

Individual Education Plan (Georgia)

Last Modified on 03/11/2024 8:44 am CDT

[Editor Home](#) | [General Information](#) | [Editor Types](#) | [Editor Lock Out and Release Logic](#) | [Template Banks](#) | [Text Editors](#) | [Editors](#)

Classic View: Student Information > Special Ed > General > Documents > Plans

Search Terms: Special Ed Documents

The Individual Education Plan is used to capture student special education plan information and match the required documentation provided by the state of Georgia. This document describes each editor, the section(s) of the print format that include the entered information, a description of each field on the editor, and any special considerations and instructions. **The Individual Service Plan (ISP) is the same format as the IEP used for Private Schools in Georgia.**

The current print format of this document is the **GA IEP 2023 and GA ISP 2023** . Plan formats are selected in [Plan Types](#).

*GA IEP 2020 Push/Pull

Editor Home			
NAME	STATUS	MODIFIED BY	COMPLETED BY
Education Plan	IN PROGRESS	System Administrator 3/27/20 9:10 AM	
Enrollment Information	IN PROGRESS	System Administrator 3/27/20 9:13 AM	
Student Information	COMPLETE	System Administrator 3/27/20 9:14 AM	System Administrator 3/27/20 10:56 AM
Parent/Guardian Information	IN PROGRESS	System Administrator 3/27/20 9:16 AM	
Team Meetings	IN PROGRESS	System Administrator 3/27/20 9:19 AM	
PLAAFP	NOT STARTED		
Special Factors	IN PROGRESS	System Administrator 3/27/20 9:28 AM	

Georgia IEP Editor Home

Editor Home

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

Header	Description
Name	The name of the editor.

Header	Description
Status	<p>The state of the editor. Statuses can be:</p> <ul style="list-style-type: none"> • In Progress indicates a user has entered and saved data in that editor. • Not Started is the default status for all editors. • Complete indicates a user has clicked the Complete button on the editor and the editor is read only. This does not lock the editor from further editing, but indicates the user considers the editor to be finished. • Not Needed indicates a user has clicked the Not Needed button on the editor. This is usually done for editors that do not apply to the student. <p>The following statuses are only available for the Nevada IEP:</p> <ul style="list-style-type: none"> • ESign indicates that editor has functionality related to the eSignature process. See the Nevada Individual Education Plan eSignature Process for additional information. • Complete Pending eSignature indicates the plan has been entered and sent via the Campus Parent portal to the student's guardian for eSignature.
Modified By	The date and the user by whom the editor was last edited.
Completed By	The date and the user who clicked the Complete button for that editor.

General Information

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

Button	Description
Save	<p>Different editors have different save options. Click the arrow next to the Save & Stay button to view all saving options for any given editor.</p> <ul style="list-style-type: none"> • Save captures progress and navigates the user to the Editor Home or to the List Screen for List editors. See the Editor Types section for additional information. • Save & Stay captures progress and keeps the user on the current editor. This save button is the default save option and usually found within the detail screen or list editors, such as Goals and Objectives. • Save & Next captures progress and navigates the user to the next editor. • Save & New captures progress and creates a new record. This save button is usually found within the detail screen of a list editor, such as Goals and Objectives. See the Editor Type section for additional information.

Button	Description
Refresh	Retrieves a new copy of data from the student's record. This includes enrollment, student, parent/guardian, and team member information. This also returns any accidentally deleted people records. Manually entered fields do not change when the refresh button is clicked. The user must Save after clicking Refresh to capture changes. A side panel displays listing all applicable Enrollment records for the student. See the Enrollments tool documentation for additional information.
Cancel	Navigates the user to the Editor Home screen or to the List Screen for List editors.
Status	Changes the status of the editor. <ul style="list-style-type: none"> • Complete indicates the editor is finished. This makes the editor read-only. However, this does not lock the editor from further editing. To further edit after an editor is marked Complete, the user must click In Progress. • Not Needed indicates the editor does not apply to the student's plan or evaluation. This makes the editor read only. However, this does not lock the editor from further editing. To further edit after an editor is marked Not Needed, click the In Progress button. • In Progress only displays when the editor is in the Complete or Not Needed status and allows additional edits to be made. <p>The following status is only available for the Nevada IEP:</p> <ul style="list-style-type: none"> • Complete Pending eSignature only displays for the Procedural Safeguards, IEP Implementation, and Medicaid Consent editors. This button marks the editor as complete until the parent/guardian electronically signs those sections of the plan via the Campus Parent Portal. See the Nevada Individual Education Plan eSignature Process for additional information.
Print	Prints the entire document.
Editors	Opens a side panel listing all the available editors and their status. Select an editor from this list to navigate to that editor or click Close to collapse the side panel.
Previous	Navigates the user to the previous editor.
Next	Navigates the user to the next editor.

