Personal Service Plans (Ohio)

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The editors available on the Personal Service Plan provide all required information by the State of Ohio. Editors and fields are described below, along with the appropriate sections of the print format and any special instructions or considerations for using the editor.

The current format of this document is the **OH SP 2019.2 Format**. Plan formats are selected in Plan Types.

PSP Editors

Ohio users have the option to print a single editor using the **Print Editor** button in the action bar. This button will generate a PDF of the portion of the IEP that includes information entered

in the editor being viewed.

Personal Service Plan Editors

The following table lists the editors available on the student's Personal Service Plan, the section(s) of the print format that include the entered information, a Description what the editor is used for and any special considerations and instructions for using the editor.

Editor Name	Printed Document Section	Description	Special Considerations and Instructions
Education Plan	Meeting Information, Service Plan Time Lines and Ward of the State question in Child Information	The Education Plan Editor provides student summary information and lists the dates of the plan meetings.	This editor must be saved with the required fields before continuing to other areas of the plan. **Next ETR Due Date** will autopopulate based on the entered dates. Marking the Transfer checkbox causes a Transfer Date field to appear.

Editor Name	Printed Document Section	Description	Special Considerations and Instructions
State Supported Data	N/A	The Enrollment Editor provides a snapshot of the student's enrollment data when the plan is generated.	Clicking **Get Special Ed Status from Enrollment** will synchronize the information in the editor with the most recent information from the student's Enrollments tool. When the plan is marked as Complete and is locked, Special Ed Status values will updated in the enrollment based on the values selected in this editor. When establishing the Plan Type in System Administration, three State Supported Data editors are available. Users should chose the editor that best meets their needs. The above logic describes the third editor, which is the most commonly used.
Student Demographics	Child's Information	The Student Demographics editor populates basic information about the student such as demographic information and student and school address.	Clicking **Refresh Student Information** will synchronize the information in the editor with the most recent information about the student, from the Demographics, Households, Enrollments and School tools.

Editor Name	Printed Document Section	Description	Special Considerations and Instructions
Parent/Guardian Demographics	Parents'/Guardian Information	The Parent/Guardian Demographics Editor populates based on established student/guardian relationships created on the student's Relationships tool or indicated by the guardian checkbox on the Households tool. The editor includes Demographics information for the student's guardian.	Clicking **Refresh Guardian Information** will synchronize information in the editor with the most recent information from the student's guardian's Demographics and Households tools.
Measurable Annual Standards	6) Measurable Standards	The Measurable Annual Standards editor lists specific standards of performance the student is hoping to meet, including the standard, the means of measurement and the reporting method.	Enter new standards using the **New Plan Standard** button in the action bar. Standards will be sequenced based on the value entered. Template Banks are established in System Administration and available by clicking the white paper icon next to the header of the appropriate sections.
Measurable Annual Goals	1) Measurable Annual Goals	The Measurable Annual Goals editor describes what a student is expected to accomplish in one year in the identified area of need.	State guidelines for entering these goals are available on the Ohio Special Education Transition Services website. See the following Measurable Annual Goals Data Elements section for a description of these fields.

Editor Name	Printed Document Section	Description	Special Considerations and Instructions
Specially-Designed Instruction	2) Descriptions of Specially Designed Services: Special Designed Instruction section	The Specially Designed Instruction editor identifies accommodations or modifications needed for the student to access and progress in the general education curriculum.	Only active Services with a Type of *Normal Services* can be included in this editor. Services, Service Providers and Service Positions are established in System Administration.
Related Services	2) Descriptions of Specially Designed Services: Related Services section	The Related Services editor identifies developmental, corrective and other supportive services that are required to assist a child who has a disability to benefit from special education. This includes speech-language pathology and audiology services, in addition to other services that may be available.	Only active Services with a Type of *Related* can be included in this editor. Services, Service Providers and Service Positions are established in System Administration.
Assistive Technology	2) Descriptions of Specially Designed Services: Assistive Technology section	Identifies assistive technology, such as braille readers or hearing amplification.	Only active Services with a Type of *Assistive* can be included in this editor. Services, Service Providers and Service Positions are established in System Administration.
Accommodations	2) Descriptions of Specially Designed Services: Accommodations section	The Accommodations Editor identifies the changes made in the way materials are presented or in the way children demonstrate learning.	Only active Services with a Type of *Accommodation* can be included in this editor. Services, Service Providers and Service Positions are established in System Administration.

