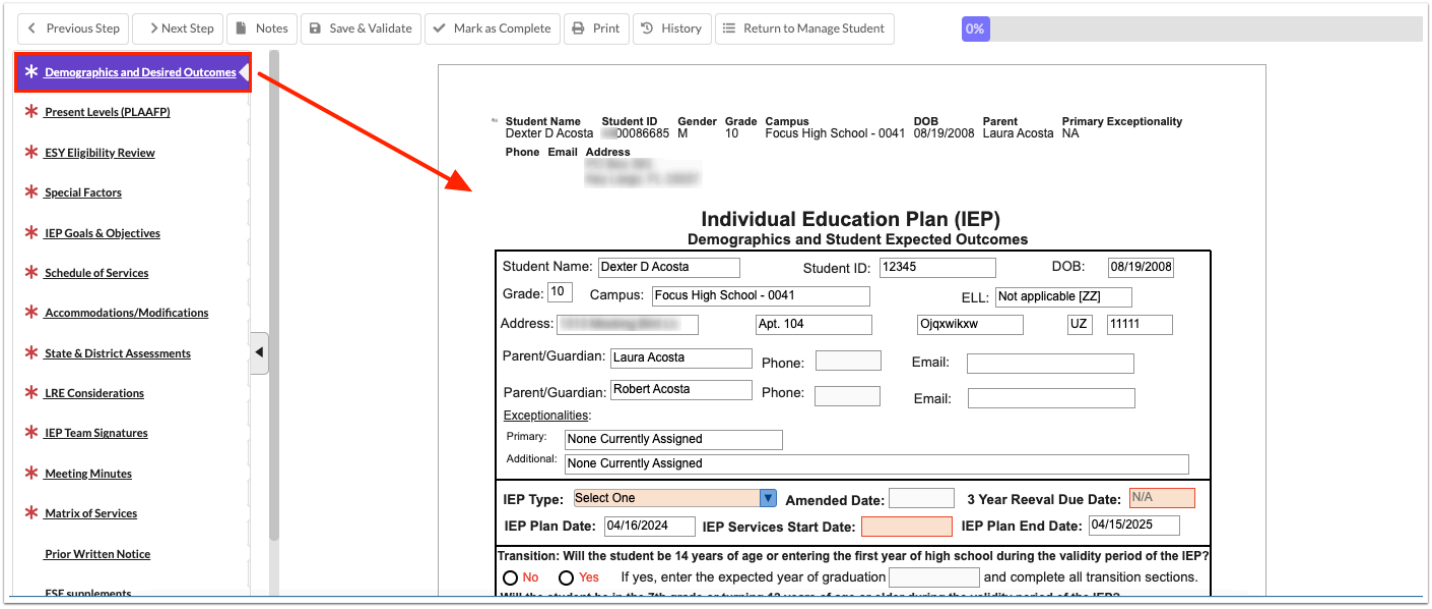
Manage Student: ESE Events

Navigating an ESE Event

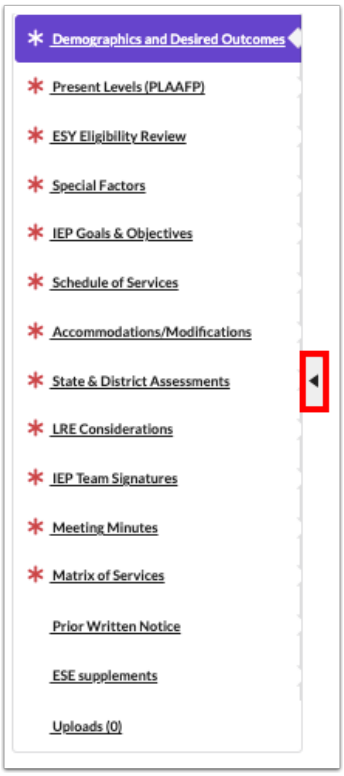
Once the Initiate Event button has been clicked on the Manage Student event screen, the selected event will open.

Navigation Menu - Down the left of the screen are all the steps (forms) for the event. Required steps are indicated by a red asterisk.

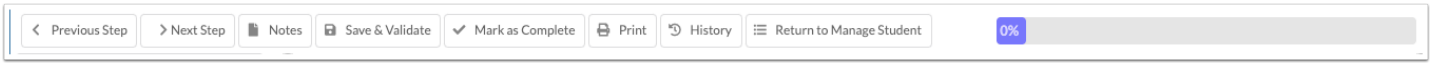
1. Click on the desired step to open the associated form.



2. Click on the arrow to collapse or expand the steps list.

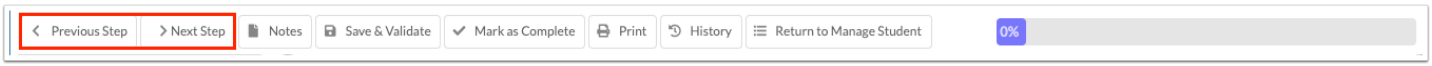


Navigation tools display at the top to facilitate movement from one step (form) to another, to save and validate the current form, to print the form, and to return to the student's event screen.

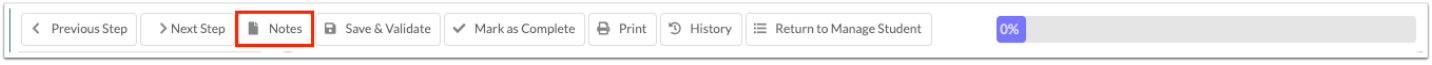


3. Click **Previous Step** to go back to the previous form.

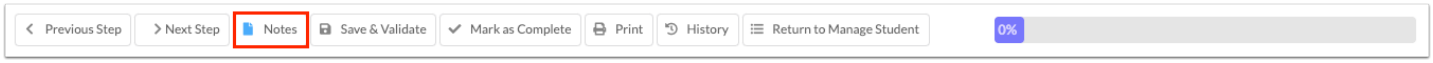
4. Click **Next Step** to move forward to the next step displayed in the navigation menu.



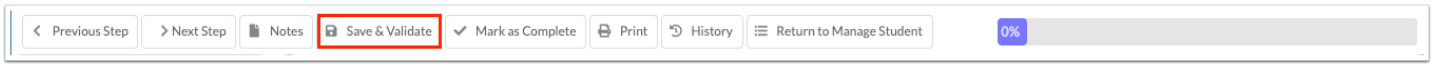
5. Click **Notes** to type notes that are important to the event that is open.



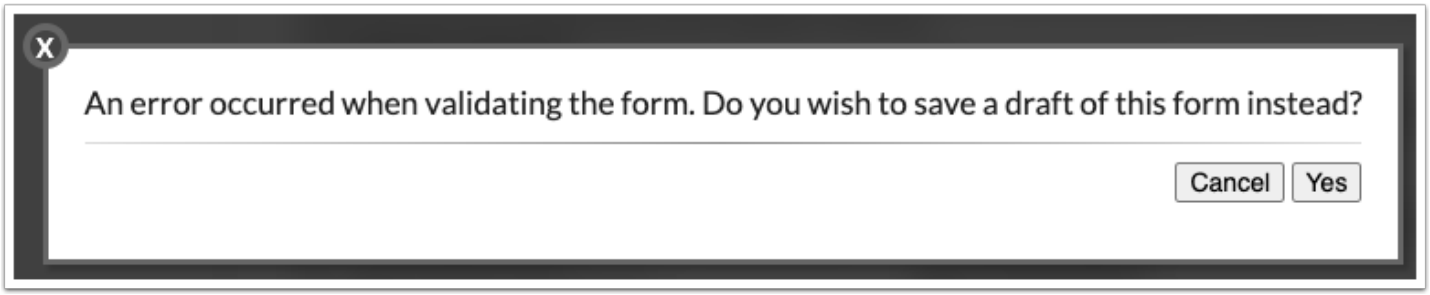
The Notes icon turns blue when there are notes present on the selected event instance. Any notes entered on this screen will not display when printing event forms.



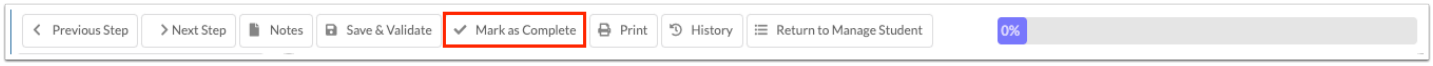
6. Click **Save & Validate** to save the entered data and to validate that all required fields on the step (form) have been completed.



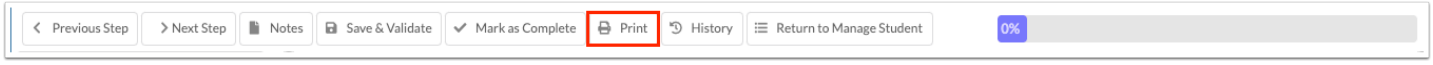
Clicking Save & Validate before completing all required fields saves the entered data as a draft. A pop-up message will display. Click **Yes** to save a draft.



7. When the "Override Mark as Complete" system permission is enabled for the profile in User Profile Permissions, the **Mark as Complete** button is available. When clicked, it marks the step as complete and saves the step, even when all the step requirements have not been completed.



8. Click **Print** to print the current step (form) or any step in the process. Forms print with a DRAFT watermark until the event has been finalized, unless the watermark is deselected on the print screen. See Printing an Event for more information.

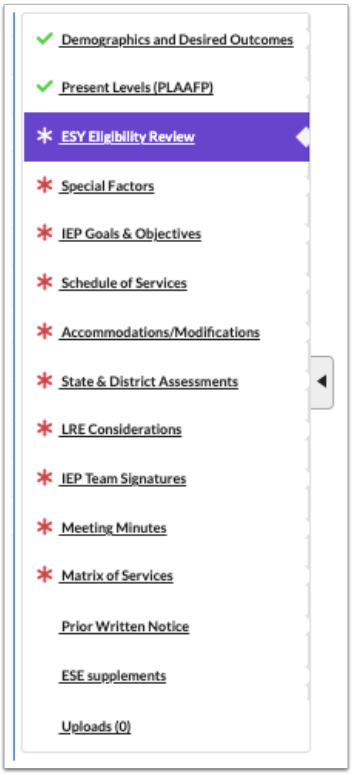


9. Click **History** to see the history of changes made to a form. See Viewing Form History for more information.

10. Click **Return to Manage Student** to return to the Manage Student event screen.

As required steps are saved and validated, the progress bar will update to show the percentage completed.

Completed required steps will display a green check mark as they are saved and validated.

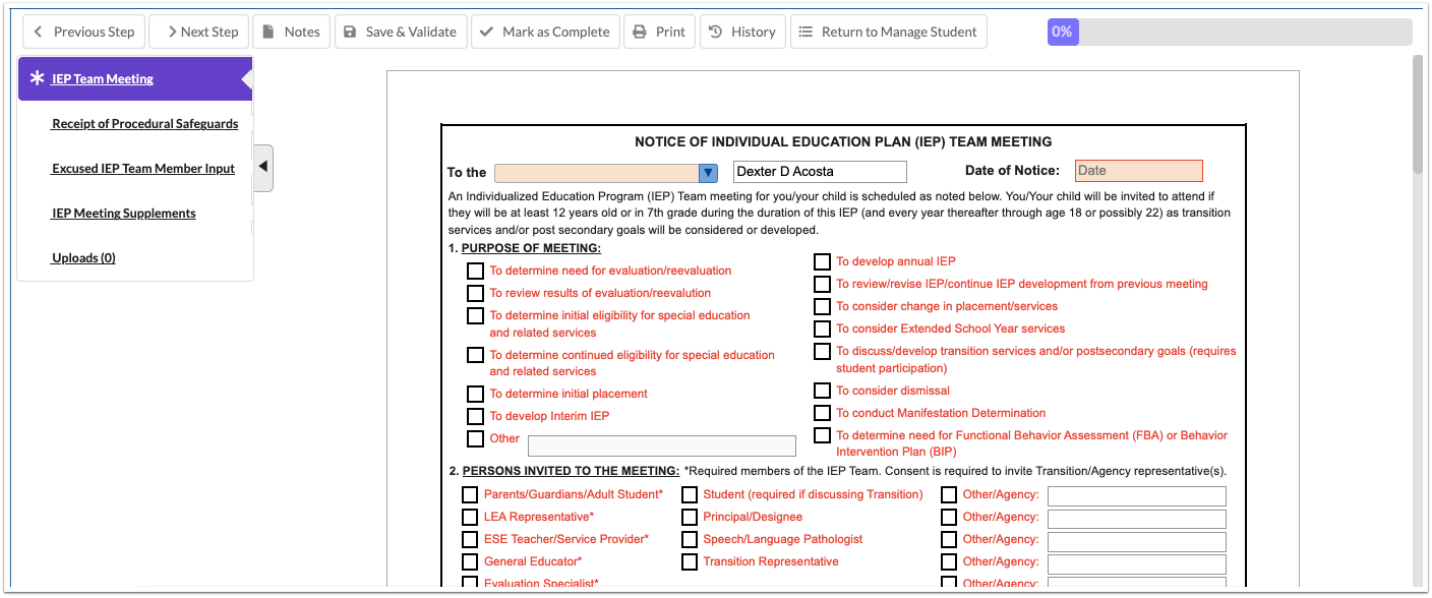


IEP Meeting Notice

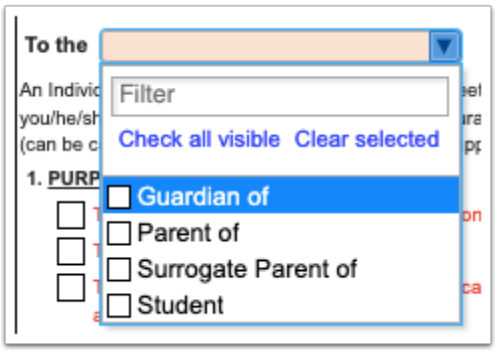
Prior to scheduling an IEP meeting, the parent/guardian must receive a minimum of two notices inviting them to the meeting. The IEP Meeting Notice must be completed and locked prior to initiating the IEP Event.

IEP Team Meeting

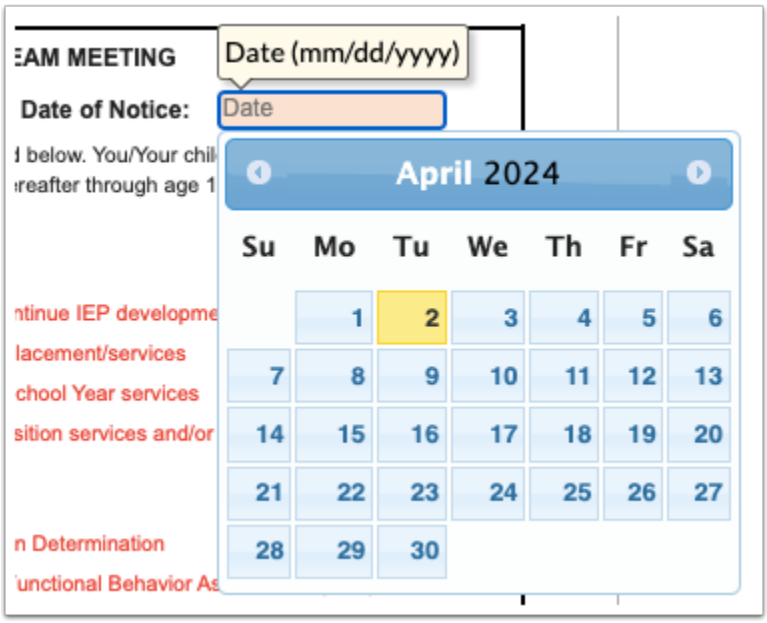
The meeting date selected on the IEP Meeting Notice sets the IEP Plan Start Date on the IEP Event, which in turn sets the Goal Start Date.



1. Select the title(s) of the recipient(s) of the letter from the **To the** pull-down. One or multiple can be selected.

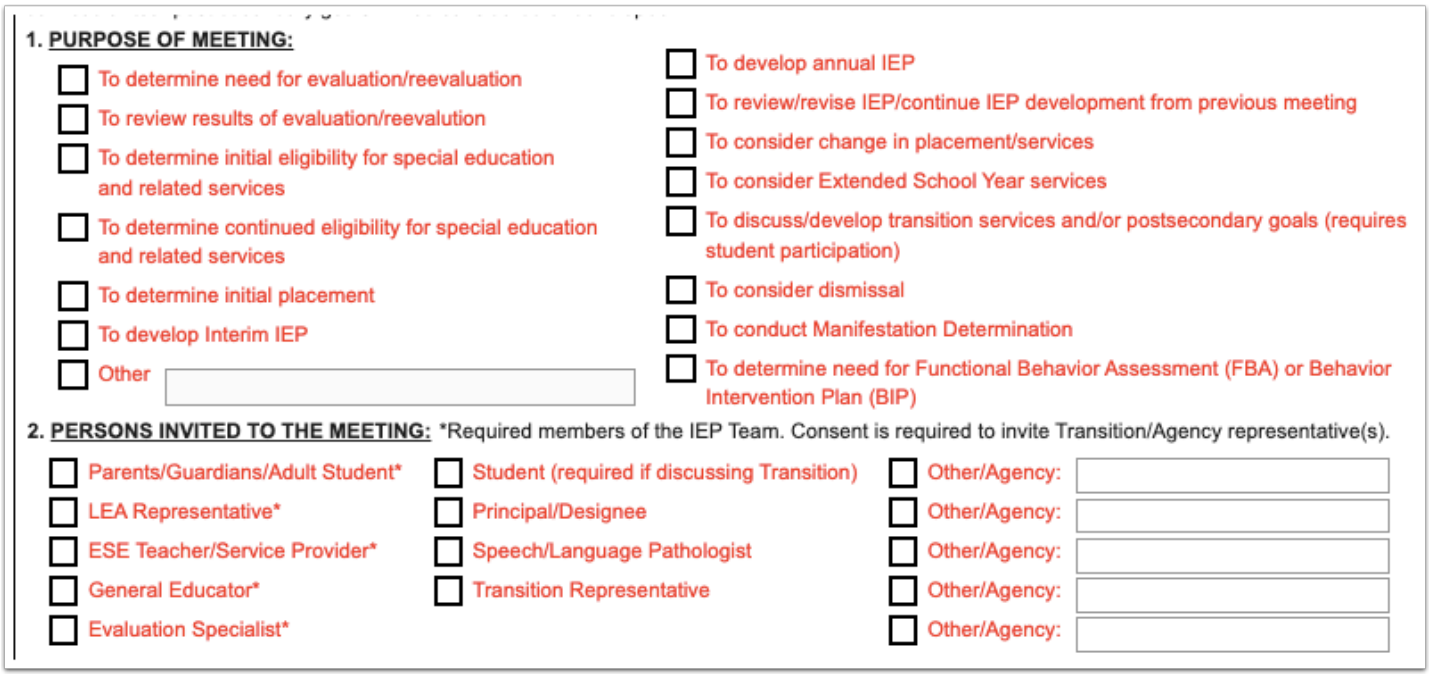


2. Select the **Date of Notice** for the first notice.

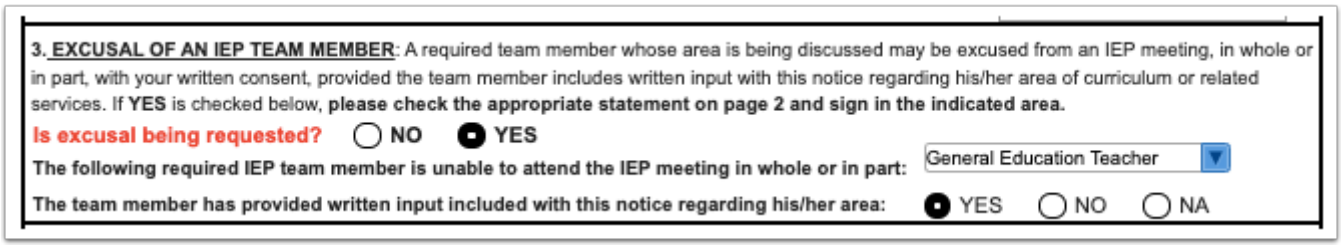


3. Select the **Purpose of Meeting** and **Persons Invited to the Meeting**.

> When "To discuss/develop transition services and/or postsecondary goals (requires student participation)" is selected in the Purpose of Meeting section, the "Student" check box will be automatically selected in the Persons Invited to the Meeting section.

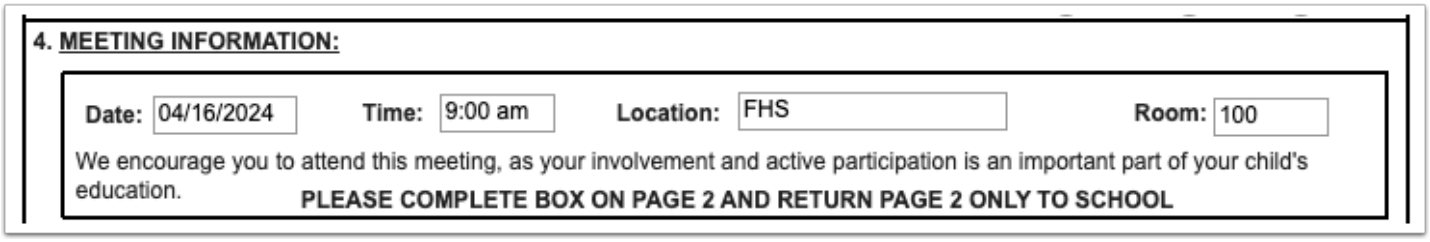


4. If requesting excusal of a required team member, select **Yes** in part 3 of the form, select the member, and select whether or not they have provided written input.

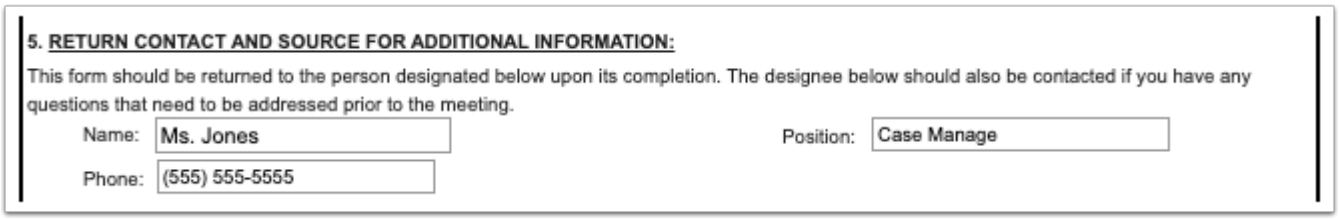


The Excused IEP Team Member Input step will become required and the applicable team member can log in to fill out the form (if they have access to SSS). Additional input forms can be found in the IEP Meeting Supplements step.

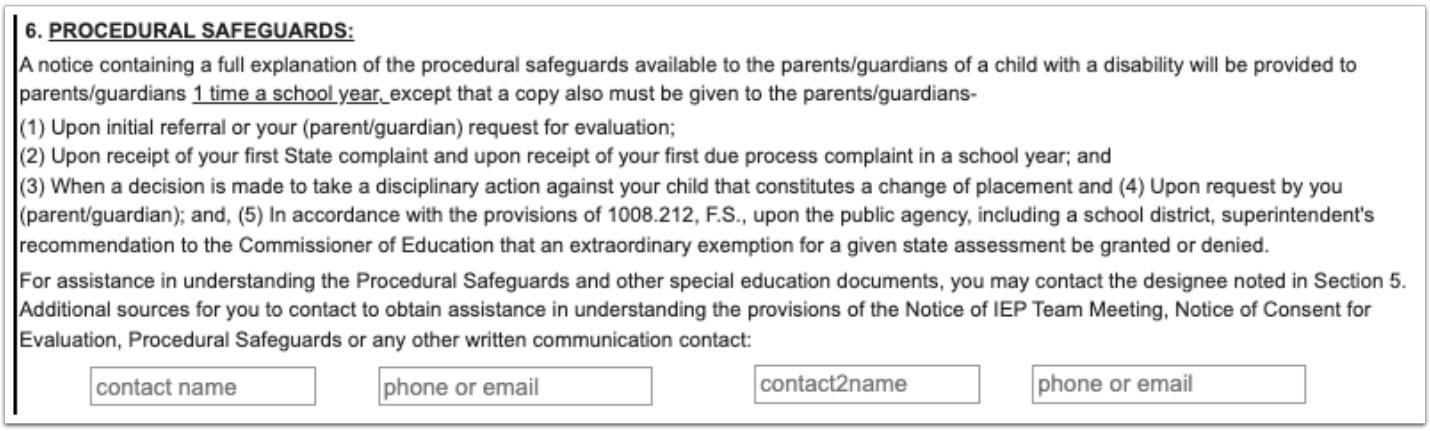
5. In the **4. Meeting Information** section, enter the meeting **Date, Time**, **Location**, and **Room** (if applicable). This will copy to page 2.



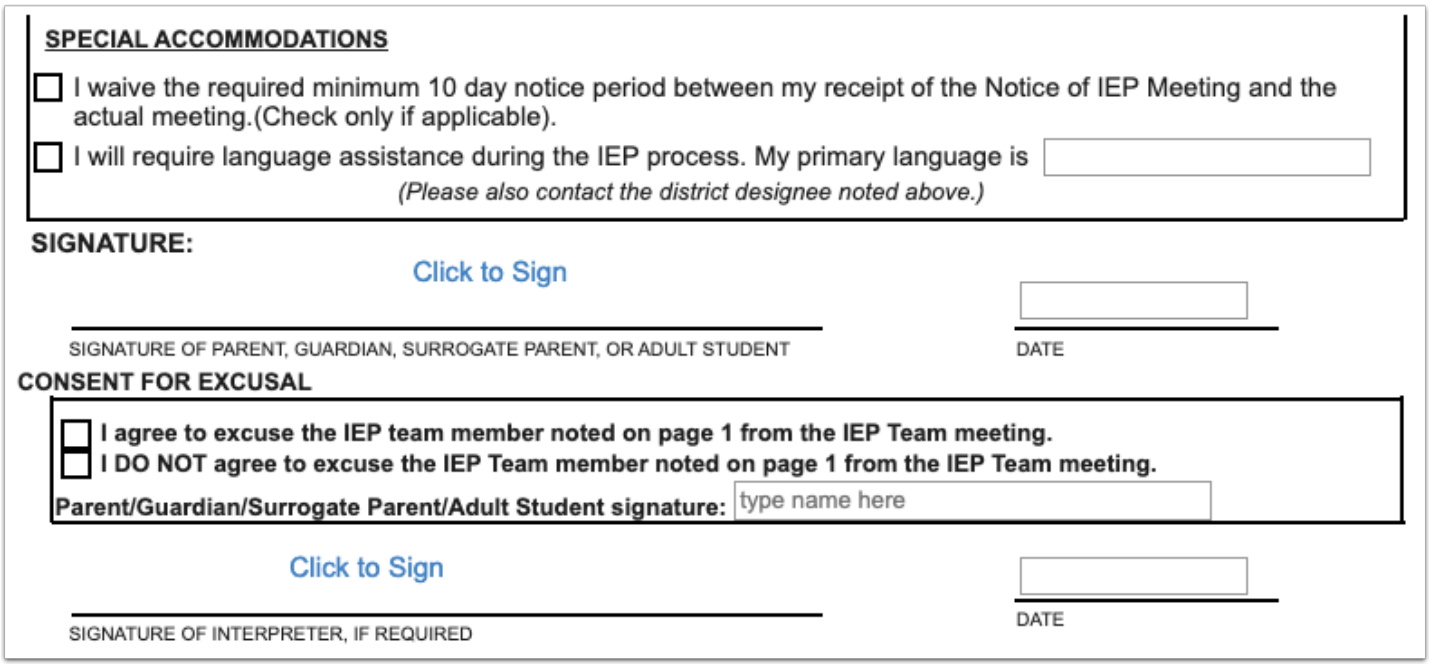
6. In the **5. Return Contact and Source for Additional Information** section, enter the **Name**, **Position**, and **Phone** for the person to whom the form should be returned and who parents can contact for questions. This will copy to page 2.



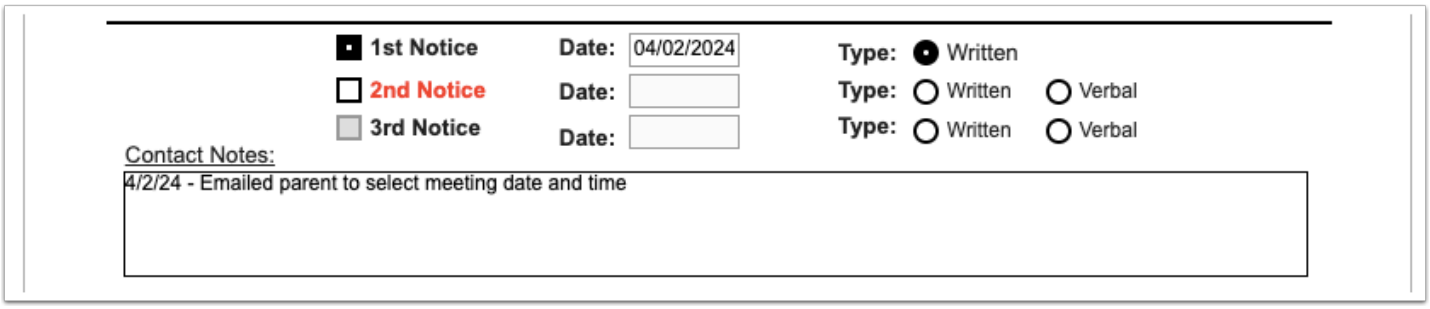
7. In the **6. Procedural Safeguards** section, enter the name/dept and phone/email of the additional source(s) of contact for the parent for assistance with any written communication received.



The parent and interpreter (if applicable) can electronically sign the form, or the form can be printed for signatures.

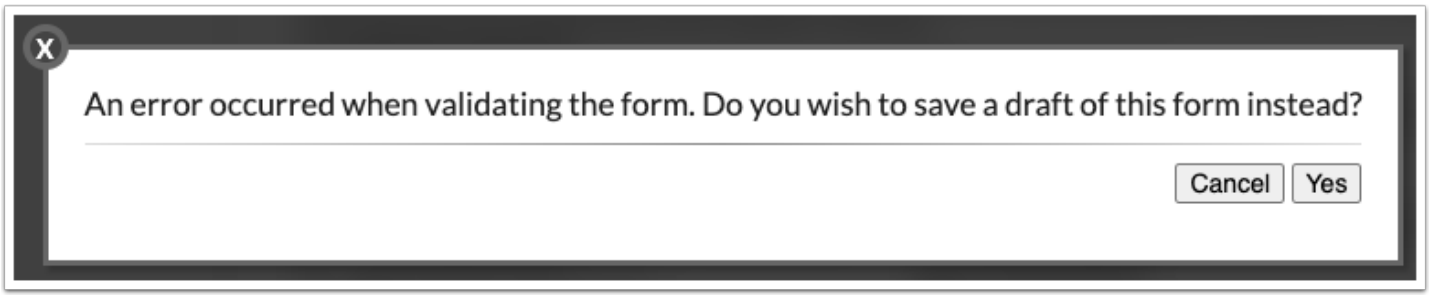


8. At the bottom of page 2, select **1st Notice,** select the **Date**, select the **Written** radio button, and enter any **Contact Notes**.

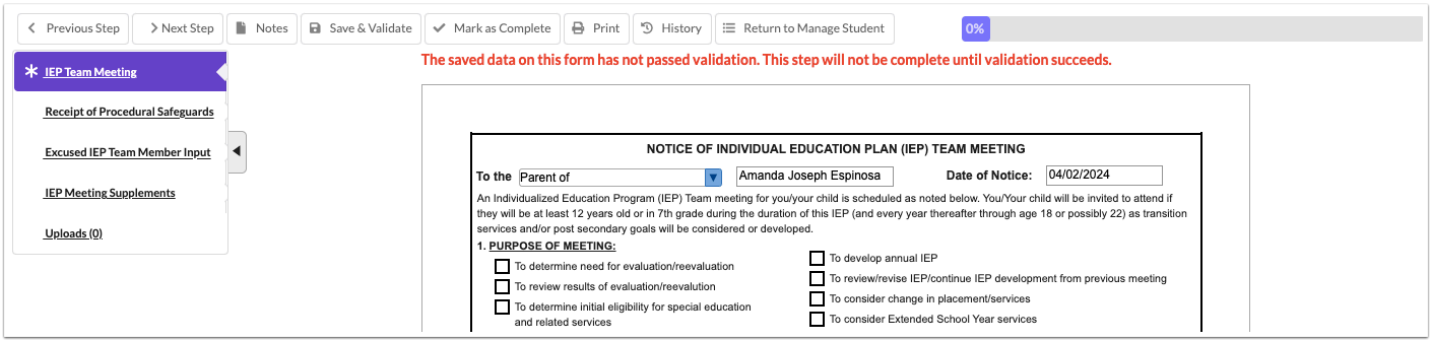


9. After entering the 1st Notice information, click **Save & Validate** at the top of the screen. This will generate an error message because the 2nd Notice fields must still be completed.

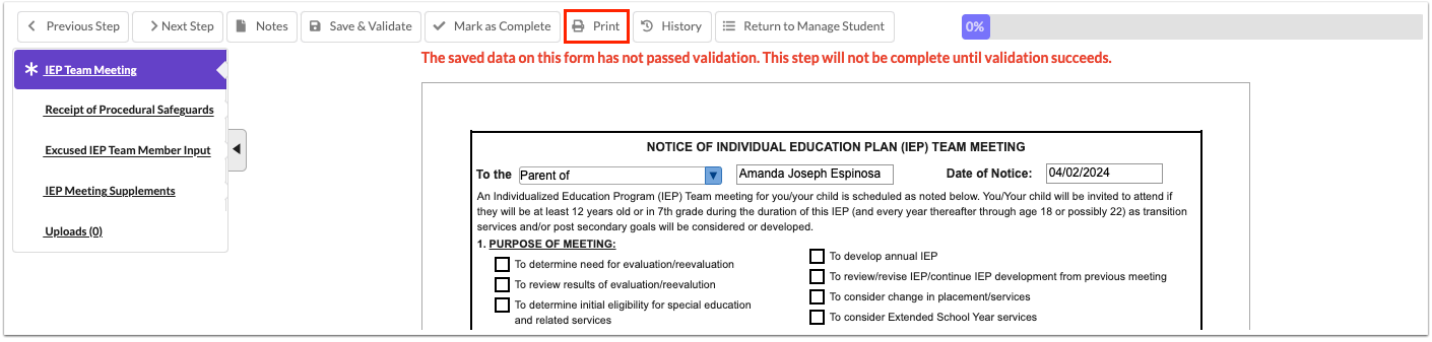
10. Click **Yes** to save a draft.



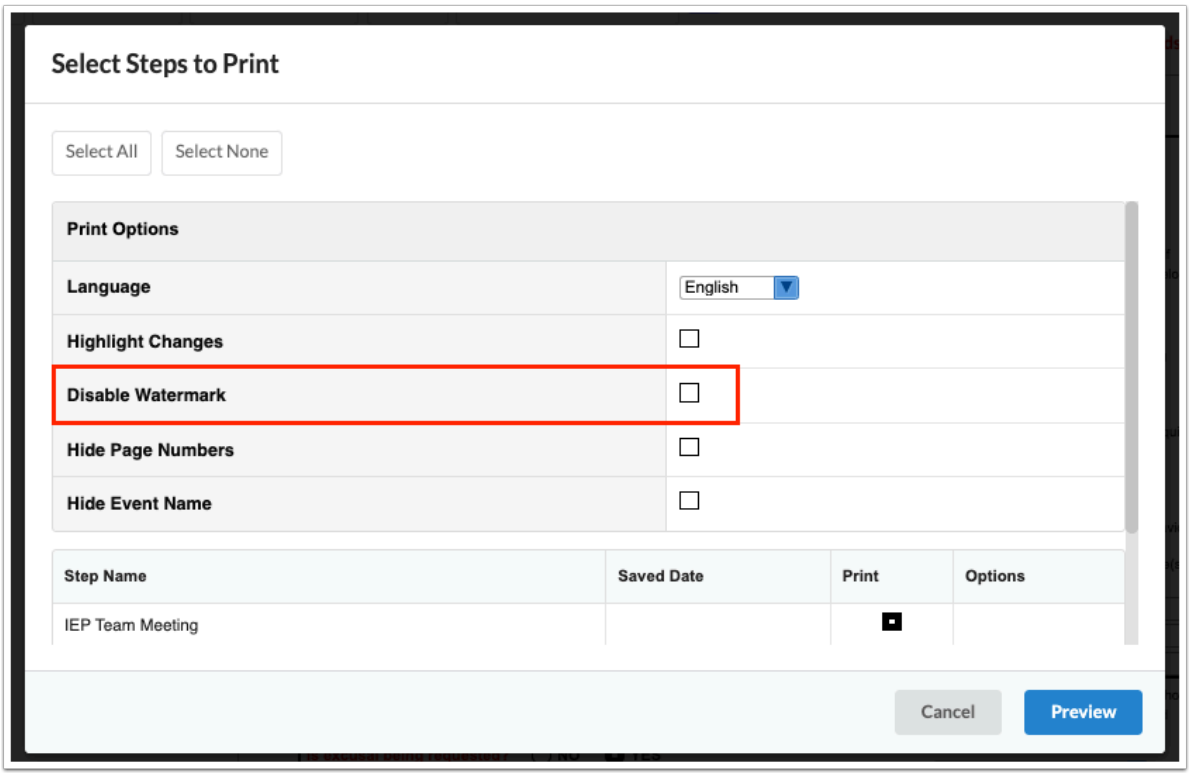
A red warning message displays at the top of the form.



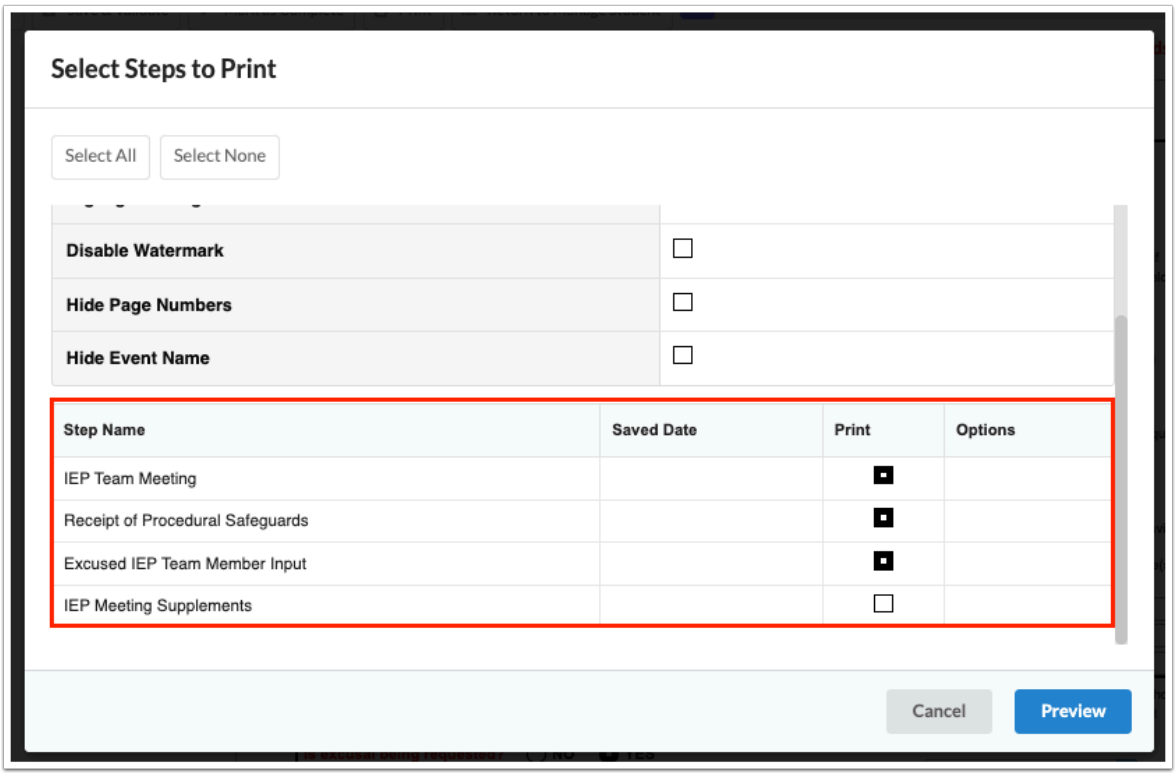
11. To print the first meeting notice for the parent/guardian, click **Print** at the top of the screen.



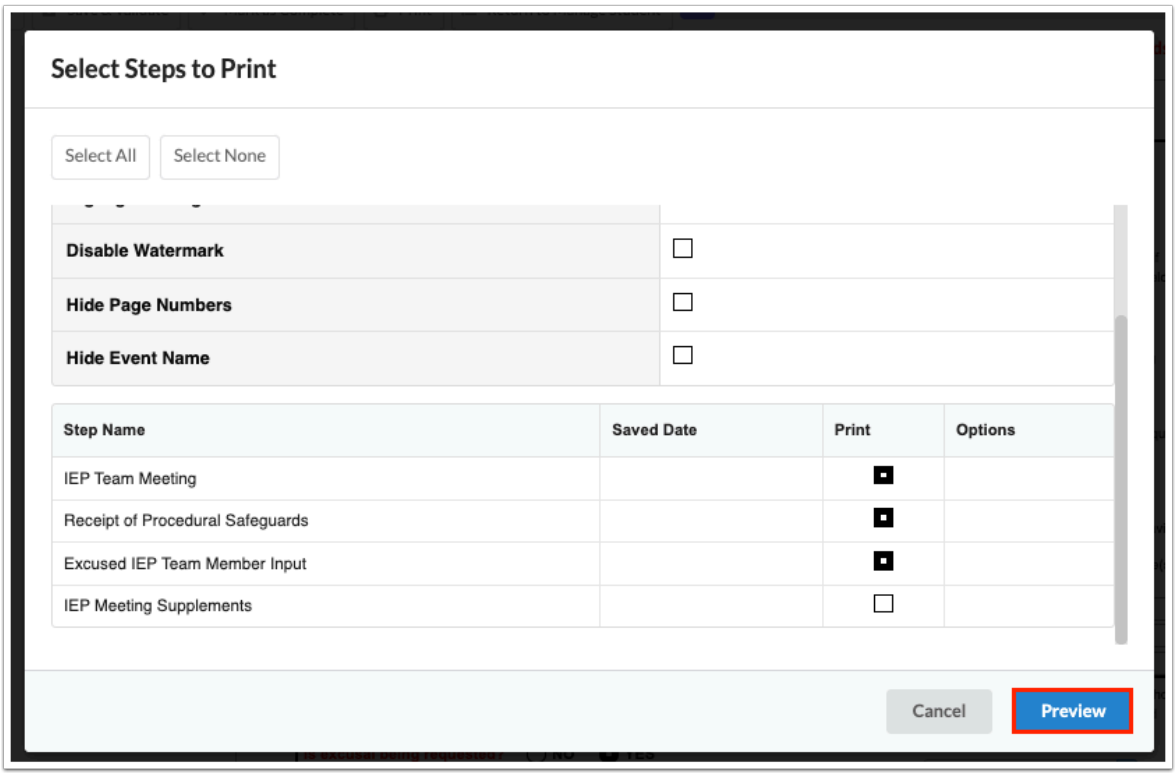
12. Select **Disable Watermark** to print the forms without the red draft watermark.



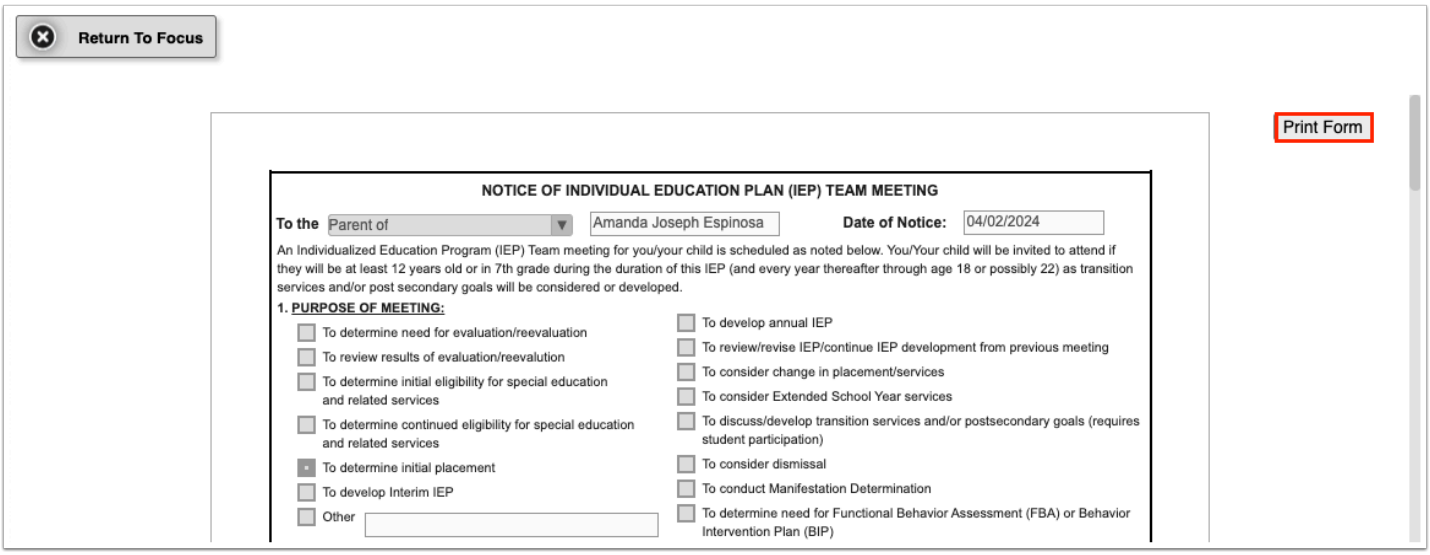
13. Deselect the **Print** option for any forms that are not needed.



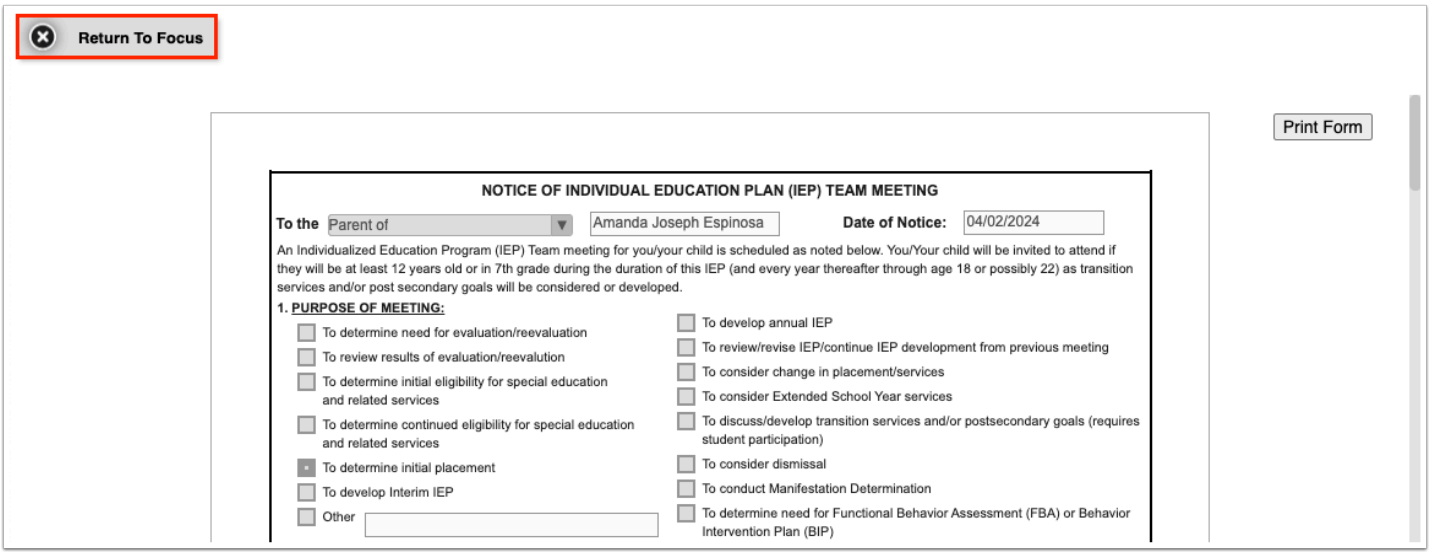
14. Click **Preview**.



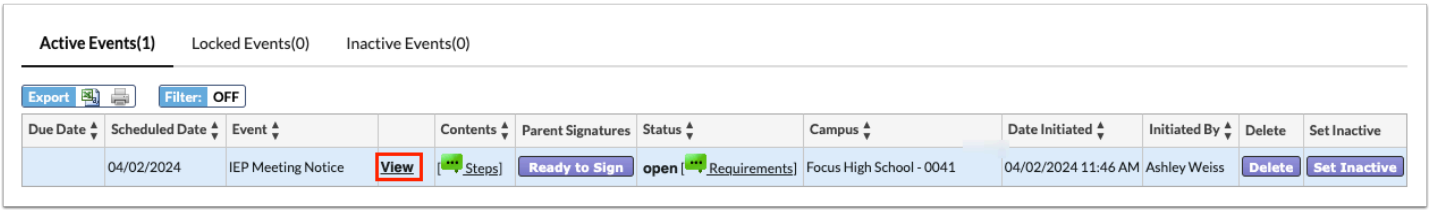
15. Click **Print Form** and follow your printer's prompts.



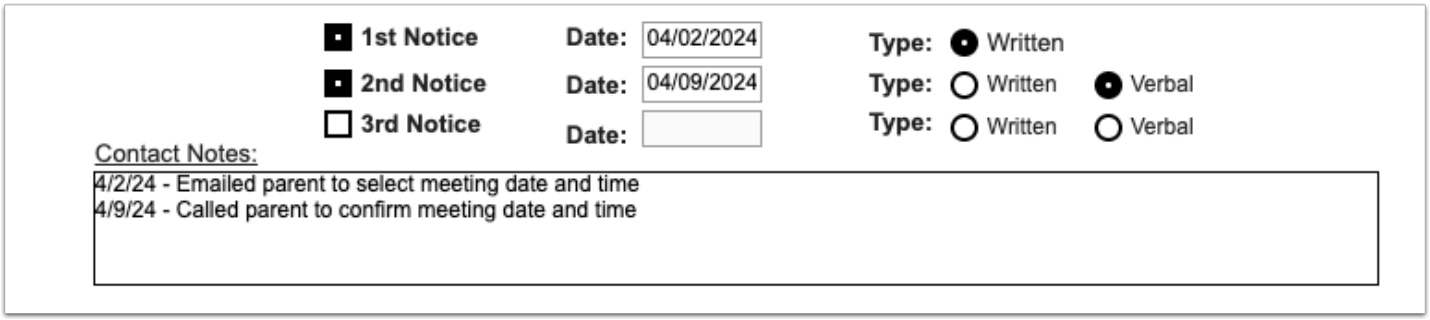
16. Click **Return to Focus** when finished.



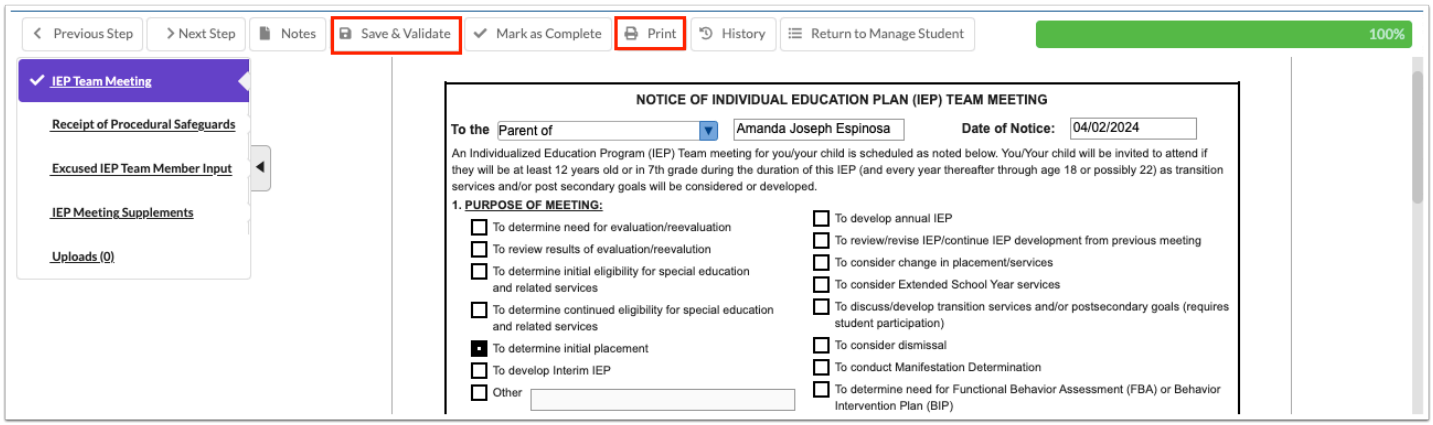
17. At the appropriate time, document the second notice by clicking **View** on the IEP Meeting Notice event for the student.



18. At the bottom page 2 of the IEP Team Meeting step, select **2nd Notice**, enter the **Date**, and select the **Type** of notice. Enter any **Contact Notes**.

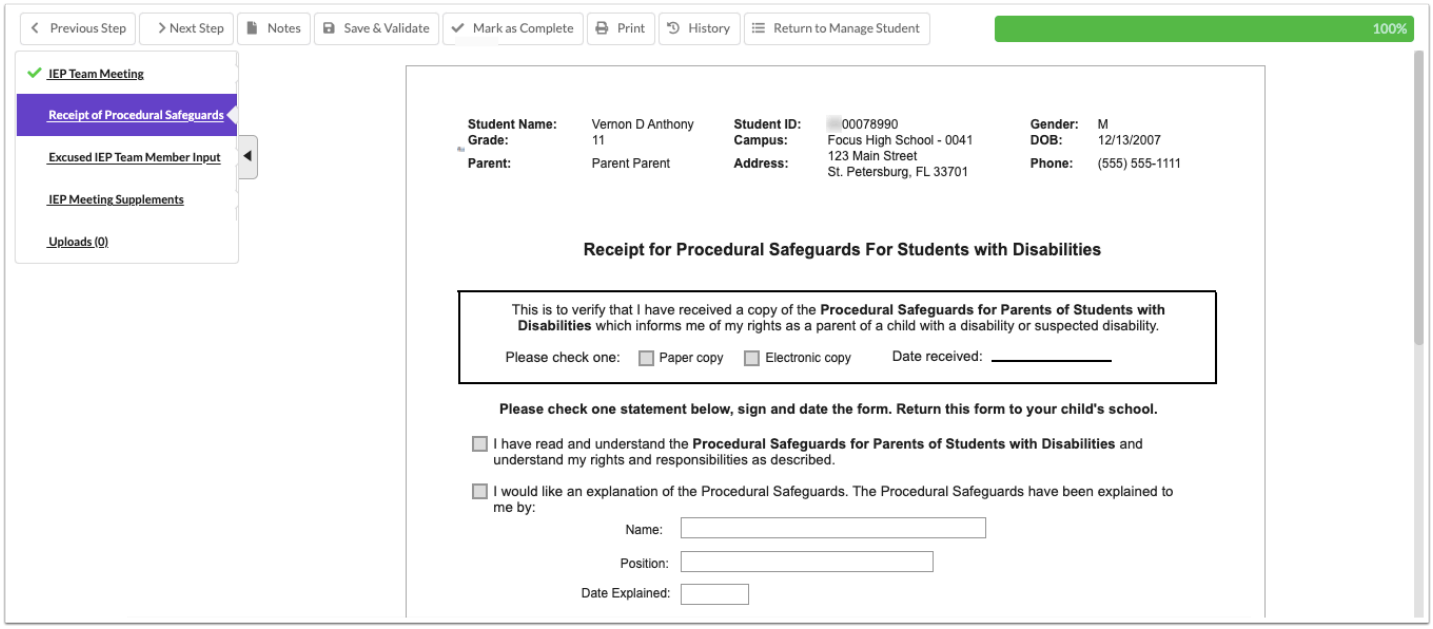


19. Click **Save & Validate** at the top of the screen. To print the notice, click **Print** and follow the same procedure as in steps 12-16 above.



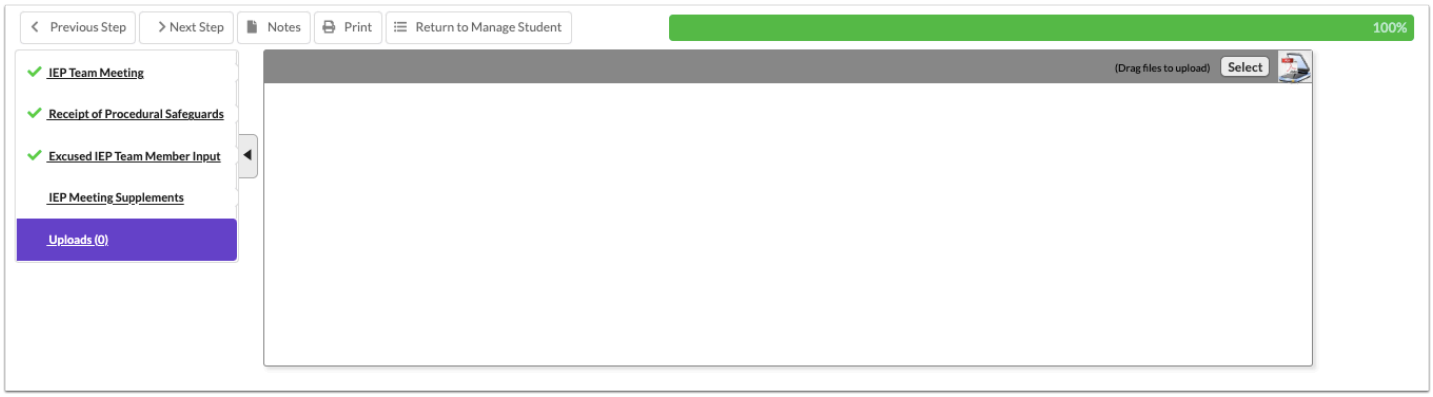
Receipt of Procedural Safeguards

If needed, the Receipt of Procedural Safeguards can be printed for the parent/guardian. Parents can also electronically sign the form.



Uploads

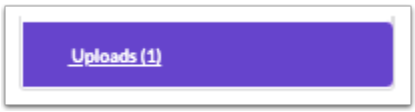
Uploads can be used to add documentation to an event, such as student work samples or forms completed by the parent/guardian of the student. Uploads should be in the PDF format in order to be available when printing.



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 parenthesis on the side menu.

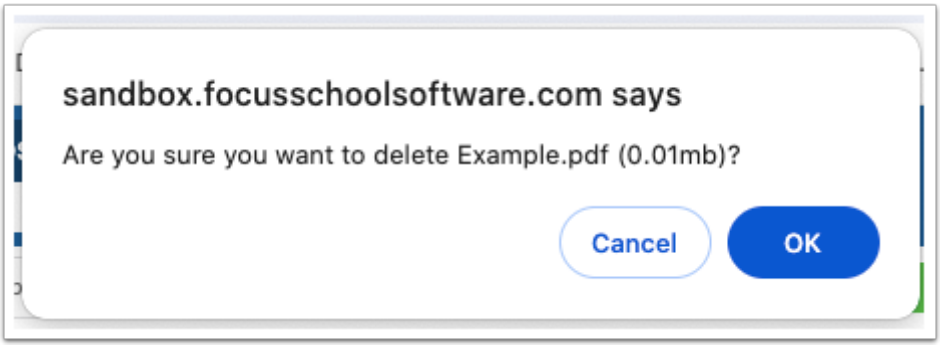


4. Click the pencil icon to edit the title of the file.

After making a title change, click the green check mark to save the change, or the red X to discard the change and keep the original file name.

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

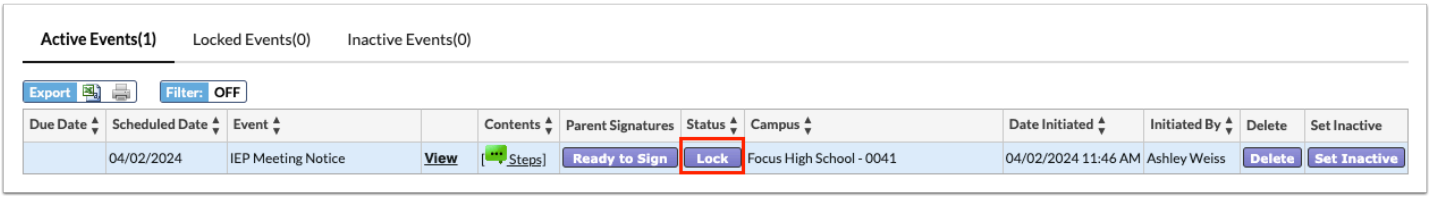
6. Click **OK** to confirm deletion.



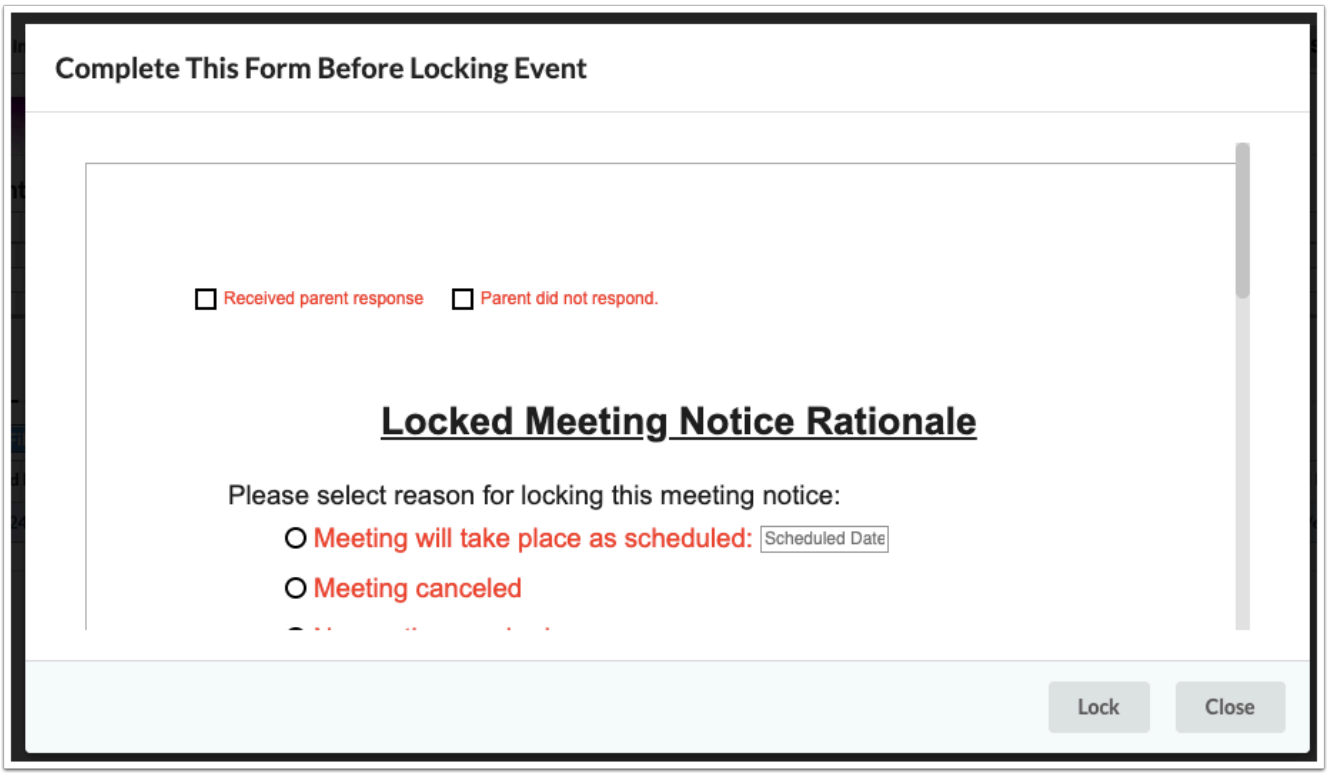
Locking the IEP Meeting Notice Event

At the appropriate time after both notices have been sent, the IEP Meeting Notice event can be locked by the individual with profile permission.

1. In the Active Events tab, locate the IEP Meeting Notice event and click **Lock**.



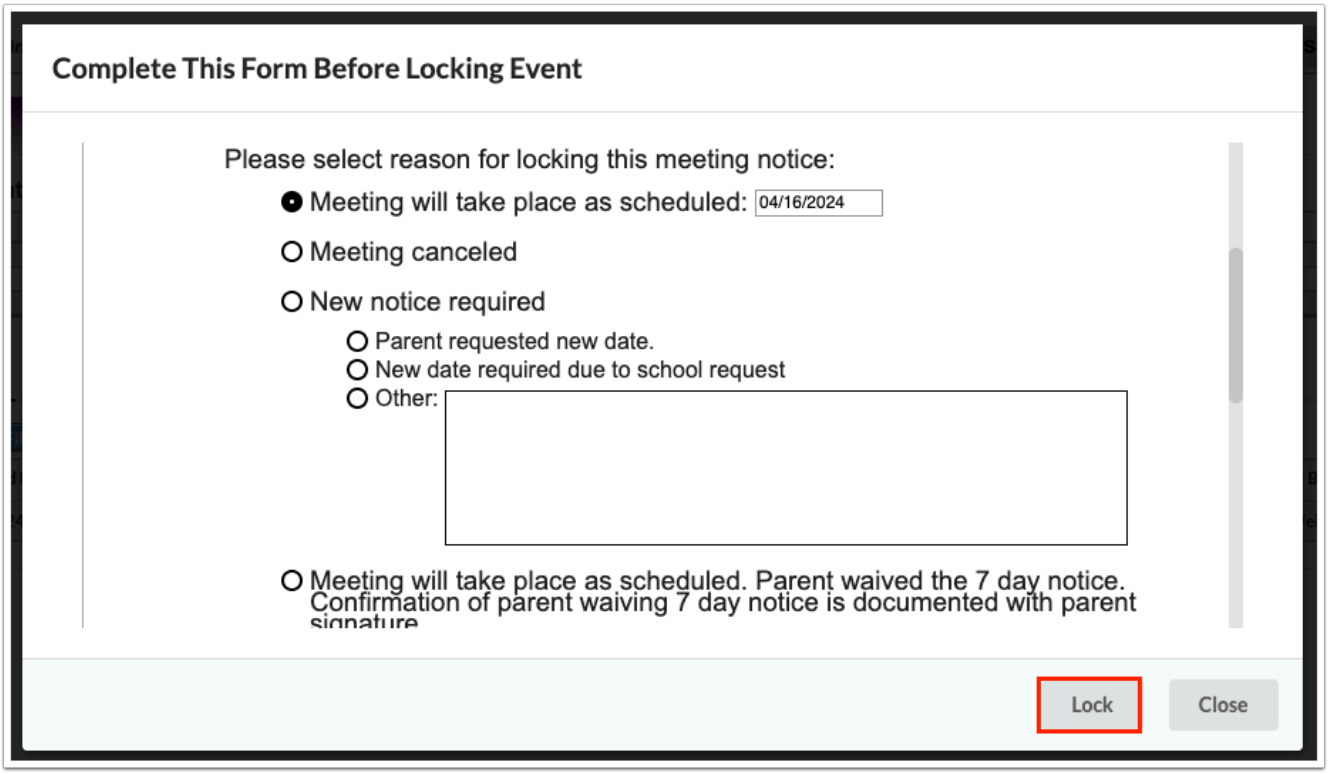
A pop-up window displays with a form that must be completed.



2. Select the check box that indicates the parent's/guardian's response.

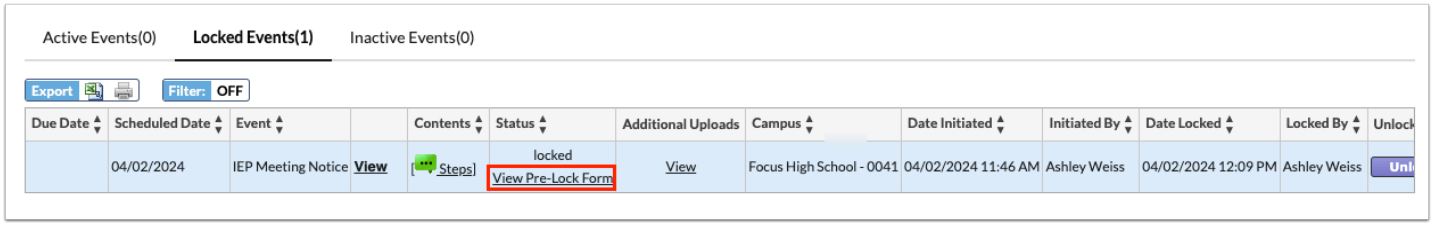
3. Select an option to indicate that the meeting will take place as scheduled, the meeting was canceled, or if new notice is required.

4. Click **Lock**.



The event is moved to the Locked Events tab.

To view the form that was completed upon locking the event, click the **View Pre-Lock Form** link in the Status column.



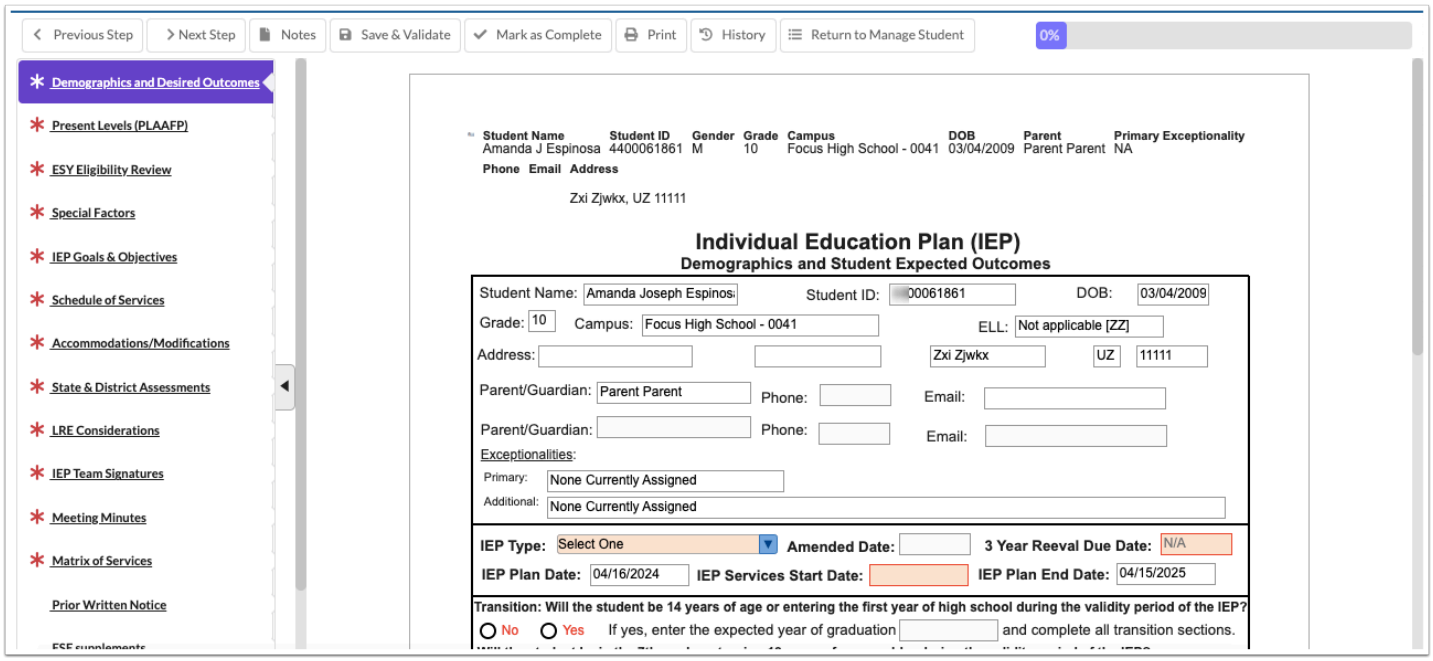
IEP Event

Once the IEP Meeting Notice event is completed and locked, the IEP Event can be initiated.

See IEP 2.0 and Amended IEP 2.0 for information on completing the IEP 2.0 and Amended IEP 2.0 events.

Demographics and Desired Student Outcomes

Student demographic information will populate in the appropriate fields on the form.



1. Select the **IEP Type**.

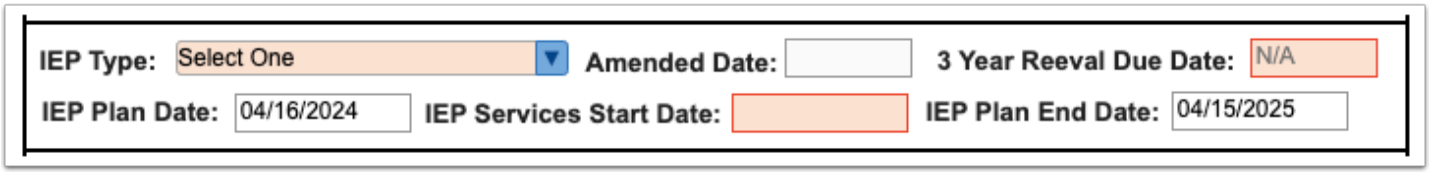
> ⚠ Do not select Amended for the IEP Type as that is a separate event.

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

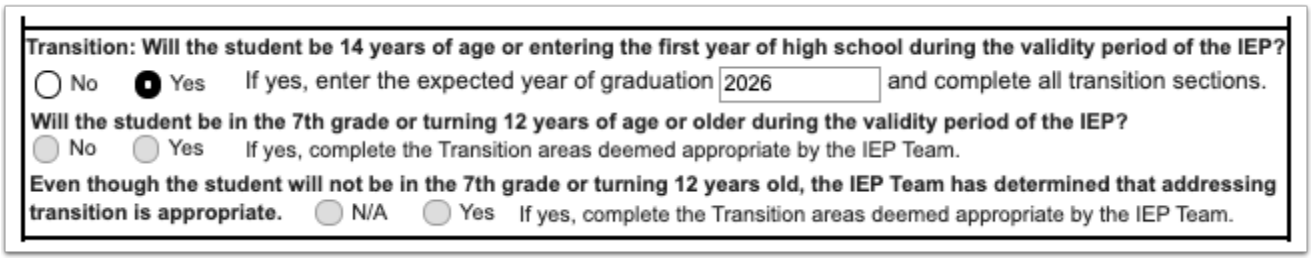
3. The **IEP Plan Date** and **IEP Plan End Date** will auto-populate from the locked IEP Meeting Notice.

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

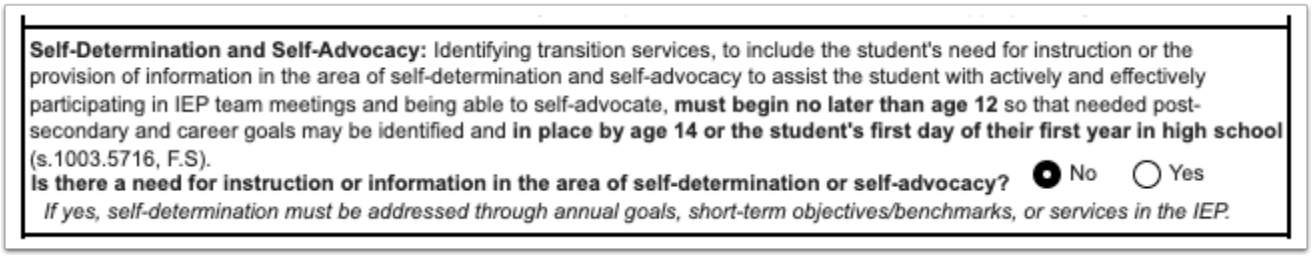
4. Enter the **IEP Services Start Date**.



5. Selecting **Yes** for for any of the Transition questions will display the **Transition** step on the left side of the screen.

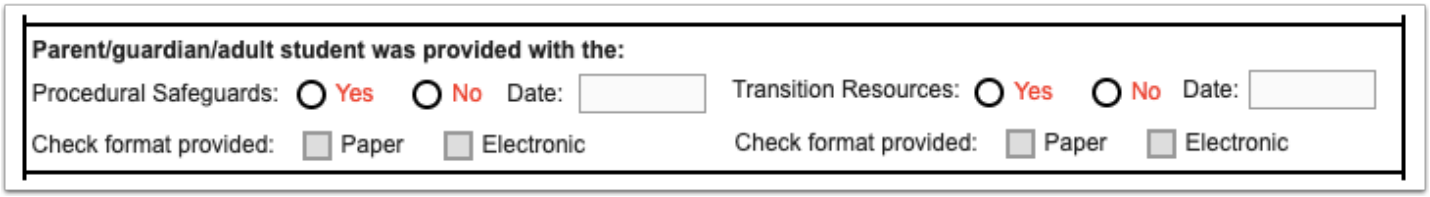


6. If **Yes** is selected for the **Self-Determination and Self-Advocacy** section, then self-determination must be addressed through annual goals, short-term objectives/benchmarks, or services in the IEP.



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

> 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."



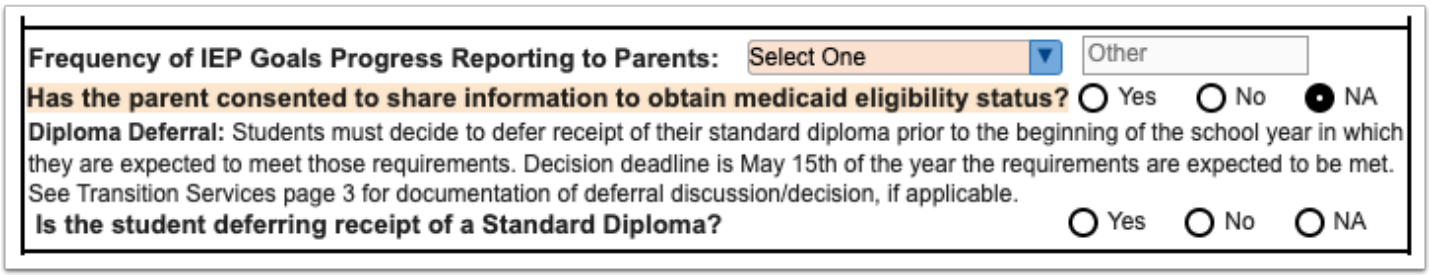
8. Select the **Frequency of IEP Goals Progress Reporting to Parents**.

9. Select whether the parent consented to share information to obtain Medicaid eligibility status. This is a separate form.

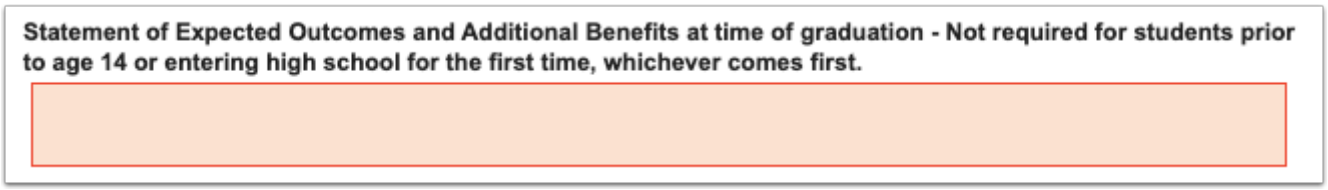
> The answer to this question will auto-populate if the data exists in the field parent_billing_medical_consent. If the parent_billing_medical_consent field is null or Z,

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.

10. For 12th graders or those who will be in 12th grade during validity period of IEP, select whether the student is deferring receipt of a Standard Diploma.



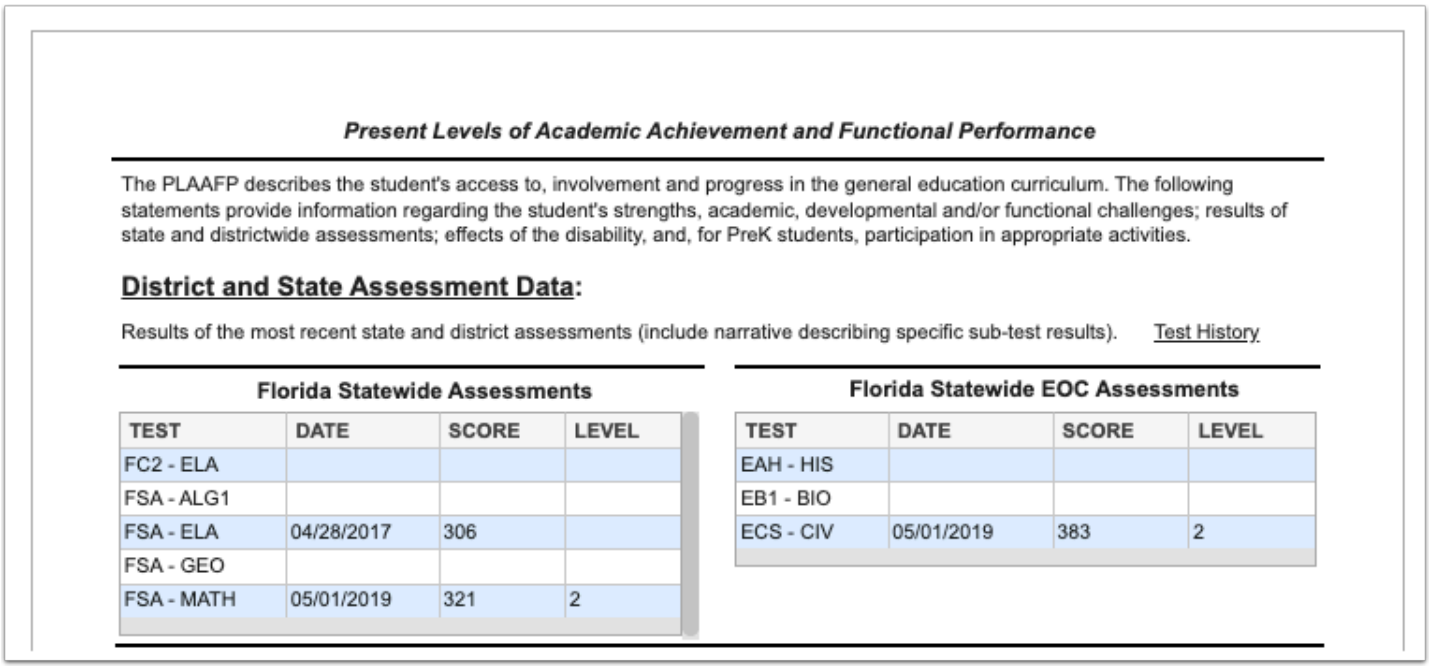
11. Complete the **Statement of Expected Outcomes and Additional Benefits at time of graduation,** which is required for 14 year olds or the 1st year in high school and every year thereafter.



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

Present Levels (PLAAFP)

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

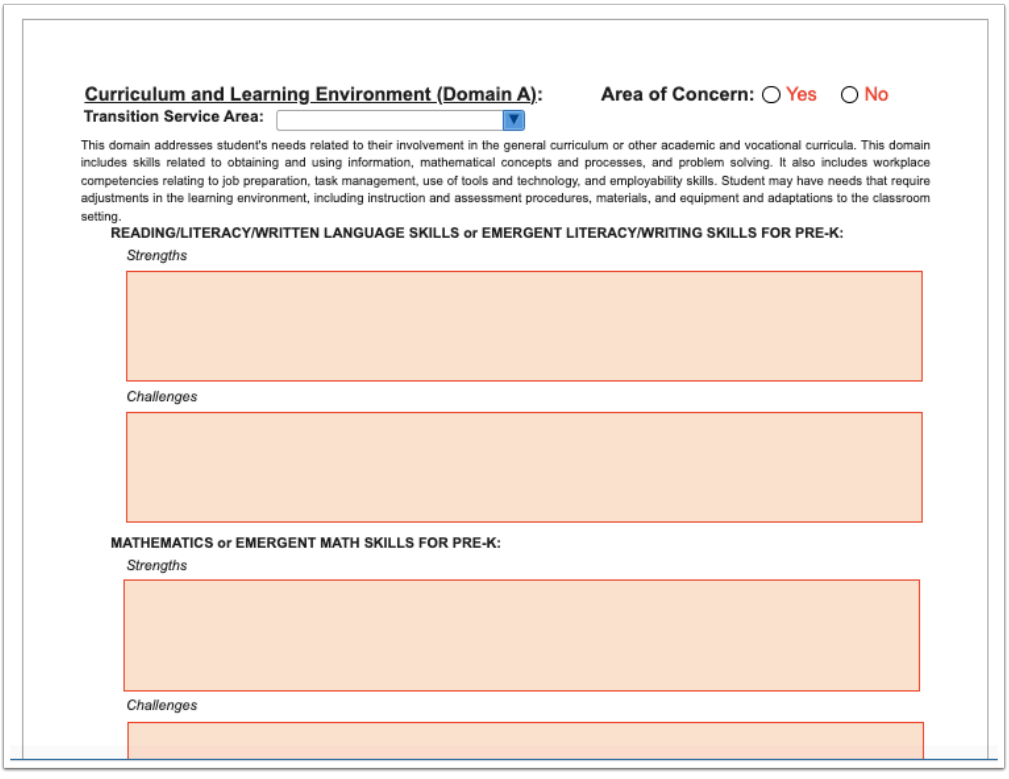
Florida Statewide Assessments

TEST	DATE	SCORE	LEVEL
FC2 - ELA			
FSA - ALG1			
FSA - ELA	04/28/2017	306	
FSA - GEO			
FSA - MATH	05/01/2019	321	2

Florida Statewide EOC Assessments

TEST	DATE	SCORE	LEVEL
EAH - HIS			
EB1 - BIO			
ECS - CIV	05/01/2019	383	2

- Each Domain must describe the student's strengths and challenges, if any.
- Each Domain must have YES or NO selected as an Area of Concern.
- Only Domains selected as YES will be available for selection on the Goals & Objectives screen.
- 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.
- Transition Service Area(s) can also be selected for each Domain for Transition IEPs.



Curriculum and Learning Environment (Domain A): **Area of Concern:** ○ 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.

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

Strengths

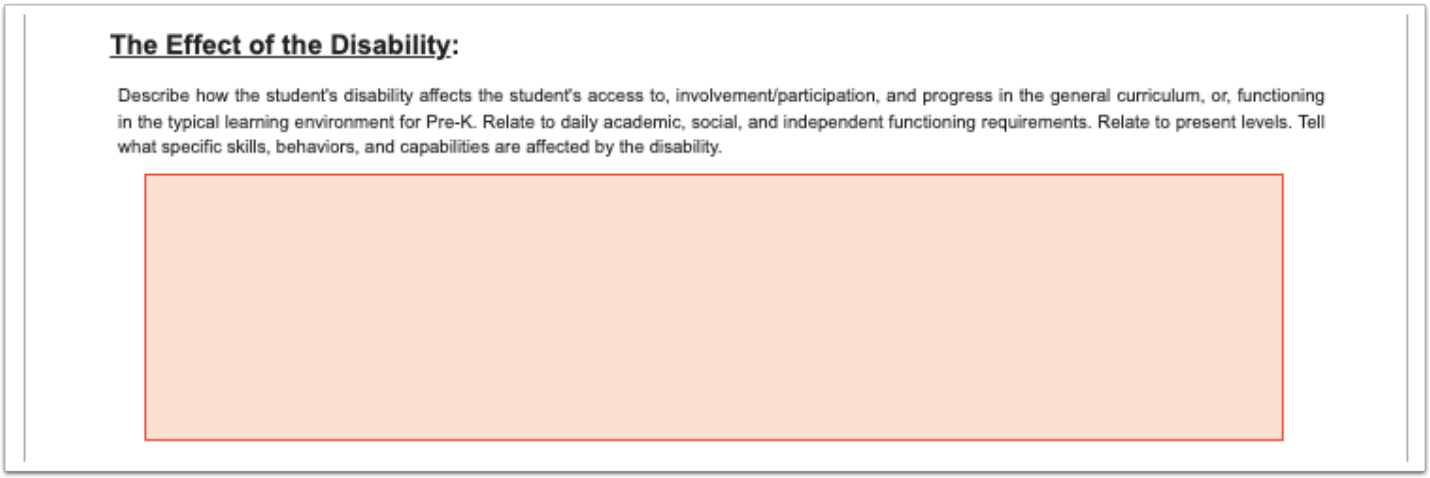
Challenges

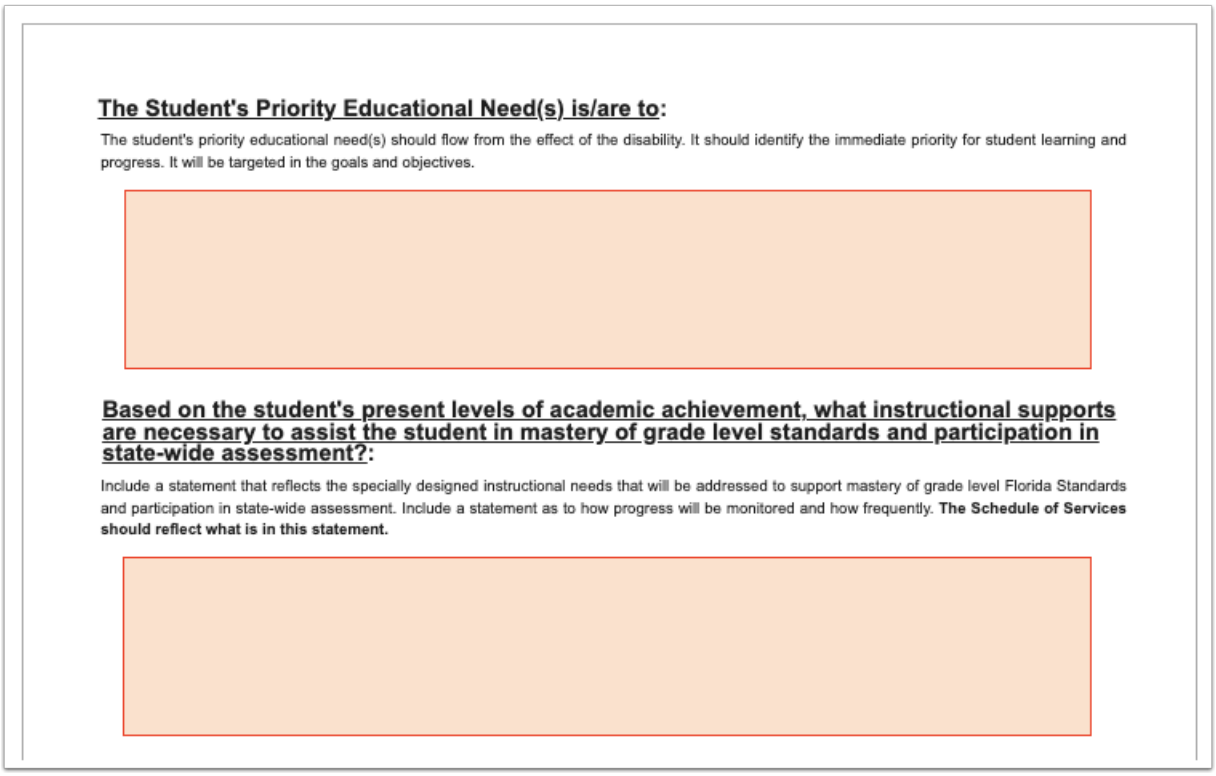
MATHEMATICS or EMERGENT MATH SKILLS FOR PRE-K:

Strengths

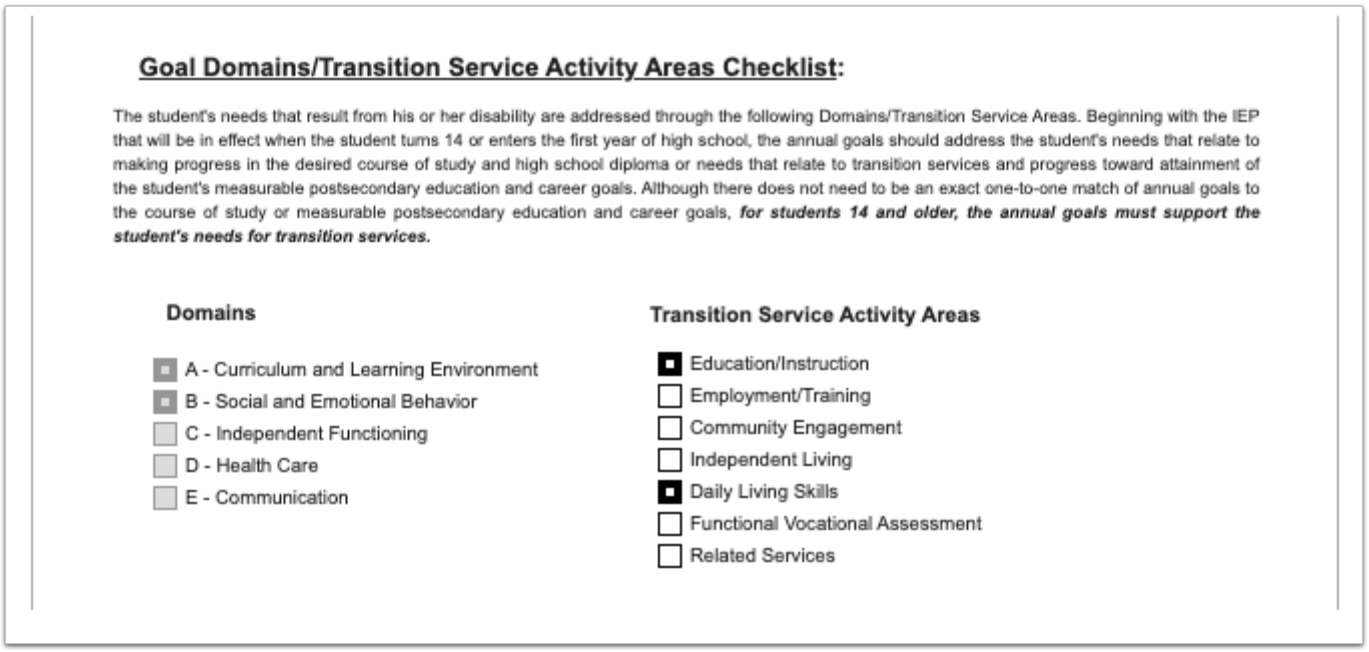
Challenges

- The Effect of Disability and The Student's Priority Educational Need(s) statements should consider all domains as there are not separate statements per Domain.





- Domains selected as YES for Area of Concern will be selected at the end of page 5 for verification.
- Any Transition Service Activity Areas selected on one or more Domains can be manually selected at the end of page 5.



Goal Domains/Transition Service Activity Areas Checklist:

The student's needs that result from his or her disability are addressed through the following Domains/Transition Service Areas. Beginning with the IEP that will be in effect when the student turns 14 or enters the first year of high school, the annual goals should address the student's needs that relate to making progress in the desired course of study and high school diploma or needs that relate to transition services and progress toward attainment of the student's measurable postsecondary education and career goals. Although there does not need to be an exact one-to-one match of annual goals to the course of study or measurable postsecondary education and career goals, ***for students 14 and older, the annual goals must support the student's needs for transition services.***

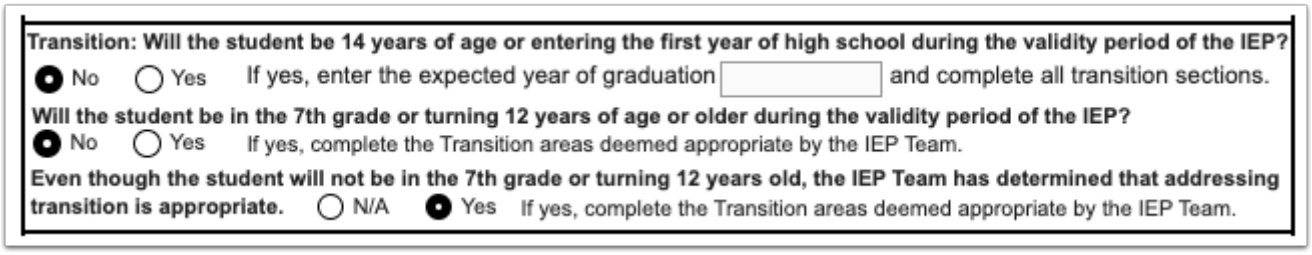
Domains	Transition Service Activity Areas
■ A - Curriculum and Learning Environment	■ Education/Instruction
■ B - Social and Emotional Behavior	☐ Employment/Training
☐ C - Independent Functioning	☐ Community Engagement
☐ D - Health Care	☐ Independent Living
☐ E - Communication	■ Daily Living Skills
	☐ Functional Vocational Assessment
	☐ Related Services

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

Transition

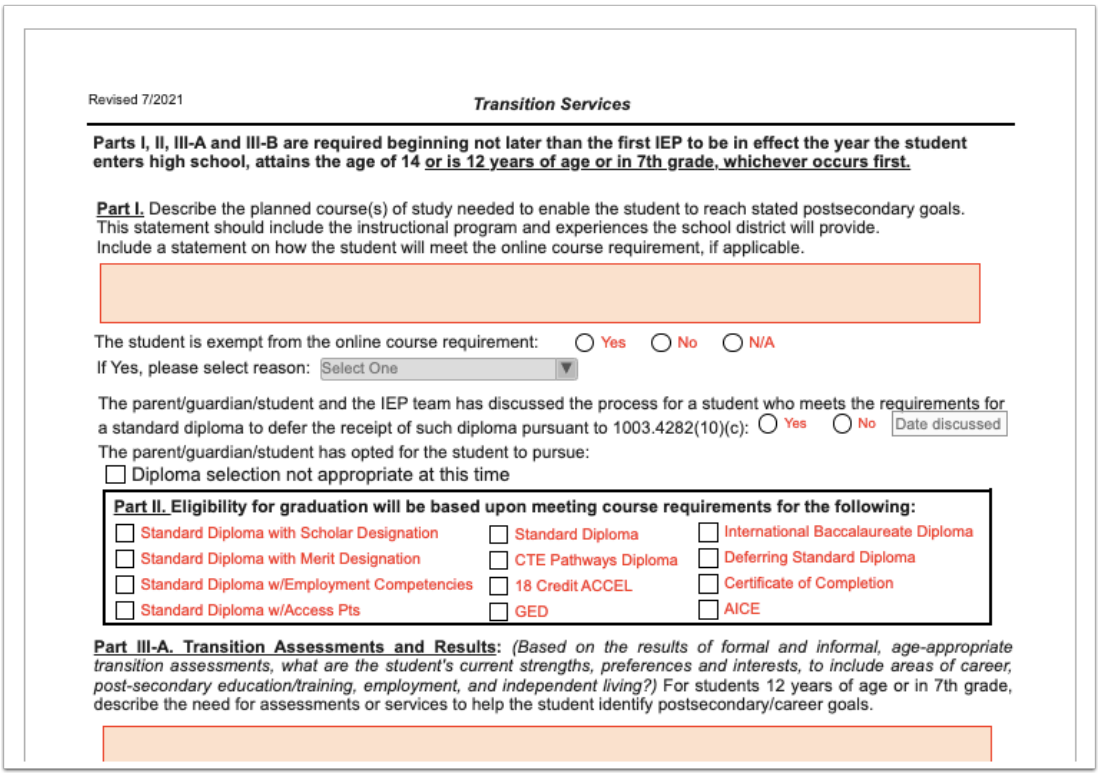
The Transition step in the event will ONLY populate if any of the Transition statements were marked as Yes in the Demographics and Desired Outcomes step. This step consists of 3 pages with only Parts I, II, III-A, III-B being required for ALL students an IEP team deems transition should be addressed.