Editor Types

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

Editor Lock Out and Release Logic

Only one user at a time can actively work on an editor. A person with a padlock icon  displays in

the Editors side panel, Editor Home, and List Screen of list editors indicating which editors currently have users working on them. Hovering over the icon displays the name of the user who has checked out the editor, including the current user (you).

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

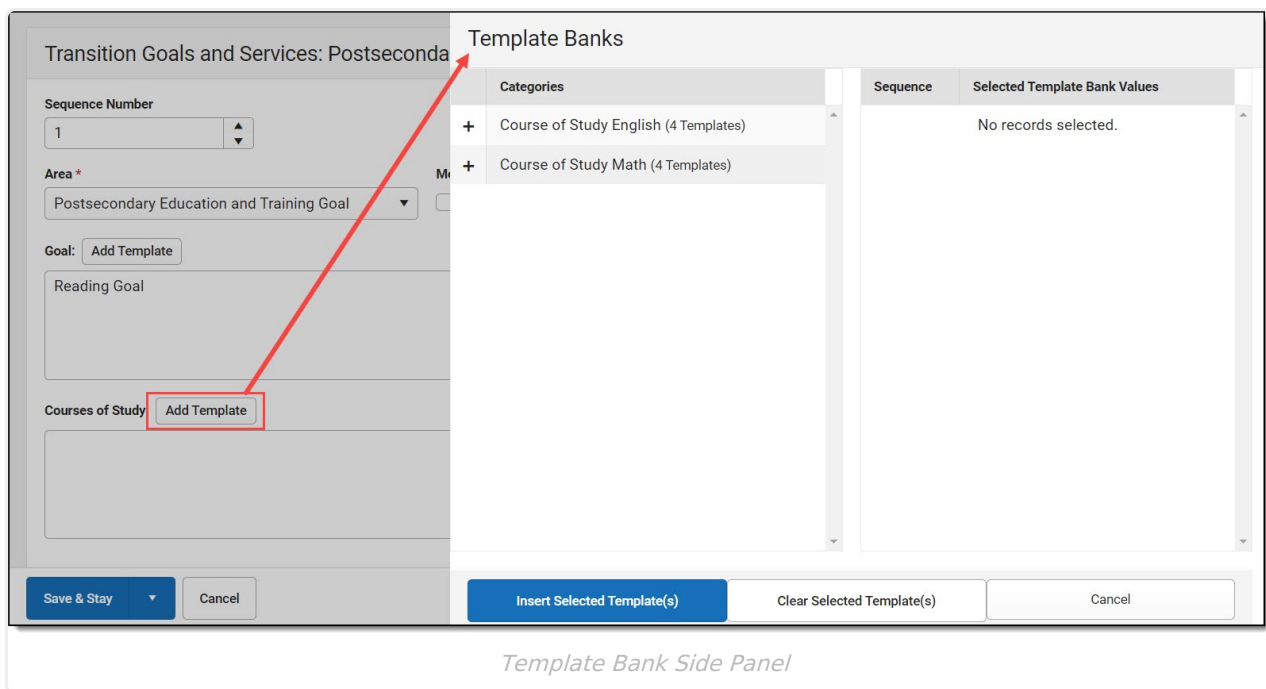
In order to release an editor, the user must:

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

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

Template Banks

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



Transition Goals and Services: Postsecondary

Sequence Number
1

Area *
Postsecondary Education and Training Goal

Goal: Add Template

Reading Goal

Courses of Study Add Template

Template Banks

Categories	Sequence	Selected Template Bank Values
+ Course of Study English (4 Templates)		No records selected.
+ Course of Study Math (4 Templates)		

