name (Harry P Acosta), Student ID (X0058780), Gender (M), Grade (10), Campus (Focus High School - 0041), DOB (04/07/2004), Parent (Parent Parent), Primary Exceptionality (NA), Phone (NA), Email (NA), Address (Ojxwikow, UZ 11111).
- Title:** Matrix of Services - Student Information/ Areas of Eligibility (Revised 01/2022)
- Form Fields:**
 - District: Default
 - Date Completed: [Empty]
 - Services Start Date: [Empty]
 - Total of Ratings: 0
 - Cost Factor: NA
- Areas of Eligibility:**
 - Primary Exceptionality: None Currently Assigned
 - Additional Exceptionalities: None Currently Assigned
 - Areas of Related Service: (Please check all that apply.)
 - Language Therapy - X
 - Occupational Therapy - D
 - Physical Therapy - E
 - Speech Therapy - Y
- Names of Persons Completing Initial Matrix:** [Three empty text boxes]
- Initial Matrix Reviewed by Principal/Designee:**
 - Signature: [Empty]
 - Date: [Empty]
- Instructions:** FL DOE Matrix of Services Handbook - 2017
 - 1. Check services or supports to be provided by school district to student in Domains A through E

1. If a domain is selected as an Area of Concern on Present Levels, select the domain level for the domain on the Matrix. Level 1 is disabled for selection.

Matrix of Services - Domain A- Curriculum and Learning Environment

<input type="radio"/> Level 1	<input type="checkbox"/> Requires no services or assistance beyond that which is normally available to all students
<input type="radio"/> Level 2 Requires minimal accommodations/supports to the curriculum or learning environment	<input type="checkbox"/> Accommodations/supports to the general curriculum <input type="checkbox"/> Curriculum compacting <input type="checkbox"/> Differentiated instruction <input type="checkbox"/> Electronic tools used independently <input type="checkbox"/> Accessible instructional materials (AIM) <input type="checkbox"/> Accommodations on assessment/accessible assessment materials <input type="checkbox"/> Assistance with note taking and studying <input type="checkbox"/> Referrals to agencies <input type="checkbox"/> Consultation on a monthly basis with teachers, family, agencies or other providers
<input type="radio"/> Level 3 Requires a differentiated curriculum or extensive use of accommodations	<input type="checkbox"/> Differentiated curriculum <input type="checkbox"/> Electronic tools and assistive technology used with assistance <input type="checkbox"/> Alternative textbooks, materials, assessments, assignments or equipment <input type="checkbox"/> Special assistance in general education class requiring weekly consultation <input type="checkbox"/> Assistance for some learning activities in the general educational setting <input type="checkbox"/> Direct, specialized instruction for some learning activities <input type="checkbox"/> Weekly collaboration with family, agencies or other providers
<input type="radio"/> Level 4 Requires specialized instruction, modified curriculum, extensive modification to the learning	<input type="checkbox"/> Extensive creation of special materials <input type="checkbox"/> Direct, specialized instruction or curriculum for the majority of learning activities <input type="checkbox"/> Instruction delivered within the community <input type="checkbox"/> Assistance for the majority of learning activities

If a domain is not selected as an Area of Concern, it will be marked as a Level 1 in that domain on the matrix. The level cannot be edited unless a change is made to the PLAAFP.

Matrix of Services- Domain C- Independent Functioning

<input checked="" type="radio"/> Level 1	<input checked="" type="checkbox"/> Requires no services or assistance beyond that which is normally available to all students
<input type="radio"/> Level 2 Requires periodic personal assistance, monitoring and/or minor intervention	<input type="checkbox"/> Monthly personal assistance with materials or equipment <input type="checkbox"/> Consultation on a monthly basis with teachers, family, therapists, service coordinators or other providers <input type="checkbox"/> Organizational strategies or supports for independent functioning <input type="checkbox"/> Special equipment, furniture, strategies or supports for motor control in the classroom

This does not hold true for the Health Domain, which is able to be edited no matter the selection on the PLAAFP.