Transition statements in Demographics and Desired Outcomes:



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, complete the Transition areas deemed appropriate by the IEP Team.
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.

Transition step:



Revised 7/2021

Transition Services

Parts I, II, III-A and III-B are required beginning not later than the first IEP to be in effect the year the student enters high school, attains the age of 14 or is 12 years of age or in 7th grade, whichever occurs first.

Part I. Describe the planned course(s) of study needed to enable the student to reach stated postsecondary goals. This statement should include the instructional program and experiences the school district will provide. Include a statement on how the student will meet the online course requirement, if applicable.

The student is exempt from the online course requirement: ◯ Yes ◯ No ◯ N/A

If Yes, please select reason: Select One

The parent/guardian/student and the IEP team has discussed the process for a student who meets the requirements for a standard diploma to defer the receipt of such diploma pursuant to 1003.4282(10)(c): ◯ Yes ◯ No Date discussed

The parent/guardian/student has opted for the student to pursue:

☐ Diploma selection not appropriate at this time

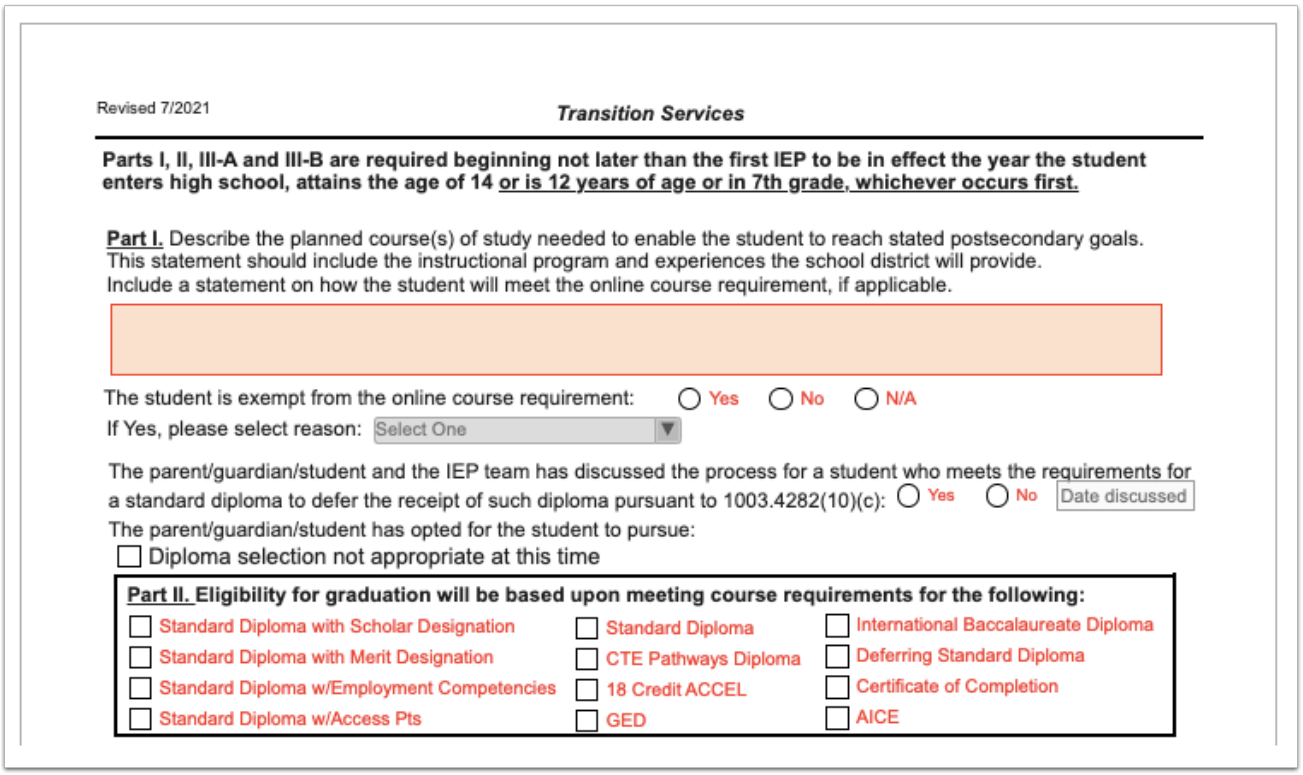
Part II. Eligibility for graduation will be based upon meeting course requirements for the following:

☐ Standard Diploma with Scholar Designation	☐ Standard Diploma	☐ International Baccalaureate Diploma
☐ Standard Diploma with Merit Designation	☐ CTE Pathways Diploma	☐ Deferring Standard Diploma
☐ Standard Diploma w/Employment Competencies	☐ 18 Credit ACCEL	☐ Certificate of Completion
☐ Standard Diploma w/Access Pts	☐ GED	☐ AICE

Part III-A. Transition Assessments and Results: *(Based on the results of formal and informal, age-appropriate transition assessments, what are the student's current strengths, preferences and interests, to include areas of career, post-secondary education/training, employment, and independent living?)* For students 12 years of age or in 7th grade, describe the need for assessments or services to help the student identify postsecondary/career goals.

1. In Part I, enter a description of the student's planned course of study that will enable them to achieve the desired postsecondary goal. Select whether the student is exempt from online course requirement; if Yes, why?

2. In Part II, select whether the parent/guardian/student and the IEP team discussed the process for deferring standard diploma. If Yes is selected, enter the Date. Select the diploma type(s) the student will pursue, or select **Diploma selection is not appropriate at this time.** If the student is a 12th grader, the deferral statement on page 3 must be signed.



Revised 7/2021

Transition Services

Parts I, II, III-A and III-B are required beginning not later than the first IEP to be in effect the year the student enters high school, attains the age of 14 or is 12 years of age or in 7th grade, whichever occurs first.

Part I. Describe the planned course(s) of study needed to enable the student to reach stated postsecondary goals. This statement should include the instructional program and experiences the school district will provide. Include a statement on how the student will meet the online course requirement, if applicable.

The student is exempt from the online course requirement: ◯ Yes ◯ No ◯ N/A

If Yes, please select reason: Select One

The parent/guardian/student and the IEP team has discussed the process for a student who meets the requirements for a standard diploma to defer the receipt of such diploma pursuant to 1003.4282(10)(c): ◯ Yes ◯ No Date discussed

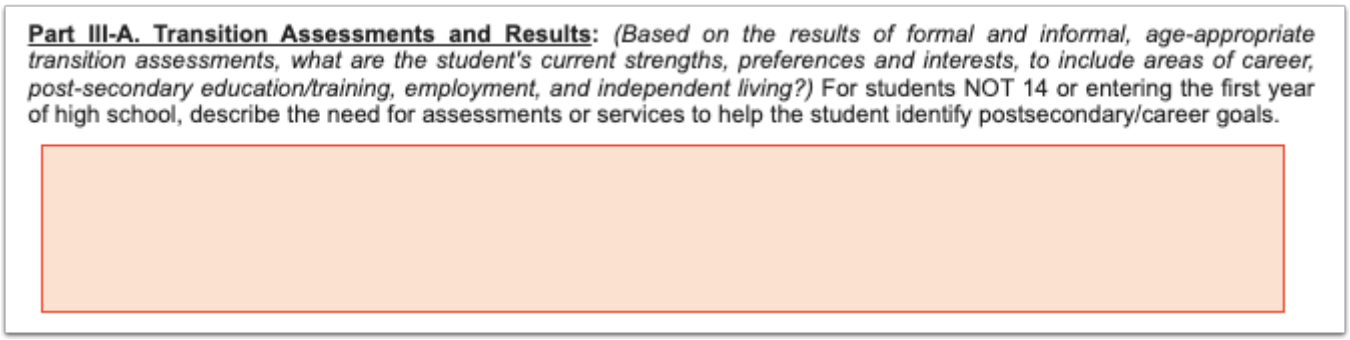
The parent/guardian/student has opted for the student to pursue:

☐ Diploma selection not appropriate at this time

Part II. Eligibility for graduation will be based upon meeting course requirements for the following:

☐ Standard Diploma with Scholar Designation	☐ Standard Diploma	☐ International Baccalaureate Diploma
☐ Standard Diploma with Merit Designation	☐ CTE Pathways Diploma	☐ Deferring Standard Diploma
☐ Standard Diploma w/Employment Competencies	☐ 18 Credit ACCEL	☐ Certificate of Completion
☐ Standard Diploma w/Access Pts	☐ GED	☐ AICE

3. In Part III-A, describe the type and results of age-appropriate transition assessment(s) given to the student.



Part III-A. Transition Assessments and Results: *(Based on the results of formal and informal, age-appropriate transition assessments, what are the student's current strengths, preferences and interests, to include areas of career, post-secondary education/training, employment, and independent living?)* For students NOT 14 or entering the first year of high school, describe the need for assessments or services to help the student identify postsecondary/career goals.

4. In Part III-B, determine if student will participate in Pre-Employment Transition Services provided by the local Vocational Rehabilitation Services Agency. Describe those services in Part V.

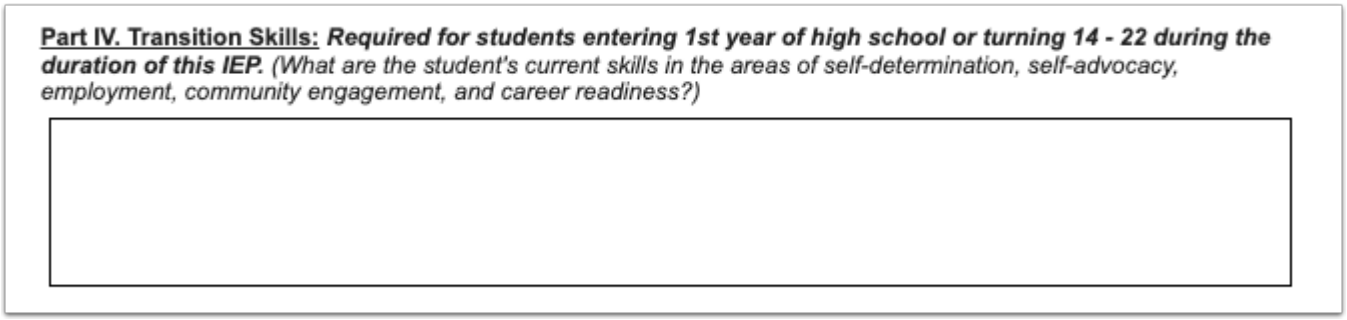
Part III-B. Pre-Employment Transition Services:

"Preemployment transition services" means the services of job exploration counseling, work-based learning experiences, counseling on comprehensive transition or postsecondary education programs, workplace readiness training, and instruction in self-advocacy as required by the Workforce Innovation and Opportunity Act of 2014, which may be provided to students with disabilities who are eligible or potentially eligible for vocational rehabilitation services.

Will the student participate in Pre-employment Transition Services? If yes, please describe in Part V.

◯ Yes ◯ No ◯ NA **Effective Date:**

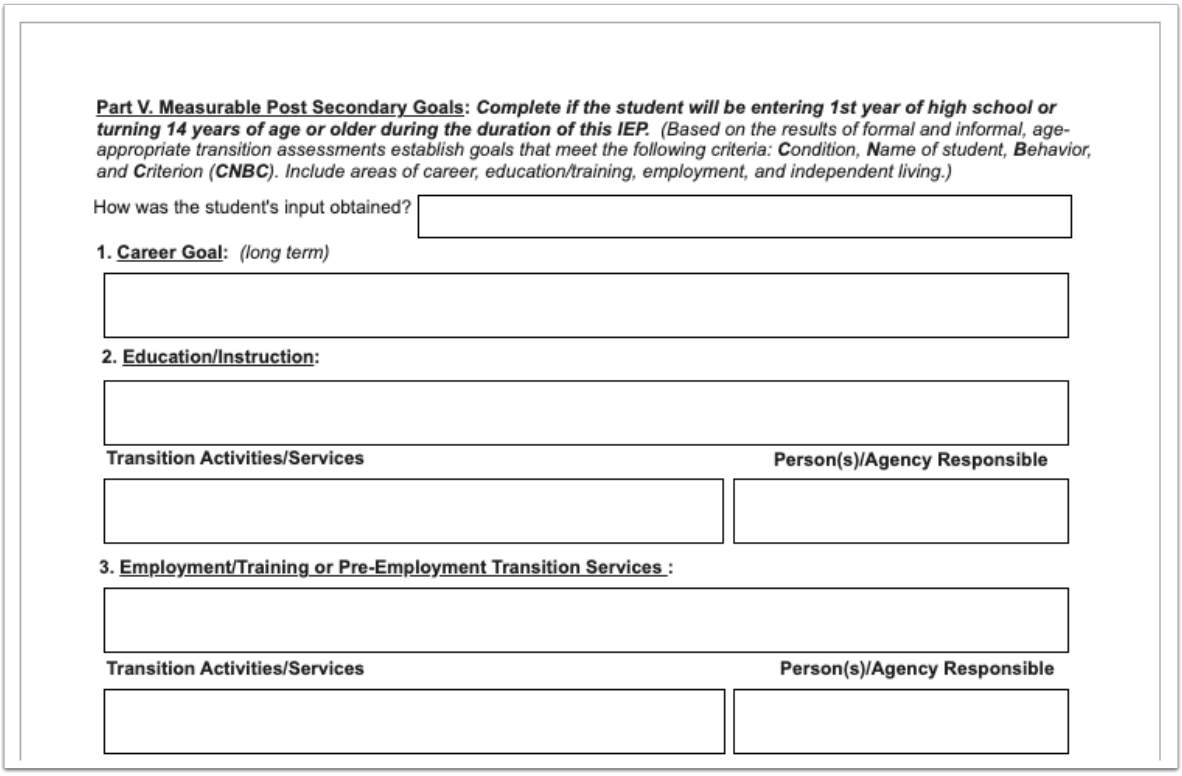
5. In Part IV, describe the student's current skills in self-determination, self-advocacy, employment, community engagement, and career readiness.



Part IV. Transition Skills: ***Required for students entering 1st year of high school or turning 14 - 22 during the duration of this IEP.*** *(What are the student's current skills in the areas of self-determination, self-advocacy, employment, community engagement, and career readiness?)*

6. In Part V, enter how the student's input was obtained.

7. For each applicable "domain", add the goal and enter the activity and/or service necessary to achieve the postsecondary career goal, as well as the responsible person/agency, which may include the student and/or the parent.



Part V. Measurable Post Secondary Goals: ***Complete if the student will be entering 1st year of high school or turning 14 years of age or older during the duration of this IEP.*** *(Based on the results of formal and informal, age-appropriate transition assessments establish goals that meet the following criteria:* ***C****ondition,* ***N****ame of student,* ***B****ehavior, and* ***C****riterion (****CNBC****). Include areas of career, education/training, employment, and independent living.)*

How was the student's input obtained?

1. Career Goal: *(long term)*

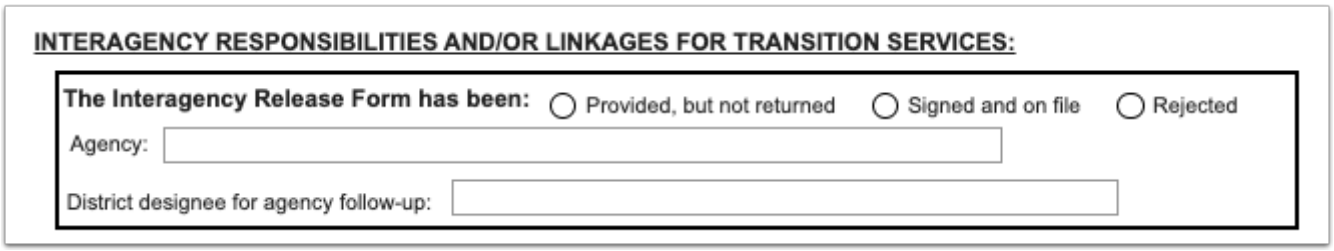
2. Education/Instruction:

Transition Activities/Services **Person(s)/Agency Responsible**

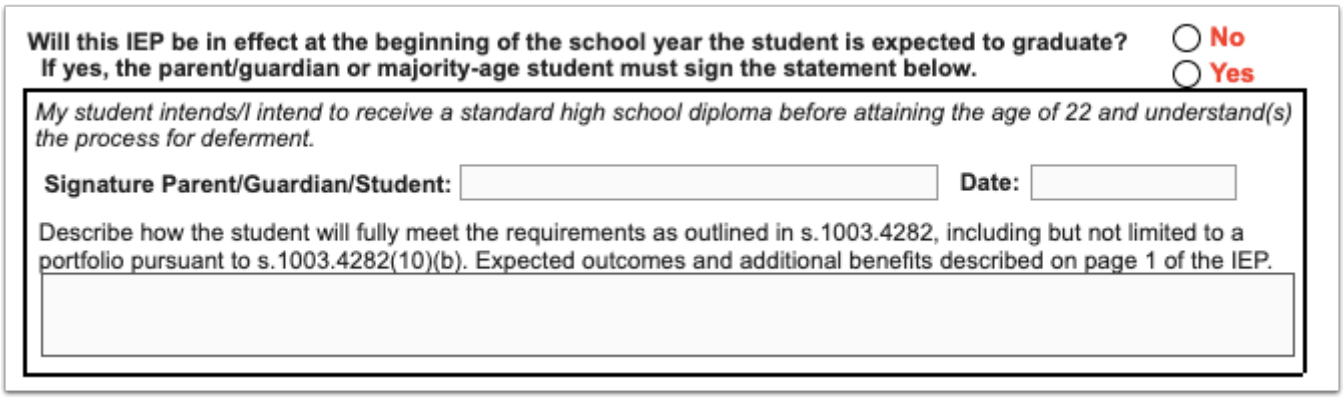
3. Employment/Training or Pre-Employment Transition Services :

Transition Activities/Services **Person(s)/Agency Responsible**

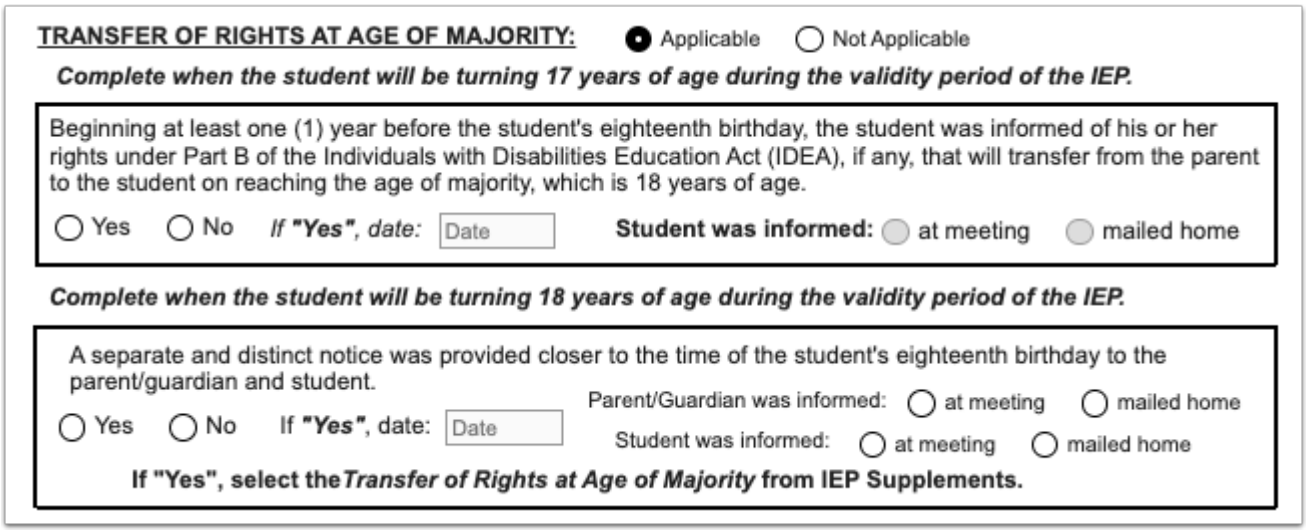
8. In the INTERAGENCY RESPONSIBILITIES AND/OR LINKAGES FOR TRANSITION SERVICES section, indicate whether the parent/guardian has signed and returned the release form and list the agency responsible for providing the transition service or activity for any area listed on previous page.



9. Select whether the IEP will be in effect at the beginning of the school year the student is expected to graduate.



10. In the TRANSFER OF RIGHTS AT AGE OF MAJORITY section, select **Applicable** or **Not Applicable.** If Applicable is selected, fill out the appropriate section.



The Transfer of Rights at Age of Majority form can be located in the Supplements step of the IEP Event and may be accessed prior to the IEP meeting.

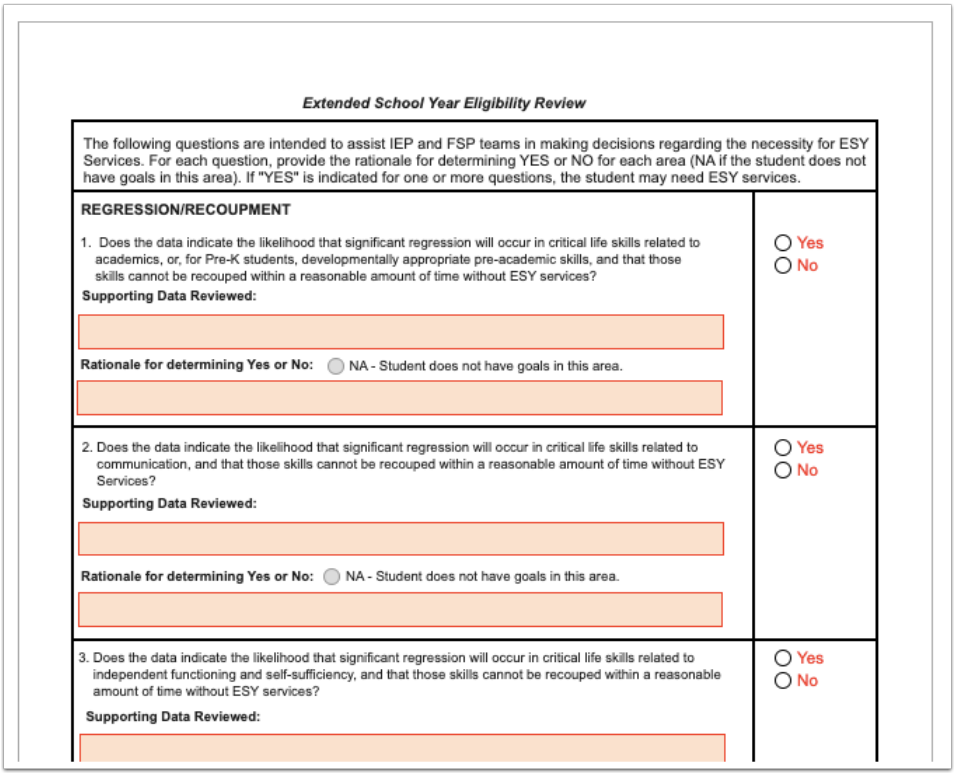
11. Click **Save & Validate** when finished.

ESY Eligibility Review

The IEP team may determine it appropriate to complete this form prior to completing the Special Factors step. 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 No is selected as an answer, the NA option becomes available for selection.
- When NA is selected, the Rationale for determining Yes or No text block is disabled.
- If Yes or No is selected, enter the Supporting Data Reviewed for the domain. Enter the Rationale for determining Yes or No.



Extended School Year Eligibility Review

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.

REGRESSION/RECOUPMENT

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? ○ Yes ○ No

Supporting Data Reviewed:

Rationale for determining Yes or No: ○ NA - Student does not have goals in this area.

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? ○ Yes ○ No

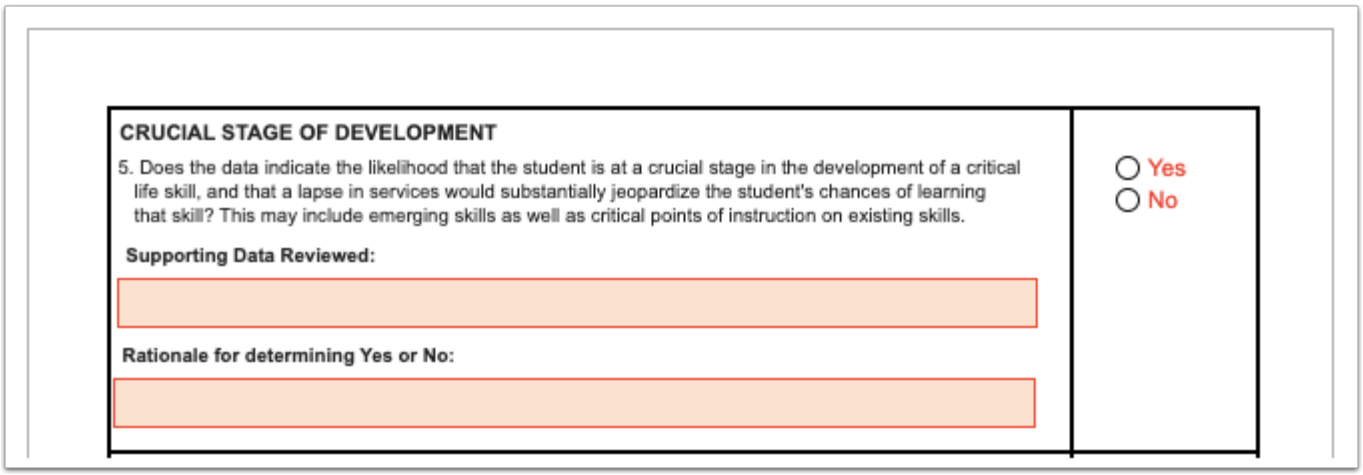
Supporting Data Reviewed:

Rationale for determining Yes or No: ○ NA - Student does not have goals in this area.

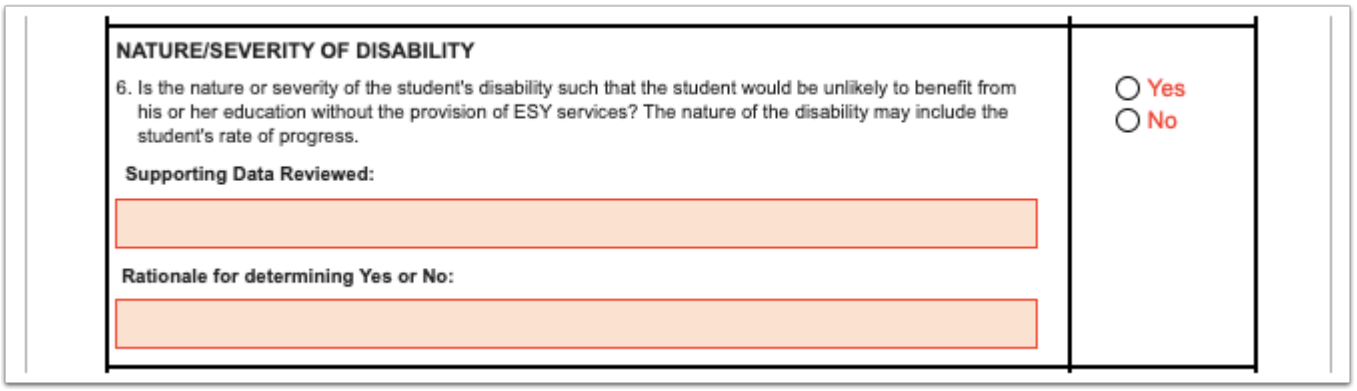
3. Does the data indicate the likelihood that significant regression will occur in critical life skills related to independent functioning and self-sufficiency, and that those skills cannot be recouped within a reasonable amount of time without ESY services? ○ Yes ○ No

Supporting Data Reviewed:

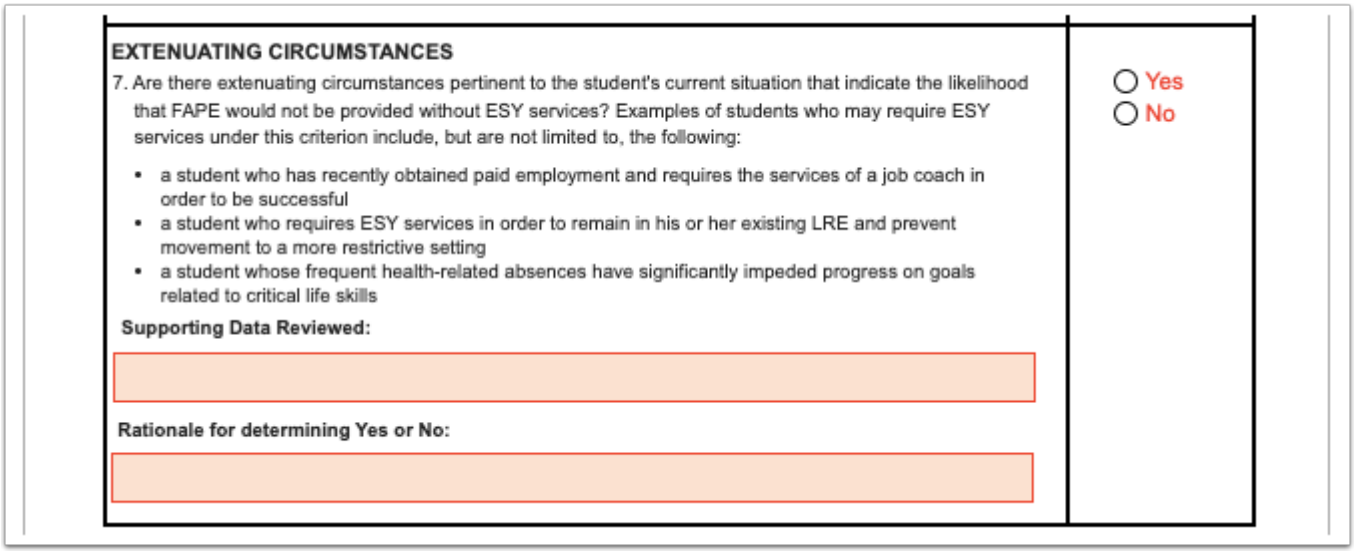
2. The CRUCIAL STAGE OF DEVELOPMENT section may include emergent skills for Pre-K students as well as critical points of instruction on existing skills.



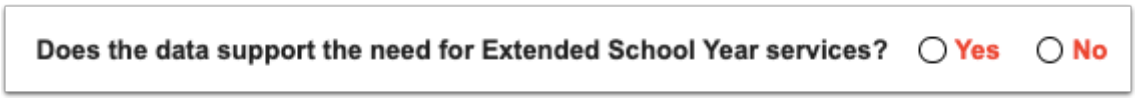
3. The NATURE/SEVERITY OF DISABILITY section may include the student's rate of progress.



4. In the EXTENUATING CIRCUMSTANCES section, consider the student's current situation(s) that indicate FAPE wouldn't be provided without ESY services.



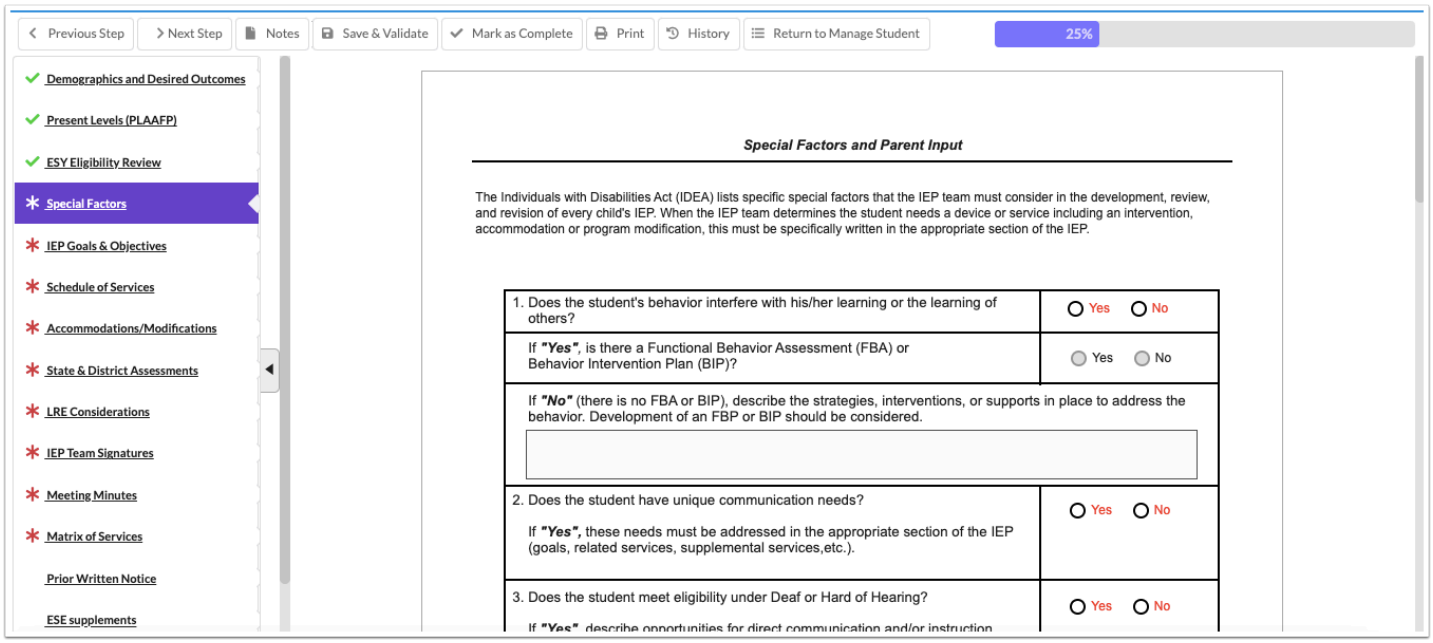
5. Select **Yes** or **No** for "Does the data support the need for Extended School Year services?" The answer will be pushed to the student's ESE tab.



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.



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. 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.
8. Is there a need for specially designed or adaptive physical education?	If Yes, address in Present Levels, Goals & Objectives, and/or Schedule of Services.
9. Is there a need for special transportation services? If Yes, explain below and specify on the Schedule of Services. The student may have multiple schedules of service.	If Yes, describe the need and include it in the Schedule of Services as a Related Service.
10. 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: https://www.fldoe.org/schools/school-choice/k-12-scholarship-programs/fes/index.stml	Select Yes if provided at the IEP meeting; otherwise select Mailed.
11. Has the parent/guardian been provided	Select the applicable response.

Question	Response Info
information on the Florida School for the Deaf and Blind?	
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 and Objectives

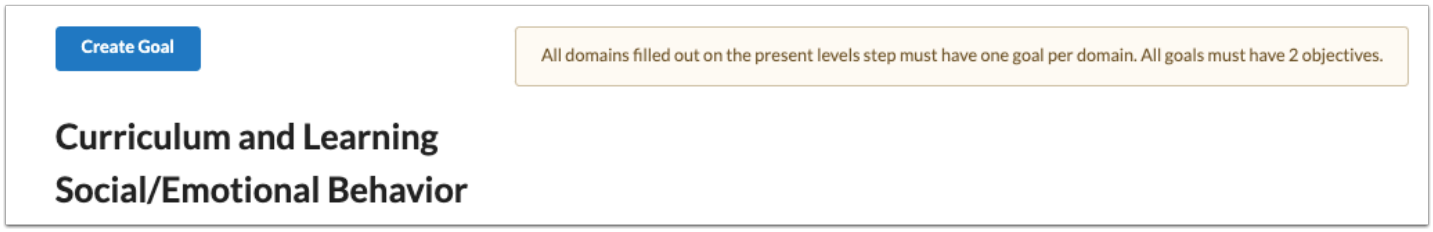
Districts have the option to use the default one-domain-per-goal option, or the multiple-domains-per-goal option (consolidated domains). Districts can also require two objectives in order to save a goal. These options are set at the district level in SSS > General. The domains selected as an Area of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

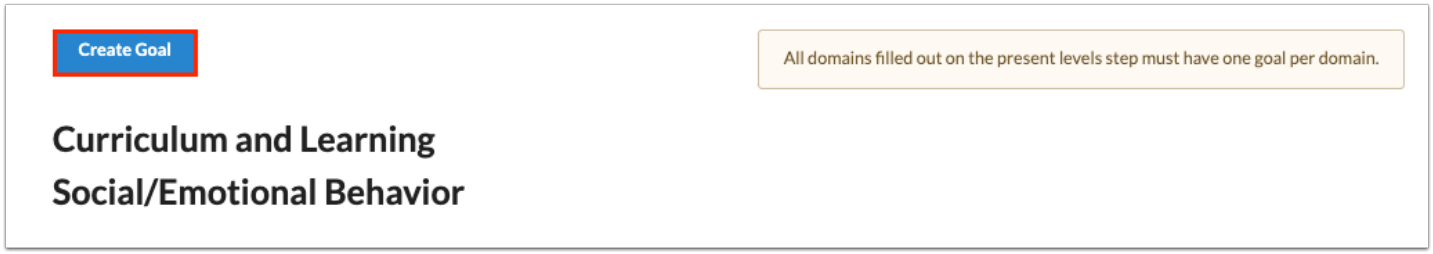
Default Goals & Objectives

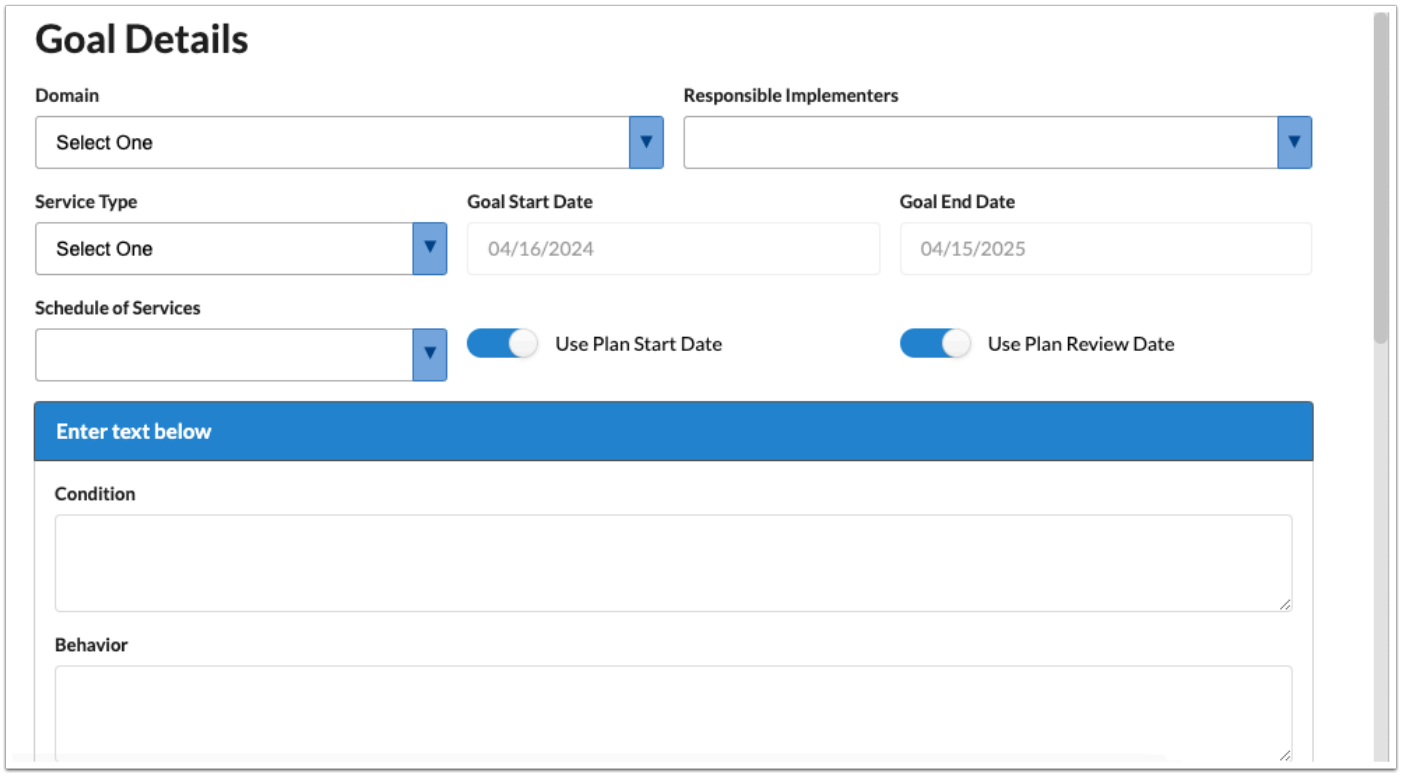
If the district is using the default one-goal-per-domain option, this message is displayed until each domain has at least one goal saved.

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

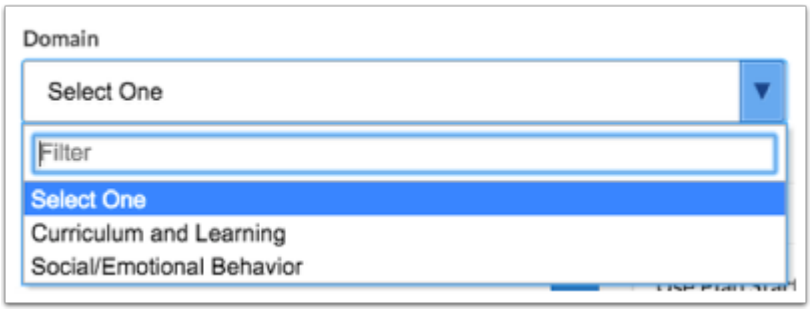


1. Click the **Create Goal** button.

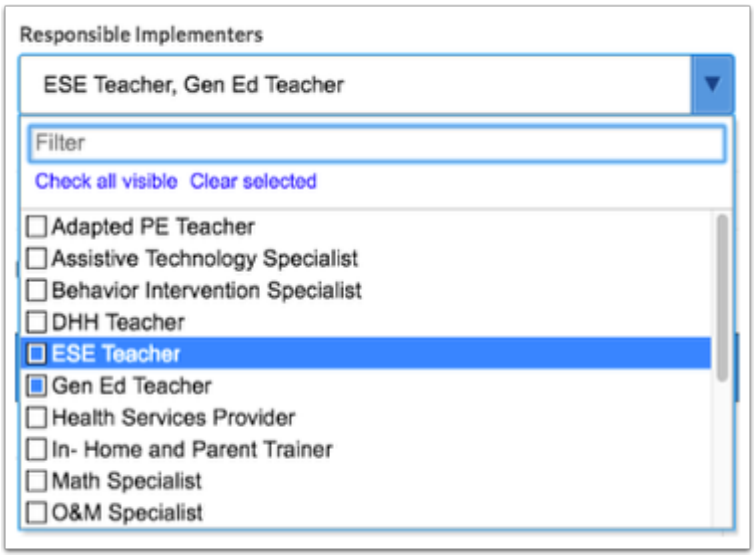




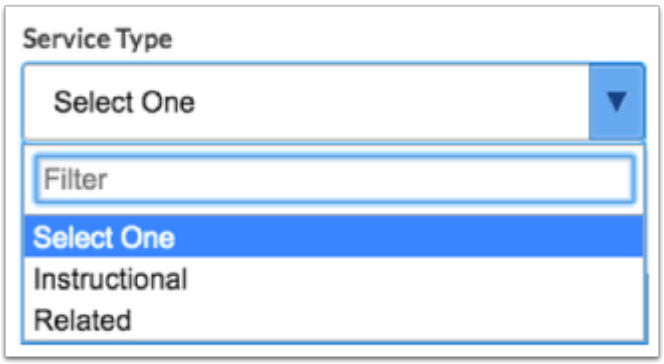
2. Select the **Domain** in which to add the goal. This pull-down is populated from the domains identified as an Area of Concern selected on the Present Levels step.



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

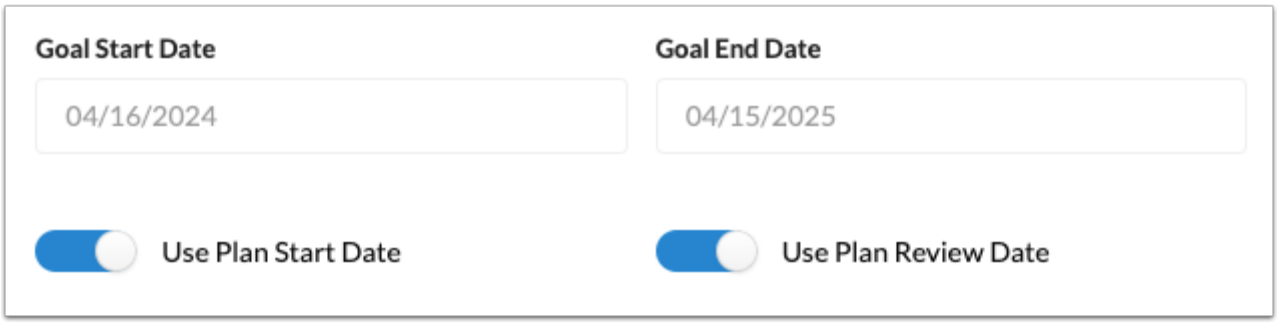


4. Select the **Service Type**.

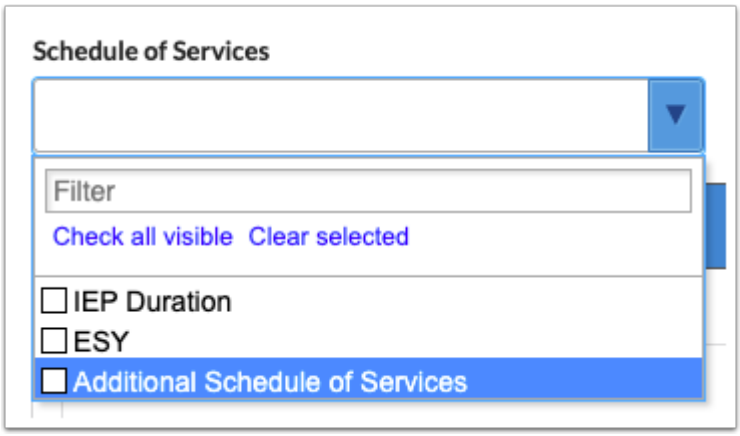


5. The **Goal Start Date** and **Goal End Date** will auto-populate but can be edited by turning off the toggles **Use Plan Start Date** and **Use Plan Review Date**.

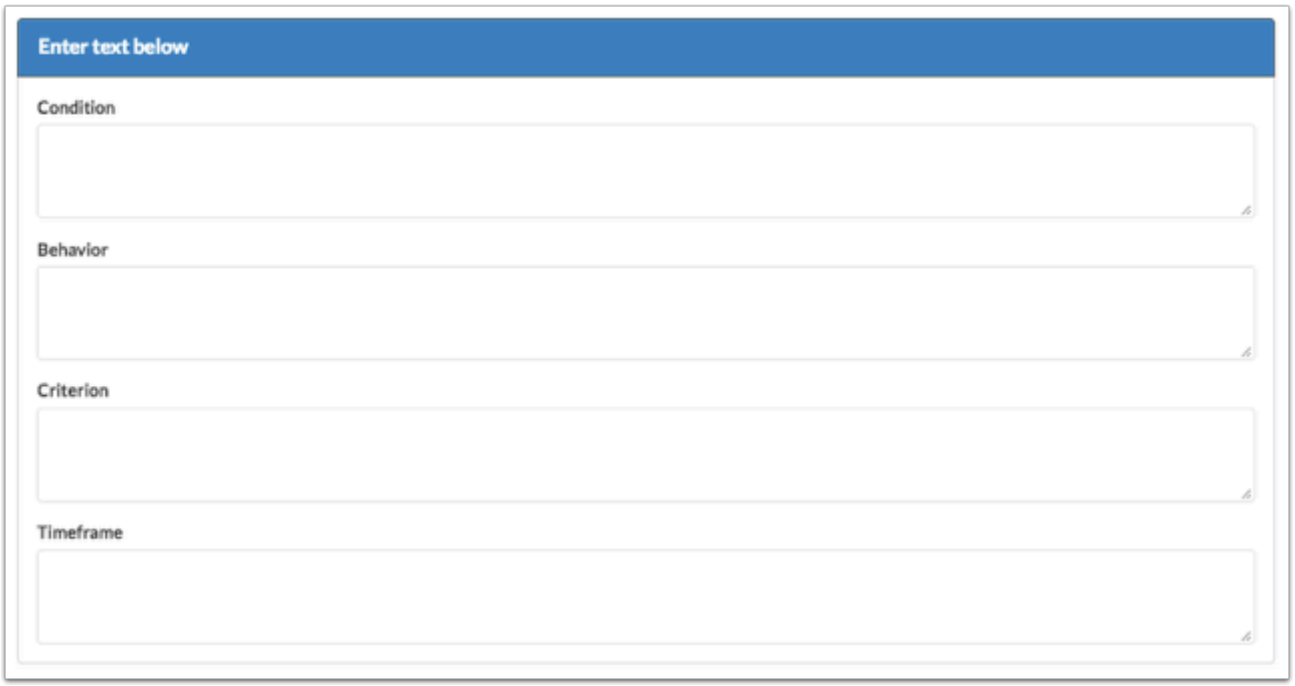
The Goal Start Date and Goal End Date are auto-populated from the IEP Plan Date and IEP Plan End Date fields in the Demographics and Desired Outcomes step.



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

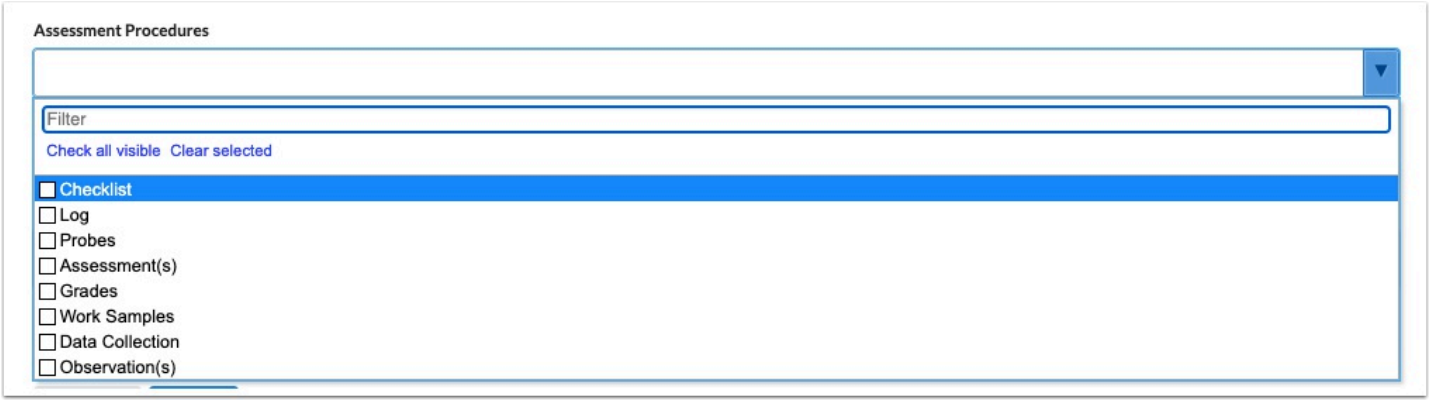


7. Enter the **Condition**, **Behavior**, **Criterion** and **Timeframe** for the goal statement. As you type, the blue header will update with the goal statement.



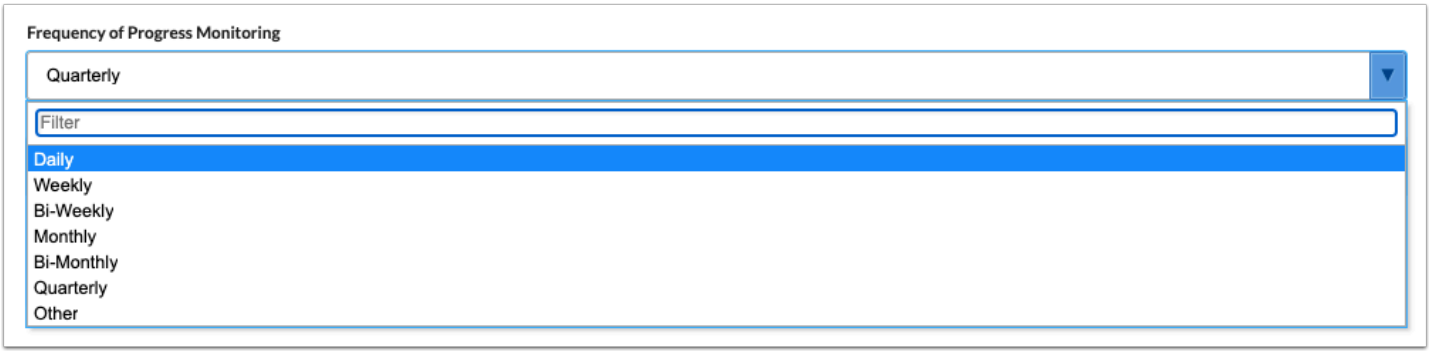
8. Select the **Mastery Criteria** of the goal. After selecting an option, additional fields will display for entering the criteria. This criteria will be referenced when creating the IEP Goals Progress Report.

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



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

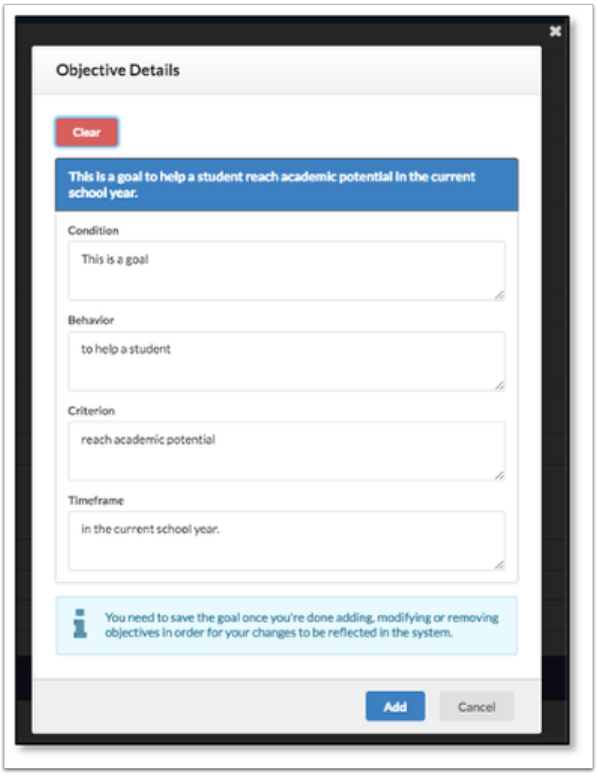
The title of this field and the field options are customized by the district in SSS > General. A custom message may also be included above this field.



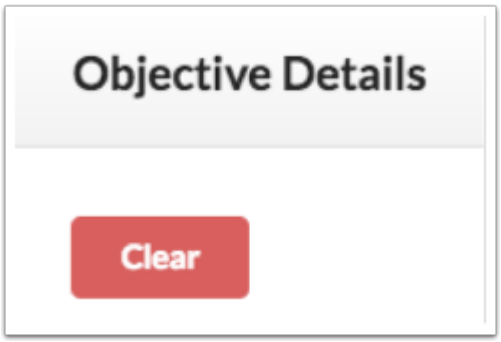
The Diagnosis, Instructional Area, and Transition Service Area(s) fields may also display on this screen, depending on whether the district has enabled the Additional Goal Fields option in SSS > General.

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

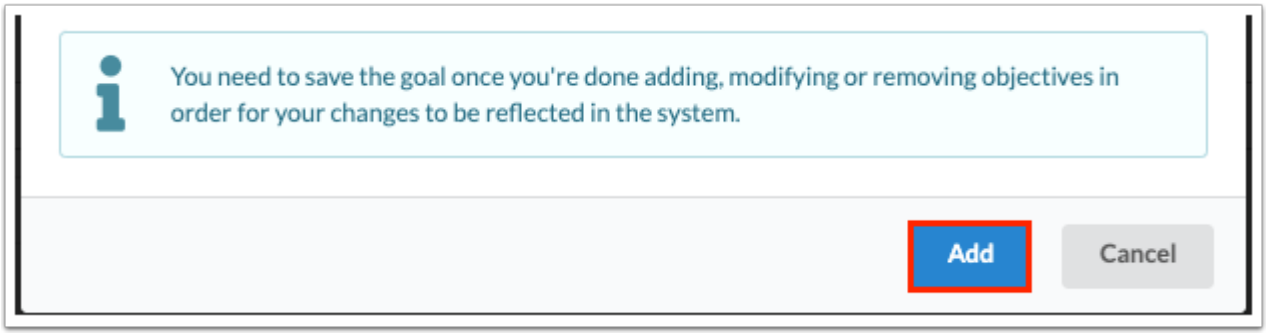
12. The information entered in **Condition**, **Behavior**, **Criterion** and **Timeframe** for the goal will auto-populate into the Objective Details fields.



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

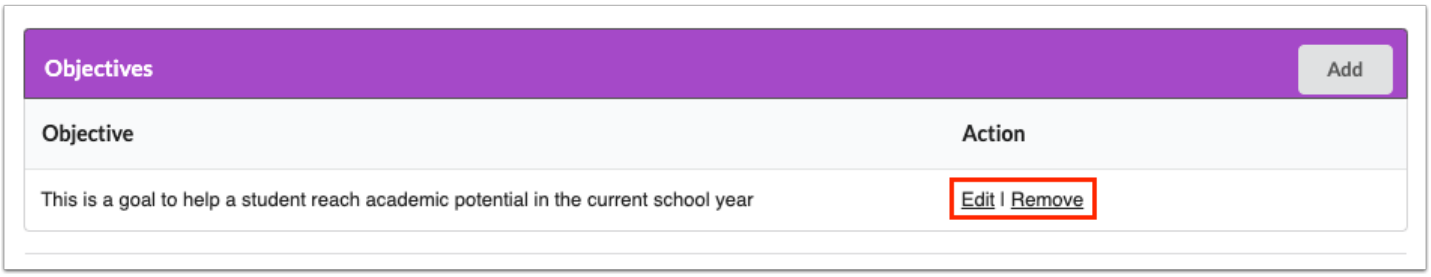


14. Click the blue **Add** button when finished entering text.



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

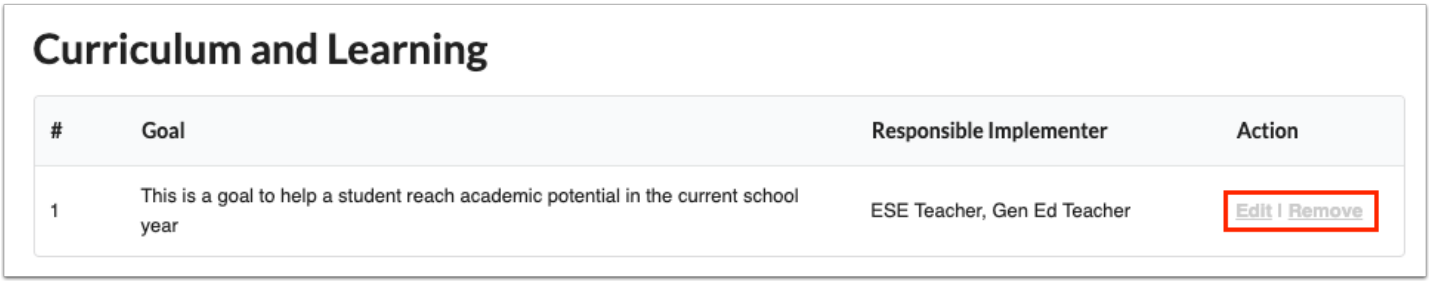
16. Click **Edit** or **Remove** next to the objective to edit or delete the objective.



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.

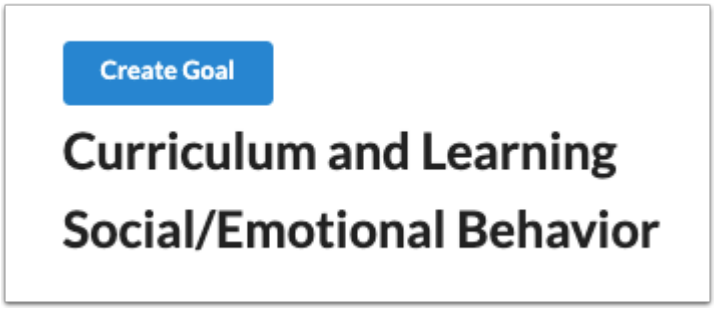
18. Click the links to **Edit** or **Remove** the goal.



Consolidated (Multiple) Domains per Goal

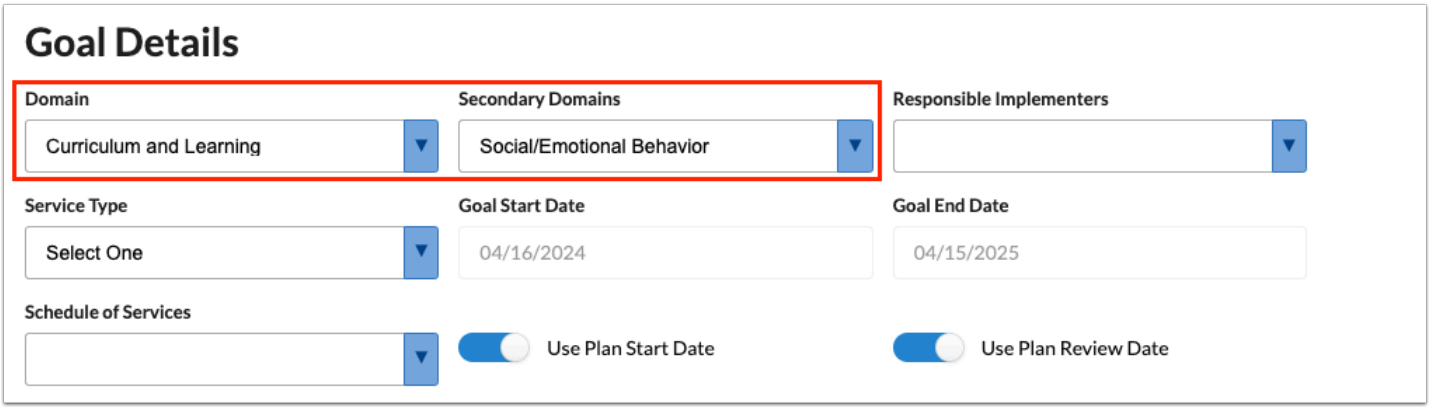
If the district has enabled the option for a goal to apply to multiple domains (consolidated domains), no message displays upon initiating the Goals & Objectives step.

1. Click **Create Goal**.

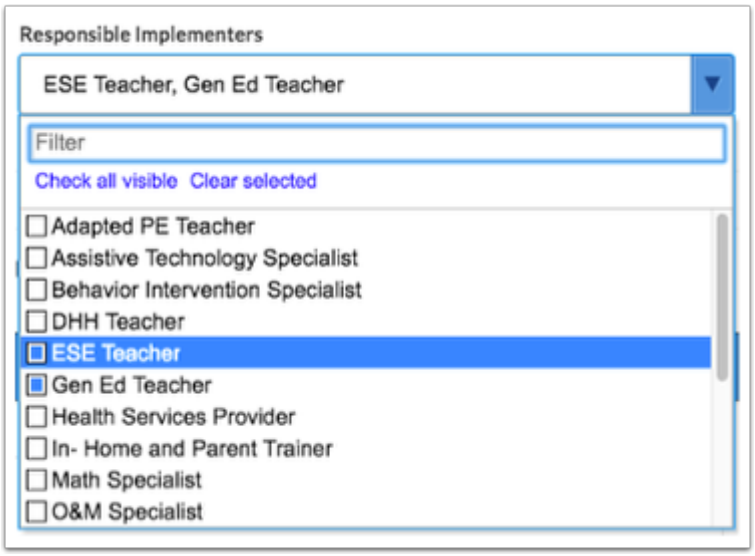


2. Select the **Domain** in which to add the goal. This pull-down is populated from the domains identified as an Area of Concern selected on the Present Levels step.

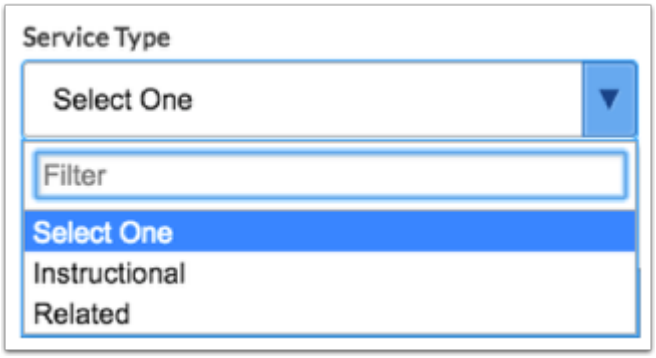
3. In the **Secondary Domain** pull-down, select one or multiple secondary domains. This pull-down is populated from the domains identified as an Area of Concern selected on the Present Levels step.



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

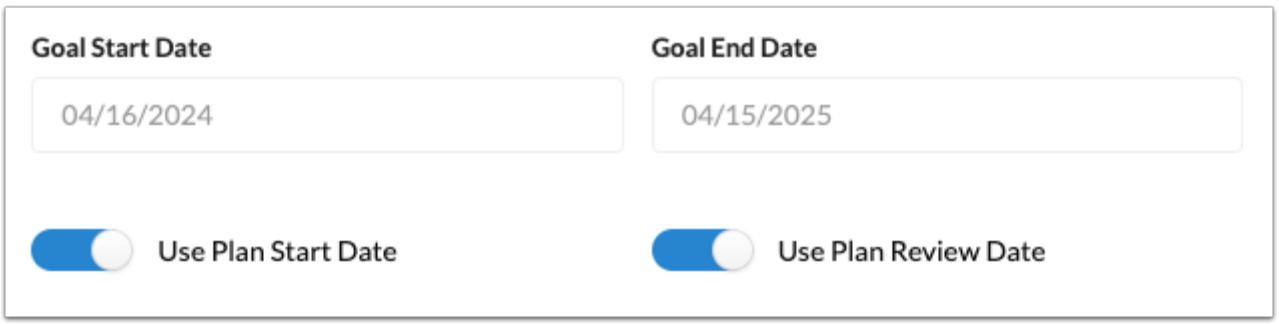


5. Select the **Service Type**.

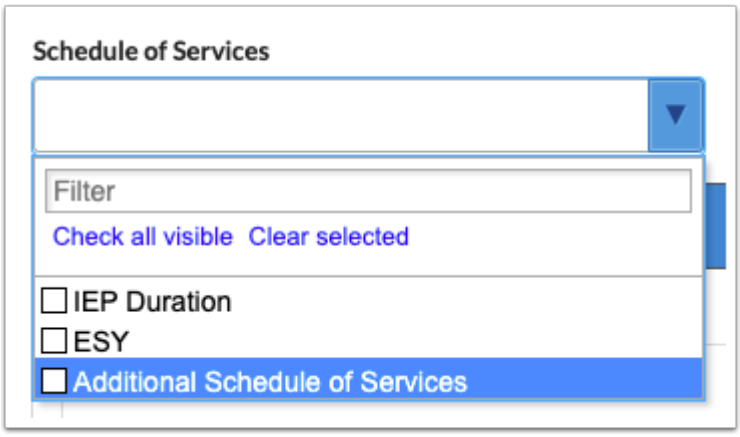


6. The **Goal Start Date** and **Goal End Date** will auto-populate but can be edited by turning off the toggles **Use Plan Start Date** and **Use Plan Review Date**.

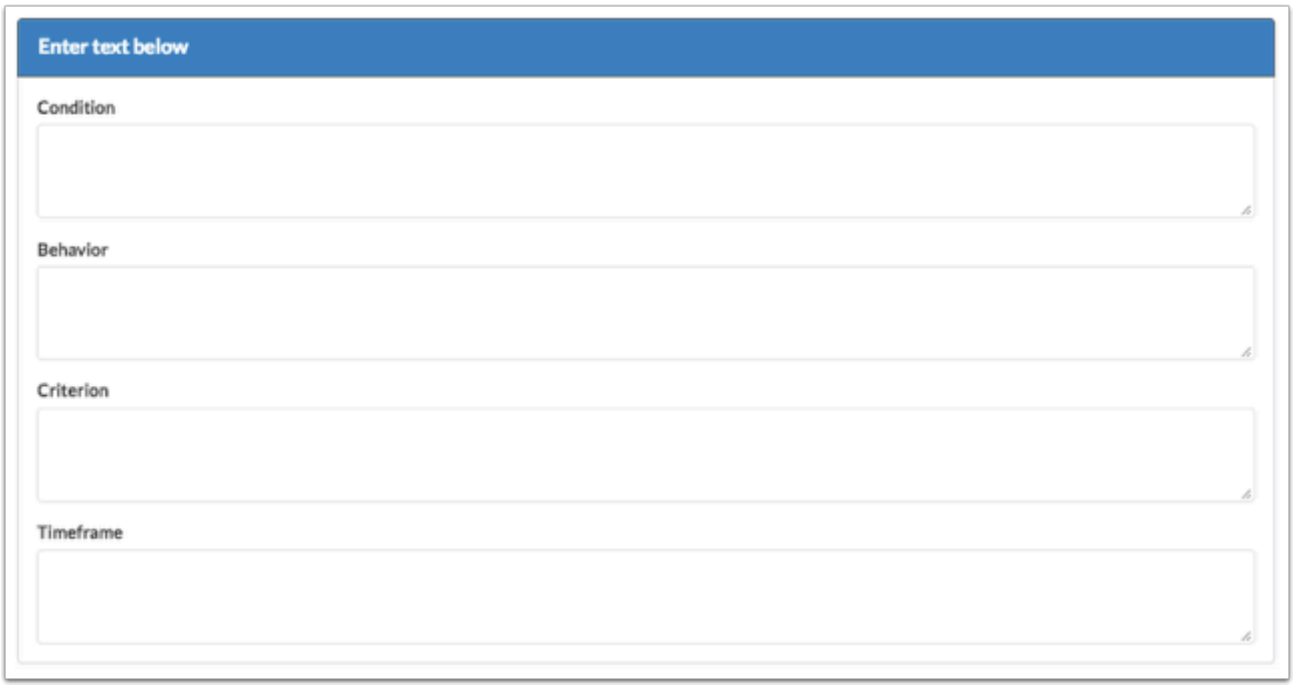
The Goal Start Date and Goal End Date are auto-populated from the IEP Plan Date and IEP Plan End Date fields in the Demographics and Desired Outcomes step.



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

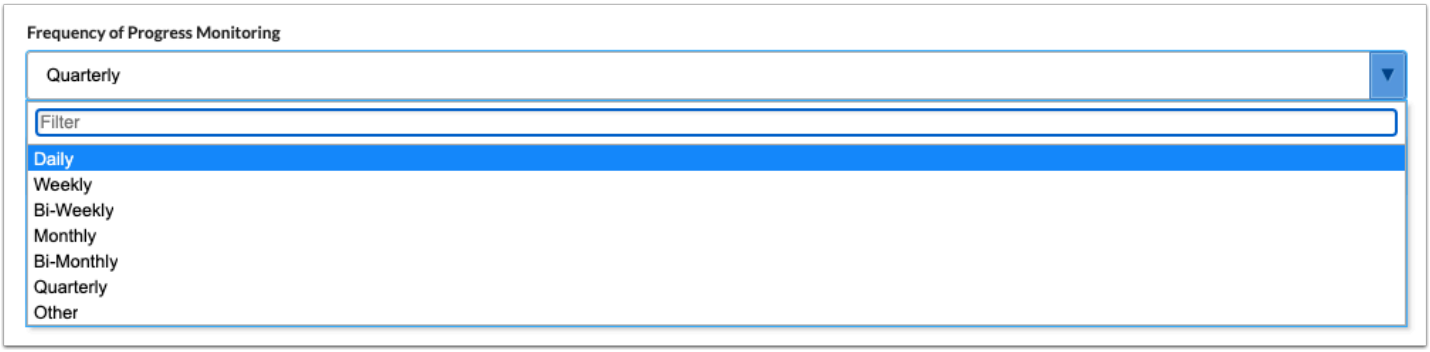


9. Select the **Mastery Criteria** of the goal. After selecting an option, additional fields will display for entering the criteria. This criteria will be referenced when creating the IEP Goals Progress Report.

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

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

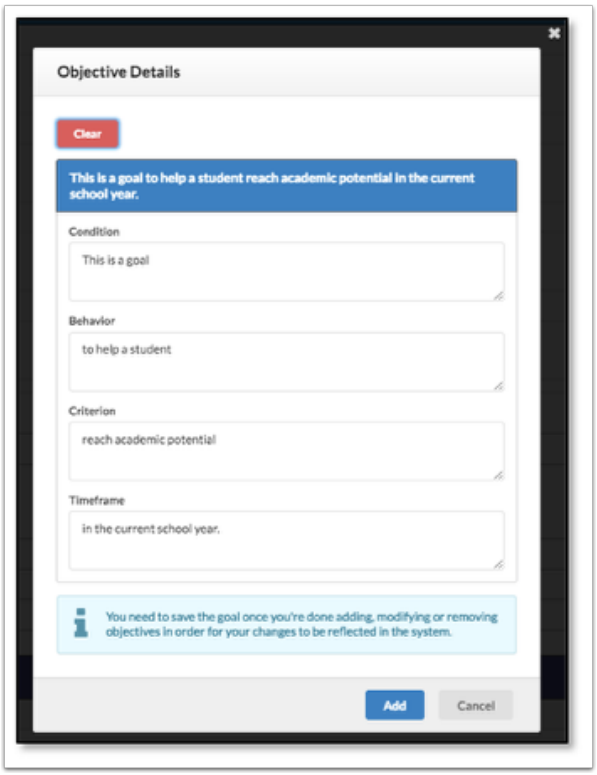
> The title of this field and the field options are customized by the district in SSS > General. A custom message may also be included above this field.



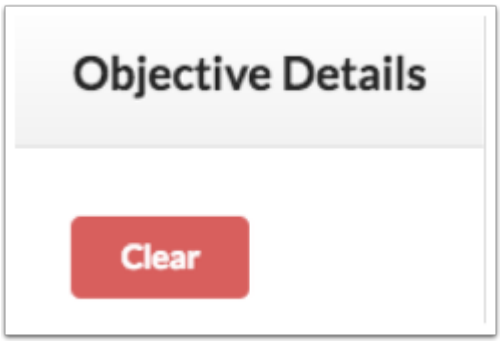
> The Diagnosis, Instructional Area, and Transition Service Area(s) fields may also display on this screen, depending on whether the district has enabled the Additional Goal Fields option in SSS > General.

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

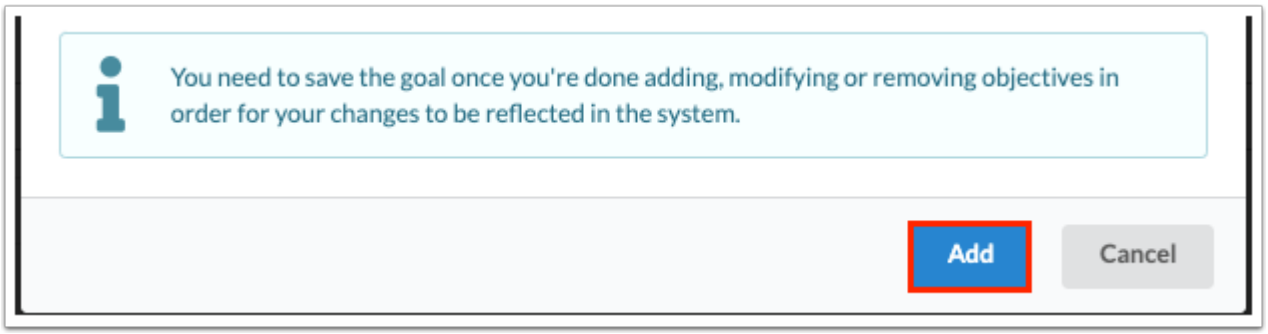
13. The information entered in **Condition**, **Behavior**, **Criterion** and **Timeframe** for the goal will auto-populate into the Objective Details fields.



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

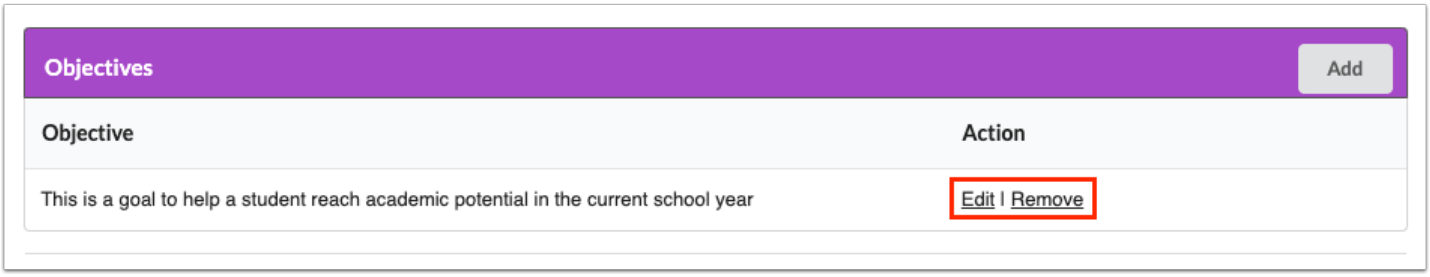


15. Click the blue **Add** button when finished entering text.



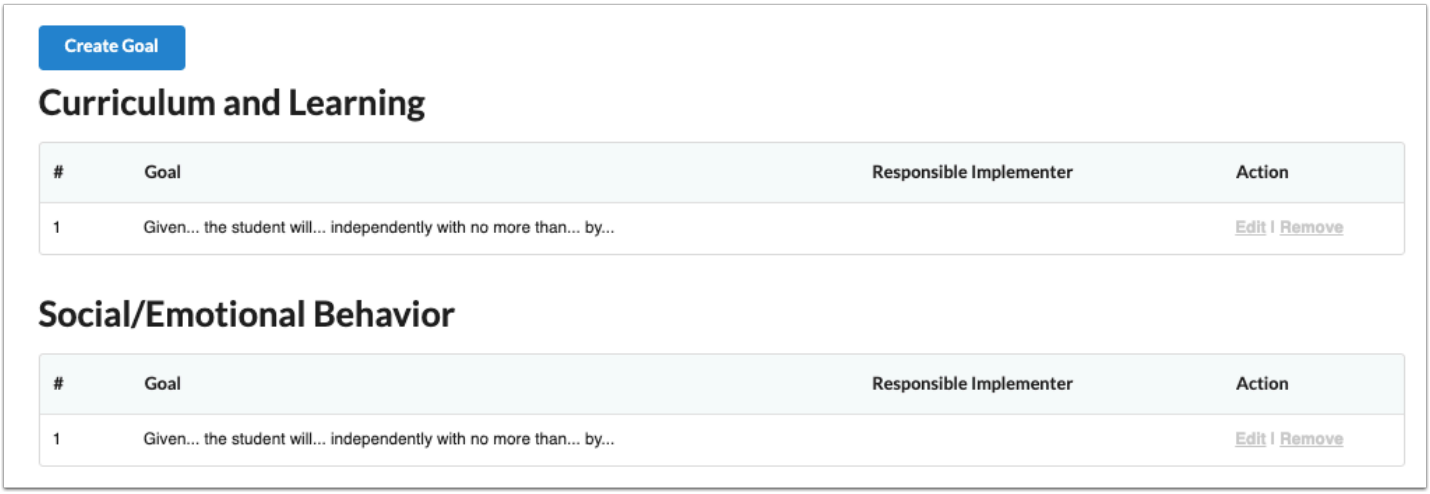
Click **Cancel** or the **X** to exit the pop-up window without adding the objective.

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



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. The selected secondary domain(s) will display the same goal.

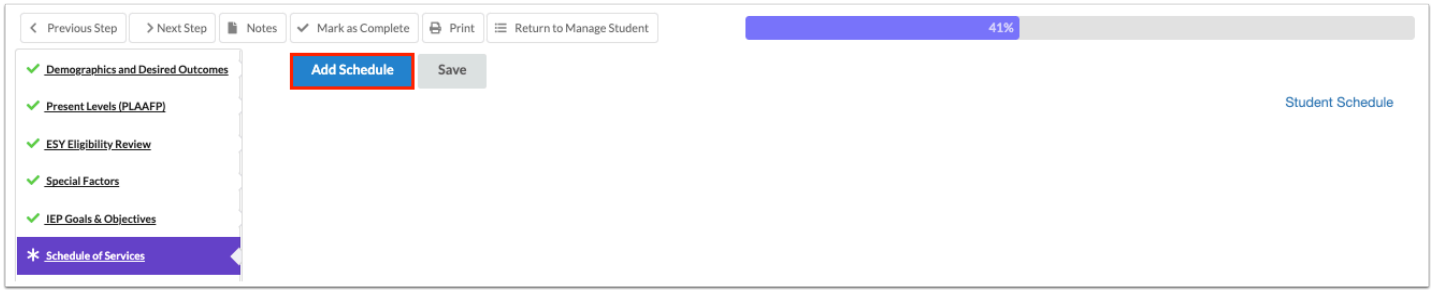


18. Click the links to **Edit** or **Remove** the goal.

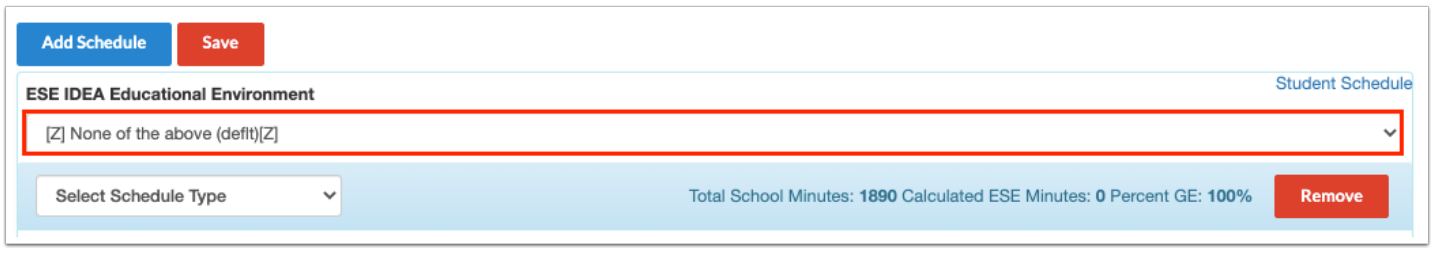
Schedule of Services

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.

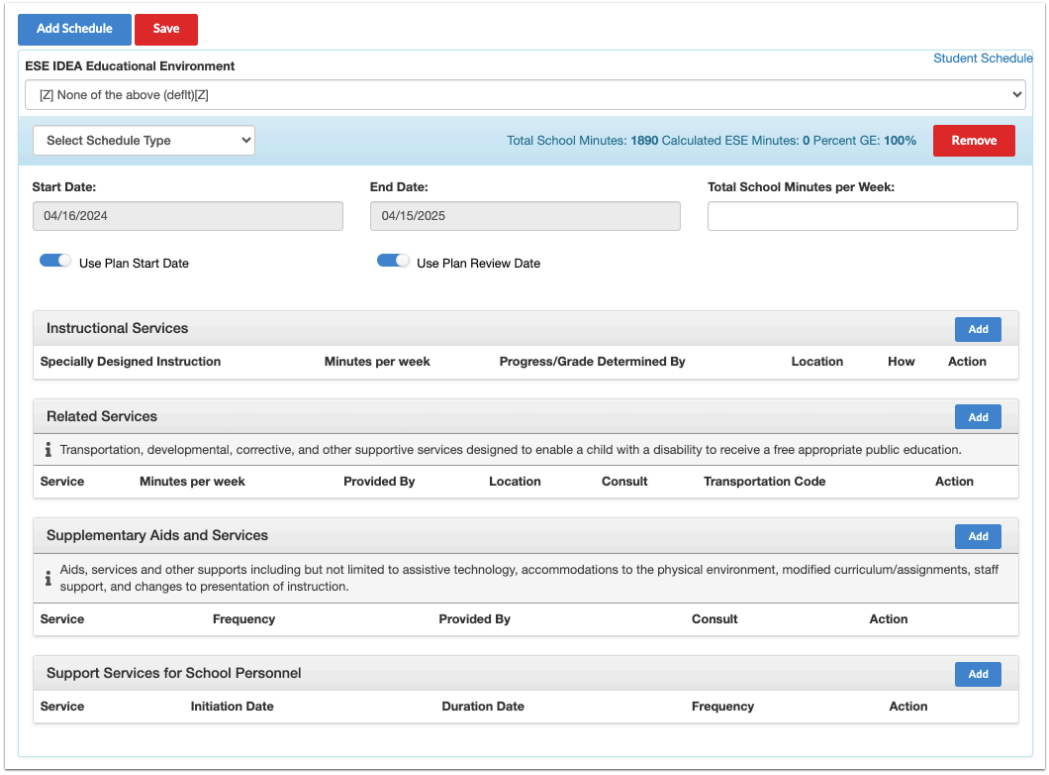
1. Click **Add Schedule.**



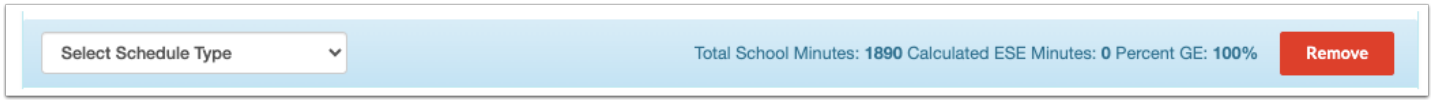
2. Select the **ESE IDEA Educational Environment** from the drop-down. This field is required, and defaults to Z if no option is selected.



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

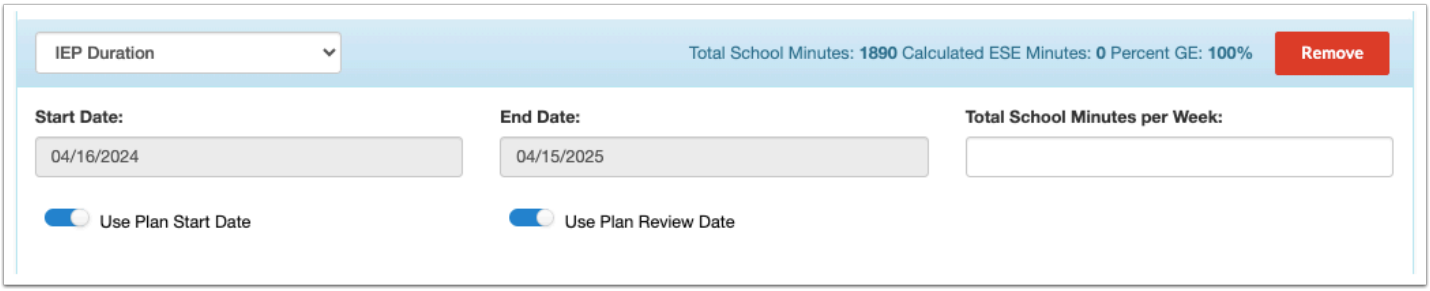


3. Select a **Schedule Type** from the drop-down. The selected Schedule Type will display on the Accommodations screen so that accommodations will match in the event that multiple schedule types are selected.



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.

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.

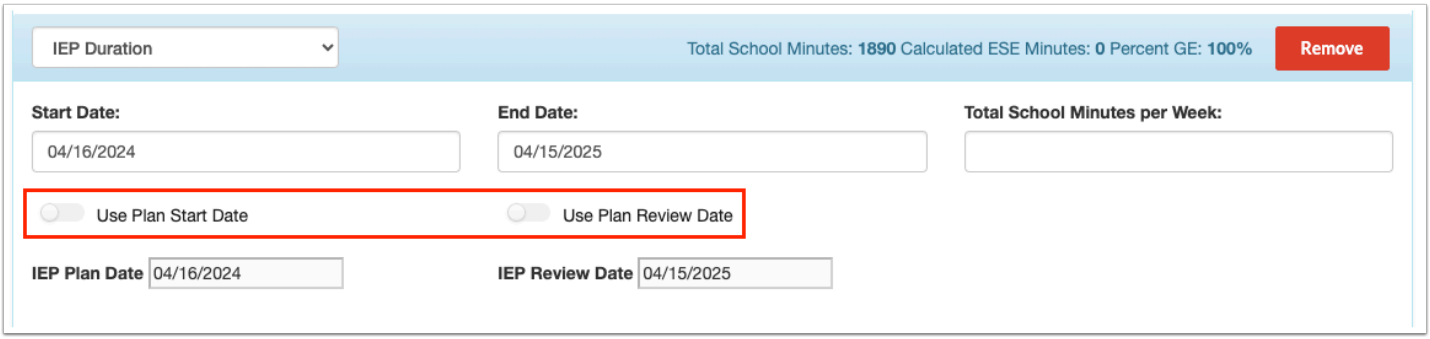


4. The **Start Date** and **End Date** will auto-populate based on the start date and review date of the IEP. To manually enter a start date, click the **Use Plan Start Date** toggle so that it turns off and enter the date. To manually enter the end date, click the **Use Plan Review Date** toggle so 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.

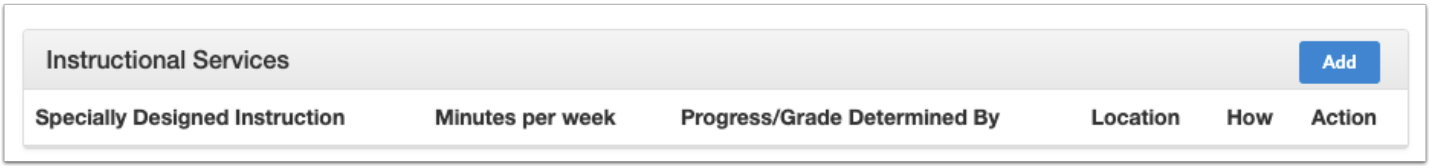
Dates are typically manually entered to match any specific goal that may only be active for a portion of the IEP validity period, where the selected services for supporting that goal will only be for that timeframe.

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.

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.



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



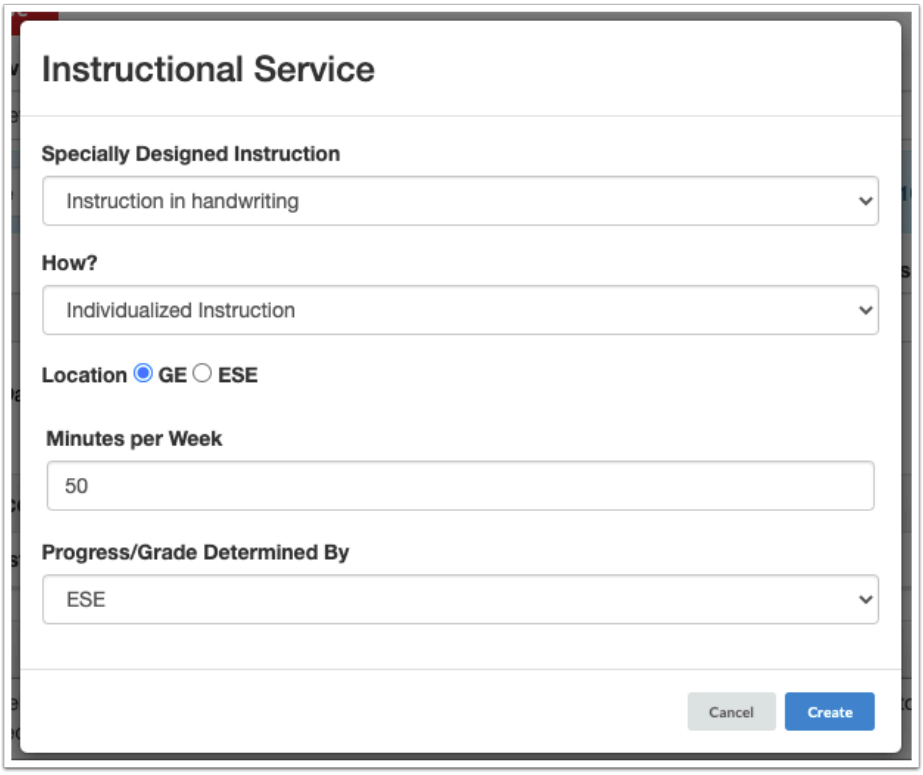
6. Select the **Specially Designed Instruction** the student will receive in support of the goal**.**

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 wil 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.



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

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

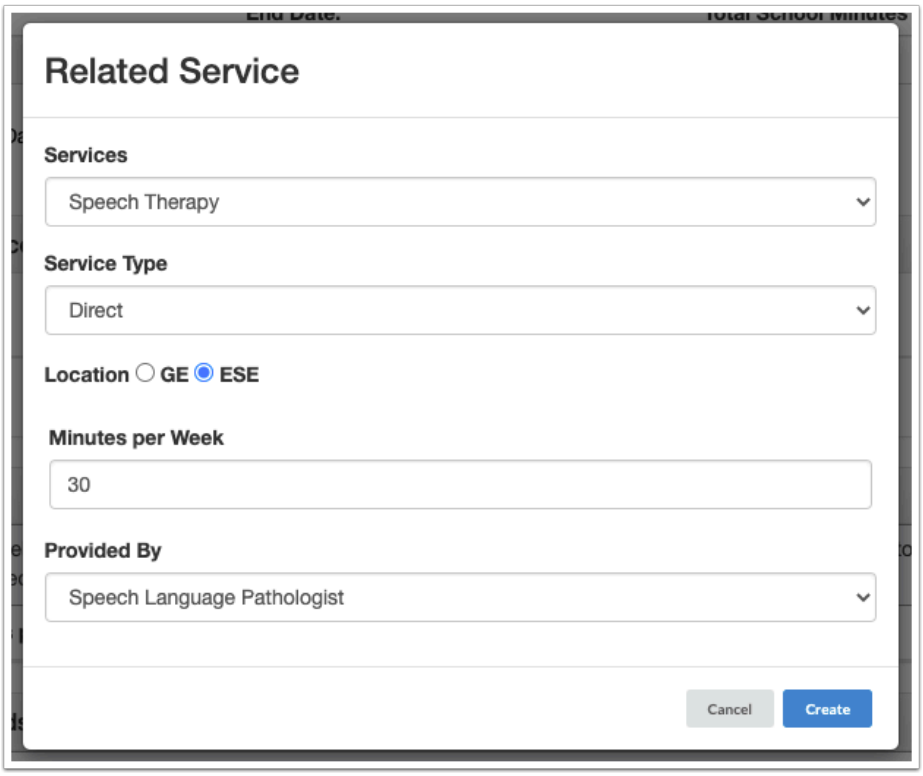
9. Use the **Services** pull-down to select the related service the student will receive in support of the goal. If no services are needed select **The team has addressed this area and determined that services are not appropriate at this time.**

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.