Save & Stay Cancel Insert Selected Template(s) Clear Selected Template(s) Cancel

Template Bank Side Panel

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

Template Banks

Categories		Sequence	Selected Template Bank Values										
<div> <div>–</div> <div>Course of Study English (4 Templates)</div> </div> <table border="1"> <thead> <tr> <th>Add</th> <th>Templates</th> </tr> </thead> <tbody> <tr> <td><button>Add</button></td> <td>Course of Study 10 Grade 10: English 200</td> </tr> <tr> <td><button>Add</button></td> <td>Course of Study 11 Grade 11: English 300</td> </tr> <tr> <td><button>Add</button></td> <td>Course of Study 12 Grade 12: English 400</td> </tr> <tr> <td><button>Add</button></td> <td>Course of Study 9 Grade 9: English 100</td> </tr> </tbody> </table>		Add	Templates	<button>Add</button>	Course of Study 10 Grade 10: English 200	<button>Add</button>	Course of Study 11 Grade 11: English 300	<button>Add</button>	Course of Study 12 Grade 12: English 400	<button>Add</button>	Course of Study 9 Grade 9: English 100	<div>1</div>	Course of Study 9 Grade 9: English 100 <div>✕</div>
Add	Templates												
<button>Add</button>	Course of Study 10 Grade 10: English 200												
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<button>Add</button>	Course of Study 12 Grade 12: English 400												
<button>Add</button>	Course of Study 9 Grade 9: English 100												
		<div>2</div>	Course of Study 10 Grade 10: English 200 <div>✕</div>										
		<div>3</div>	Course of Study 11 Grade 11: English 300 <div>✕</div>										
		<div>4</div>	Course of Study 12 Grade 12: English 400 <div>✕</div>										
<div> <div>+</div> <div>Course of Study Math (4 Templates)</div> </div>													

Insert Selected Template(s)

Clear Selected Template(s)

Cancel

Expanded Category and Values Selected

Template Bank Categories display on the left and the selected text displays on the right. Click the **Add** button to add the template value. This adds the template to the queue of values on the right. The red **X** removes selected templates while the sequence field can be used to reorder the templates. Another option is to use the up and down arrows next to the sequence field to reorder values.

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

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

Courses of Study:

Add Template

Grade 9: English 100
Grade 10: English 200
Grade 11: English 300
Grade 12: English 400

Example Template Bank Selections in the Document

Text Editors

Images should not be inserted into text fields.

Editors

[Education Plan](#) | [Enrollment Information](#) | [Student Information](#) | [Parent/Guardian Information](#) | [Team Meeting](#) | [PLAAFP](#) | [Special Factors](#) | [Transition Service Plan](#) | [Transition Goals](#) | [Goals and Objectives](#) | [Student Supports](#) | [Assessment Determination](#) | [High School Mathematics Decision Rubric](#) | [Specific Testing Accommodations](#) | [Services Considered](#) | [Services Inside General Ed Classroom](#) | [Services Outside General Ed Classroom](#) | [Related Services](#) | [Extended School Year](#) | [Transportation](#) | [Parent Participation](#) | [Behavior Intervention Plans](#)

The following section lists each editor and describes each field on the editor. Available editors include:

Education Plan

The Education Plan editor includes the various dates associated with the plan, why the IEP meeting was held, and how student progress is reported.

This editor must be saved before entering data into other editors.

Education Plan
IN PROGRESS

Editor 1 of 21

Reason for Meeting *

Initial

Reason for Meeting Description

Meeting Date *
03/09/2020

IEP Implementation Date *
03/09/2020

IEP End Date *
03/08/2021

Most Recent Eligibility Date *
12/02/2019

Signed Parental Consent for Services
month/day/year

Consent Given

Report of Student Progress *

When will the parents be informed of the child's progress toward meeting the annual goals?

Comments

Education Plan Editor

► [Click here to expand...](#)

^ [Back to Top](#)

Enrollment Information

The Enrollment Information editor reports Special Education information from the student's Enrollment.

