

Individual Education Plan (Nevada)

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

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

Search Terms: Special Ed Document

The editors available on the Individual Education Plan provide all required information by the State of Nevada. Editors and fields are listed below. Included here are instructions on entering data into Campus and references to state-defined guidelines.

See the Nevada Department of Education website (<http://www.doe.nv.gov>) for data standards and guidelines for entering data into the IEP.

The current format of this document is the **NV IEP 2023.1**. Print formats are selected in [Plan Types](#). Pre-populated plan types for Nevada include:

- NV IEP With Transition (Currently Documented)
- NV IEP Without Transition

Editor Home - NV IEP With Transition ?			
NAME	STATUS	MODIFIED BY	COMPLETED BY
Education Plan	IN PROGRESS	System Administrator 5/16/23 12:00 PM	>
Student Information	IN PROGRESS	System Administrator 5/16/23 12:57 PM	>
Parent/Guardian Information	IN PROGRESS	System Administrator 5/16/23 1:00 PM	>
Meeting Participants	IN PROGRESS	System Administrator 5/16/23 1:03 PM	>
Procedural Safeguards ESIGN	COMPLETE PENDING ESIGNATURE	System Administrator 5/17/23 9:37 AM	System Administrator 5/17/23 9:37 AM >
Present Levels (PLAAFP)	IN PROGRESS	System Administrator 5/16/23 1:10 PM	>
Strengths, Concerns, Interests, and Preferences	IN PROGRESS	System Administrator 5/16/23 1:12 PM	>

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.
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										
- Course of Study English (4 Templates) <table border="1"> <thead> <tr> <th>Add</th> <th>Templates</th> </tr> </thead> <tbody> <tr> <td><input type="button" value="Add"/></td> <td>Course of Study 10 Grade 10: English 200</td> </tr> <tr> <td><input type="button" value="Add"/></td> <td>Course of Study 11 Grade 11: English 300</td> </tr> <tr> <td><input type="button" value="Add"/></td> <td>Course of Study 12 Grade 12: English 400</td> </tr> <tr> <td><input type="button" value="Add"/></td> <td>Course of Study 9 Grade 9: English 100</td> </tr> </tbody> </table>	Add	Templates	<input type="button" value="Add"/>	Course of Study 10 Grade 10: English 200	<input type="button" value="Add"/>	Course of Study 11 Grade 11: English 300	<input type="button" value="Add"/>	Course of Study 12 Grade 12: English 400	<input type="button" value="Add"/>	Course of Study 9 Grade 9: English 100	1 <input type="button" value="▲"/> <input type="button" value="▼"/> 2 <input type="button" value="▲"/> <input type="button" value="▼"/> 3 <input type="button" value="▲"/> <input type="button" value="▼"/> 4 <input type="button" value="▲"/> <input type="button" value="▼"/>	Course of Study 9 <input type="button" value="X"/> Grade 9: English 100 Course of Study 10 <input type="button" value="X"/> Grade 10: English 200 Course of Study 11 <input type="button" value="X"/> Grade 11: English 300 Course of Study 12 <input type="button" value="X"/> Grade 12: English 400
Add	Templates											
<input type="button" value="Add"/>	Course of Study 10 Grade 10: English 200											
<input type="button" value="Add"/>	Course of Study 11 Grade 11: English 300											
<input type="button" value="Add"/>	Course of Study 12 Grade 12: English 400											
<input type="button" value="Add"/>	Course of Study 9 Grade 9: English 100											
+ Course of Study Math (4 Templates)												

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:

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](#) | [Student Information](#) | [Parent/Guardian Information](#) | [Meeting Participants](#) | [Procedural Safeguards](#) | [Present Levels \(PLAAFP\)](#) | [Strengths, Concerns, Interests, and Preferences](#) | [Special Factors](#) | [Transition](#) | [Transition Services](#) | [Goals and Objectives](#) | [Method for Reporting Progress](#) | [Specially Designed Instruction](#) | [Supplementary Aids and Services](#) | [Related Services](#) | [Statewide and/or District-wide Assessments](#) | [CRT Alternate Assessment](#) | [Extended School Year Services](#) | [Placement](#) | [IEP Implementation](#) | [Enrollment Information](#) | [Medicaid Consent](#)

The following section lists the editors available on the student's Individual Education Plan, a description of what the editor is used for and any special considerations, and a list of fields and a description of each field on every editor.