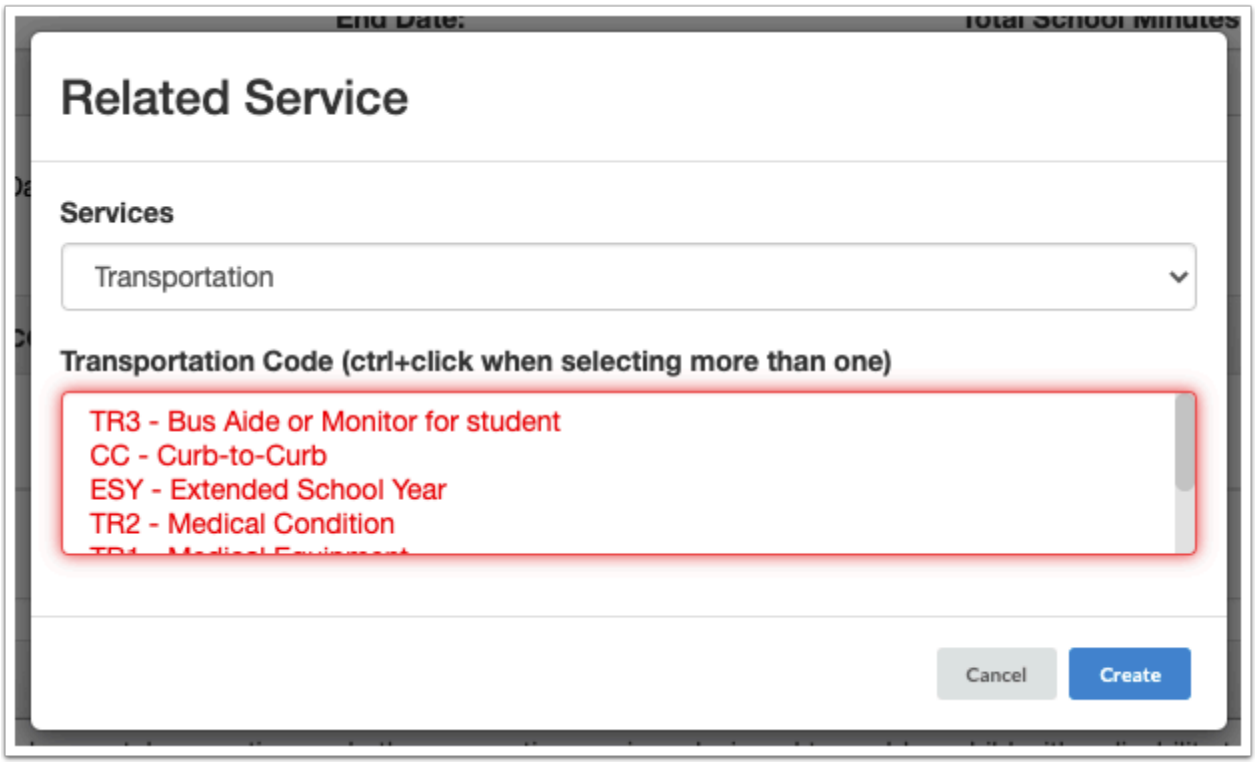
Click the radio button to select the **Location,** either **GE** or **ESE.**

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 wil 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.**



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

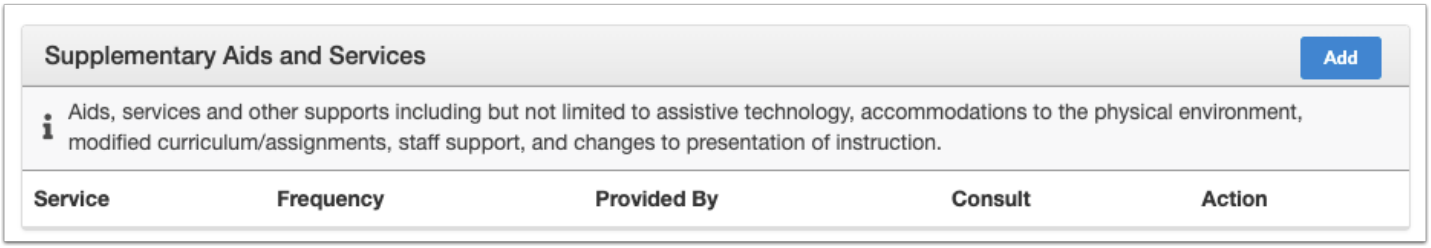


The options available for the Transportation Code pull from custom_2125.

10. 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.

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

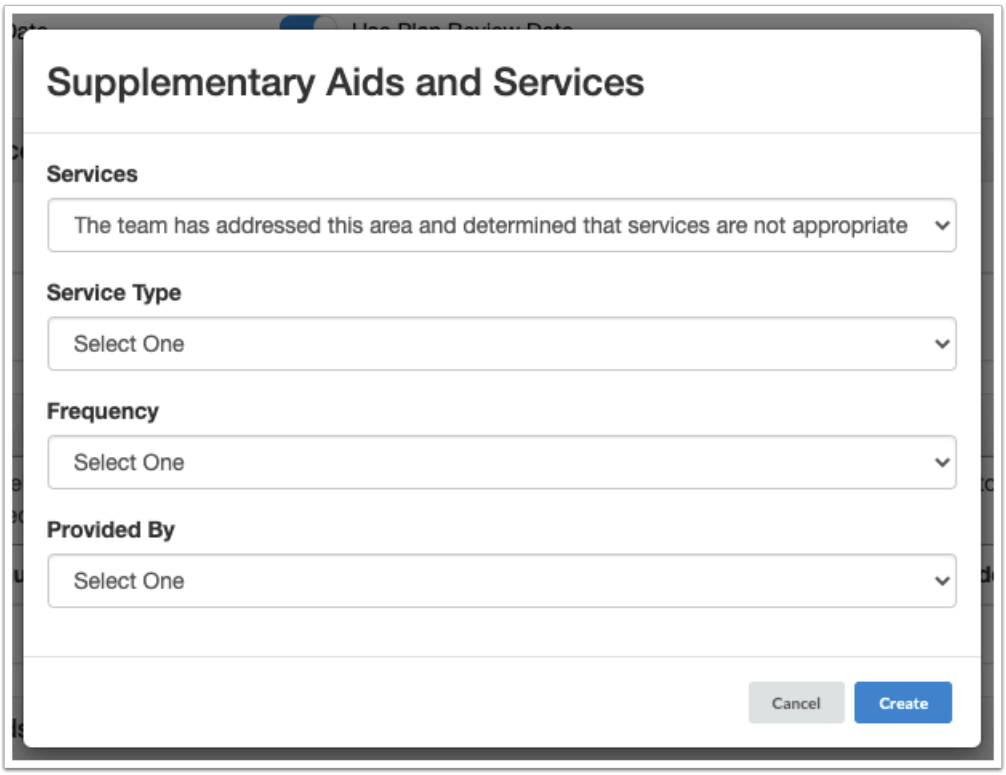


12. Use the **Services** pull-down to select the supplementary aids or service the student will receive. If no services are needed, select **The team has addressed this area and determined that services are not appropriate at this time.**

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.

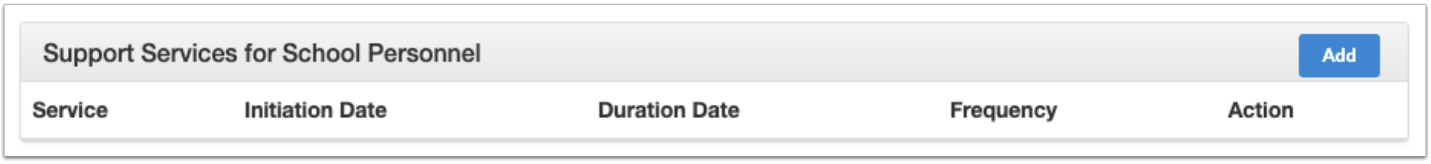
Select the **Frequency** of the aid or service.

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



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

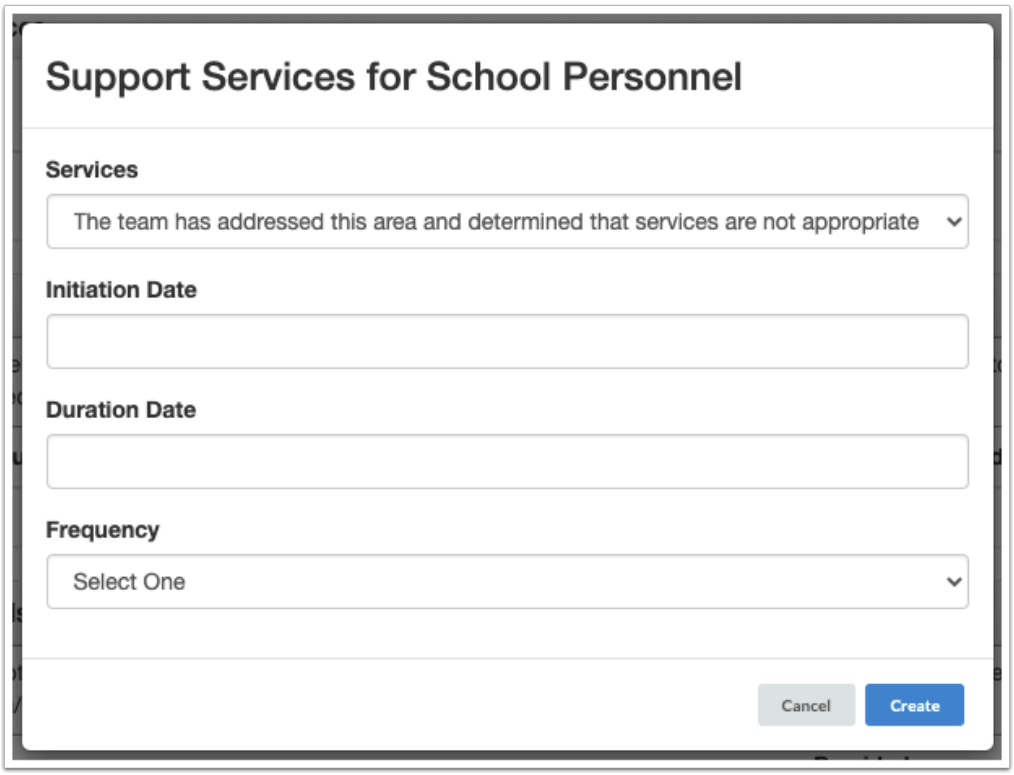
14. In the Support Services for School Personnel section of the screen, click the **Add** button to select any support services for school personnel.



15. 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.

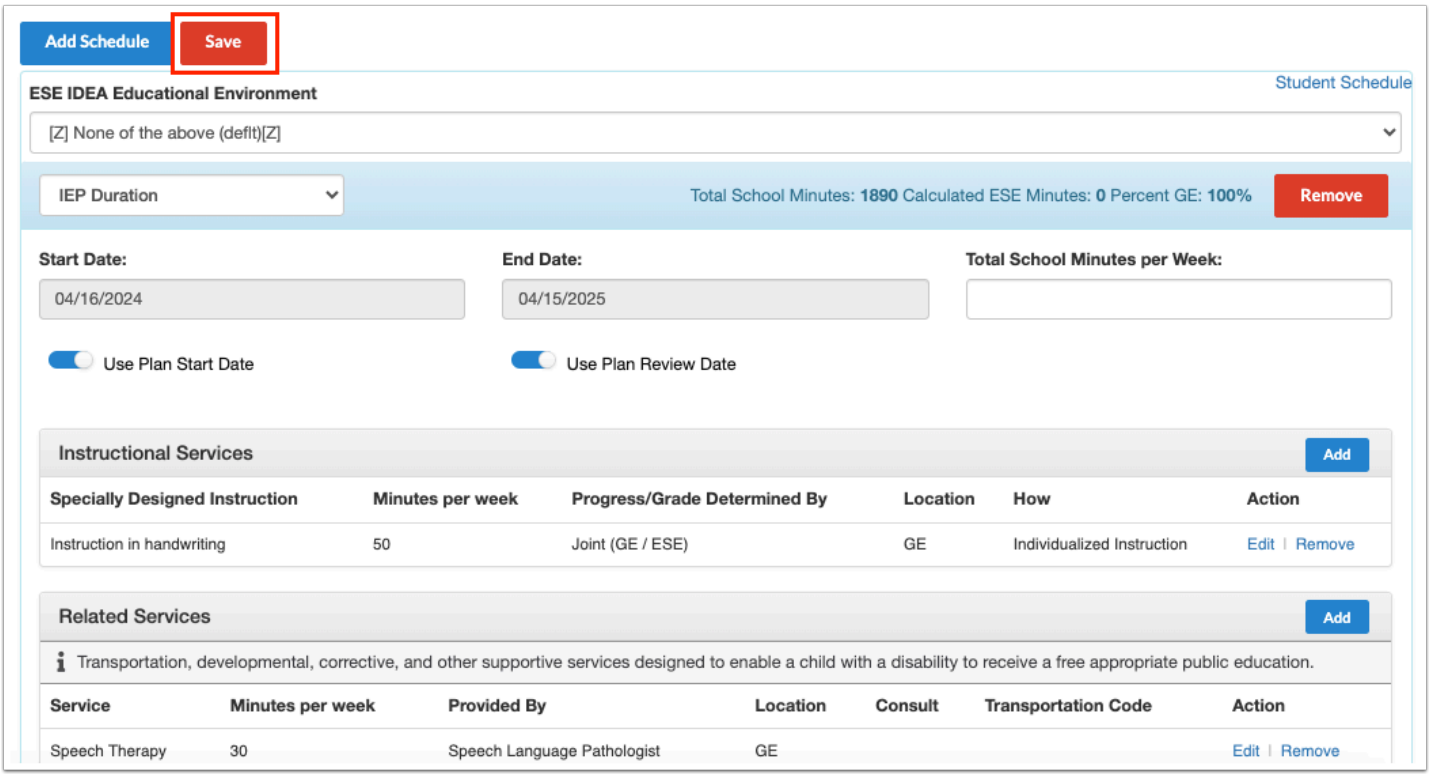
Select the **Initiation Date** and **Duration Date** of the service.

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

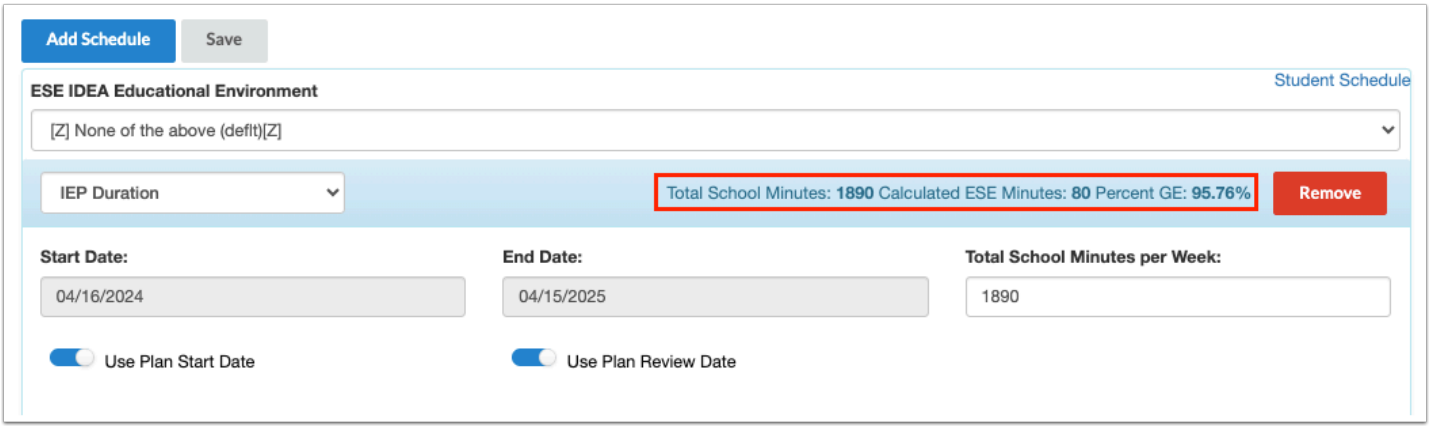


16. Click **Create** when finished.

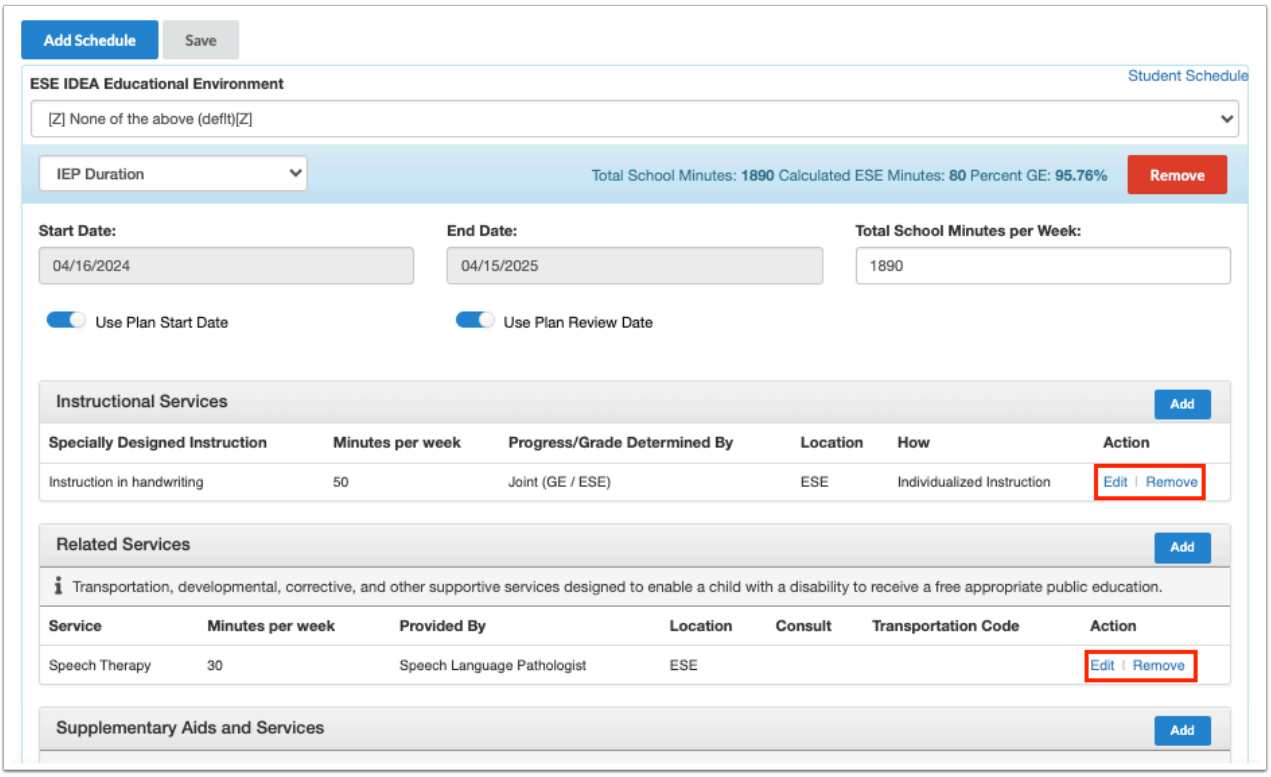
17. After all services have been added, click **Save** at the top of the screen.



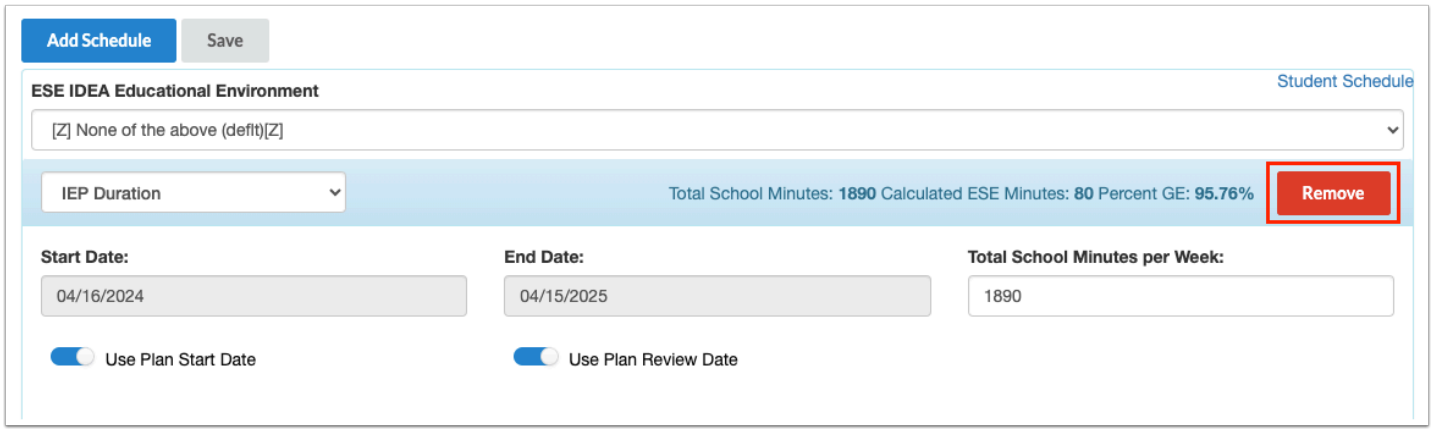
The top of the completed Schedule of Services will display the calculated Time with Non-Disabled Peers showing as Percent GE in addition to any ESE minutes. This value will determine the student's LRE Considerations.



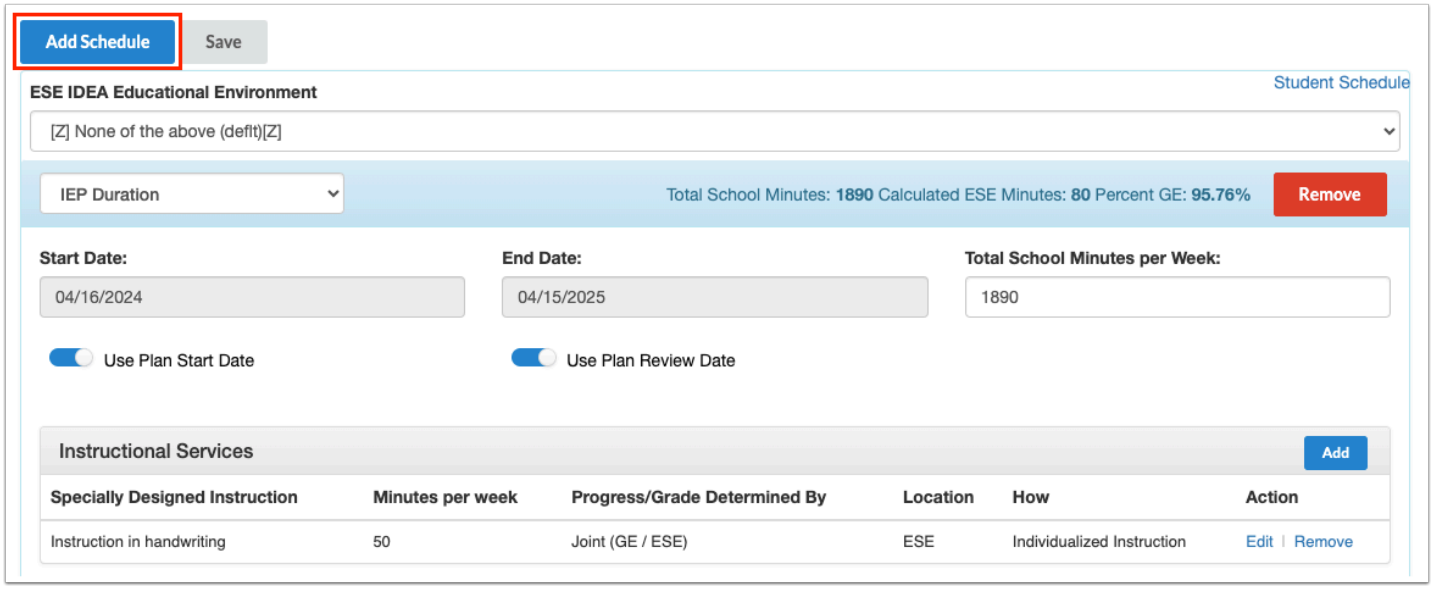
18. Click **Edit** or **Remove** next to a section on the Schedule of Services to edit or remove the service.



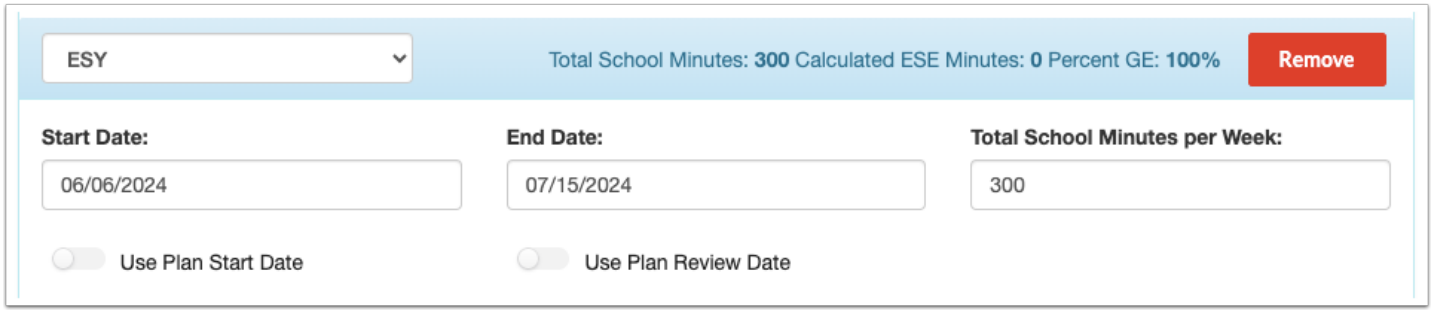
19. To remove the entire Schedule of Services, click **Remove** at the top of the screen.



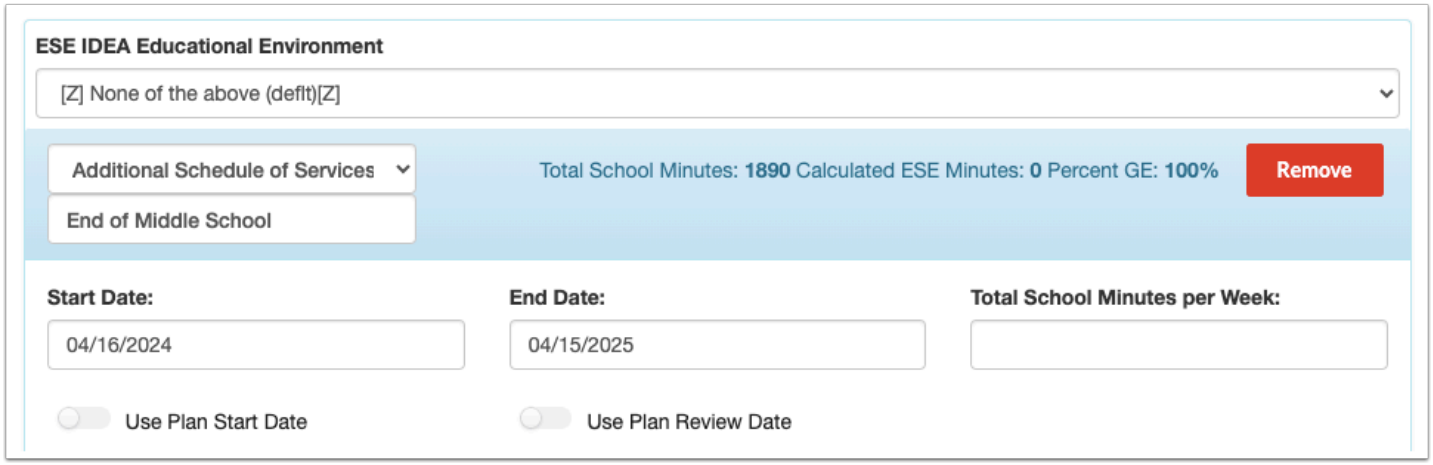
20. If applicable, click **Add Schedule** at the top of the screen to create an additional Schedule of Services that may take effect for a different date range than the first.



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.

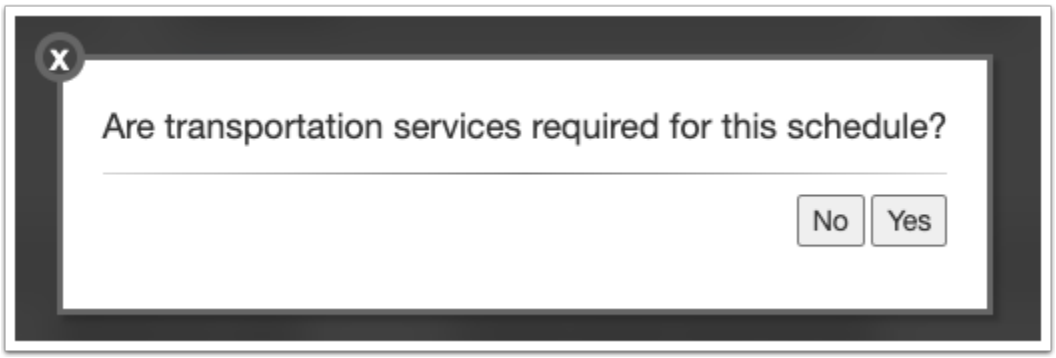


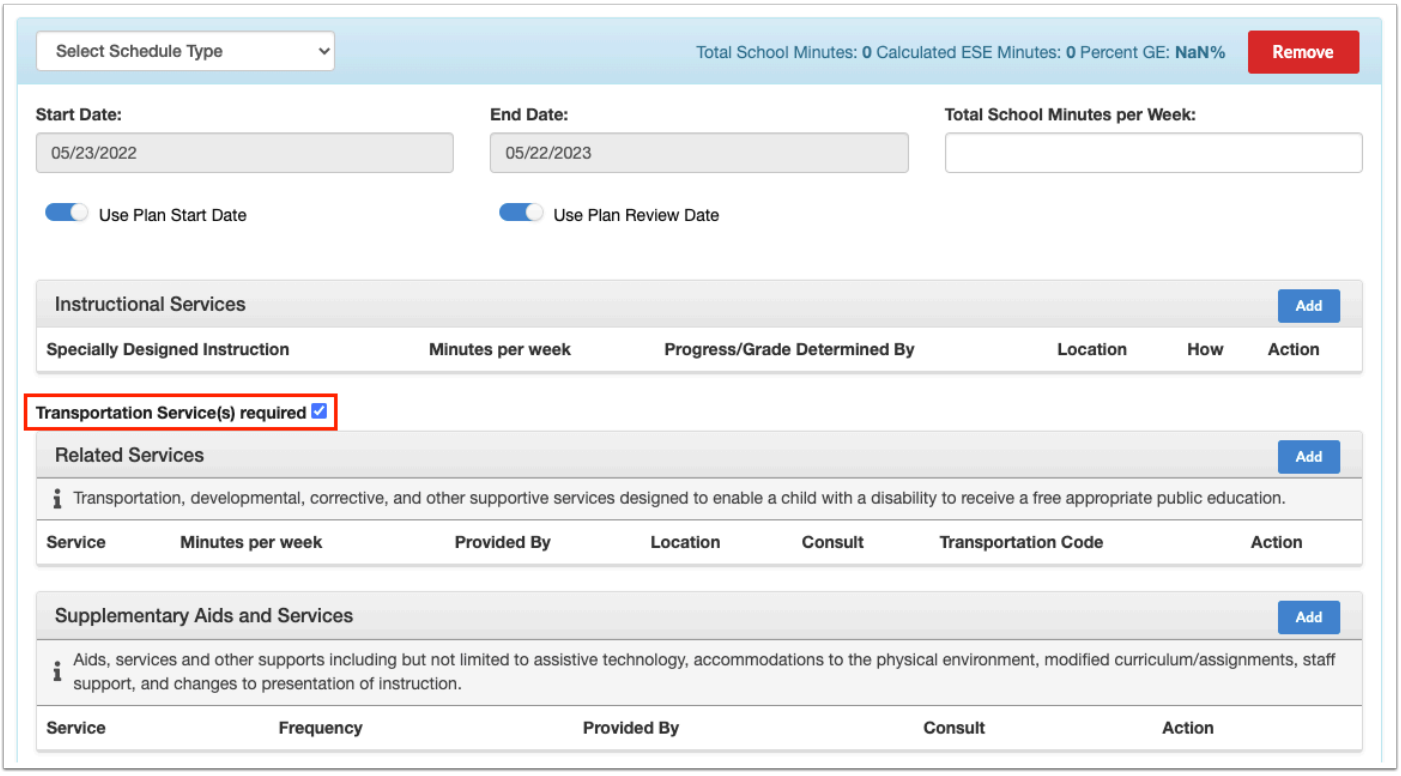
When the Schedule of Services will be for a portion of the validity period as when students are transitioning from middle school to high school, then select Additional Schedule of Services from the Schedule Type pull-down and provide a title. This may need to be done more than once to cover IEP validity 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.



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.

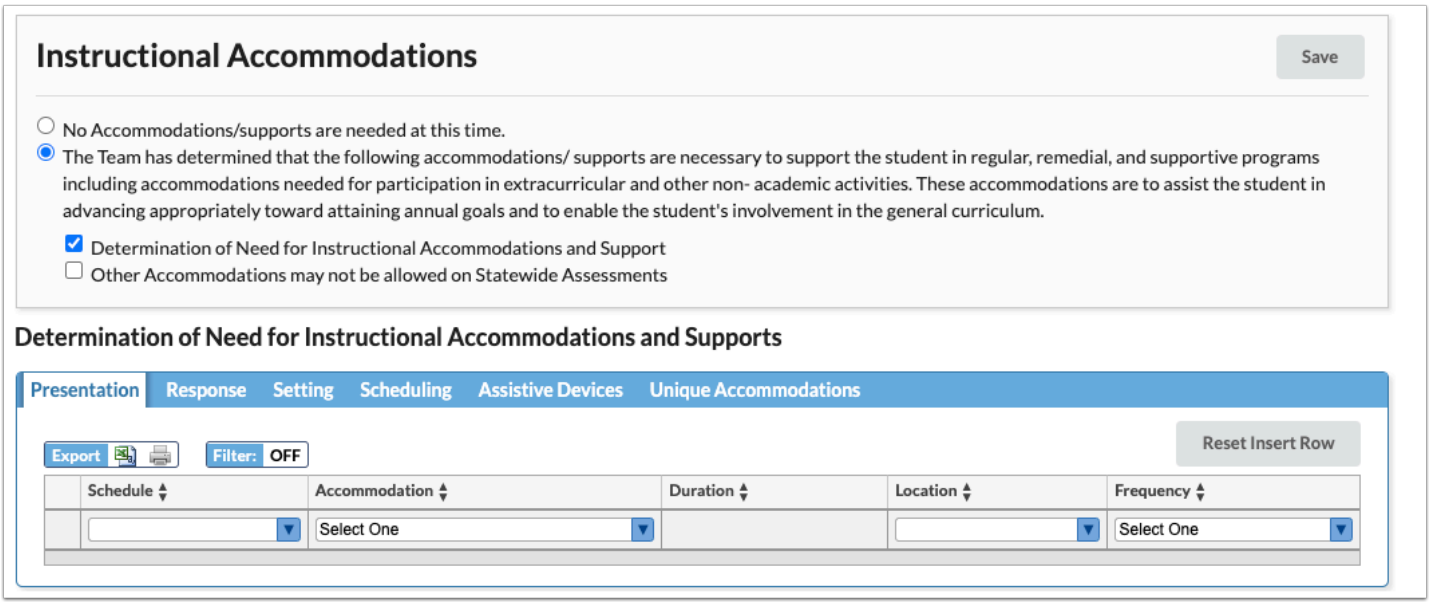
For students who require transportation services, validations may require a transportation service to be added to the first schedule. When adding additional schedules, a pop-up window will display after clicking Add Schedule which will ask "Are transportation services required for this schedule?" Clicking 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.



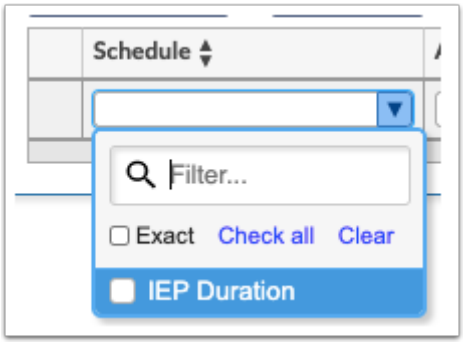


Accommodations/Modifications

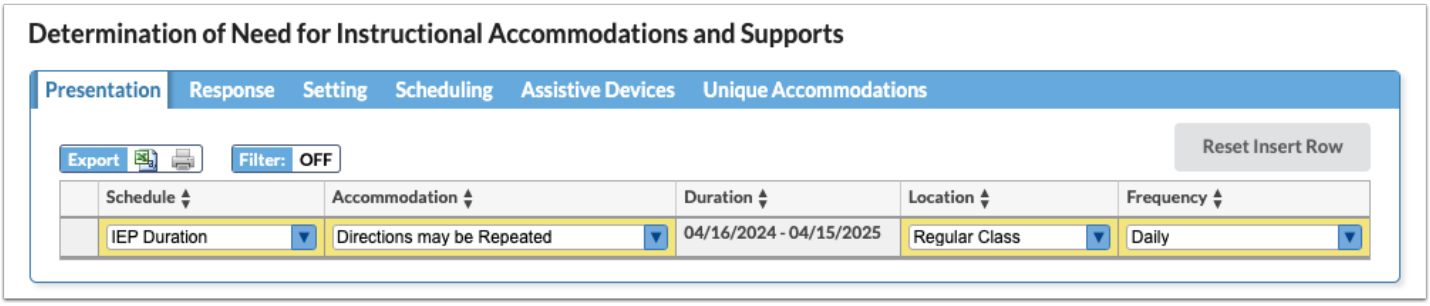
The default value for the Instructional Accommodations step is "The Team has determined that the following accommodations/supports are necessary…." and "Determination of Need for Instructional Accommodations and Support," which will only display the Accommodations table for allowable accommodations on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



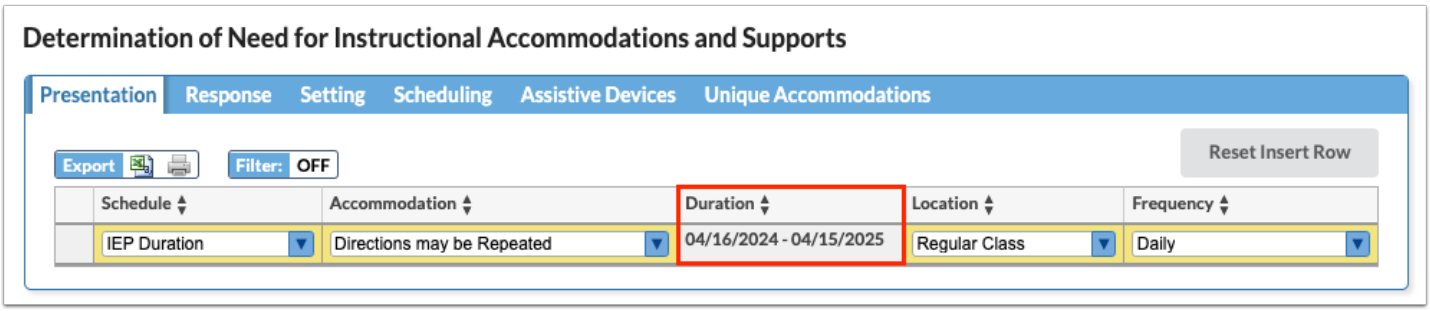
1. For each tab, select the **Schedule** type(s) to which these accommodations will apply. Only the Schedule Types selected on the Schedule of Services will display here. One or multiple can be selected.



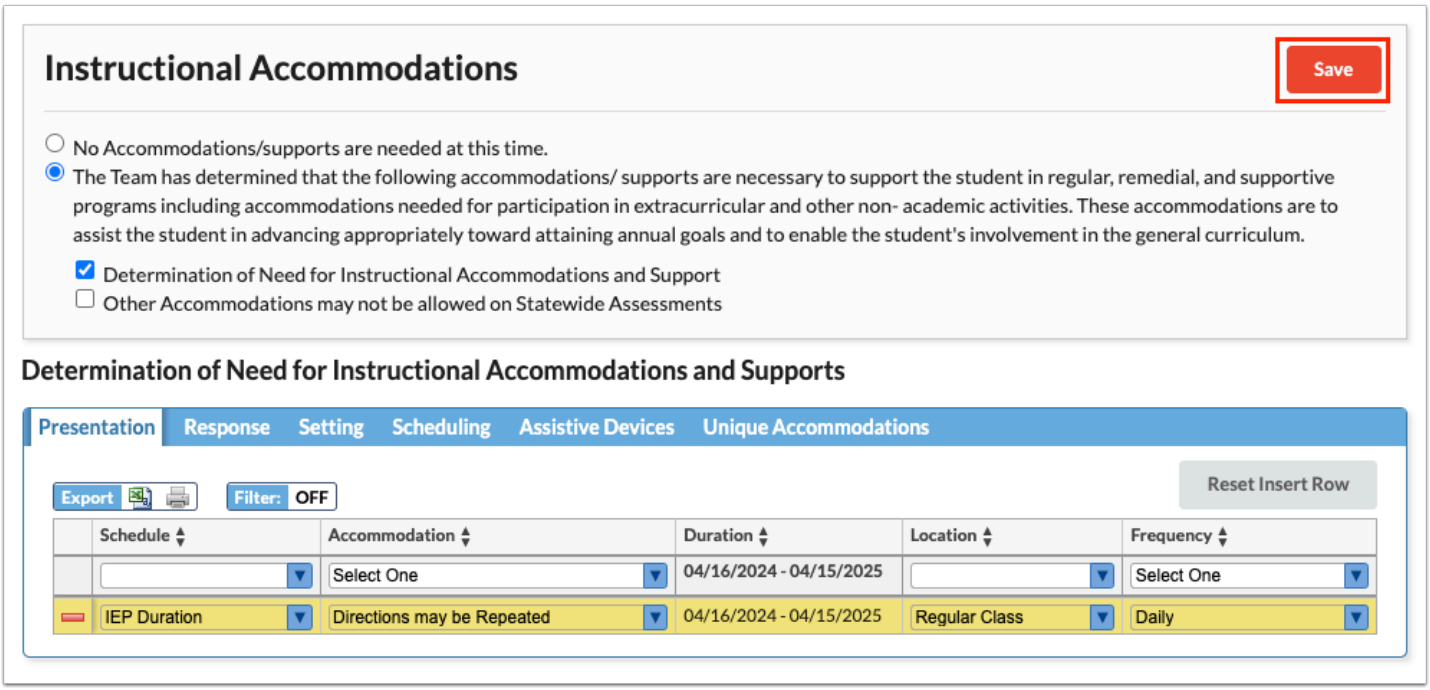
2. Select the **Accommodation, Location,** and **Frequency** using the drop-down menus.



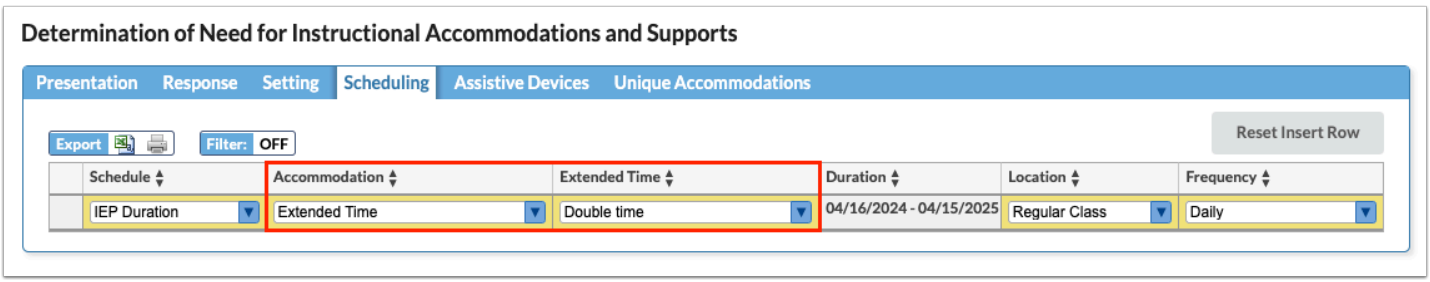
The **Duration** dates will auto-populate based on the Schedule Type(s) selected. When multiple Schedule types are selected, the duration dates will be listed in chronological order.



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



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

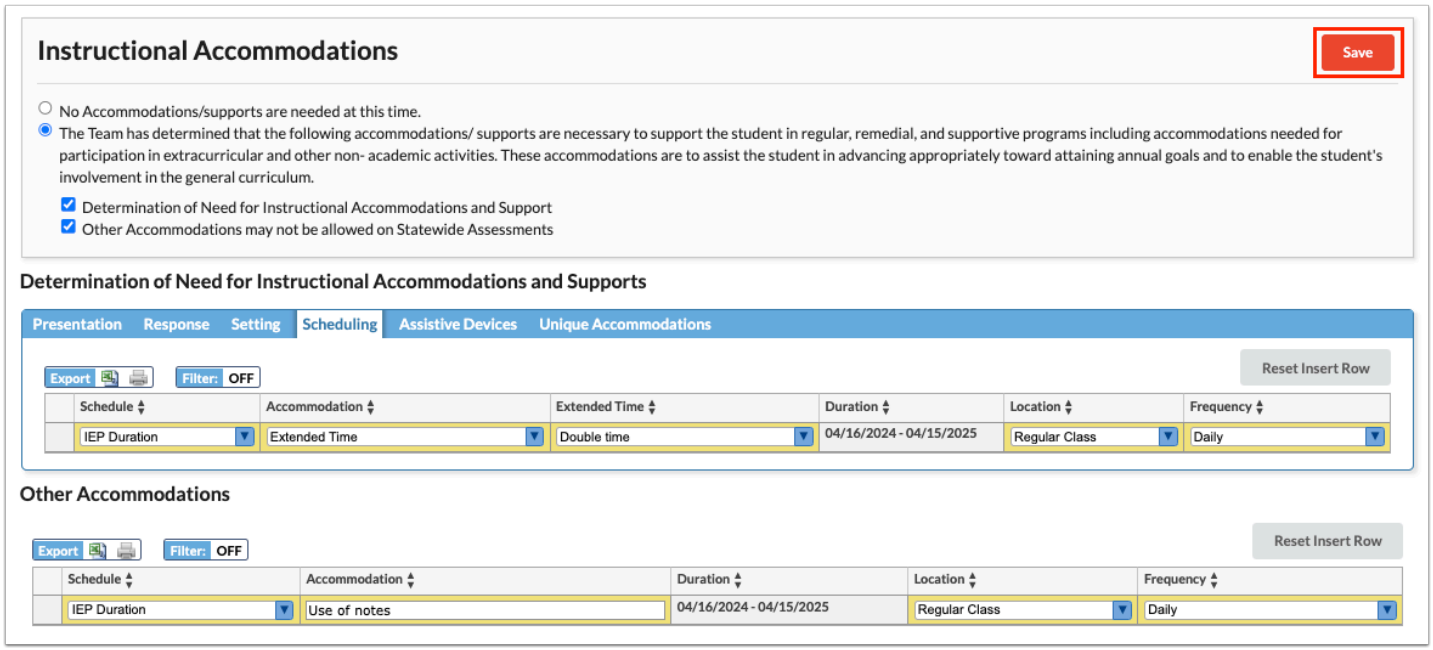


4. Selecting the second box for **Other Accommodations may not be allowed on Statewide Assessments** displays the Other Accommodations table below. An open text field displays to

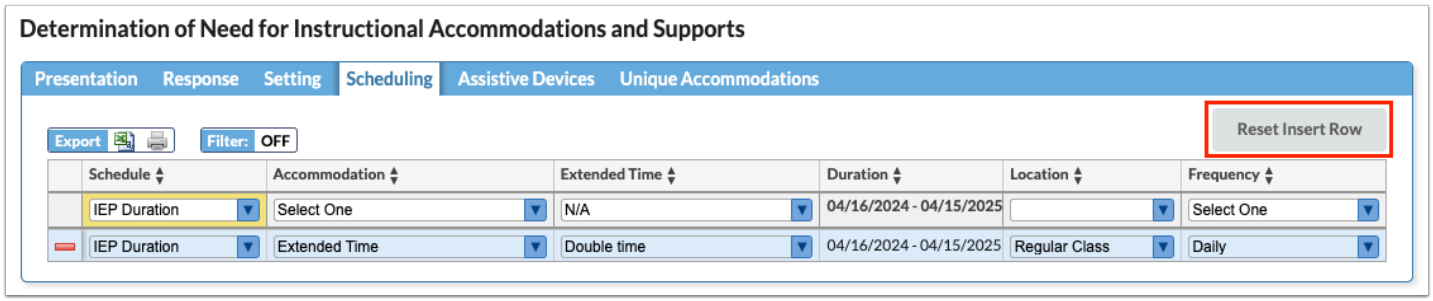
manually enter the Accommodation details. The accommodation may be an instructional accommodation that may not be allowed on statewide assessments.

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

6. Click **Save**.



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



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

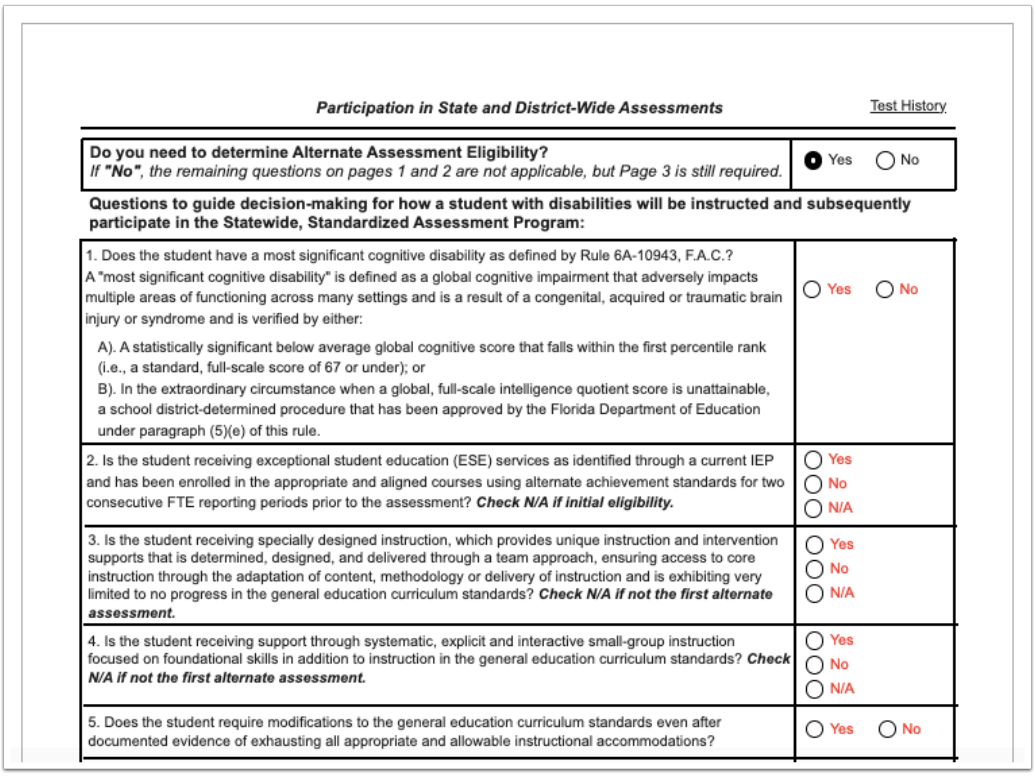
- Accommodation Small Groups Custom List- replaces the default Focus list of small group options
- Accommodation Small Groups Free Text Option - adds a new column next to Small Groups to enter a custom value

State and District Assessments

This form displays a hyperlink to the student's Test History screen on the SIS student record.

1. Select **Yes** or **No** for the question **"Do you need to determine Alternate Assessment Eligibility?"** If **Yes** is selected, the radio buttons on the form become required fields.

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



Participation in State and District-Wide Assessments Test History

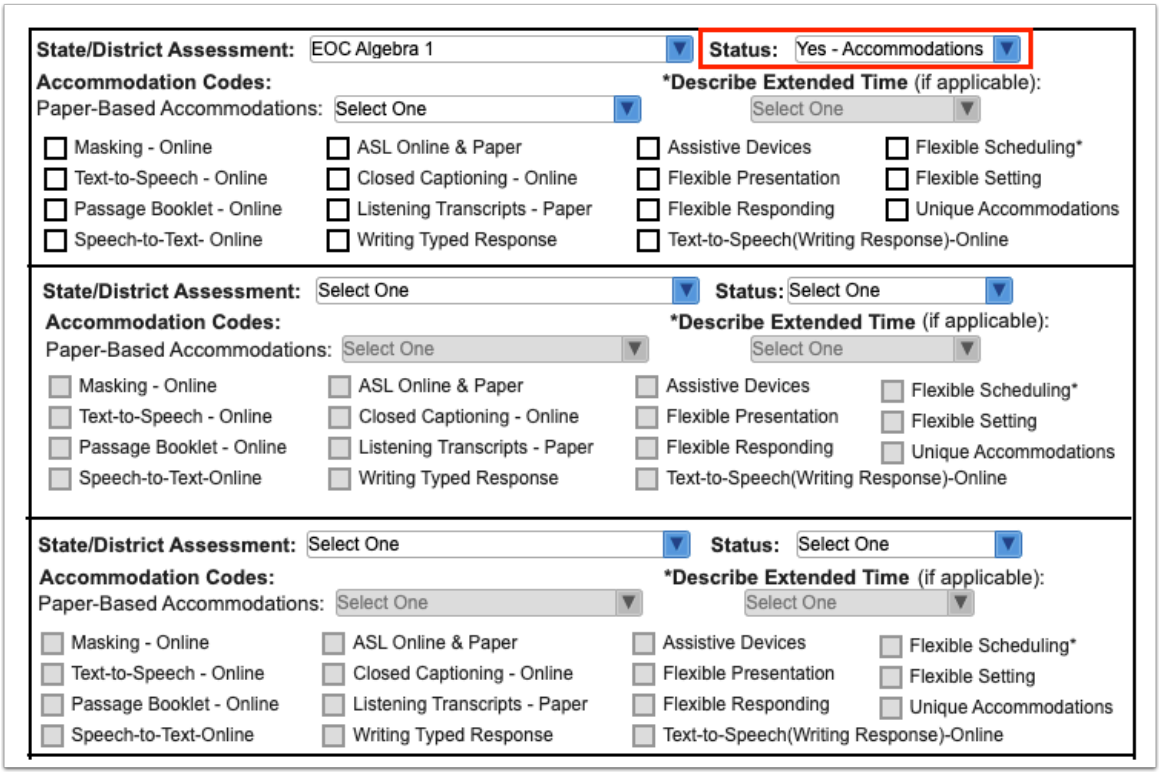
Do you need to determine Alternate Assessment Eligibility? *If **"No"**, the remaining questions on pages 1 and 2 are not applicable, but Page 3 is still required.*	◉ Yes ○ No

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

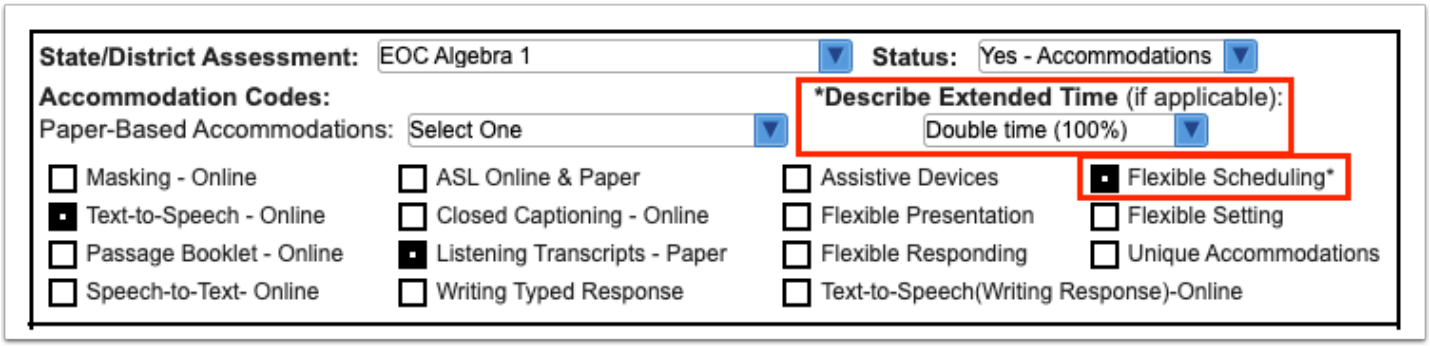
1. Does the student have a most significant cognitive disability as defined by Rule 6A-10943, F.A.C.? A "most significant cognitive disability" is defined as a global cognitive impairment that adversely impacts multiple areas of functioning across many settings and is a result of a congenital, acquired 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.	○ Yes ○ 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? ***Check N/A if initial eligibility.***	○ Yes ○ No ○ N/A
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? ***Check N/A if not the first alternate assessment.***	○ Yes ○ No ○ N/A
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? ***Check N/A if not the first alternate assessment.***	○ Yes ○ No ○ N/A
5. Does the student require modifications to the general education curriculum standards even after documented evidence of exhausting all appropriate and allowable instructional accommodations?	○ Yes ○ No

If the student is found eligible for Alternate Assessment, the selected FAA type will be pushed to the student's ESE tab upon locking the IEP.

2. On page 3, regardless of the eligibility for Alternate Assessment, select the specific assessment(s) and applicable testing accommodations. Accommodations can only be selected if the **Status** is **Yes-Accommodations.**



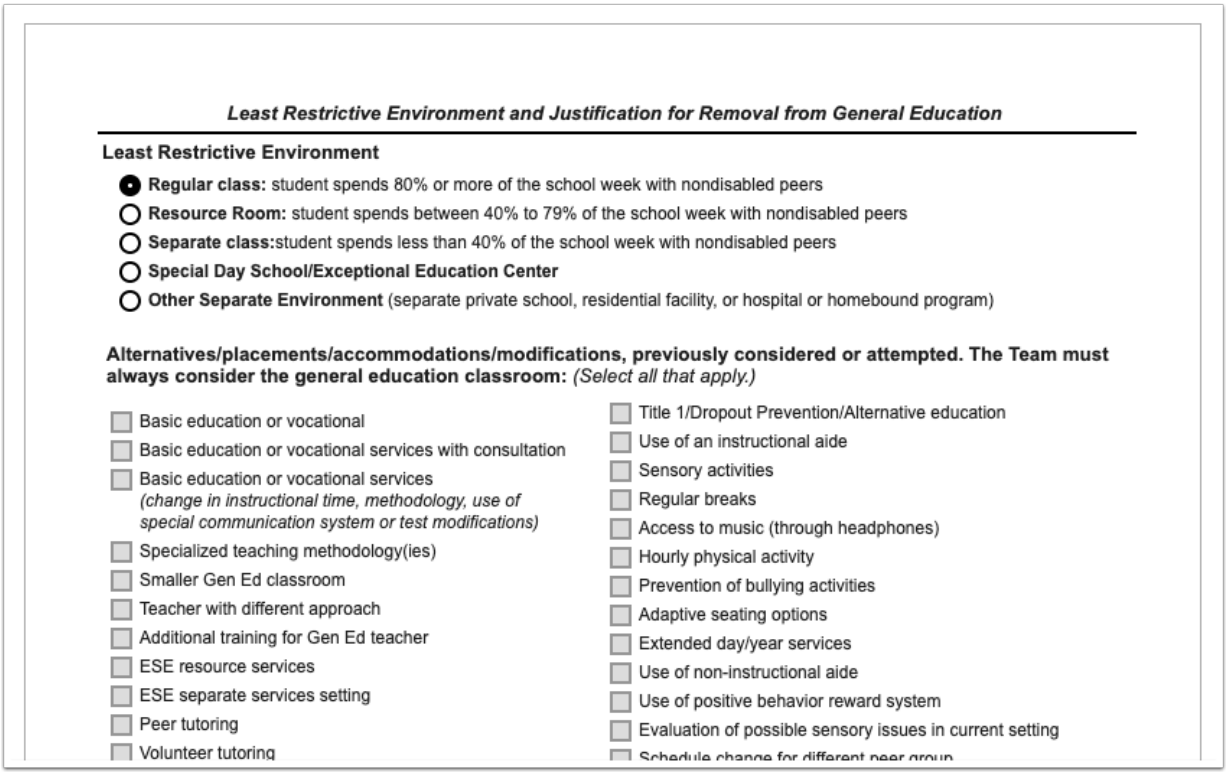
If extended time is the intended accommodation for **Flexible Scheduling**, be sure to select a value from the **Describe Extended Time** pull-down above it.



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

Least Restrictive Environment

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.



Least Restrictive Environment and Justification for Removal from General Education

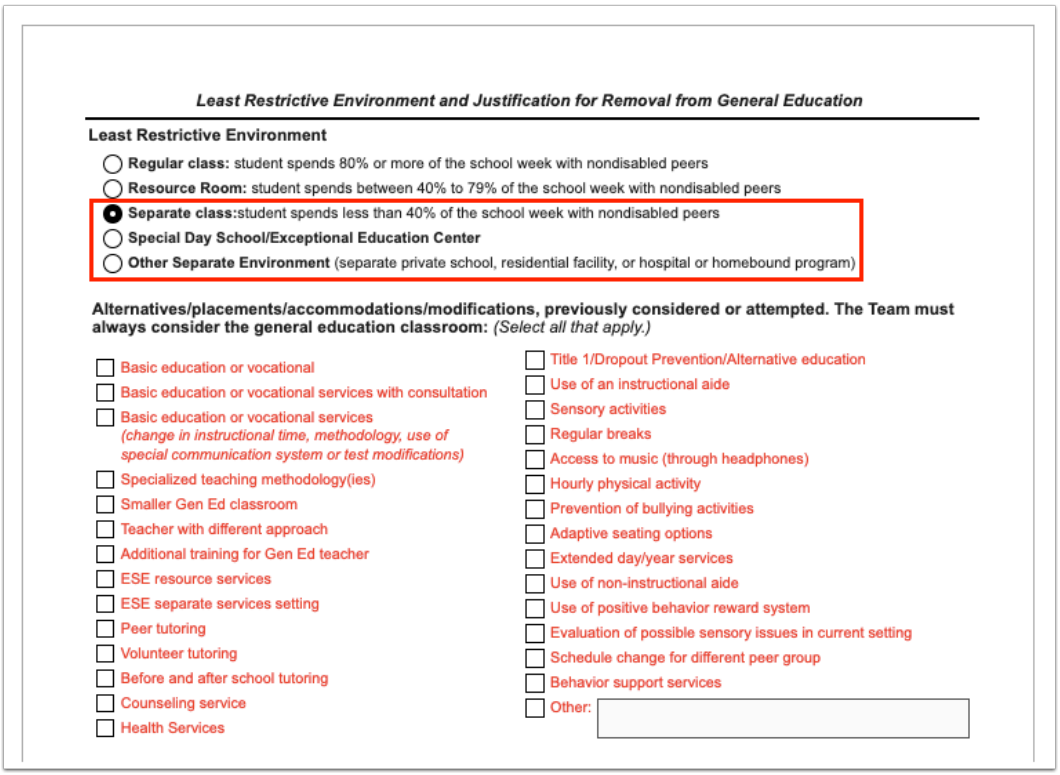
Least Restrictive Environment

- (●) **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, or hospital or homebound program)

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

- [ ] Basic education or vocational
- [ ] Basic education or vocational services with consultation
- [ ] Basic education or vocational services *(change in instructional time, methodology, use of special communication system or test modifications)*
- [ ] Specialized teaching methodology(ies)
- [ ] Smaller Gen Ed classroom
- [ ] Teacher with different approach
- [ ] Additional training for Gen Ed teacher
- [ ] ESE resource services
- [ ] ESE separate services setting
- [ ] Peer tutoring
- [ ] Volunteer tutoring
- [ ] Title 1/Dropout Prevention/Alternative education
- [ ] Use of an instructional aide
- [ ] Sensory activities
- [ ] Regular breaks
- [ ] Access to music (through headphones)
- [ ] Hourly physical activity
- [ ] Prevention of bullying activities
- [ ] Adaptive seating options
- [ ] Extended day/year services
- [ ] Use of non-instructional aide
- [ ] Use of positive behavior reward system
- [ ] Evaluation of possible sensory issues in current setting
- [ ] Schedule change for different peer group

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



Least Restrictive Environment and Justification for Removal from General Education

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, or hospital or homebound program)

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

- ☐ Basic education or vocational
- ☐ Basic education or vocational services with consultation
- ☐ Basic education or vocational services *(change in instructional time, methodology, use of special communication system or test modifications)*
- ☐ Specialized teaching methodology(ies)
- ☐ Smaller Gen Ed classroom
- ☐ Teacher with different approach
- ☐ Additional training for Gen Ed teacher
- ☐ ESE resource services
- ☐ ESE separate services setting
- ☐ Peer tutoring
- ☐ Volunteer tutoring
- ☐ Before and after school tutoring
- ☐ Counseling service
- ☐ Health Services
- ☐ Title 1/Dropout Prevention/Alternative education
- ☐ Use of an instructional aide
- ☐ Sensory activities
- ☐ Regular breaks
- ☐ Access to music (through headphones)
- ☐ Hourly physical activity
- ☐ Prevention of bullying activities
- ☐ Adaptive seating options
- ☐ Extended day/year services
- ☐ Use of non-instructional aide
- ☐ Use of positive behavior reward system
- ☐ Evaluation of possible sensory issues in current setting
- ☐ Schedule change for different peer group
- ☐ Behavior support services
- ☐ Other:

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

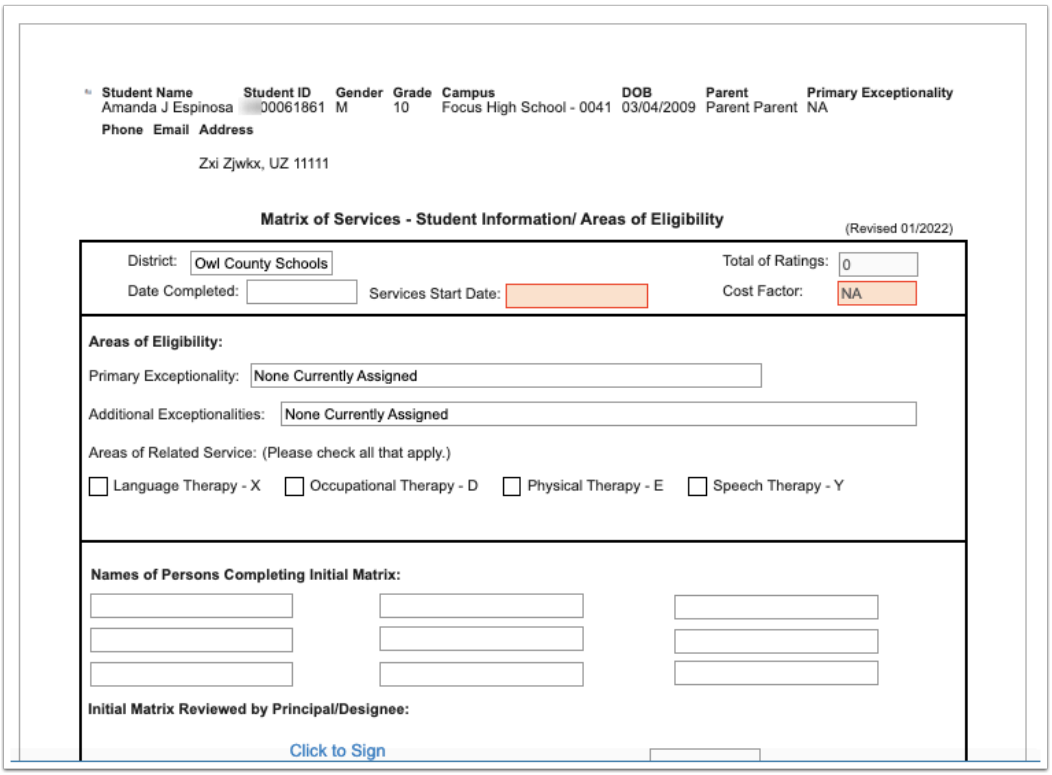
2. Click **Save & Validate** after completing the form.

Matrix of Services

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.

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.



Student Name	Student ID	Gender	Grade	Campus	DOB	Parent	Primary Exceptionality
Amanda J Espinosa	00061861	M	10	Focus High School - 0041	03/04/2009	Parent Parent	NA

Phone Email Address

Zxi Zjwkx, UZ 11111

Matrix of Services - Student Information/ Areas of Eligibility (Revised 01/2022)

District: Owl County Schools — Total of Ratings: 0

Date Completed: — Services Start Date: — 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.)

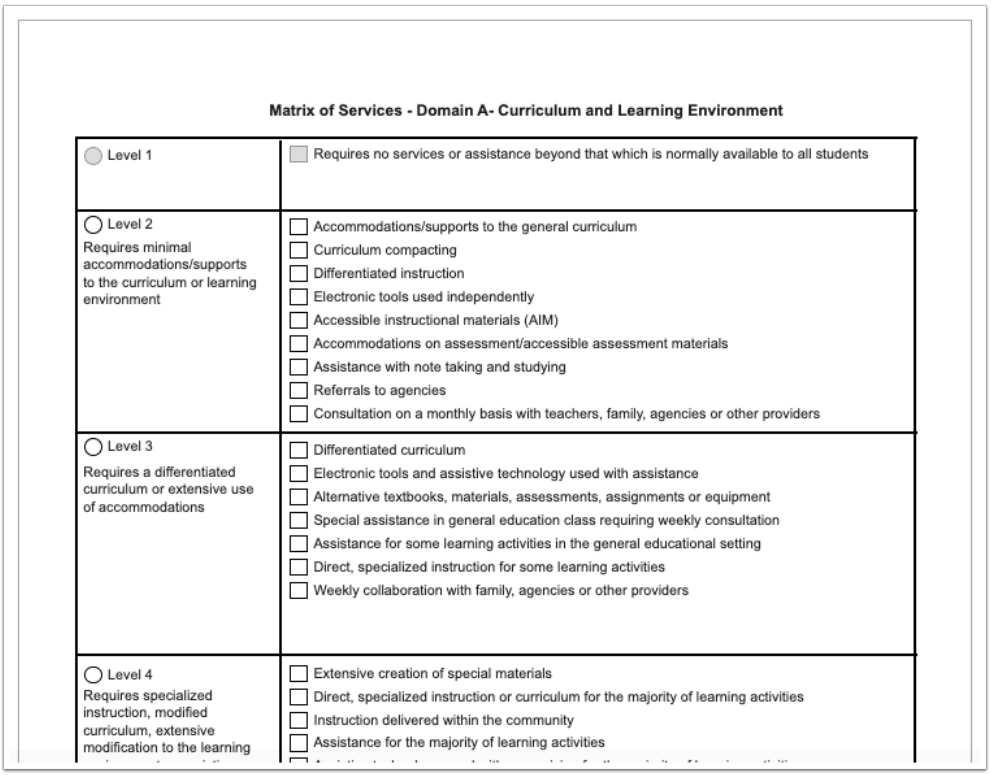
☐ Language Therapy - X ☐ Occupational Therapy - D ☐ Physical Therapy - E ☐ Speech Therapy - Y

Names of Persons Completing Initial Matrix:

Initial Matrix Reviewed by Principal/Designee:

Click to Sign

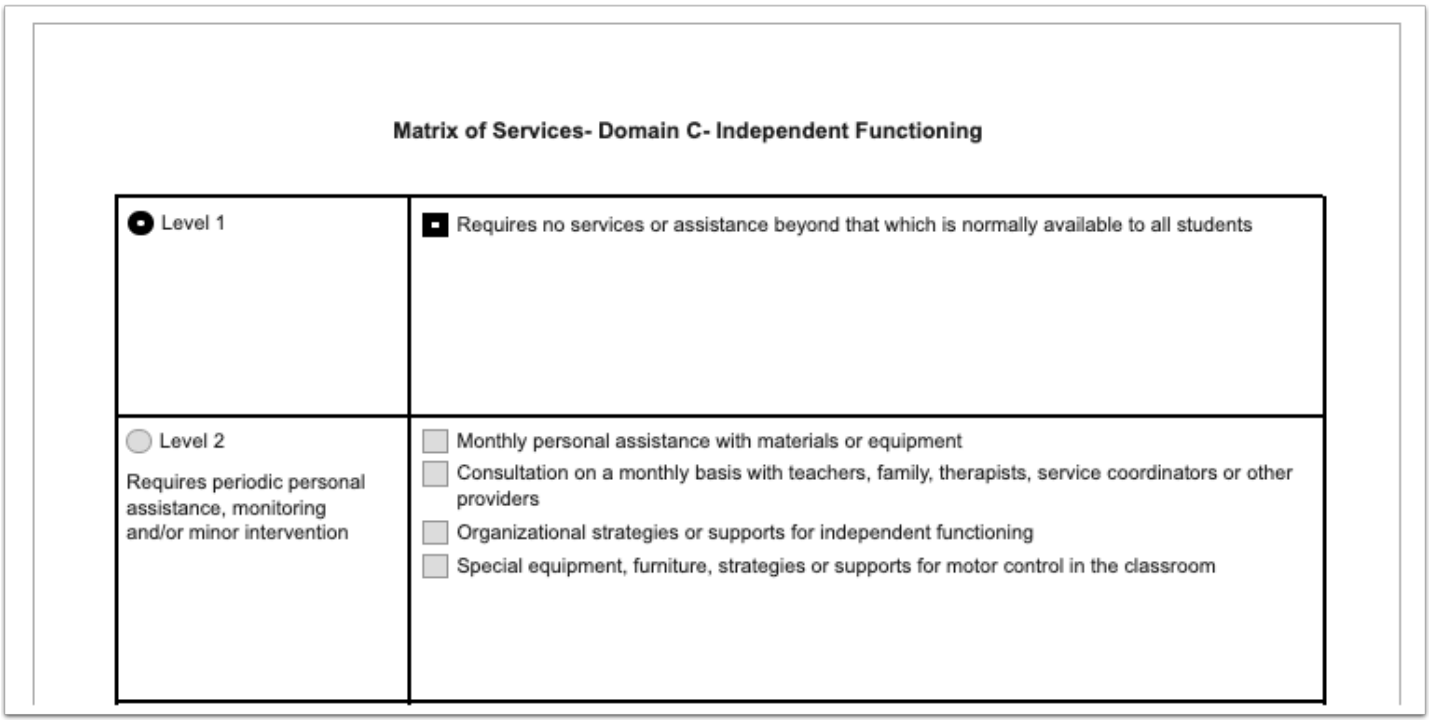
1. If a domain is selected as an Area of Concern on Present Levels, select the domain level for the domain on the Matrix. Level 1 is disabled for selection.



Matrix of Services - Domain A- Curriculum and Learning Environment

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

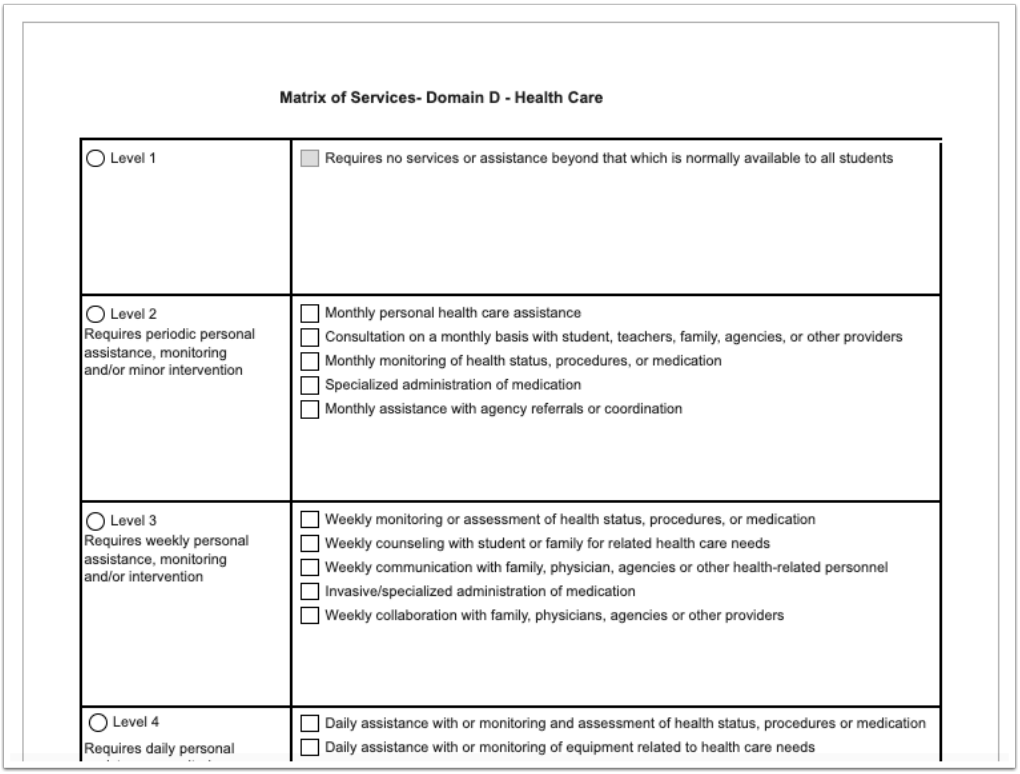
If a domain is not selected as an Area of Concern, it will be marked as a Level 1 in that domain on the matrix. The level cannot be edited unless a change is made to the PLAAFP.



Matrix of Services- Domain C- Independent Functioning

◉ Level 1	■ Requires no services or assistance beyond that which is normally available to all students
○ Level 2 Requires periodic personal assistance, monitoring and/or minor intervention	☐ Monthly personal assistance with materials or equipment ☐ Consultation on a monthly basis with teachers, family, therapists, service coordinators or other providers ☐ Organizational strategies or supports for independent functioning ☐ 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.

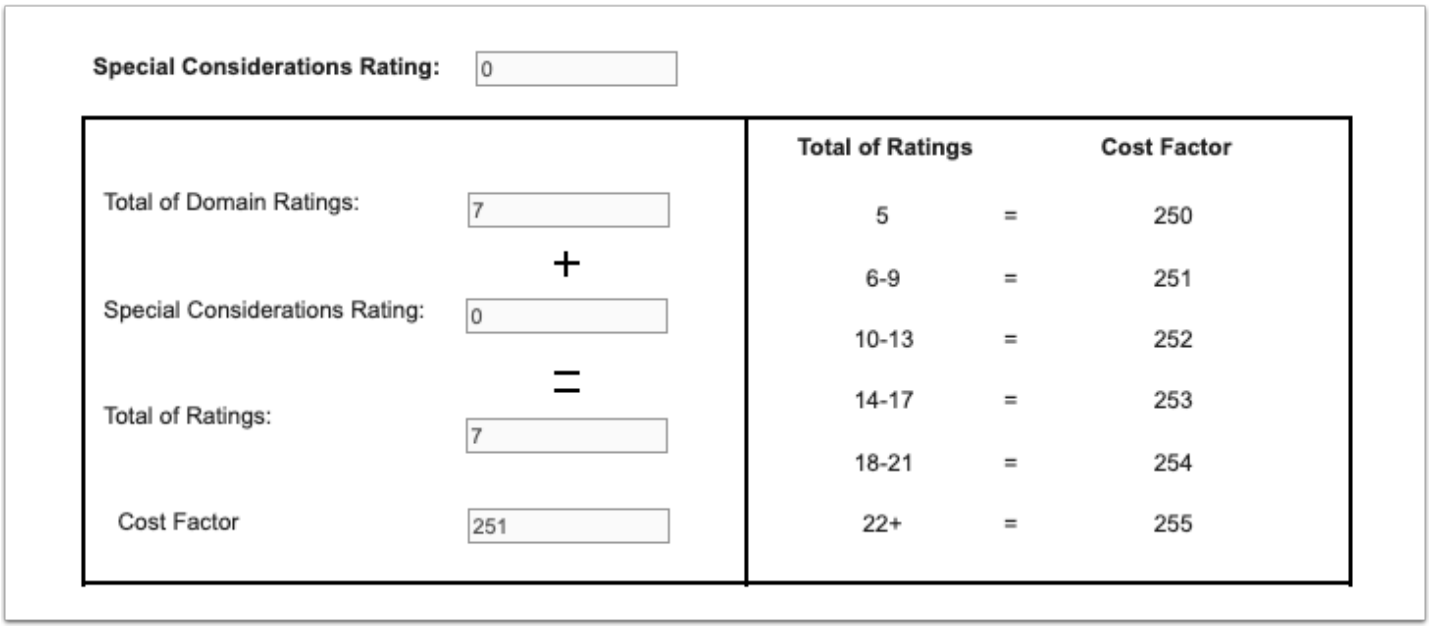


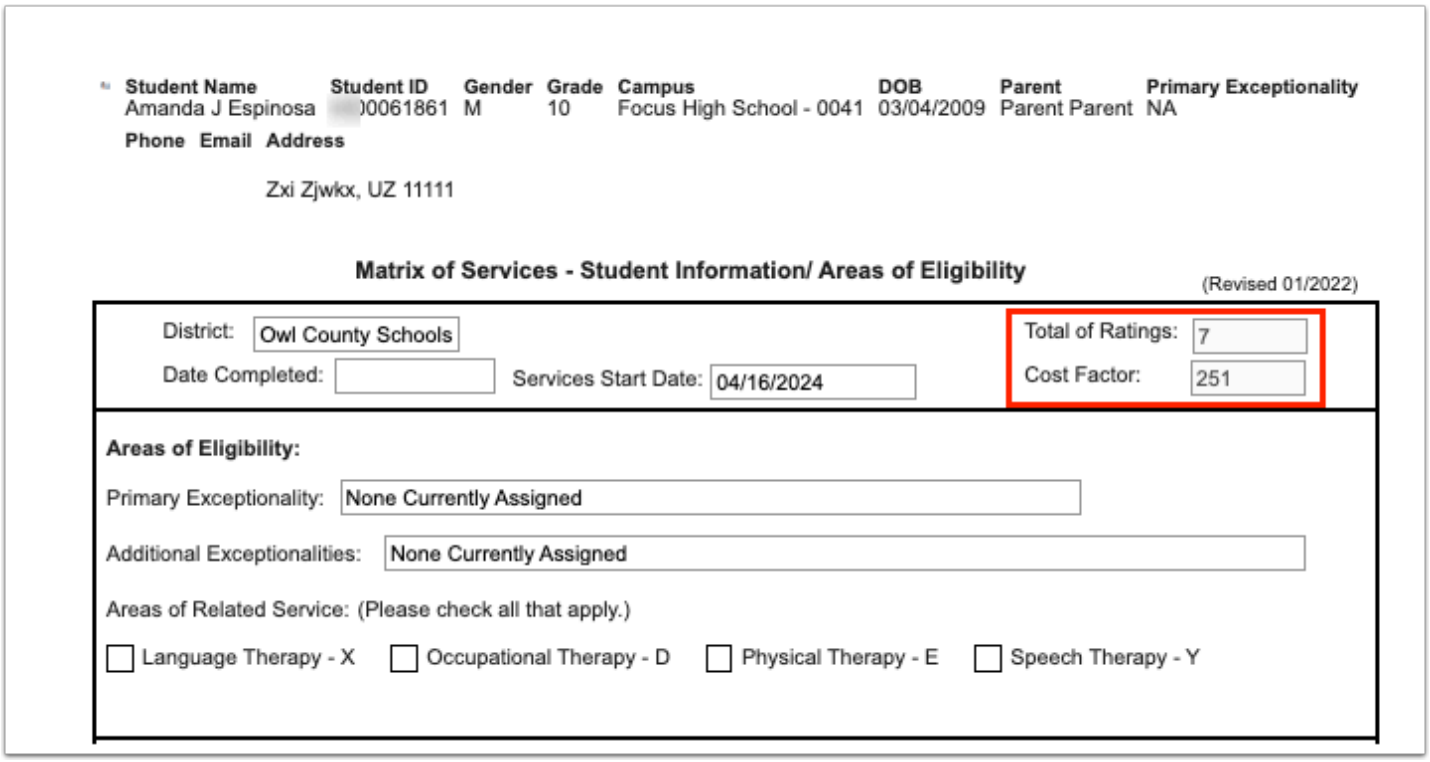
Matrix of Services- Domain D - Health Care

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

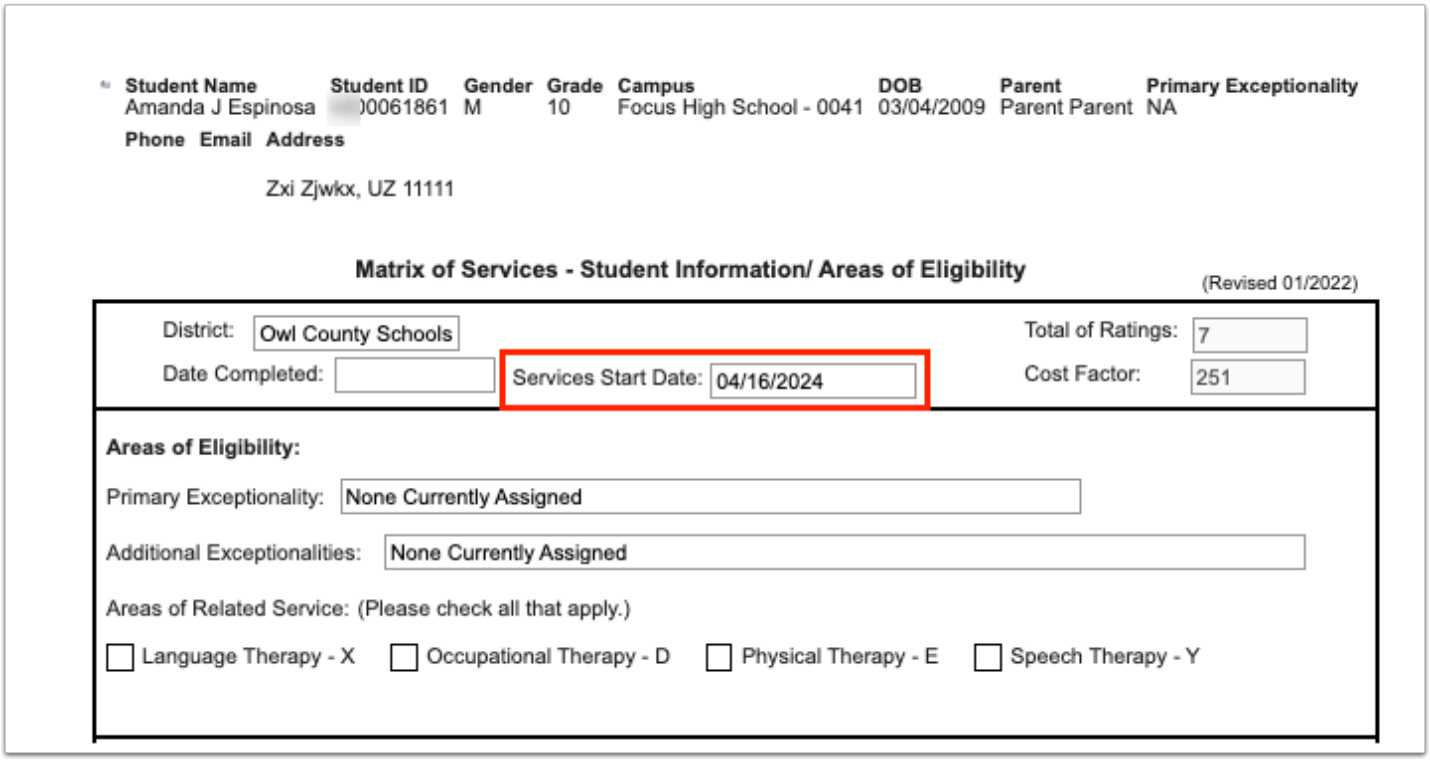
The system will calculate the values for Total of Ratings and Cost Factor based on the value of the domain ratings and any applicable special considerations, and will display the values in the appropriate fields throughout the form.





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

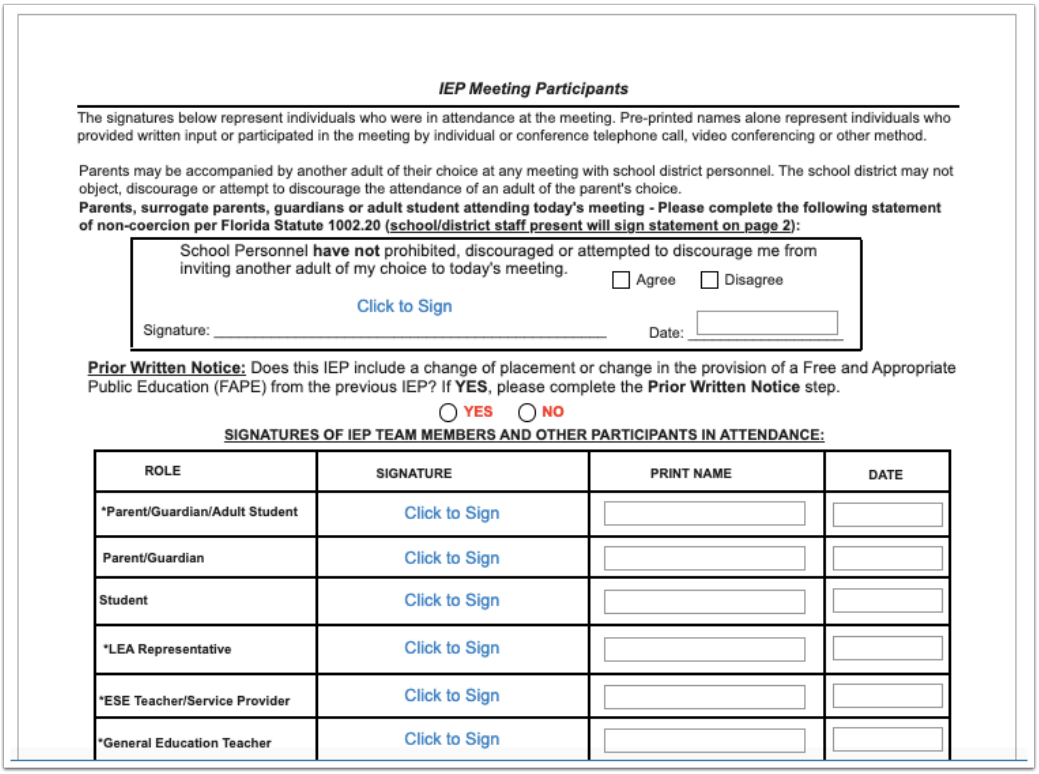
3. Complete the rest of the fields on page 1.



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

IEP Team Signatures

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



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/district staff present will sign statement on page 2):

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: _____

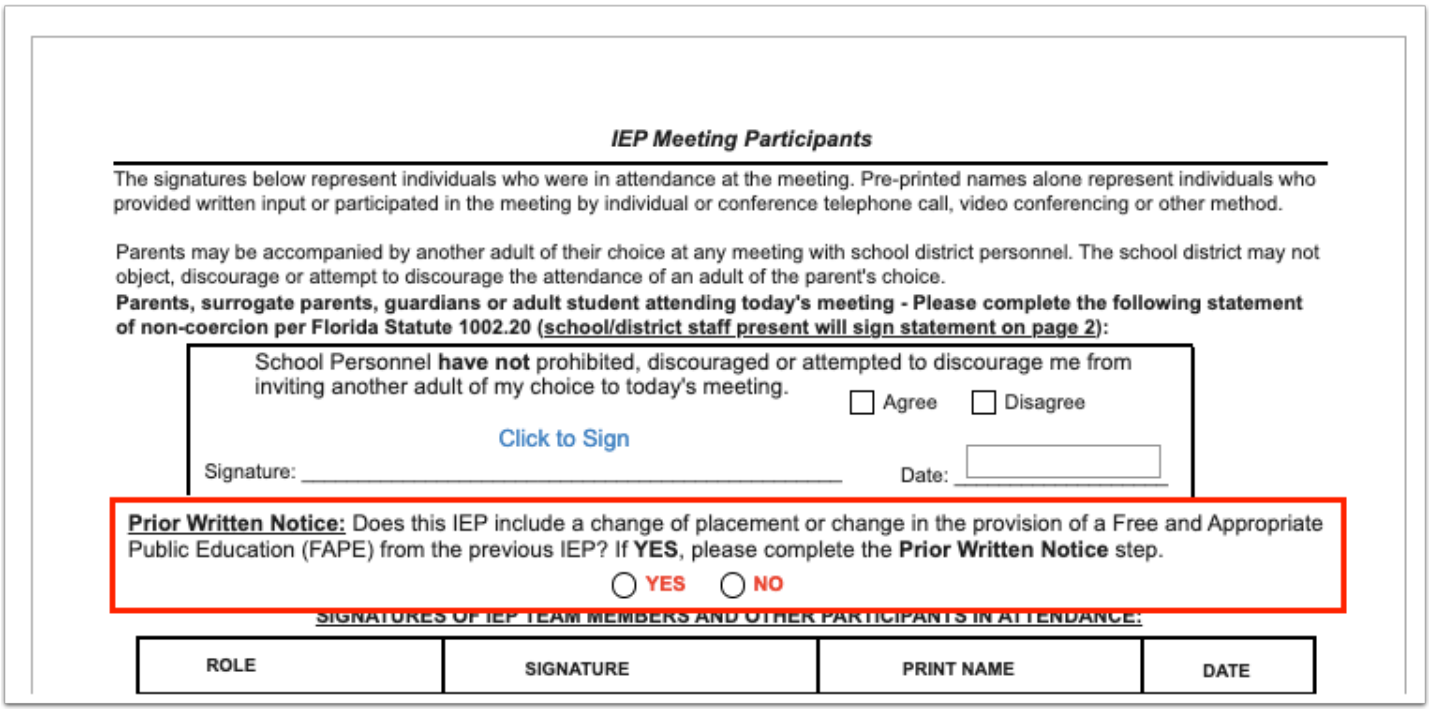
Prior Written Notice: Does this IEP include a change of placement or change in the provision of a Free and Appropriate Public Education (FAPE) from the previous IEP? If **YES**, please complete the **Prior Written Notice** step.

◯ YES ◯ NO

SIGNATURES OF IEP TEAM MEMBERS AND OTHER PARTICIPANTS IN ATTENDANCE:

ROLE	SIGNATURE	PRINT NAME	DATE
*Parent/Guardian/Adult Student	Click to Sign		
Parent/Guardian	Click to Sign		
Student	Click to Sign		
*LEA Representative	Click to Sign		
*ESE Teacher/Service Provider	Click to Sign		
*General Education Teacher	Click to Sign		

Selecting **YES** for the **Prior Written Notice** question will change the Prior Written Notice step to required and the FAPE form must be completed.



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Click to Sign

Signature: _____ Date: _____

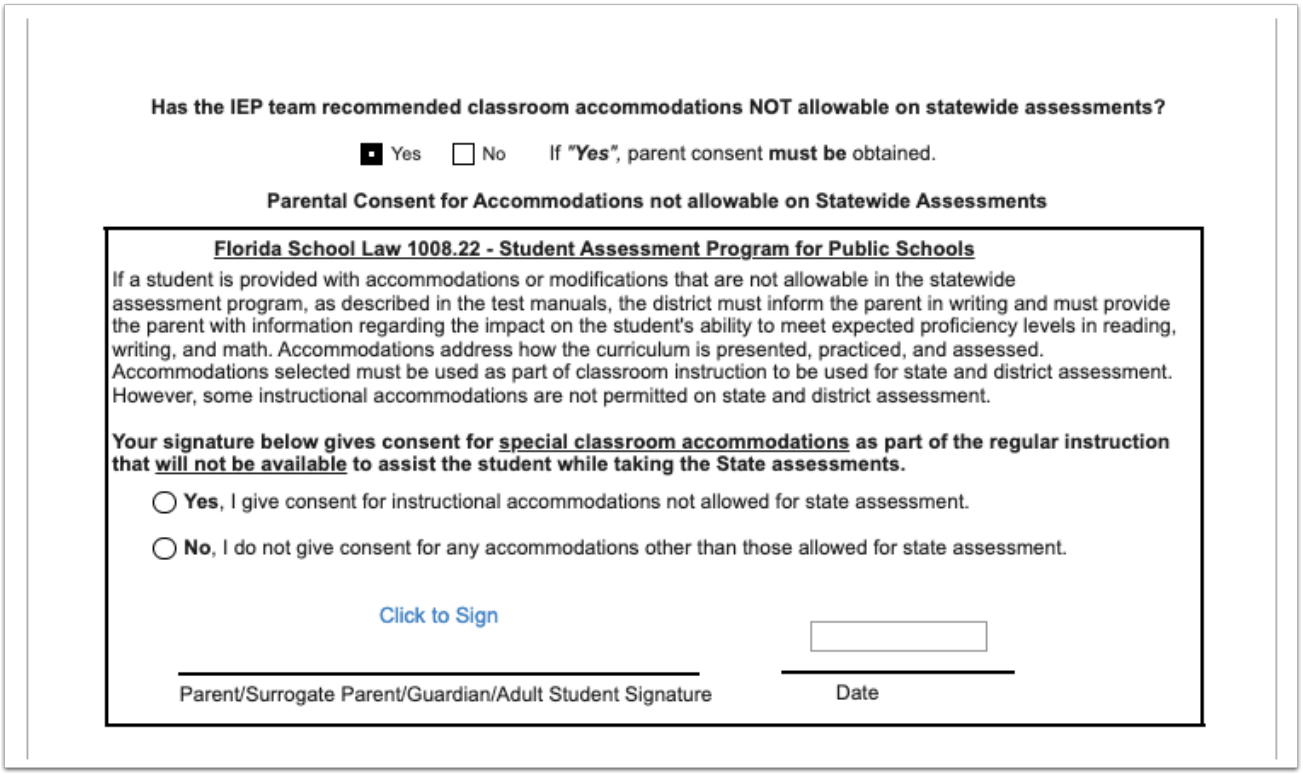
Prior Written Notice: Does this IEP include a change of placement or change in the provision of a Free and Appropriate Public Education (FAPE) from the previous IEP? If **YES**, please complete the **Prior Written Notice** step.

◯ YES ◯ NO

SIGNATURES OF IEP TEAM MEMBERS AND OTHER PARTICIPANTS IN ATTENDANCE:

ROLE	SIGNATURE	PRINT NAME	DATE

If **Other Accommodations not Allowed on State Assessments** has been selected on the Accommodations step, the parent consent and signature fields on the second page of the form need to be completed.



Has the IEP team recommended classroom accommodations NOT allowable on statewide assessments?

■ Yes ☐ No If *"Yes"*, parent consent **must be** obtained.

Parental Consent for Accommodations not 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 are not 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 are not permitted on state and district assessment.

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

◯ **Yes**, I give consent for instructional accommodations not allowed for state assessment.

◯ **No**, I do not give consent for any accommodations other than those allowed for state assessment.