Matrix of Services- Domain D - Health Care

<input type="radio"/> Level 1	<input type="checkbox"/> Requires no services or assistance beyond that which is normally available to all students
<input type="radio"/> Level 2 Requires periodic personal assistance, monitoring and/or minor intervention	<input type="checkbox"/> Monthly personal health care assistance <input type="checkbox"/> Consultation on a monthly basis with student, teachers, family, agencies, or other providers <input type="checkbox"/> Monthly monitoring of health status, procedures, or medication <input type="checkbox"/> Specialized administration of medication <input type="checkbox"/> Monthly assistance with agency referrals or coordination
<input type="radio"/> Level 3 Requires weekly personal assistance, monitoring and/or intervention	<input type="checkbox"/> Weekly monitoring or assessment of health status, procedures, or medication <input type="checkbox"/> Weekly counseling with student or family for related health care needs <input type="checkbox"/> Weekly communication with family, physician, agencies or other health-related personnel <input type="checkbox"/> Invasive/specialized administration of medication <input type="checkbox"/> Weekly collaboration with family, physicians, agencies or other providers
<input type="radio"/> Level 4 Requires daily personal	<input type="checkbox"/> Daily assistance with or monitoring and assessment of health status, procedures or medication <input type="checkbox"/> Daily assistance with or monitoring of equipment related to health care needs

Once all fields of the Matrix are completed, the system will display values selected in the domain at the bottom of the page.

Domain B Rating: <input type="text" value="2"/>	
District	Student ID: <input type="text" value="00058780"/>
Student Name:	<input type="text" value="Harry P Acosta"/>

The system will calculate the values for Total of Ratings and Cost Factor based on the value of the domain ratings and any applicable special considerations, and will display the values in the appropriate fields throughout the form.

Special Considerations Rating:

Total of Domain Ratings:	<input type="text" value="7"/>		
		+	
Special Considerations Rating:	<input type="text" value="0"/>		
		=	
Total of Ratings:	<input type="text" value="7"/>		
Cost Factor	<input type="text" value="251"/>		

Total of Ratings		Cost Factor
6-9	=	251
10-13	=	252
14-17	=	253
18-21	=	254
22+	=	255



Student Name Student ID Gender Grade Campus DOB Parent
Harry P Acosta 00058780 M 10 Focus High School - 0041 04/07/2004 Parent Parent
Primary Exceptionality Phone Email Address
NA
Ojxwikow, UZ 11111

Matrix of Services - Student Information/ Areas of Eligibility

(Revised 01/2022)

District: <input type="text" value="Default"/>	Total of Ratings: <input type="text" value="7"/>
Date Completed: <input type="text"/>	Services Start Date: <input type="text" value="08/18/2022"/>
	Cost Factor: <input type="text" value="251"/>

Areas of Eligibility:

Primary Exceptionality:

Additional Exceptionalities:

Areas of Related Service: (Please check all that apply.)

Language Therapy - X Occupational Therapy - D Physical Therapy - E Speech Therapy - Y

2. Enter the **Services Start Date** on page 1. This must be entered in order to save the form.
3. Complete the rest of the fields on page 1.



Student Name Harry P Acosta Student ID 00058780 Gender M Grade 10 Campus Focus High School - 0041 DOB 04/07/2004 Parent Parent
Primary Exceptionality NA Phone Email Address
Ojpxwikxw, UZ 11111

Matrix of Services - Student Information/ Areas of Eligibility

(Revised 01/2022)

District: Default	Total of Ratings: 7	
Date Completed: 08/18/2022	Services Start Date: 08/18/2022	
Cost Factor: 251		
Areas of Eligibility:		
Primary Exceptionality: None Currently Assigned		
Additional Exceptionalities: None Currently Assigned		
Areas of Related Service: (Please check all that apply.)		
<input checked="" type="checkbox"/> Language Therapy - X <input type="checkbox"/> Occupational Therapy - D <input type="checkbox"/> Physical Therapy - E <input checked="" type="checkbox"/> Speech Therapy - Y		
Names of Persons Completing Initial Matrix:		
A. Weiss		
Initial Matrix Reviewed by Principal/Designee:		
Signature: _____	Date: _____	

4. Click **Save & Validate** when the form is complete.

IEP Supplemental Forms

If needed, users can add additional forms to the IEP 2.0 event.

1. Select the form to add as a supplement and click **Add this form**.

No Records Found

Matrix of Services- Student Information and Eligibility

Filter

- Matrix of Services- Student Information and Eligibility
- Medicaid Consent Form
- Written Notification of Restraint Use
- Focus: Parent Consent for Placement- Spanish
- Positive Behavioral Supports and Strategies
- Informed Notice and Consent for Reevaluation
- Additional Transition Services and Activities
- Parent Consent for Placement
- Consent for Center Placement
- Annual Medicaid Notification

The selected form is added to the table.