If the most recent locked Evaluation for the student was created using the classic Campus style, the **Refresh** button retrieves information from the student's Enrollment record. If the most recent locked Evaluation for the student was created using the updated Campus style, the **Refresh** button retrieves the Eligibility Date(s) and Disability information from the Evaluation. All other fields still pull from the Enrollment record.

Enrollment Information

IN PROGRESS

Editor 2 of 21

Click Refresh to retrieve a new copy of data from a selected Enrollment record. Information entered into this editor will modify the student's current Enrollment record when the plan is locked.

Primary Area of Exceptionality * 6: Autism	Eligibility Date * 03/09/2020	Re-Evaluation Date 03/09/2023
Secondary Area of Exceptionality 	Eligibility Date month/day/year	Re-Evaluation Date month/day/year
Third Area of Exceptionality 	Eligibility Date month/day/year	Re-Evaluation Date month/day/year
Fourth Area of Exceptionality 	Eligibility Date month/day/year	Re-Evaluation Date month/day/year
Fifth Area of Exceptionality 	Eligibility Date month/day/year	Re-Evaluation Date month/day/year

Special Ed Status

Special Ed Setting/Environment

Resident District

Enrollment Information editor

► [Click here to expand...](#)

^ [Back to Top](#)

Student Information

The Student Information editor displays basic information about the student such as demographic information. This is a read-only editor.

The Refresh button retrieves a fresh copy of data from the student's record. See the [General IEP Information](#) section for additional information.

Student Information
IN PROGRESS

Editor 3 of 21

When a plan is generated, a snapshot of the student's information is taken from Census. Click Refresh to retrieve a new copy of data.

Last Name Adams	First Name Aubrey	Middle Name Lynn	Suffix
Age 9	Birthdate 10/11/2010	Gender F	Home Primary Language Chinese
Address 175 Summerbrook Road Braselton, GA 30517		Student Number 44778	State ID 1701102106

Student Information editor

► [Click here to expand...](#)

^ [Back to Top](#)

Parent/Guardian Information

The Parent/Guardian Information editor populates based on the guardian checkbox on the student's [Relationships](#) tool. The editor includes [Demographics](#) information for the student's guardian.

The **Delete** button next to each parent/guardian can be used to remove a parent/guardian from the IEP.

The **Refresh** button retrieves a new copy of parent/guardians' data. This also returns any accidentally deleted people. Manually entered fields do not change when the refresh button is clicked. The user must **Save** after clicking Refresh to capture changes.

Parent/Guardian Information
IN PROGRESS

Editor 4 of 21

When a plan is generated, a snapshot of the parent/guardian information is taken from Census. Individuals with the Guardian check box marked on the Relationship tool for the student display below. Click Refresh to retrieve a new copy of data.

O'Neal, Adrian - Mother

Print Sequence
1

Delete

Address 175 Summerbrook Road		
Home Phone (739)789-9508x019	Work Phone	Cell Phone (837)836-6455x626
E-mail		
Home Primary Language Chinese	Interpreter Required <input checked="" type="checkbox"/>	

Parent/Guardian Information Editor

► [Click here to expand...](#)

^ [Back to Top](#)

Team Meeting

The Team Meeting editor lists the team meetings held regarding the student and the participants of the meeting. Team Meetings display based on the Meeting Date. The **Print in Plan** slider must be marked On for the team meeting record to appear on the printed document.