Click to Sign

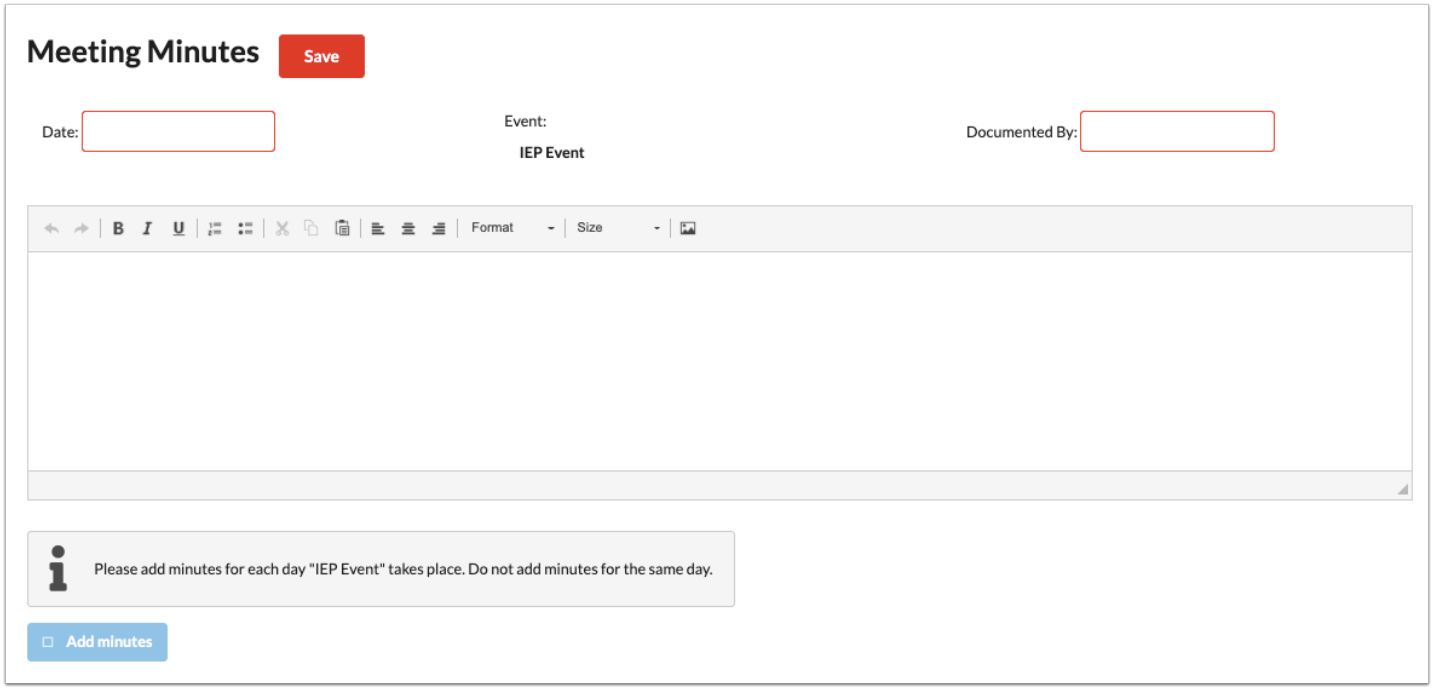
Parent/Surrogate Parent/Guardian/Adult Student Signature Date

1. Complete the form.

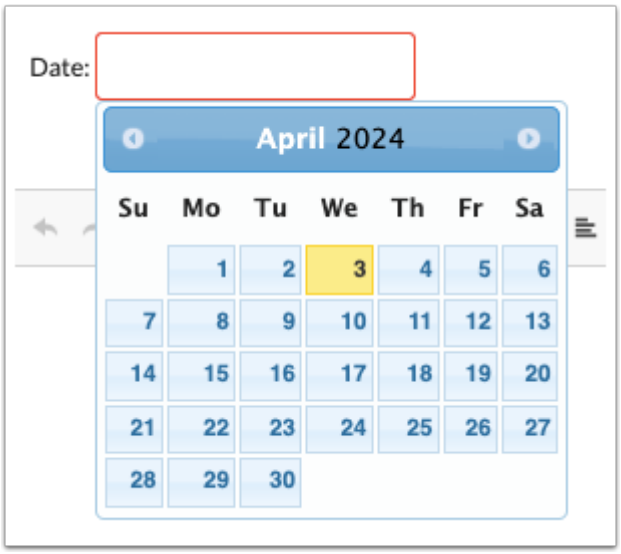
2. Click **Save & Validate** when finished.

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.

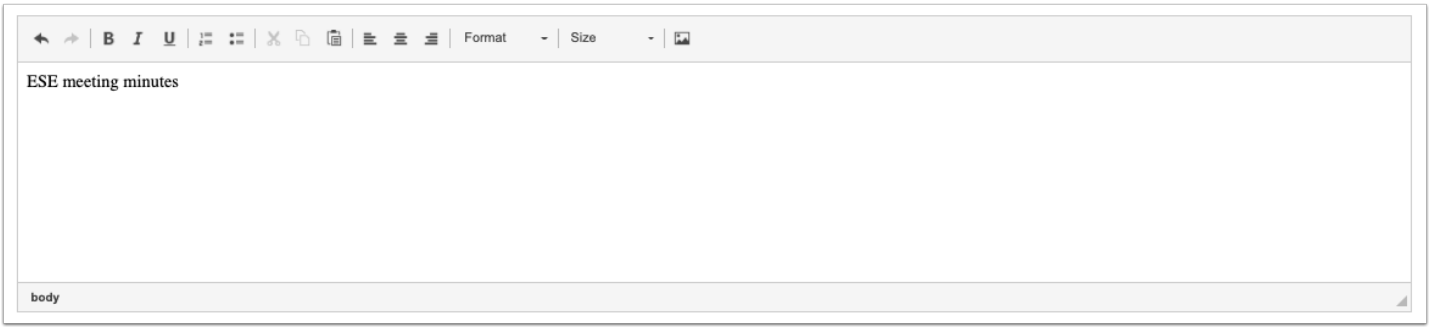


1. Enter the **Date** of the meeting.

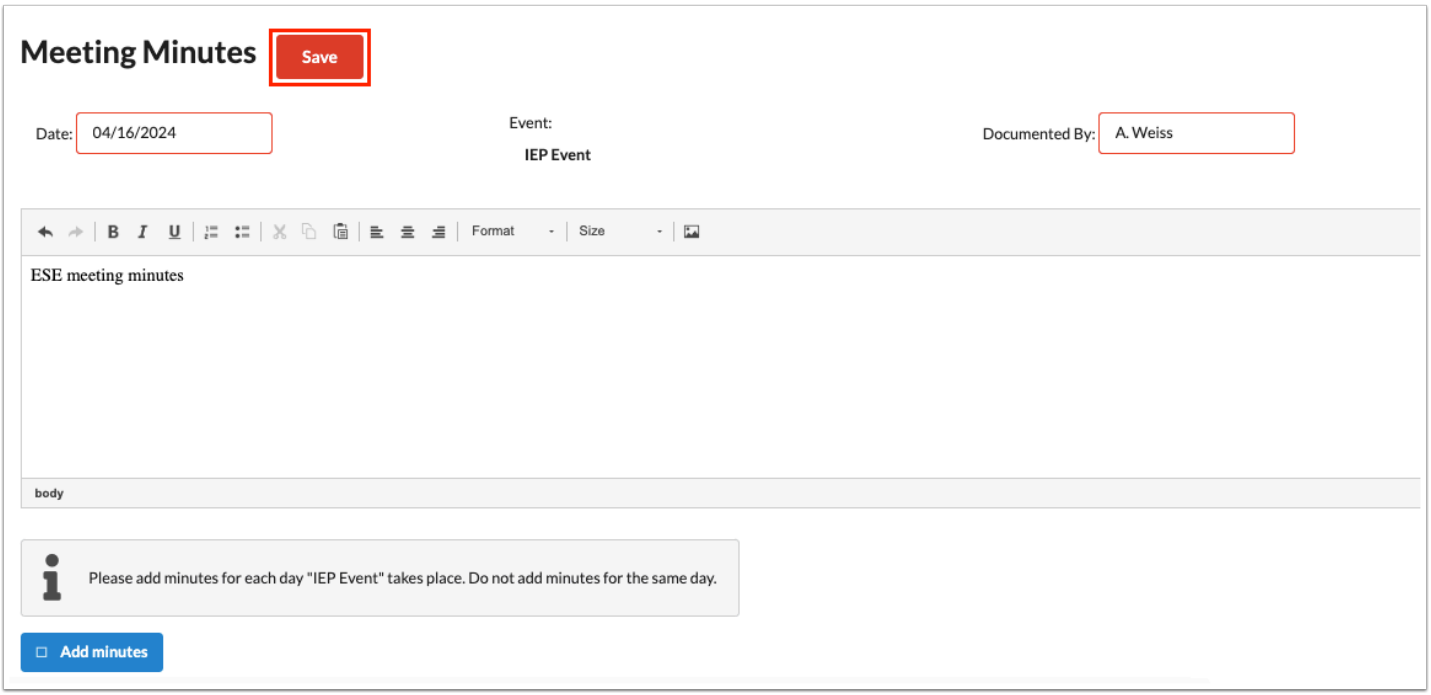


2. Enter who the minutes are being **Documented By**.

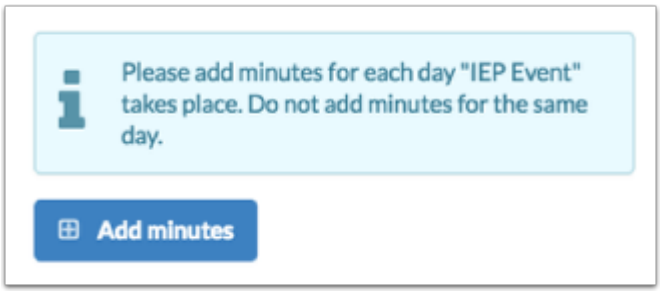
3. Enter the Meeting Minutes. There must be a minimum of 3 words in the text box in order to save.



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



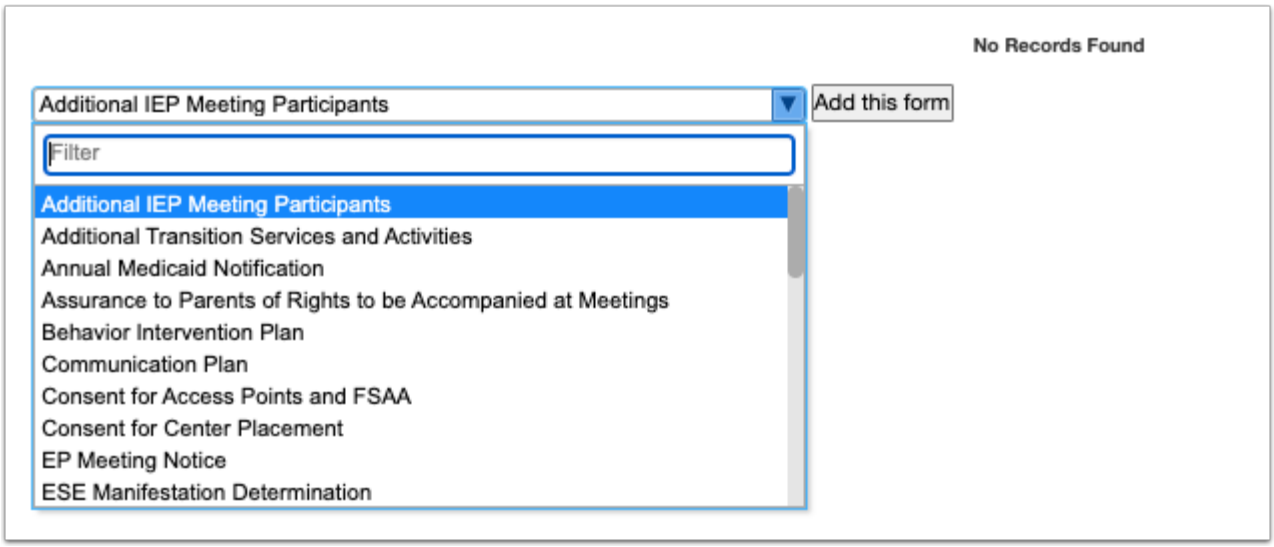
5. The **Add Minutes** button is used if there is an additional meeting on a different date for the event. Clicking the button adds an additional meeting minutes form to the screen. The Add Minutes button should not be clicked to add additional minutes to a meeting already in progress or for a meeting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



ESE Supplements

If needed, users can add additional forms to ESE events.

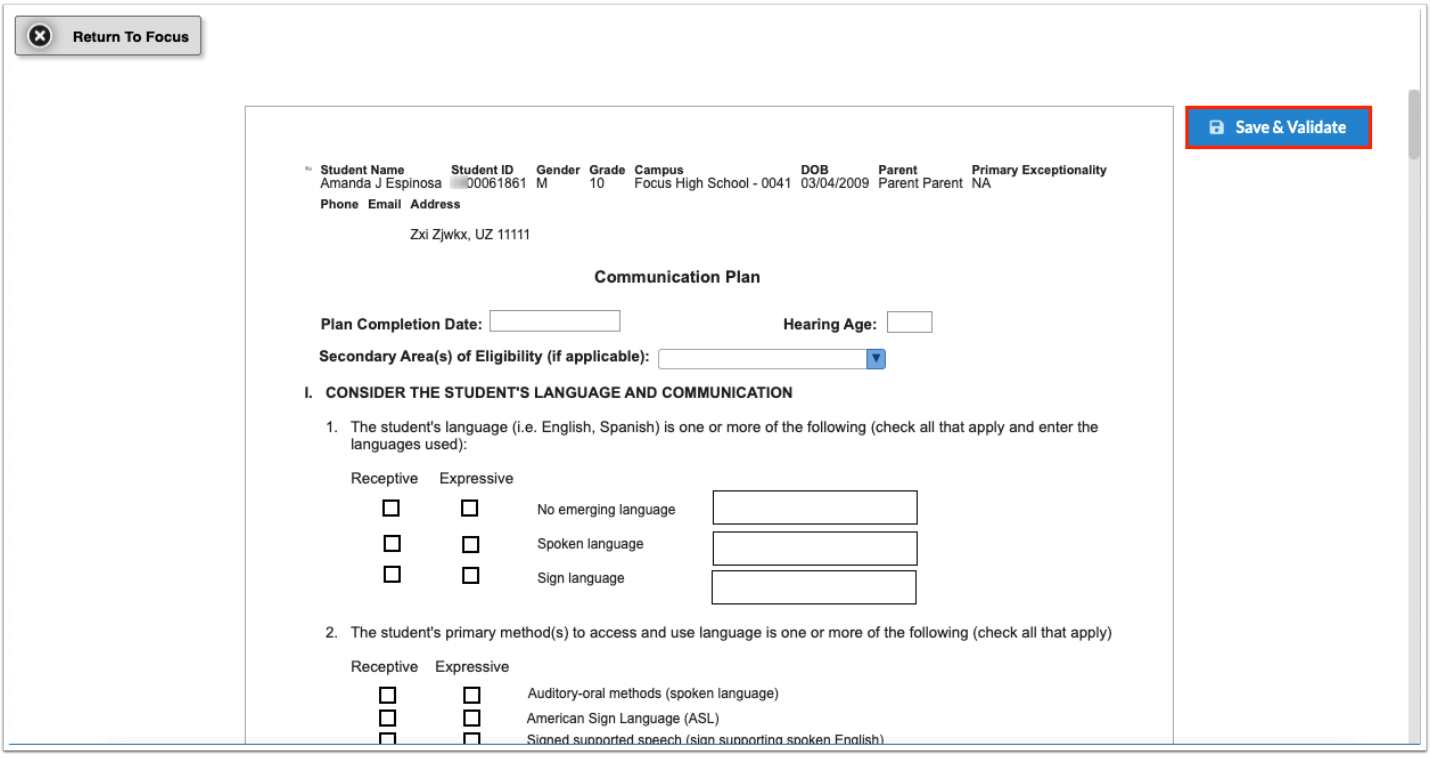
1. Select the form to add as a supplement and click **Add this form**.



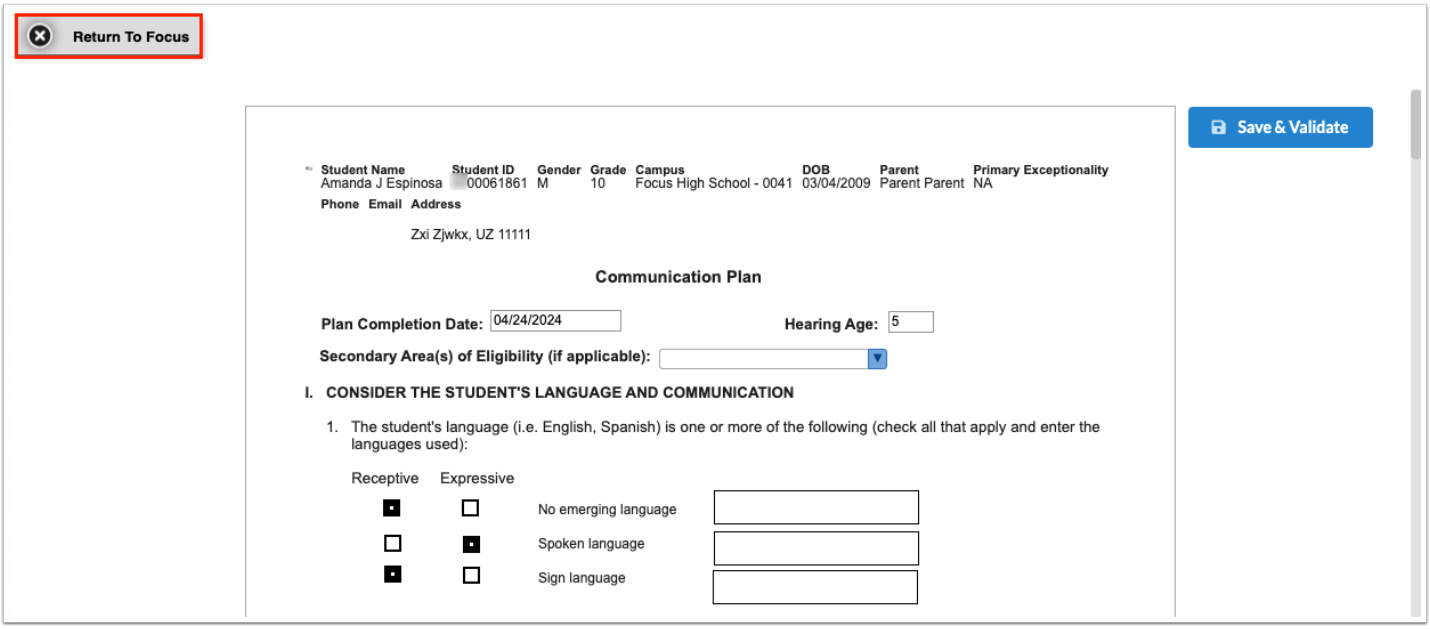
The selected form is added to the table.

2. Click the **Edit** link.

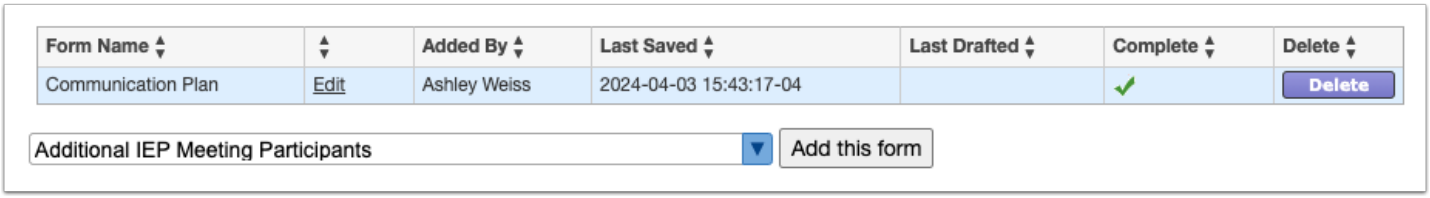
3. Complete the form and click **Save & Validate** when finished.



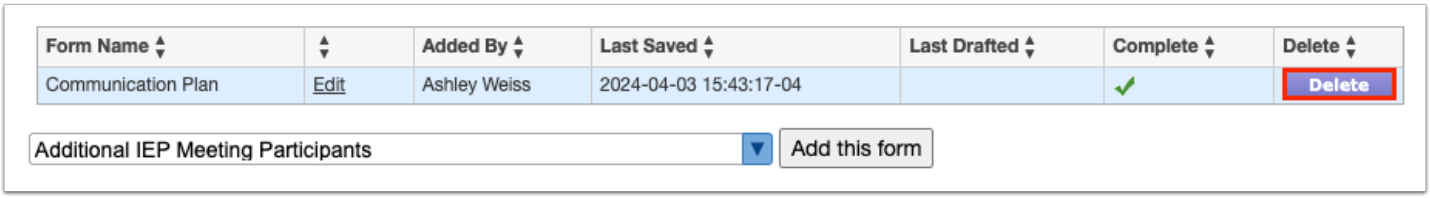
4. Click **Return to Focus**.



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.



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



The number of supplemental forms added to the student's event will display in parentheses next to the Supplement 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.

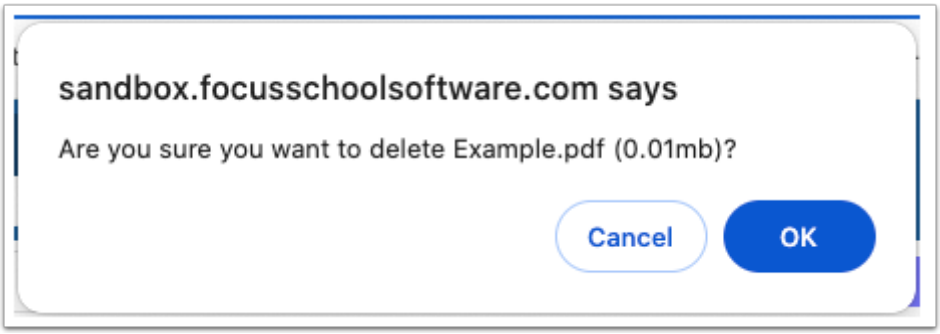
3. The number of uploads will display in parentheses on the side menu.

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

After making a title change, click the green check mark to save the change, or the red X to discard the change and keep the original file name.

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

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



IEP Goals Progress Report

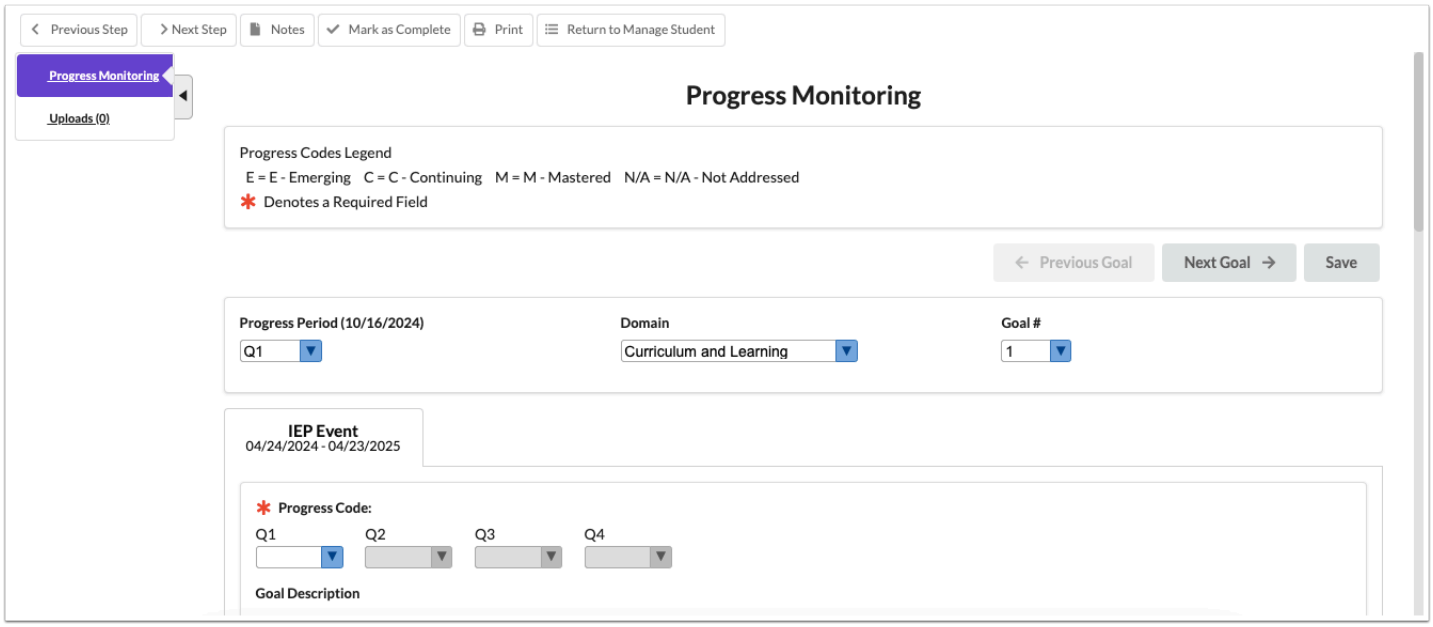
At the appropriate time, the IEP Goals Progress Report can be created to send to the parent as required by district policy. The IEP Goals Progress Report is housed in the Event pull-

down in the Create New Event section of the Manage Student event screen for ESE. It can only be initiated once the IEP Event has been locked.

Keep the IEP Goals Progress Report event open (not locked) for the duration of the IEP to continue documenting the student's progress towards the goals.

If the "Frequency of IEP Goals Progress Reporting to Parents" is set to "Quarterly" or "Every Grading Periods" on the IEP, the IEP Goals Progress Report will not be marked as complete and cannot be locked until all designated quarters or progress periods are finalized. The status will remain as "Open" until monitoring covers all areas, and the Lock button will only activate once all goals have undergone monitoring.

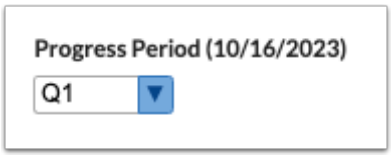
When the IEP Goals Progress Report event is opened, the Progress Monitoring form is displayed.



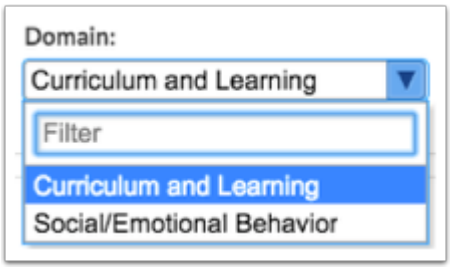
The progress periods populate based on the Frequency of Progress Reporting from the Demographics and Desired Outcomes form of the IEP Event. Data entered on the form is auto-saved.

1. Select the **Progress Period** in which data is being added. The date in parentheses is the last date of grade posting/progress reporting for the marking period. The current marking period will display by default.

The marking period title on the progress code is editable if anything other than "Every grading period" or "Quarterly" was selected for the "Frequency of Progress Monitoring" on the Demographics and Desired Outcomes step of the IEP Event.

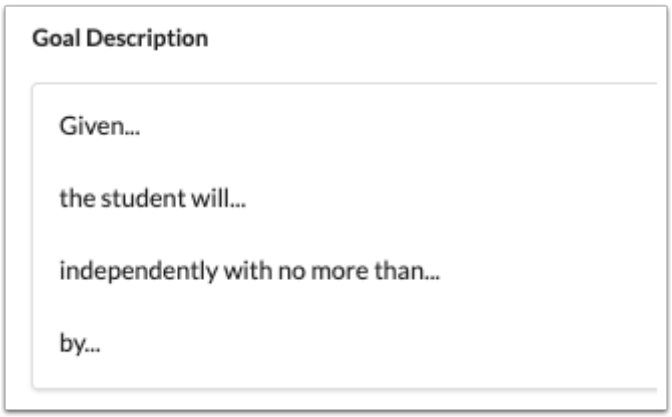


2. Select the **Domain**. The first (or only) demain displays in the pull-down by default. Domains populate from the areas of concern identified on the Present Levels step in the IEP Event.

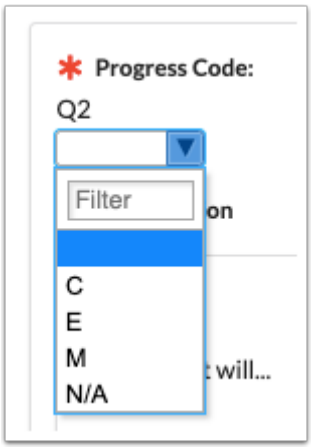


3. Identify which **Goal #** this domain addresses. If multiple goals were created for this domain, all goals will be available in the pull-down.

The Goal Description will populate based on the Goal # selected.

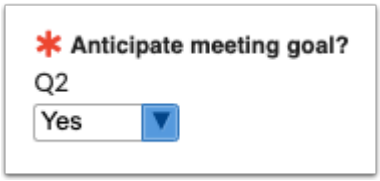


4. Use the **Progress Code** pull-down to record the student's progress toward the goal. Refer to the legend at top of the page. Inactive progress periods will be grayed out.



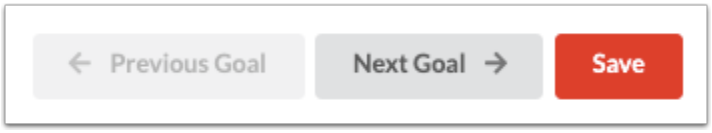
5. For **Anticipate meeting goal?**, select **Yes** or **No**.

The marking period title is editable if anything other than "Every grading period" or "Quarterly" was selected for the "Frequency of Progress Monitoring" on the Demographics and Desired Outcomes step of the IEP Event.



6. Enter any **Comments on progress for this goal** based upon the Mastery Criteria.

7. After completing all the required information for the goal, click **Save** to save your progress.

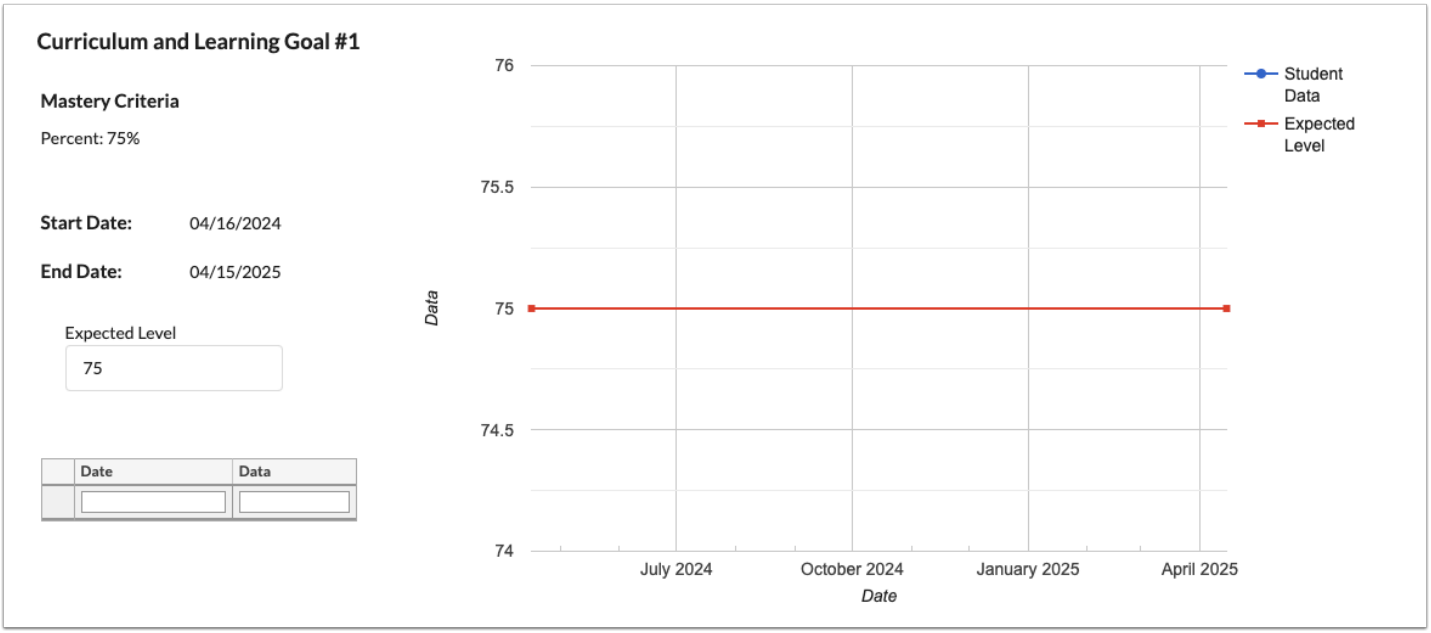


8. Use the **Previous Goal** and **Next Goal** buttons in the top-right to navigate through student goals, or use the **Goal #** pull-down to move on to the next goal.

Once all goals for a domain have been addressed, clicking the Next Goal button will open the next domain.

The Goal Progress Comment History section displays after the comments section, and includes previous progress comments.

If the district has the "Progress Monitoring Charts" setting enabled in SSS > General, users are able to graph progress data for each goal. This section displays beneath the Goal Progress Comment History. The Mastery Criteria, Start Date, and End Date will populate automatically.



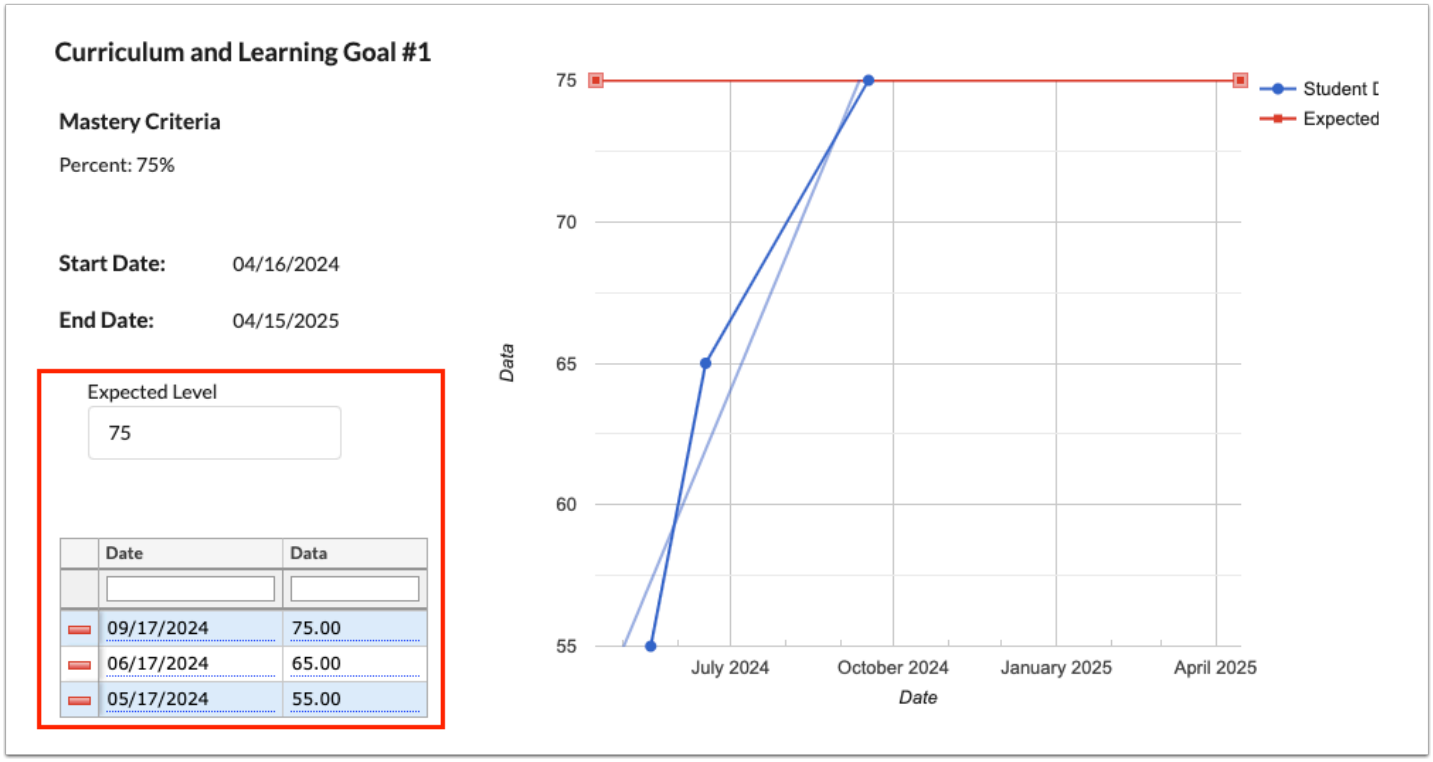
9. Enter the student's **Expected Level**.

10. For the first data point, select the **Date** and enter the **Data.** Press **Enter** to add the row.

11. Add at least two more data points (3 total).

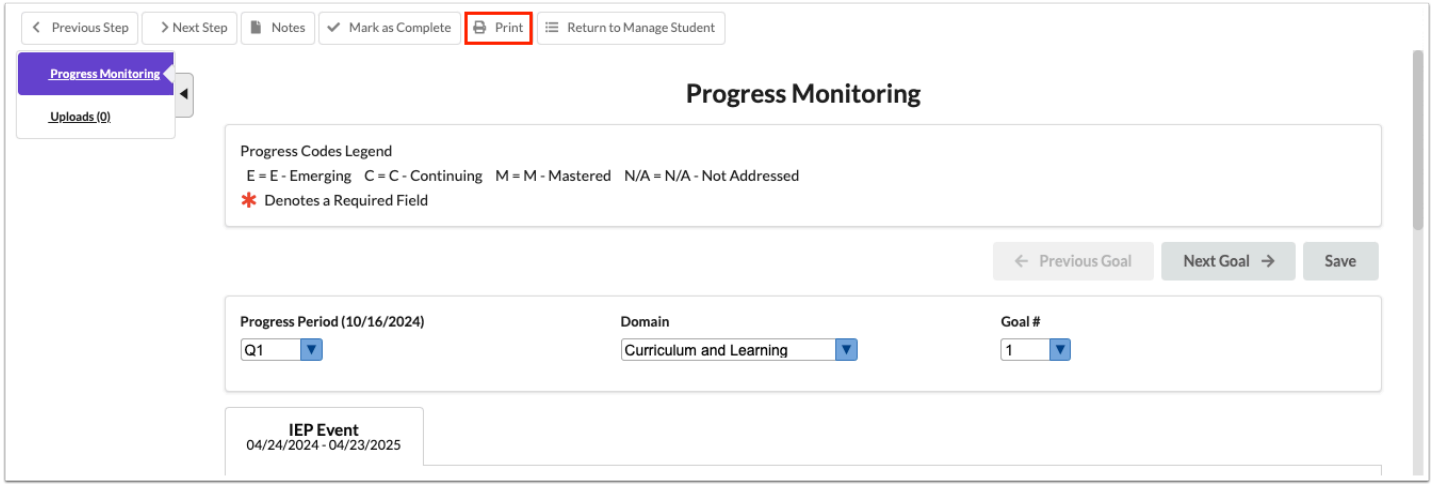
12. Click **Save**.

The graph will display the connected data points, a trend line, and the Expected Mastery level.

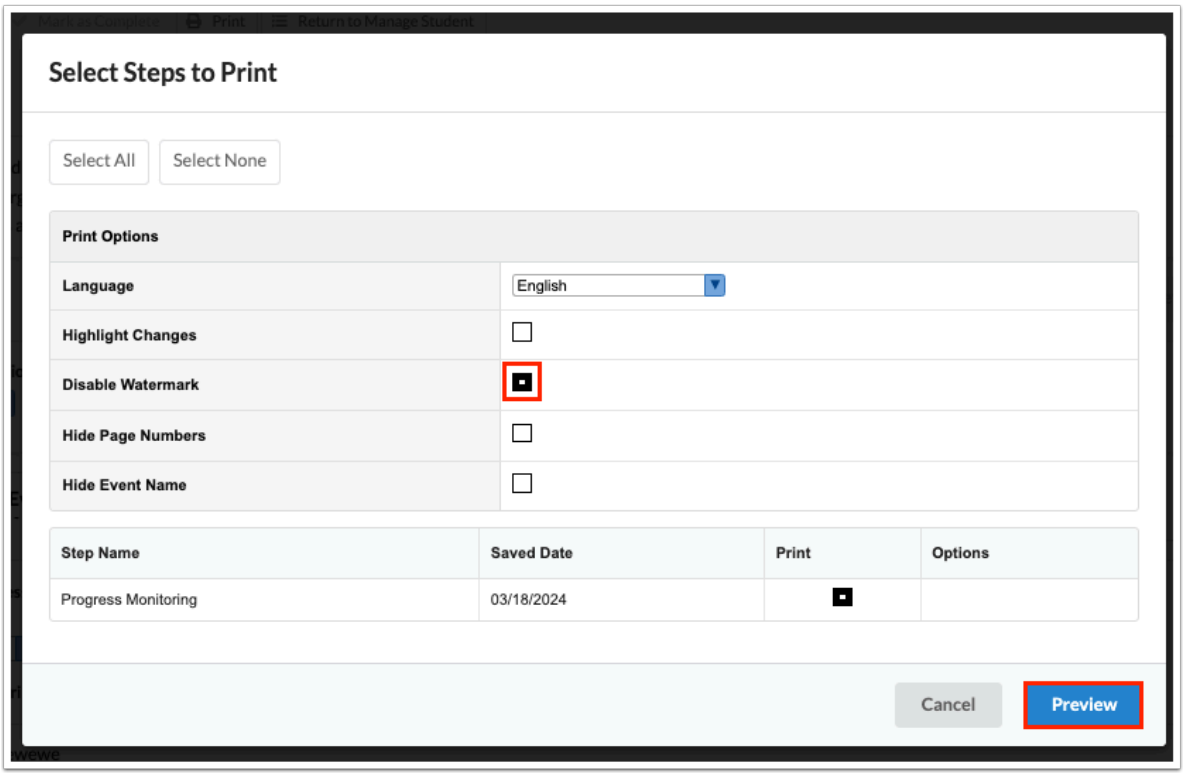


13. Select the next domain (or goal if in same domain) from the **Domain** and **Goal** pull-downs at the top of the Progress Report, and repeat the steps listed above until all goals have been progressed monitored and graphed.

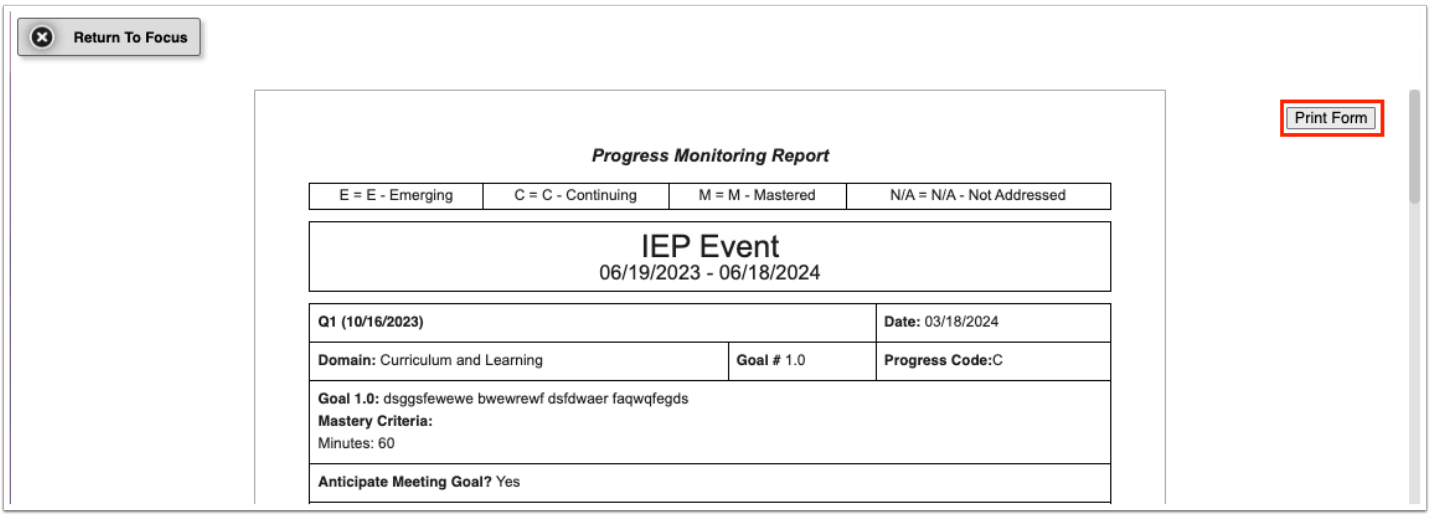
14. To print the progress report, click **Print** at the top of the screen.



15. Select the **Disable Watermark** option and click **Preview**.



16. Click **Print Form** and then follow your computer's prompts to print the report.



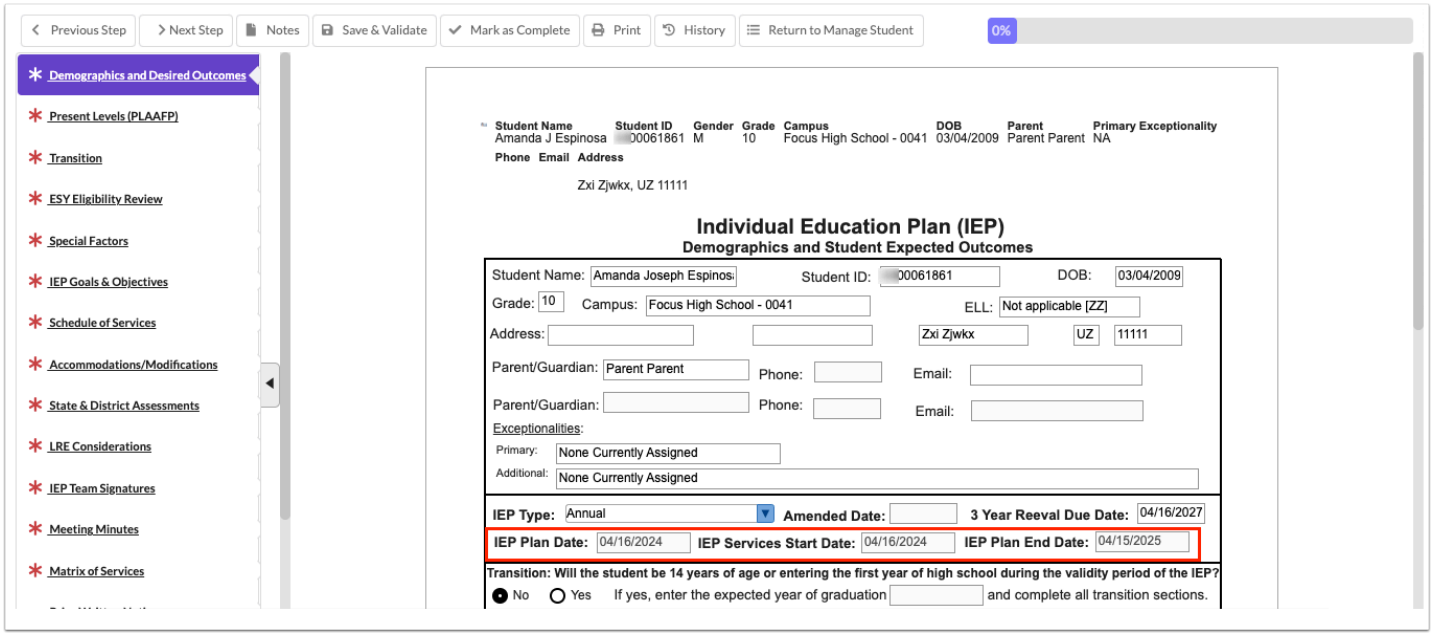
Amended IEP

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

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

See IEP 2.0 and Amended IEP 2.0 for information on completing the IEP 2.0 and Amended IEP 2.0 events.

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



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

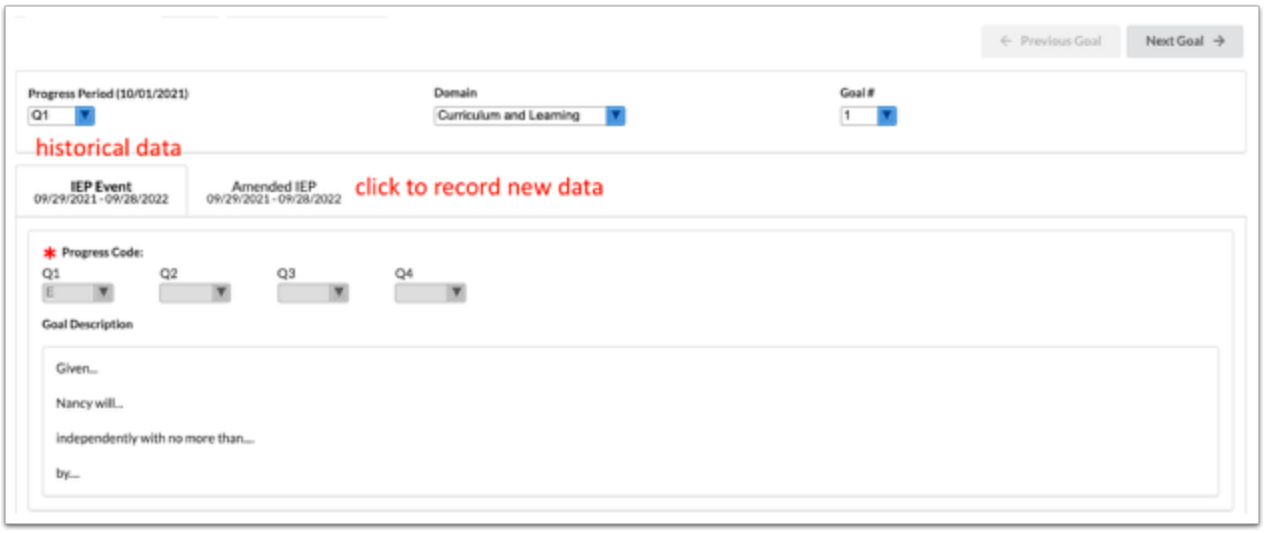
Fields will display with a yellow highlight when changes are made, with the exception of select one or select multiple fields.

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

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

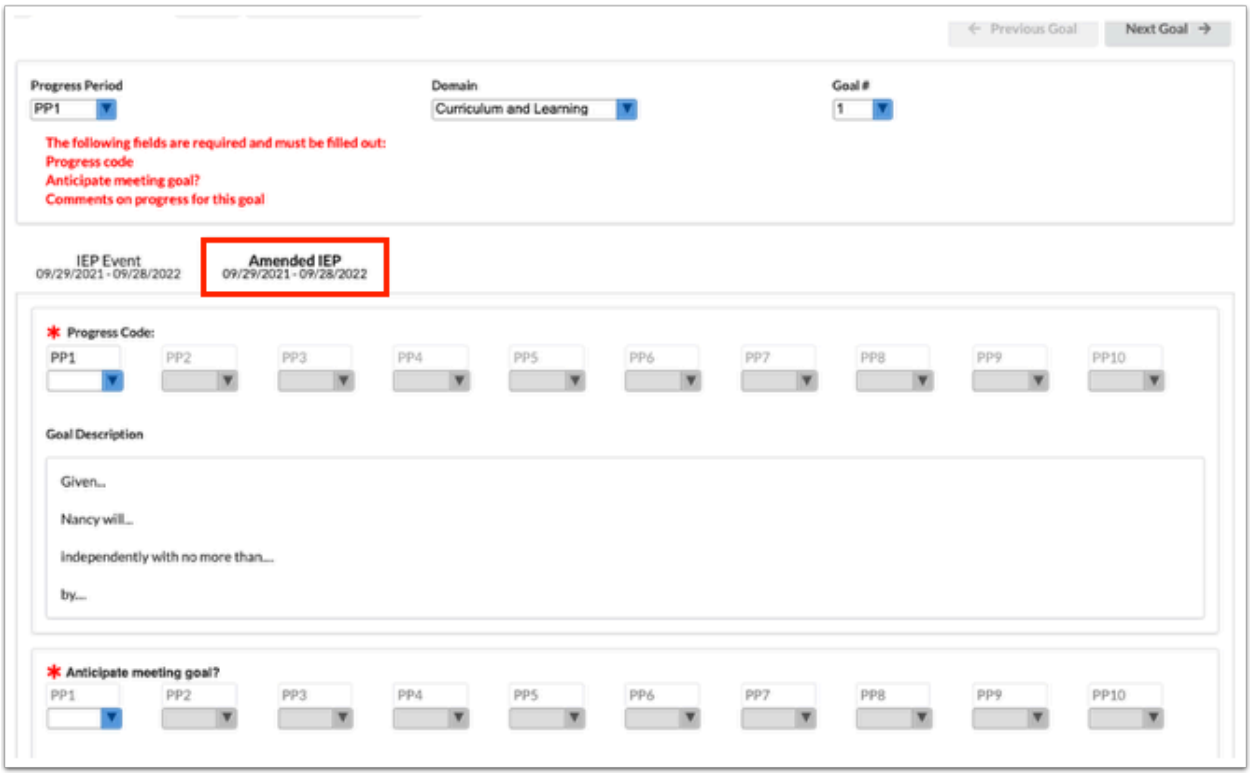
Amended IEP - IEP Goals Progress Report

When an IEP is amended to add or modify goals, the open IEP Goals Progress Report will reflect those changes on a new tab once the Amended IEP has been locked. Similarly, if the amendment entails a change in the frequency of reporting progress, the historical progress can be viewed on a separate tab along with the new progress.



1. In the IEP Goals Progress Report, click the **Amended IEP** tab.

If the frequency of reporting progress has been changed to anything but Quarterly or Every Grading Period, the Progress Period dropdown will show PP1, PP2, etc., as will the Marking Period column headers.



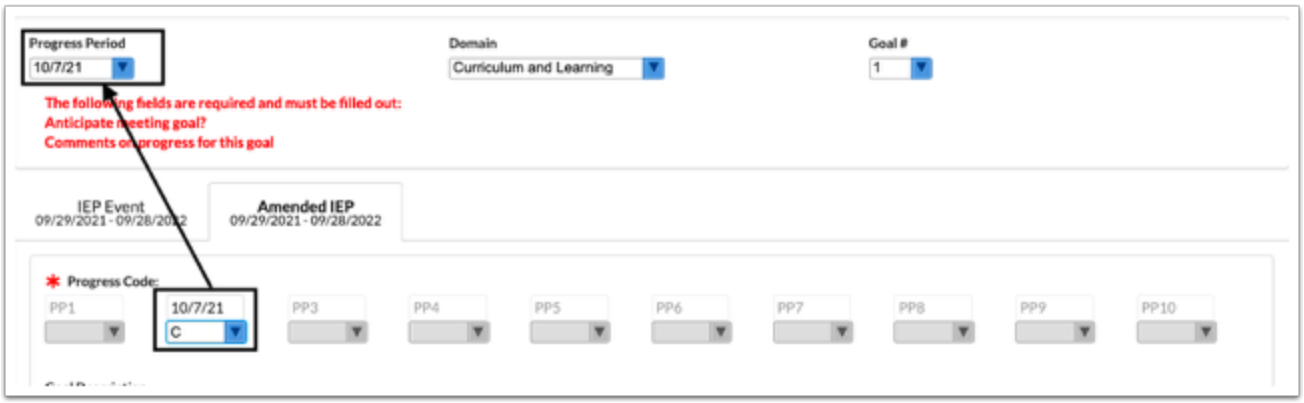
The number of Progress Periods (PP) that display is dependent upon the maximum number set by the district in SSS > General.

2. Select a **Progress Period** (or start with the default PP1); the corresponding PP will show as enabled in the Progress Code section.

3. Click in the **Progress Code** column header to edit the PP label.

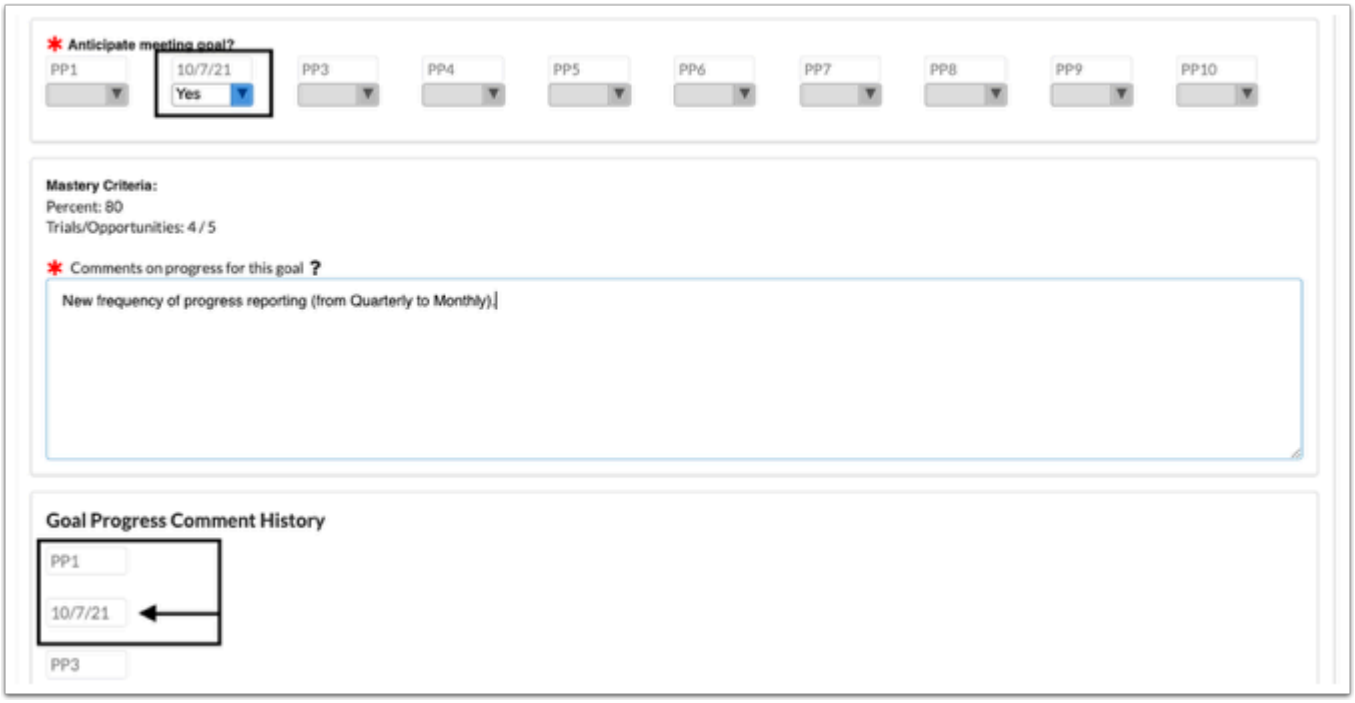
The Progress Period will automatically update to match the edited PP label.

4. Select a **Progress Code.**



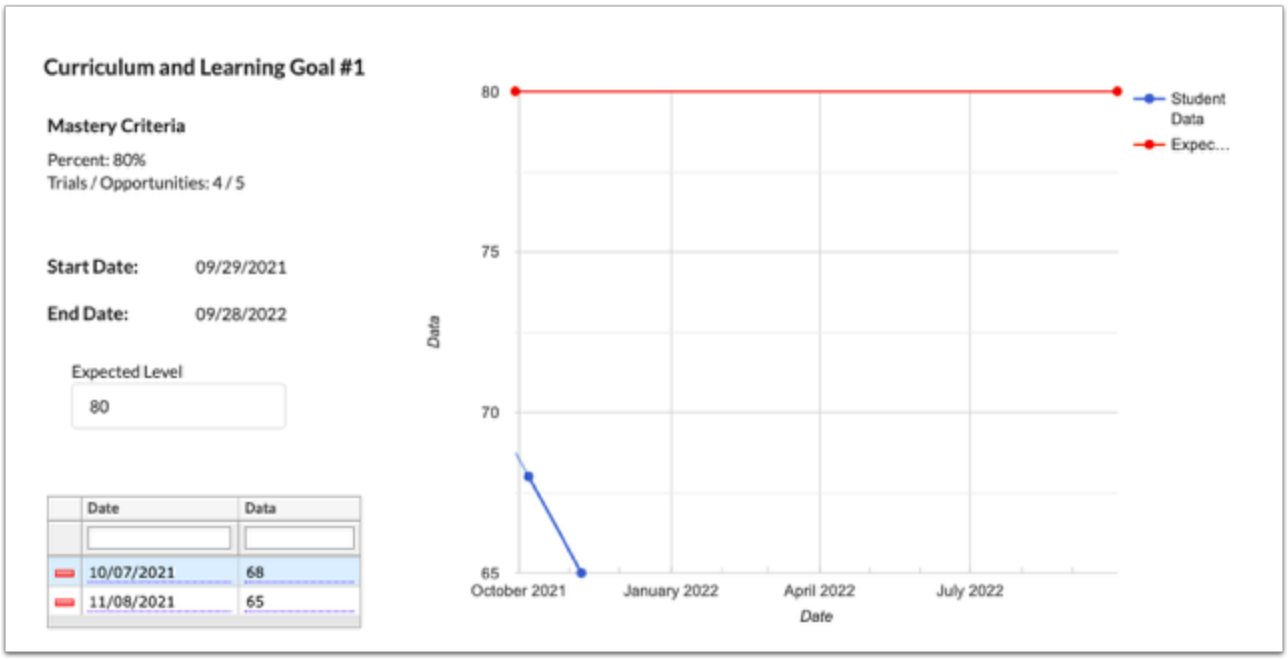
The "Anticipate meeting goal?" and "Goal Progress Comment History" sections also show the new reporting frequency and renamed PP title.

5. Select **Yes** or **No** and enter comment.

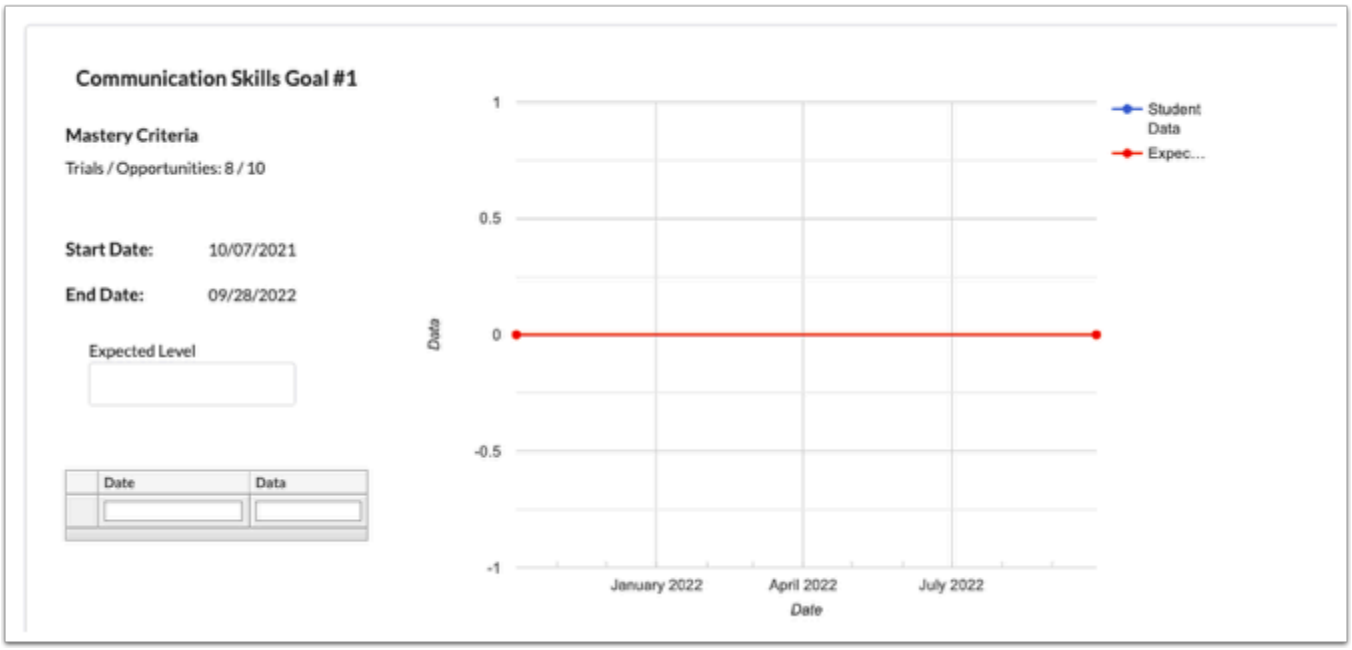


6. Update the data chart to create new progress graph for existing goals, or if a new goal was added, enter the data to create a new graph.

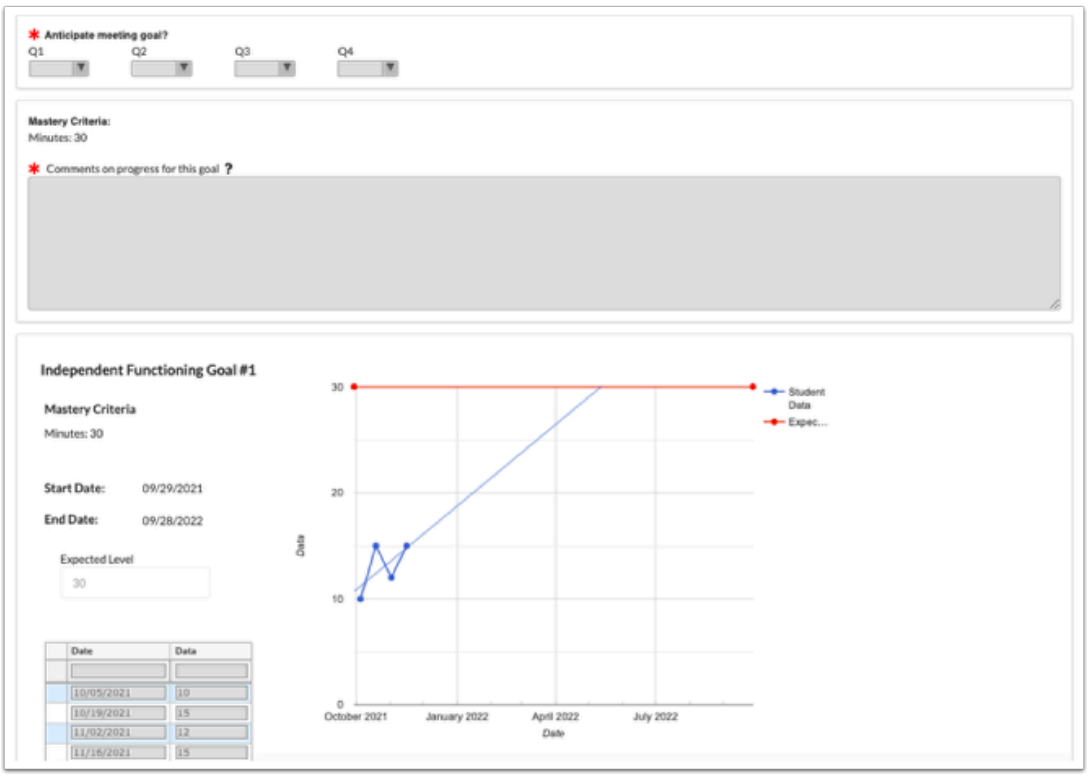
Existing Goal with New Frequency of Reporting Progress:



New Goal with New Frequency of Reporting Progress



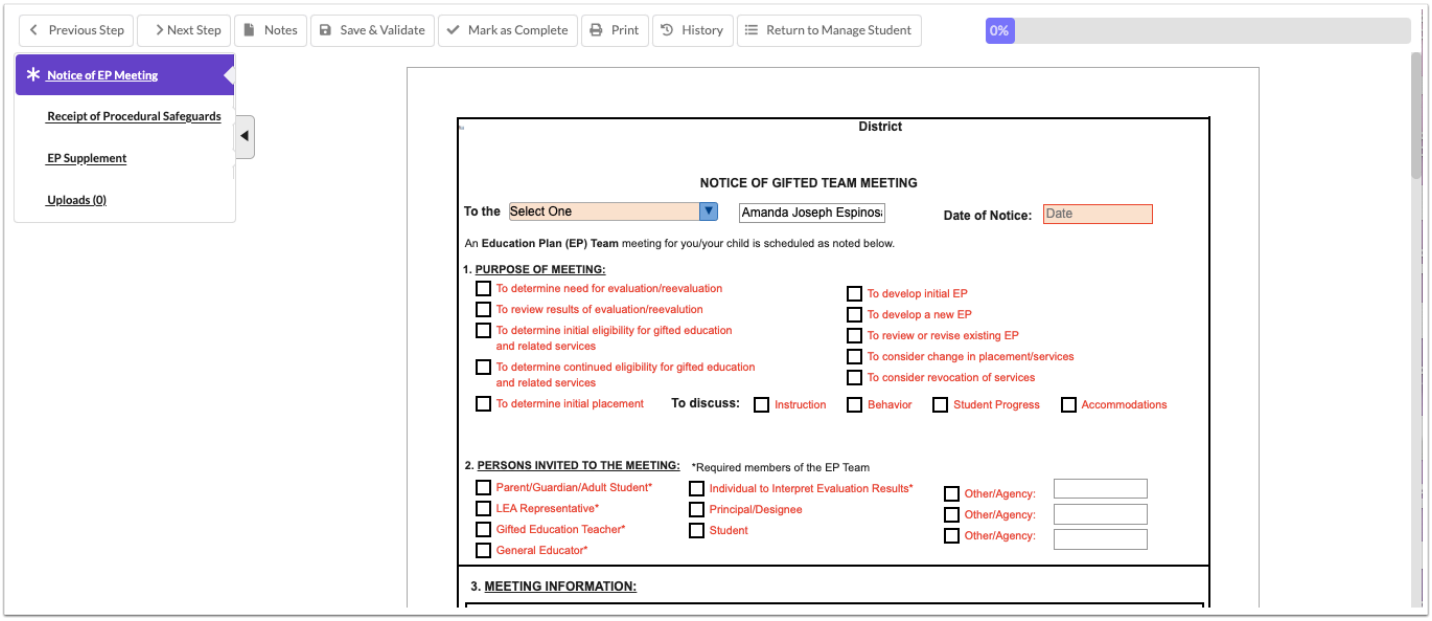
7. Click the **IEP Event** tab to view the historical progress report. All fields on the original IEP Event tab will be locked and cannot be edited.



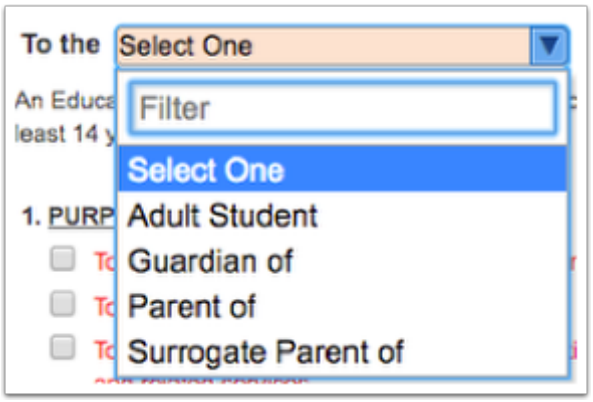
EP Meeting Notice

The EP Meeting Notice event should be completed and locked prior to initiating the EP for Gifted Students event.

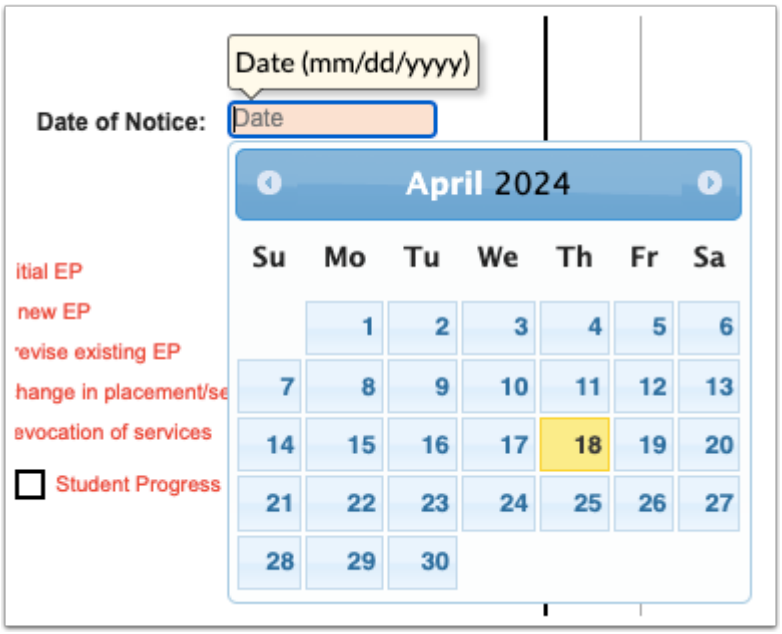
Notice of EP Meeting



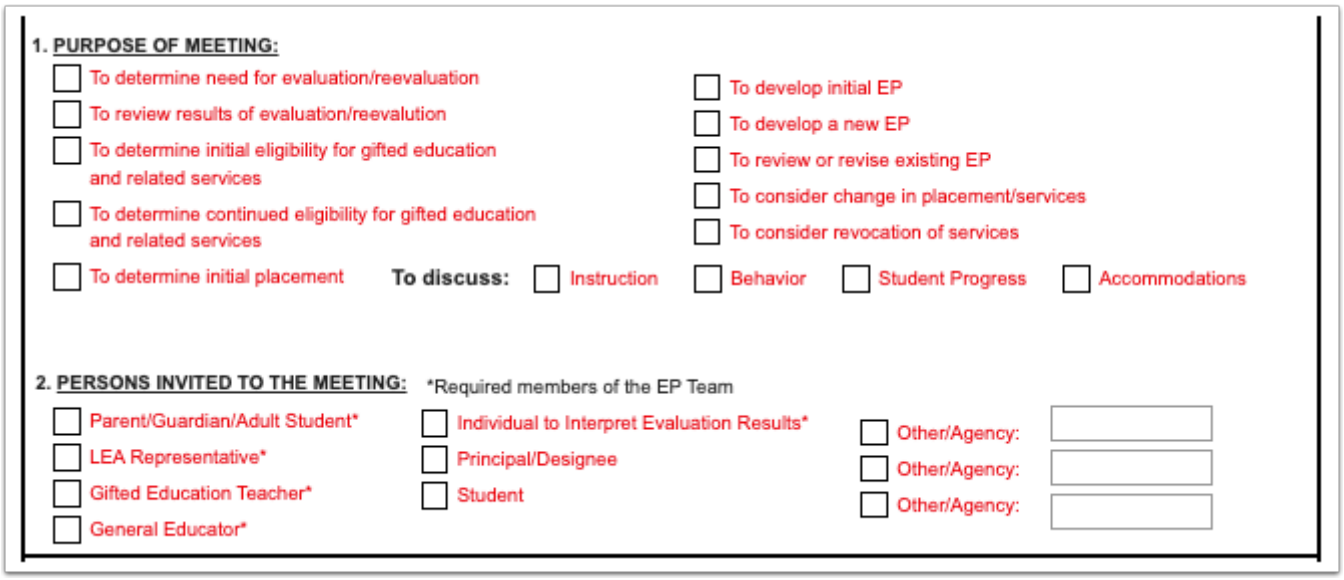
1. Select the recipient of the notice from the **To the** pull-down.



2. Select the date **Date of Notice**.



3. Select the **Purpose of the Meeting** and **Persons invited to the Meeting**.

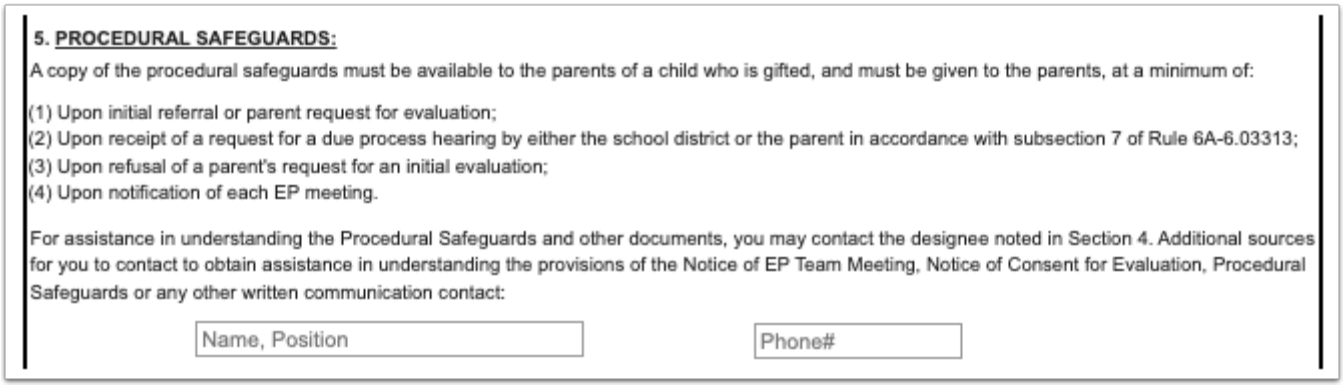


4. Enter the **Date, Time, Location**, and, if applicable, the **Room** in which the meeting will take place.

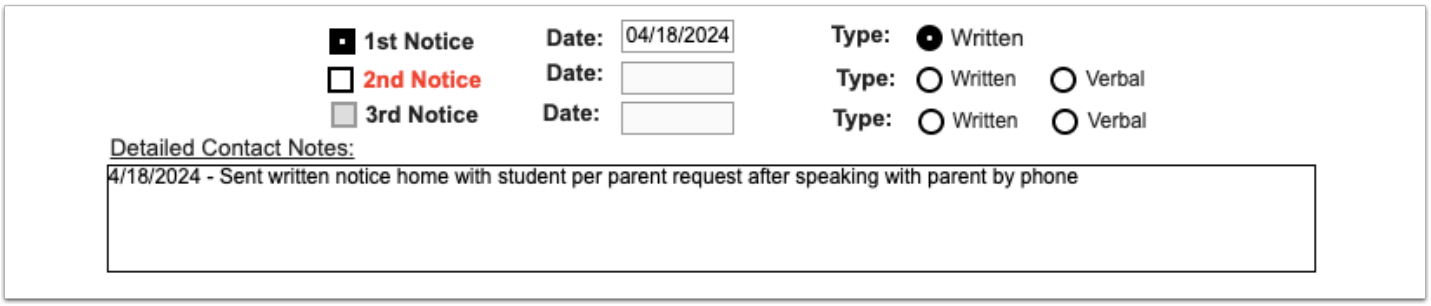
5. Enter the **Name, Position**, and **Phone** for the contact and source for additional information.

The values from the Meeting Information and Return Contact and Course for Additional Information sections will copy to the top section of the second page of the form.

6. In the Procedural Safeguards section, enter the name, position, and phone number of the contact person.

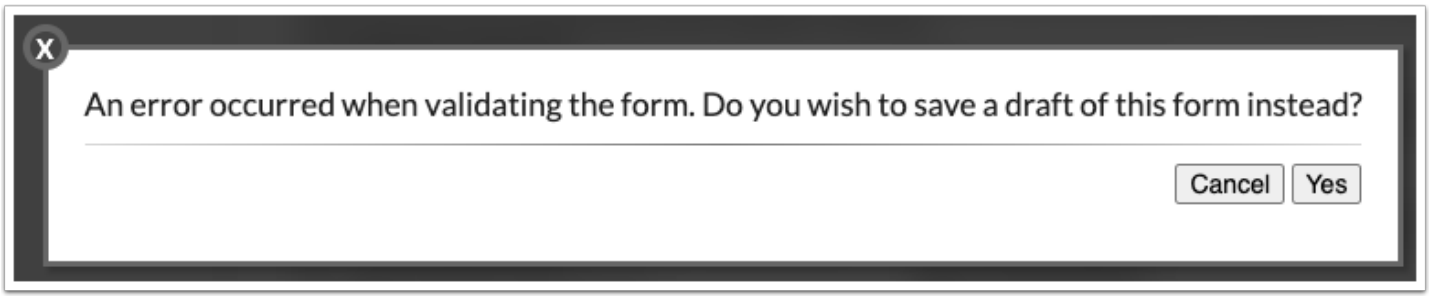


7. Fill in any remaining required fields. At the bottom of page 2, select **1st Notice,** select the **Date**, select the **Written** radio button, and enter any **Contact Notes**.

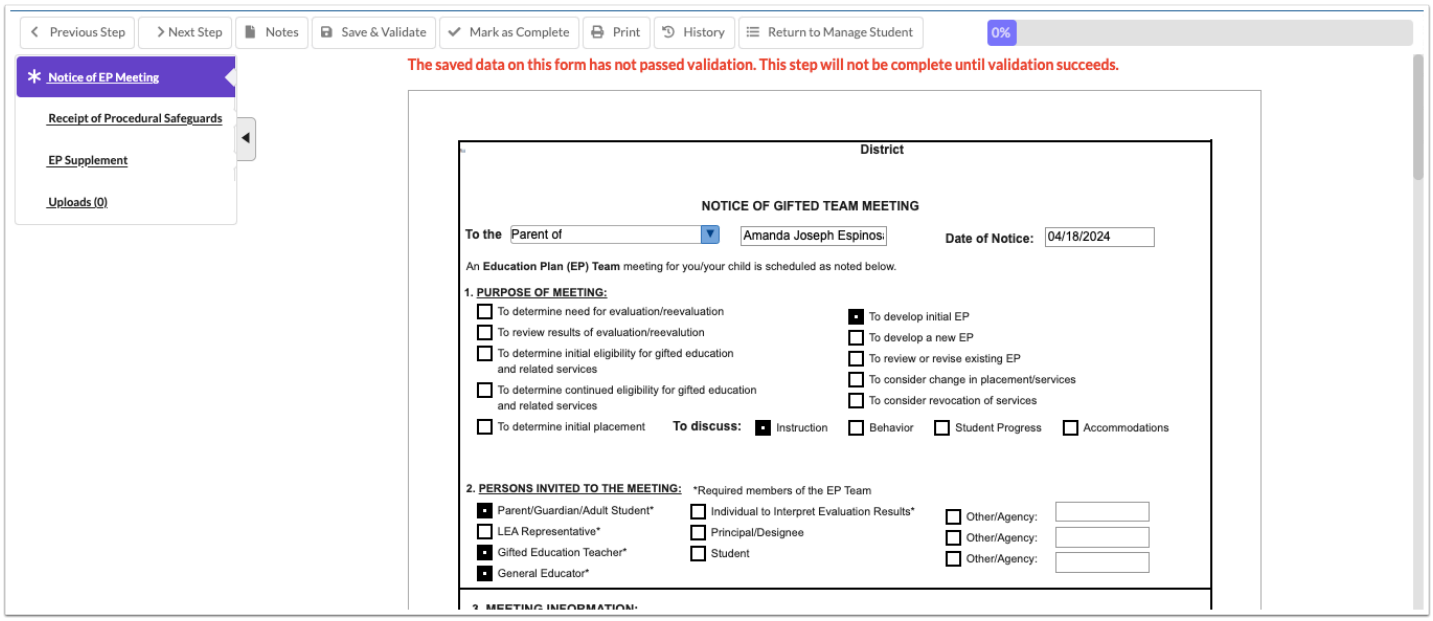


8. After entering the 1st Notice information, click **Save & Validate** at the top of the screen. This will generate an error message because the 2nd Notice fields must still be completed.

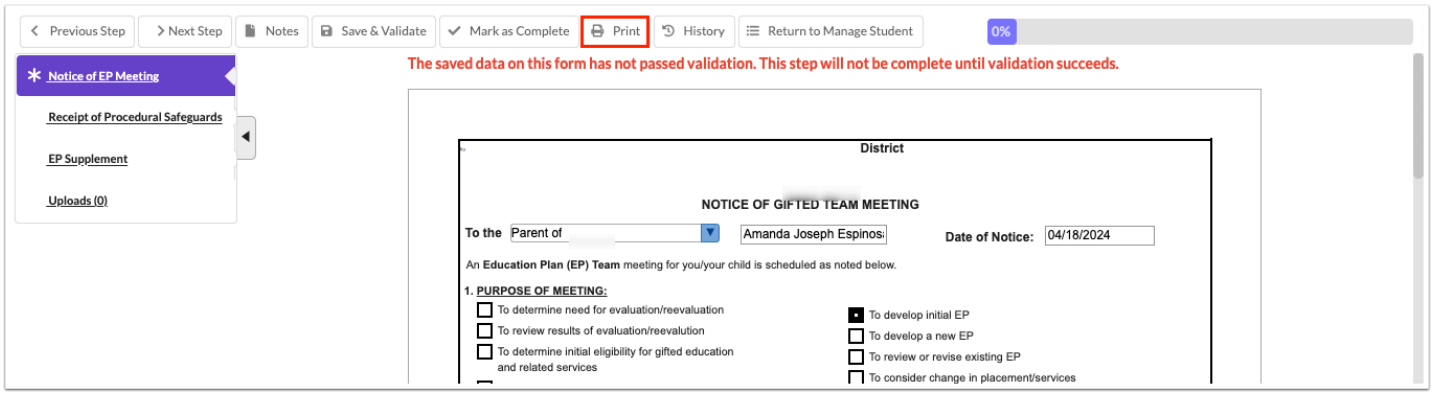
9. Click **Yes** to save a draft.



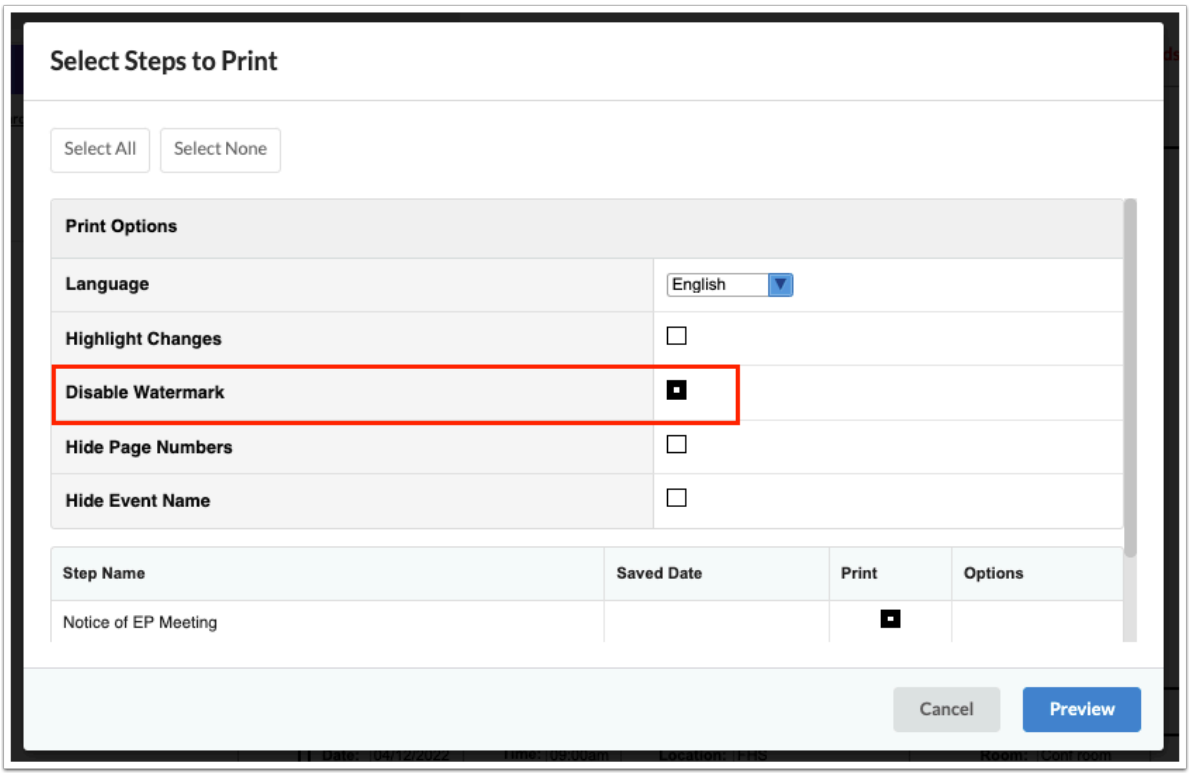
A red warning message displays at the top of the form.



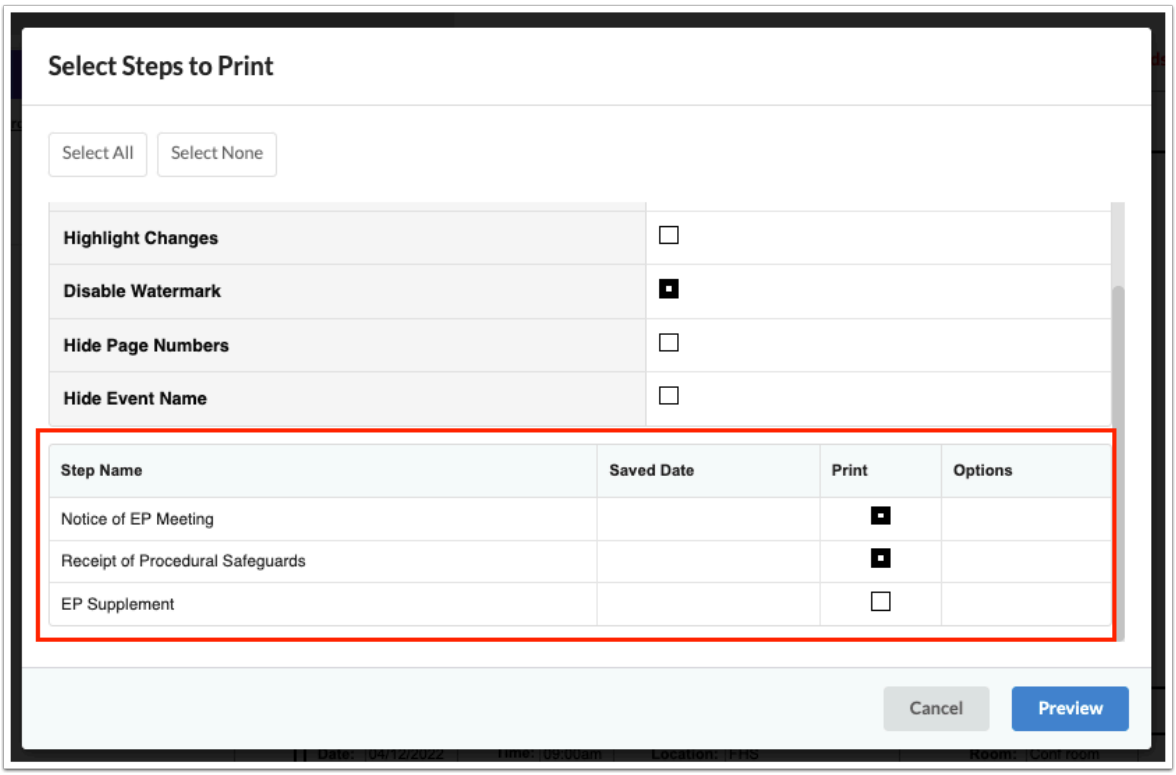
10. To print the first meeting notice for the parent/guardian, click **Print** at the top of the screen.



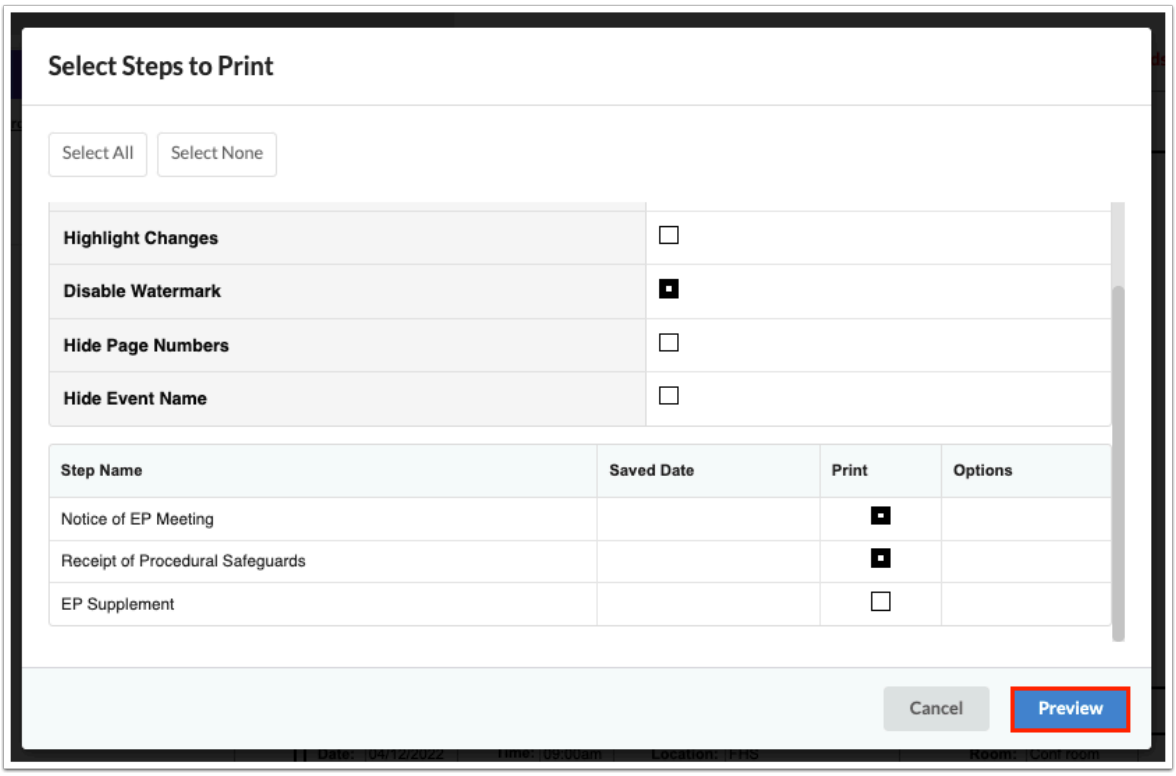
11. Select **Disable Watermark** to print the forms without the red draft watermark.



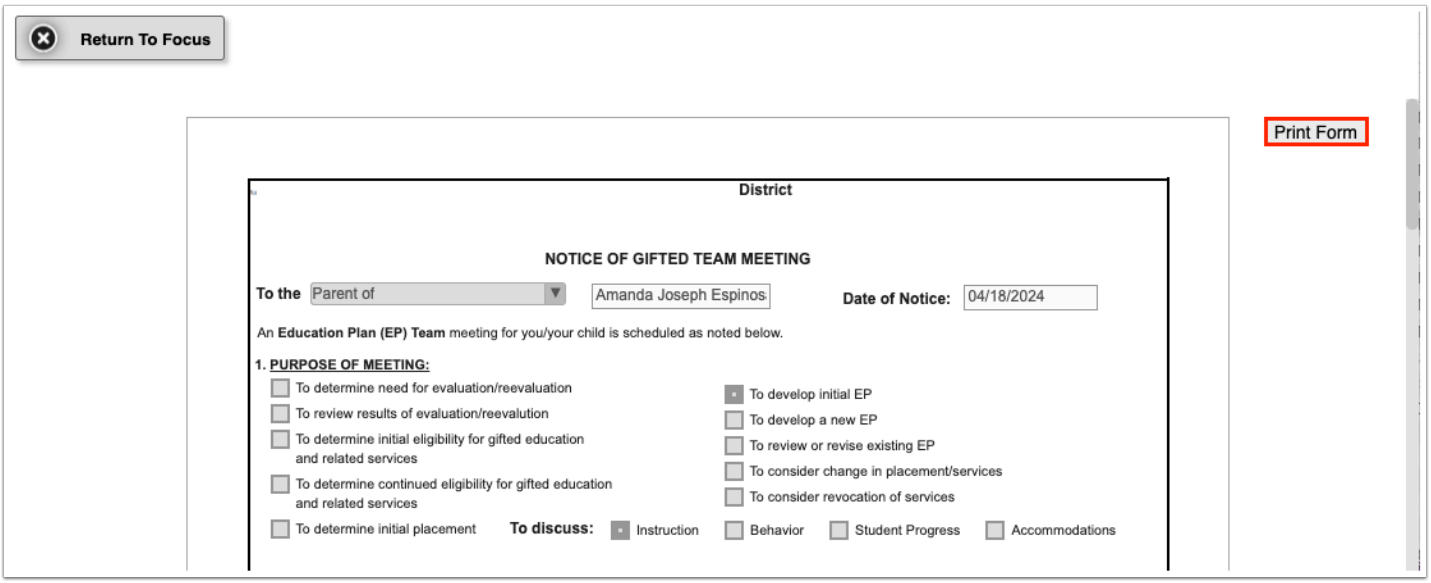
12. Deselect the **Print** option for any forms that are not needed.



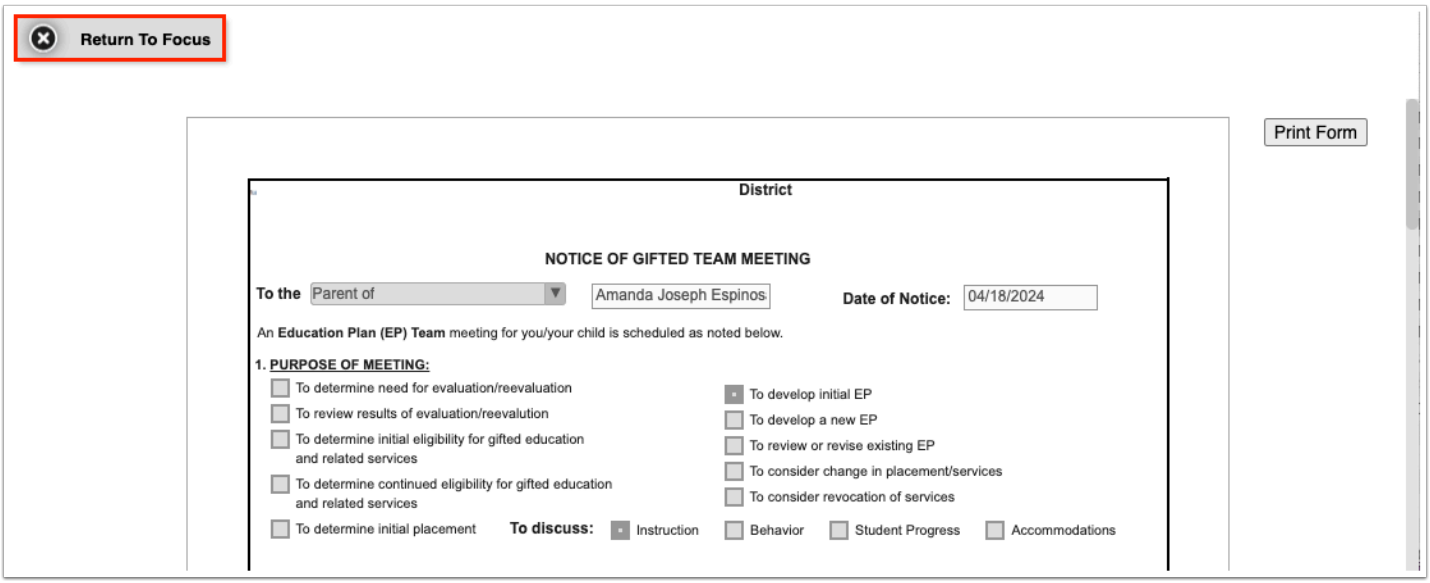
13. Click **Preview**.