Editor Name	Printed Document Section	Description	Special Considerations and Instructions
Modifications	2) Descriptions of Specially Designed Services: Modifications section	Modifications of the curriculum will result in the child being taught something different or being taught the same information but with the complexity of the material significantly altered from that being taught to the child's age and grade level peers. The Modifications editor tracks these changes.	Only active Services with a Type of *Modification* can be included in this editor. Services, Service Providers and Service Positions are established in System Administration.
Support for School Personnel	2) Descriptions of Specially Designed Services: Support for School Personnel section	The Support for School Personnel editor provides an opportunity for the team to discuss and articulate those specific supports or training necessary for school personnel to provide a free appropriate public education to the student.	Only active Services with a Type of *Support* can be included in this editor. Services, Service Providers and Service Positions are established in System Administration.
Service(s) to Support Medical Needs	2) Descriptions of Specially Designed Services: Services to Support Medical Needs	The Service(s) to Support Medical Needs editor lists the services a student receives that allow him/her to receive an education. These services can include medication that is dispensed during a school day or other medical services that are required for the student and performed by school personnel.	Only active Services with a Type of *Medical* can be included in this editor. Services, Service Providers and Service Positions are established in System Administration.

Editor Name	Printed Document Section	Description	Special Considerations and Instructions
State-wide and District-wide Testing	3) State-wide and District-wide Testing	The State-wide and District-wide Testing editor reviews the IEP team's decision on how the student will be tested to meet state guidelines. Details of accommodations and how the student will be assessed are required.	The following information is required: • Completion of each area is required where 'Yes' is selected. • Reason for not participating are required where 'No' is selected. • If the answer is 'Yes' to **Alternative Assessments for OFT Consequences**, the user must enter text in the **Justify the Choice** textbox.
Meeting Participants	4) Meeting Participants	The Meeting Participants editor lists who was in attendance at the last team meeting where decisions were made concerning the student's education plan.	Team members must be added in the Team Members tool before entering participants.
Signatures	5) Signatures	The Signatures editor records agreement from the parent/guardian, the school personnel and the student on the information contained in the IEP.	N/A

Primary and Secondary Disabilities

Code	Description
**	Not Applicable

Code	Description
01	Multiple Disabilities (other than Deaf-Blind)
02	Deaf-Blindness
03	Deafness (Hearing Impairments)
04	Visual Impairments
05	Speech and Language Impairments
06	Orthopedic Impairments
08	Emotional Disturbance (SBH)
09	Cognitive Disabilities
10	Specific Learning Disabilities
12	Autism
13	Traumatic Brain Injury (TBI)
14	Other Health Impaired (Major)
15	Other Health Impaired (Minor)
16	Developmental Delay

Special Education Settings

Code	Description
IE13	Special Education outside regular class less than 21% of day
IE14	Special Education outside regular class 21% to 60% of day
IE15	Special Education outside regular class more than 60% of day
IE16	Public Separate School
IE17	Private Separate School
IE18	Public Residential Facility
IE19	Private Residential Facility
IE20	Homebound/Hospital
IE38	Student disability in approved non-public IEP school
IE39	Disabled student education paid by private resident

Code	Description
IE50	Regular Early Childhood Program at least 80% of time
IE51	Regular Early Childhood Program 40-79%
IE53	Regular Early Childhood Program less than 10 hours per week, most in Early Childhood Program
IE54	Regular Early Childhood Program less than 40%
IE55	Regular Early Childhood Program 10 or more hours per week, not in Early Childhood Program
IE56	Regular Early Childhood Program less than 10 hours per week, not in Early Childhood Program
IE60	Pre-school - Special Education - Separate Class
IE62	Pre-school - Special Education - Separate School
IE64	Pre-school - Special Education Residential Facility
IE70	Pre-school - Home
IE72	Pre-school - Service Provider Location

Measurable Annual Goals Data Elements

Data Elements	Description
Area	Entry is related to student's participation and achievement in the goal.
Present Level of Academic Achievement and Functional Performance	Describes the individual strengths and needs of the student in relation to accessing and mastering general curriculum. This section should provide details on what the student is missing from academic instruction and aid in developing goals the student can achieve.
Measurable Annual Goal	Describes the goal the student should achieve based on grade-level standards. The following should be considered: • Student's present level of performance • Timeframe • Conditions of goal • Measurement of goal
Methods for Measuring Child's Progress Towards Annual Goal	A letter represents the method for measurement. A text field is available for entering the related method letter. See the Methods for Measuring Progress table for a list of options.

Data Elements	Description
Method and Frequency for Reporting the Child's Progress to Parents	Selection indicates the method(s) and frequency of updates being given for reporting student progress. Select all methods that may apply. Designate an interval of time for these methods. Options are: • Written Report • Email • Phone Call • Journal Entry • The child's progress will be reported to the child's parents each time report cards are issued. • Other