2. Click the **Edit** link.

Form Name	Added By	Last Saved	Last Drafted	Complete	Delete
Communication Plan	Patricia				Delete

Matrix of Services- Student Information and Eligibility Add this form

3. Complete the form and click **Save & Validate** when finished.

Return To Focus

Save & Validate

FOCUS Student Name: Dexter Student ID: 00096685 Gender: M
Grade: 10 Parent: Laura Campus: Focus High School - 0041 DOB: 08/19/2004
Primary Exceptionality: NA Address: Phone:

Communication Plan

Plan Completion Date: Hearing Age:

Secondary Area(s) of Eligibility (if applicable):

I. CONSIDER THE STUDENT'S LANGUAGE AND COMMUNICATION

1. The student's language (i.e. English, Spanish) is one or more of the following (check all that apply and enter the languages used):

Receptive	Expressive		
<input type="checkbox"/>	<input type="checkbox"/>	No emerging language	<input type="text"/>
<input type="checkbox"/>	<input type="checkbox"/>	Spoken language	<input type="text"/>
<input type="checkbox"/>	<input type="checkbox"/>	Sign language	<input type="text"/>

2. The student's primary method(s) to access and use language is one or more of the following (check all that apply)

Receptive	Expressive	
<input type="checkbox"/>	<input type="checkbox"/>	Auditory-oral methods (spoken language)
<input type="checkbox"/>	<input type="checkbox"/>	American Sign Language (ASL)
<input type="checkbox"/>	<input type="checkbox"/>	Signed supported speech (sign supporting spoken English)
<input type="checkbox"/>	<input type="checkbox"/>	Bilingual, bimodal ASL and English
<input type="checkbox"/>	<input type="checkbox"/>	English sign system

4. Click **Return to Focus**.

Return To Focus

Save & Validate

FOCUS Student Name: Dexter Student ID: 00096685 Gender: M
Grade: 10 Parent: Laura Campus: Focus High School - 0041 DOB: 08/19/2004
Primary Exceptionality: NA Address: Phone:

Communication Plan

Plan Completion Date: 04/29/2022 Hearing Age: 5

Secondary Area(s) of Eligibility (if applicable):

I. CONSIDER THE STUDENT'S LANGUAGE AND COMMUNICATION

1. The student's language (i.e. English, Spanish) is one or more of the following (check all that apply and enter the languages used):

Receptive	Expressive		
<input checked="" type="checkbox"/>	<input type="checkbox"/>	No emerging language	<input type="text"/>
<input type="checkbox"/>	<input checked="" type="checkbox"/>	Spoken language	<input type="text"/>
<input checked="" type="checkbox"/>	<input type="checkbox"/>	Sign language	<input type="text"/>

A green check mark will display in the Complete column of the table once all required fields of the form are completed. The Last Saved column will populate with the date and time the form was last saved.

Form Name ↓	↓	Added By ↓	Last Saved ↓	Last Drafted ↓	Complete ↓	Delete ↓
Communication Plan	Edit	Patricia [redacted]	2022-04-29 12:52:28-04		✓	Delete

Matrix of Services- Student Information and Eligibility [Add this form](#)

5. To delete a supplement, click **Delete**.

Form Name ↓	↓	Added By ↓	Last Saved ↓	Last Drafted ↓	Complete ↓	Delete ↓
Communication Plan	Edit	Patricia [redacted]	2022-04-29 12:52:28-04		✓	Delete

Matrix of Services- Student Information and Eligibility [Add this form](#)

i The number of supplemental forms added to the student's event will display in parentheses next to the IEP Supplemental Forms step on the steps menu.



Uploads

Uploads can be used to add documentation to an event, such as student work samples or forms completed by the parent/guardian of the student. Uploads must be in PDF format in order to be available for printing.



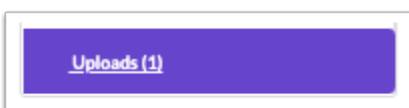
1. Drag a file into the box, click **Select** and select a file from your computer, or click the scan icon and follow prompts to scan the document.