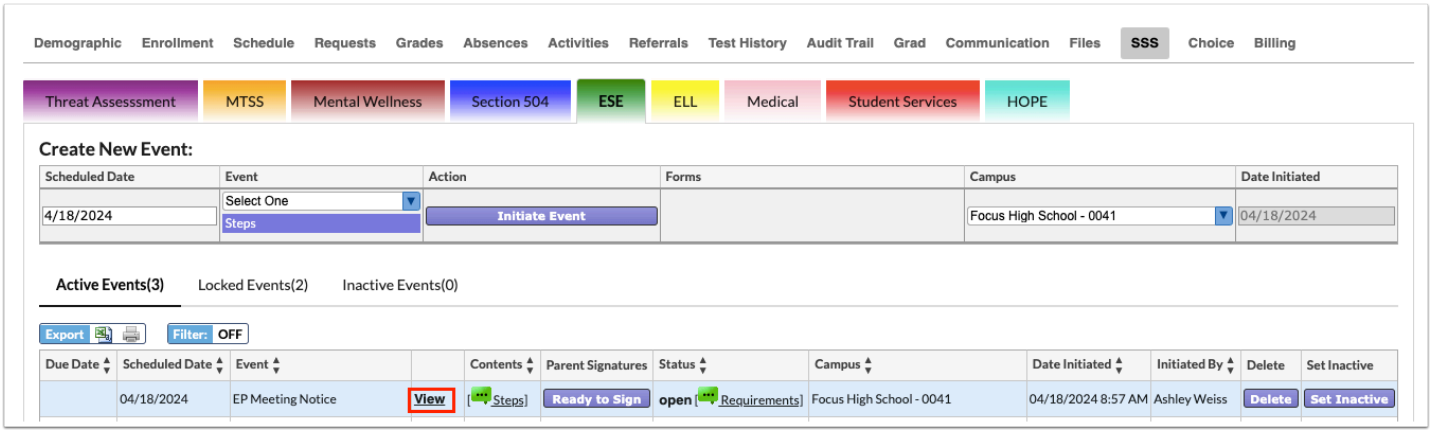
14. Click **Print Form** and follow your printer's prompts.



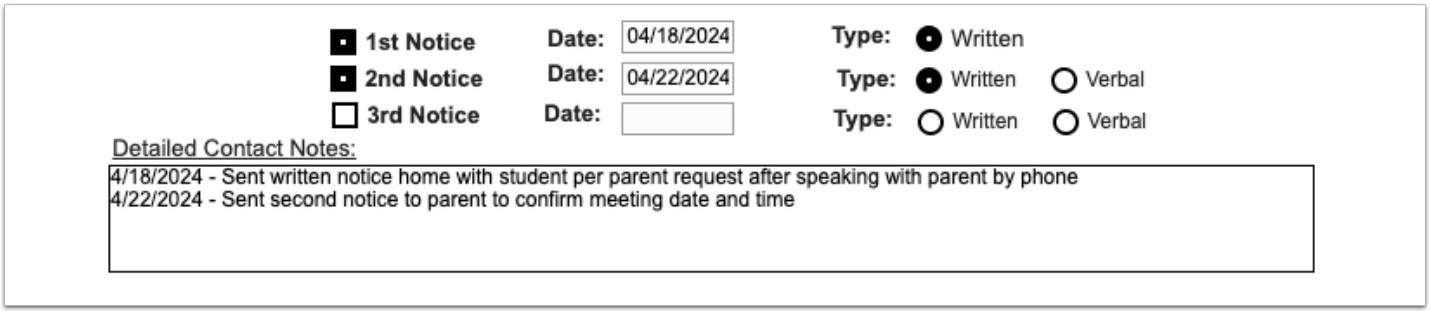
15. Click **Return to Focus** when finished.



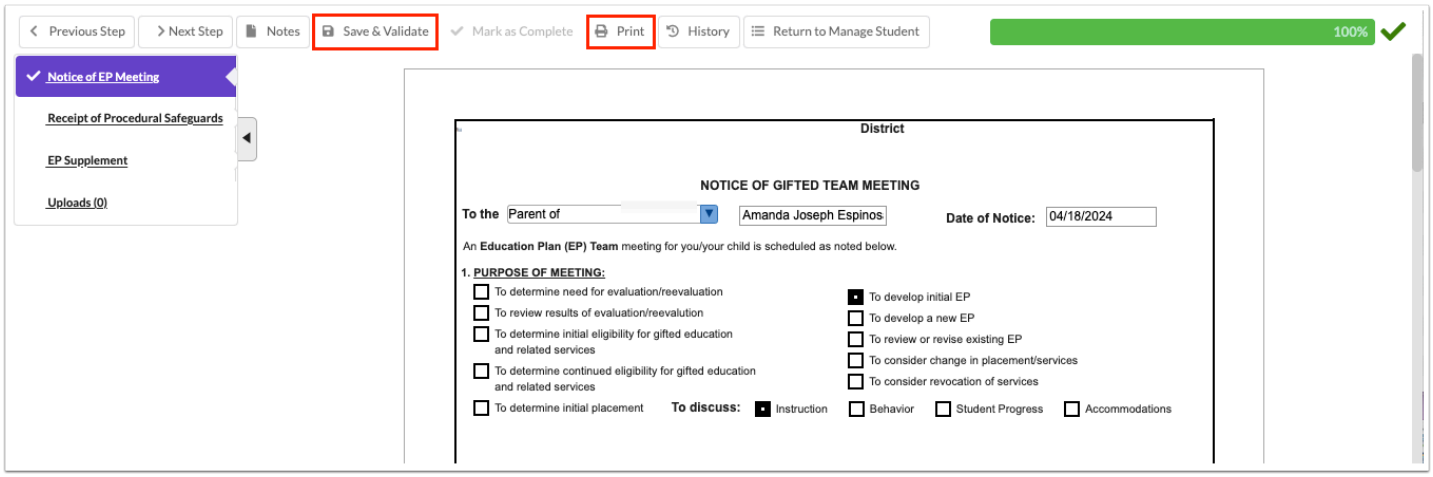
16. At the appropriate time, document the second notice by clicking **View** on the EP Meeting Notice event for the student.



17. At the bottom page 2 of the Notice of EP Meeting step, select **2nd Notice**, enter the **Date**, and select the **Type** of notice. Enter any **Contact Notes**.

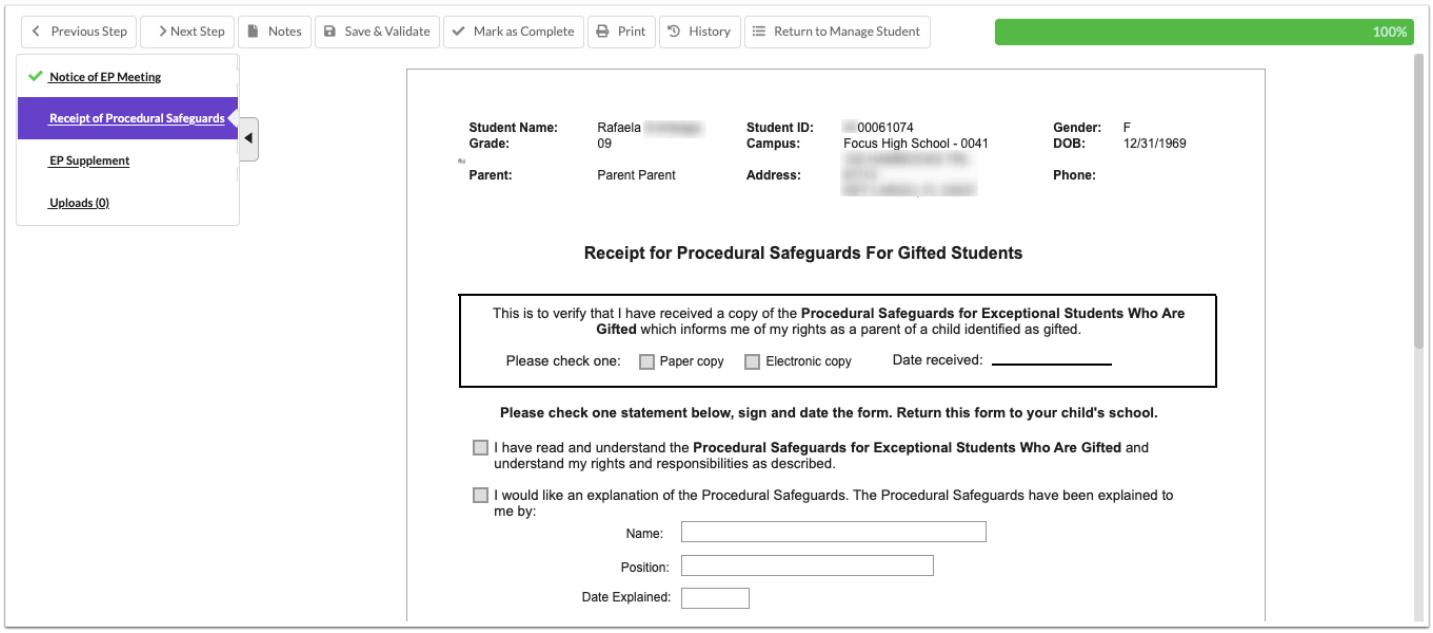


18. Click **Save & Validate** at the top of the screen. To print the notice, click **Print** and follow the same procedure as in steps 11-15 above.



Receipt of Procedural Safeguards

The Receipt of Procedural Safeguards can be printed from this event and given to the parent/guardian. The parent/guardian can also electronically sign the form.

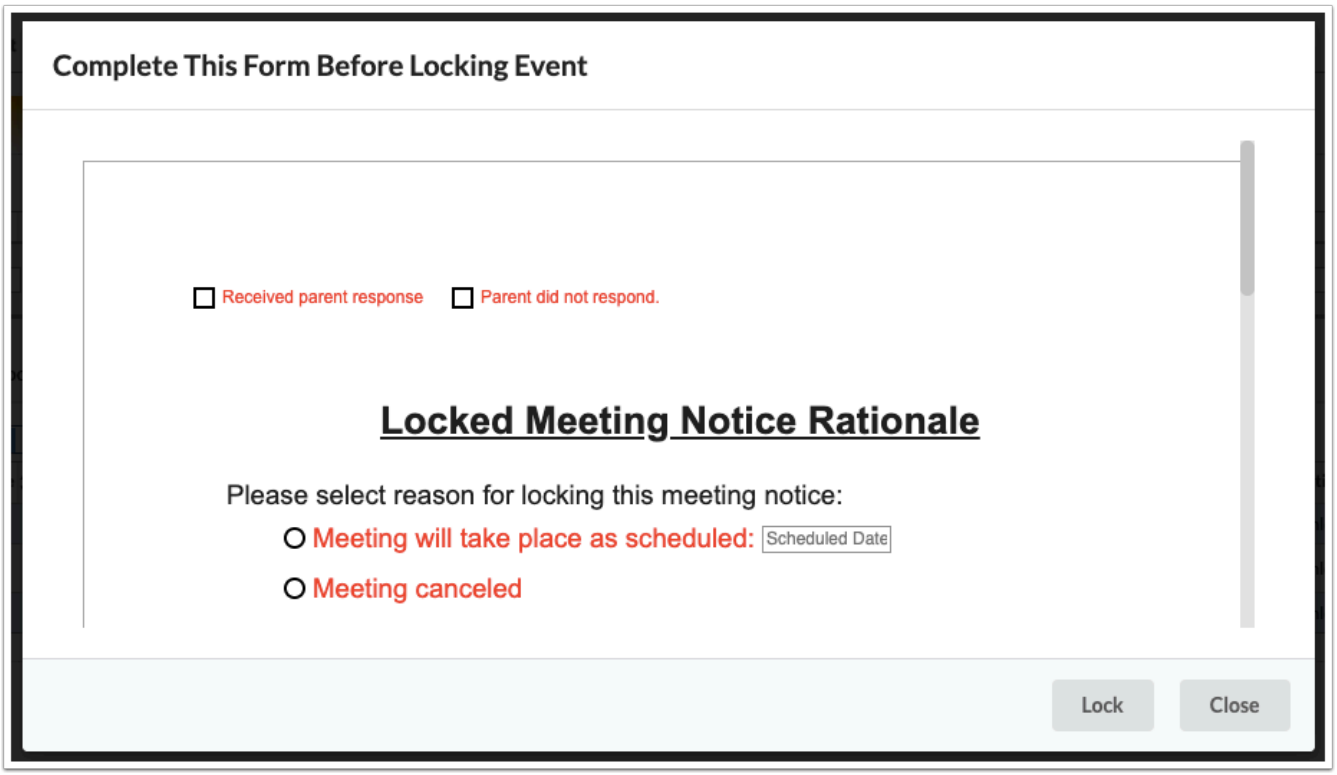


Locking the EP Meeting Notice

At the appropriate time after both notices have been sent, the meeting notice event can be locked by the individual with profile permission.

1. In the Active Events tab, locate the EP Meeting Notice event and click **Lock**.

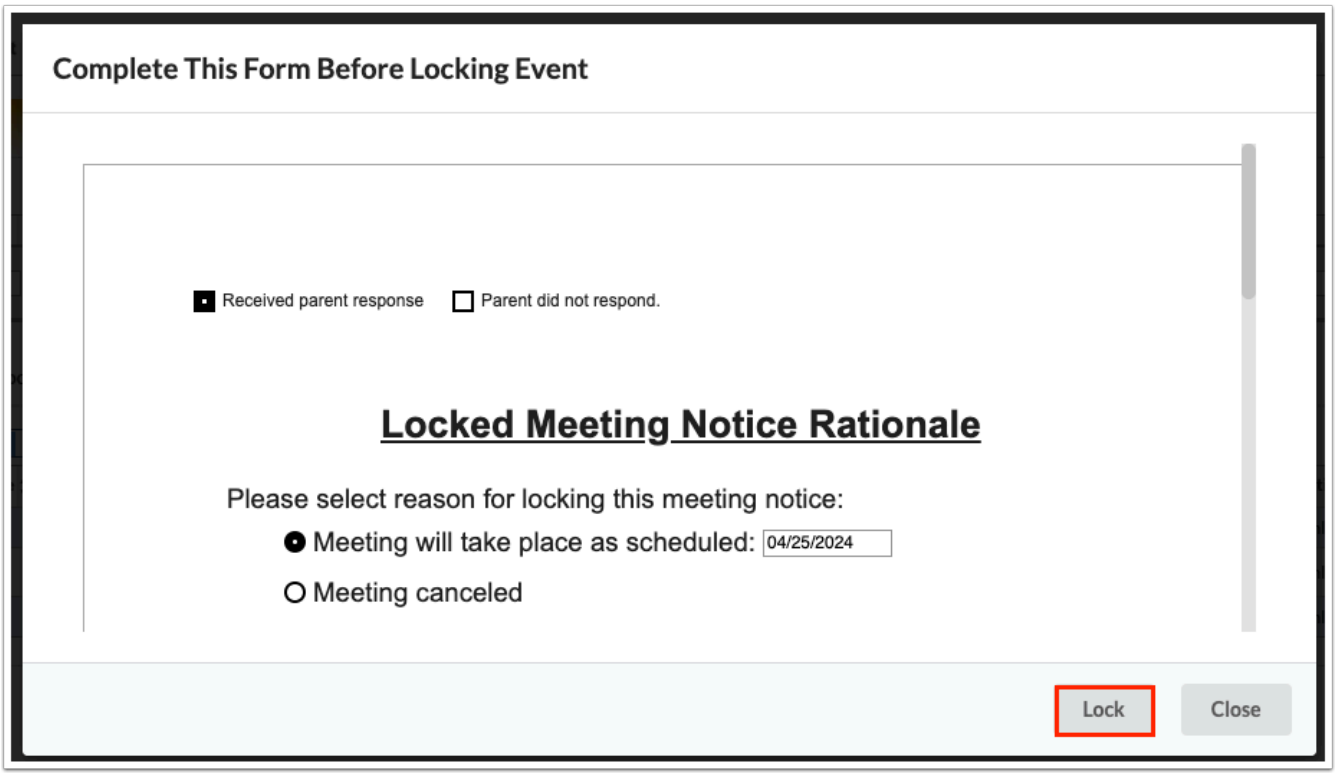
A pop-up window displays with a form that must be completed.



2. Select the check box that indicates the parent's/guardian's response.

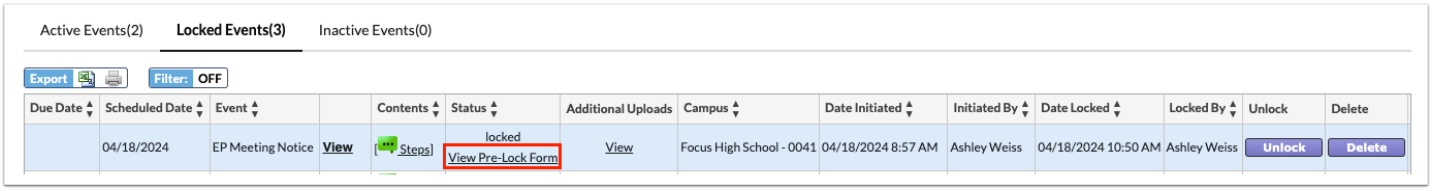
3. Select an option to indicate that the meeting will take place as scheduled, the meeting was canceled, or if new notice is required.

4. Click **Lock**.



The event is moved to the Locked Events tab.

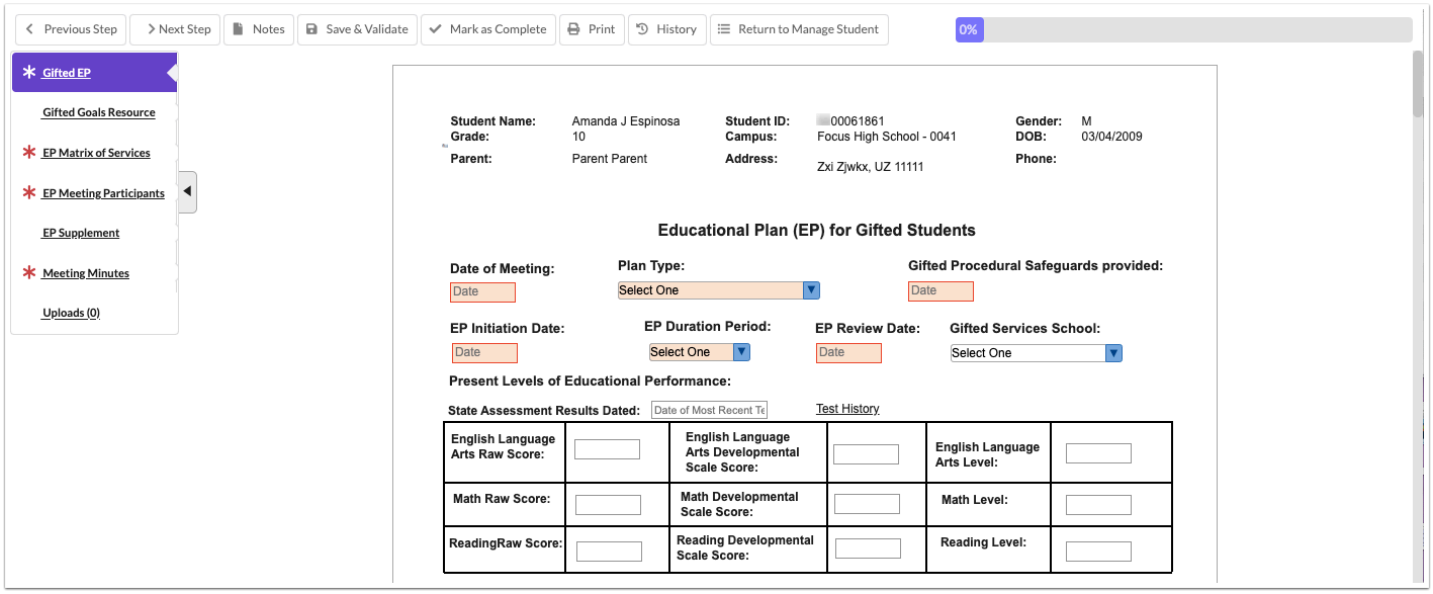
To view the form that was completed upon locking the event, click the **View Pre-Lock Form** link in the Status column.



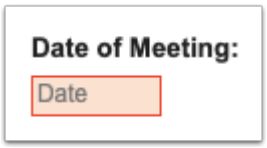
EP for Gifted Students

After the EP Meeting Notice is locked, the EP for Gifted Students event can be initiated for the student.

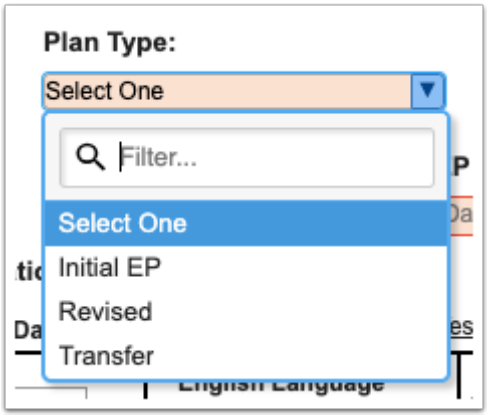
Gifted EP



1. Select the **Date of Meeting**.



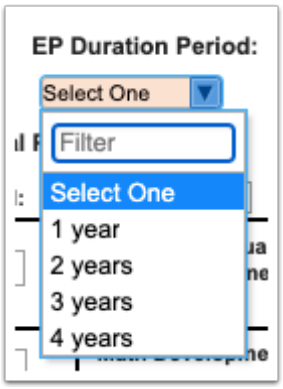
2. Select the **Plan Type**.



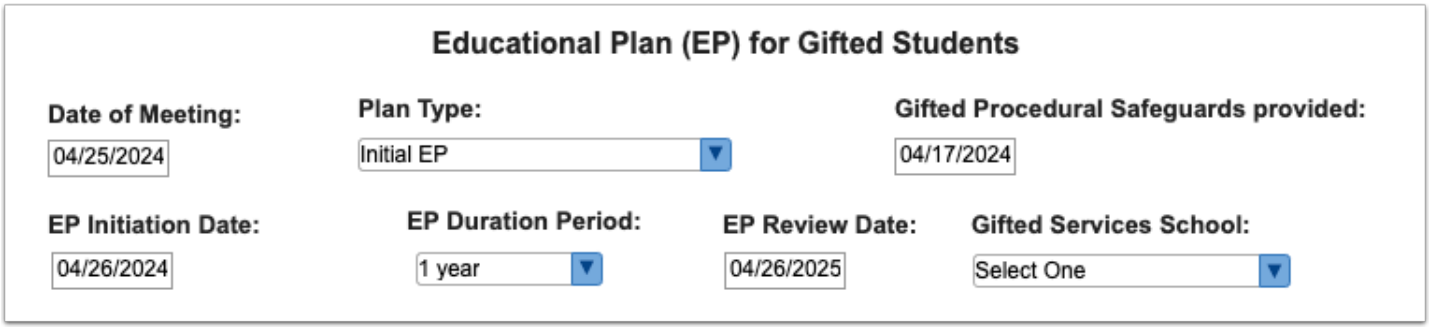
3. Select the date for the **Gifted Procedural Safeguards provided.**

4. Select the **EP Initiation Date.**

5. Select the **EP Duration Period.**

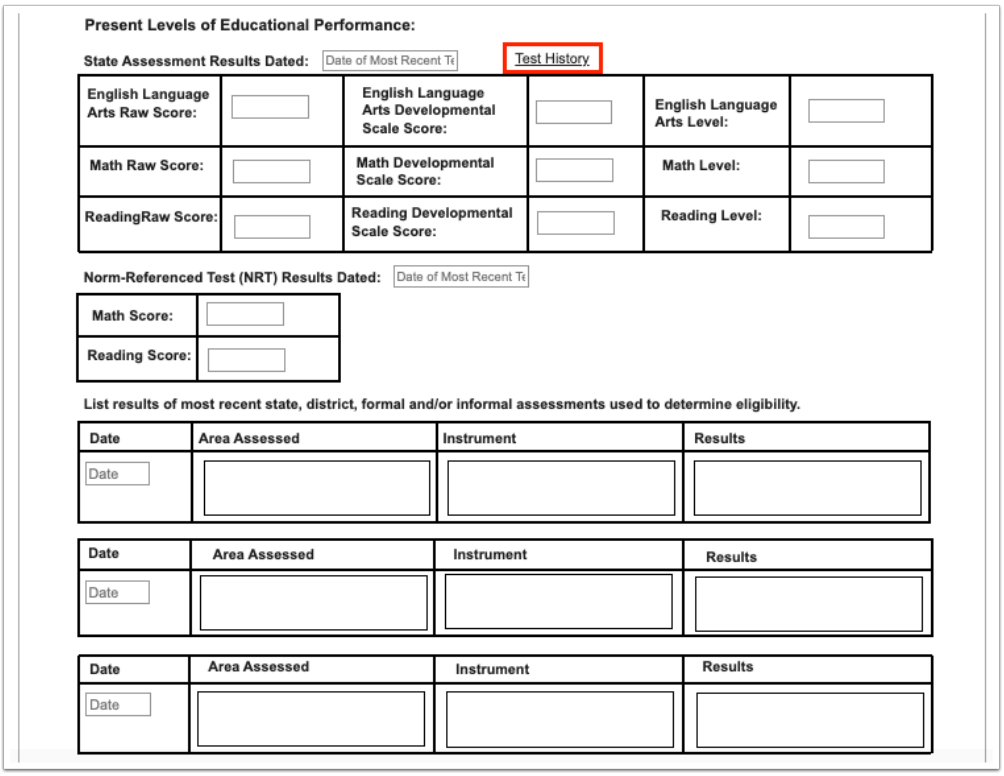


The EP Review Date will auto-populate based on the EP Initiation Date and EP Duration Period.



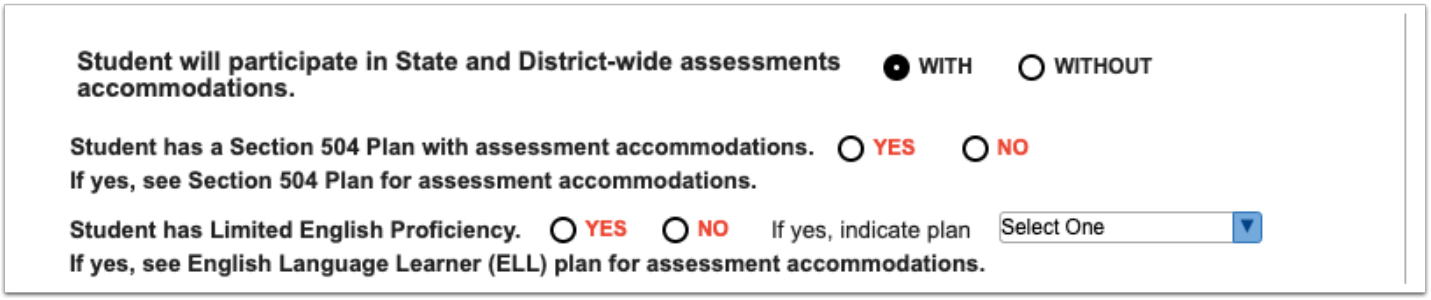
6. Select the **Gifted Services School** if the student will receive gifted services at a school other than the current school of enrollment.

7. Enter the student's assessment information. Click the **Test History** link to open the student's Test History in a new tab.

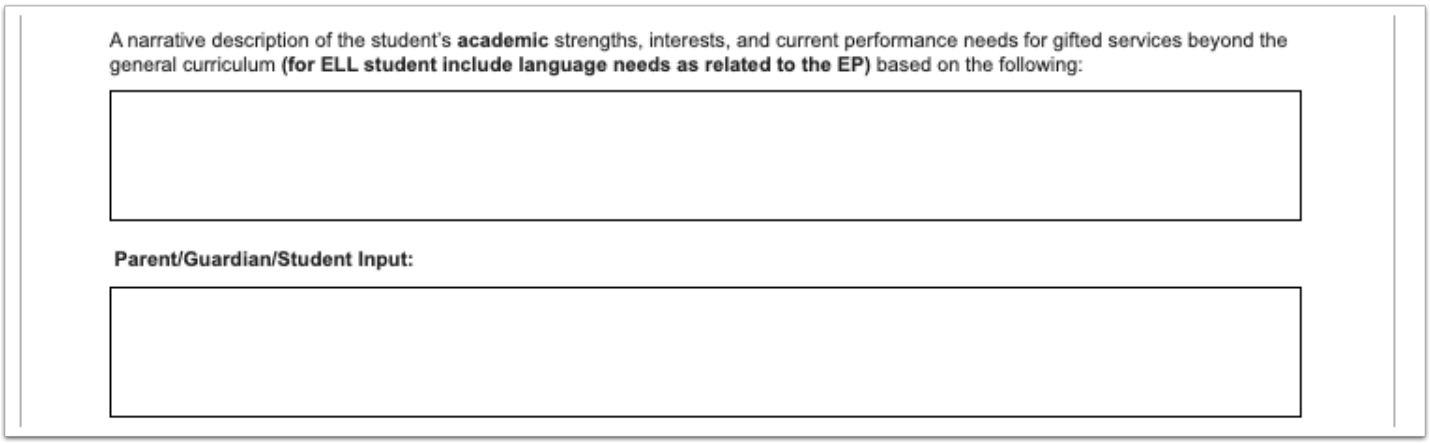


8. At the top of page 2, select whether the student will participate in state and district-wide assessments with or without accommodations.

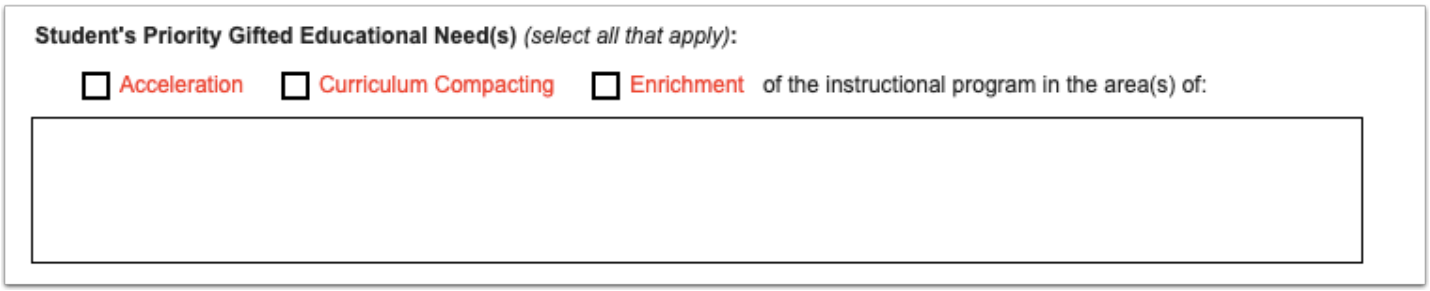
When WITH is selected, the next two questions on page 2 will become enabled and required.



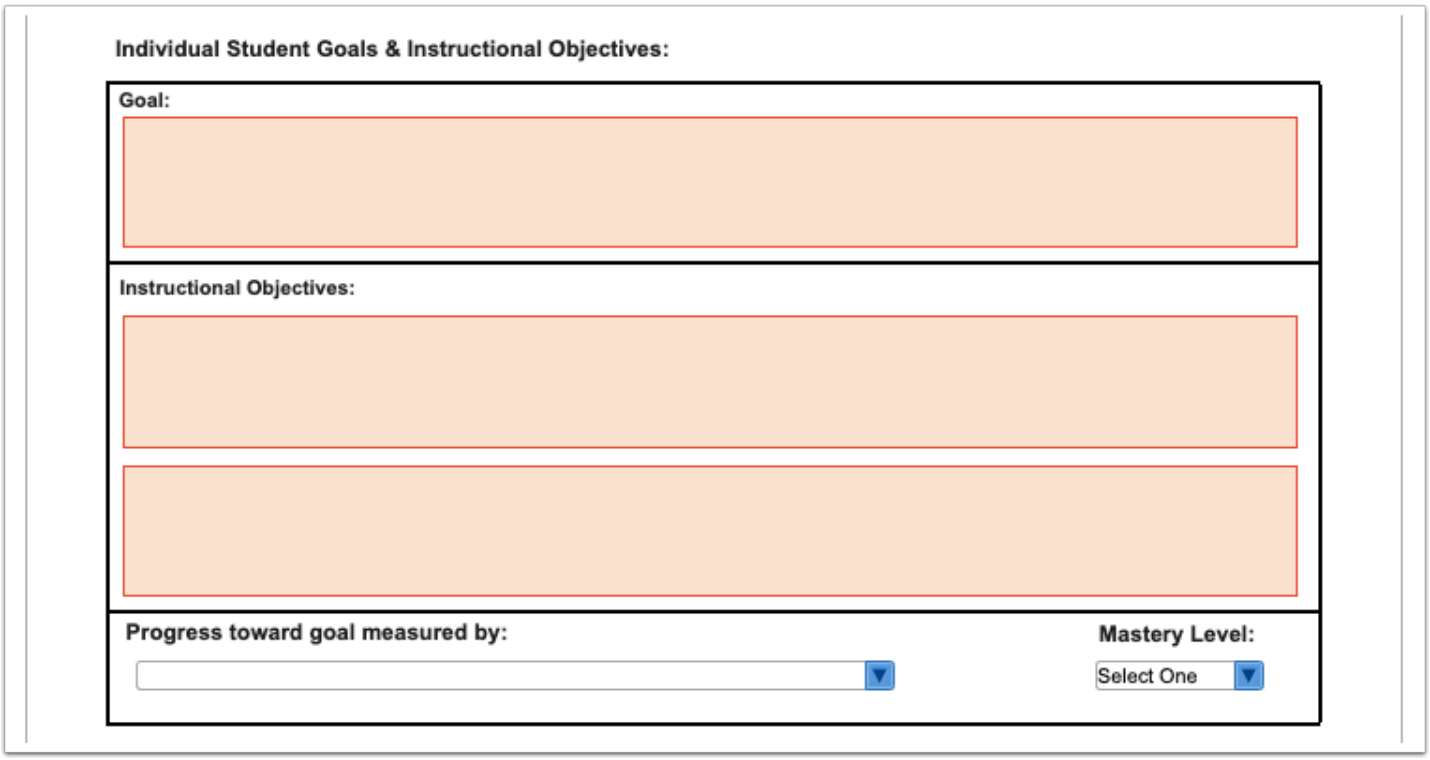
9. Enter a narrative description of the student's needs for gifted services beyond the general curriculum and the basis for that determination. Enter the parent, guardian, and/or student input.



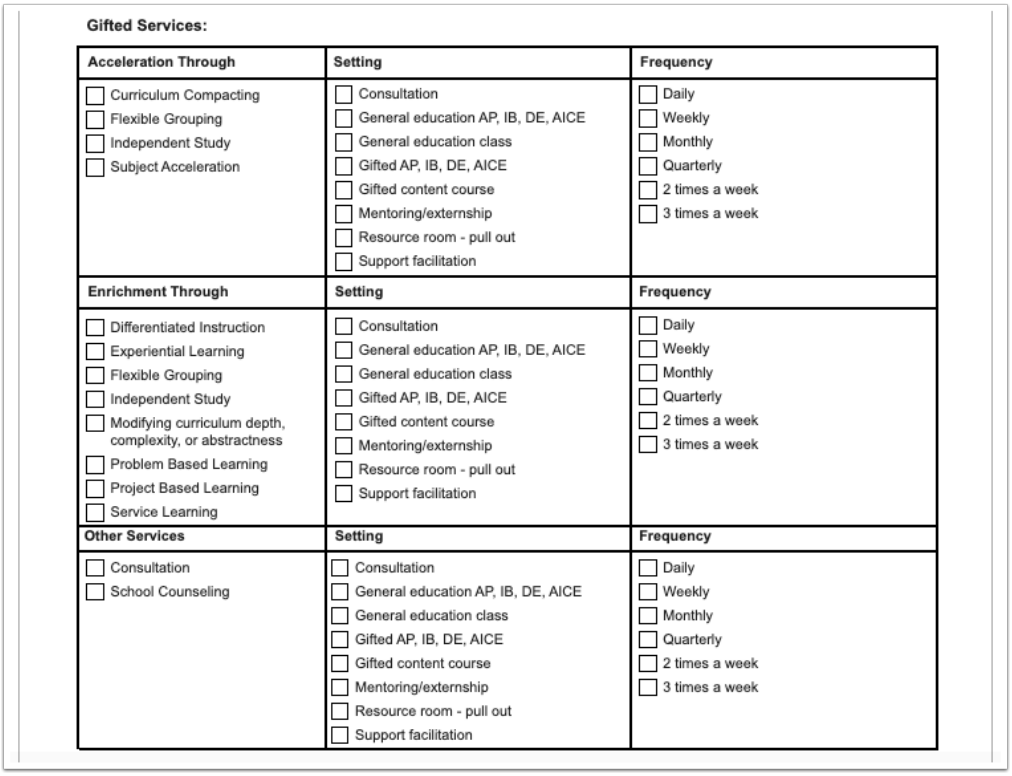
10. Select one or multiple priority gifted educational needs and enter a description of the area(s).



11. In the Individual Student Goals & Instructional Objectives section, enter the student's goals and objectives.



12. Select the gifted services the student will receive.



Gifted Services:

Acceleration Through	Setting	Frequency
☐ Curriculum Compacting ☐ Flexible Grouping ☐ Independent Study ☐ Subject Acceleration	☐ Consultation ☐ General education AP, IB, DE, AICE ☐ General education class ☐ Gifted AP, IB, DE, AICE ☐ Gifted content course ☐ Mentoring/externship ☐ Resource room - pull out ☐ Support facilitation	☐ Daily ☐ Weekly ☐ Monthly ☐ Quarterly ☐ 2 times a week ☐ 3 times a week
Enrichment Through	**Setting**	**Frequency**
☐ Differentiated Instruction ☐ Experiential Learning ☐ Flexible Grouping ☐ Independent Study ☐ Modifying curriculum depth, complexity, or abstractness ☐ Problem Based Learning ☐ Project Based Learning ☐ Service Learning	☐ Consultation ☐ General education AP, IB, DE, AICE ☐ General education class ☐ Gifted AP, IB, DE, AICE ☐ Gifted content course ☐ Mentoring/externship ☐ Resource room - pull out ☐ Support facilitation	☐ Daily ☐ Weekly ☐ Monthly ☐ Quarterly ☐ 2 times a week ☐ 3 times a week
Other Services	**Setting**	**Frequency**
☐ Consultation ☐ School Counseling	☐ Consultation ☐ General education AP, IB, DE, AICE ☐ General education class ☐ Gifted AP, IB, DE, AICE ☐ Gifted content course ☐ Mentoring/externship ☐ Resource room - pull out ☐ Support facilitation	☐ Daily ☐ Weekly ☐ Monthly ☐ Quarterly ☐ 2 times a week ☐ 3 times a week

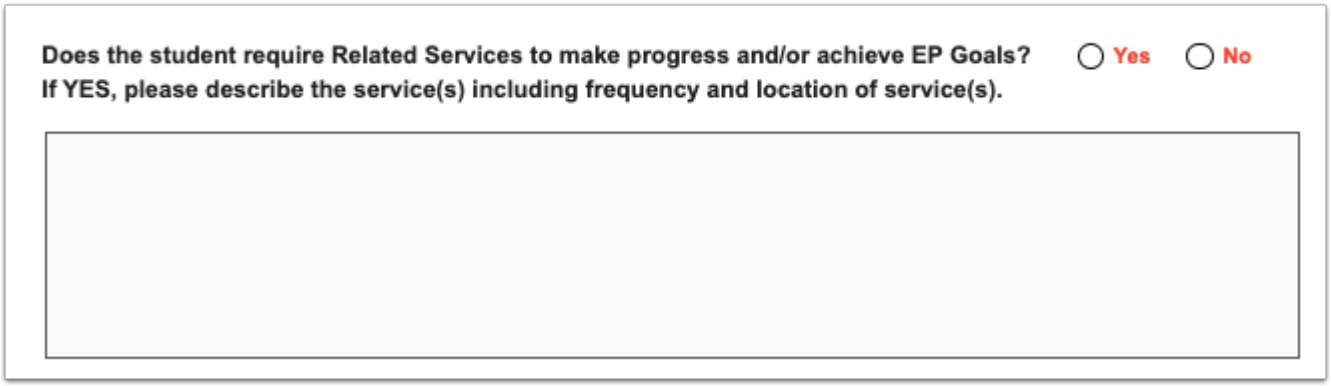
13. Select the **Frequency of EP Goals Progress Reporting to parent(s)/guardians(s).**

When Other is selected, the text box becomes enabled for you to specify.

Frequency of EP Goals Progress Reporting to parent(s)/guardians(s): Other (specify) ▼ Other

14. Select whether the student requires related services.

If Yes is selected, the text box becomes enabled to describe the services.



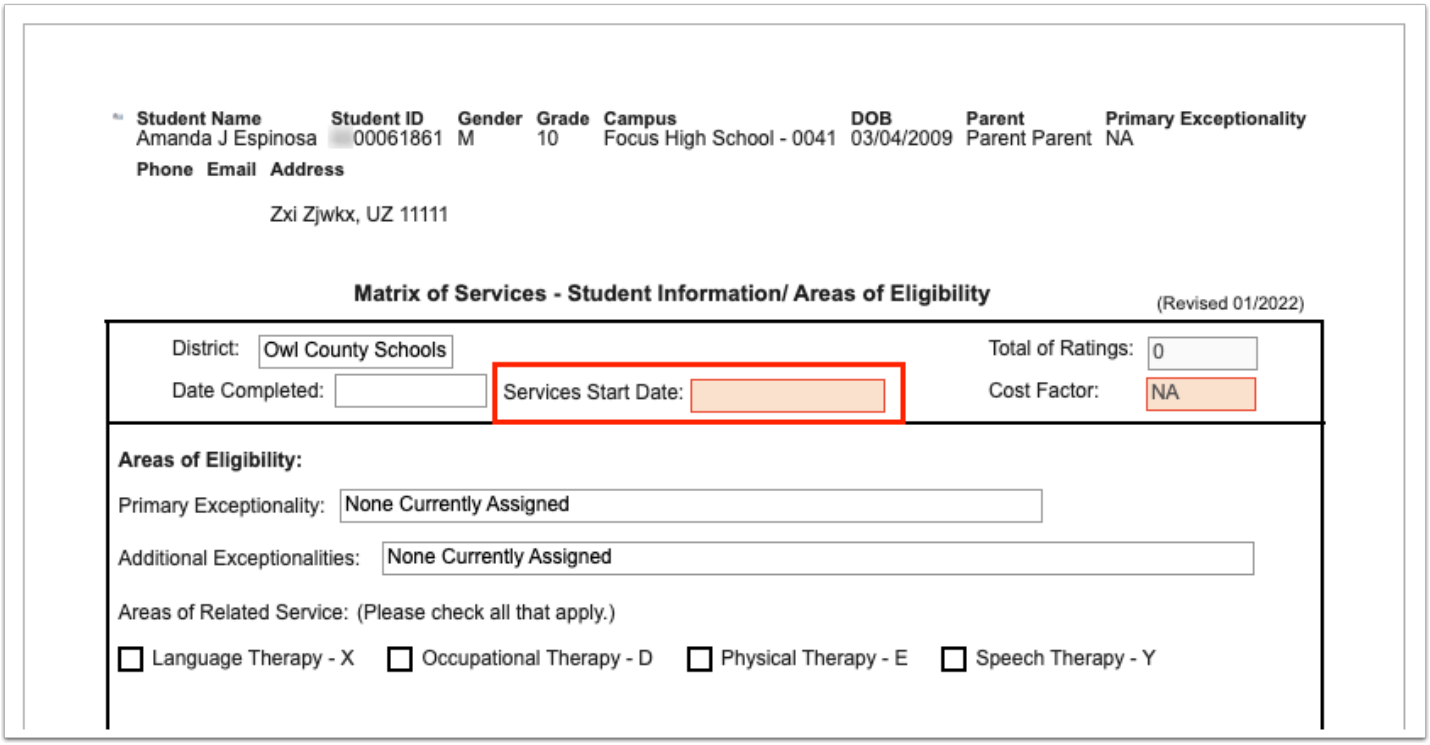
Does the student require Related Services to make progress and/or achieve EP Goals? ◯ Yes ◯ No

If YES, please describe the service(s) including frequency and location of service(s).

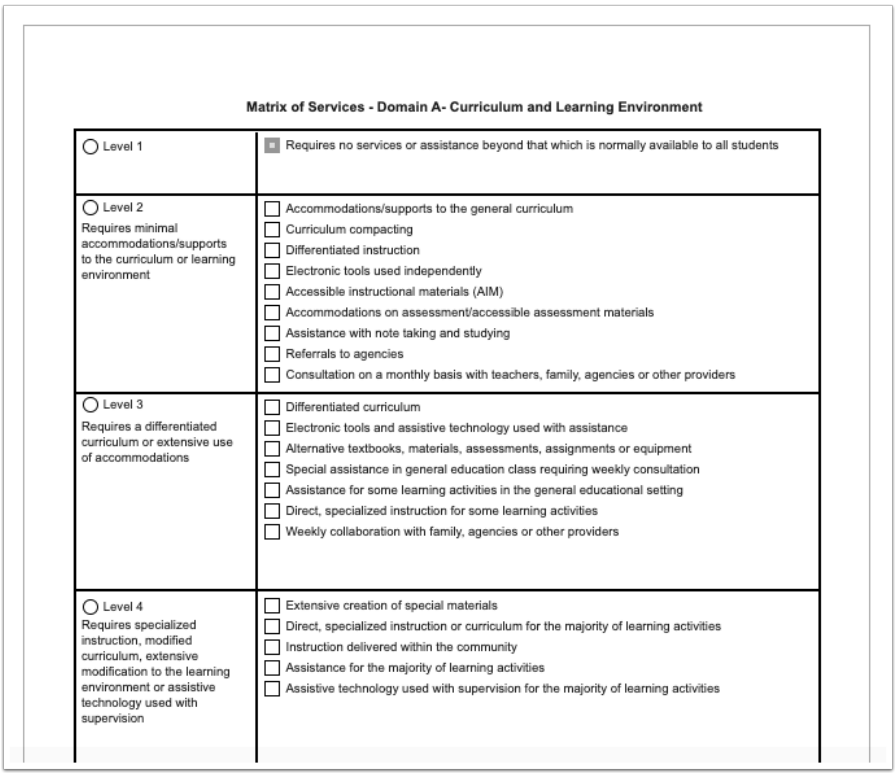
15. After completing the form, click **Save & Validate**.

EP Matrix of Services

1. Select the **Services Start Date**.



2. For each domain, select a **Level** and select the applicable boxes. The ratings and cost factor will auto-calculate as level values are selected.



Matrix of Services - Domain A- Curriculum and Learning Environment

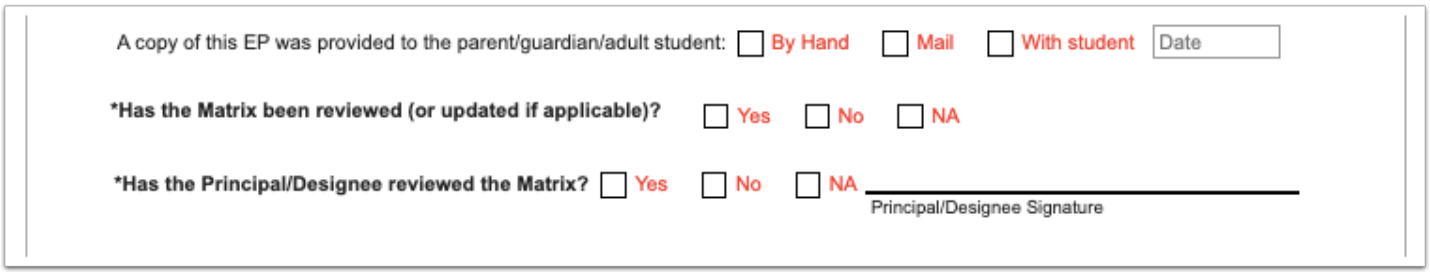
○ Level 1	☒ Requires no services or assistance beyond that which is normally available to all students
○ Level 2 Requires minimal accommodations/supports to the curriculum or learning environment	☐ Accommodations/supports to the general curriculum ☐ Curriculum compacting ☐ Differentiated instruction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

3. After completing the form, click **Save & Validate**.

EP Meeting Participants

Participants can electronically sign the form, or a blank signatures page (2 pages long) without the Draft watermark can be printed ahead of the meeting and scanned or uploaded back into the EP event prior to locking the event.

1. At the bottom of page 1, answer the required questions.

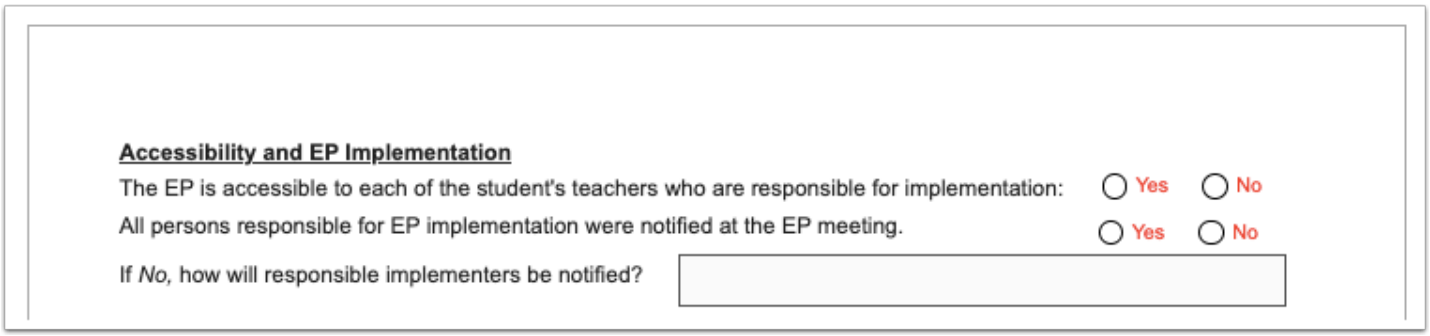


A copy of this EP was provided to the parent/guardian/adult student: ☐ By Hand ☐ Mail ☐ With student Date

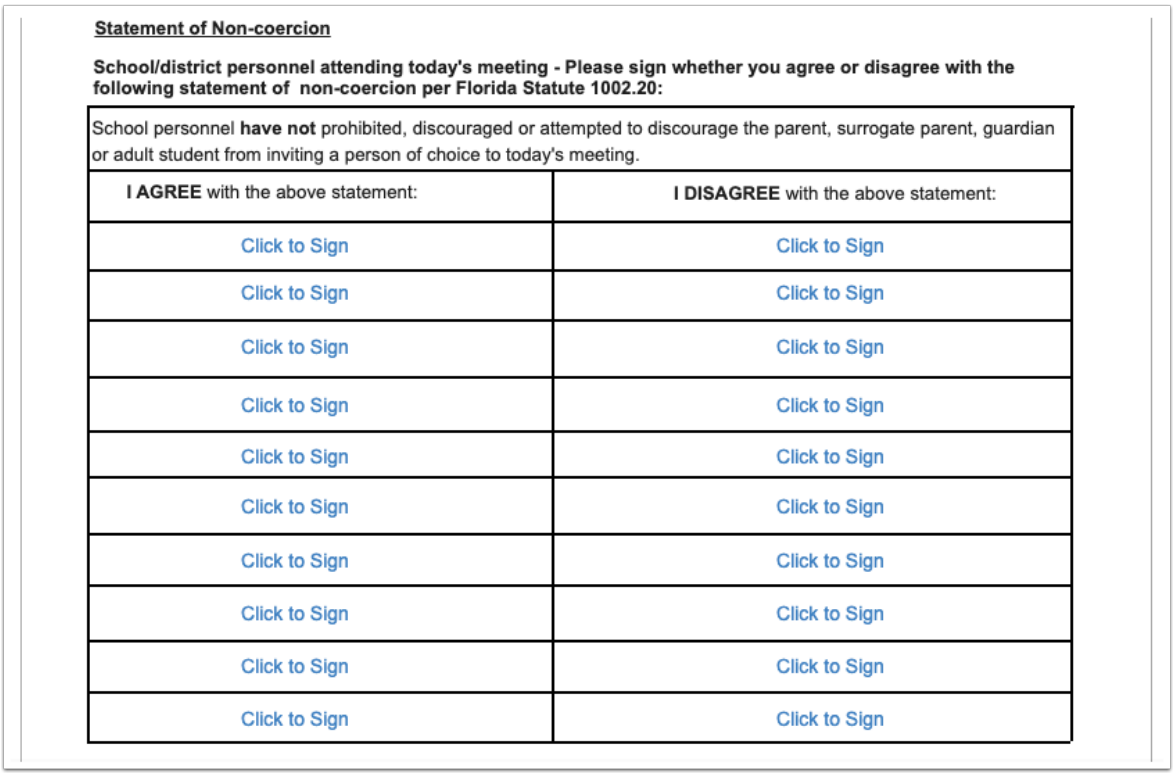
***Has the Matrix been reviewed (or updated if applicable)?** ☐ Yes ☐ No ☐ NA

***Has the Principal/Designee reviewed the Matrix?** ☐ Yes ☐ No ☐ NA _____
Principal/Designee Signature

2. At the top of page 2, answer the required questions.



3. Ensure the staff signs the statement of non-coercion.



Statement of Non-coercion

School/district personnel attending today's meeting - Please sign whether you agree or disagree with the following statement of non-coercion per Florida Statute 1002.20:

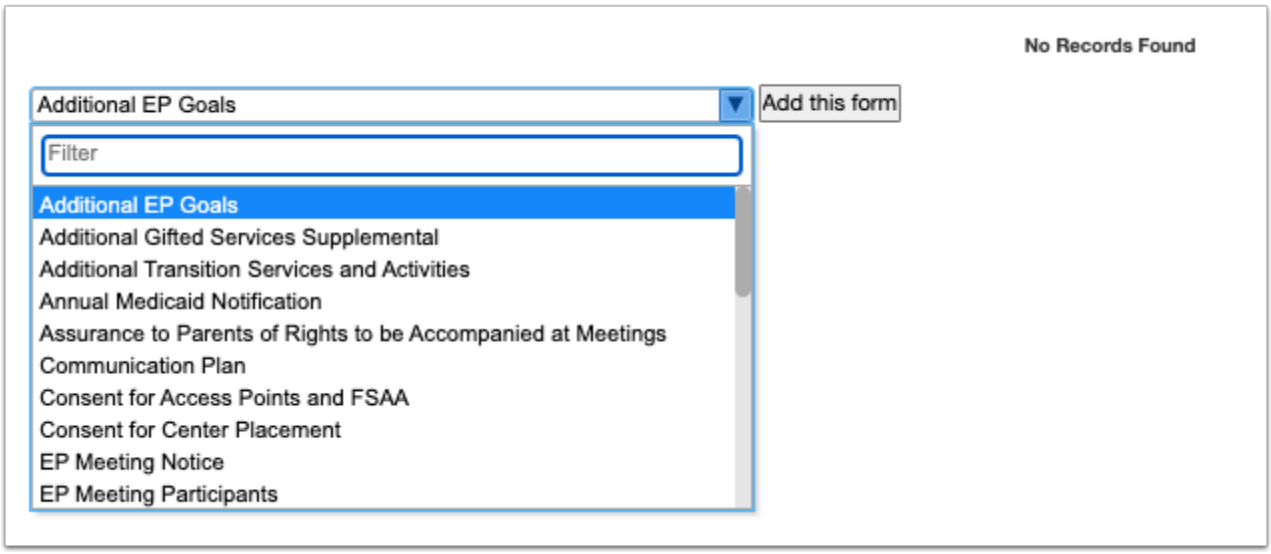
School personnel **have not** prohibited, discouraged or attempted to discourage the parent, surrogate parent, guardian or adult student from inviting a person of choice to today's meeting.	
I AGREE with the above statement:	**I DISAGREE** with the above statement:
Click to Sign	Click to Sign
Click to Sign	Click to Sign
Click to Sign	Click to Sign
Click to Sign	Click to Sign
Click to Sign	Click to Sign
Click to Sign	Click to Sign
Click to Sign	Click to Sign
Click to Sign	Click to Sign
Click to Sign	Click to Sign
Click to Sign	Click to Sign

4. After completing all required fields, click **Save & Validate**.

EP Supplements

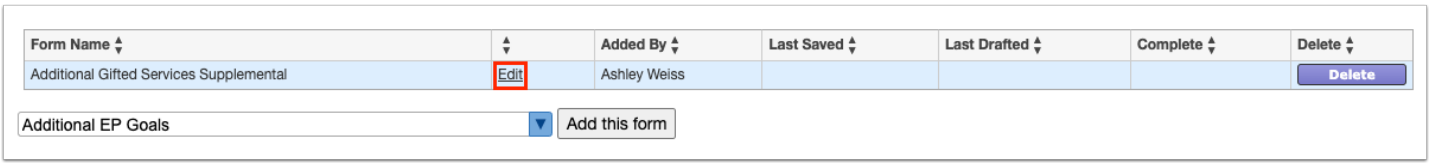
If needed, supplemental forms can be selected to be completed at the EP meeting and/or to be sent home for the parent.

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

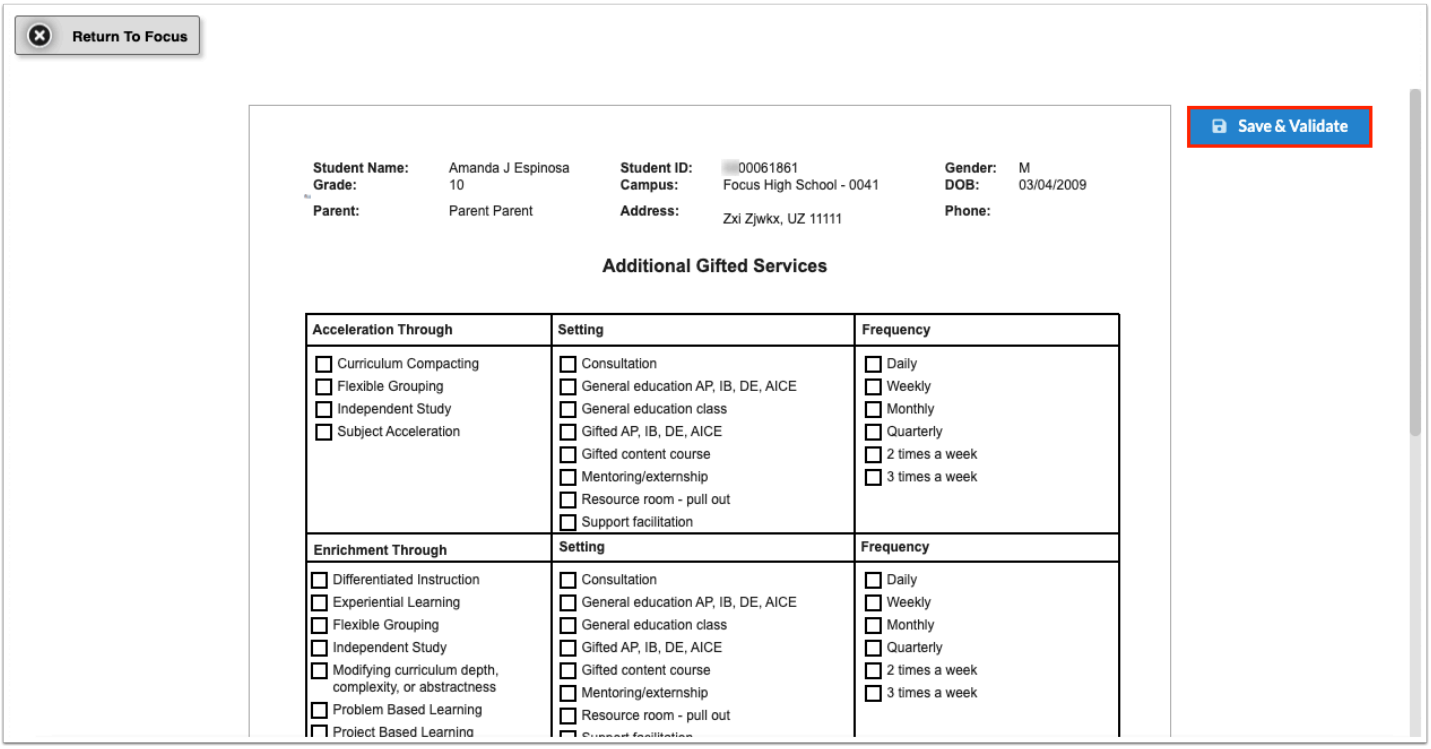


The selected form is added to the table.

2. Click the **Edit** link.



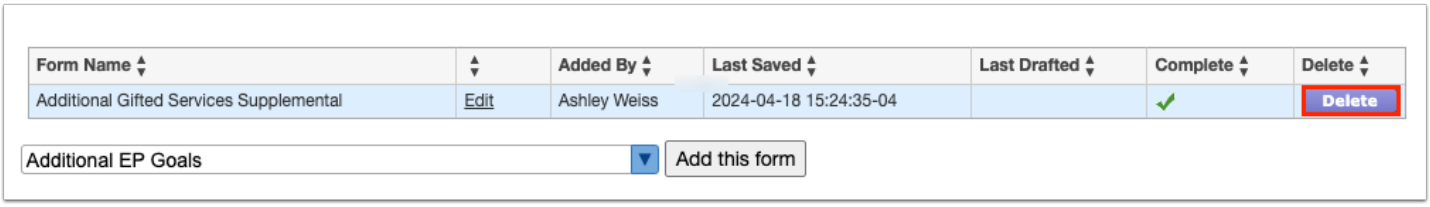
3. Complete the form and click **Save & Validate** when finished.



4. Click **Return to Focus**.

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.

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

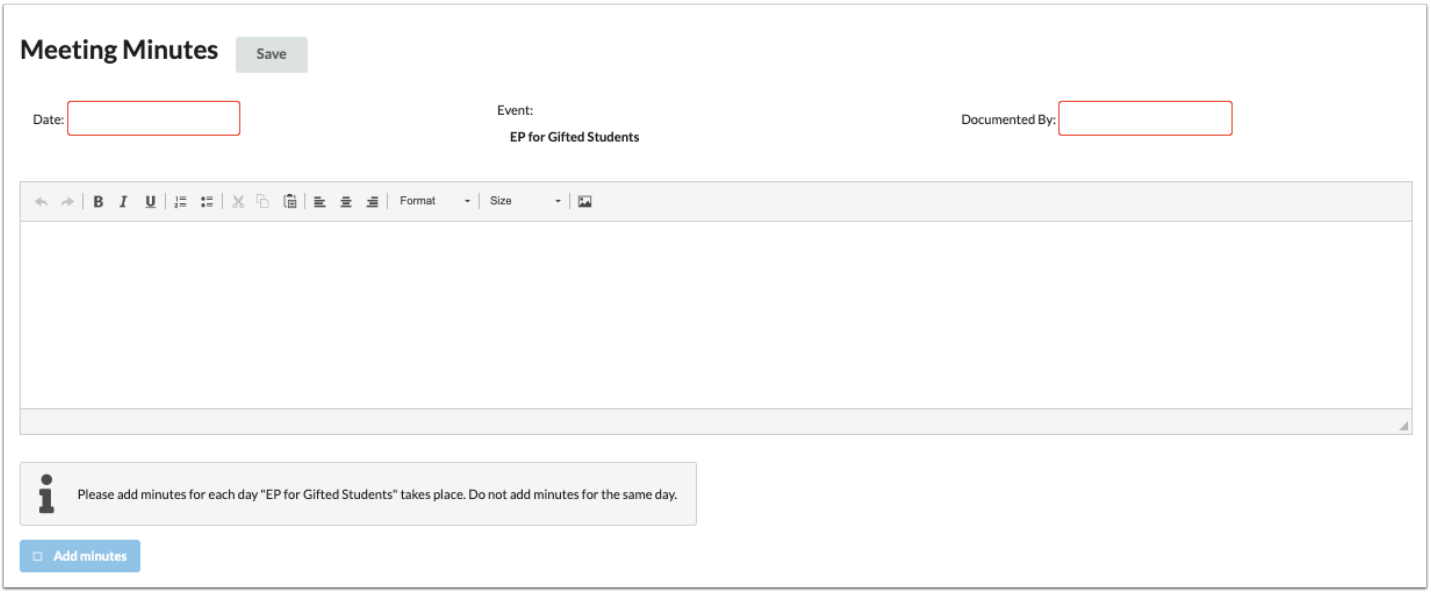


The number of supplemental forms added to the student's event will display in parentheses next to the Supplement step on the steps menu.

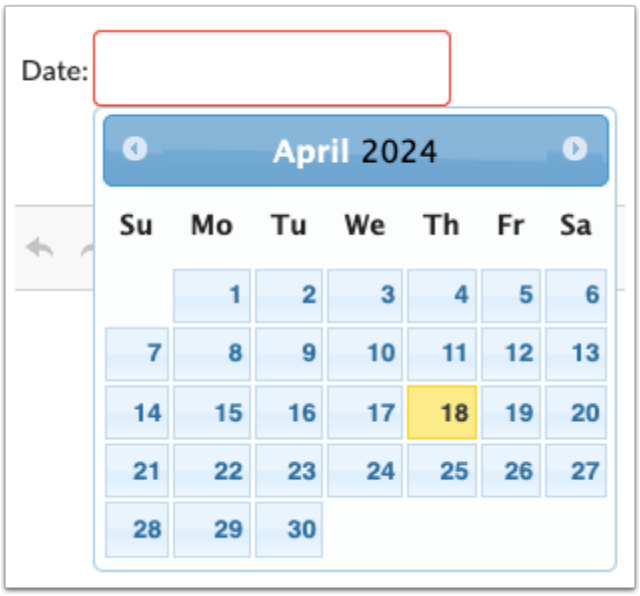
Meeting Minutes

A different team member can be documenting the Meeting Minutes at the same time another team member is completing each of the EP steps/forms. Minutes can also be copied and pasted from a Word document.

Though two users can view/edit the same student, a warning message will display for one of the users if both try to fill out the same step at the same time. The warning "This step cannot be edited because it is already being edited" displays for the second user when they click on a step that is currently being edited by the first user.



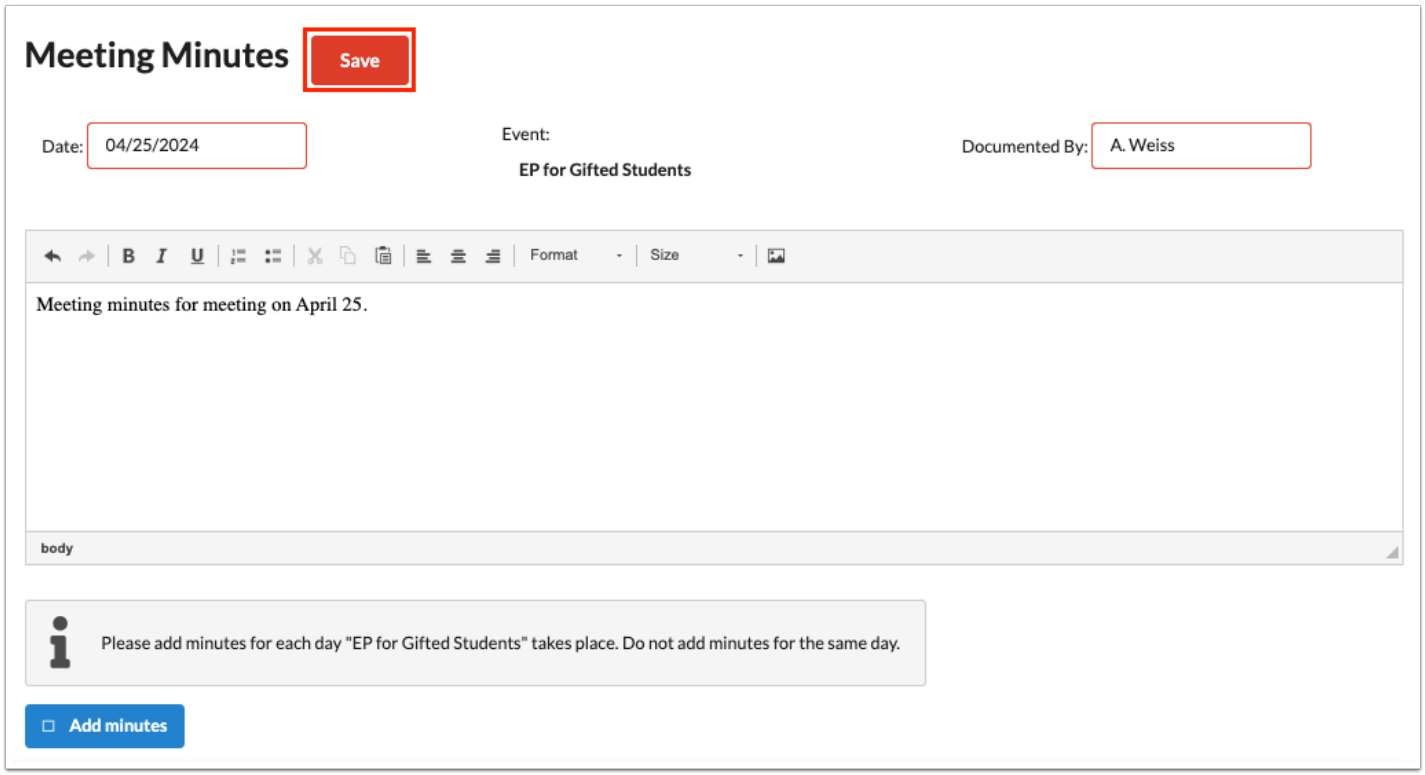
1. Select the **Date** of the meeting.



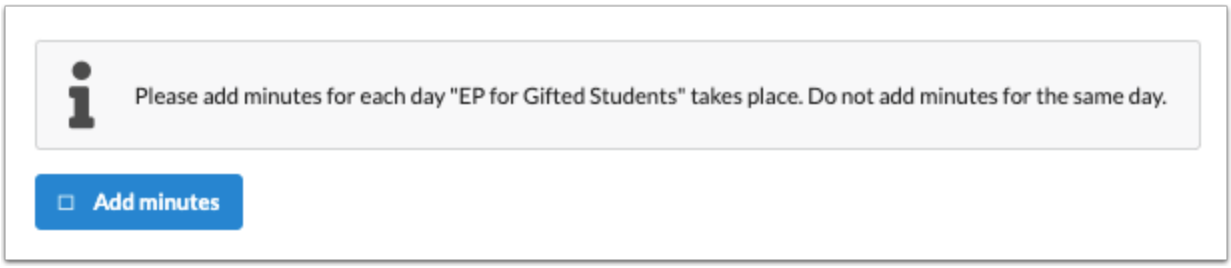
2. Enter who the form is being **Documented By**.

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

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



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.



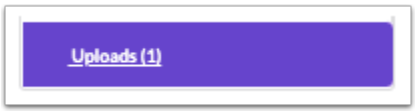
Uploads

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.

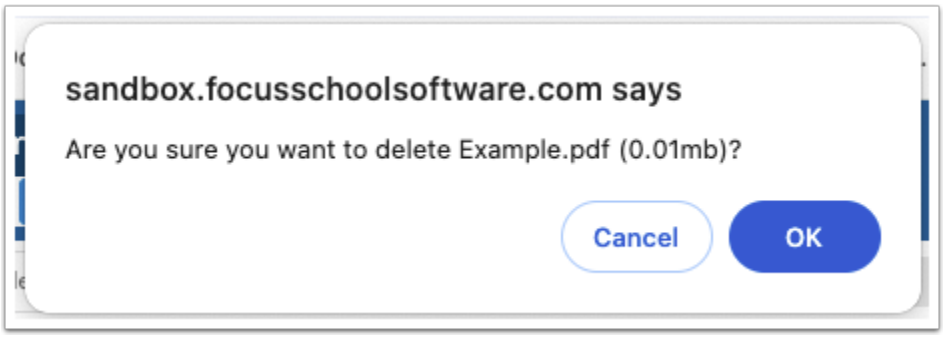


4. Click the pencil icon to edit the title of the file.

After making a title change, click the green check mark to save the change, or the red X to discard the change and keep the original file name.

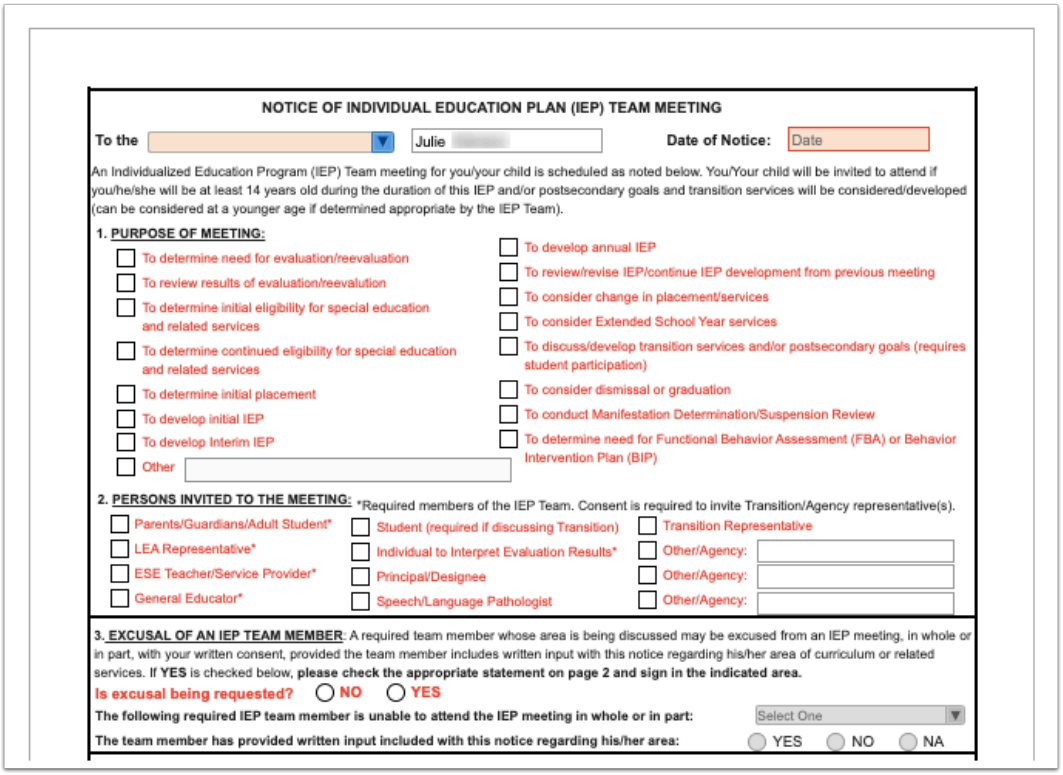
5. Click the red minus sign to delete the upload.

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

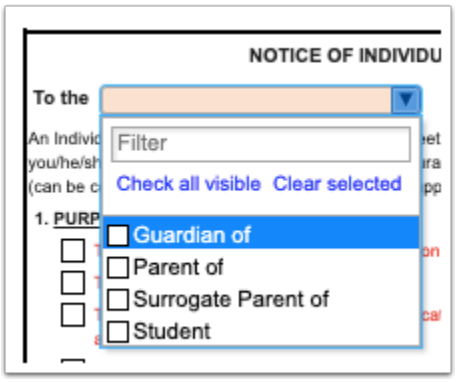


Eligibility Determination Meeting

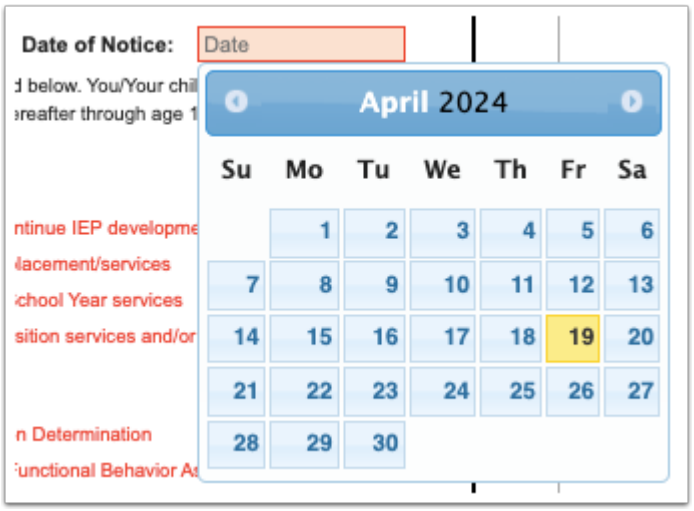
Meeting Notification



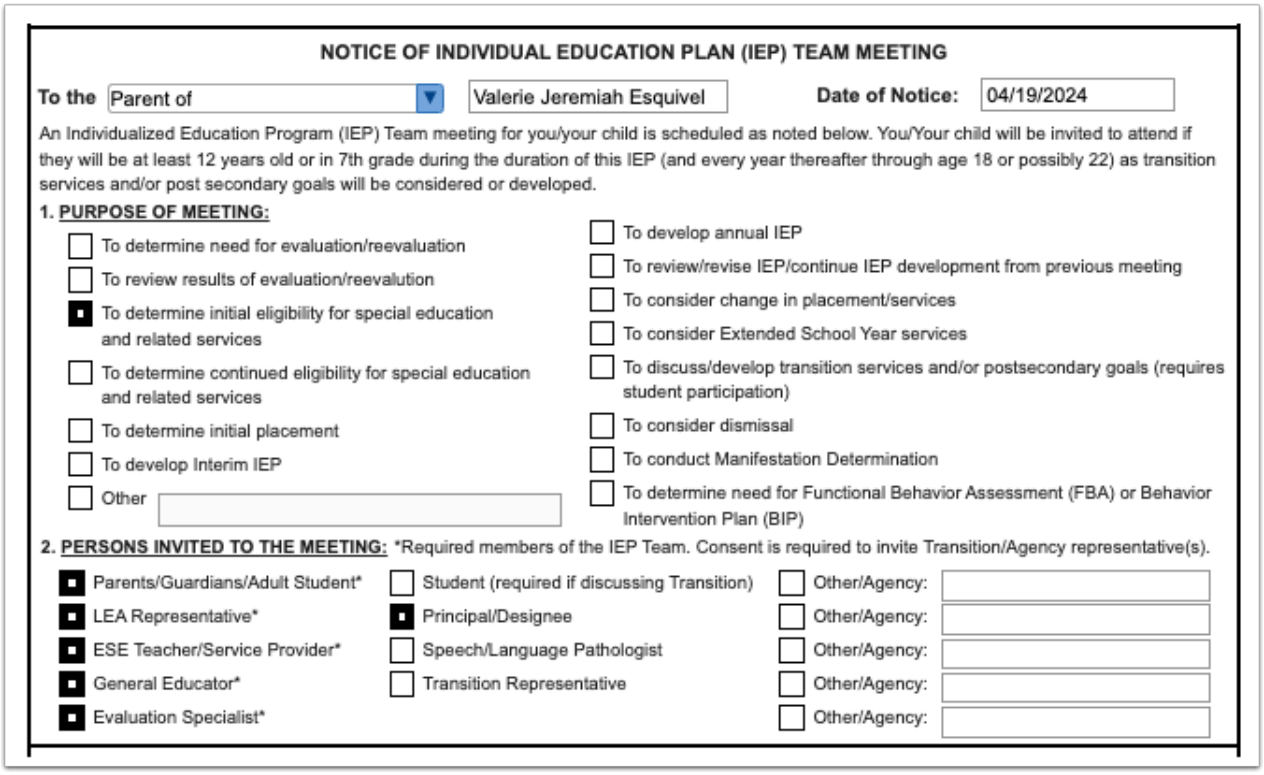
1. Select the recipient of the letter from the **To the** pull-down menu.



2. Select the **Date of Notice.**



3. Select the **Purpose of Meeting** and **Persons Invited to the Meeting**.



NOTICE OF INDIVIDUAL EDUCATION PLAN (IEP) TEAM MEETING

To the Parent of | Valerie Jeremiah Esquivel | Date of Notice: 04/19/2024

An Individualized Education Program (IEP) Team meeting for you/your child is scheduled as noted below. You/Your child will be invited to attend if they will be at least 12 years old or in 7th grade during the duration of this IEP (and every year thereafter through age 18 or possibly 22) as transition services and/or post secondary goals will be considered or developed.

1. PURPOSE OF MEETING:

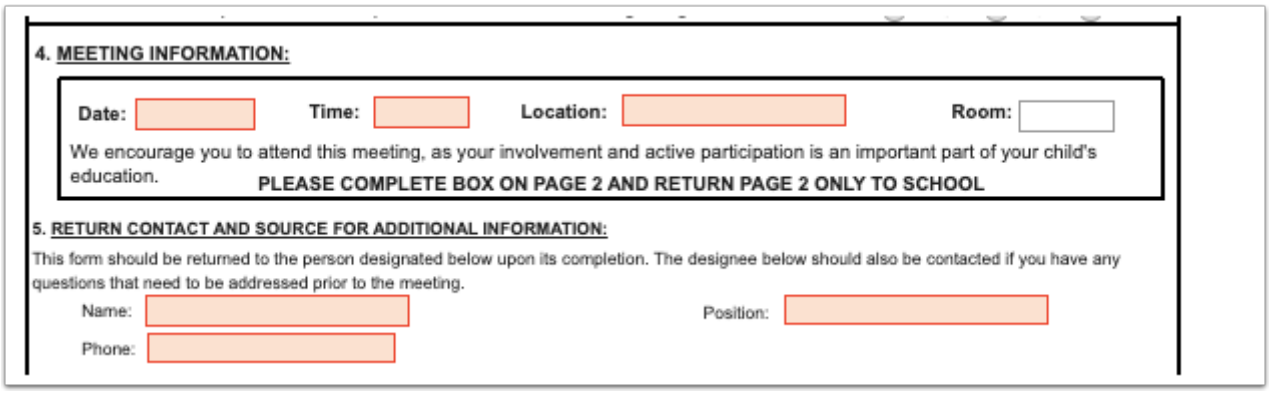
- ☐ To determine need for evaluation/reevaluation
- ☐ To review results of evaluation/reevalution
- ■ To determine initial eligibility for special education and related services
- ☐ To determine continued eligibility for special education and related services
- ☐ To determine initial placement
- ☐ To develop Interim IEP
- ☐ Other
- ☐ To develop annual IEP
- ☐ To review/revise IEP/continue IEP development from previous meeting
- ☐ To consider change in placement/services
- ☐ To consider Extended School Year services
- ☐ To discuss/develop transition services and/or postsecondary goals (requires student participation)
- ☐ To consider dismissal
- ☐ To conduct Manifestation Determination
- ☐ To determine need for Functional Behavior Assessment (FBA) or Behavior Intervention Plan (BIP)

2. PERSONS INVITED TO THE MEETING: *Required members of the IEP Team. Consent is required to invite Transition/Agency representative(s).

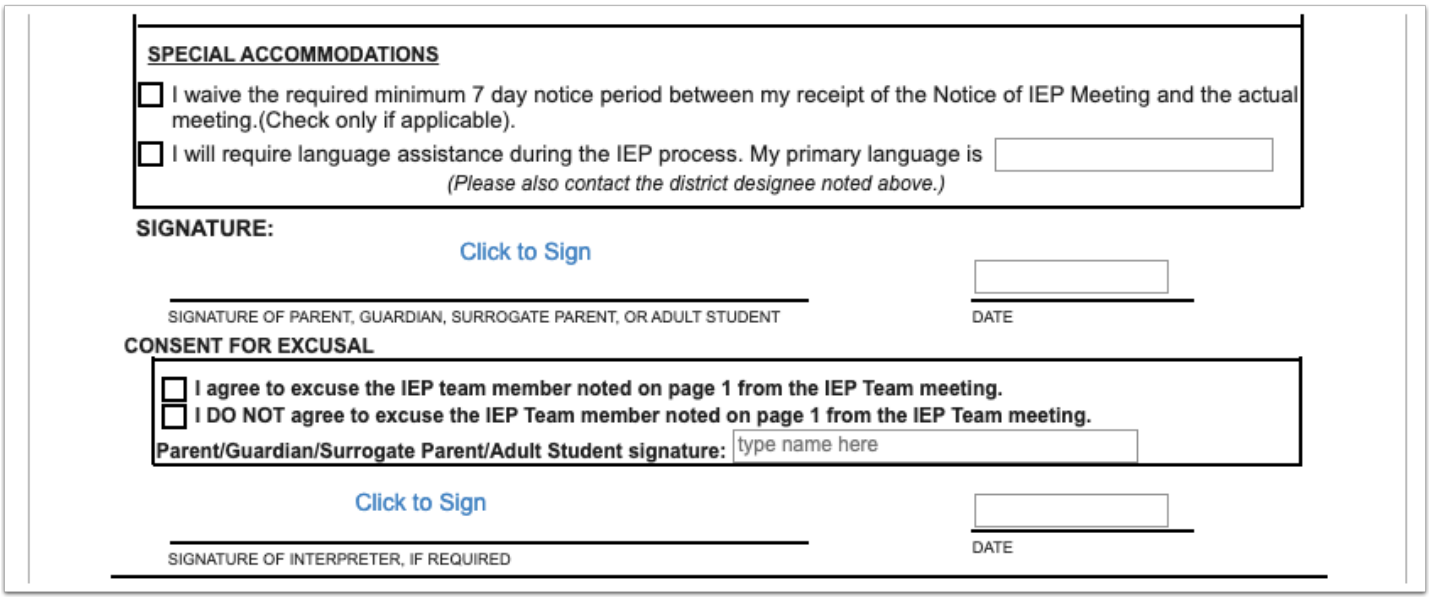
- ■ Parents/Guardians/Adult Student*
- ■ LEA Representative*
- ■ ESE Teacher/Service Provider*
- ■ General Educator*
- ■ Evaluation Specialist*
- ☐ Student (required if discussing Transition)
- ■ Principal/Designee
- ☐ Speech/Language Pathologist
- ☐ Transition Representative
- ☐ Other/Agency:
- ☐ Other/Agency:
- ☐ Other/Agency:
- ☐ Other/Agency:
- ☐ Other/Agency:

4. Fill in all required fields of the form.

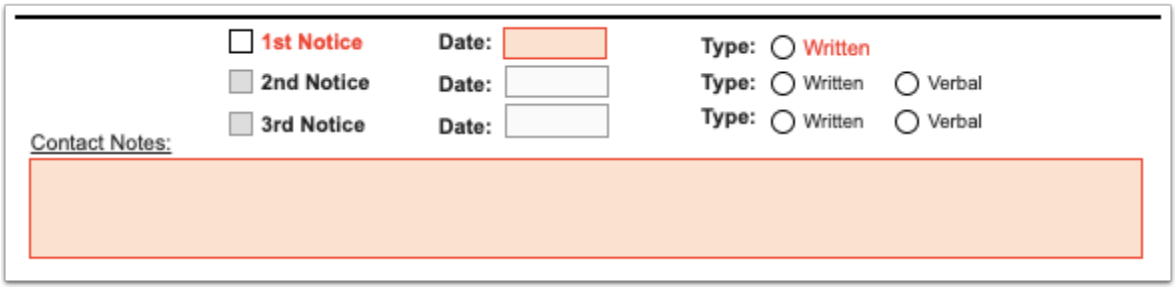
5. The contact and source for additional information and the Date, Time, Location, and Room in which the meeting will take place will auto-populate on the second page of the form when sections 4 and 5 are completed.



The parent and interpreter (if applicable) can electronically sign the form, or the form can be printed for signatures.



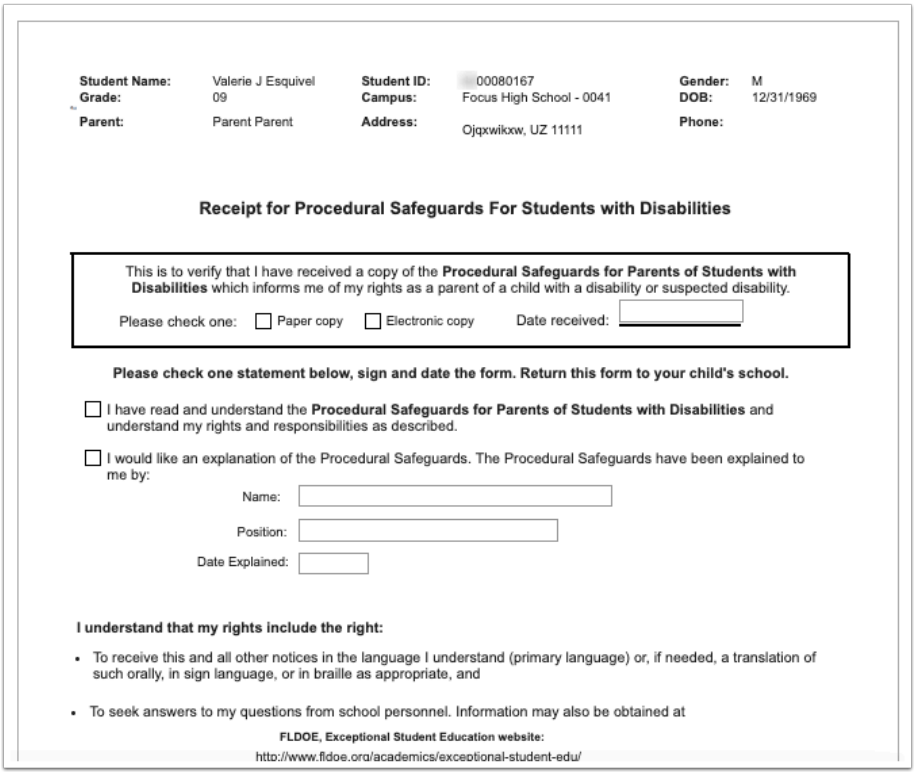
6. Log the attempts to notify the parent/guardian of the meeting. The signed form can be uploaded to the event using the Uploads step.



7. Click **Save & Validate** when the form is complete and all require fields contain data.

Receipt of Procedural Safeguards

The Receipt of Procedural Safeguards is included to print for the parent/guardian. The parent/guardian can also electronically sign the form.



Student Name: Valerie J Esquivel
Grade: 09
Parent: Parent Parent
Student ID: 00080167
Campus: Focus High School - 0041
Address: Ojqxwikxw, UZ 11111
Gender: M
DOB: 12/31/1969
Phone:

Receipt for Procedural Safeguards For Students with Disabilities

This is to verify that I have received a copy of the **Procedural Safeguards for Parents of Students with Disabilities** which informs me of my rights as a parent of a child with a disability or suspected disability.

Please check one: ☐ Paper copy ☐ Electronic copy Date received: _____

Please check one statement below, sign and date the form. Return this form to your child's school.

☐ I have read and understand the **Procedural Safeguards for Parents of Students with Disabilities** and understand my rights and responsibilities as described.

☐ I would like an explanation of the Procedural Safeguards. The Procedural Safeguards have been explained to me by:

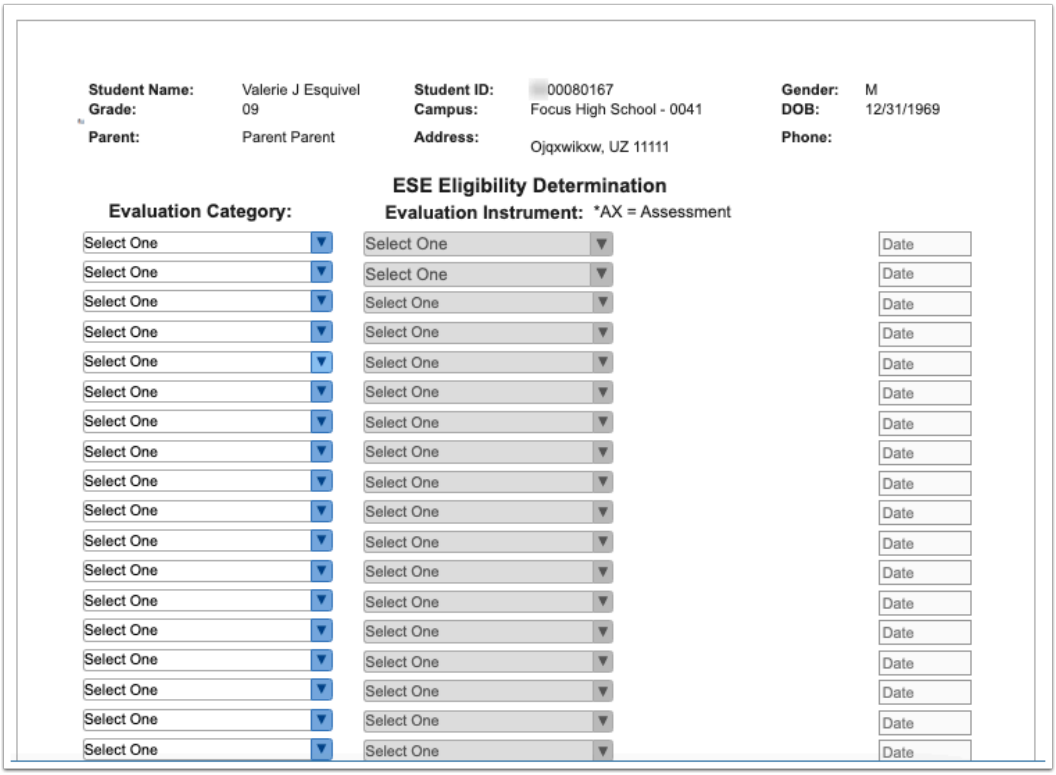
Name: _____
Position: _____
Date Explained: _____

I understand that my rights include the right:

- To receive this and all other notices in the language I understand (primary language) or, if needed, a translation of such orally, in sign language, or in braille as appropriate, and
- To seek answers to my questions from school personnel. Information may also be obtained at

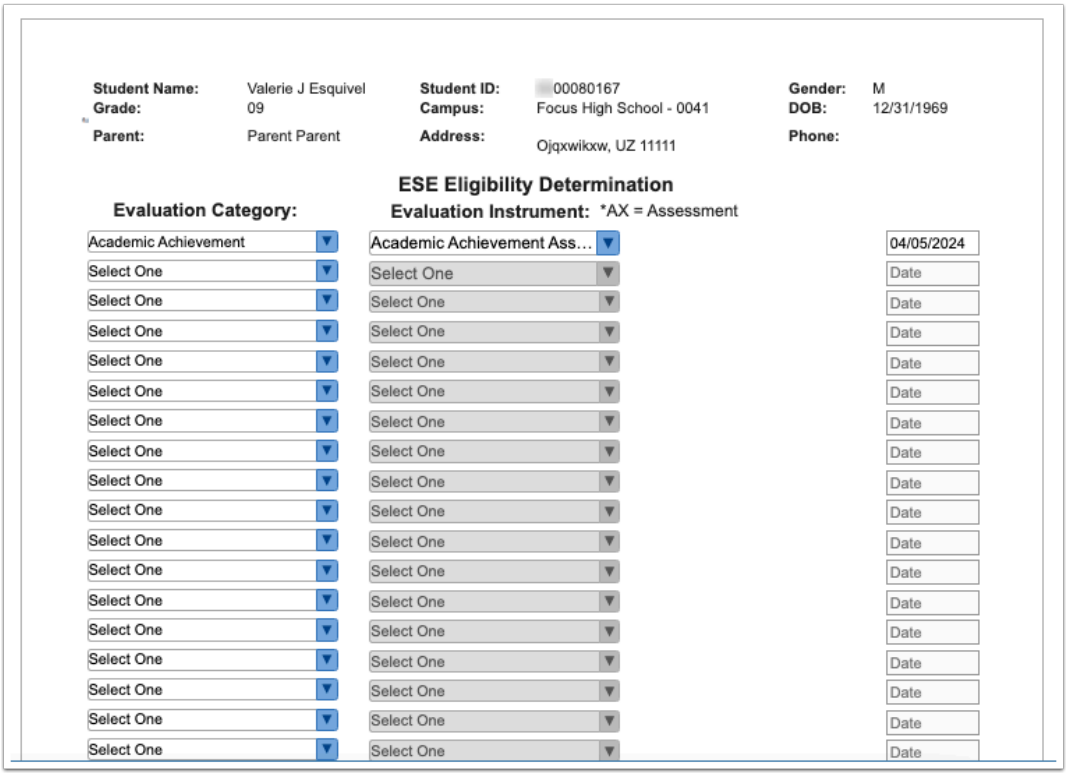
FLDOE, Exceptional Student Education website:
http://www.fldoe.org/academics/exceptional-student-edu/

ESE Determination of Eligibility/Staffing



1. Select the **Evaluation Category** and **Evaluation Instruments** used with the student.

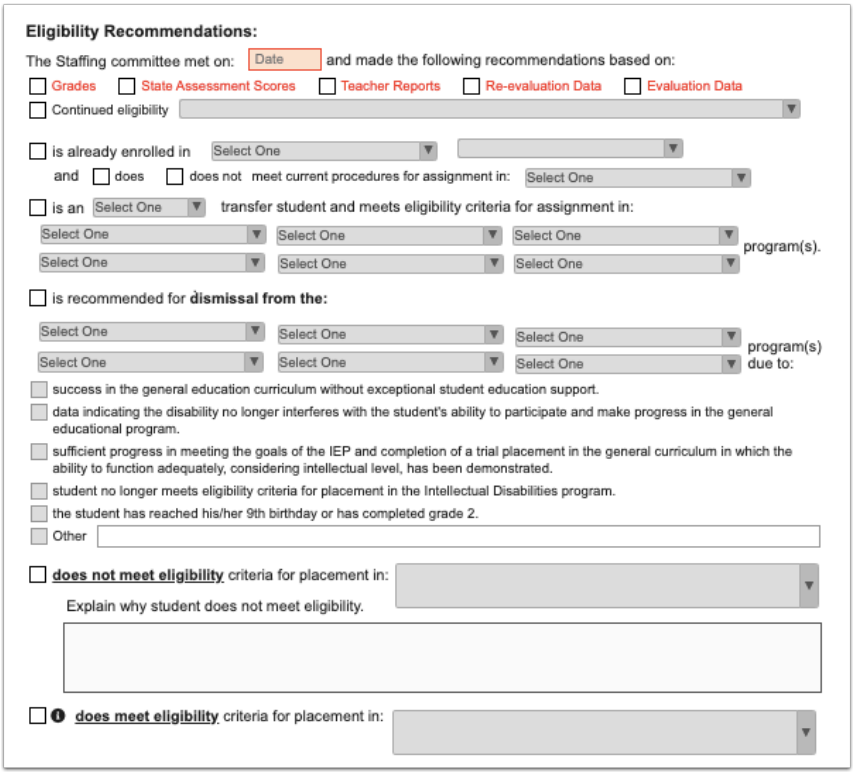
2. Select the **Date** of the evaluation.