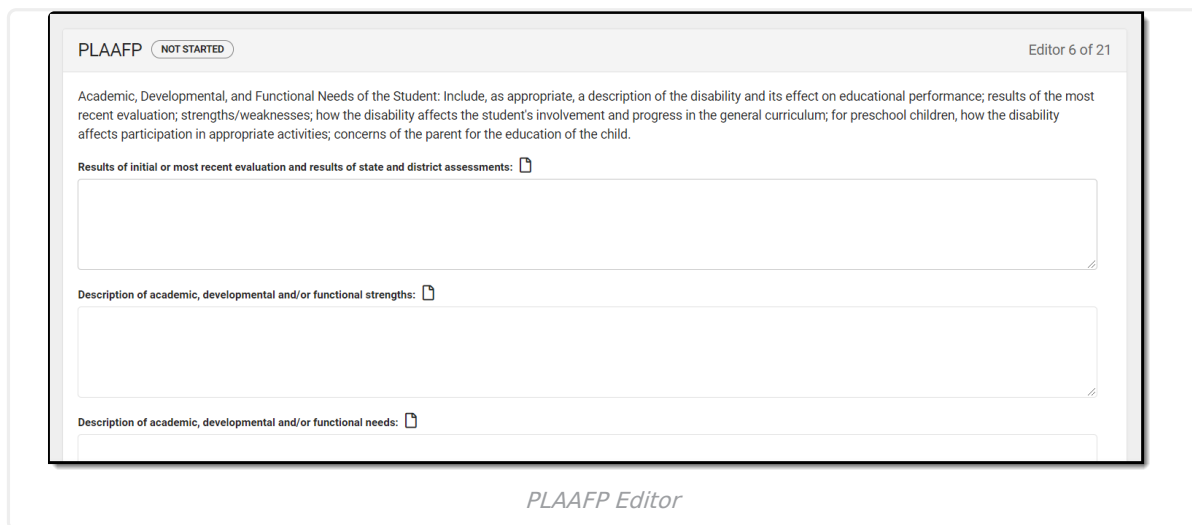
Team members added on the [Team Members](#) tool can be added to team meetings. Team members can be added manually on this editor, but are not saved in the system and have to be created each time they are included in a meeting.

► [Click here to expand...](#)

^ [Back to Top](#)

PLAAFP

The Present Level of Academic Achievement and Functional Performance (PLAAFP) editor describes the academic, developmental, and functional needs of the student, including the student's current strengths, parental concerns, the student's needs, the results of assessments, and the impact of the student's exceptionality on their progress.



The screenshot shows the PLAAFP Editor interface. At the top, it says "PLAAFP" and "NOT STARTED" in a button. On the right, it says "Editor 6 of 21". Below this is a text area with the following text: "Academic, Developmental, and Functional Needs of the Student: Include, as appropriate, a description of the disability and its effect on educational performance; results of the most recent evaluation; strengths/weaknesses; how the disability affects the student's involvement and progress in the general curriculum; for preschool children, how the disability affects participation in appropriate activities; concerns of the parent for the education of the child." Below this text area are three text input fields, each with a label and a document icon: "Results of initial or most recent evaluation and results of state and district assessments:", "Description of academic, developmental and/or functional strengths:", and "Description of academic, developmental and/or functional needs:". The entire form is titled "PLAAFP Editor" at the bottom.

► [Click here to expand...](#)

^ [Back to Top](#)

Special Factors

The Special Factors editor describes other considerations that may affect the student's progress, including behavioral issues, limited English proficiency, visual or hearing impairment, communication needs, or assistive technology.

Special Factors
IN PROGRESS
Editor 7 of 21

Does the student have behavior which impedes his/her learning or the learning of others?

Yes ▼

If yes, consider the appropriateness of developing a Behavior Intervention Plan. *

Behavior Intervention Plan to be discussed at next meeting

Behavior Intervention Plan developed?

No ▼

Does the student have limited English proficiency?

No ▼

Does the student have blindness/visual impairment?

No ▼

Does the student have communication needs?

Special Factors Editor

► [Click here to expand...](#)

^ [Back to Top](#)

Transition Service Plan

The Transition Service Plan describes the student's needs, plans, and rights in transitioning from school to post-secondary life. This editor includes current interests and course of study and the student's goals relating to education, employment and living skills.

Transition Service Plan
NOT STARTED
Editor 8 of 21

Date student entered or is projected to enter 9th grade:

09/10/2024

Projected Date of Graduation:

06/01/2029

The student is pursuing:

Georgia High School Diploma ▼

Graduation requirements explained to the parents?

Yes ▼

Record any additional local school system graduation requirements:

Preferences, Strengths, Interests and Course of Study based on PLAAFP and Age Appropriate Transition Assessments.

Areas for consideration include course of study, post-secondary education, vocational training, employment, continuing education, adult services and community participation.

Student preferences, strengths, interests:

Transition Service Plan Editor

▶ [Click here to expand...](#)

^ [Back to Top](#)

Transition Goals

The Transition Goals editor lists measurable goals based on transition assessments related to specific areas of the student's development.