The following table lists the editors available on the Nevada IEP plan types. Click the Click to expand link to view the full list of editors:

▶ [Click here to expand...](#)

Education Plan

The Education Plan editor stores plan information as well as related dates. The Education Plan editor displays in the Meeting Information section of the printed IEP.

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

When 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. When 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.

This editor cannot be placed in a Not Needed status.

Education Plan IN PROGRESS
Editor 1 of 22

Meeting Type * <input type="checkbox"/> Interim IEP <input type="checkbox"/> Revision to IEP Dated Date of Meeting * <input type="text" value="04/04/2023"/>	<input checked="" type="checkbox"/> Initial IEP <input type="checkbox"/> Exit/Graduation Date of Last IEP Meeting <input type="text" value="04/06/2022"/>	<input type="checkbox"/> Annual IEP <input type="checkbox"/> IEP Revision Without A Meeting IEP Review Date * <input type="text" value="04/08/2024"/>	<input type="checkbox"/> IEP Following 3-Yr Reevaluation <input type="checkbox"/> Other Anticipated Duration of Services * <input type="text" value="04/30/2024"/>
IEP Services will Begin * <input type="text" value="05/01/2023"/>	IEP Review Date * <input type="text" value="04/08/2024"/>	Eligibility Eligibility Date * <input type="text" value="05/15/2023"/>	
Comments: <small>This field is limited to 650 characters.</small> <input style="width: 100%; height: 40px;" type="text" value="Example comments"/>			

Education Plan Editor

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Student Information

The Student Information editor populates information about the student such as demographic data, address and school information.

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

All fields on this editor are read-only EXCEPT Zoned School, Other Zoned School, Emergency Contact Name, and Emergency Contact Phone Number.

This editor cannot be placed in a Not Needed status.

Student Information IN PROGRESS
Editor 2 of 22

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 [Redacted]	First Name Nolan	Middle Name Matthew	Suffix
Gender M	Birthdate [Redacted]	Student Number [Redacted]	SUID [Redacted]
Race, Ethnicity (state) Caucasian	Federal Student Ethnicity Code 6: White	Race(s) White	
Student Primary Language eng-English		Home Phone [Redacted]	
Address [Redacted] NV 89410			
Zoned School * Douglas High School		Other Zoned School [Redacted]	
Emergency Contact Name [Redacted]		Emergency Contact Phone Number () - - X	

Case Manager

Name	Title

Student Information Editor

▶ [Click here to expand...](#)

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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.

This editor cannot be placed in a Not Needed status.

Parent/Guardian Information IN PROGRESS
Editor 3 of 22

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

Monika - Mother

Print Sequence

1

Delete

Address

[Redacted]

 NV 89460

Home Phone

Work Phone

Cell Phone

E-mail

[Redacted]

[Redacted]

Primary Language Spoken at Home

Interpreter Required

Other Accommodations Needed

[▶ Click here to expand...](#)

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Meeting Participants

The Meeting Participants editor is used to record team meetings and participants for the student. The Meeting Participants editor displays in the IEP Participation section of the printed IEP.

The required roles of Parent/Guardian/Surrogate, LEA Representative, Special Education Teacher, Regular Education Teacher, and Student must be entered before this editor can be saved, when the student is over the age of 14.

This editor cannot be placed in a Not Needed status.

[▶ Click here to expand...](#)

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Procedural Safeguards

The Procedural Safeguards editor records required engagement of parents and notification of the transfer of rights to the student at the age of 18. The checkboxes are used to indicate whether the student has been informed of the transfer of rights that occurs at age 18.

The first checkbox must be marked in order to Lock the plan, but is often electronically signed by the student's parent/guardian. In order to send the plan for eSignature, this editor must be placed in the status **Complete Pending eSignature**.

This editor cannot be placed in a Not Needed status.

Procedural Safeguards COMPLETE PENDING ESIGNATURE ESIGN Editor 5 of 22

I have received a statement of procedural safeguards under the Individuals with Disabilities Education Act (IDEA) and these rights have been explained to me in my primary language.

At least one year prior to reaching age 18, students must be informed of their rights under IDEA and advised that these rights will transfer to them at age 18*

Not applicable. Student will not be 18 within one year, and the student's next annual IEP meeting will occur no later than the student's 17th birthday.

The student has been informed of his/her rights under IDEA and advised of the transfer of these rights at age 18.