2. Once documentation is scanned or uploaded it will populate in the upload field with edit/delete options.



3. The number of uploads will display in parentheses on the side menu.



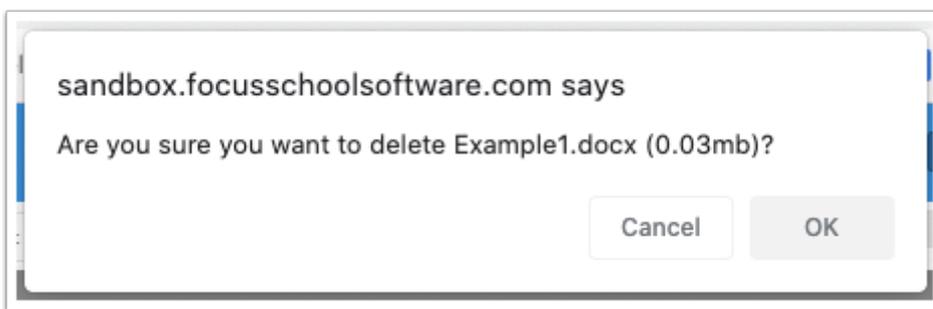
4. Click the pencil icon to edit the title of the file.



5. Click the red minus sign to delete the upload.



6. Click **OK** to confirm deletion.



Amended IEP 2.0

Focus allows for updates or changes to be made to an annual IEP 2.0 by initiating the Amended IEP 2.0 event. The Amended IEP 2.0 event is housed in the Event pull-down on the Manage Student screen for ESE.

 The Amended IEP 2.0 event cannot be initiated if the current locked IEP event has expired. A warning message will display.

When the Amended IEP 2.0 is opened, it is populated with the information entered on the IEP 2.0 event. The IEP Plan Date, IEP Services Start Date, and IEP Plan End Date are locked from editing.

[Previous Step](#) | [Next Step](#) | [Notes](#) | [Save & Validate](#) | [Mark as Complete](#) | [Print](#) | [Return to Manage Student](#) | 0%

*** Demographics and Plan Info**

- * Present Levels
- * Domain A - Curriculum & Learning
- * Domain B - Social & Emotional
- * ESY Review
- * Special Factors
- * IEP Goals & Objectives
- * Schedule of Services
- * Instructional Accommodations
- * Testing Accommodations
- * Alternative Assessment Eligibility
- * LRE Considerations
- * IEP Team Signatures
- * Meeting Minutes
- * Matrix of Services

[IEP Supplemental Forms \(1\)](#)

[Uploads \(0\)](#)

Student Name: Harry P Acosta | Student ID: 4400058780 | Gender: M | Grade: 10 | Campus: Focus High School - 0041 | DOB: 04/07/2004 | Parent: Parent Parent

Primary Exceptionality: NA | Phone: | Email: | Address: Ojqxwikow, UZ 11111

Individual Education Plan (IEP)

Demographics and Plan Information

Student Name:	Harry P Acosta	Student ID:	4400058780	DOB:	04/07/2004
Grade:	10	Campus:	Focus High School - 0041	ELL:	Two year followup [LF]
Address:			Ojqxwikow	UZ	11111
Parent/Guardian:	Parent Parent	Phone:		Email:	
Parent/Guardian:		Phone:		Email:	
Exceptionalities:					
Primary:	None Currently Assigned				
Additional:	None Currently Assigned				

IEP Type: Annual | Amended Date: | 3 Year Reeval Due Date: 08/19/2025

IEP Plan Date: 08/19/2022 | IEP Services Start Date: 08/19/2022 | IEP Plan End Date: 08/18/2023

Transition: Will the student be 14 years of age or entering the first year of high school during the validity period of the IEP?
 No Yes If yes, enter the expected year of graduation and complete all transition sections.

Will the student be in the 7th grade or turning 12 years of age or older during the validity period of the IEP?
 No Yes If yes, the Transition form for 12 years old or 7th grade will display after this form is saved.

Even though the student will not be in the 7th grade or turning 12 years old, the IEP Team has determined that addressing transition is appropriate. N/A Yes If yes, complete the Transition areas deemed appropriate by the IEP Team.

Self-Determination and Self-Advocacy: Identifying transition services, to include the student's need for instruction or the provision of information in the area of self-determination and self-advocacy to assist the student with actively and effectively participating in IEP team meetings and being able to self-advocate, **must start at age 12 or 7th grade** so that needed post-secondary and career goals may be identified and **in place by age 14 or the student's first day of their first year in high school** (s.1003.5716, F.S).

1. Update the Amend IEP 2.0 event according to district policy.

Fields will display with a yellow highlight when changes are made, with the exception of select one or select multiple fields.

2. Click **Save & Validate on each step.**

i When the Amended IEP 2.0 is printed, select the "Highlight Changes" option to display the changed fields with a yellow or gray background.