▶ [Click here to expand...](#)

^ [Back to Top](#)

Goals and Objectives

The Goals and Objectives editor lists goals designed to measure the student's progress in general education curriculum. Each goal includes how the goal is measured and how success is determined.

▶ [Click here to expand...](#)

^ [Back to Top](#)

Student Supports

The Student Supports editor describes additional accommodations and services provided to the student and school personnel.

Student Supports
IN PROGRESS

Editor 11 of 21

To advance appropriately toward attaining annual goals; to be involved and progress in the general curriculum; to be educated and participate with other children in academic, nonacademic and extracurricular activities, the following accommodations, supplemental aids and services and/or supports for school personnel will be provided.

Instructional Accommodations

Interpreter provided.

Classroom Testing Accommodations

Additional time given for written exams.

Supplementary Aids and Services

► [Click here to expand...](#)

^ [Back to Top](#)

Assessment Determination

The Assessment Determination editor indicates if the student is able to participate in regular assessment and if not, why.

Assessment Determination
NOT STARTED

Editor 12 of 21

The student will participate in the following regular required assessments.

Specific Testing Accommodations
 (Accommodations used for assessment must be consistent with accommodations used for classroom instruction/testing and specified in the IEP. Some accommodations used for instruction may not be allowed for statewide assessment. Refer to the GaDOE Student Assessment Handbook for the only allowable accommodations. Conditional accommodations are only allowable for students who meet eligibility criteria.) All subtests must be considered individually.

The student will participate in the Georgia Alternate Assessment (GAA)

▼

Eligibility Criteria for the Georgia Alternate Assessment 2.0 (GAA)

Step I: Review the Eligibility Criteria for GAA
 Prior to reviewing the eligibility criteria for GAA, the Individualized Education Program (IEP) team must understand all assessment options, including the characteristics of each assessment and the potential implications of each assessment choice.

According to O.C.G.A 20-2-281, school districts are required to follow the procedures specified in the applicable test administration materials. As a result, the IEP team must use this form to document its assessment decisions.

Assessment Determination Editor

► [Click here to expand...](#)

^ [Back to Top](#)

High School Mathematics Decision Rubric

The High School Mathematics Decision Rubric is used to document the student's need for alternate course sequence in order to complete their mathematics course requirements of the State Board of Education.

High School Mathematics Decision Rubric for Eligible Students with Disabilities

NOT STARTED

Editor 13 of 22

For decision regarding Advanced Algebra: Concepts and Connections 

Complete the rubric for eligible students with disabilities who (1) were identified prior to enrollment in high school, (2) have a disability affecting mathematics achievement, and (3) want to follow an alternate course sequence to meet the mathematics course requirements of State Board Rule 160-4-2-.48 and will not receive appropriate benefit from participation in Advanced Algebra: Concepts and Connections or the equivalent.

- All assurance statements must be met.
- This document and the information included in the decision must be reviewed and documented by the IEP team and must be attached and regarded as part of the student's IEP annually.
- All appropriate parties must sign and certify that they understand the assurances included within the rubric on an annual basis.

Decision Rubric

Evidence in the IEP clearly shows for Mathematics Statements

If "No" is selected for any statement below, the student is NOT eligible to follow an alternate course sequence to meet the mathematics course requirements of graduation rule 160-4-2-.48.

1. The student's disability affects the child's involvement and progress in the general high school math curriculum, as indicated in the Present Level of Academic Achievement and Functional Performance (PLAAFP) statement. *

Yes 

2. There is documented evidence indicating the student has received special education supports to access the course content required to meet the mathematics requirements in the Georgia High School Graduation Rule. The targeted supports, mathematics-specific IEP services, and goals address needs that require specially designed instruction for students to access and benefit from the general curriculum in the required courses. *

The student's academic record includes documentation of evidence-based prevention and/or intervention supports, including goals that:

1. are related to achieving mathematics content proficiency;
2. support access to and benefit from the content standards; and
3. are designed to promote the student's quantifiable academic progress in the content area state-adopted standards.