3. Select the **Date** the Staffing and Eligibility Committee met on.

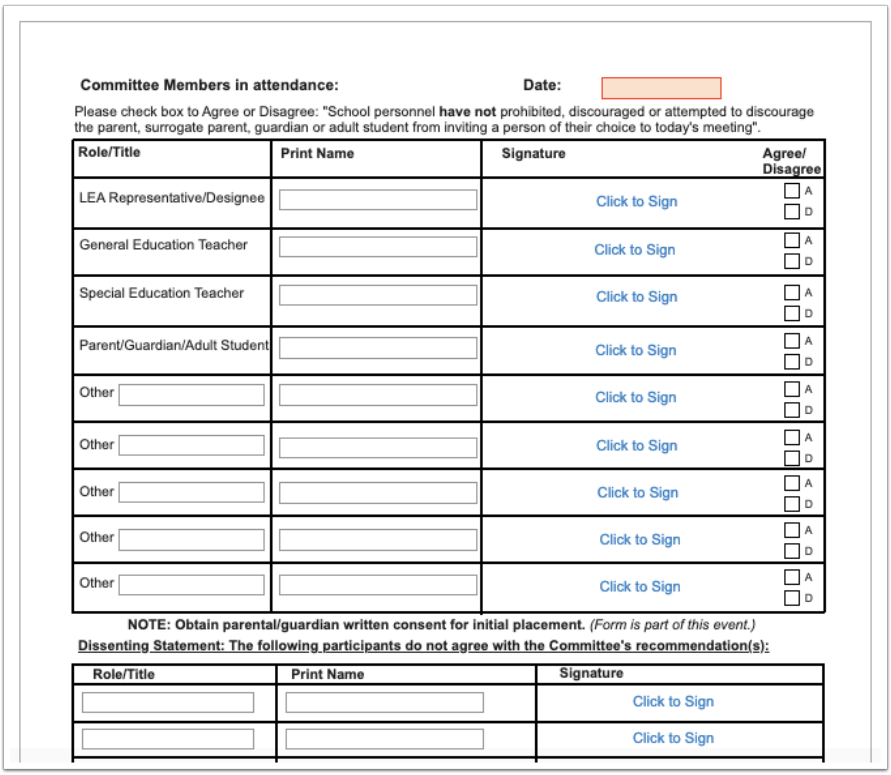
4. Select the box for the basis of recommendation.

5. Select the applicable eligibility options.



6. Select the **Date**.

7. Enter the names of persons attending the meeting in the Committee Members in attendance section. Attendees can electronically sign the form.



Committee Members 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/Title	Print Name	Signature	Agree/ Disagree
LEA Representative/Designee		Click to Sign	A D
General Education Teacher		Click to Sign	A D
Special Education Teacher		Click to Sign	A D
Parent/Guardian/Adult Student		Click to Sign	A D
Other		Click to Sign	A D
Other		Click to Sign	A D
Other		Click to Sign	A D
Other		Click to Sign	A D
Other		Click to Sign	A D

NOTE: Obtain parental/guardian written consent for initial placement. *(Form is part of this event.)*

Dissenting Statement: The following participants do not agree with the Committee's recommendation(s):

Role/Title	Print Name	Signature
		Click to Sign
		Click to Sign

8. Complete the form and all required fields and **Save & Validate** when finished.

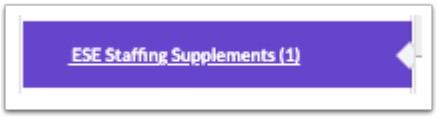
ESE Staffing Supplements

If needed, users can add additional forms to ESE events.

1. Use the pull-down menu to choose the form to add as a supplement form to the event and click **Add this form.**

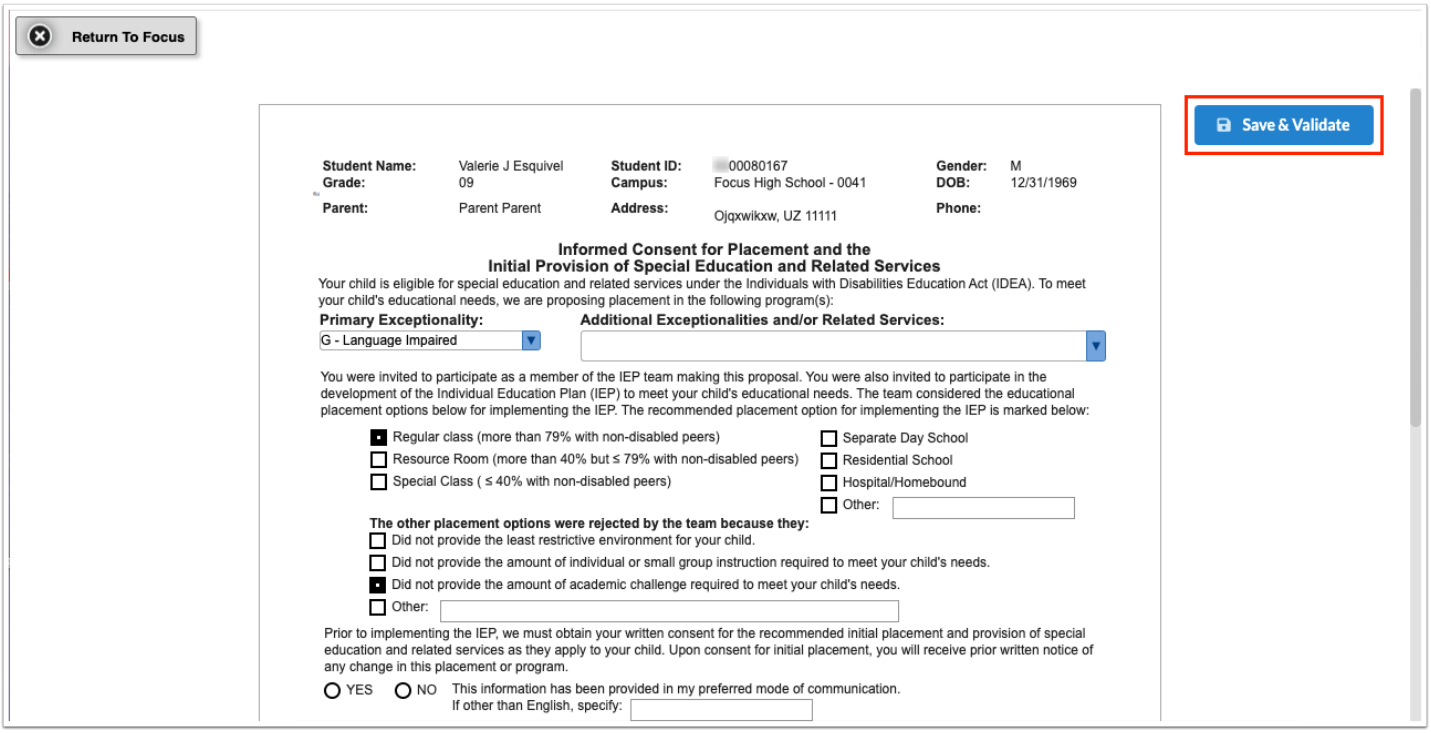
The form will display in a table.

The number of supplemental forms being used will populate in parentheses next to the Supplements step on the steps menu.

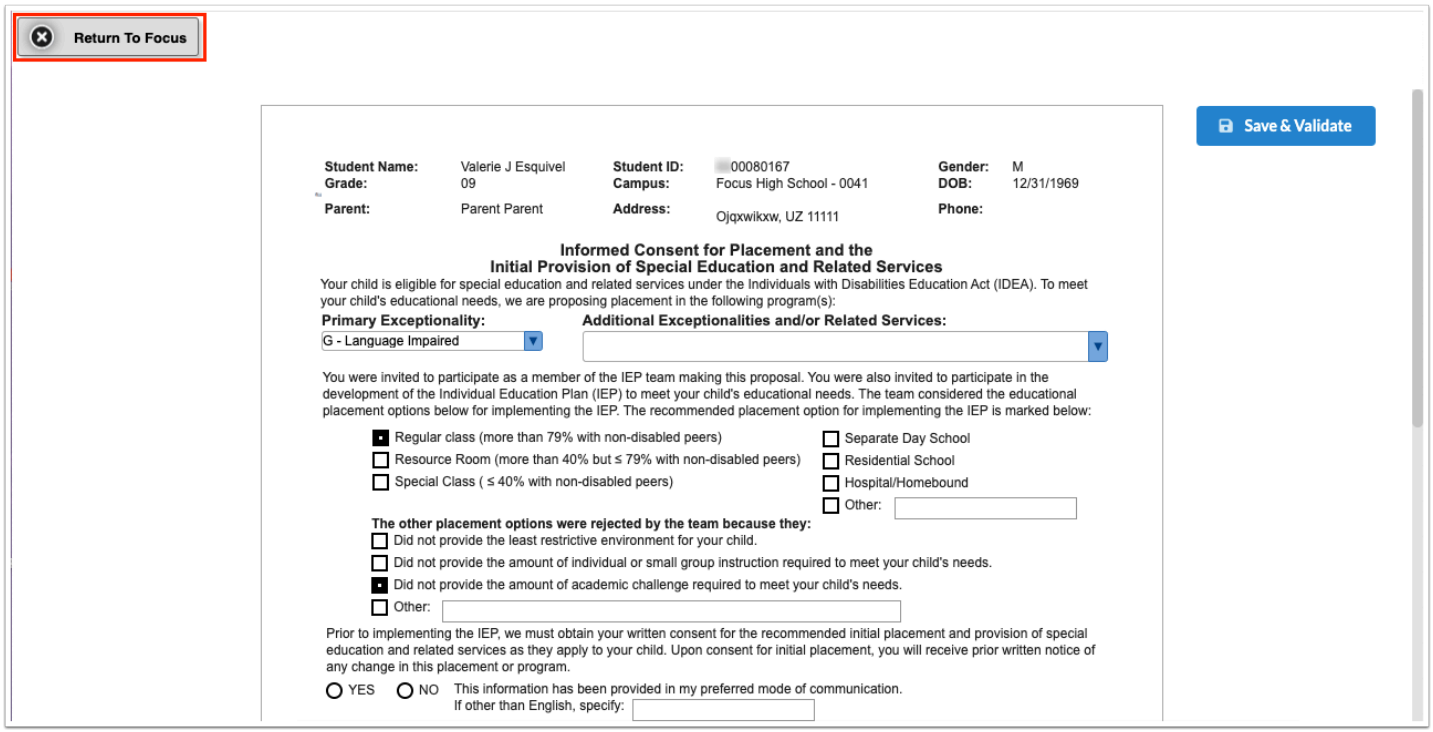


2. Click the **Edit** link to open and edit the form.

3. After editing the form, click **Save & Validate**.



4. Click **Return to Focus**.



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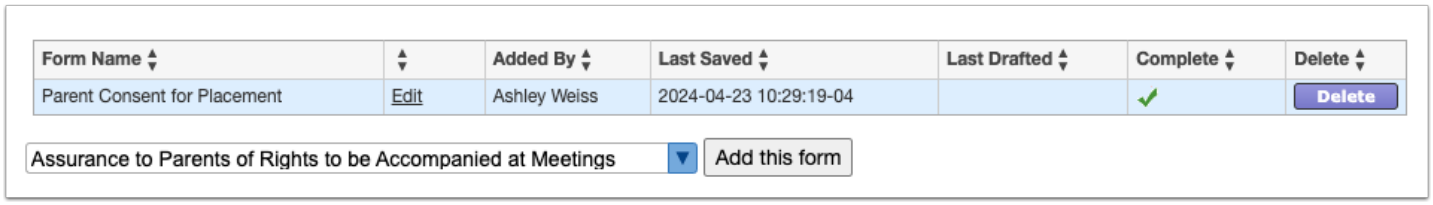
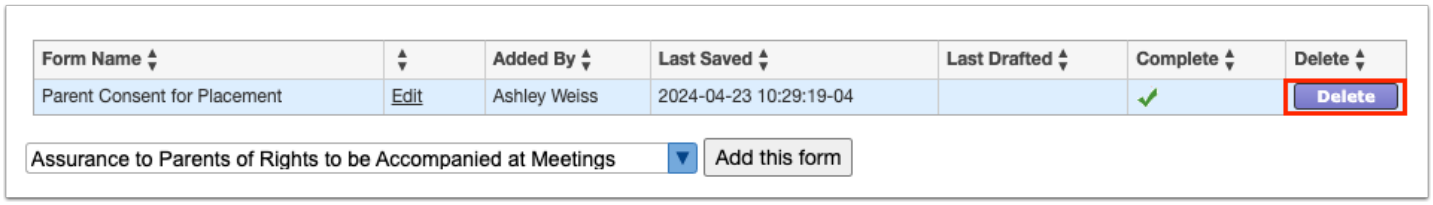


5. Click **Delete** to delete a form from the list.



Meeting Minutes

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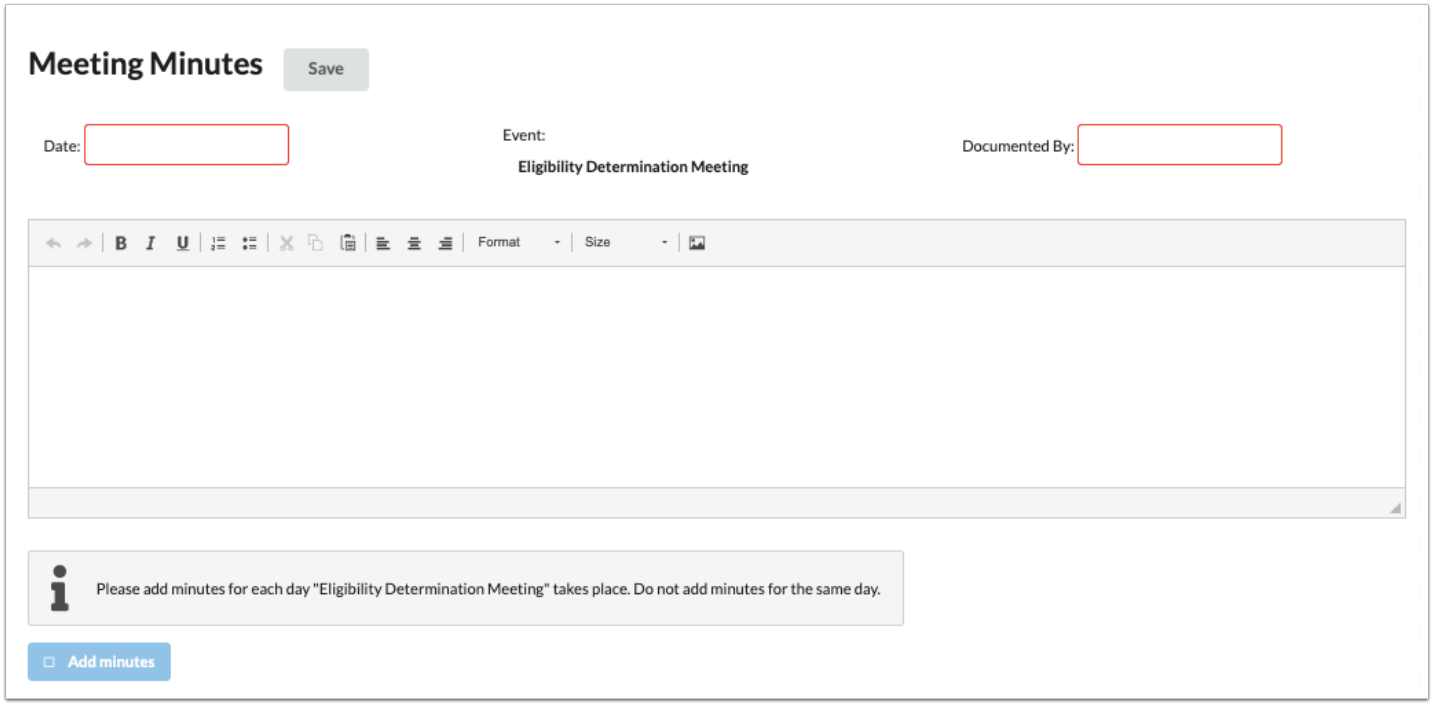
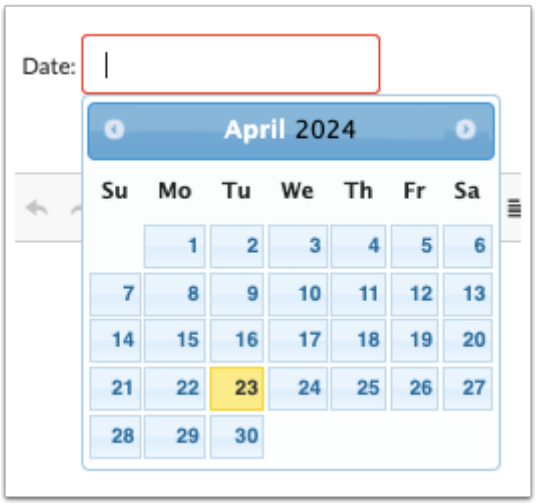


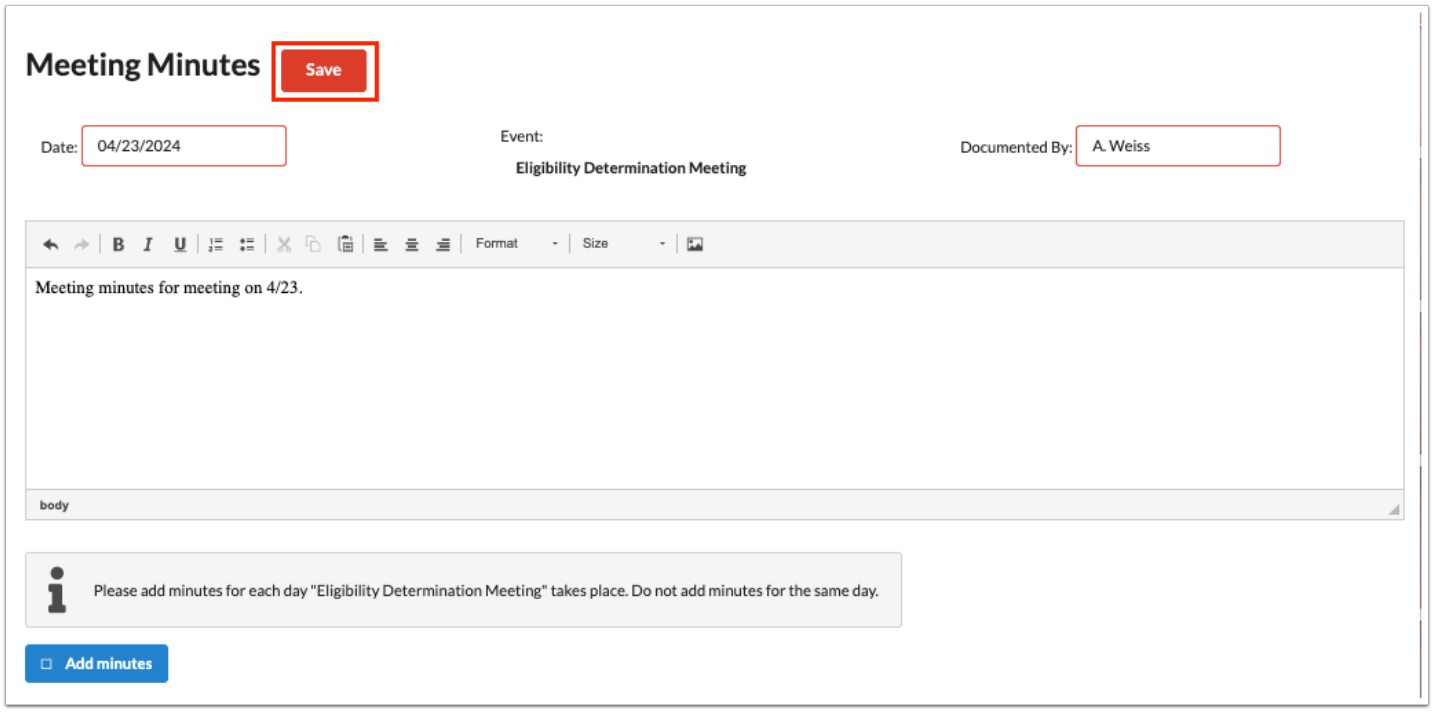
1. Select the **Date** of the meeting.



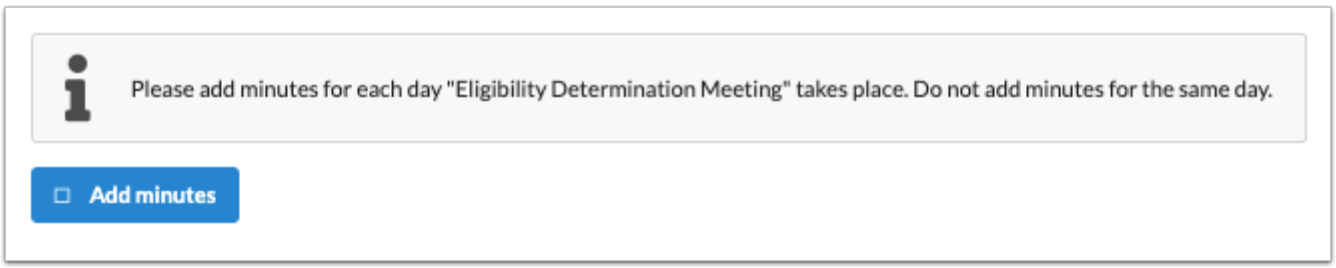
2. Enter who the form is being **Documented By**.

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

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



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.



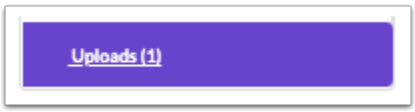
Uploads

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 parenthesis on the side menu.

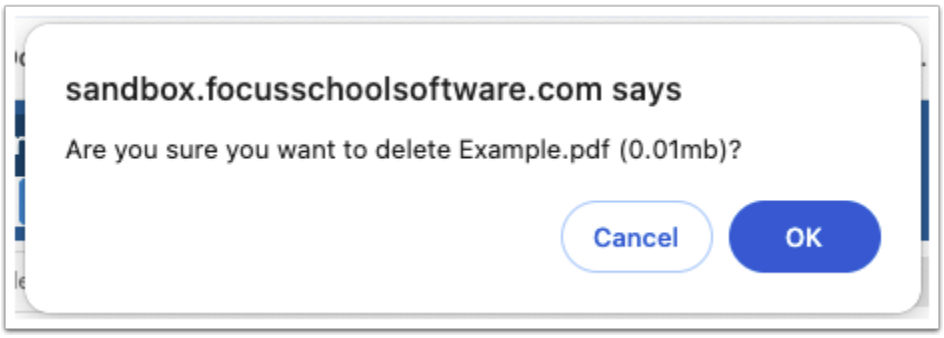


4. Click the pencil icon to edit the title of the file.

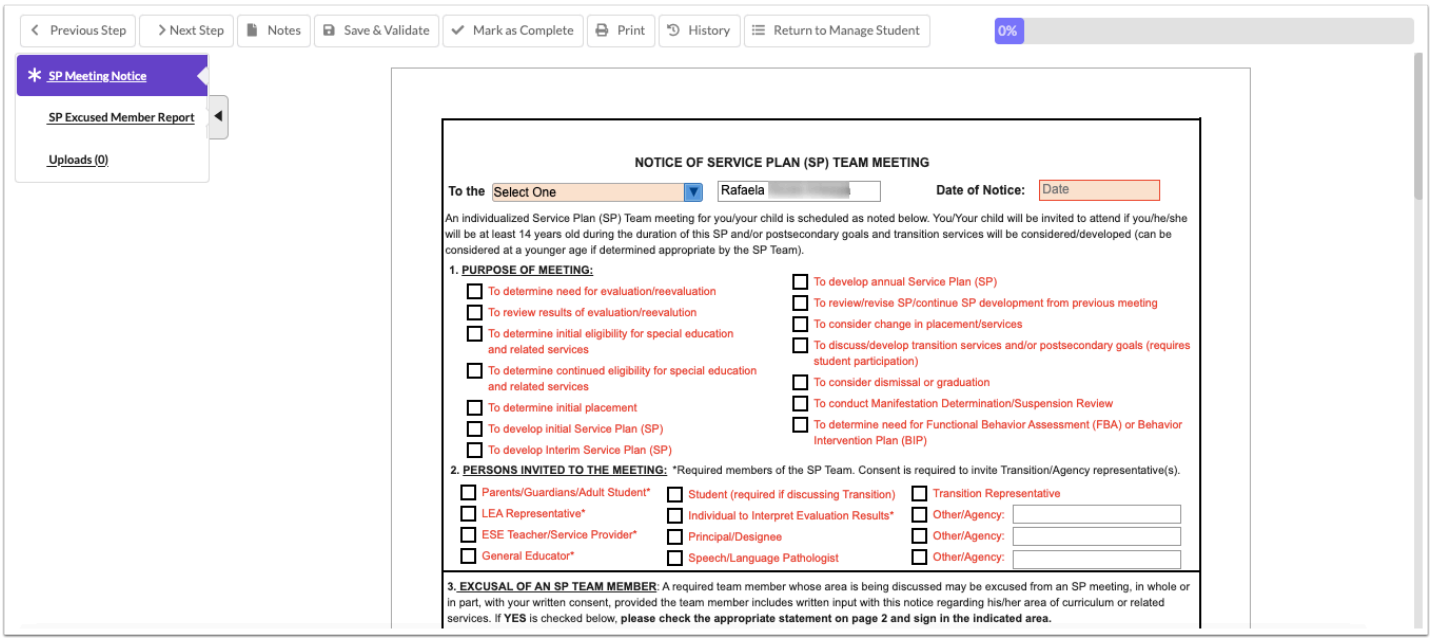
After making a title change, click the green check mark to save the change, or the red X to discard the change and keep the original file name.

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

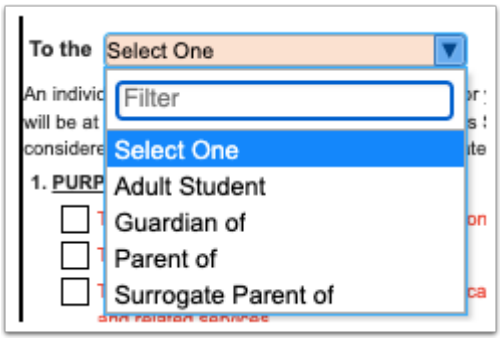
6. Click **OK** to confirm deletion.



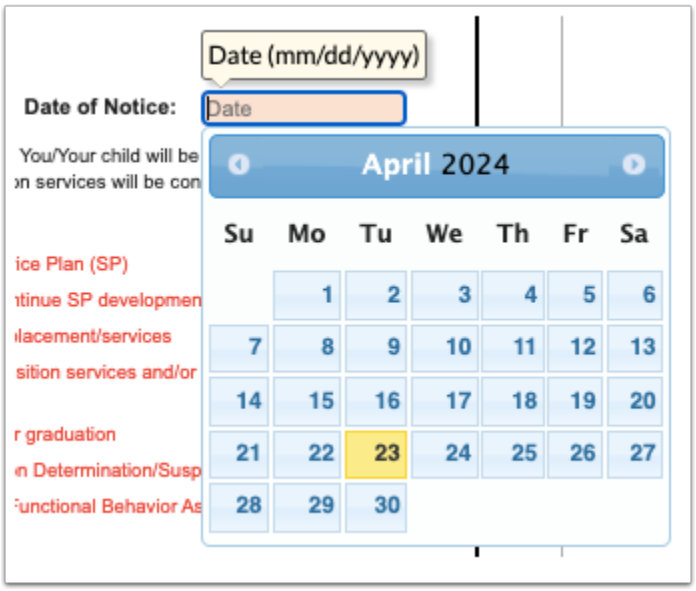
SP Meeting Notice



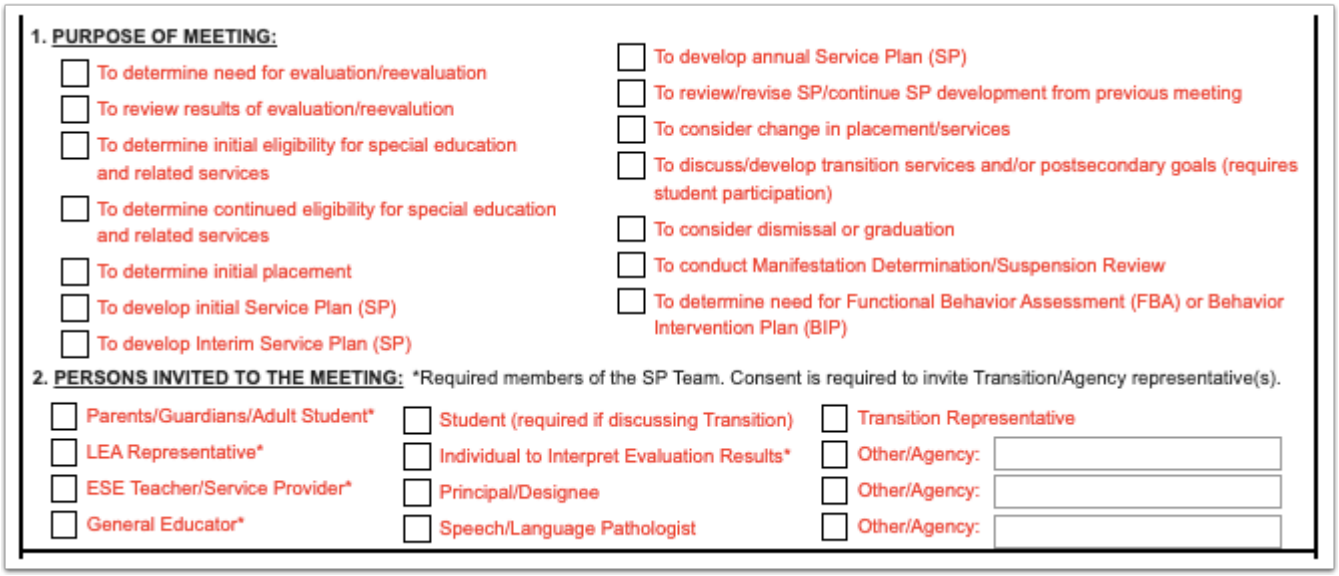
1. Select the title of the recipient of the letter from the **To the** pull-down.



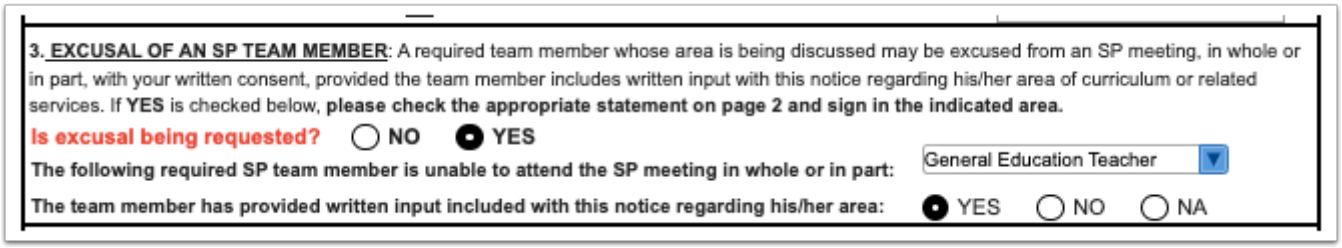
2. Select the **Date of Notice** for the first notice.



3. Select the **Purpose of Meeting** and **Persons Invited to the Meeting**.

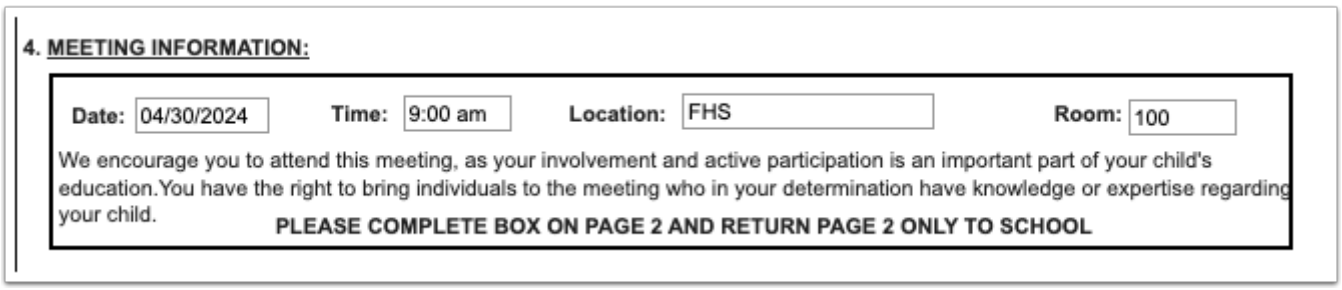


4. If requesting excusal of a required team member, select **Yes** in part 3 of the form, select the member, and select whether or not they have provided written input.

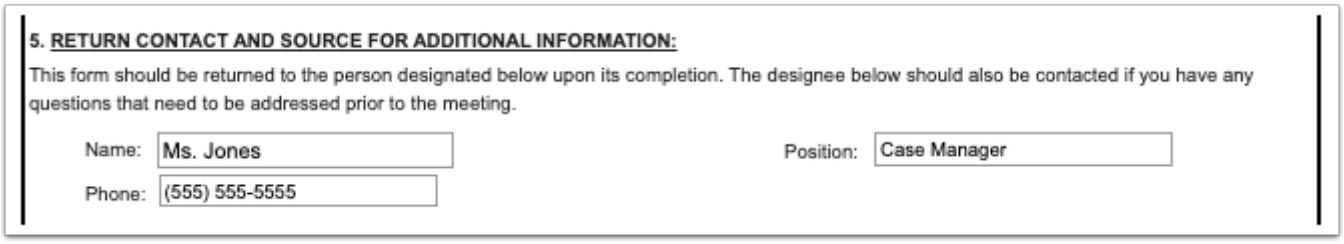


The SP Excused Member Report step will become required and the applicable team member can log in to fill out the form (if they have access to SSS).

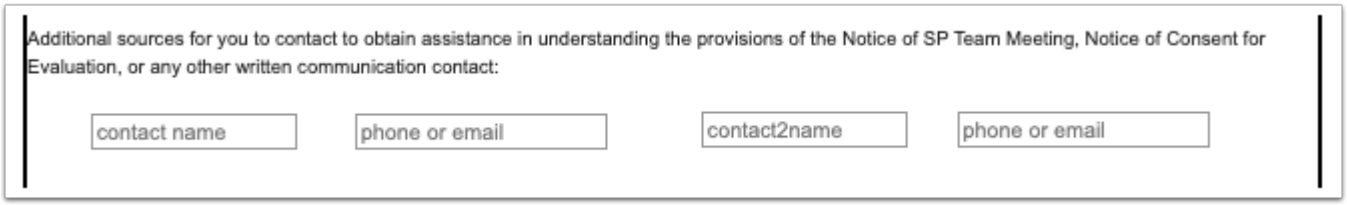
5. In the **4. Meeting Information** section, enter the meeting **Date, Time**, **Location**, and **Room** (if applicable). This will copy to page 2.



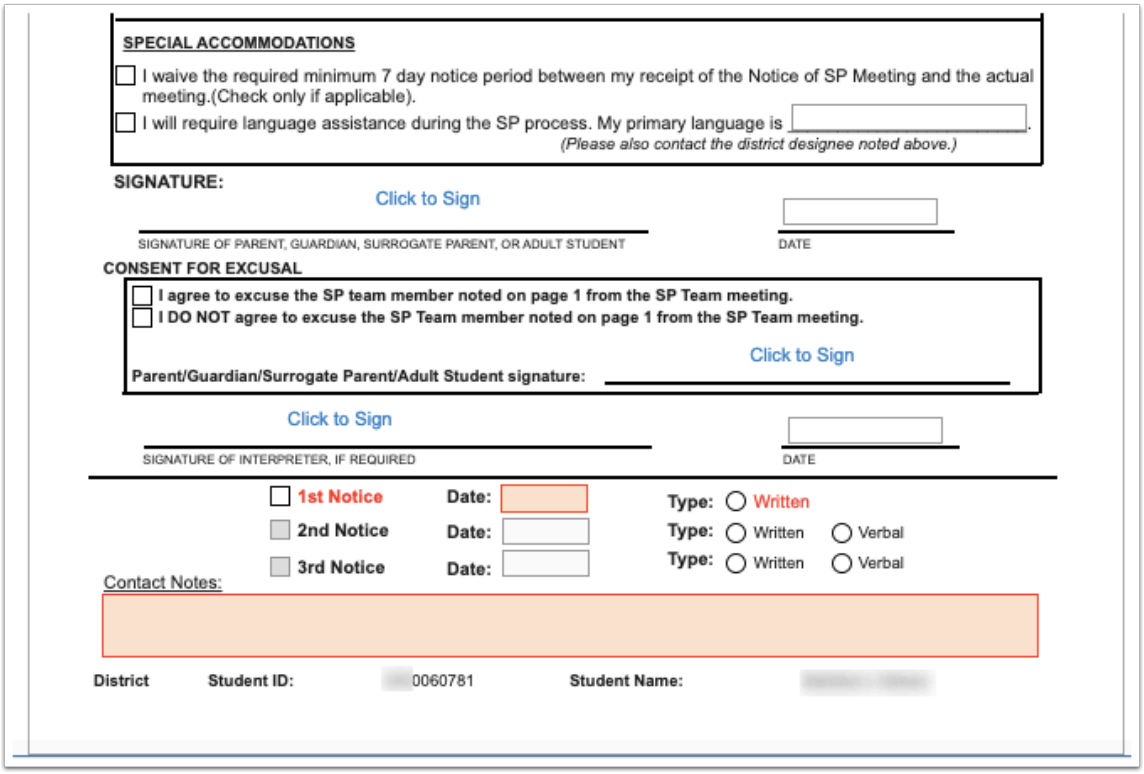
6. In the **5. Return Contact and Source for Additional Information** section, enter the **Name**, **Position**, and **Phone** for the person to whom the form should be returned and who parents can contact for questions. This will copy to page 2.



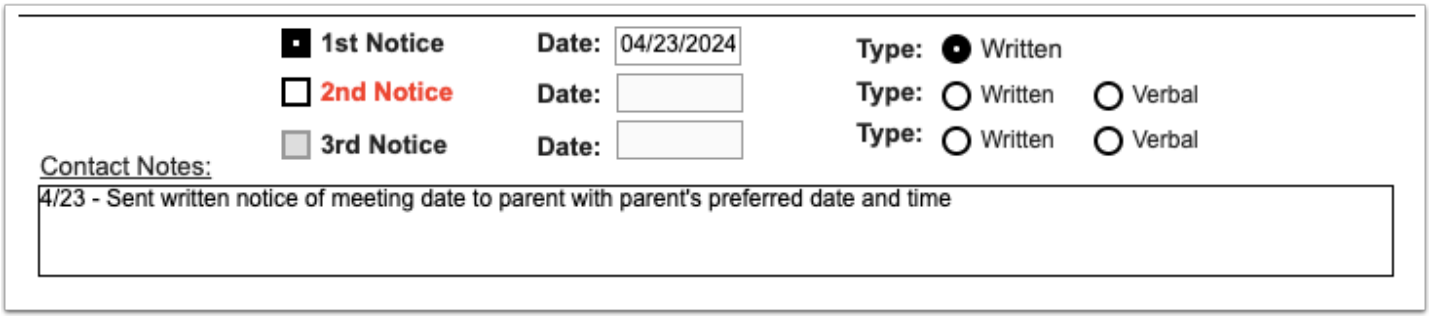
7. Enter the contact information for any additional sources of assistance.



The parent and interpreter (if applicable) can electronically sign the form, or the form can be printed for signatures.

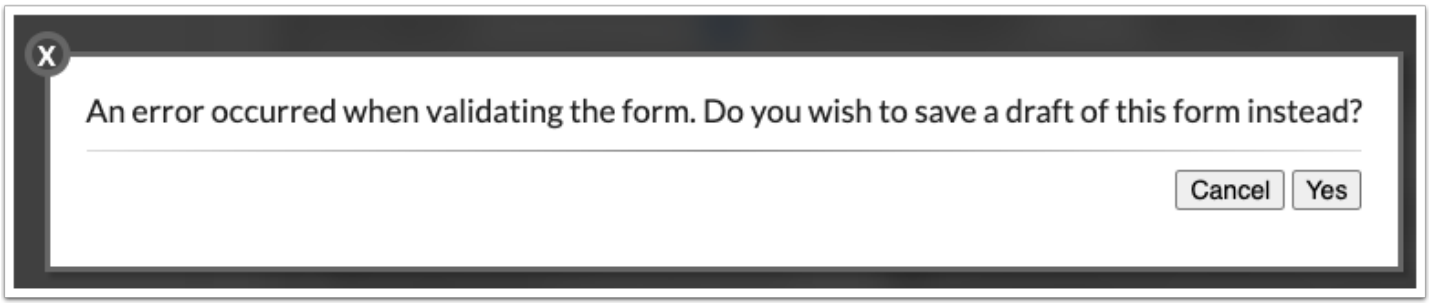


8. At the bottom of page 2, select **1st Notice,** select the **Date**, select the **Written** radio button, and enter any **Contact Notes**.

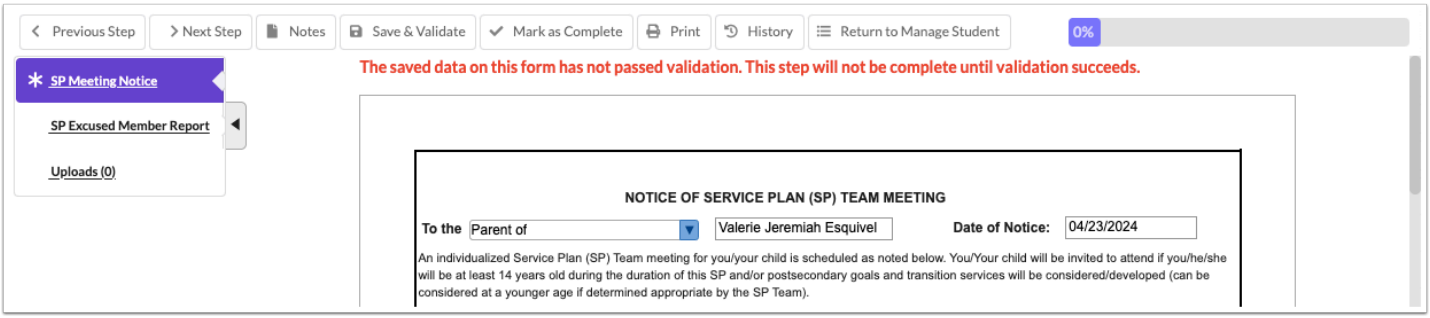


9. After entering the 1st Notice information, click **Save & Validate** at the top of the screen. This will generate an error message because the 2nd Notice fields must still be completed.

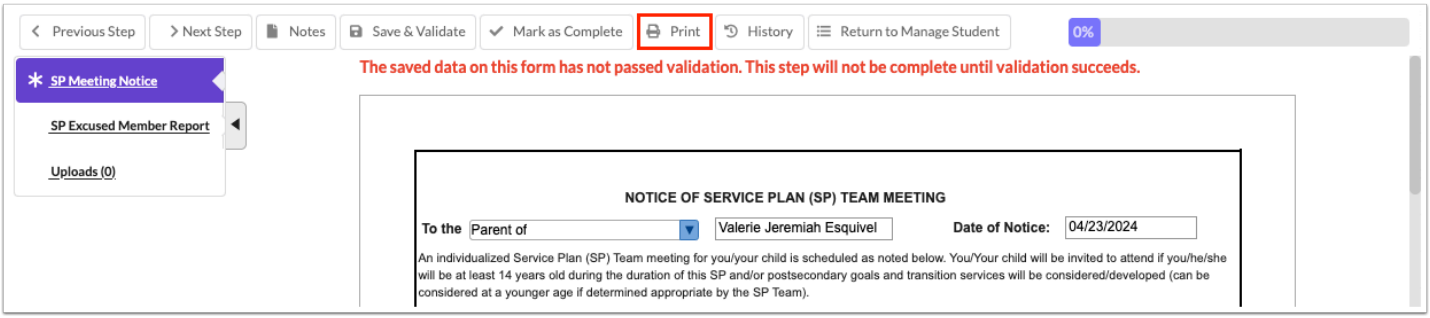
10. Click **Yes** to save a draft.



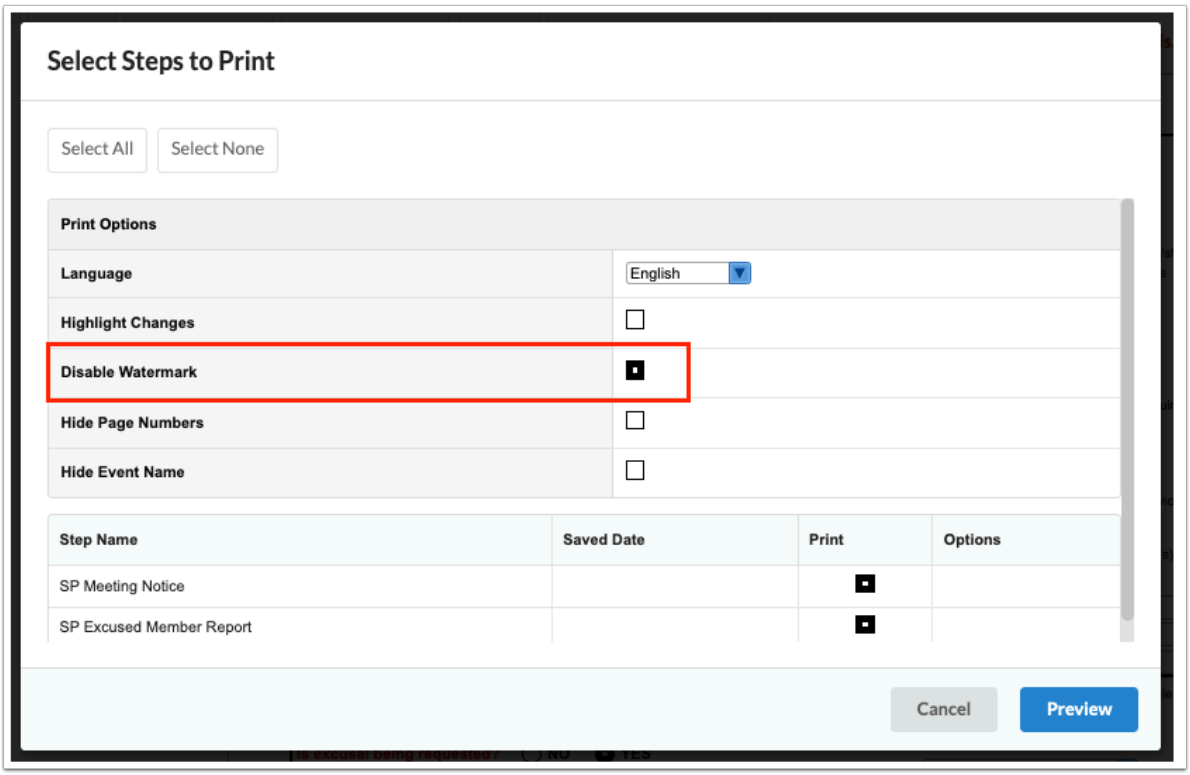
A red warning message displays at the top of the form.



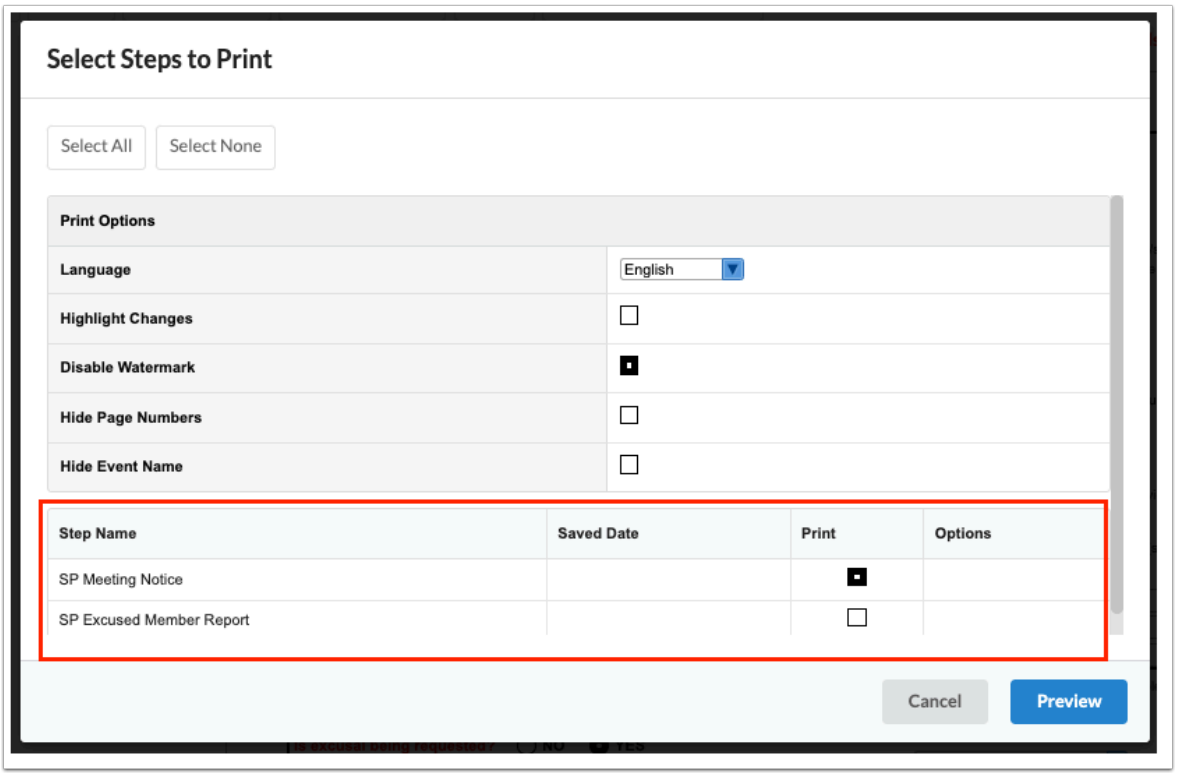
11. To print the first meeting notice for the parent/guardian, click **Print** at the top of the screen.



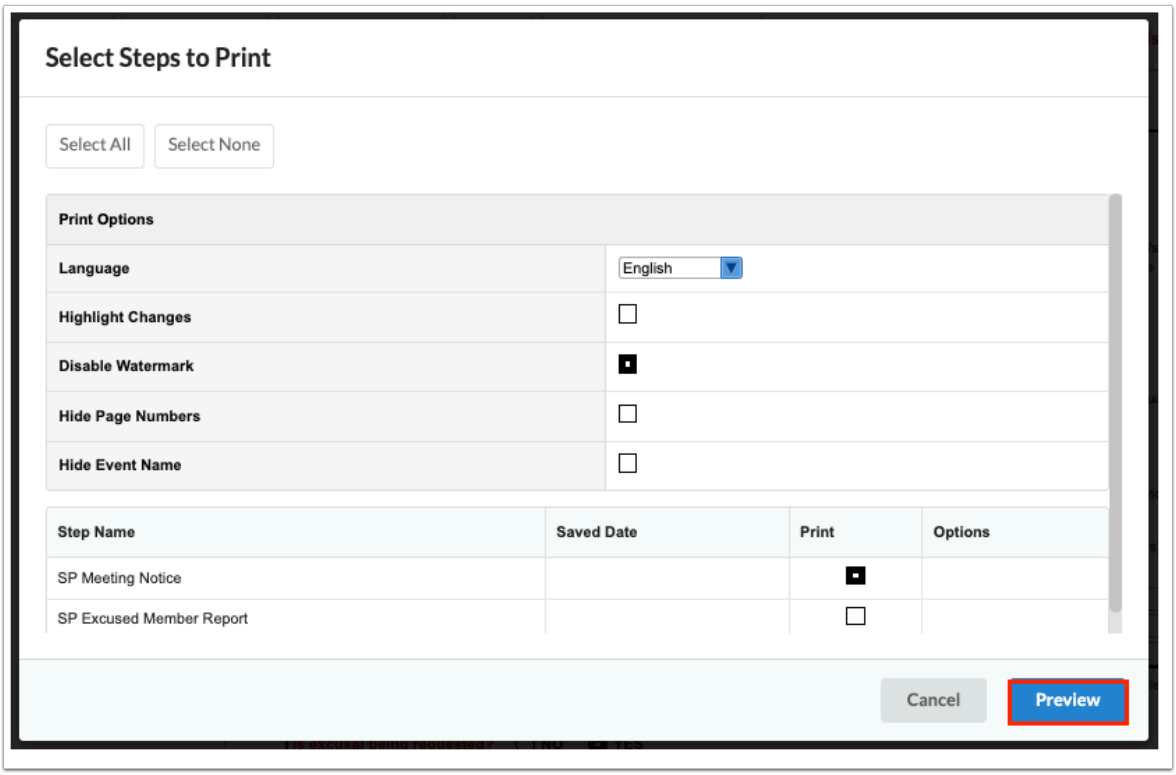
12. Select **Disable Watermark** to print the forms without the red draft watermark.



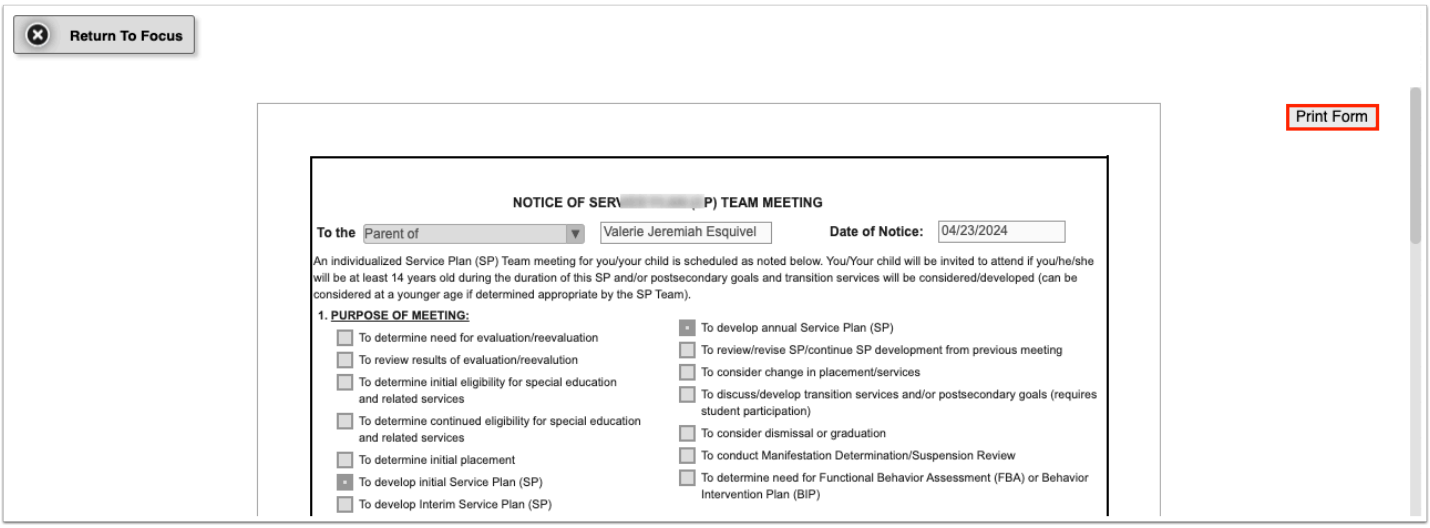
13. Deselect the **Print** option for any forms that are not needed.



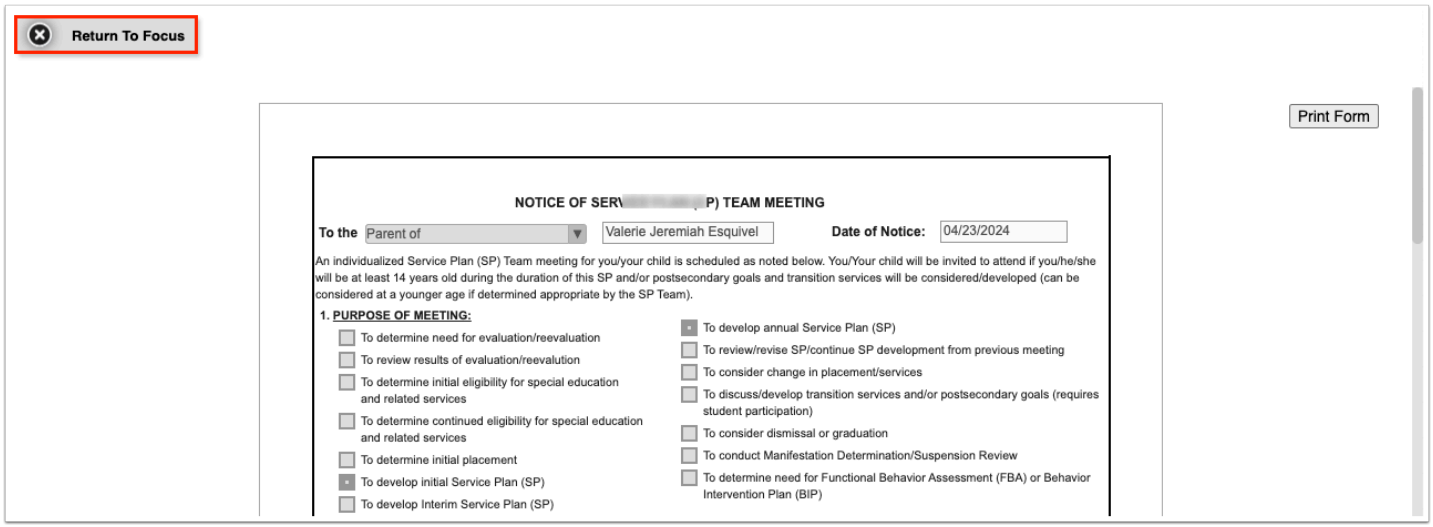
14. Click **Preview**.



15. Click **Print Form** and follow your printer's prompts.

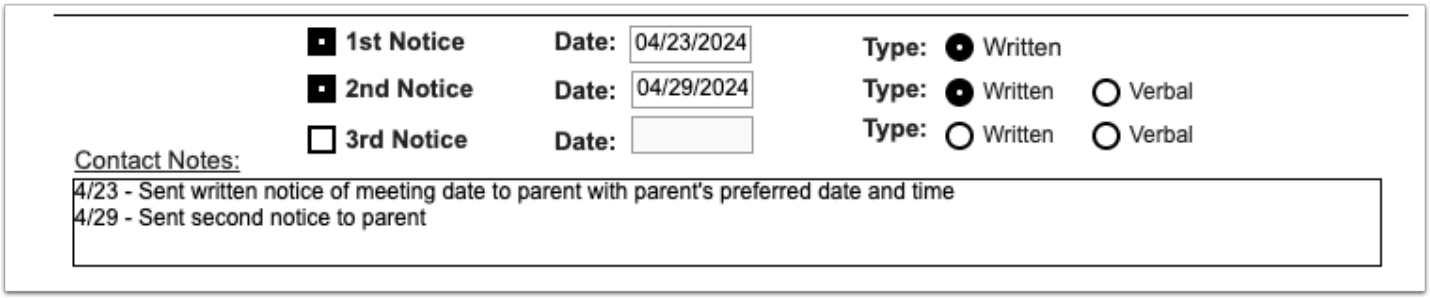


16. Click **Return to Focus** when finished.

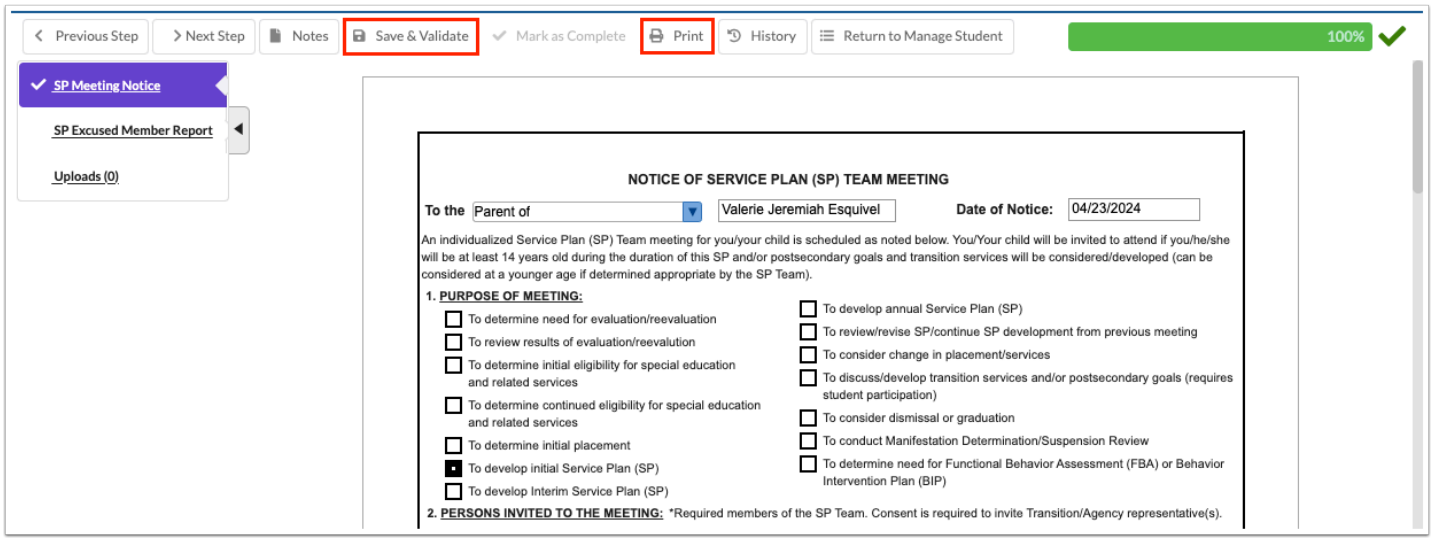


17. At the appropriate time, document the second notice by clicking **View** on the Service Plan Meeting Notice event for the student.

18. At the bottom page 2 of the SP Meeting Notice step, select **2nd Notice**, enter the **Date**, and select the **Type** of notice. Enter any **Contact Notes**.



19. Click **Save & Validate** at the top of the screen. To print the notice, click **Print** and follow the same procedure as in steps 12-16 above.

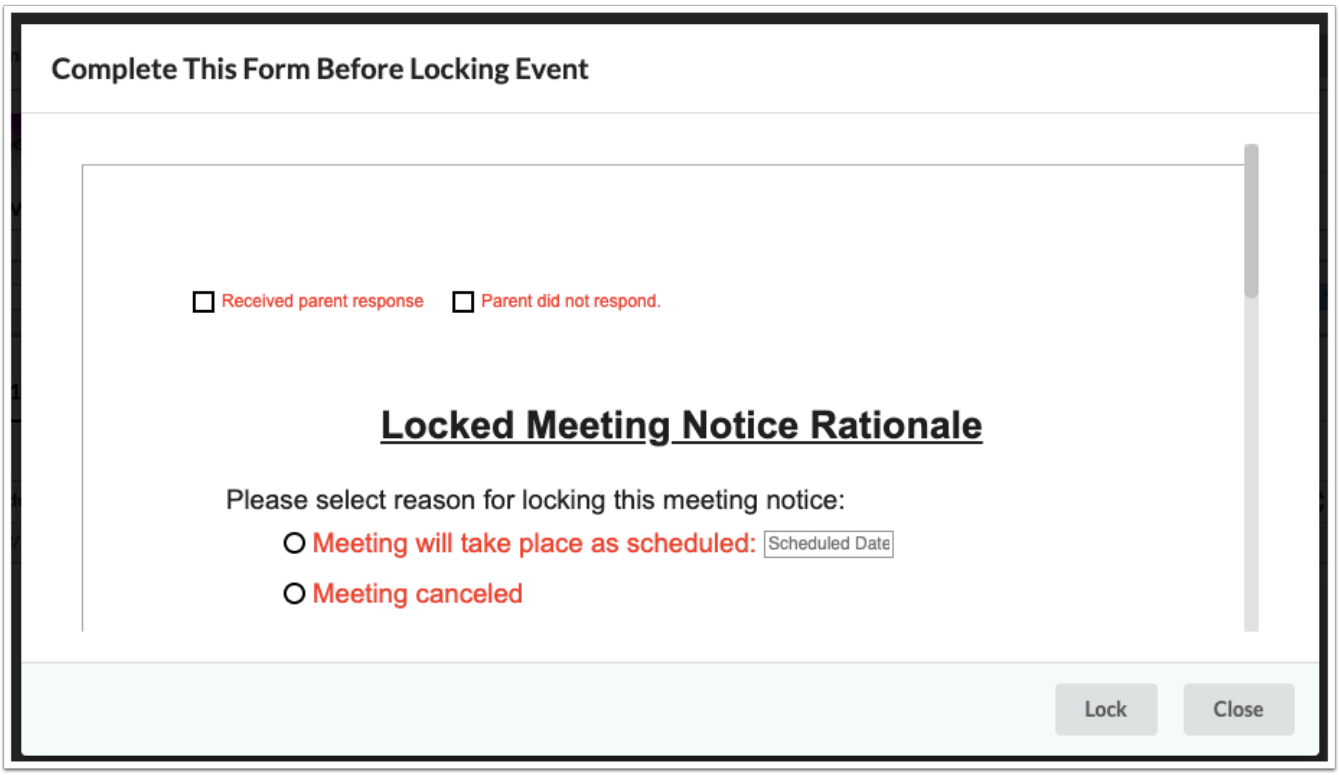


Locking the Service Plan Meeting Notice Event

At the appropriate time after both notices have been sent, the Service Plan Meeting Notice event can be locked by the individual with profile permission.

1. In the Active Events tab, locate the Service Plan Meeting Notice event and click **Lock**.

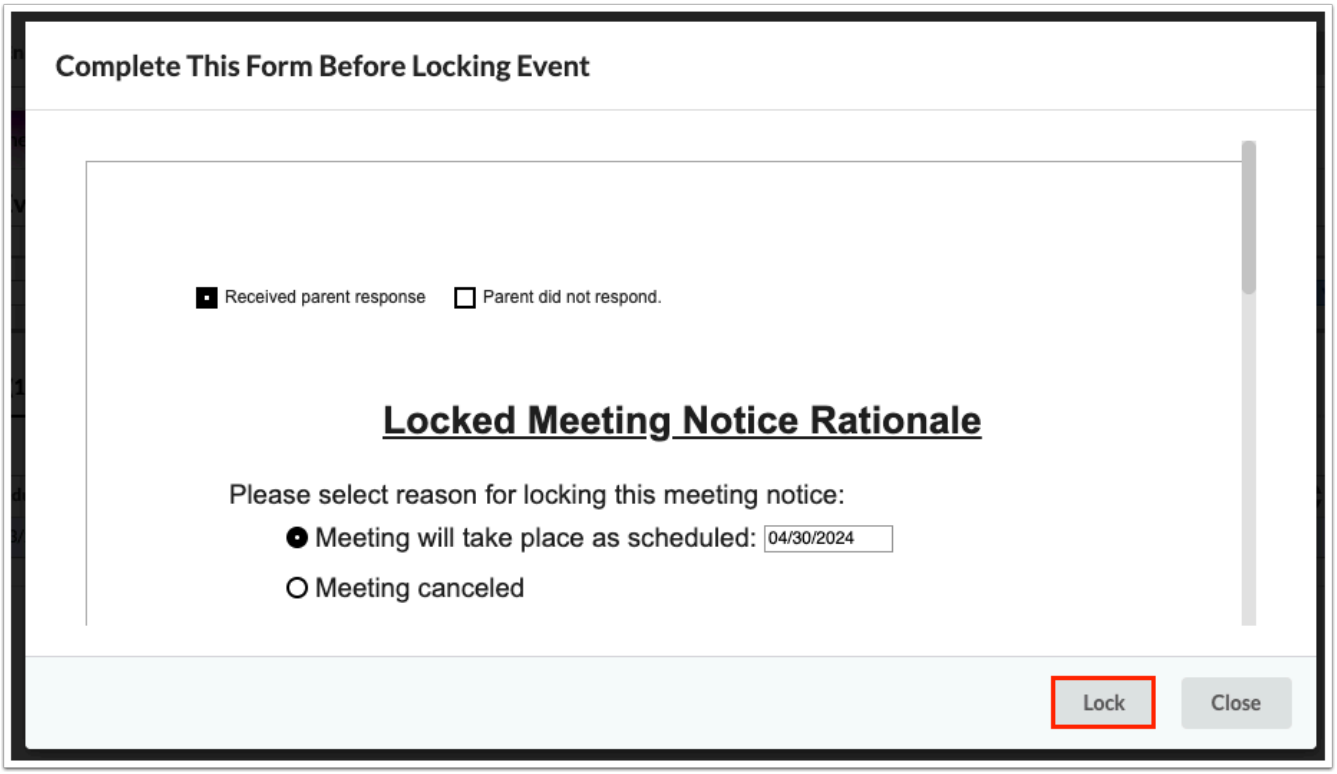
A pop-up window displays with a form that must be completed.



2. Select the check box that indicates the parent's/guardian's response.

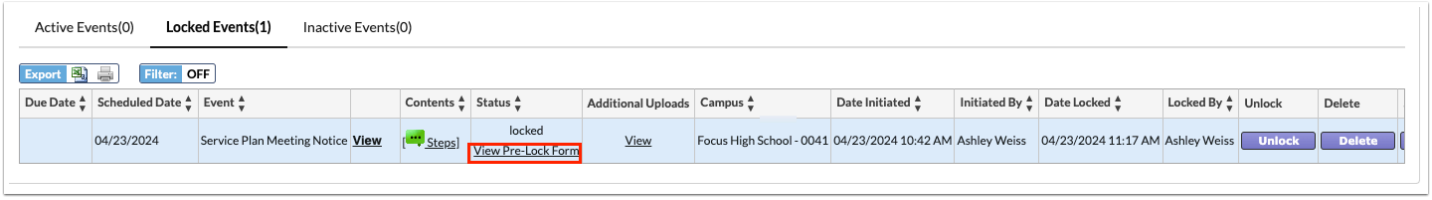
3. Select an option to indicate that the meeting will take place as scheduled, the meeting was canceled, or if new notice is required.

4. Click **Lock**.



The event is moved to the Locked Events tab.

To view the form that was completed upon locking the event, click the **View Pre-Lock Form** link in the Status column.

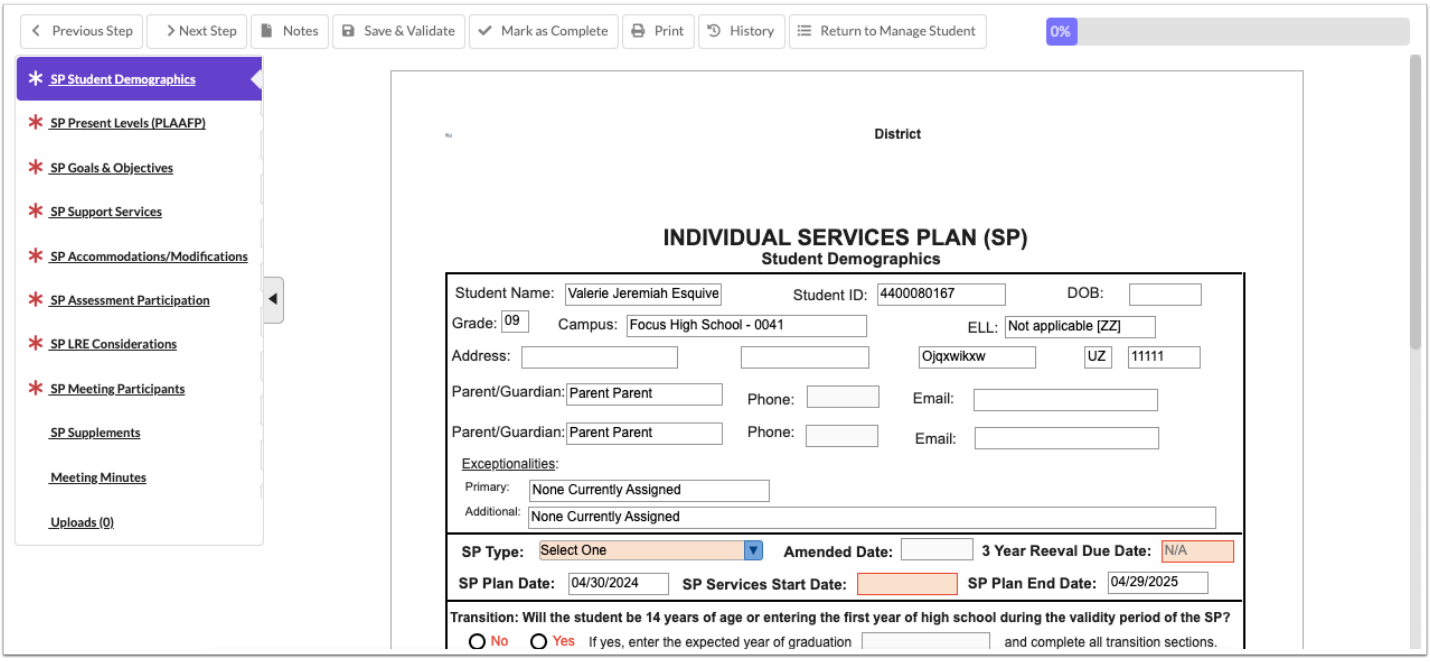


Service Plan

Once the Service Plan Meeting Notice event is completed and locked, the Service Plan event can be initiated.

SP Student Demographics

Student demographic information will populate in the appropriate fields on the form.



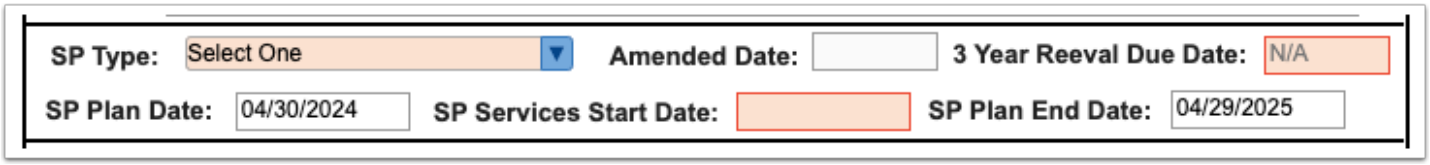
1. Select the **SP Type**.

2. Select the **3 Year Reeval Due Date**.

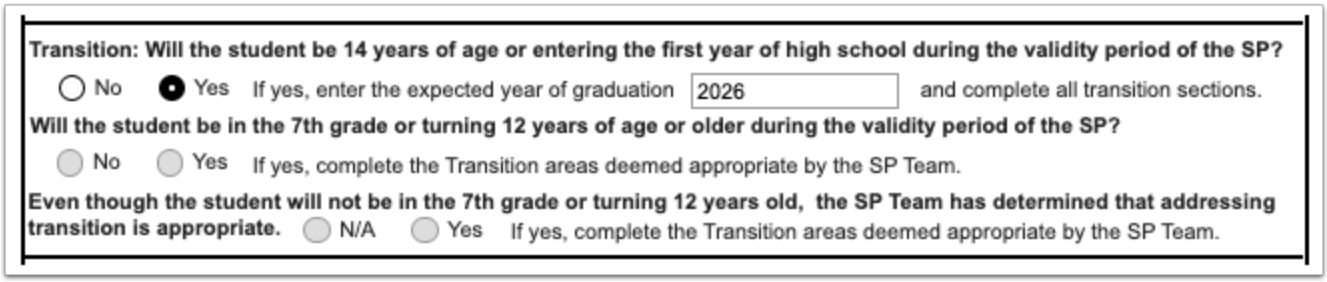
3. The **SP Plan Date** and **SP Plan End Date** will auto-populate from the locked SP Meeting Notice.

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

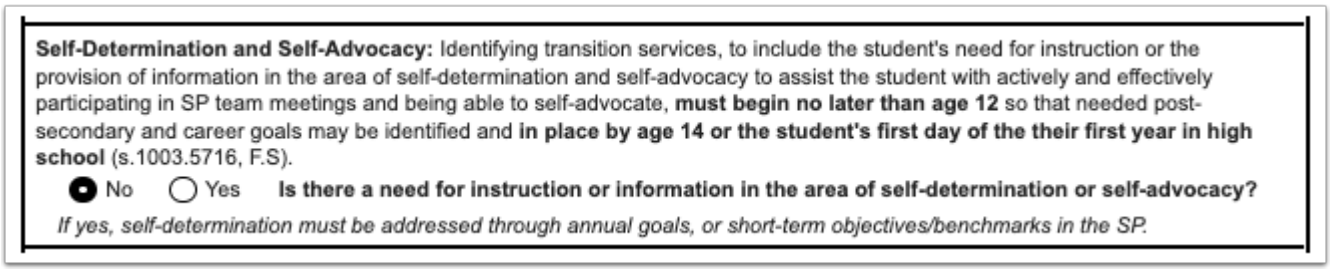
4. Enter the **SP Services Start Date**.



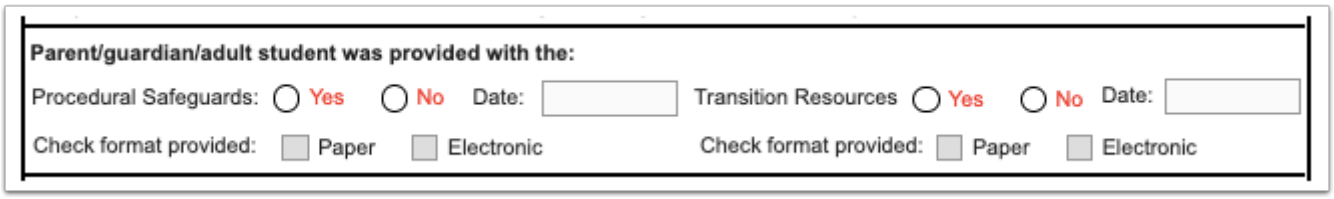
5. Selecting **Yes** for any of the Transition questions will display the **Transition** step on the left side of the screen.



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 SP.

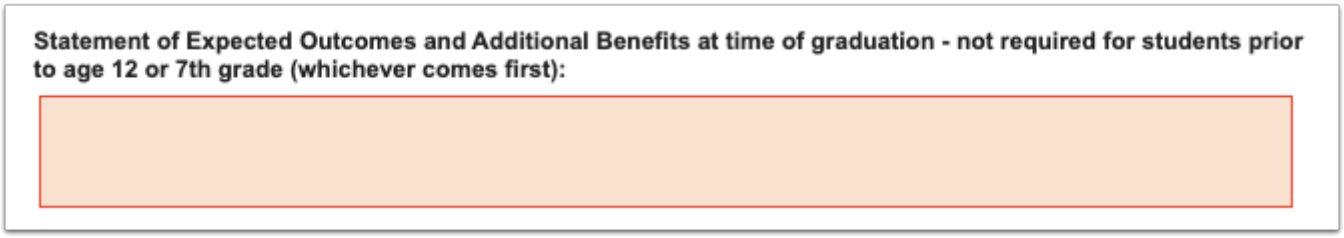


7. Indicate if and how the parent/guardian/student was provided with procedural safeguards or transition resources.



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

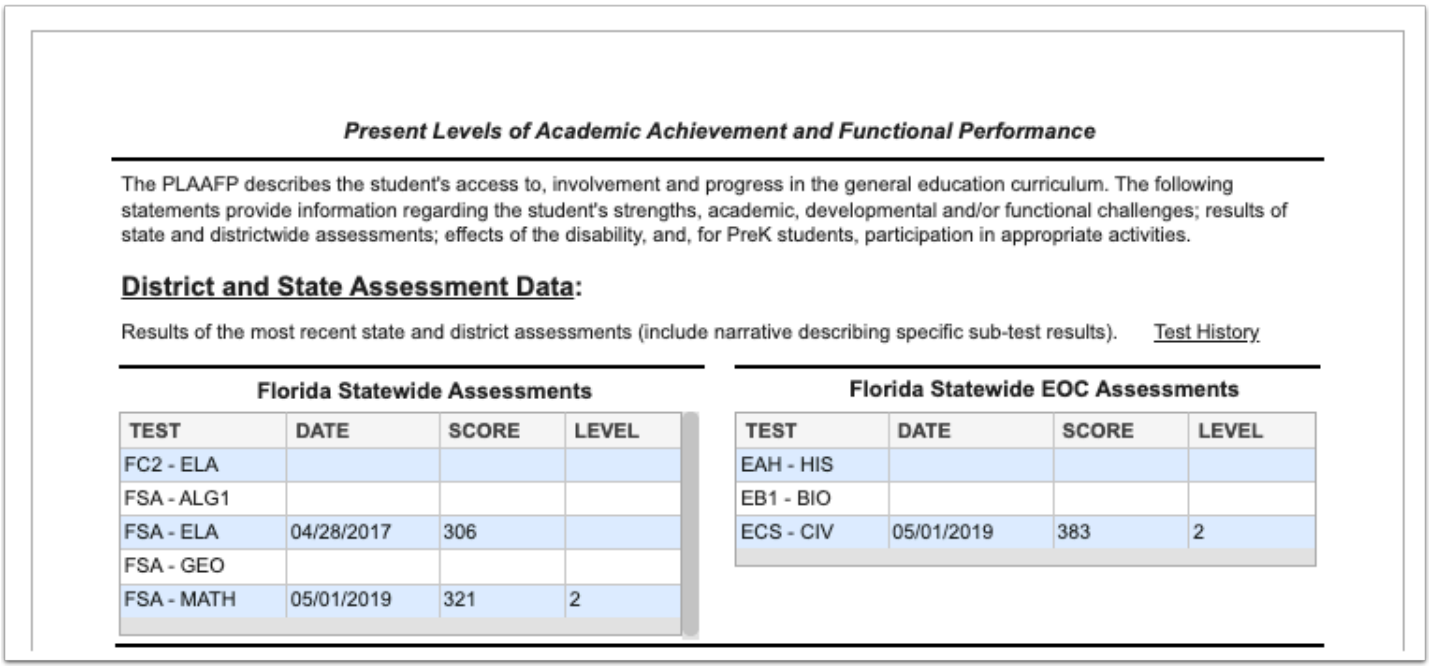
9. Enter the **Statement of Expected Outcomes and Additional Benefits at time of graduation**, if applicable.



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

SP Present Levels (PLAAFP)

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

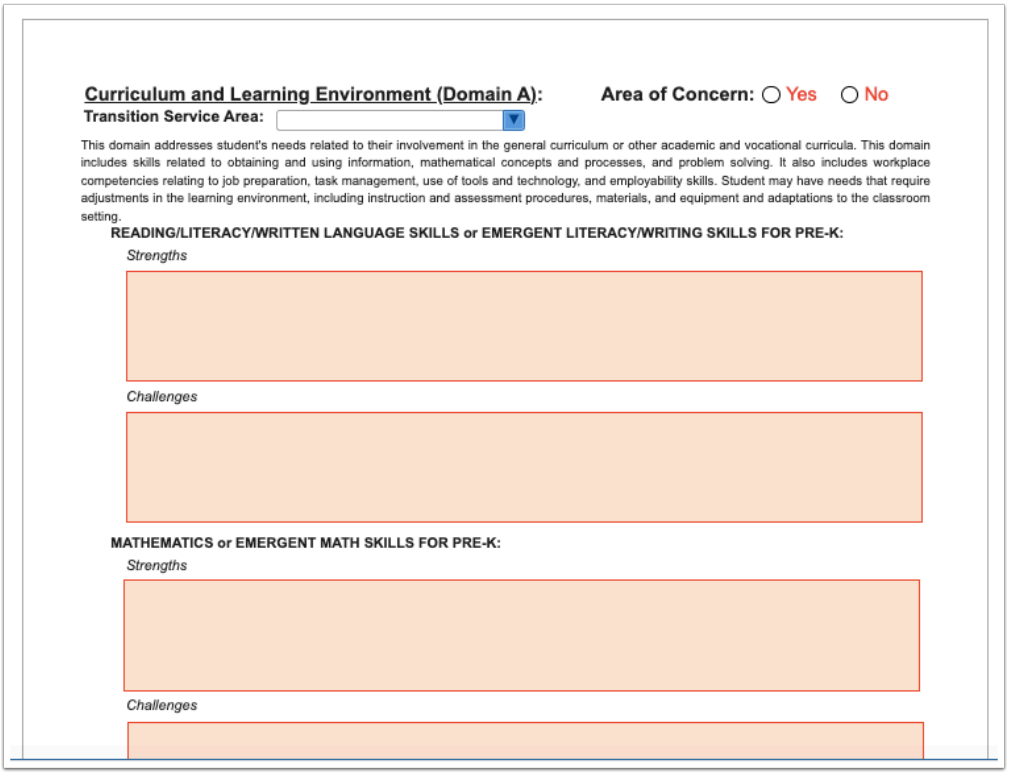
Florida Statewide Assessments

TEST	DATE	SCORE	LEVEL
FC2 - ELA			
FSA - ALG1			
FSA - ELA	04/28/2017	306	
FSA - GEO			
FSA - MATH	05/01/2019	321	2

Florida Statewide EOC Assessments

TEST	DATE	SCORE	LEVEL
EAH - HIS			
EB1 - BIO			
ECS - CIV	05/01/2019	383	2

- Each Domain must describe the student's strengths and challenges, if any.
- Each Domain must have YES or NO selected as an Area of Concern.
- Only Domains selected as YES will be available for selection on the Goals & Objectives screen.
- Transition Service Area(s) can also be selected for each Domain for Transition SPs.



Curriculum and Learning Environment (Domain A): **Area of Concern:** ○ 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.

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

Strengths

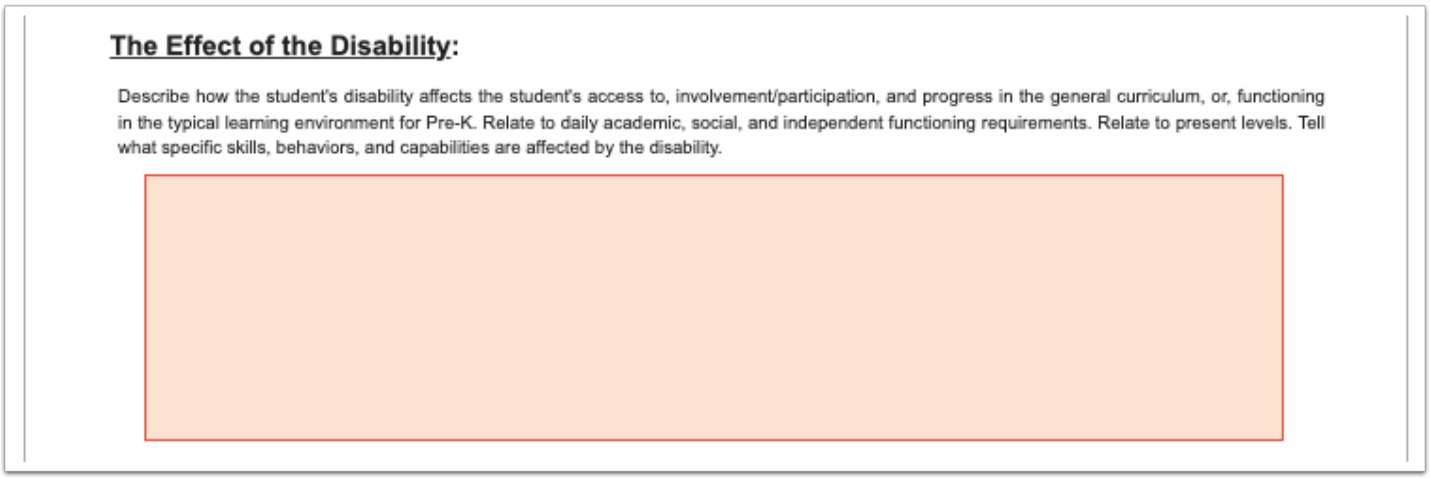
Challenges

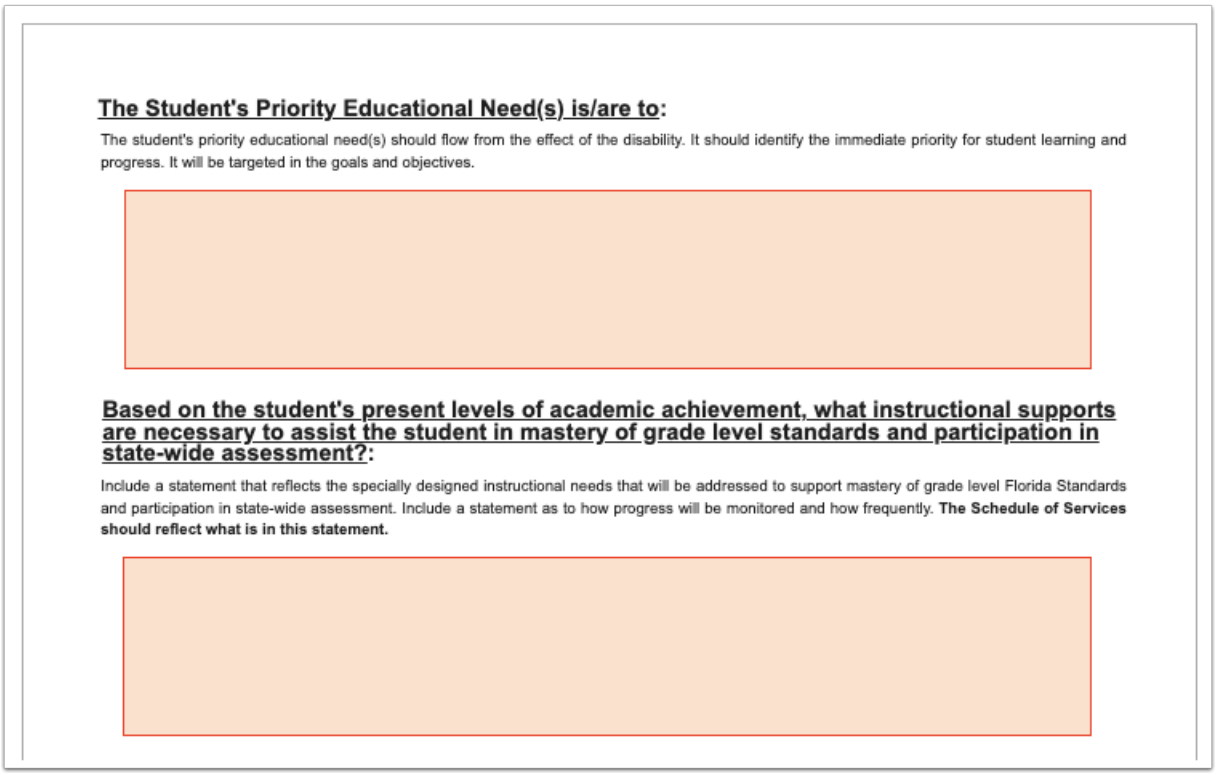
MATHEMATICS or EMERGENT MATH SKILLS FOR PRE-K:

Strengths

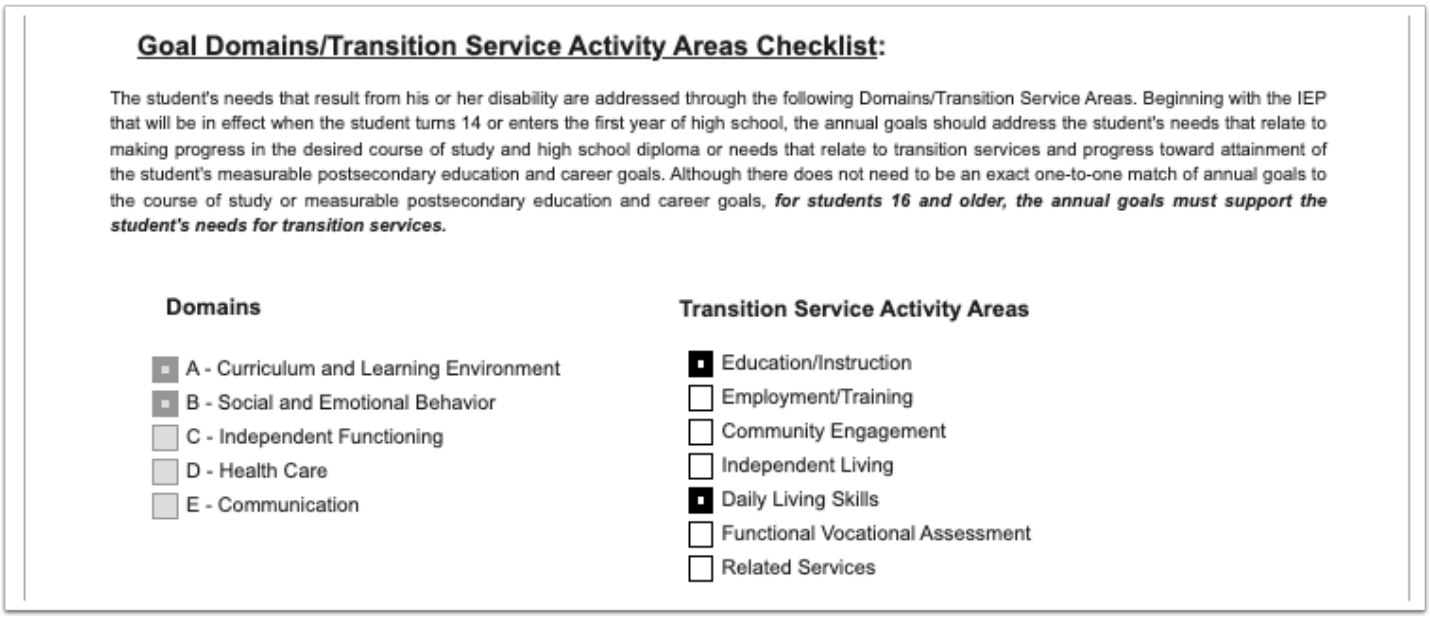
Challenges

- The Effect of Disability and The Student's Priority Educational Need(s) statements should consider all domains as there are not separate statements per Domain.





- Domains selected as YES for Area of Concern will be selected at the end of page 5 for verification.
- Any Transition Service Activity Areas selected on one or more Domains can be manually selected at the end of page 5.



Goal Domains/Transition Service Activity Areas Checklist:

The student's needs that result from his or her disability are addressed through the following Domains/Transition Service Areas. Beginning with the IEP that will be in effect when the student turns 14 or enters the first year of high school, the annual goals should address the student's needs that relate to making progress in the desired course of study and high school diploma or needs that relate to transition services and progress toward attainment of the student's measurable postsecondary education and career goals. Although there does not need to be an exact one-to-one match of annual goals to the course of study or measurable postsecondary education and career goals, ***for students 16 and older, the annual goals must support the student's needs for transition services.***

Domains	Transition Service Activity Areas
☑ A - Curriculum and Learning Environment	☑ Education/Instruction
☑ B - Social and Emotional Behavior	☐ Employment/Training
☐ C - Independent Functioning	☐ Community Engagement
☐ D - Health Care	☐ Independent Living
☐ E - Communication	☑ Daily Living Skills
	☐ Functional Vocational Assessment
	☐ Related Services

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

SP Goals and Objectives

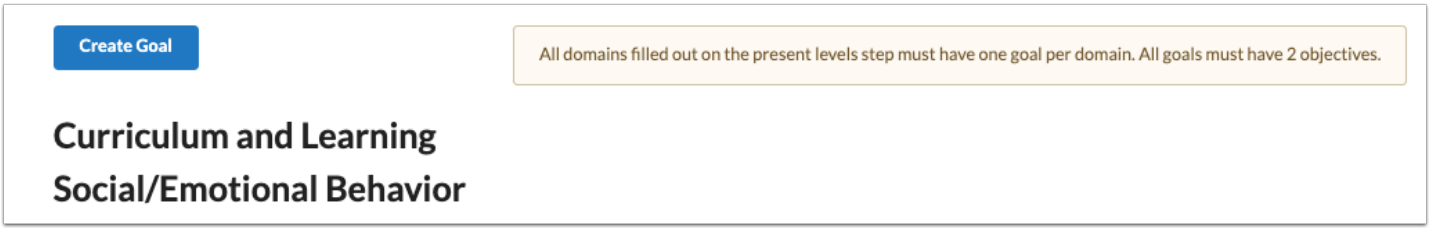
Districts have the option to use the default one-domain-per-goal option, or the multiple-domains-per-goal option (consolidated domains). Districts can also require two objectives in order to save a goal. These options are set at the district level in SSS > General. The domains selected as an Area of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

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.