Procedural Safeguards Editor

Field	Description	Validation
<p>I have received a statement of procedural safeguards under the Individuals with Disabilities Education Act (IDEA) and these rights have been explained to me in my primary language.</p> <p><i>*Required</i></p>	<p>Indicates the parent/guardian has received the procedural safeguards documentation.</p>	<p>*This field is required in order to Complete the editor.</p> <div style="border: 1px solid gray; padding: 5px; margin-top: 10px;"> <p>This field is usually filled out and eSigned by the student's parent/guardian via the Campus Parent portal. See the Nevada Individual Education Plan eSignature process article for additional information.</p> </div>
<p>At least one year prior to reaching age 18, students must be informed of their rights under IDEA and advised that these rights will transfer to them at age 18.</p> <p><i>Required</i></p>	<p>Options include:</p> <ul style="list-style-type: none"> Not applicable. Student will not be 18 within one year, and the student's next annual IEP meeting will occur no later than the student's 17th birthday. The student has been informed of his/her rights under IDEA and advised of the transfer of these rights at age 18. 	<p>Only one option can be selected.</p>

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Present Levels (PLAAFP)

The Present Levels (PLAAFP) editor includes the student's present levels of academic achievement and functional performance, including the assessment conducted to determine level, resulting skills determined, and needs identified.

This editor cannot be placed in a Not Needed status.

[Click here to expand...](#)

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Strengths, Concerns, Interests, and Preferences

The Strengths, Concerns, Interests, and Preferences editor records observed student strengths, the parents' educational concerns, the student's preferences and interests, and how these preferences and interest were considered.

This editor cannot be placed in a Not Needed status.

Strengths, Concerns, Interests, and Preferences IN PROGRESS
Editor 7 of 22

Statement of Student Strengths:*

Example statement

Statement of Parent Educational Concerns:*

Example concerns

Statement of Student's Preferences and Interests:*

Required if transition services will be discussed, beginning at age 14 or younger if appropriate

Example student's interests

If student was not in attendance, describe the steps taken to ensure that the student's preferences and interests were considered:

Strengths, Concerns, Interests, and Preferences

[Click here to expand...](#)

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Special Factors

The Special Factors editor identifies possible concerns that may interfere with the student's learning, such as behavior issues, limited English proficiency, visual or communication impairments or assistive technology.

Users must answer each question in order to save the editor. This editor cannot be placed in a Not Needed status.

Consideration of Special Factors IN PROGRESS
Editor 8 of 22

1. Does the student's behavior impede the student's learning or the learning of others? *

If YES, IEP committee **must provide** positive behavior strategies, supports and interventions, or other strategies, supports and interventions to address that behavior.

Addressed in IEP

2. Does the student require assistive technology devices and services? *

If YES, IEP committee **must determine** nature and extent of devices and services.

Addressed in IEP

3. Does the student have limited English proficiency? *

If YES, IEP committee **must consider** the following (check box if IEP committee considered the item):

Language needs to the student as those needs relate to the student's IEP

4. Is the student blind or visually impaired? *

Consideration of Special Factors Editor

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Transition

The Transition editor describes the type of diploma the student receives upon completion of school, the student's vision for their future, the Course of Study designed to encourage this transition, and the post-secondary goals identified for the student's future.

This editor is only available with the NV IEP With Transition plan. This editor cannot be placed in a Not Needed status.

Transition IN PROGRESS
Editor 9 of 22

Diploma Selected for Graduation *
Must be declared at age 14 and reviewed annually

Standard or Advanced High School Diploma *(Must complete all applicable credit requirements and participate in College and Career Readiness Assessment.)*
 Adjusted High School Diploma *(Must complete IEP requirements.)*
 Alternative High School Diploma *(Must complete all applicable credit requirements and participate in the Nevada Alternate Assessment.)*

Student's vision for the future *
A short statement that directly quotes what the student wants for the future

Example vision

Statement of Transition Services: Course of Study *
Beginning at age 14 or younger if determined appropriate by the IEP team, describe the focus of the student's course of study

Example statement

Statement of Measurable Postsecondary Goals:
Beginning not later than the first IEP to be in effect when the student is 16, describe measurable postsecondary goals in the following areas

Training/Education

Transition Editor

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Transition Services

The Transition Services editor describes the services provided to the student to achieve the transition goals identified in the previous editor. The Transition editor displays on the Transition section of the printed IEP.

This editor is only available with the NV IEP With Transition plan. This editor cannot be placed in a Not Needed status.

Transition Services IN PROGRESS
Editor 10 of 22

Statement of Transition Services: Coordinated Activities
Beginning not later than the first IEP to be in effect when the student is 16, develop a statement of needed transition services, including strategies or activities for the student.