High School Mathematics Decision Rubric Editor

[▶ Click here to expand...](#)

[^ Back to Top](#)

Specific Testing Accommodations

The Specific Testing Accommodations editor lists tests the student participates in and the modifications made to scheduling, presentation, and student response.

[▶ Click here to expand...](#)

[^ Back to Top](#)

Services Considered

The Services Considered editor indicates services, both inside and outside the general education setting, that were considered for the student and why those services were rejected.

Services Considered
IN PROGRESS

Editor 14 of 21

Instruction/Services in the General Ed Classroom/EC Setting

☐ Consultative
☐ Supportive Services

☐ Collaborative
☐ Related Services

☐ Co-teaching

Instruction/Services Outside the General Ed Classroom

☐ Separate Class
☒ Residential
☐ Related Services

☐ Separate School
☐ Hospital/Homebound

☐ Home Instruction
☐ Supportive Services

Program

Brownies

The explanation of the extent, if any, to which the child will not participate with peers without disabilities in the regular class and/or in nonacademic and extracurricular activities: *

Example

Services Considered Editor

► [Click here to expand...](#)

^ [Back to Top](#)

Services Inside General Ed Classroom

The Services Inside General Ed Classroom editor lists services provided to the student within a regular curriculum classroom.

Only active [Services](#) with a Type of *Class* can be included in this editor. Services, [Service Providers](#) and [Service Positions](#) are established in System Administration.

Dates must be within the scope of the plan.

► [Click here to expand...](#)

^ [Back to Top](#)

Services Outside General Ed Classroom

The Services Outside General Ed Classroom editor lists services provided to the student outside of a regular curriculum classroom in a specific special education setting.

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.

Dates must be within the scope of the plan.

▶ [Click here to expand...](#)

[^ Back to Top](#)

Related Services

The Related Services editor lists developmental, corrective, or other supportive services required to assist the student.

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.

The dates of related services auto-populates to an Initiation Date of the Meeting Date entered in the [Education Plan](#) and an End Date of the IEP End Date. Dates must be within the scope of the plan.

▶ [Click here to expand...](#)

[^ Back to Top](#)

Extended School Year

The Extended School Year editor indicates if the student requires services beyond the standard school time, such as beyond school hours or during breaks.

Extended School Year

NOT STARTED

Editor 18 of 21

Factors Considered:

☐ Severity of disability
 ☐ Rate of progress that may limit ability to achieve IEP objectives
 ☐ Relative importance of IEP goals at issue

☐ Delays or interruptions in service
 ☐ Age
 ☐ Regression that may limit ability to achieve IEP objectives/time needed for recoupment

☐ Critical point of instruction/emerging skills
 ☐ Transitional needs

Summary of ESY Consideration:*

Is Extended School Required? *

Extended School Year Editor

[▶ Click here to expand...](#)

[^ Back to Top](#)

Transportation

The Transportation editor is used to document any special accommodations the student may require for their transportation needs.

Transportation

IN PROGRESS

Editor 19 of 21

Is Special Transportation Required? *

Yes

Transportation Accommodations

38: Car Seat × 9: Bus Buddy ×

Rationale *

Transportation Editor

[▶ Click here to expand...](#)

[^ Back to Top](#)

Parent Participation

The Parent Participation editor lists the ways in which the student's parents or guardians have been

notified about the plan and what documents were provided.

Parent Participation
NOT STARTED

Editor 20 of 21

Print Signature Line:
☒

Notifications

1st Notification

Date: *

Notification Type:
☐ Invitation
☐ Reminder Notice

Notice Given By: *

☐ Phone Call
☐ Other

☐ In Person

2nd Notification

Date:

Notification Type:
☐ Invitation
☐ Reminder Notice

Notice Given By:

☐ Phone Call
☐ Other

☐ In Person

Parent Participation Editor

► [Click here to expand...](#)

^ [Back to Top](#)

Behavior Intervention Plans

The Behavior Intervention Plan editor describes the strategies implemented to address behavior issues that may interfere with the student's education or that of others.

The **Print in Plan** slider must be marked On for the editor to appear on the printed document.

► [Click here to expand...](#)

^ [Back to Top](#)

Previous Versions

[Individual Education Plan \(Georgia\) \[.2331 and previous\]](#)