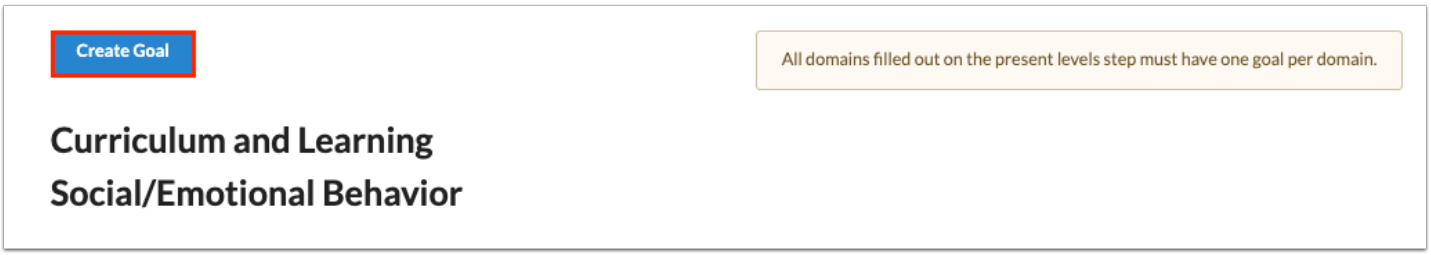
Default Goals & Objectives

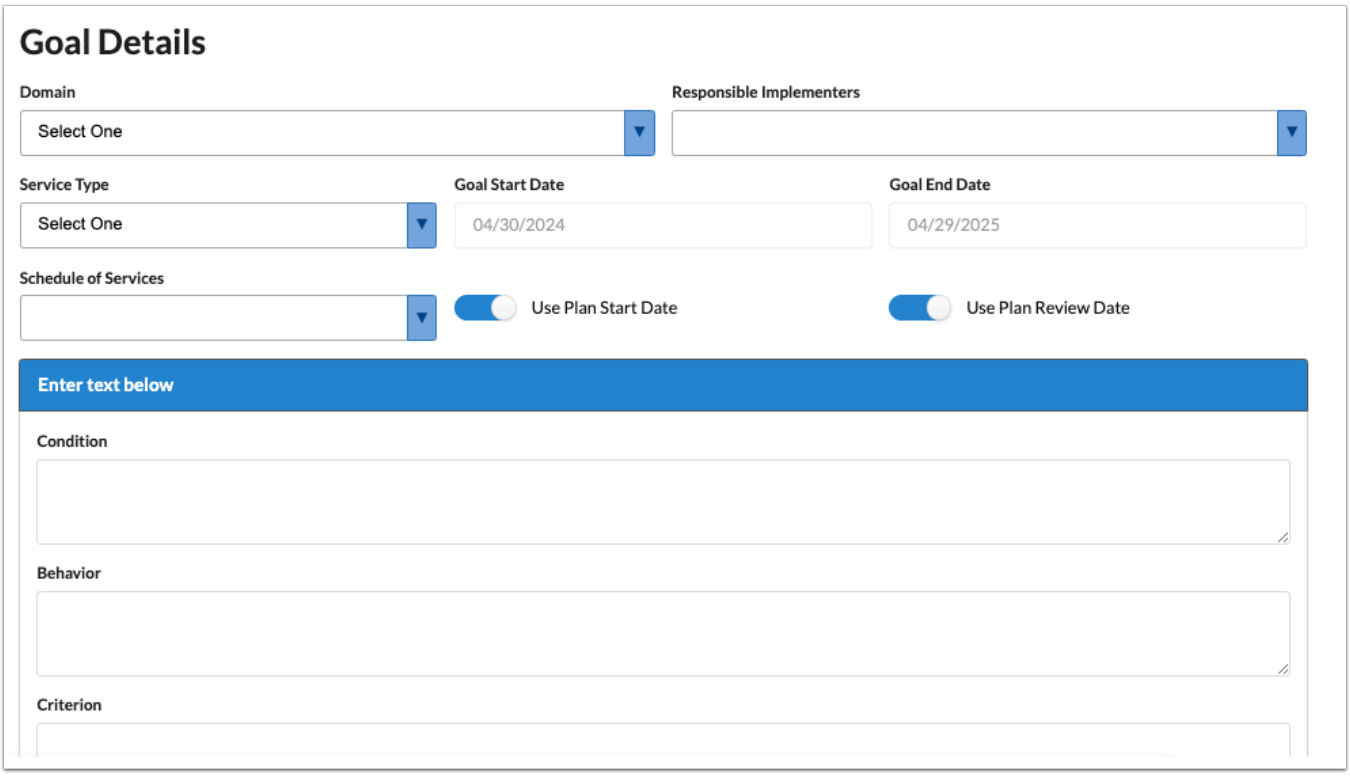
If the district is using the default one-goal-per-domain option, this message is displayed until each domain has at least one goal saved.

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

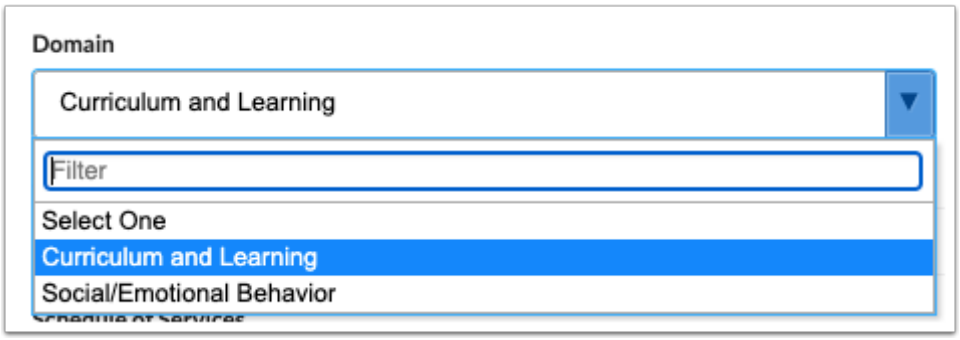


1. Click the **Create Goal** button.

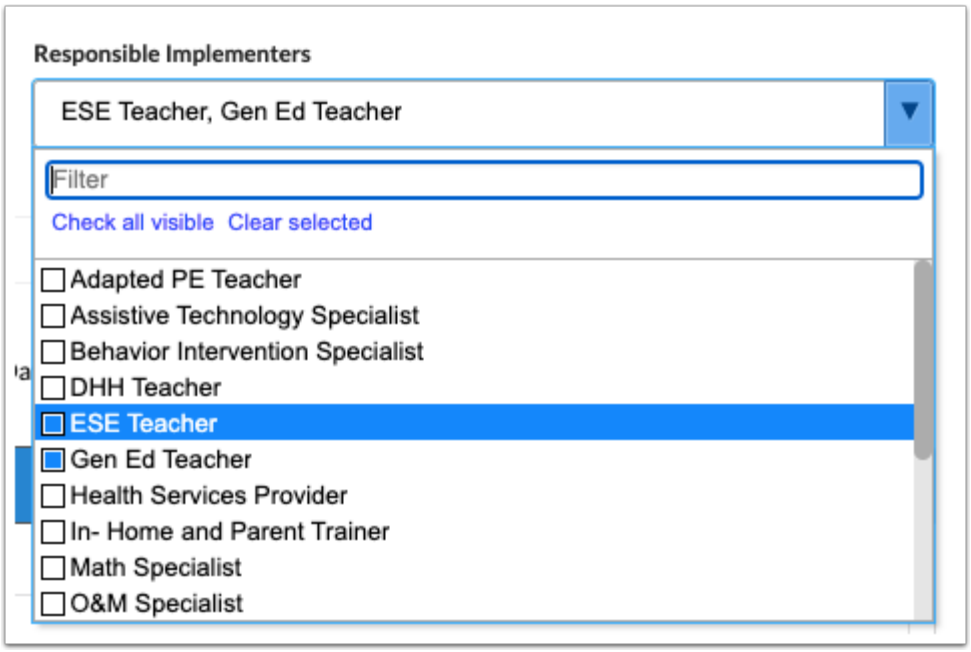




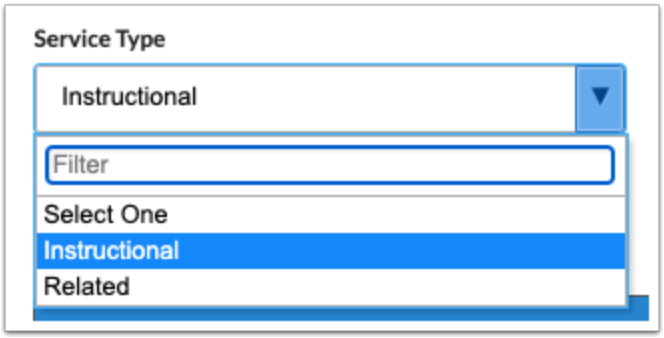
2. Select the **Domain** in which to add the goal. This pull-down is populated from the domains identified as an Area of Concern selected on the Present Levels step.



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

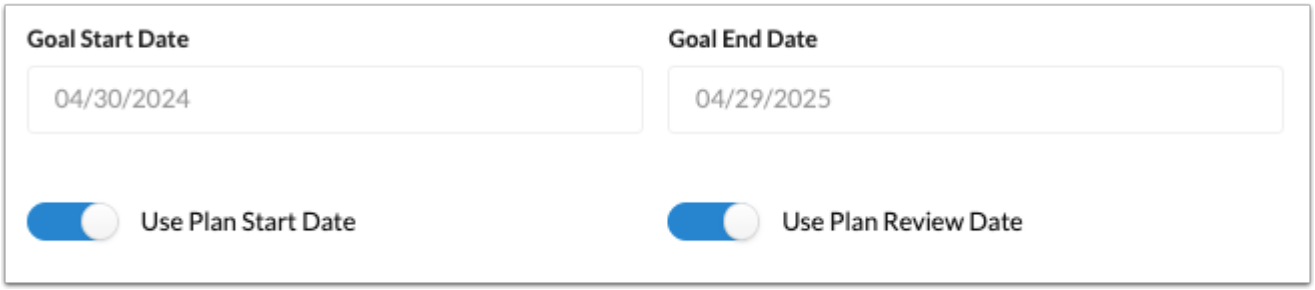


4. Select the **Service Type**.

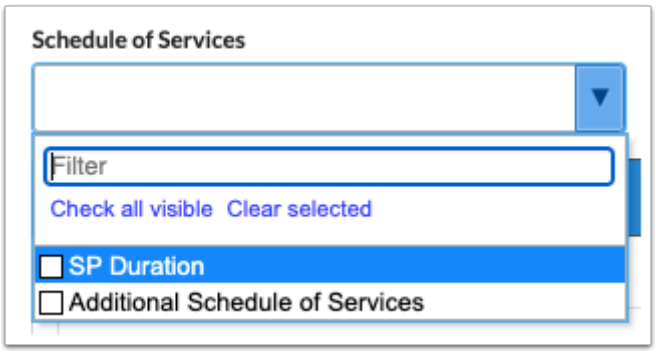


5. The **Goal Start Date** and **Goal End Date** will auto-populate but can be edited by turning off the toggles **Use Plan Start Date** and **Use Plan Review Date**.

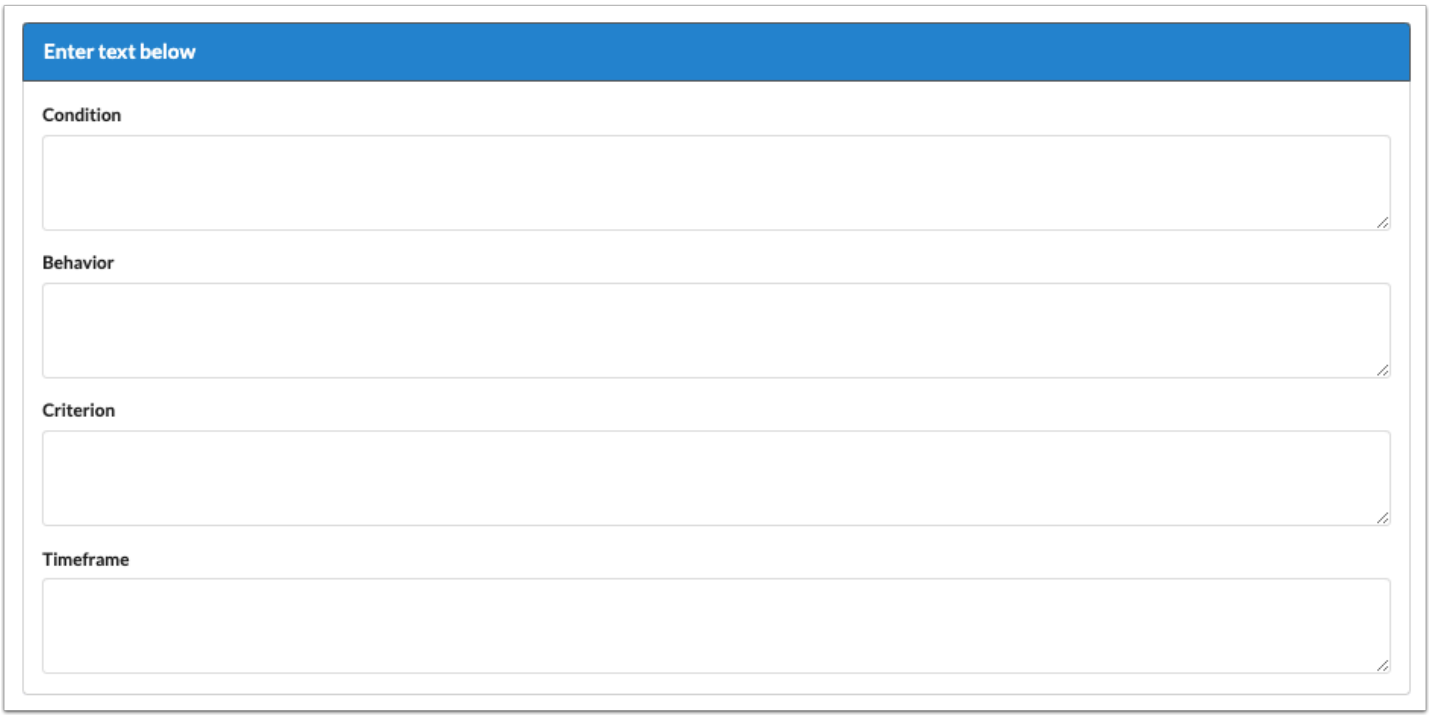
The Goal Start Date and Goal End Date are auto-populated from the SP Plan Date and SP Plan End Date fields in the SP Student Demographics step.



6. Select the **Schedule of Services**. Options are SP Duration and 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.

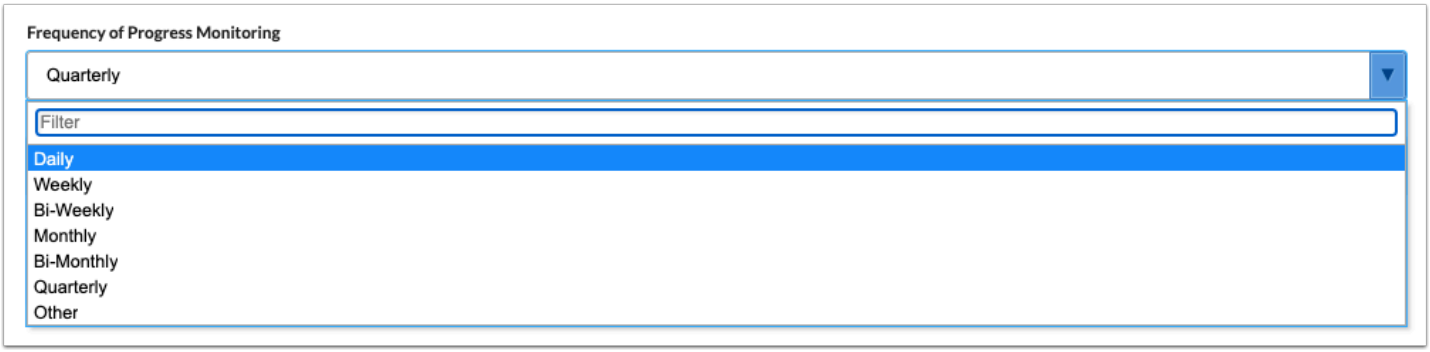


8. Select the **Mastery Criteria** of the goal. After selecting an option, additional fields will display for entering the criteria.

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

10. Select how frequently progress monitoring data will be collected.

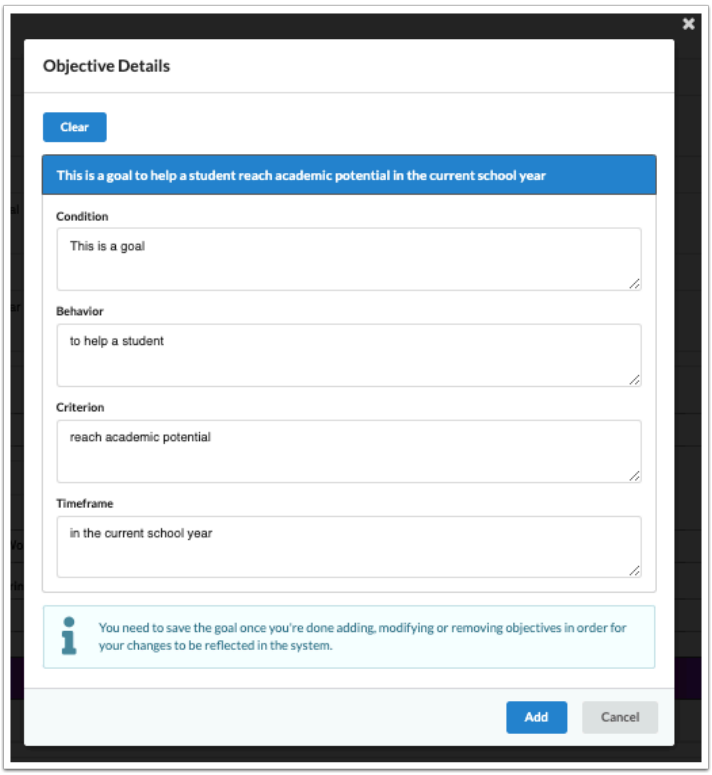
The title of this field and the field options are customized by the district in SSS > General. A custom message may also be included above this field.



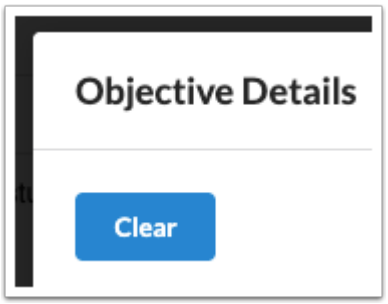
The Diagnosis, Instructional Area, and Transition Service Area(s) fields may also display on this screen, depending on whether the district has enabled the Additional Goal Fields option in SSS > General.

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

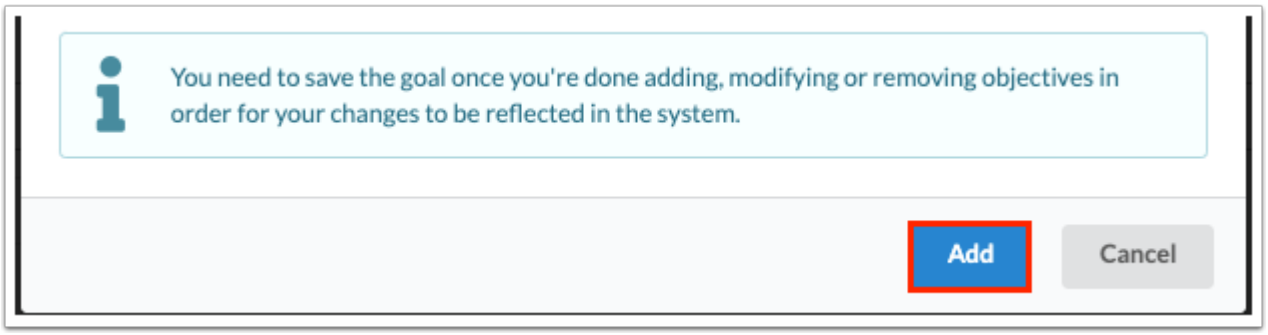
12. The information entered in **Condition**, **Behavior**, **Criterion** and **Timeframe** for the goal will auto-populate into the Objective Details fields.



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

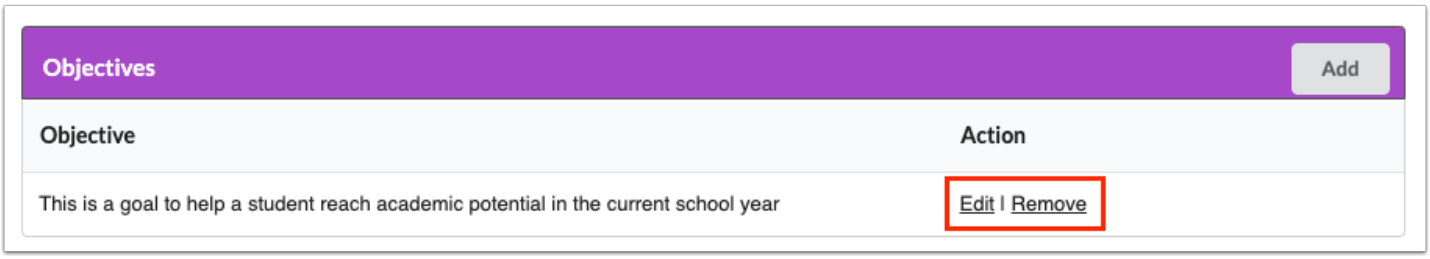


14. Click the blue **Add** button when finished entering text.

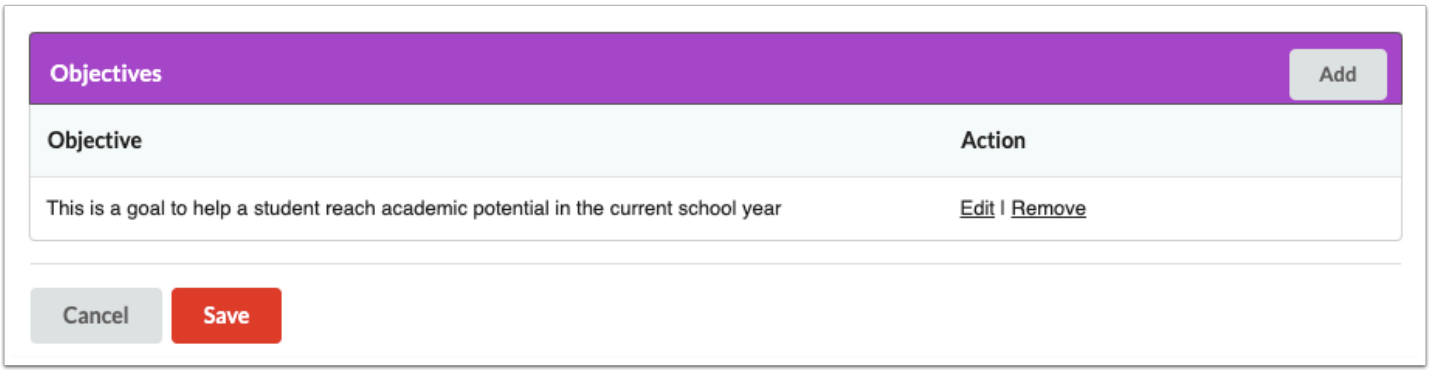


Click **Cancel** or the **X** to exit the pop-up window without adding the objective.

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

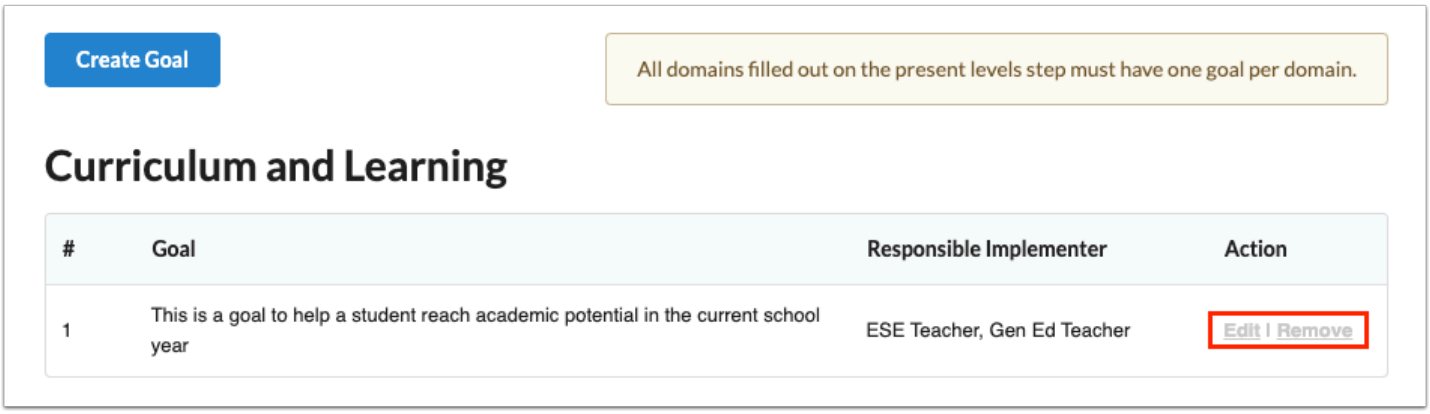


17. Click the **Save** button at the bottom of the screen after the goal has been written and objectives have been added.



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.

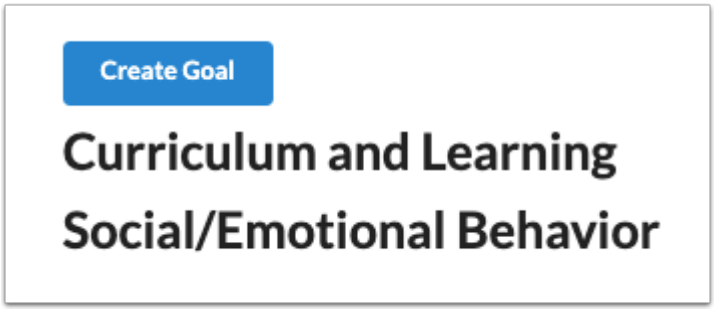
18. Click the links to **Edit** or **Remove** the goal.



Consolidated (Multiple) Domains per Goal

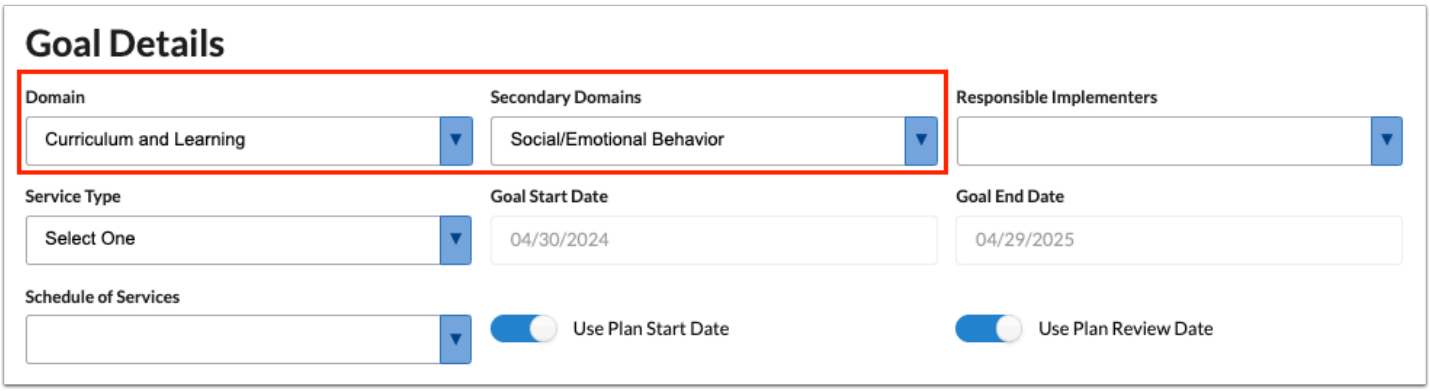
If the district has enabled the option for a goal to apply to multiple domains (consolidated domains), no message displays upon initiating the Goals & Objectives step.

1. Click **Create Goal**.

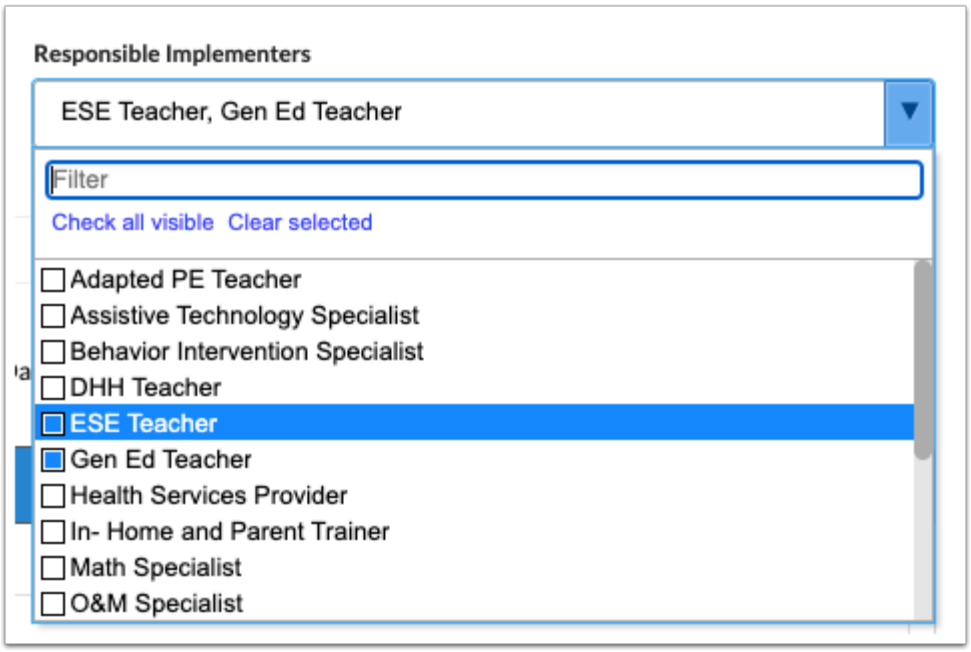


2. Select the **Domain** in which to add the goal. This pull-down is populated from the domains identified as an Area of Concern selected on the Present Levels step.

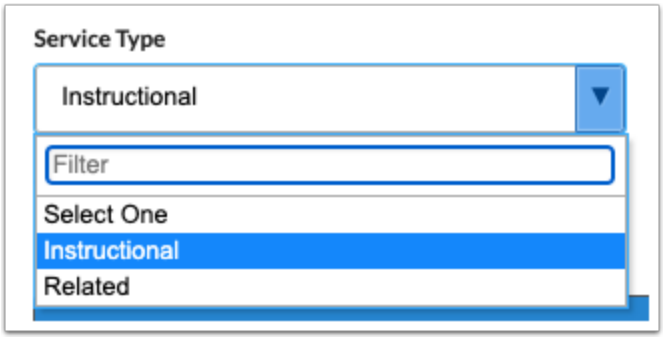
3. In the **Secondary Domain** pull-down, select one or multiple secondary domains. This pull-down is populated from the domains identified as an Area of Concern selected on the Present Levels step.



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

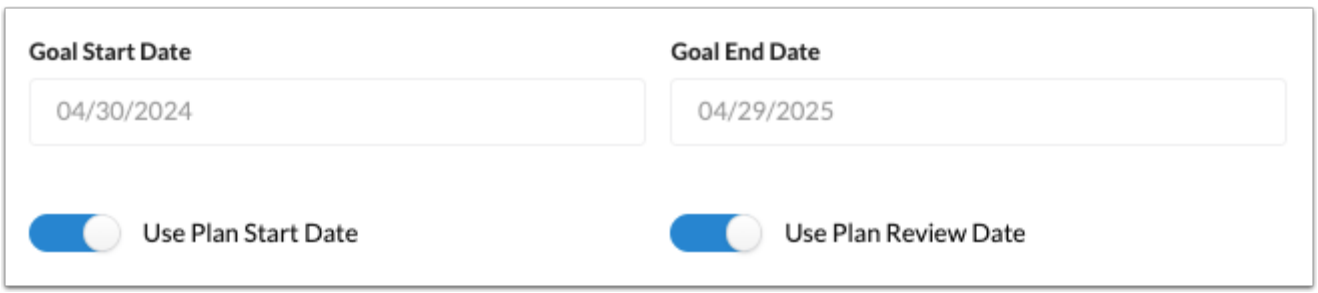


5. Select the **Service Type**.

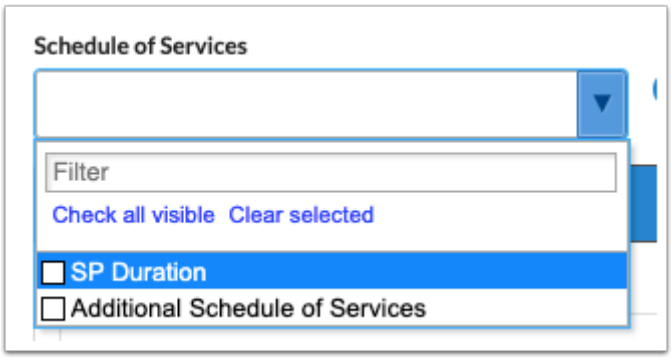


6. The **Goal Start Date** and **Goal End Date** will auto-populate but can be edited by turning off the toggles **Use Plan Start Date** and **Use Plan Review Date**.

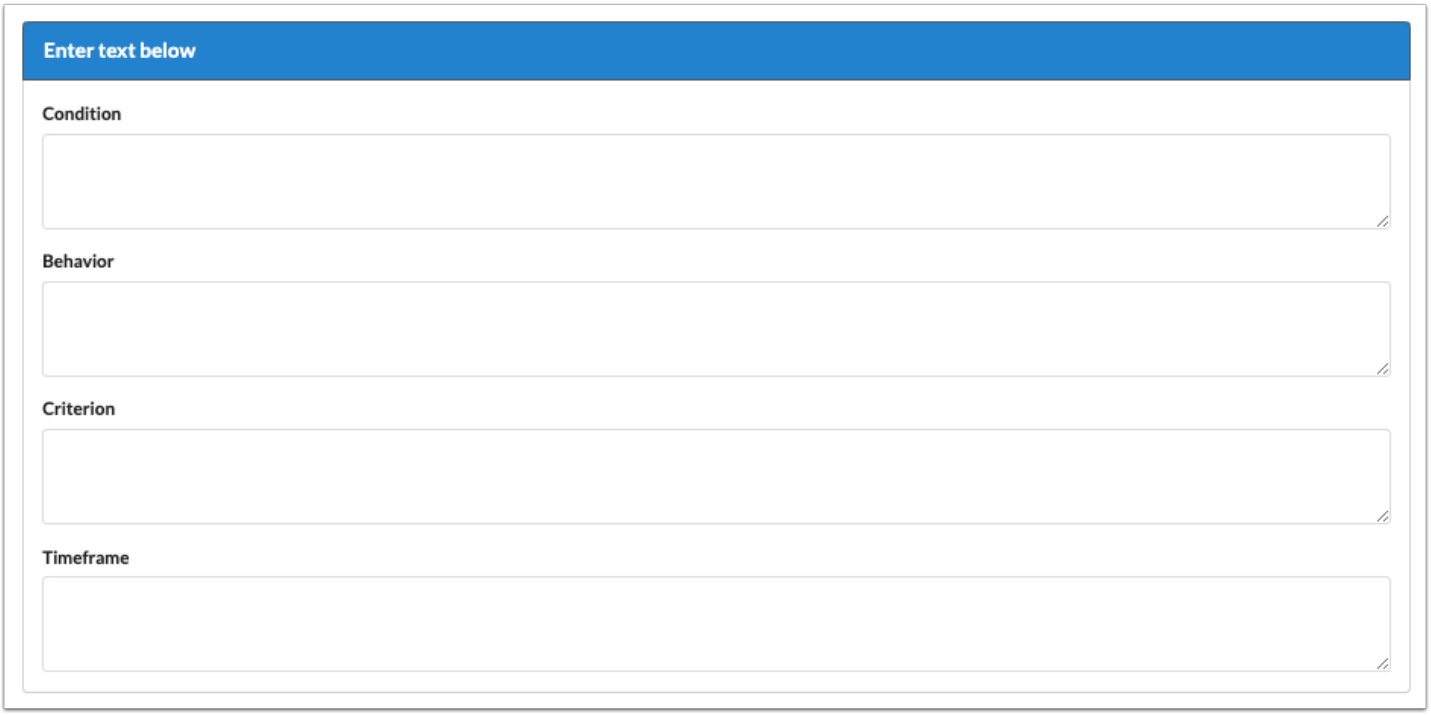
The Goal Start Date and Goal End Date are auto-populated from the SP Plan Date and SP Plan End Date fields in the SP Student Demographics step.



7. Select the **Schedule of Services**. Options are SP Duration and 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.

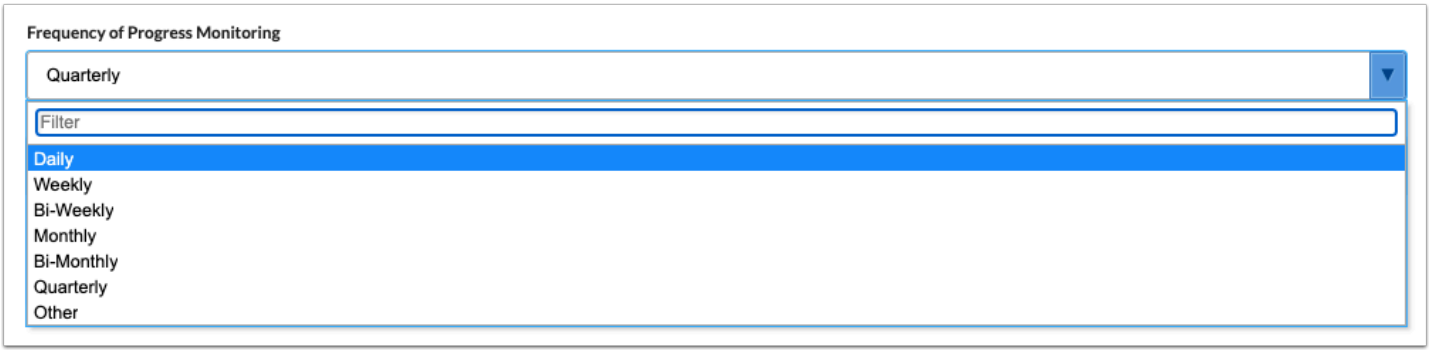


9. Select the **Mastery Criteria** of the goal. After selecting an option, additional fields will display for entering the criteria.

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

11. Select how frequently progress monitoring data will be collected.

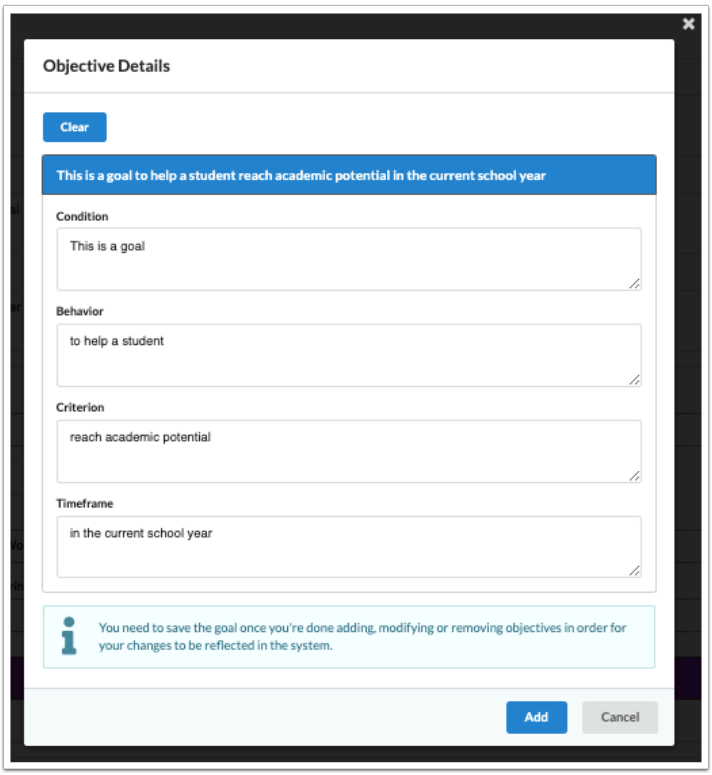
The title of this field and the field options are customized by the district in SSS > General. A custom message may also be included above this field.



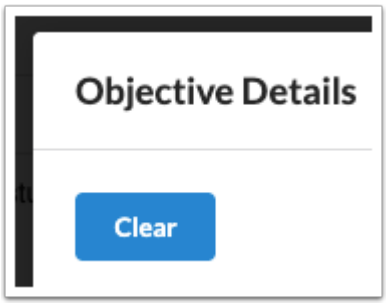
The Diagnosis, Instructional Area, and Transition Service Area(s) fields may also display on this screen, depending on whether the district has enabled the Additional Goal Fields option in SSS > General.

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

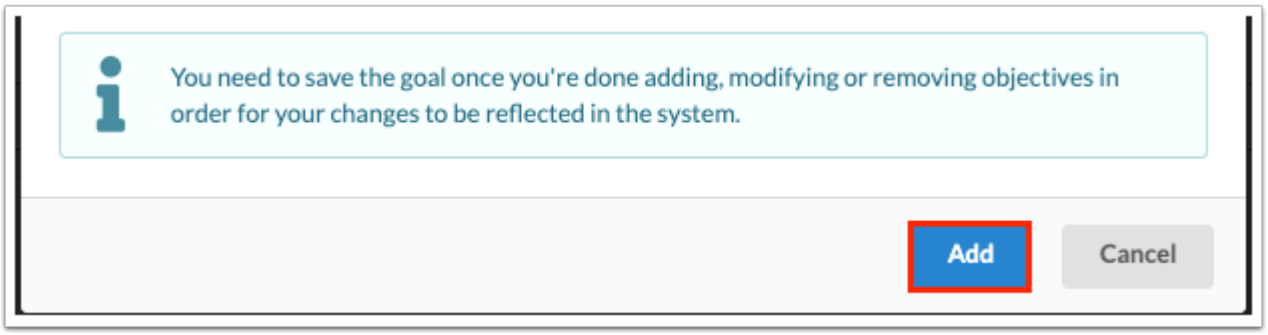
13. The information entered in **Condition**, **Behavior**, **Criterion** and **Timeframe** for the goal will auto-populate into the Objective Details fields.



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

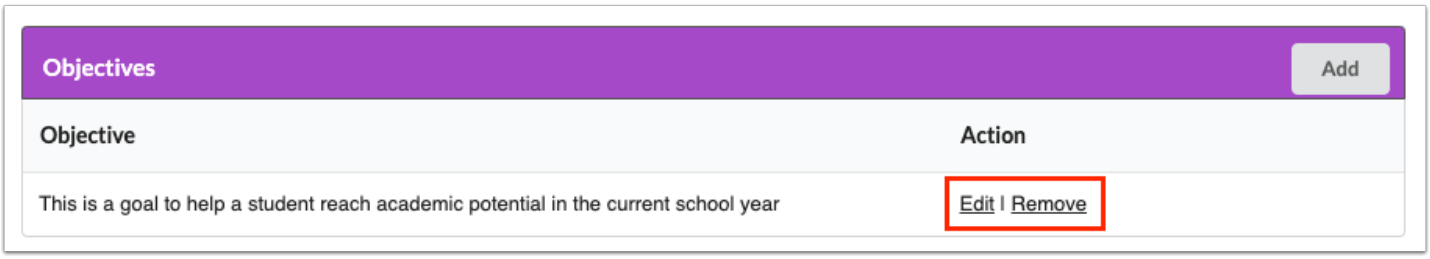


15. Click the blue **Add** button when finished entering text.

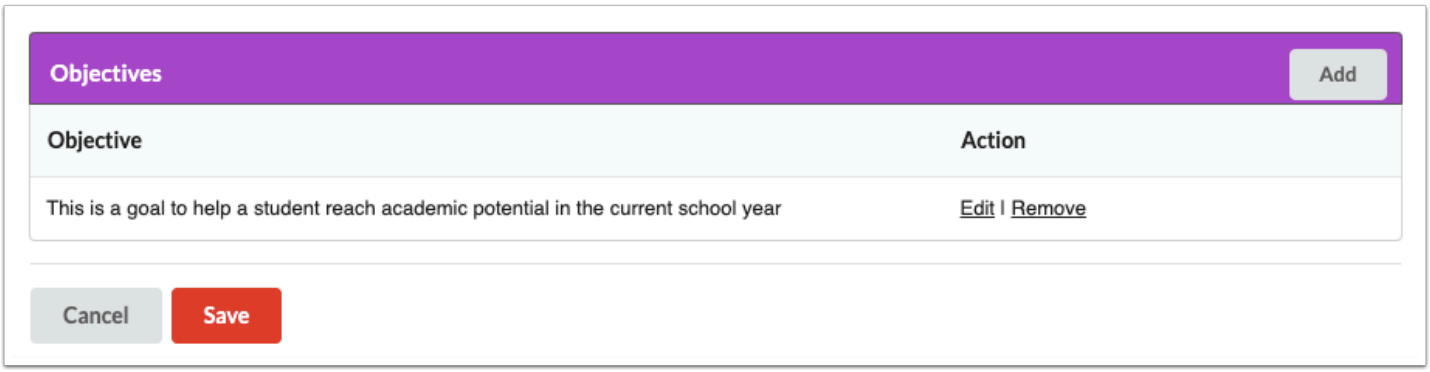


Click **Cancel** or the **X** to exit the pop-up window without adding the objective.

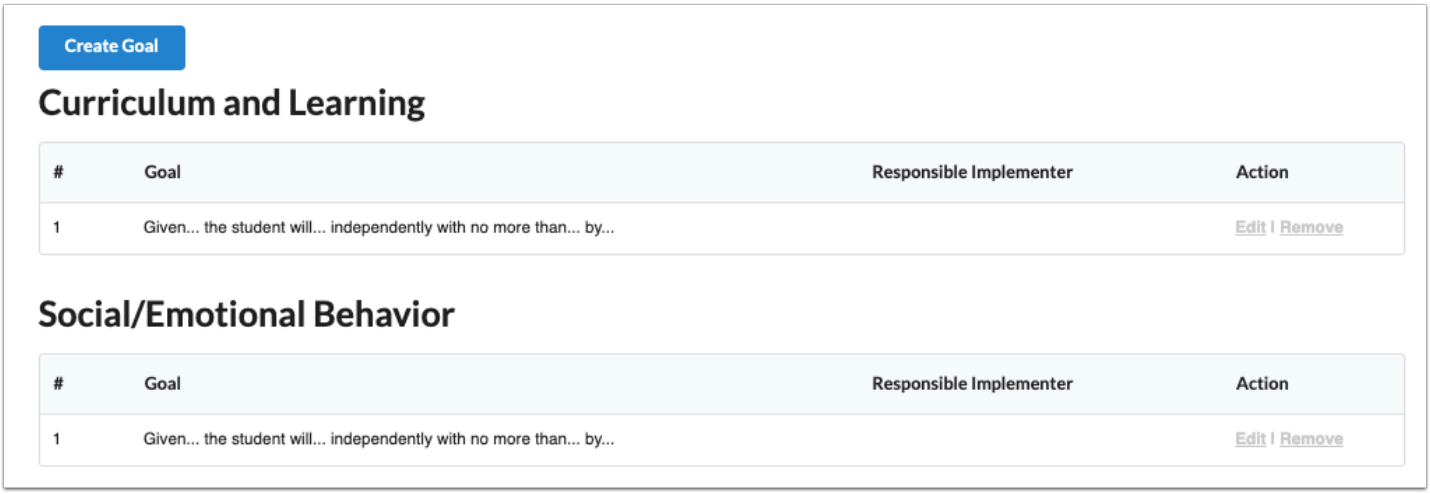
16. Click **Edit** or **Remove** next to the objective to edit or delete the objective.



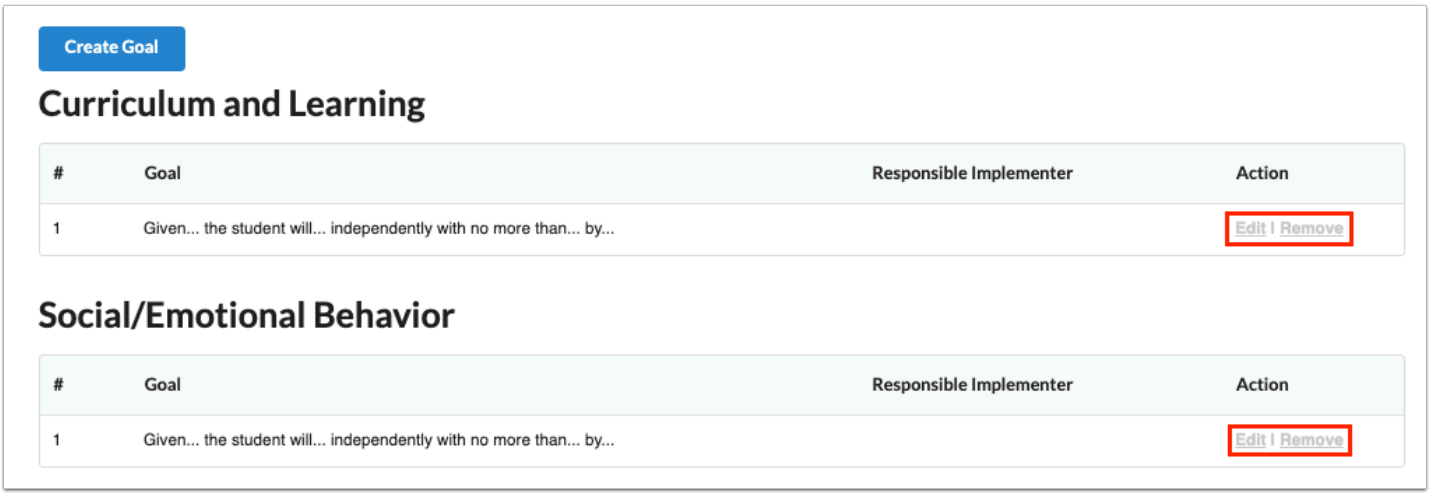
17. Click the **Save** button at the bottom of the screen after the goal has been written and objectives have been added.



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



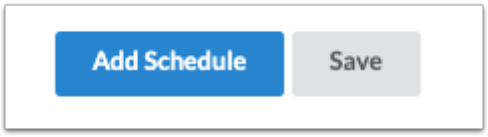
18. Click the links to **Edit** or **Remove** the goal.



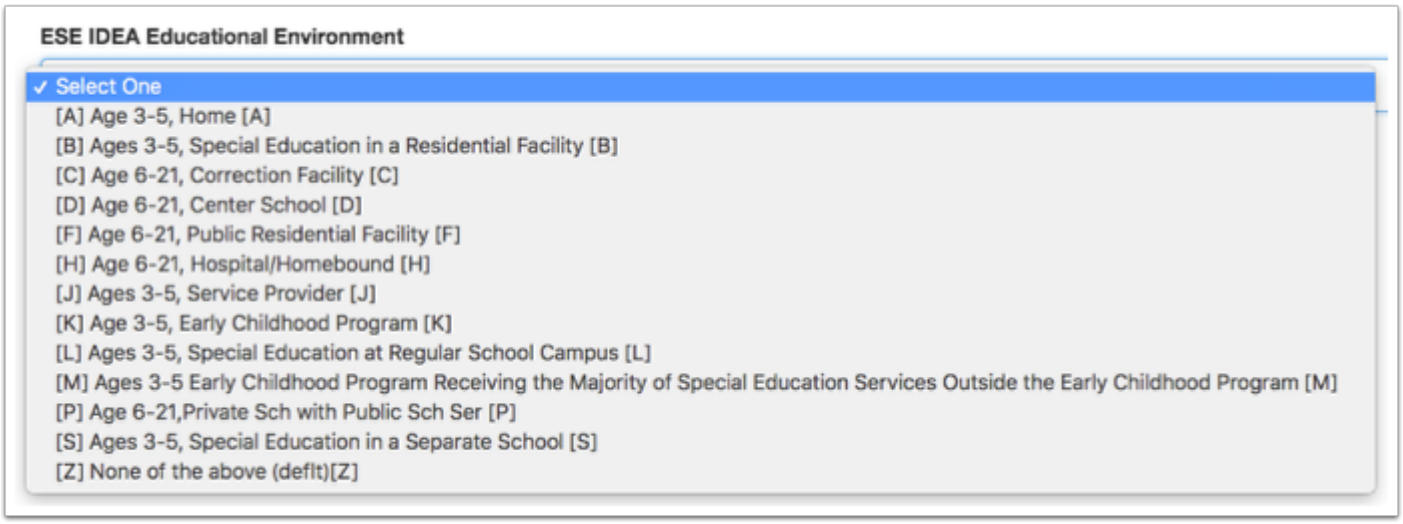
SP Support Services

To accommodate situations where a student's SP 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 SP 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.

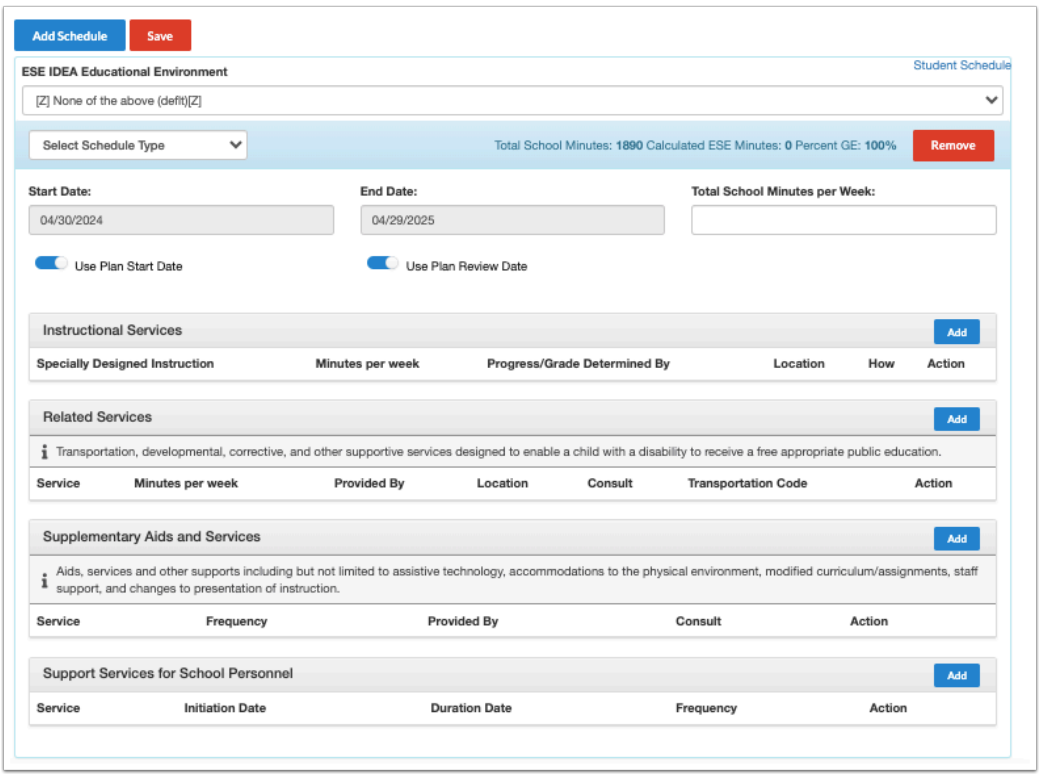
1. Click **Add Schedule**.



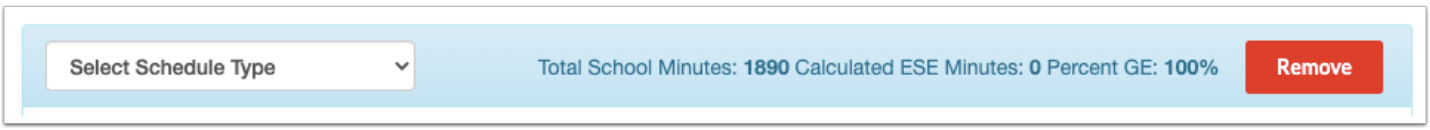
2. Select the **ESE IDEA Educational Environment** from the drop-down. This field is required, and defaults to Z if no option is selected.



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

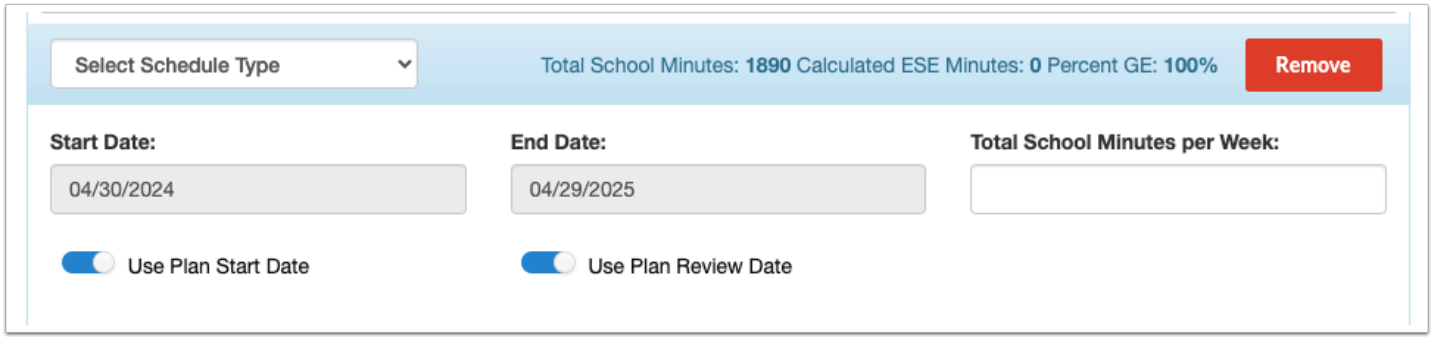


3. Select a **Schedule Type** from the drop-down. The selected Schedule Type will display on the Accommodations screen so that accommodations will match in the event that multiple schedule types are selected.



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.

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 SP.

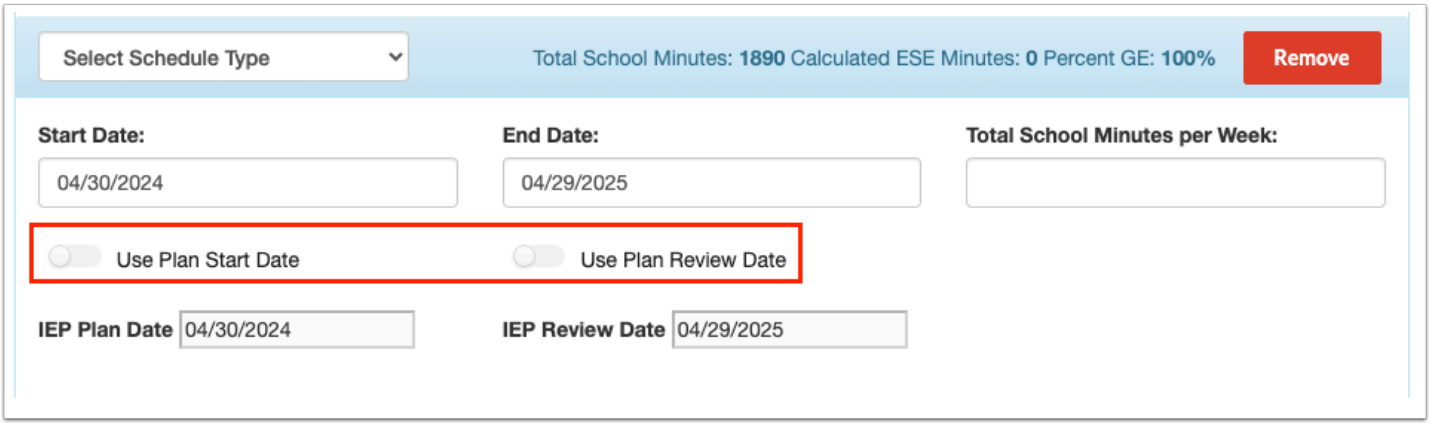


5. The **Start Date** and **End Date** will auto-populate based on the start date and review date of the SP. To manually enter a start date, click the **Use Plan Start Date** toggle so that it turns off and enter the date. To manually enter the end date, click the **Use Plan Review Date** toggle so that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

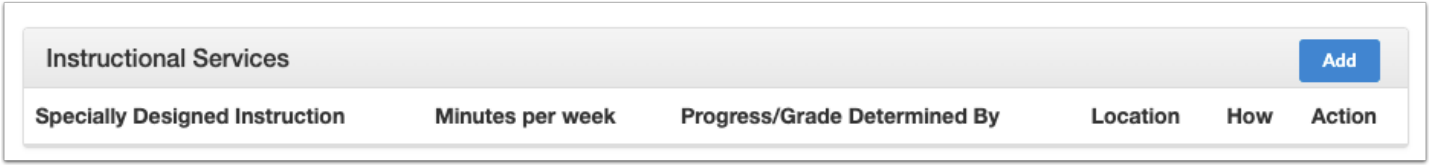
Dates are typically manually entered to match any specific goal that may only be active for a portion of the SP validity period, where the selected services for supporting that goal will only be for that timeframe.

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.

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.



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



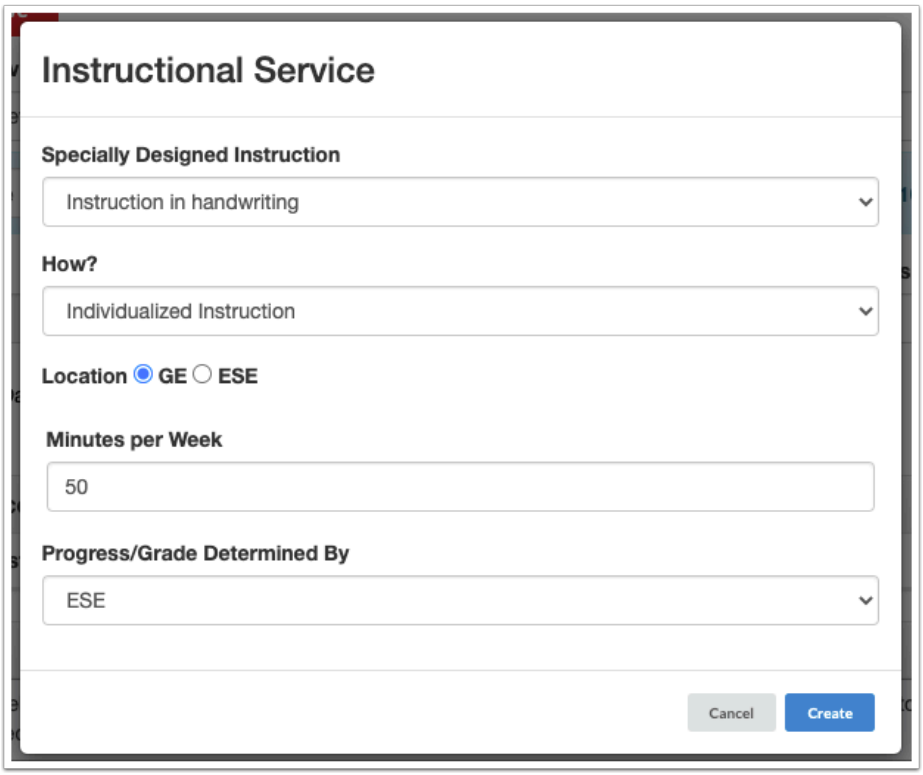
7. Select the **Specially Designed Instruction** the student will receive in support of the goal**.**

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 wil 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.



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

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

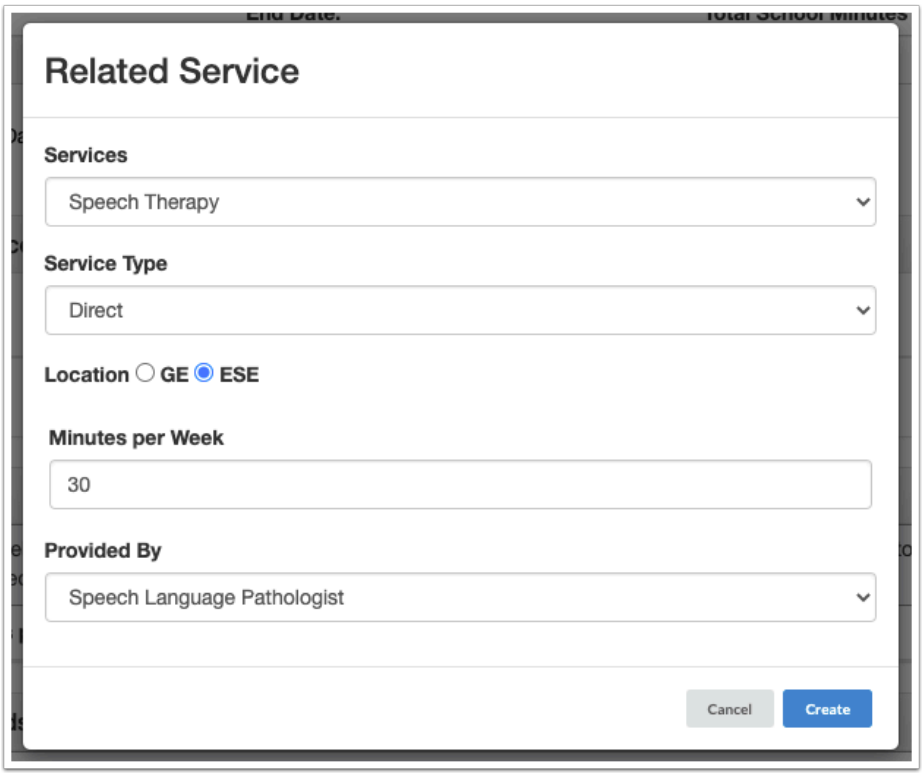
10. Use the **Services** pull-down to select the related service the student will receive in support of the goal. If no services are needed select **The team has addressed this area and determined that services are not appropriate at this time.**

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.

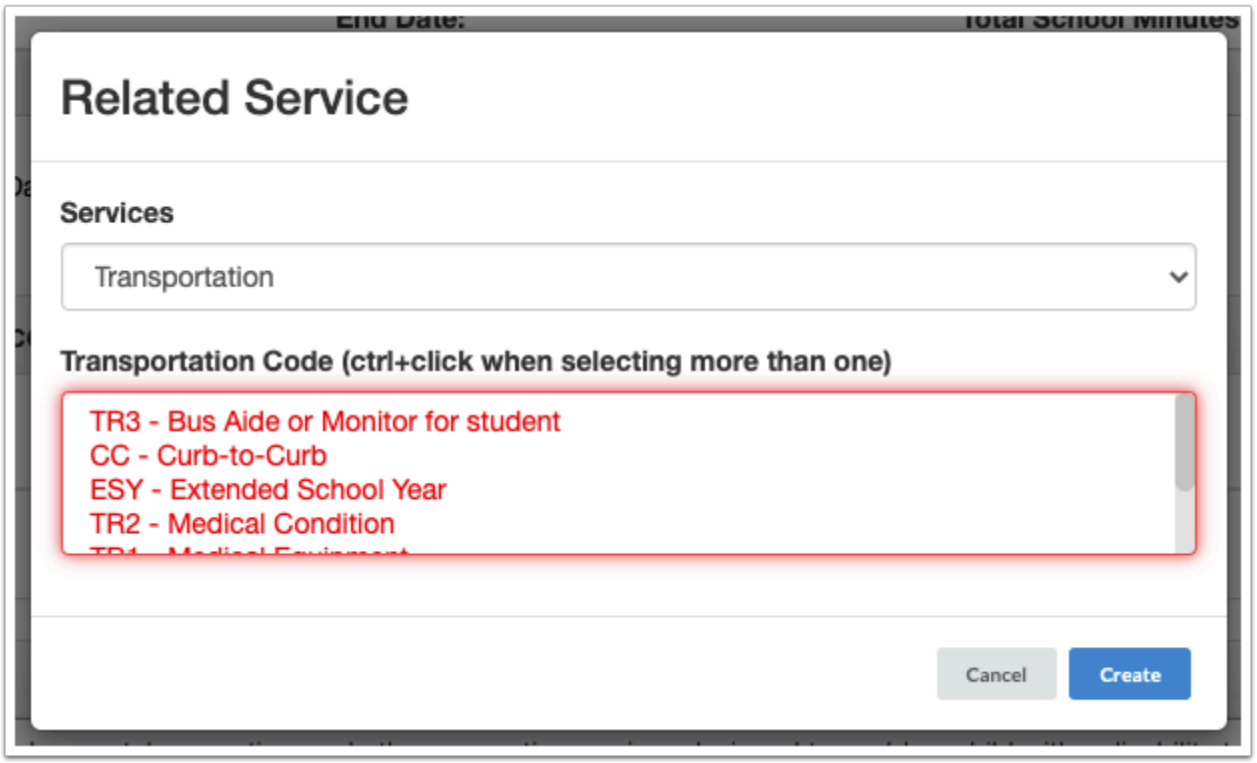
Click the radio button to select the **Location,** either **GE** or **ESE.**

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 wil 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.**



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

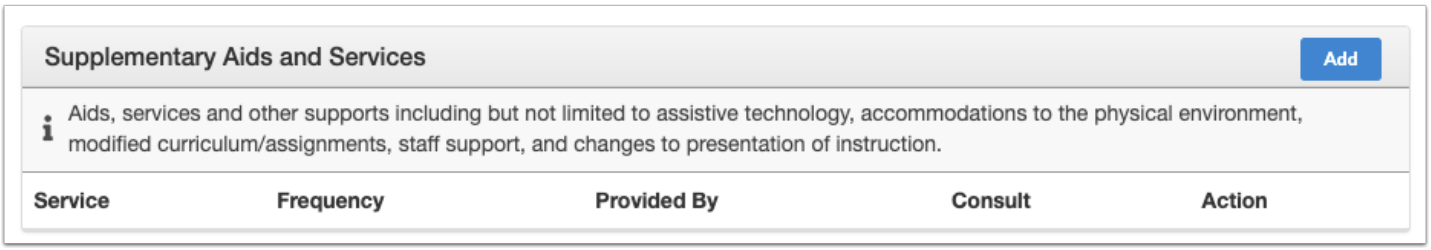


The options available for the Transportation Code pull from custom_2125.

11. Click **Create.** The pop-up will close and you will return to the SP Support 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.

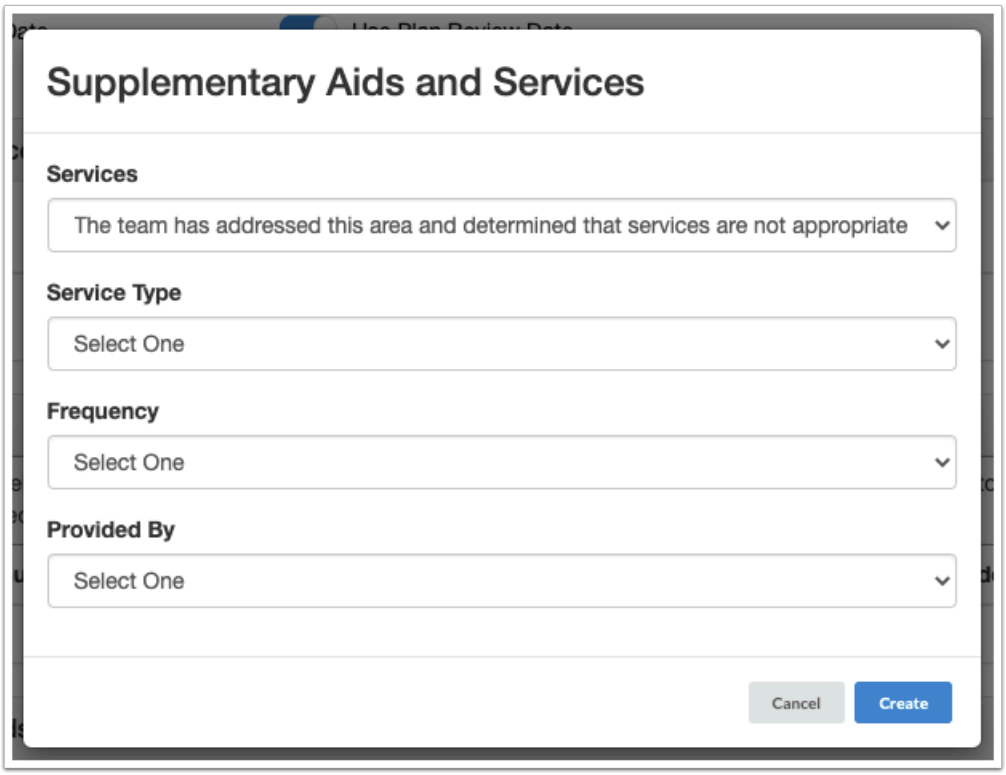


13. Use the **Services** pull-down to select the supplementary aids or service the student will receive. If no services are needed, select **The team has addressed this area and determined that services are not appropriate at this time.**

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.

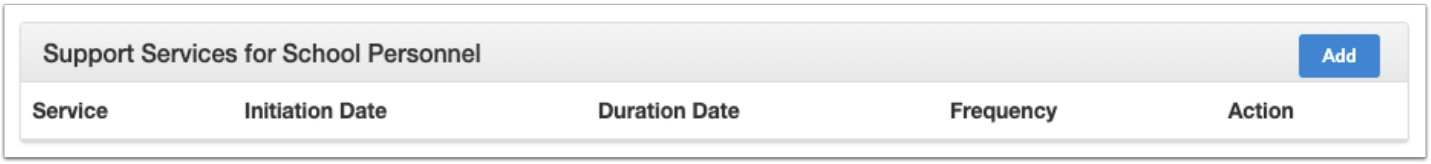
Select the **Frequency** of the aid or service.

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



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

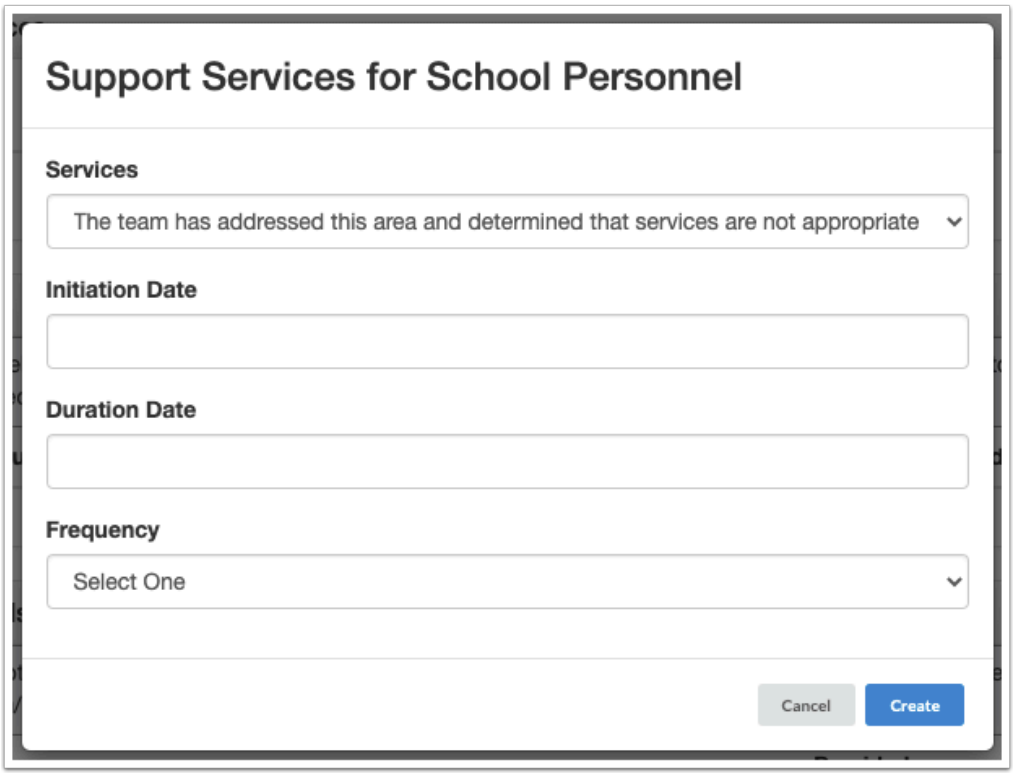
15. In the Support Services for School Personnel section of the screen, click the **Add** button to select any support services for school personnel.



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.

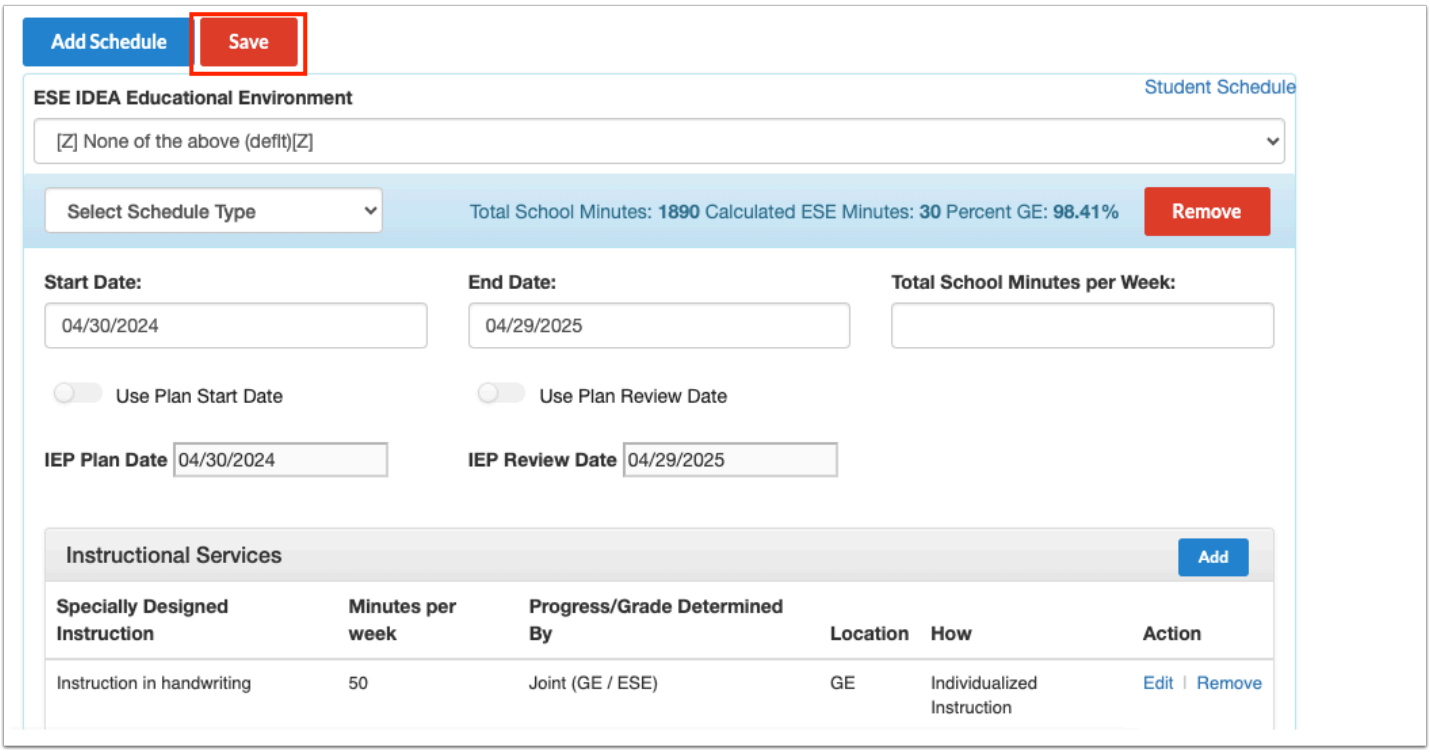
Select the **Initiation Date** and **Duration Date** of the service.

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

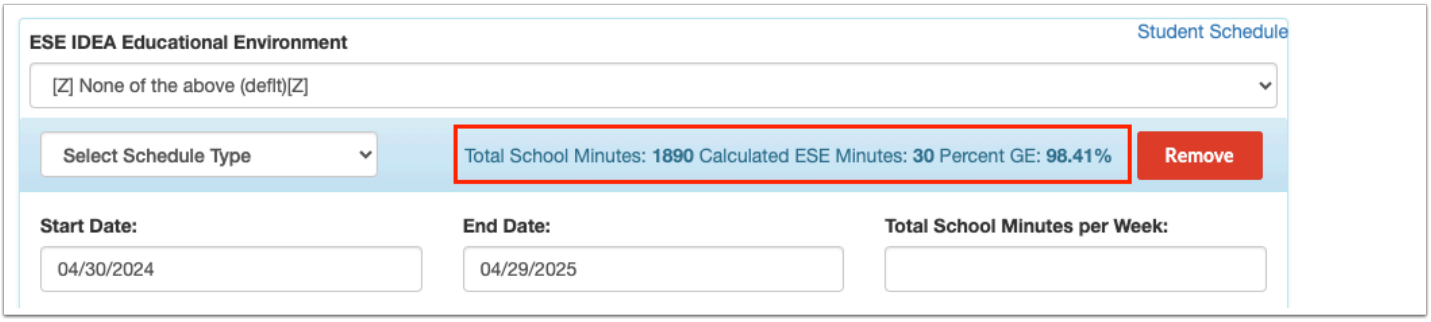


17. Click **Create** when finished.

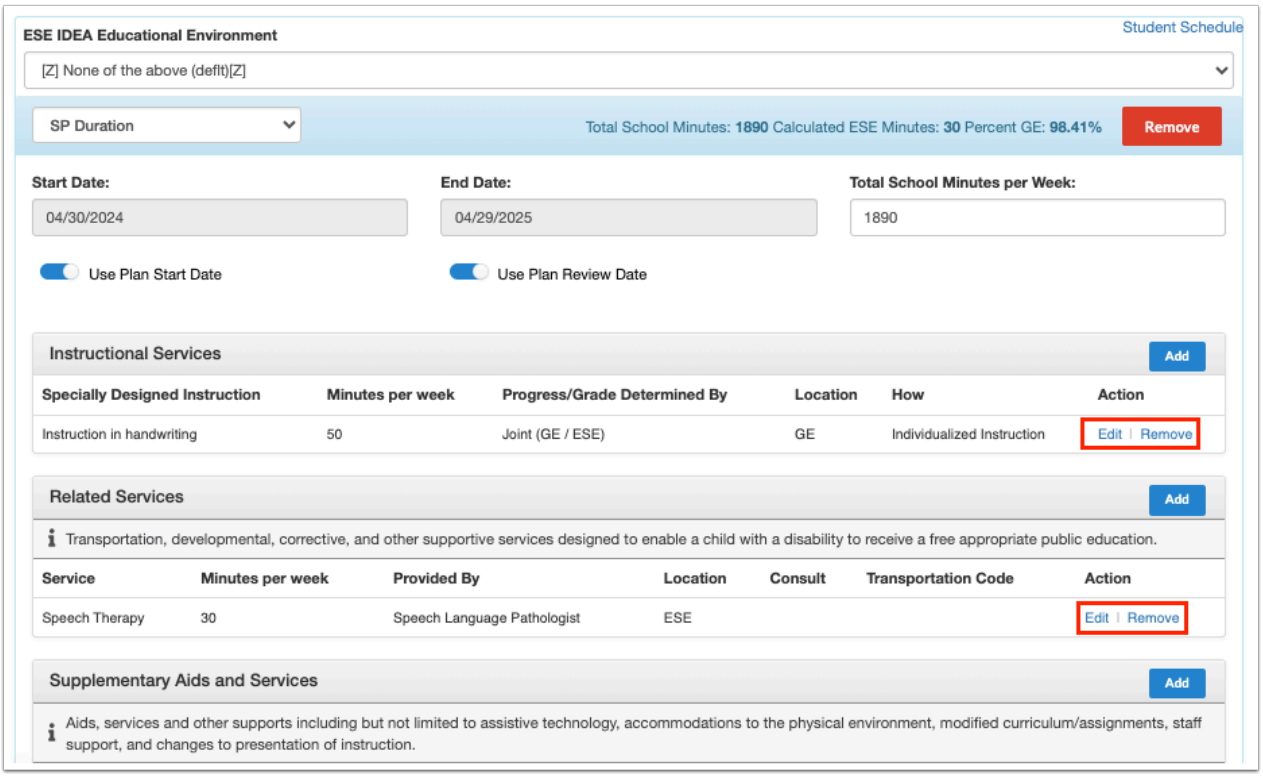
18. After all services have been added, click **Save** at the top of the screen.



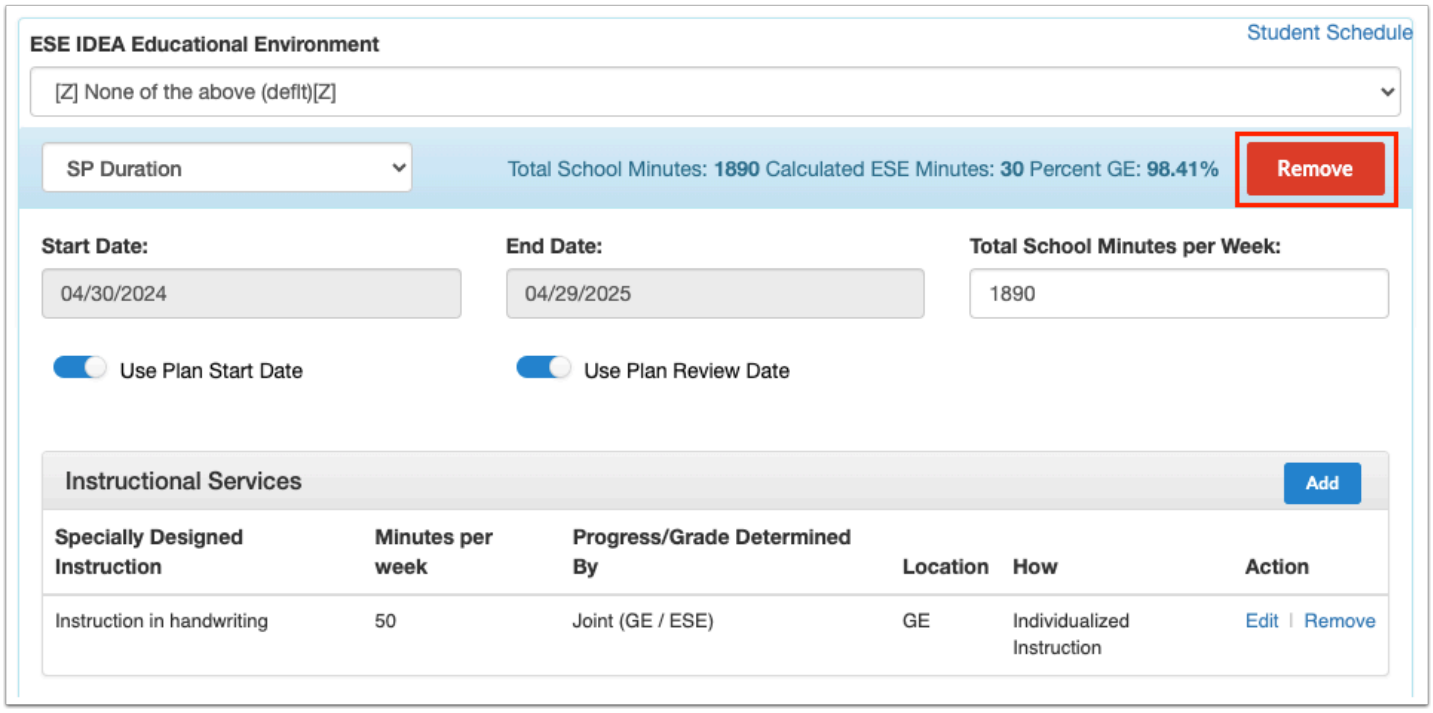
The top of the completed Schedule of Services will display the calculated Time with Non-Disabled Peers showing as Percent GE in addition to any ESE minutes. This value will determine the student's LRE Considerations.



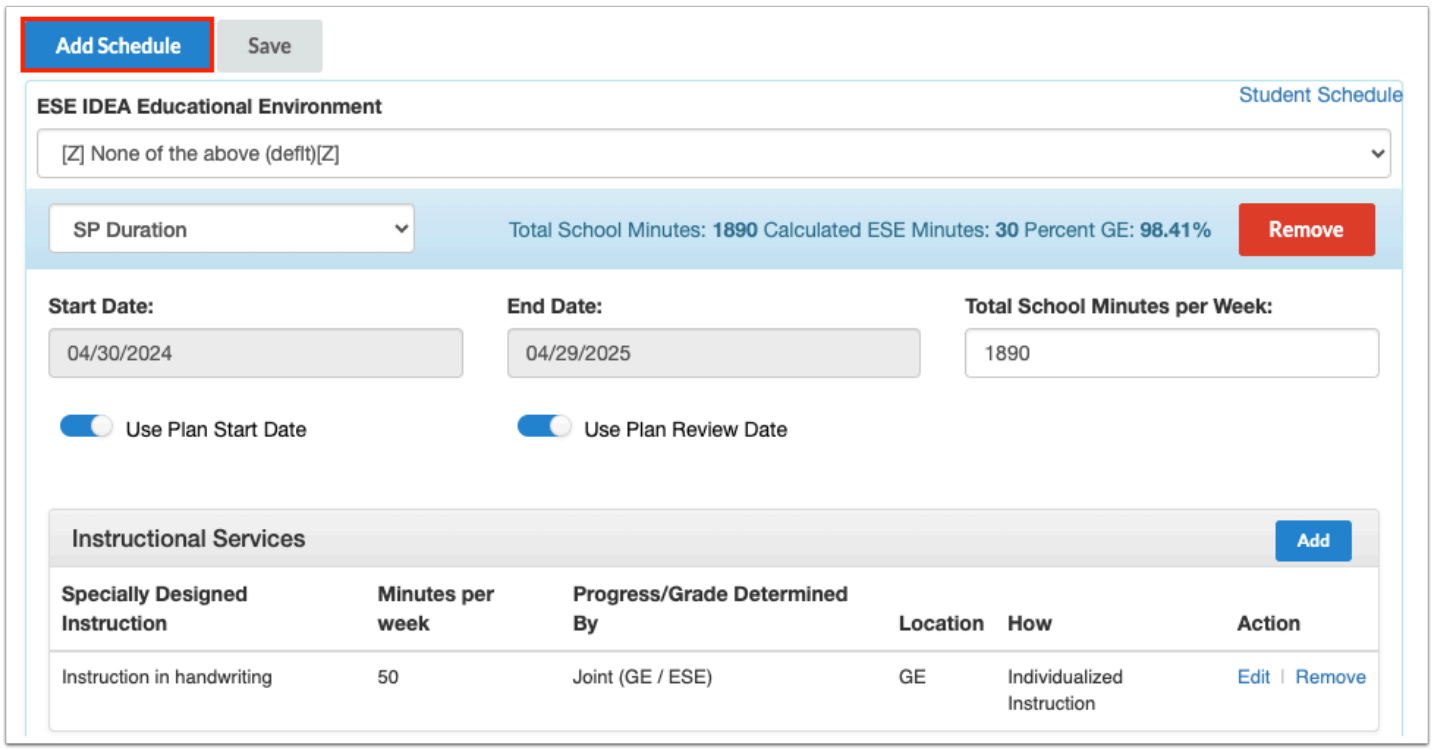
19. Click **Edit** or **Remove** next to a section on the Schedule of Services to edit or remove the service.



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

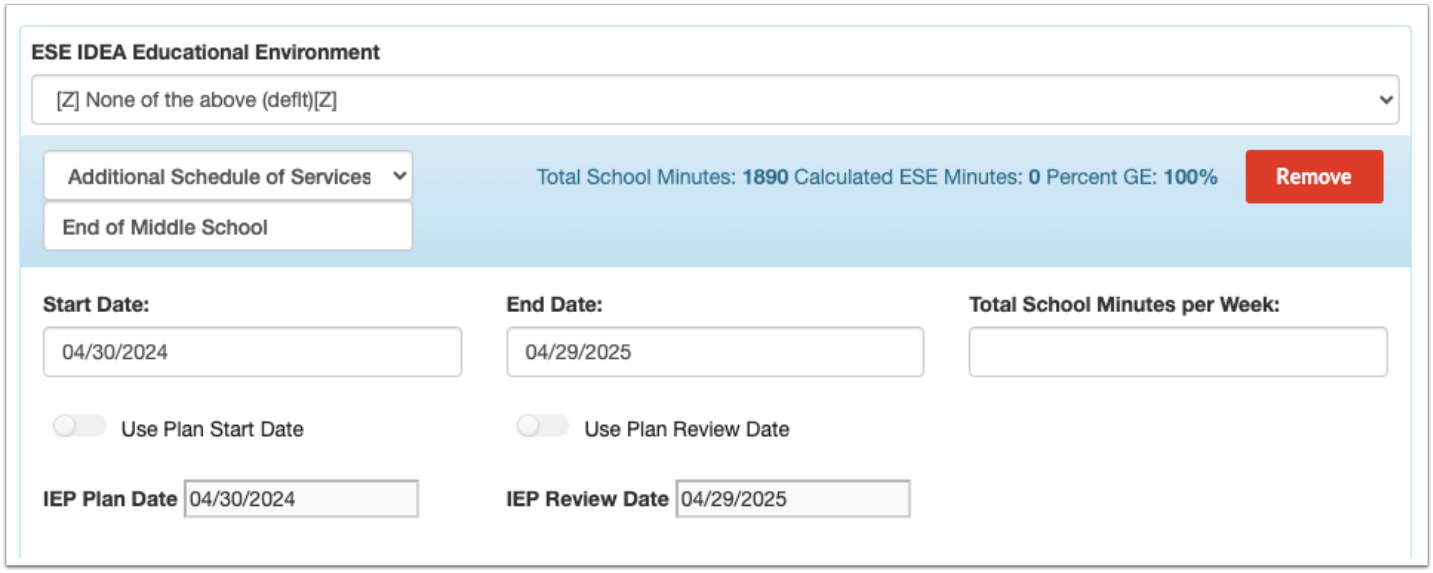


21. If applicable, click **Add Schedule** at the top of the screen to create an additional Schedule of Services that may take effect for a different date range than the first.



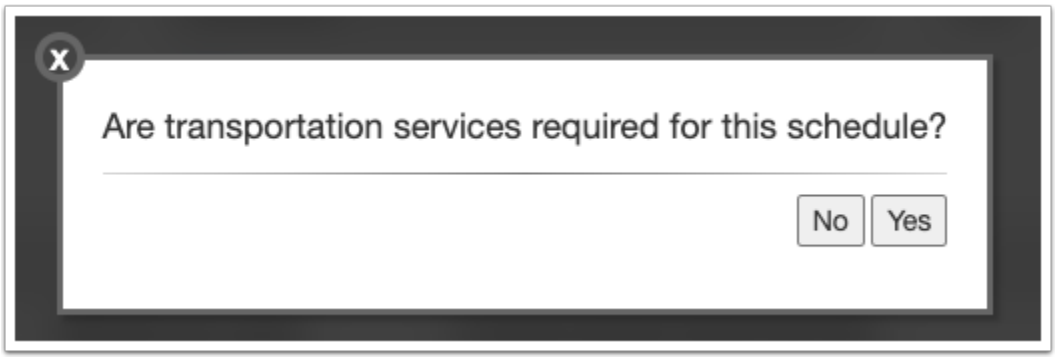
When the Schedule of Services will be for a portion of the validity period as when students are transitioning from middle school to high school, then select Additional

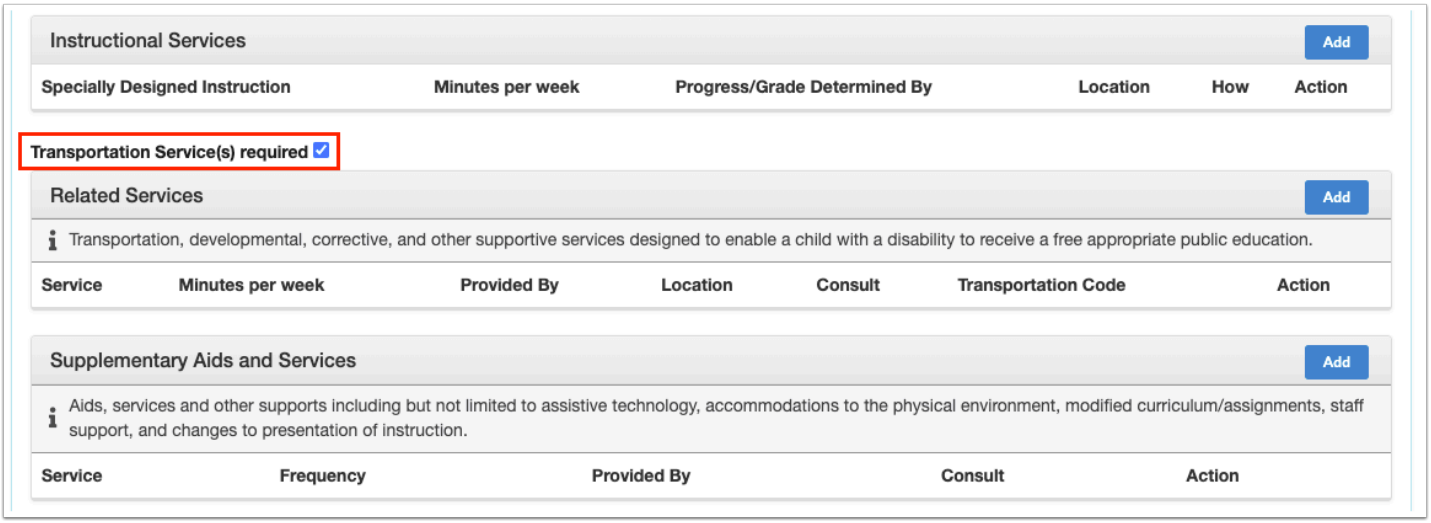
Schedule of Services from the Schedule Type pull-down and provide a title. This may need to be done more than once to cover SP validity period. Disable the Use Plan Start Date and Use Plan Review Date toggles and enter applicable start and end date. Manually enter the Total School Minutes per Week if applicable.