Instruction *

Example instruction

Any Other Agency Involvement
 Optional

Related Services *

Example related services

Any Other Agency Involvement
 Optional

Community Experiences *

Transition Services Editor

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Goals and Objectives

The Goals and Objectives editor describes annual goals set for the student as well as how that goal is measured and whether the goal relates to an existing post-secondary goal or an Extended School Year program.

This editor cannot be placed in a Not Needed status.

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Method for Reporting Progress

The Method for Reporting Progress editor describes the document(s) that is used to report student progress and how often that document is produced.

This editor cannot be placed in a Not Needed status.

Method for Reporting Progress IN PROGRESS Editor 12 of 22

Method for Reporting the Student's Progress toward meeting Annual Goals *
 Check all methods that will be used

<input type="checkbox"/> IEP Goals Pages	<input checked="" type="checkbox"/> District Report Card
<input type="checkbox"/> Specialized Progress Report	<input checked="" type="checkbox"/> Parent Conferences
<input type="checkbox"/> Other	

Specify Other:

Projected Frequency of Reports *

<input type="checkbox"/> Quarterly
<input checked="" type="checkbox"/> Semester
<input type="checkbox"/> Trimester
<input type="checkbox"/> Other

Specify Other:

Method for Reporting Progress Editor

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Specialty Designed Instruction

The Specialty Designed Instruction editor lists services provided to the student in a Special Education setting.

This editor cannot be placed in a Not Needed status.

▶ [Click here to expand...](#)

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Supplementary Aids and Services

The Supplementary Aids and Services editor lists the accommodations and modifications made to assist the student in participating in regular education.

This editor cannot be placed in a Not Needed status.

▶ [Click here to expand...](#)

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Related Services

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

This editor cannot be placed in a Not Needed status.

▶ [Click here to expand...](#)

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Statewide and/or District-wide Assessments

The Statewide and/or District-wide Assessments editor records student participation in assessments and whether accommodations are provided.

This editor cannot be placed in a Not Needed status.

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CRT Alternate Assessment

The CRT Alternate Assessment editor is only available and only needs to be filled out when Alternate is selected as the Participation option on the [Statewide and/or District-wide Assessments](#) editor (previous editor).

This editor cannot be placed in a Not Needed status.

CRT Alternate Assessment IN PROGRESSEditor 17 of 22

The Nevada Alternate Assessment (NAA) is based on alternate achievement standards designed specifically for students with significant cognitive disabilities. Individualized Education Plan (IEP) teams are responsible for determining whether students with disabilities will participate in the alternate assessment or the general assessment (with or without accommodations), and should consider the student's present level of educational performance in reference to the Nevada Academic Content Standards (NVACS) in English Language Arts (ELA), Mathematics, and Science when determining how a student will participate in the Nevada Proficiency Examination Program (NPEP). In order to facilitate informed and equitable decision making, IEP teams should answer each of the following questions when determining whether or not a student should participate in the NAA:

Questions to Guide the Decision-Making Process to Determine Whether a Student Participates in the Nevada Alternate Assessment and is a Student with the Most Significant Cognitive Disabilities

Is the student eligible for and receiving services under the Individuals with Disabilities Education Act (IDEA) through a current IEP? *

Does the student demonstrate cognitive functioning and adaptive behavior that limit full participation in the general education curriculum and state-wide assessments even with supplementary aids, accommodations, and modifications? *

Does the student require substantial supports to meaningfully access and achieve measurable gains on the State's challenging grade-level content standards? *

Does the student require extensive, direct individualized instruction to achieve measurable gains on the state's challenging grade-level content standards and to acquire, maintain, and generalize skills necessary for application in school, home, work, and community settings? *

CRT Alternate Assessment Editor

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Extended School Year Services

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

This editor cannot be placed in a Not Needed status.

Extended School Year Services IN PROGRESSEditor 18 of 22

Does the student require extended school year services? *

If YES, IEP goals and benchmarks/short-term objectives and/or related services to be implemented in ESY must be identified.

If need for ESY is to be determined at a later date, indicate date by which IEP decision will be made:

Extended School Year Services

Field Name	Description	Database Location
Does the student require extended school year services? <i>Required</i>	Indicates the student needs extended school year services. Options are Yes or No.	SEPExtendedYear.extendedYear
If need for ESY is to be determined at a later date, indicate date by which IEP decision will be made:	The date the decision to determine the student's need for extended school year services is made in the future.	SEPExtendedYear.date

Placement

The Placement editor describes the placement setting chosen for the student and justification of that placement.