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

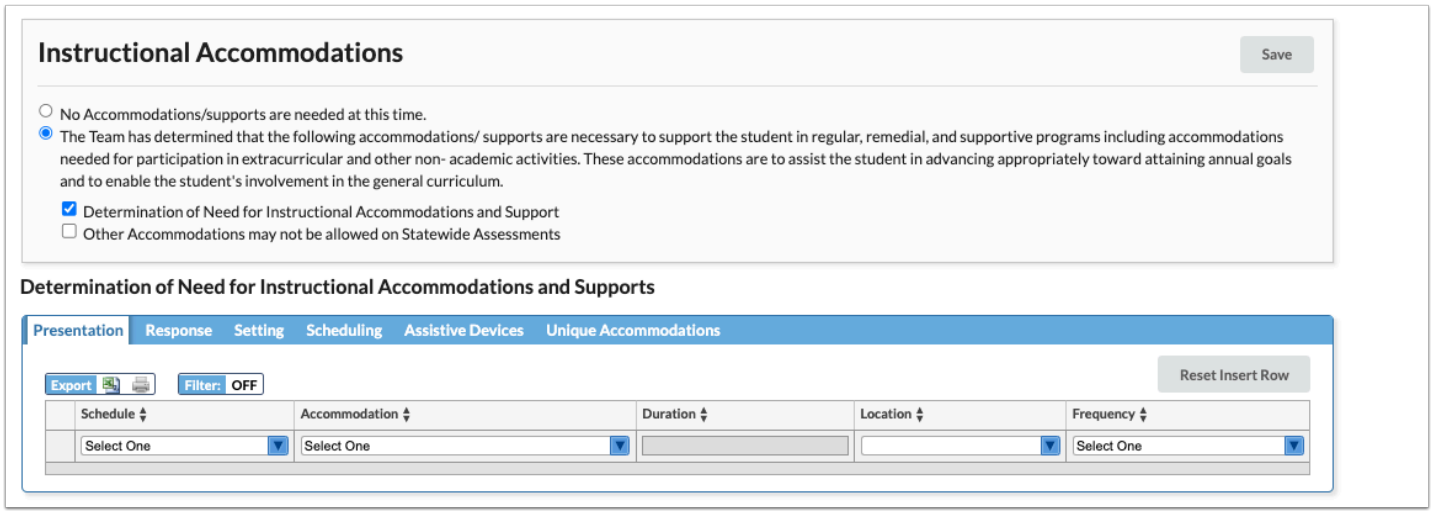
For students who require transportation services, validations may require a transportation service to be added to the first schedule. When adding additional schedules, a pop-up window will display after clicking Add Schedule which will ask "Are transportation services required for this schedule?" Clicking 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.



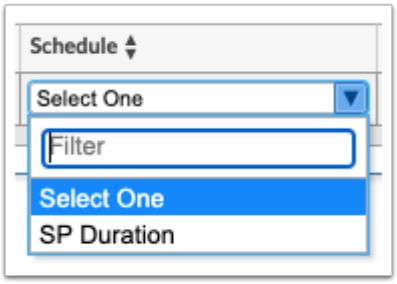


SP Accommodations/Modifications

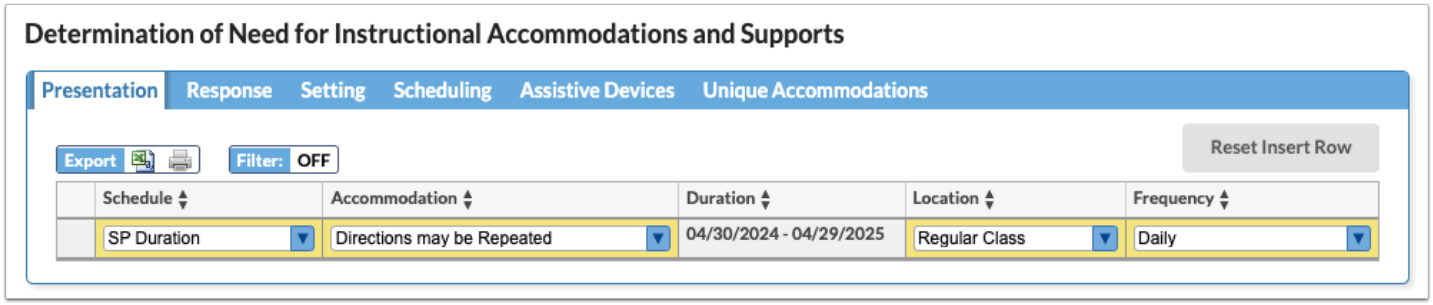
The default value for the Instructional Accommodations step is "The Team has determined that the following accommodations/supports are necessary…." and "Determination of Need for Instructional Accommodations and Support," which will only display the Accommodations table for allowable accommodations on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



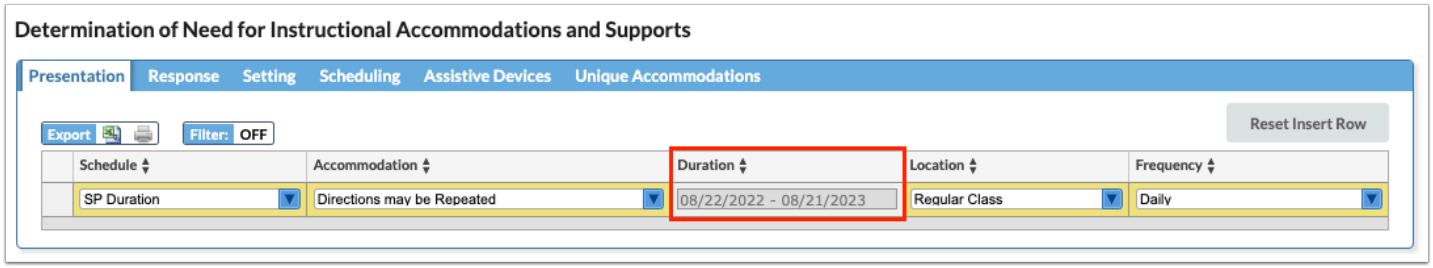
1. For each tab, select the **Schedule** type to which these accommodations will apply. Only the Schedule Types selected on the SP Support Services will display here.



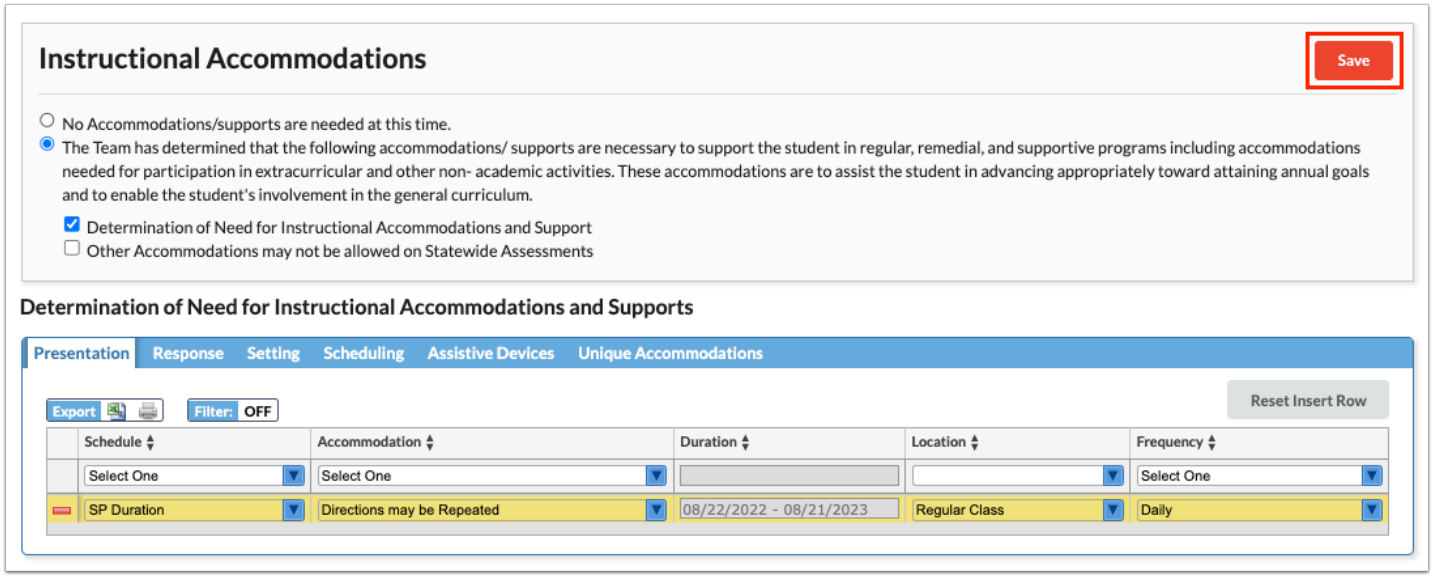
2. Select the **Accommodation, Location,** and **Frequency** using the drop-down menus.



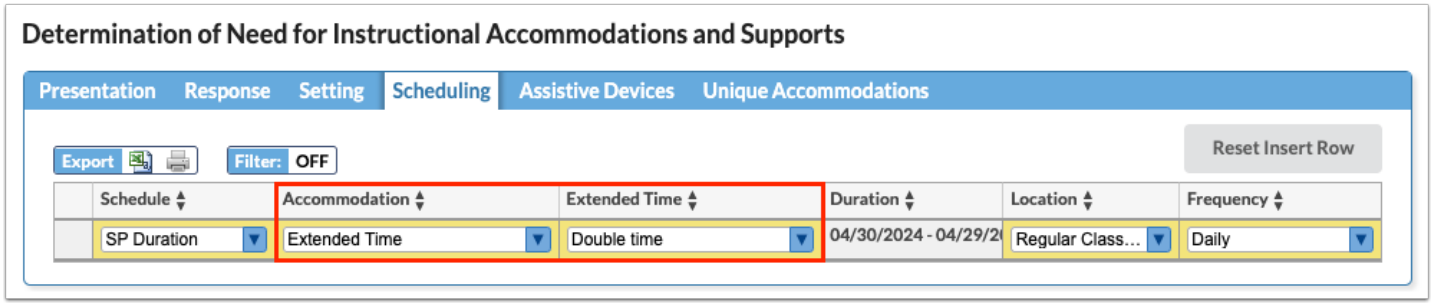
The **Duration** dates will auto-populate based on the Schedule Type selected.



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



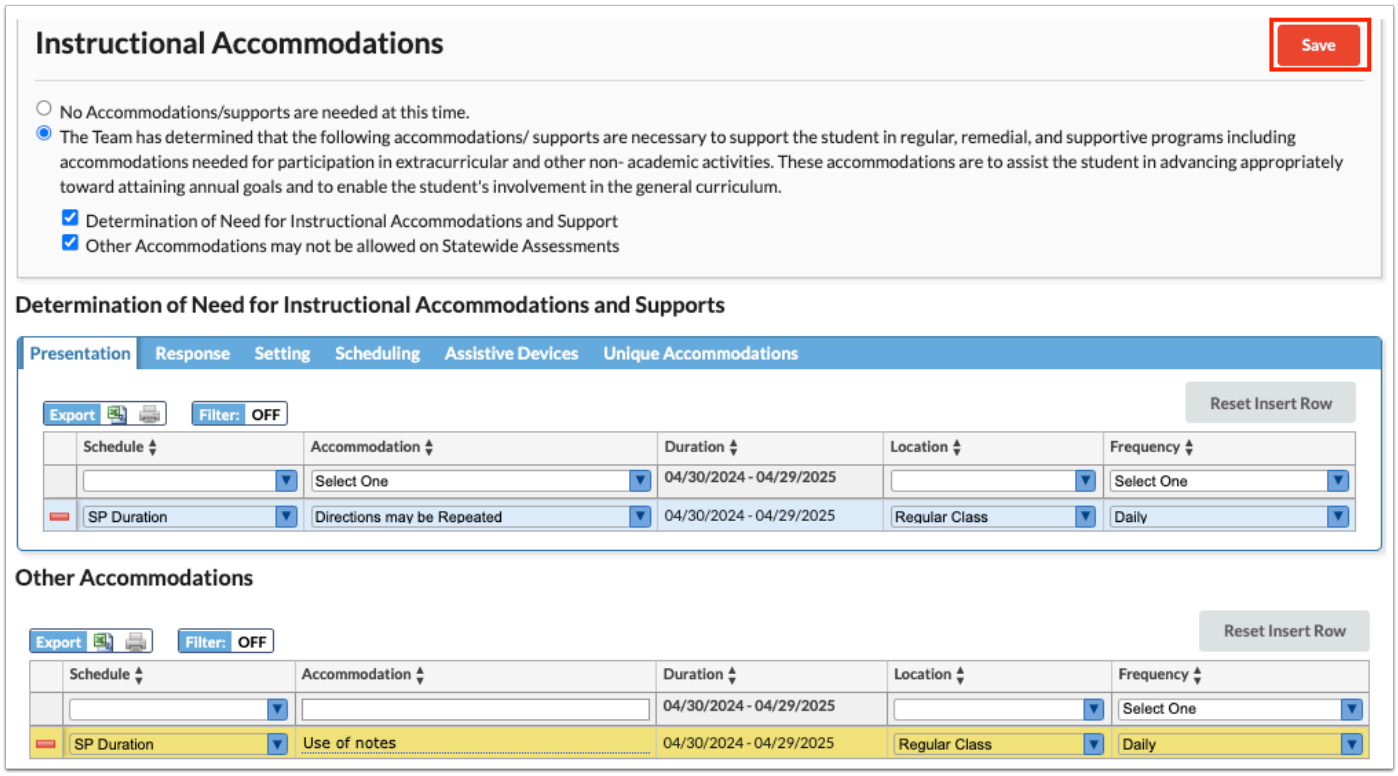
Selecting "Extended Time" as the Accommodation on the Scheduling tab displays an additional Extended Time column where an option must be selected.



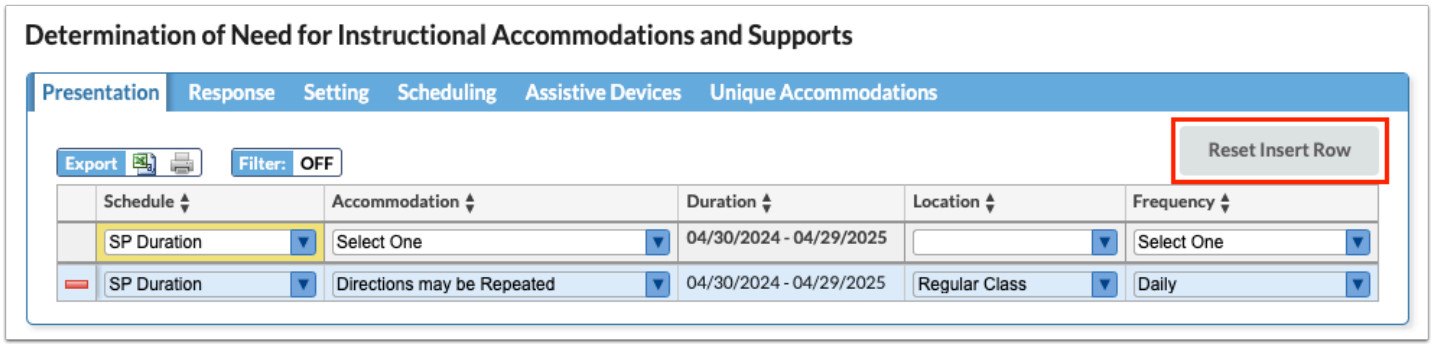
5. Selecting the second box for **Other Accommodations may not be allowed on Statewide Assessments** displays the Other Accommodations table below. An open text field displays to manually enter the Accommodation details. The accommodation may be an instructional accommodation that may not be allowed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

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

7. Click **Save**.



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



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

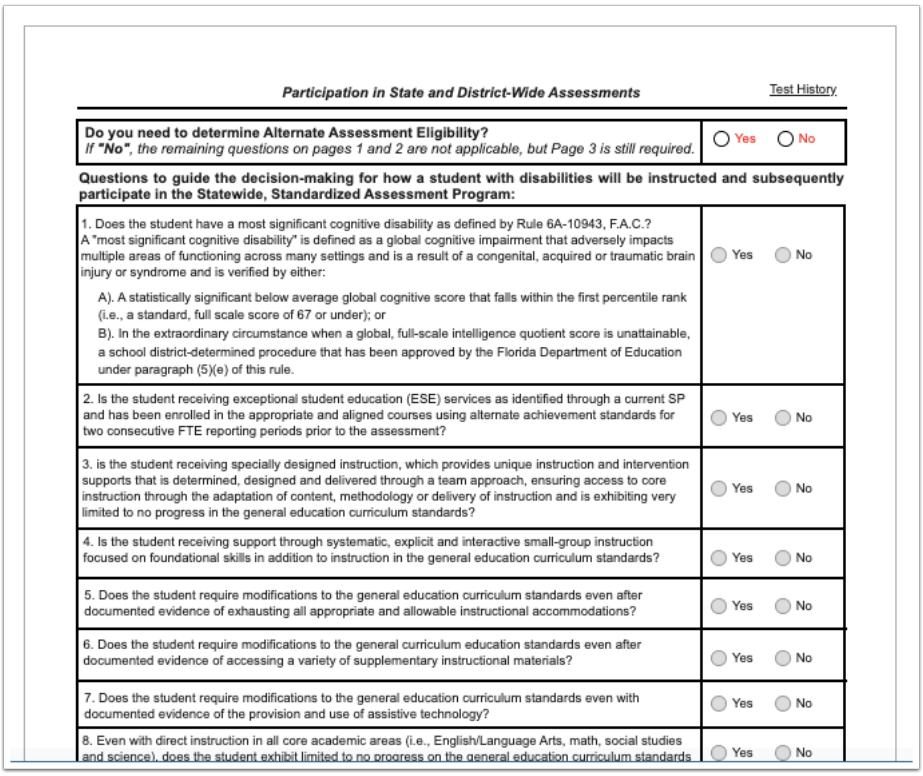
- Accommodation Small Groups Custom List- replaces the default Focus list of small group options
- Accommodation Small Groups Free Text Option - adds a new column next to Small Groups to enter a custom value

SP Assessment Participation

This form displays a hyperlink to the student's Test History screen on the SIS student record.

1. Select **Yes** or **No** for the question **"Do you need to determine Alternate Assessment Eligibility?"** If **Yes** is selected, the radio buttons on the form become required fields.

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



Participation in State and District-Wide Assessments Test History

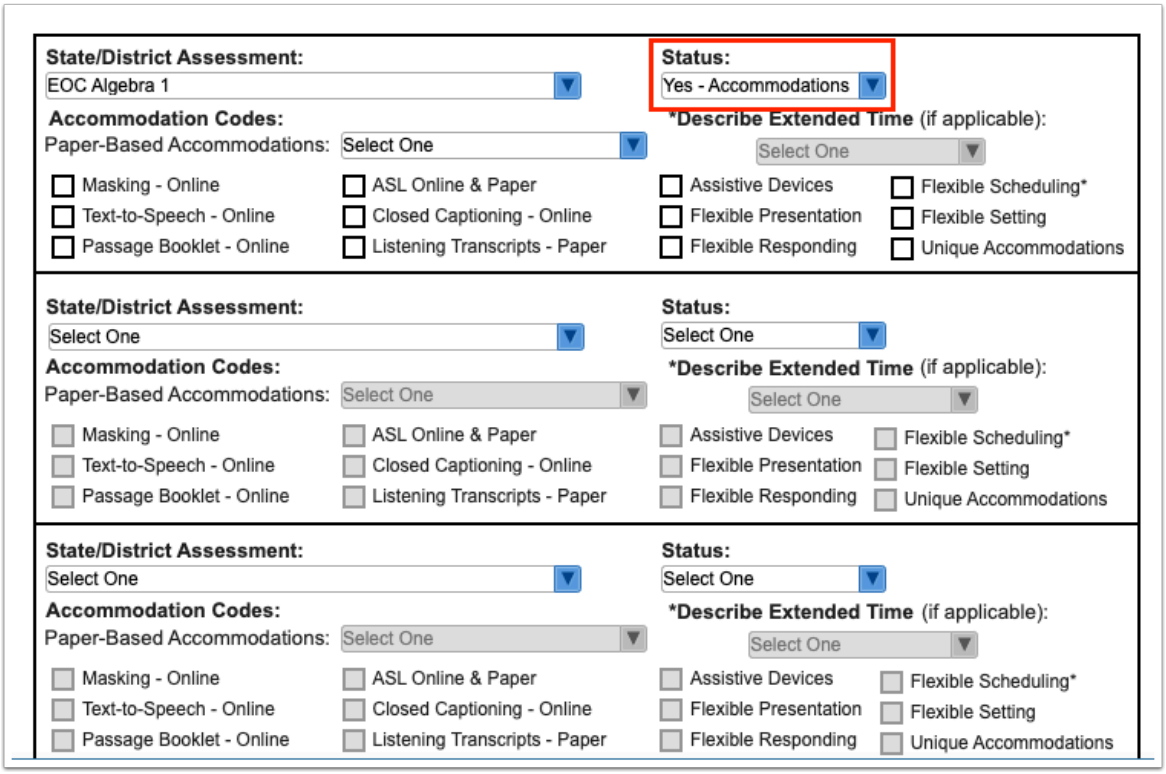
Do you need to determine Alternate Assessment Eligibility? *If **"No"**, the remaining questions on pages 1 and 2 are not applicable, but Page 3 is still required.*	○ Yes ○ No

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

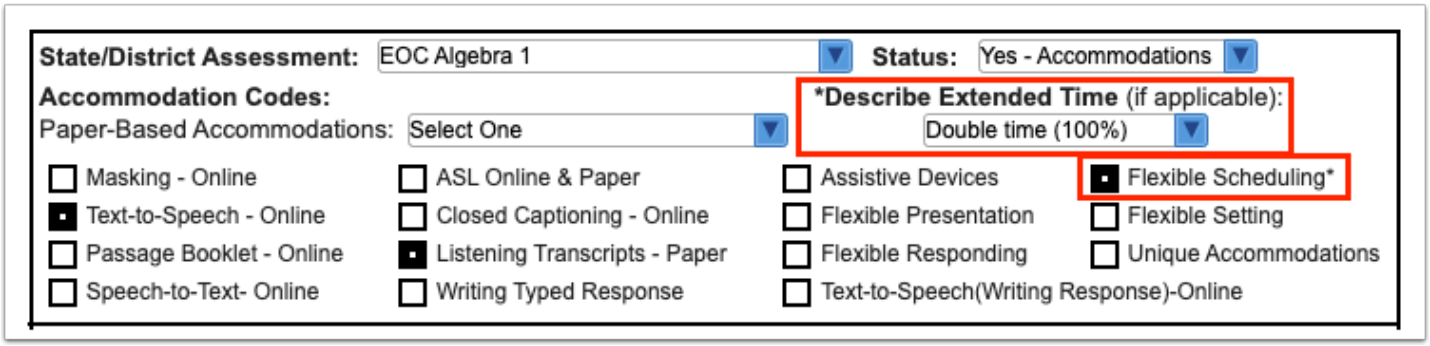
1. Does the student have a most significant cognitive disability as defined by Rule 6A-10943, F.A.C.? A "most significant cognitive disability" is defined as a global cognitive impairment that adversely impacts multiple areas of functioning across many settings and is a result of a congenital, acquired 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.	○ Yes ○ No
2. Is the student receiving exceptional student education (ESE) services as identified through a current SP and has been enrolled in the appropriate and aligned courses using alternate achievement standards for two consecutive FTE reporting periods prior to the assessment?	○ Yes ○ 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?	○ Yes ○ 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?	○ Yes ○ 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?	○ Yes ○ No
6. Does the student require modifications to the general curriculum education standards even after documented evidence of accessing a variety of supplementary instructional materials?	○ Yes ○ 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?	○ Yes ○ 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	○ Yes ○ No

If the student is found eligible for Alternate Assessment, the selected FAA type will be pushed to the student's ESE tab upon locking the SP.

2. On page 3, regardless of the eligibility for Alternate Assessment, select the specific assessment(s) and applicable testing accommodations. Accommodations can only be selected if the **Status** is **Yes-Accommodations.**



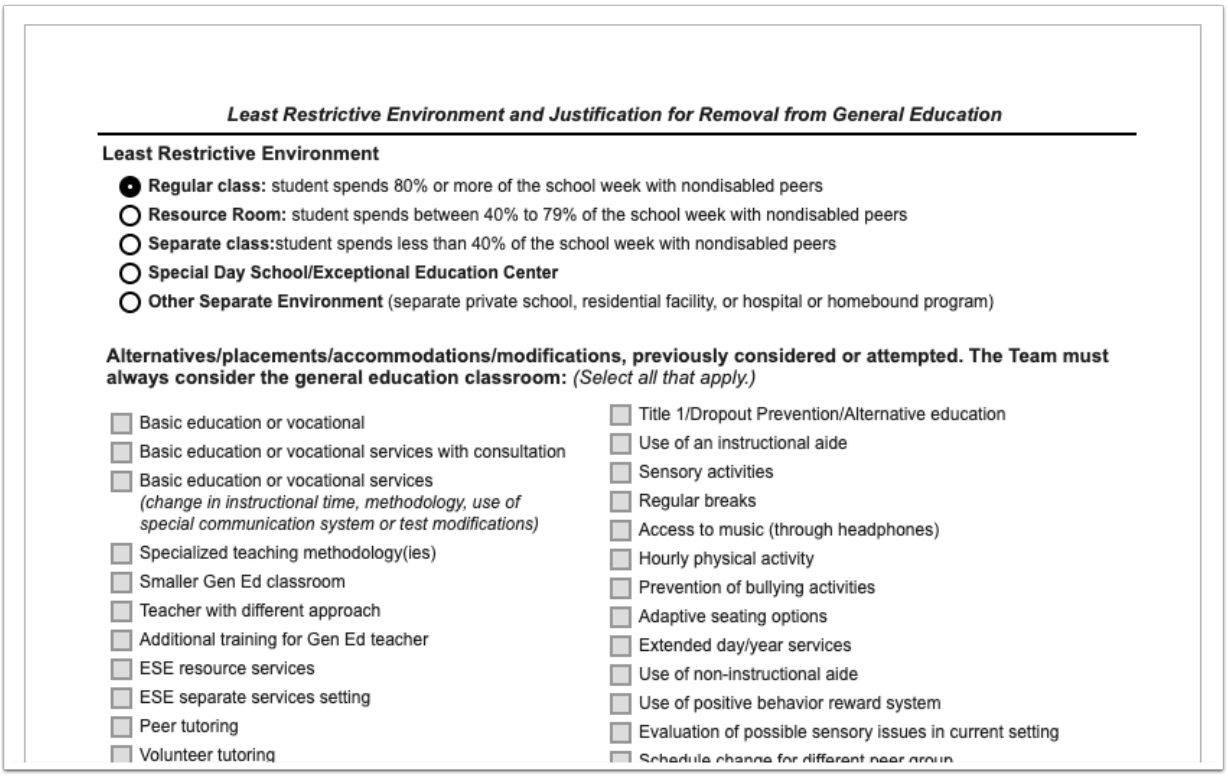
If extended time is the intended accommodation for **Flexible Scheduling**, be sure to select a value from the **Describe Extended Time** pull-down above it.



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

SP LRE Considerations

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



Least Restrictive Environment and Justification for Removal from General Education

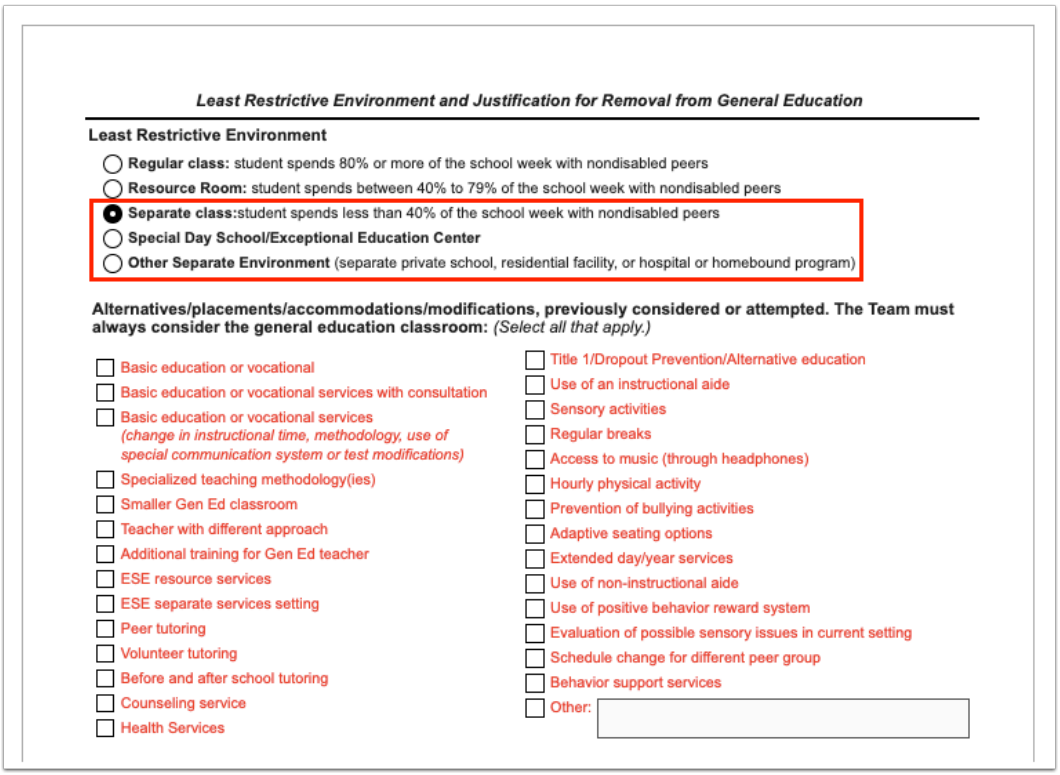
Least Restrictive Environment

- (●) **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, or hospital or homebound program)

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

- [ ] Basic education or vocational
- [ ] Basic education or vocational services with consultation
- [ ] Basic education or vocational services *(change in instructional time, methodology, use of special communication system or test modifications)*
- [ ] Specialized teaching methodology(ies)
- [ ] Smaller Gen Ed classroom
- [ ] Teacher with different approach
- [ ] Additional training for Gen Ed teacher
- [ ] ESE resource services
- [ ] ESE separate services setting
- [ ] Peer tutoring
- [ ] Volunteer tutoring
- [ ] Title 1/Dropout Prevention/Alternative education
- [ ] Use of an instructional aide
- [ ] Sensory activities
- [ ] Regular breaks
- [ ] Access to music (through headphones)
- [ ] Hourly physical activity
- [ ] Prevention of bullying activities
- [ ] Adaptive seating options
- [ ] Extended day/year services
- [ ] Use of non-instructional aide
- [ ] Use of positive behavior reward system
- [ ] Evaluation of possible sensory issues in current setting
- [ ] Schedule change for different peer group

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



Least Restrictive Environment and Justification for Removal from General Education

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, or hospital or homebound program)

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

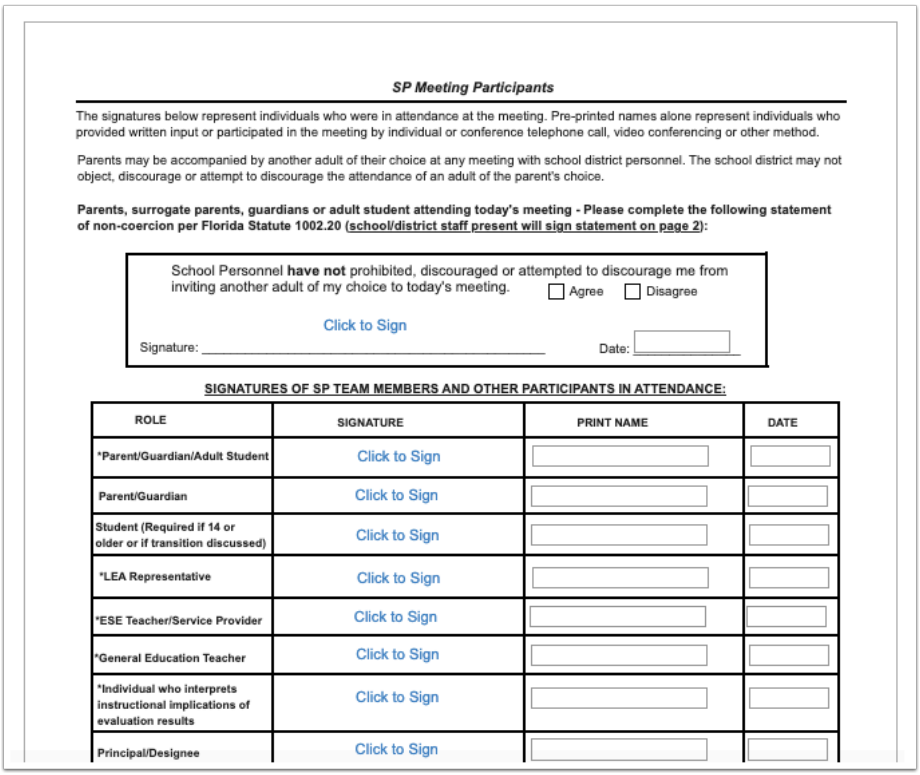
- ☐ Basic education or vocational
- ☐ Basic education or vocational services with consultation
- ☐ Basic education or vocational services *(change in instructional time, methodology, use of special communication system or test modifications)*
- ☐ Specialized teaching methodology(ies)
- ☐ Smaller Gen Ed classroom
- ☐ Teacher with different approach
- ☐ Additional training for Gen Ed teacher
- ☐ ESE resource services
- ☐ ESE separate services setting
- ☐ Peer tutoring
- ☐ Volunteer tutoring
- ☐ Before and after school tutoring
- ☐ Counseling service
- ☐ Health Services
- ☐ Title 1/Dropout Prevention/Alternative education
- ☐ Use of an instructional aide
- ☐ Sensory activities
- ☐ Regular breaks
- ☐ Access to music (through headphones)
- ☐ Hourly physical activity
- ☐ Prevention of bullying activities
- ☐ Adaptive seating options
- ☐ Extended day/year services
- ☐ Use of non-instructional aide
- ☐ Use of positive behavior reward system
- ☐ Evaluation of possible sensory issues in current setting
- ☐ Schedule change for different peer group
- ☐ Behavior support services
- ☐ Other:

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

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

SP Meeting Participants

Meeting participants may electronically sign the form, or a blank version of the form without the Draft watermark can be printed ahead of the meeting and scanned or uploaded back into the Service Plan event prior to locking the event.



SP 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/district staff present will sign statement on page 2):

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

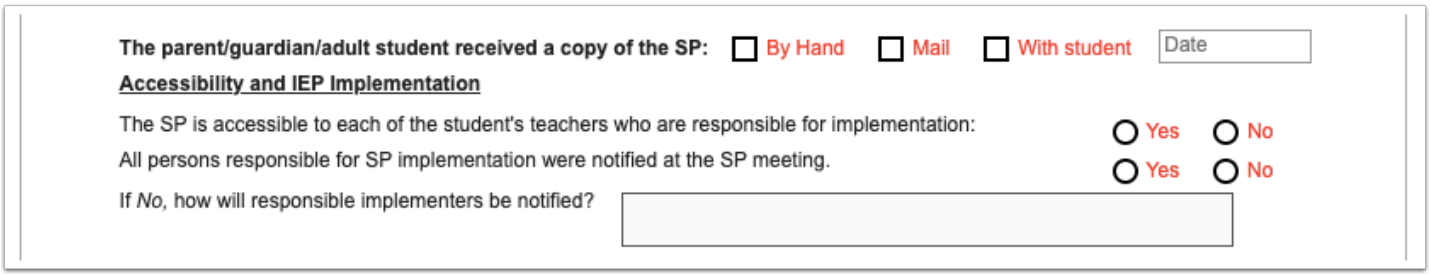
Click to Sign

Signature: _____ Date: _____

SIGNATURES OF SP TEAM MEMBERS AND OTHER PARTICIPANTS IN ATTENDANCE:

ROLE	SIGNATURE	PRINT NAME	DATE
*Parent/Guardian/Adult Student	Click to Sign		
Parent/Guardian	Click to Sign		
Student (Required if 14 or older or if transition discussed)	Click to Sign		
*LEA Representative	Click to Sign		
*ESE Teacher/Service Provider	Click to Sign		
*General Education Teacher	Click to Sign		
*Individual who interprets instructional implications of evaluation results	Click to Sign		
Principal/Designee	Click to Sign		

1. Select responses to the required items on pages 1 and 2.



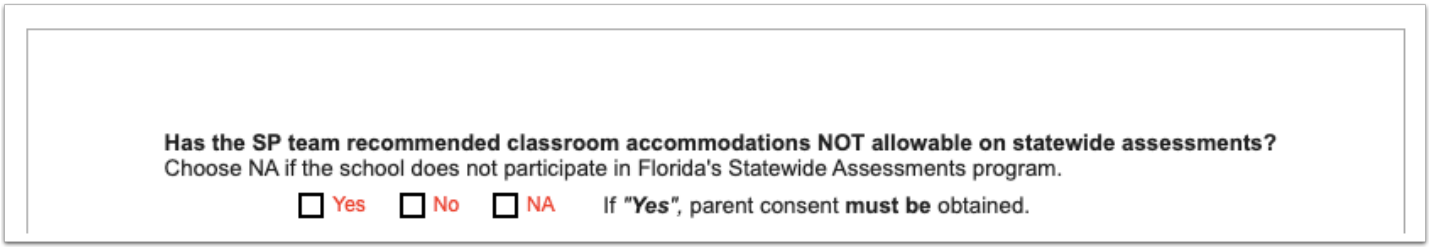
The parent/guardian/adult student received a copy of the SP: ☐ By Hand ☐ Mail ☐ With student Date

Accessibility and IEP Implementation

The SP is accessible to each of the student's teachers who are responsible for implementation: ○ Yes ○ No

All persons responsible for SP implementation were notified at the SP meeting. ○ Yes ○ No

If *No*, how will responsible implementers be notified?



Has the SP team recommended classroom accommodations NOT allowable on statewide assessments?
Choose NA if the school does not participate in Florida's Statewide Assessments program.

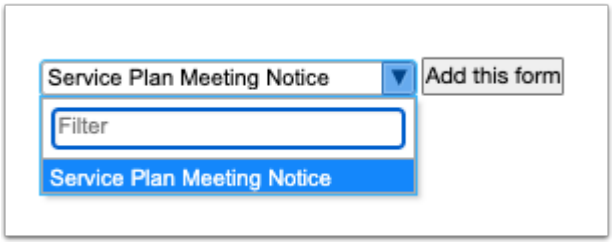
☐ Yes ☐ No ☐ NA If ***"Yes"***, parent consent **must be** obtained.

2. After completing the form, click **Save & Validate**.

SP Supplements

If needed, users can add additional Service Plan Meeting Notice forms to Service Plan events.

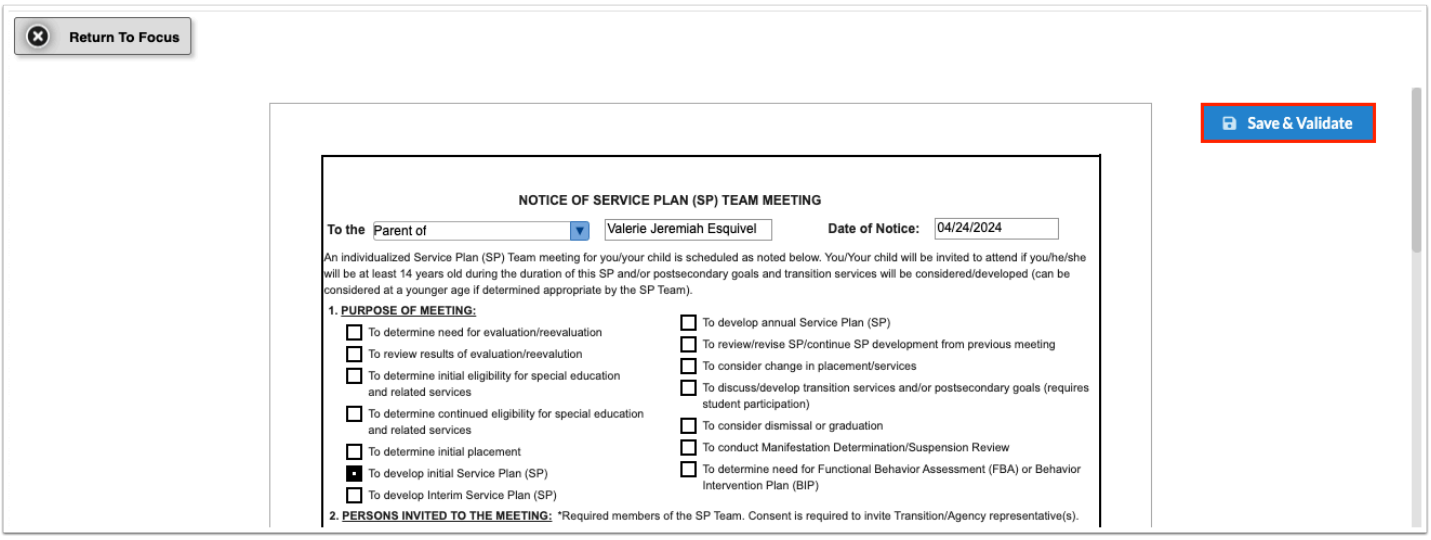
1. Select the form to add as a supplement and click **Add this form**.



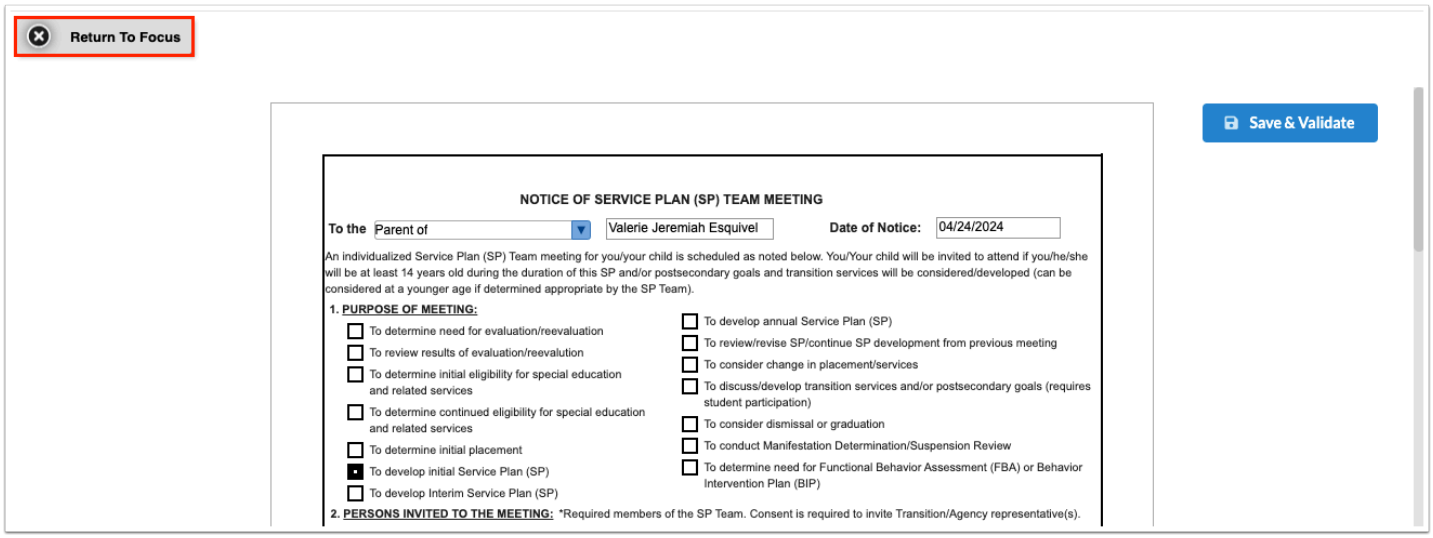
The selected form is added to the table.

2. Click the **Edit** link.

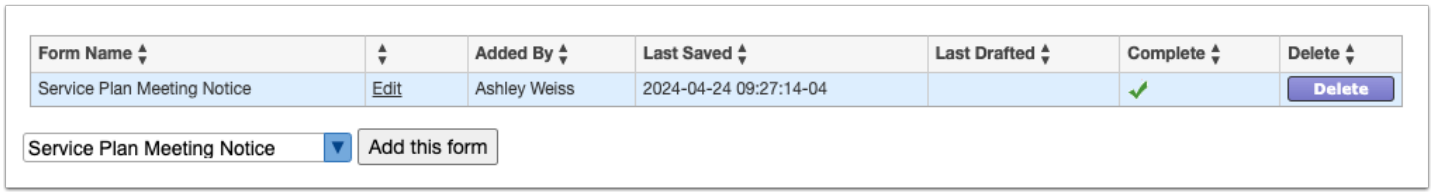
3. Complete the form and click **Save & Validate** when finished.



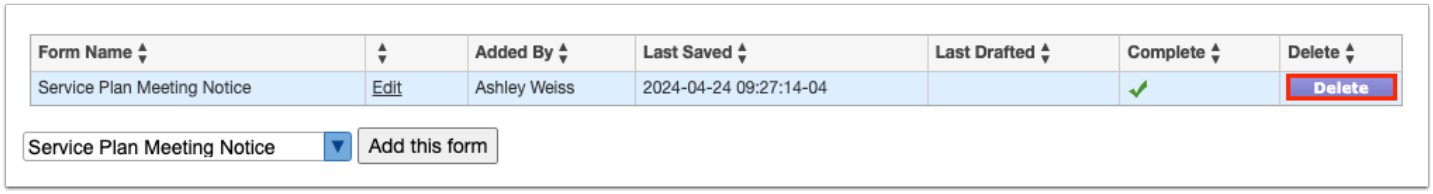
4. Click **Return to Focus**.



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.



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

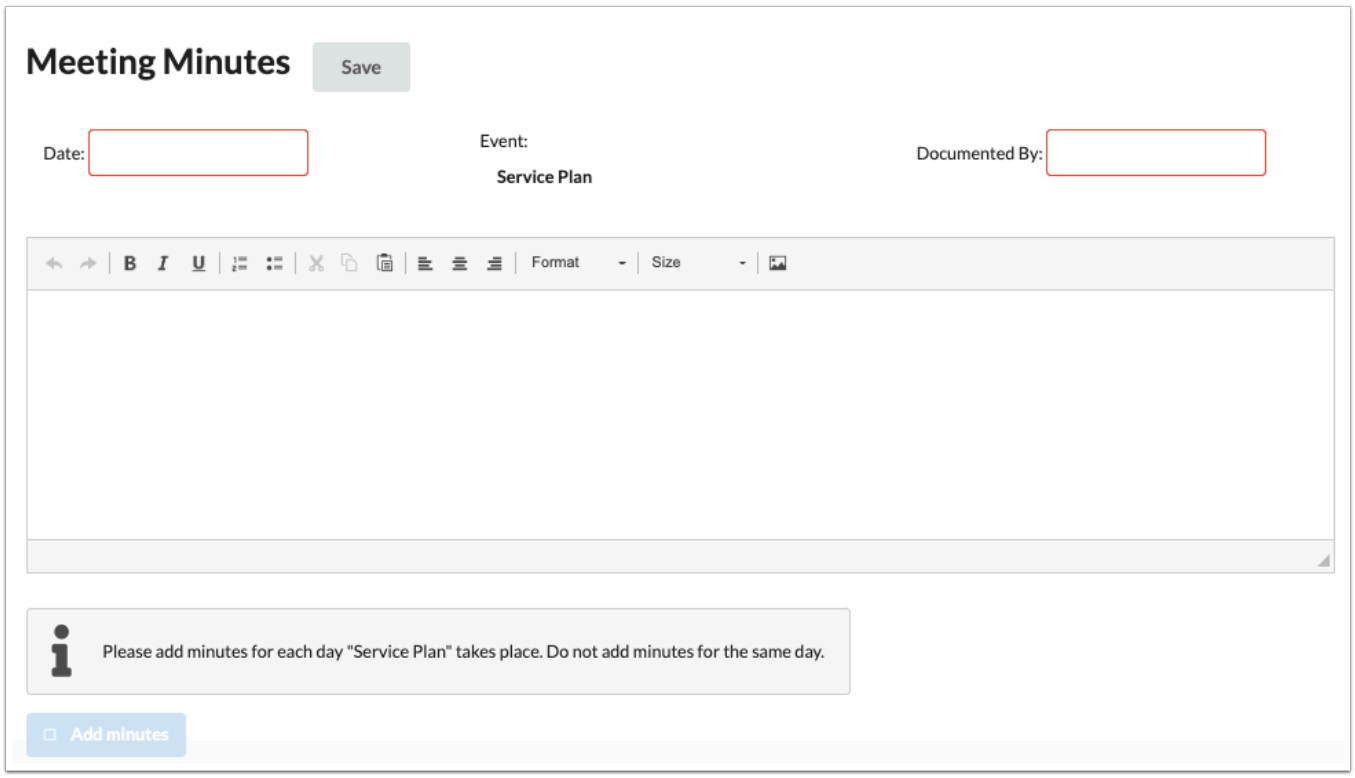


The number of supplemental forms added to the student's event will display in parentheses next to the Supplement step on the steps menu.

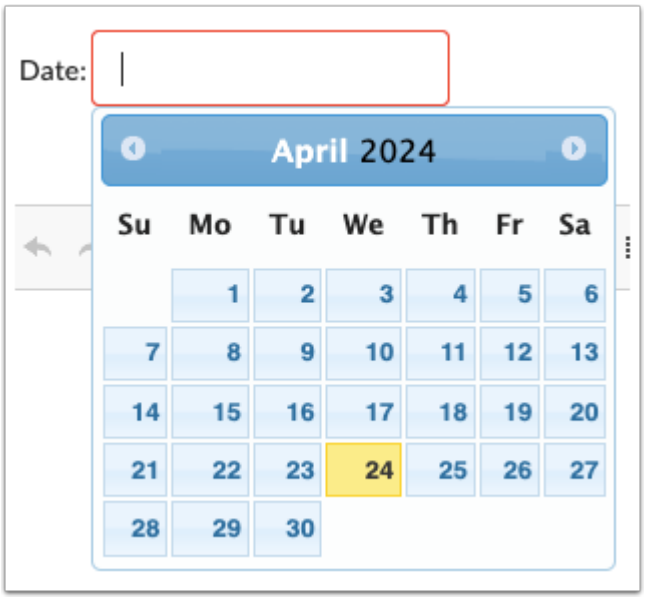
Meeting Minutes

A different team member can be documenting the Meeting Minutes at the same time another team member is completing each of the steps/forms. Minutes can also be copied and pasted from a Word document.

Though two users can view/edit the same student, a warning message will display for one of the users if both try to fill out the same step at the same time. The warning "This step cannot be edited because it is already being edited" displays for the second user when they click on a step that is currently being edited by the first user.



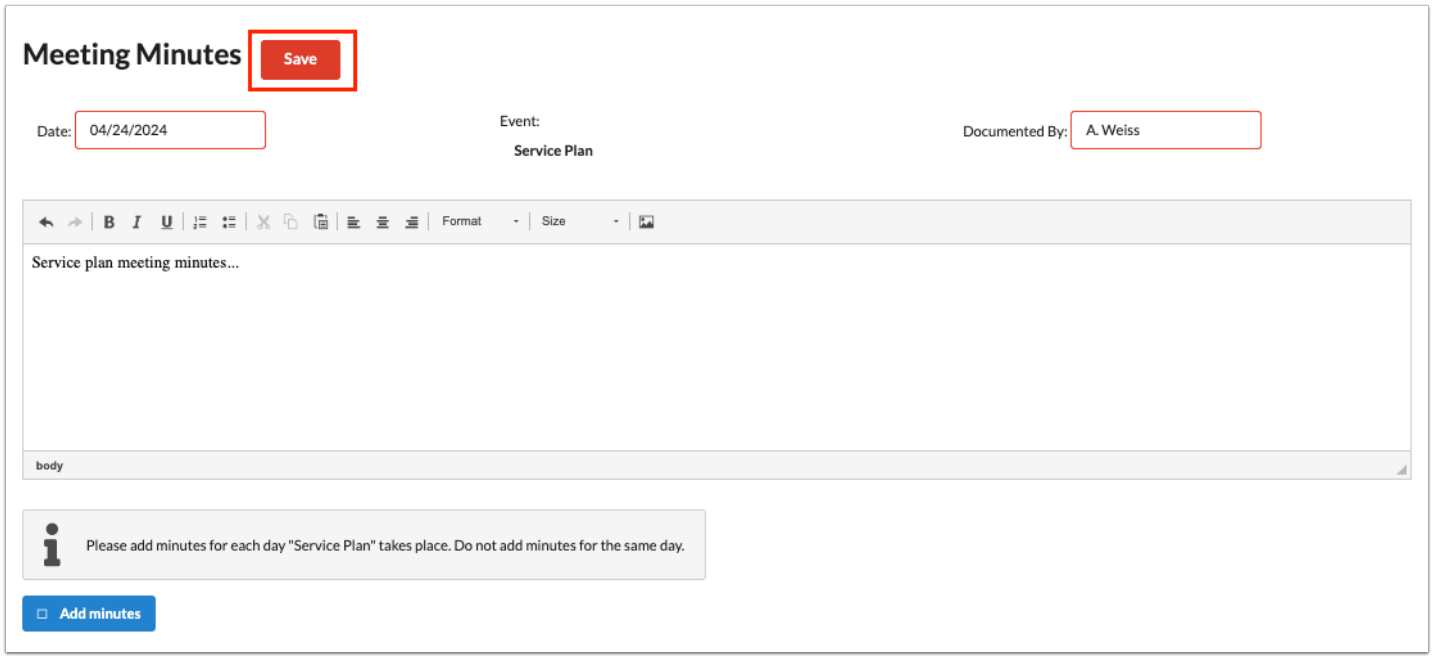
1. Select the **Date** of the meeting.



2. Enter who the form is being **Documented By**.

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

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



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.

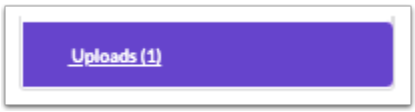
Uploads

Uploads can be used to add documentation to an event, such as the signature form and any evaluations completed. 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 parenthesis on the side menu.

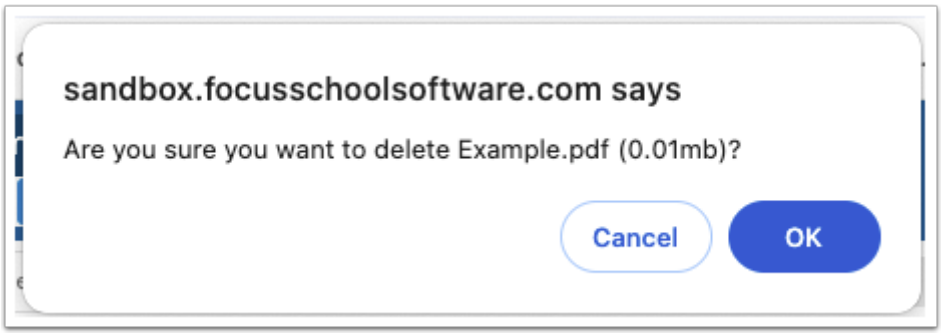


4. Click the pencil icon to edit the title of the file.

After making a title change, click the green check mark to save the change, or the red X to discard the change and keep the original file name.

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

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

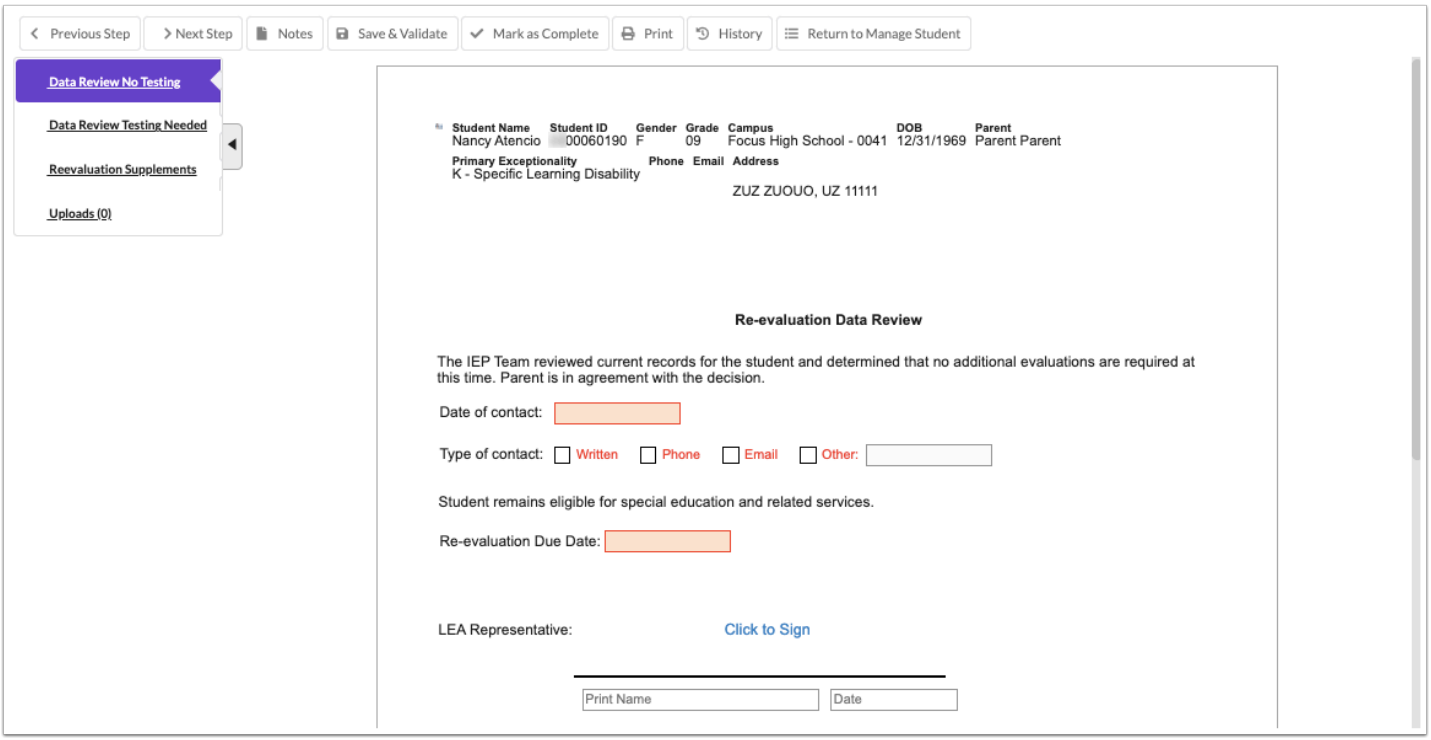


Reevaluation Consideration

The Reevaluation Consideration event is used to document whether further evaluations and testing are needed for an IEP student upon the IEP team reviewing the student's records.

Data Review No Testing

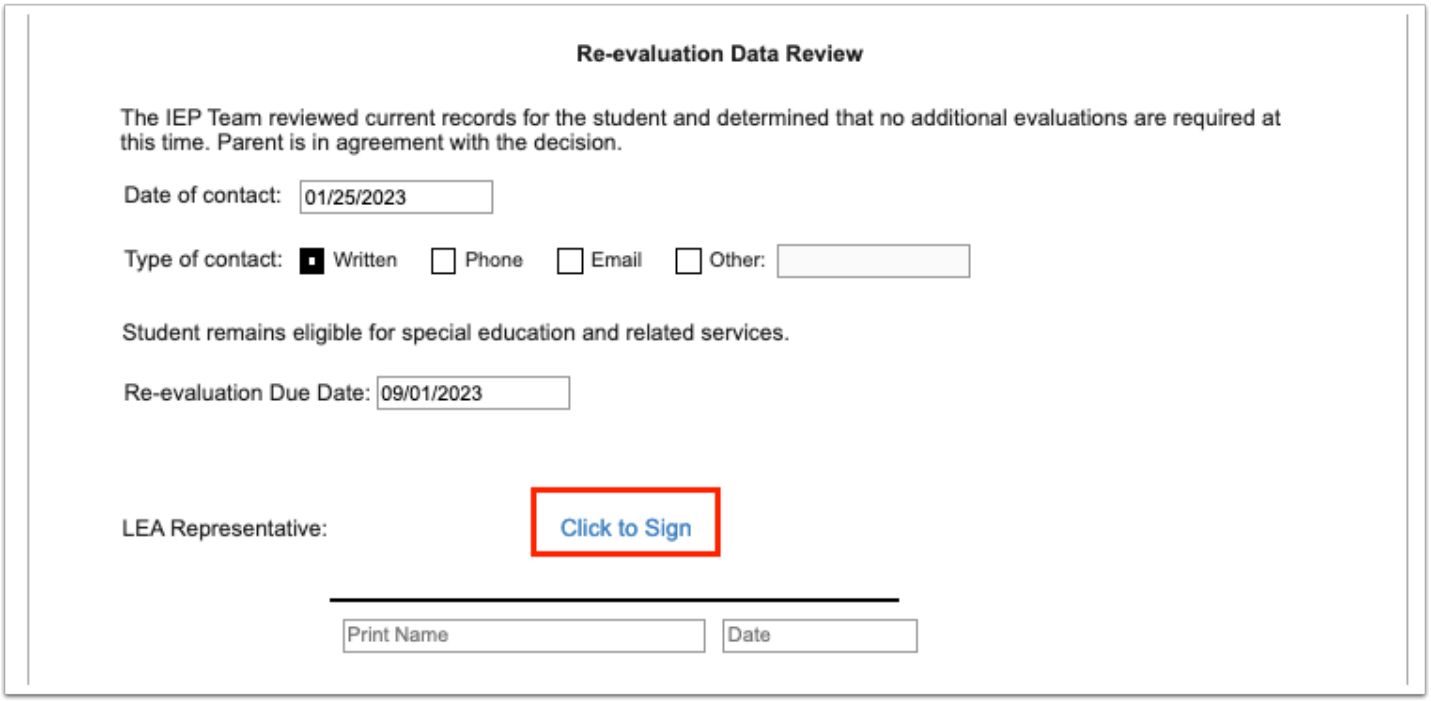
If the IEP team determines no further evaluations are needed for the student, the Data Review No Testing step can be completed. If evaluations are needed, complete the Data Review Testing Needed step.



1. Enter the **Date of contact** and select the **Type of contact** with the parent/guardian.

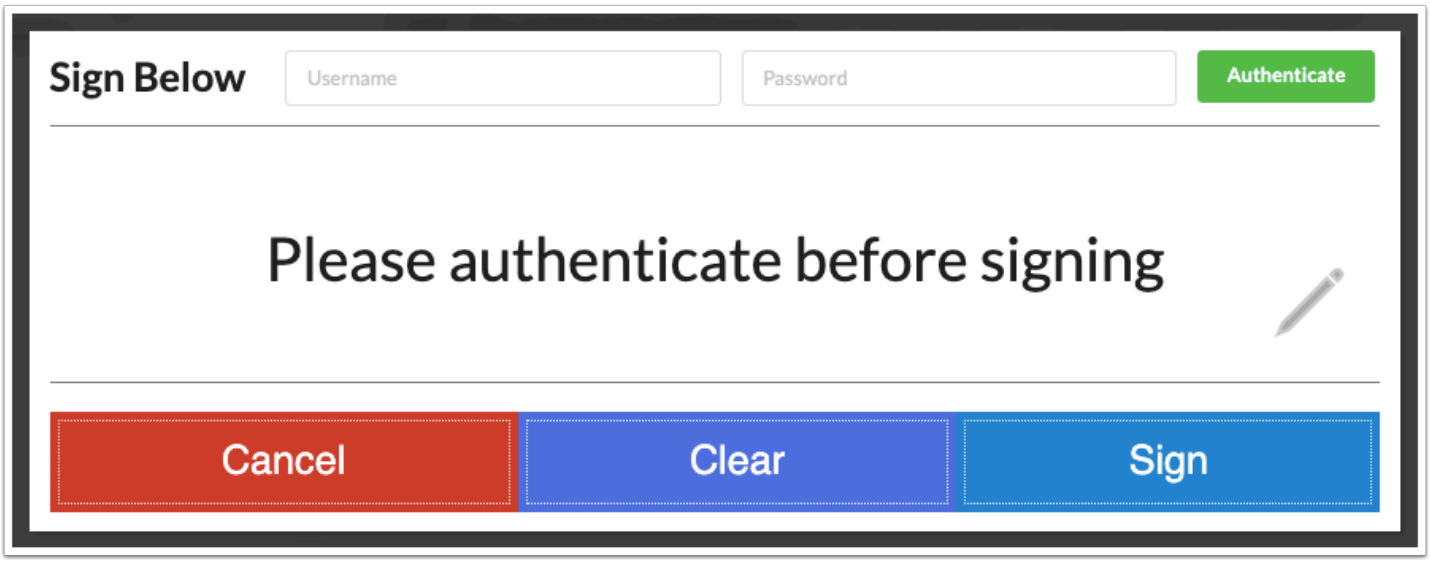
2. Select the **Re-evaluation Due Date**.

3. If the LEA representative is electronically signing the form, click the e-signature link.



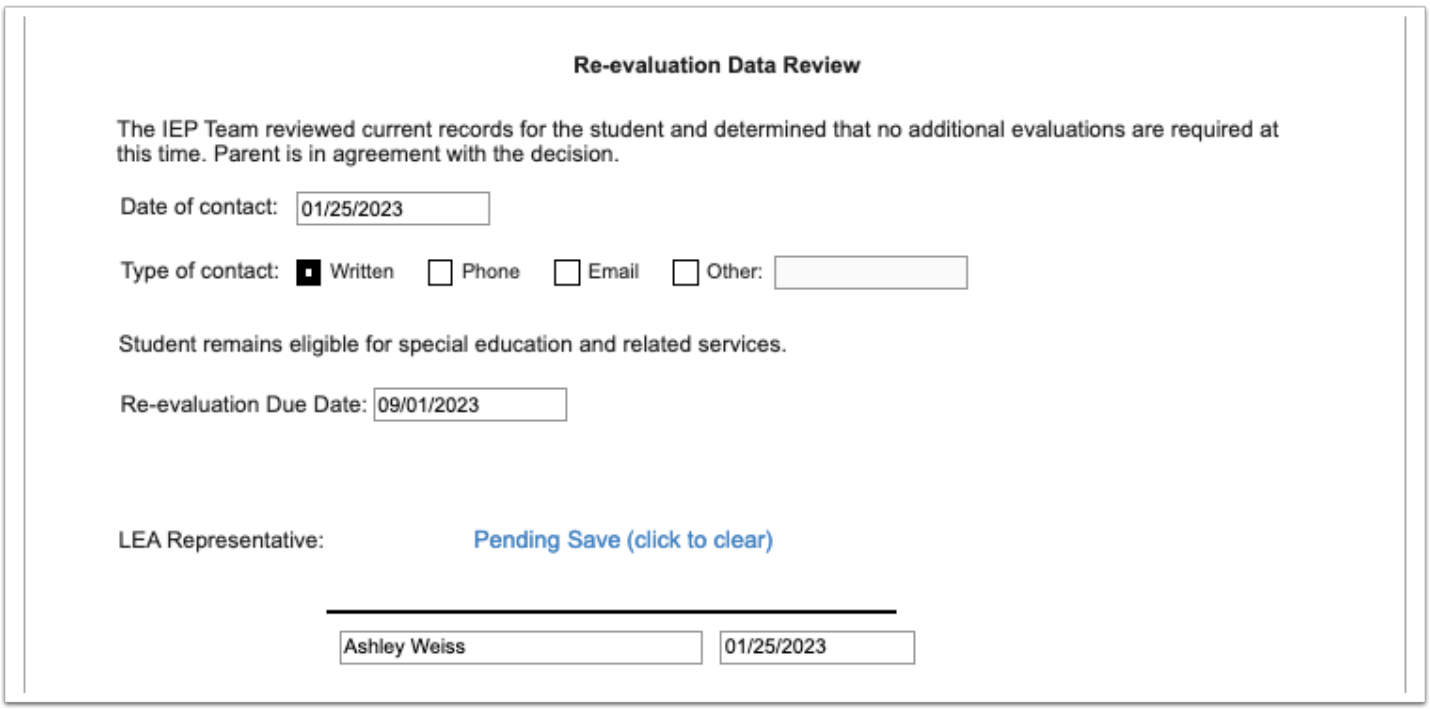
4. Enter your Focus **Username** and **Password** and click **Authenticate**.

5. Draw your signature and click **Sign**.



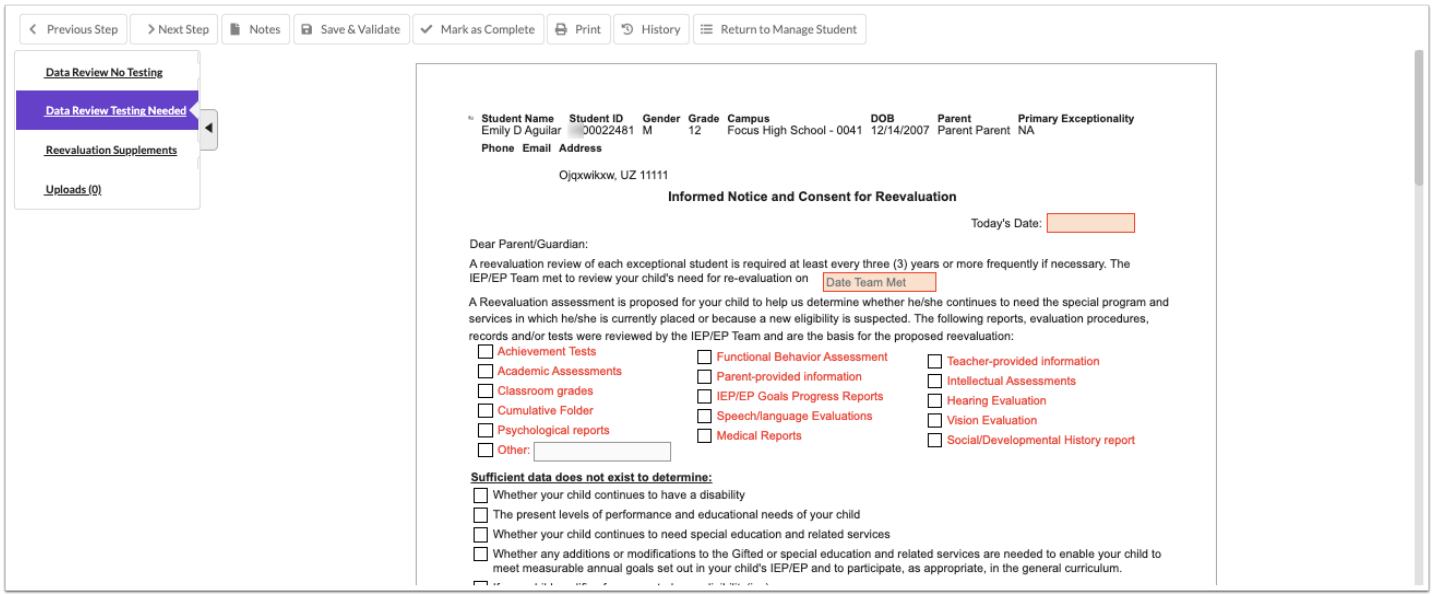
6. In the **Print Name** field, enter the name of the LEA Representative and select the **Date**.

7. Click **Save & Validate**.



Data Review Testing Needed

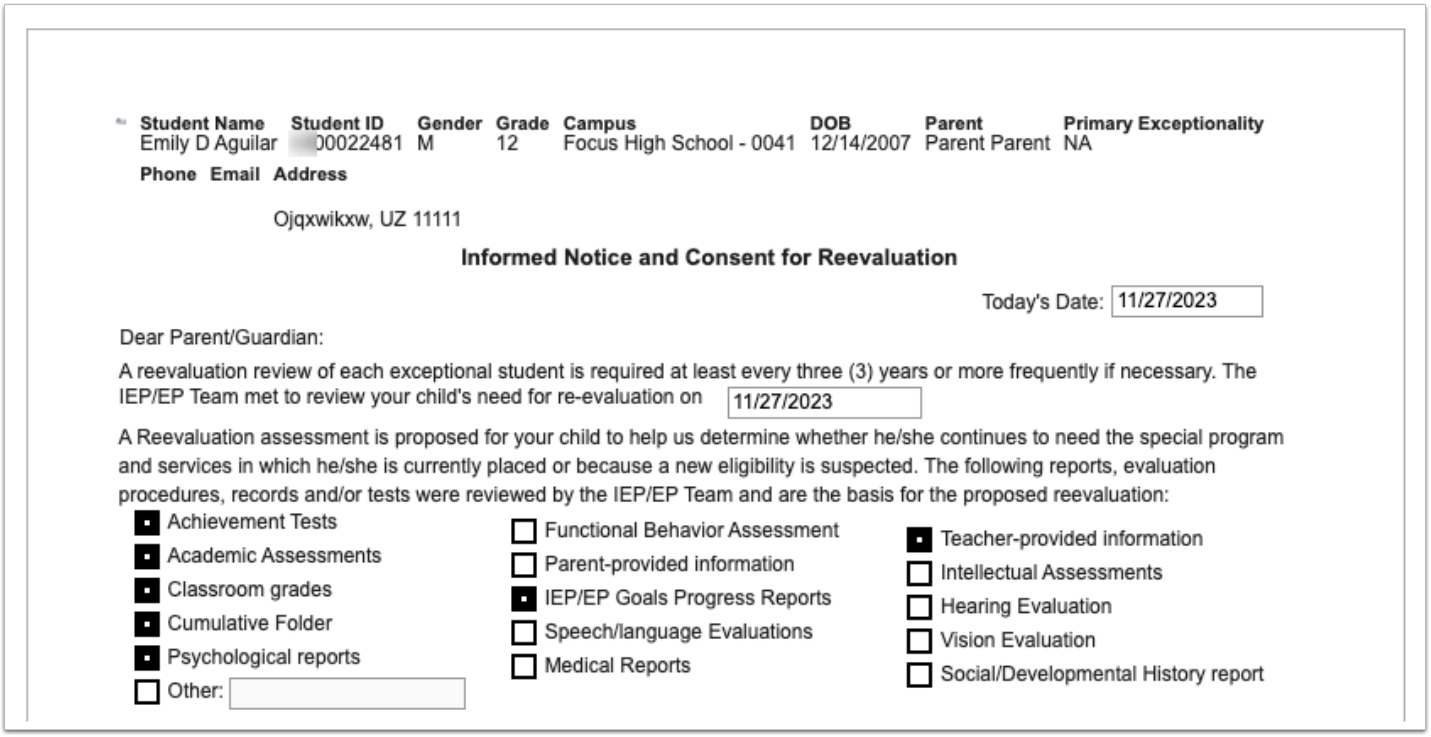
If the IEP team determines further evaluations are needed for the student, the Data Review Testing Needed step can be completed. If evaluations are not needed, complete the Data Review No Testing step.



1. Select **Today's Date**.

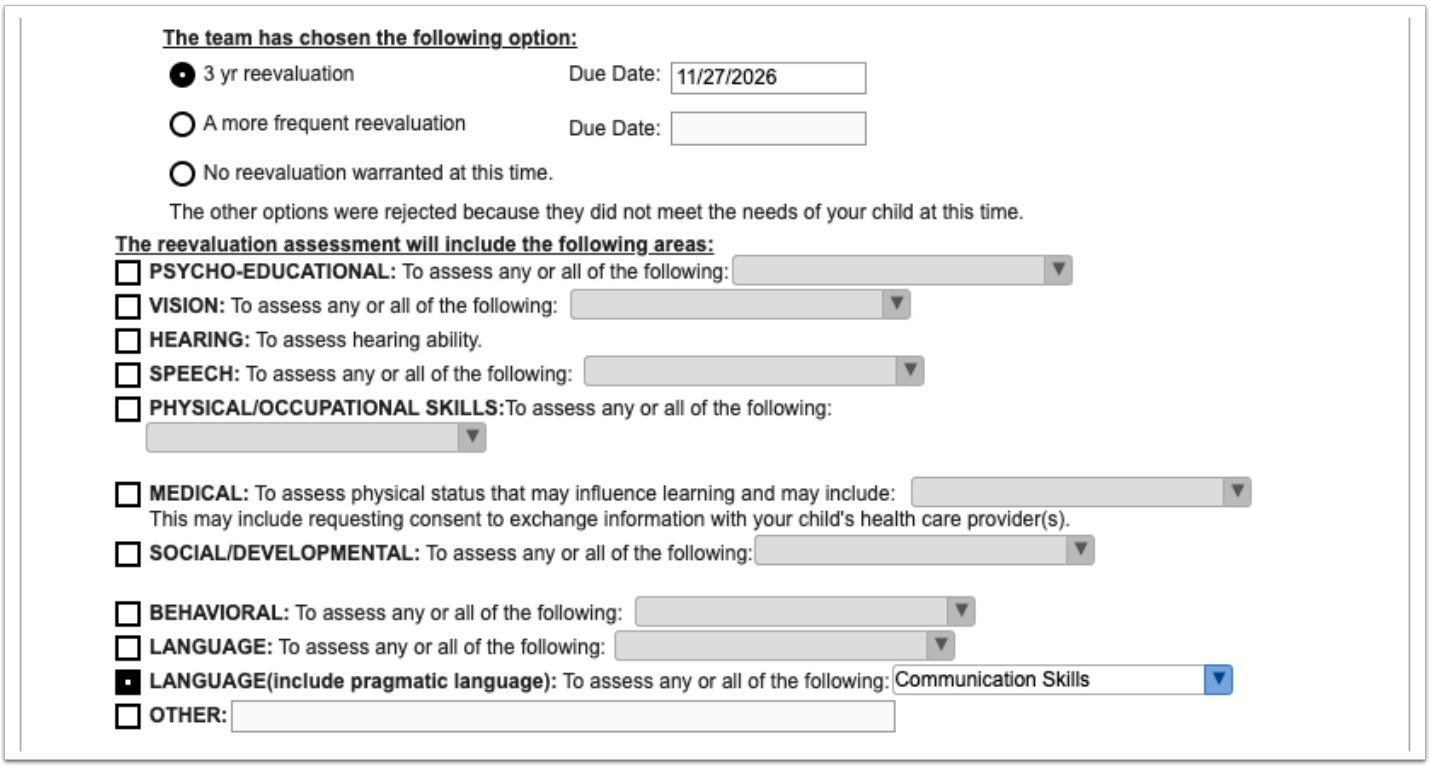
2. Select the date the IEP/EP team met to review the student's needs for re-evaluation.

3. Select which reports, evaluation procedures, records, or tests were reviewed by the IEP/EP team.

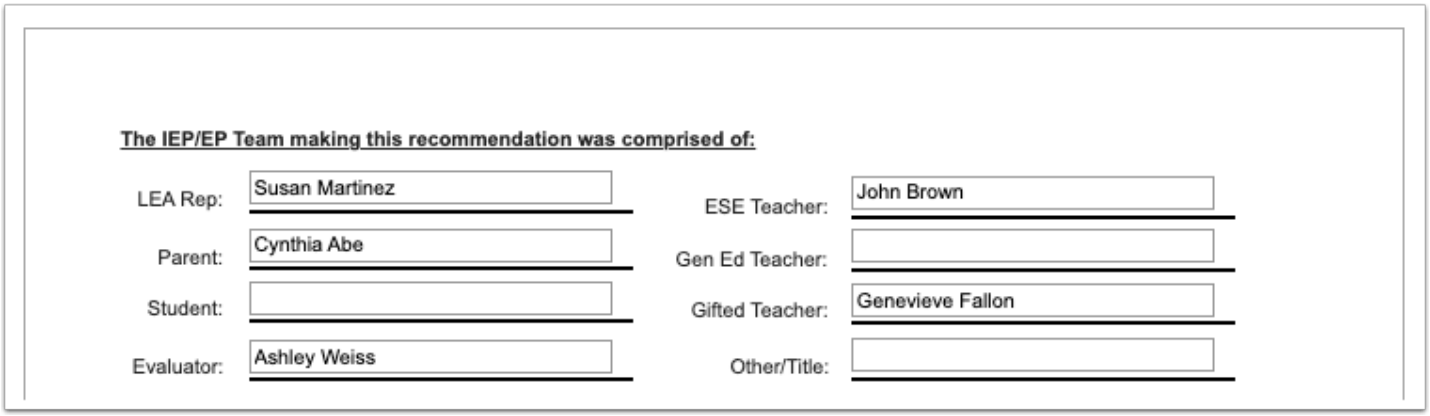


4. Select whether there will be a **3 yr reevaluation, A more frequent reevaluation**, or **No reevaluation warranted at this time,** and enter the applicable **Due Date**.

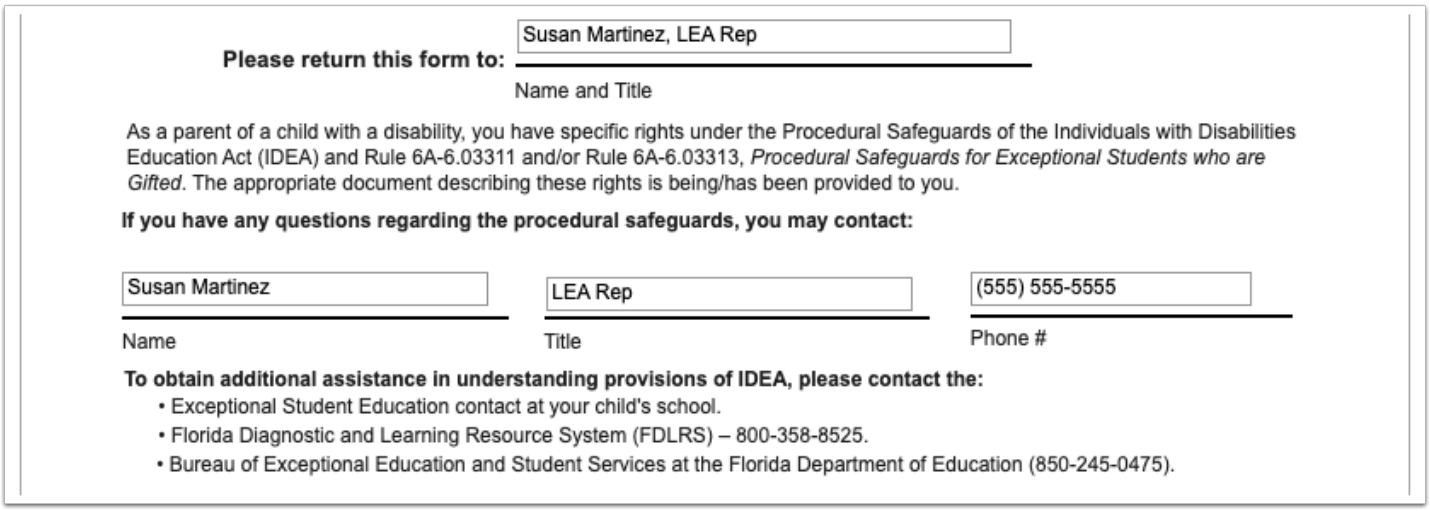
5. Select what items the reevaluation assessment will include.



6. Enter the names of the IEP/EP team members.



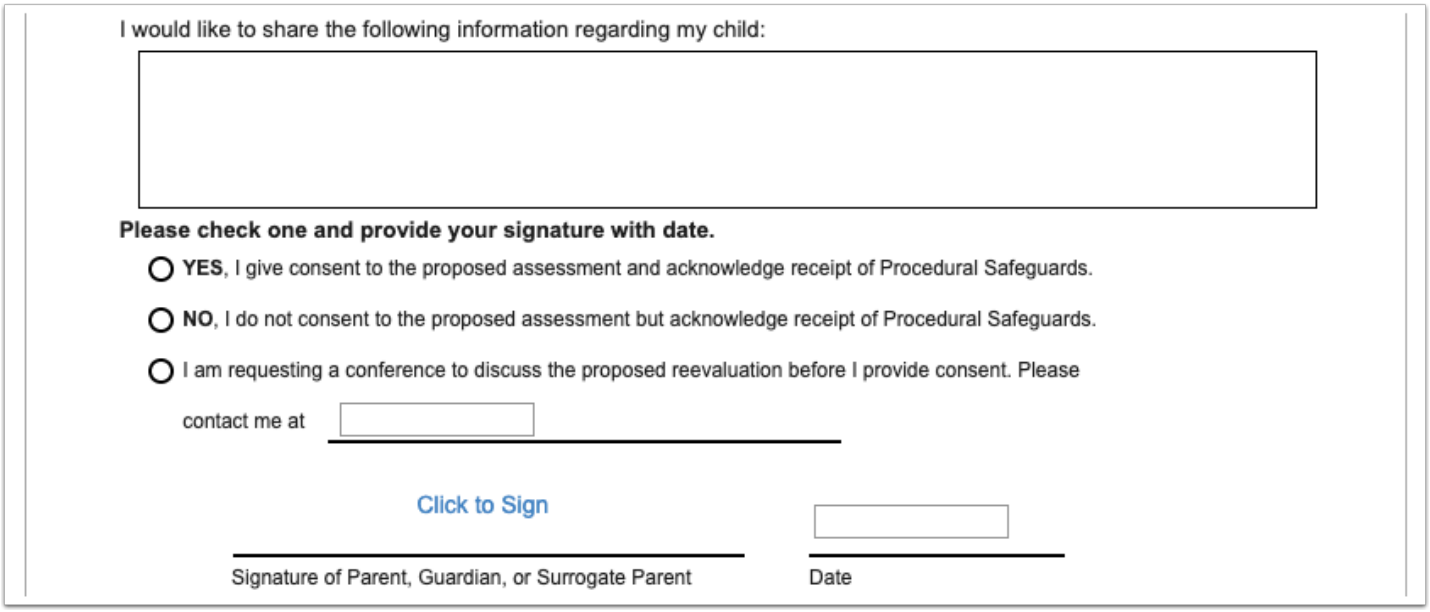
7. Towards the bottom of the second page, enter the **Name** and **Title** of the person the parent or guardian will return the form to. Enter the **Name, Title,** and **Phone #** of the person the parent or guardian can contact with questions.



8. Select the **Date of 1st Notice** and the **Date of 2nd Notice**.

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

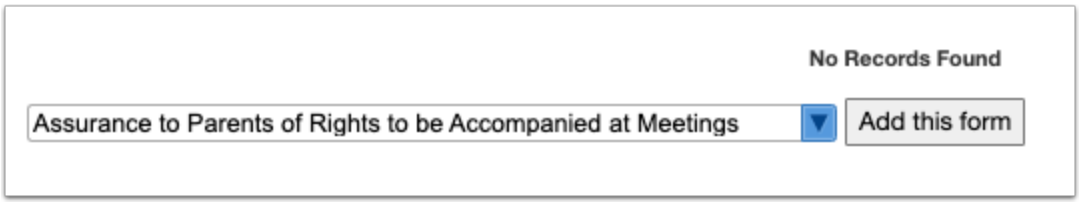
The parent or guardian will complete their portion of the form. The form can be electronically signed. If the form is printed for the parent/guardian, the completed form can be scanned and uploaded in the Uploads step.



Reevaluation Supplements

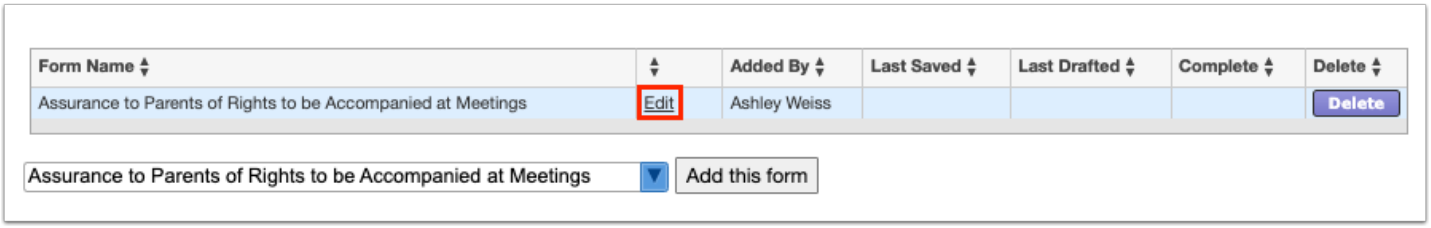
If needed, users can add an Assurance to Parents of Rights to be Accompanied at Meetings form to the Re-evaluation Consideration event.

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

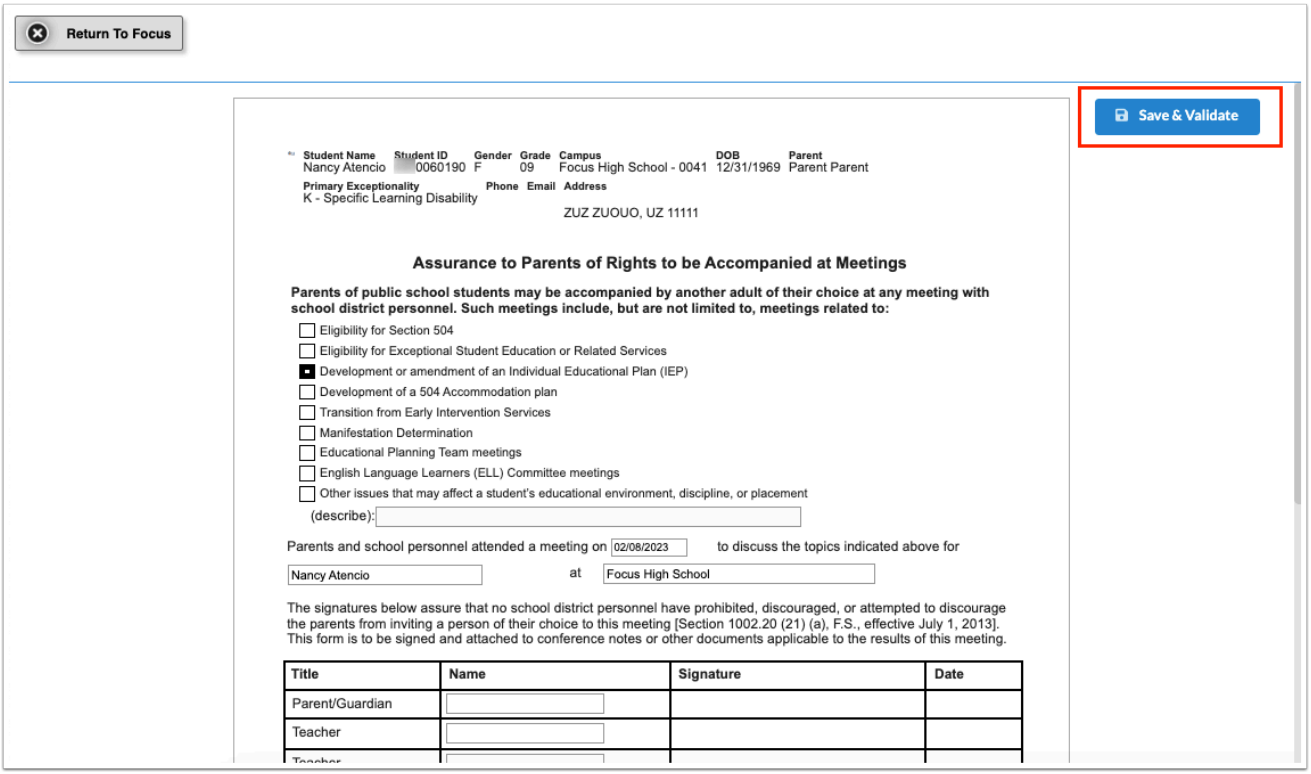


The selected form is added to the table.

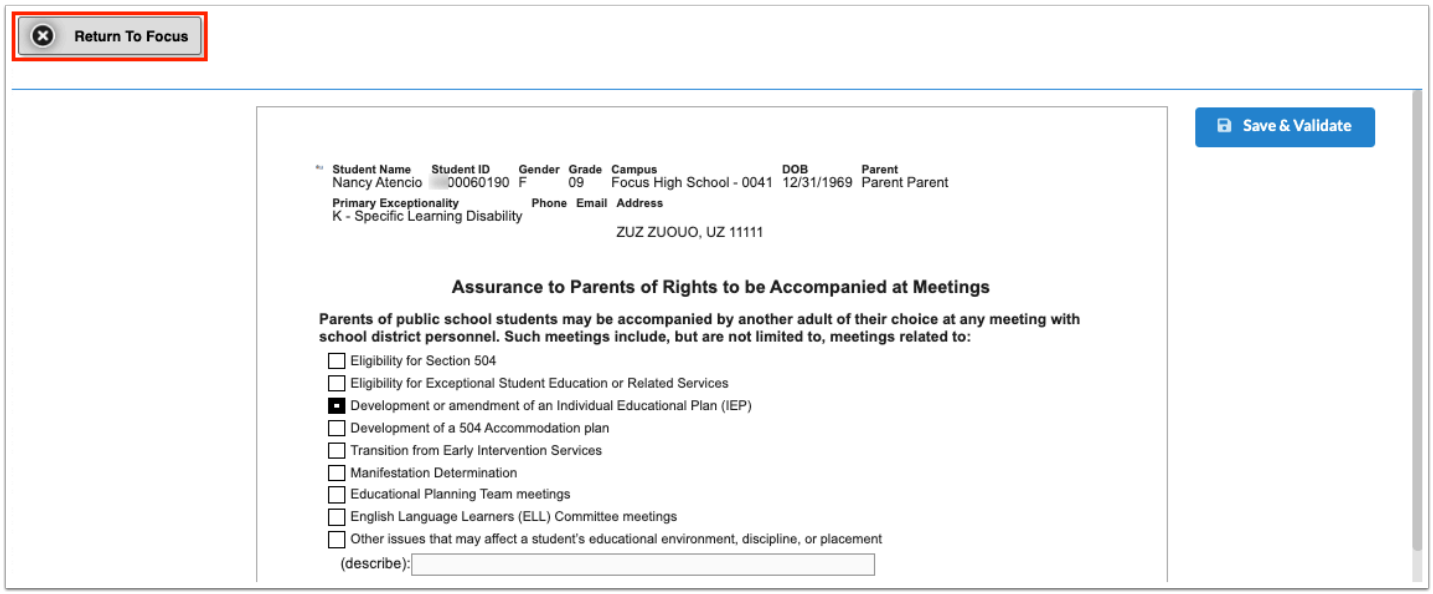
2. Click the **Edit** link.



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



4. Click **Return to Focus**.



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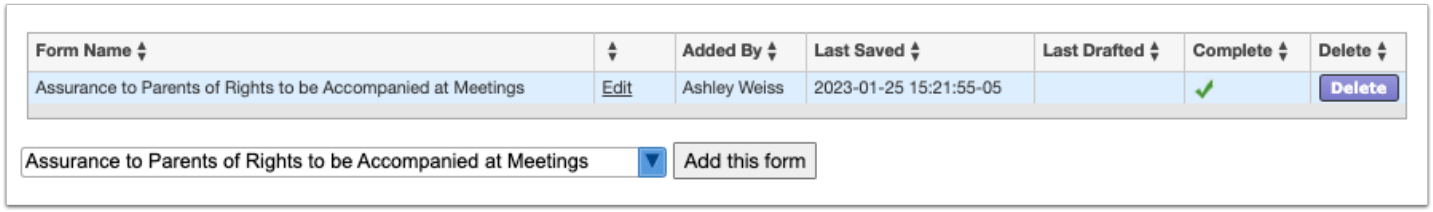
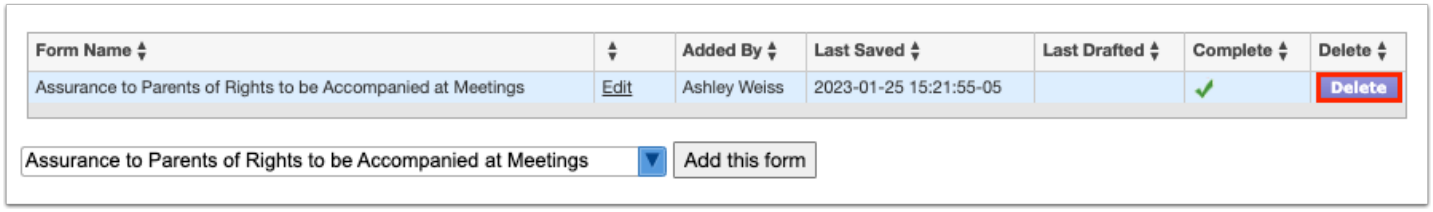


5. To delete a supplement, click **Delete**.



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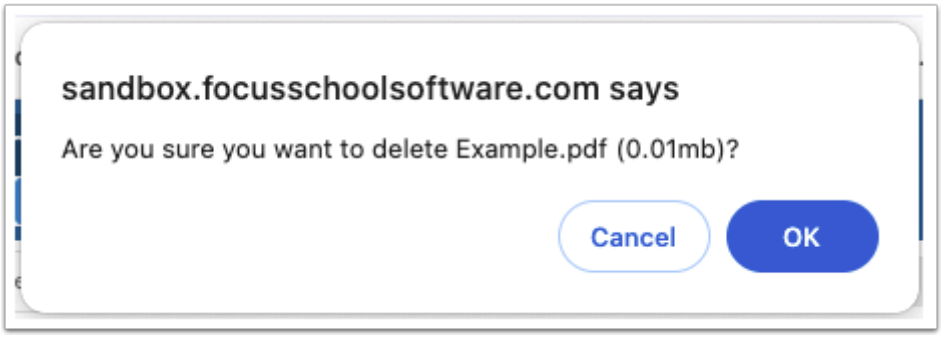
6. Click **OK** to confirm deletion.