This editor cannot be placed in a Not Needed status.

[▶ Click here to expand...](#)

IEP Implementation

The IEP Implementation editor records parent acceptance of the special education participation plan.

Either the first or second checkbox must be marked in order to **Lock** the plan, but this is often selected and electronically signed by the student's parent/guardian. In order to send the plan for eSignature, this editor must be placed in the status **Complete Pending eSignature**.

This editor cannot be placed in a Not Needed status.

IEP Implementation

 COMPLETE PENDING ESIGNATURE
 ESIGN

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IEP Implementation

As the parent, I agree with the components of the IEP. I understand that its provisions will be implemented as soon as possible after the IEP goes into effect.

As the parent, I disagree with all or part of the IEP. I understand that the school district must provide me with written notice of any intent to implement this IEP. If I wish to prevent the implementation of this IEP, I must submit a written request for a due process hearing to the local school district superintendent.

A copy of this IEP was provided to the student's parent *

Date Provided *

IEP Implementation Editor

Field	Description	Validation
-------	-------------	------------

Field	Description	Validation
IEP Implementation <i>Required</i>	The parent's/guardian's consent of the IEP. Options are: <ul style="list-style-type: none"> As the parent, I agree with the components of the IEP. I understand that its provisions will be implemented as soon as possible after the IEP goes into effect. As the parent, I disagree with all or part of the IEP. I understand that the school district must provide me with written notice of any intent to implement this IEP. If I wish to prevent the implementation of this IEP, I must submit a written request for a due process hearing to the local school district superintendent. 	Only one option can be selected. <div style="border: 1px solid #ccc; background-color: #fff9c4; padding: 10px; margin-top: 10px;"> <p>This field is usually selected and eSigned by the student's parent/guardian via the Campus Parent portal. See the Nevada Individual Education Plan eSignature process article for additional information.</p> </div>
A copy of this IEP was provided to the student's parent <i>Required</i>	Indicates a copy of the IEP was provided to the parent/guardian.	N/A
Date Provided <i>*Required</i>	The day the IEP was provided to the parent/guardian.	*This field is available and required when the above checkbox is marked.

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Enrollment Information

The Enrollment Information editor stores basic information about the student's participation in special education, including disability, status, and setting.

This editor must be saved before locking the plan. This editor cannot be placed in a Not Needed status.

Enrollment Information IN PROGRESS
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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 Disability *	Secondary Disability
ME: Intellectual Disability	
Special Ed Status *	Federal Placement Code *
1: Yes	B9: Regular class 80-100% (Ages 5 (in KG) - 21)
Grade	LEP Status
10	
Resident District	
03: Douglas	
Assigned School Information:	
School Name	School Number
Douglas High School	501
Address	Phone
NV 89423	
District Information	
District Number	District Name
03	Douglas
District Address	District Phone
NV 89423	
District SPED Address	District SPED Phone
NV 89423	

Enrollment Information Editor

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Medicaid Consent

The Medicaid Consent editor is used to document the parent/guardian's consent for the district to disclose the student's information in regards to seeking Medicaid funding. The Medicaid Consent editor prints in the Consent for Release of Information and Medicaid Reimbursement section of the printed plan.

This page is not considered part of the IEP and does not have a page number upon printing.

This editor is often filled out and electronically signed by the student's parent/guardian. In order to send the plan for eSignature, this editor must be placed in the status **Complete Pending eSignature** OR **Not Needed**. See the [Nevada Individual Education Plan eSignature process article](#) for additional information.

Medicaid Consent

COMPLETE PENDING ESIGNATURE

ESIGN

Editor 22 of 22

Medicaid Consent

Please review the statements below and select your option by checking the appropriate box.

Yes. As the parent/guardian of the student named above, I give consent to the District to disclose information from my child's education records to DHCFP only as necessary to allow the District to seek Medicaid funds to help cover the costs of the school health services provided to my child.

I understand that my consent will remain in effect until I withdraw it (even if I change schools or leave the District and then re-enroll), and that I may withdraw my consent at any time by notifying the District. If I withdraw my consent, the District will continue to provide school health services to my child at no cost to me, the parent/guardian.

No. As the parent/guardian of the student named above, I do not give consent to the District to disclose information from my child's education records to DHCFP.

I understand that if I do not give my consent, the District will continue to provide necessary school health services to my child at no cost to me, the parent/guardian.

Name of Parent/Guardian:

Signature of Parent/Guardian:

Date Signed by Parent/Guardian:

Medicaid Consent Editor

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Previous Versions

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