

Individual Education Plan (Georgia)

Last Modified on 10/21/2024 8:20 am CDT

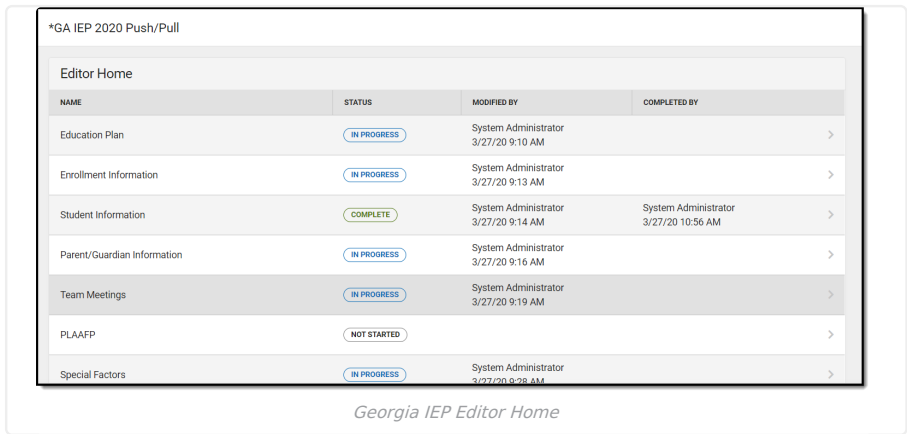
[Editor Home](#) | [General Information](#) | [Editor Types](#) | [Editor Lock Out and Release Logic](#) | [Template Banks](#) | [Text Editors](#) | [Editors](#)

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](#).



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 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 certain state-specific documents:</p> <ul style="list-style-type: none"> ESign indicates that the editor has functionality related to the eSignature process. See the Nevada Individual Education Plan eSignature Process or Delaware Special Ed Plan eSignature Process articles 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.

Header	Description
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 is 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.
Refresh	<p>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 records. Manually entered fields do not change when the refresh button is clicked. The user must Save after clicking Refresh to capture changes.</p> <p>A side panel displays a listing of all the student's applicable enrollment records. See the Enrollments tool documentation for additional information.</p>
Cancel	Navigates the user to the Editor Home screen or the List Screen for List editors.
Status	<p>Changes the status of the editor.</p> <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. The user must click In Progress to further edit after an editor is marked Complete. • 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. Click the In Progress button to further edit after an editor is marked Not Needed. • 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 or Delaware Special Ed Plan eSignature Process articles 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 is displayed. 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.

To release an editor, the user must:

- navigate to the next editor by clicking **Save and Next** or 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.

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](#) | [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](#)

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 Editor

▶ [Click here to expand...](#)

Field Name	Description	Ad Hoc	Validation
Reason for Meeting	The explanation of why the student's team needs to meet. A text box below this field can be used to provide additional information concerning the meeting.	Learner Planning > Learning Plans > Reason for Meeting	This field is based on an open attribute dictionary. A default value can be set for this field. See the Attribute/Dictionary documentation for additional information.
Meeting Date <i>Required</i>	The day the team met.	Learner Planning > Learning Plans > meetingDate	This field defaults to blank and must be entered before the Implementation Date.
IEP Implementation Date <i>Required</i>	The day on which the plan begins for the student.	Learner Planning > Learning Plans > planStartDate	This field must be entered before the End Date and after the Meeting Date. When a Meeting Date is selected or entered, the IEP Implementation Date auto-populates to the same date.
IEP End Date <i>Required</i>	The last day when the plan ends for the student.	Learner Planning > Learning Plans > planEndDate	This field must be entered after the Implementation Date. When a Meeting Date is selected or entered, the IEP End Date auto-populates to a year from the Meeting Date minus one day. Note: when amending an IEP, the End Date cannot be modified.

Field Name	Description	Ad Hoc	Validation
Most Recent Eligibility Date <i>Required</i>	The day of the student's most recent eligibility.	N/A	This field defaults to the Eligibility Date from the most recent, locked Evaluation. See the Georgia Evaluation documentation for additional information.
Signed Parental Consent for Services <i>* Required</i>	The date on which the consent was reviewed by the parent/guardian.	N/A	* This field is only available and required when Initial is selected for the Reason for Meeting dropdown.
Consent Given <i>* Required</i>	The consent status given by the parent/guardian.	N/A	* This field is only available and required when Initial is selected for the Reason for Meeting dropdown.
Report of Student Progress <i>* Required</i>	A description of how the student's progress reports to the student's parent(s) or guardian(s).	Learner Planning > Learning Plans > reportStudentProgress	N/A
Comments	Any additional comments related to the student's education plan.	N/A	N/A

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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.

[▶ Click here to expand...](#)

Field Name	Description	Ad Hoc	Validation
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Field Name	Description	Ad Hoc	Validation
Primary Area of Exceptionality <i>Required</i>	The primary disability of the student.	Learner Planning > Learning Plans > disability1	This field is pulled from the Enrollment record. When the student has an Evaluation, the disability pulls in from the Eligibility Determination editor on the most recent, locked Evaluation. Note: This field is a locked attribute, Enrollment.disability.
Eligibility Date <i>Required</i>	The date the student was determined to be eligible for special ed services based on their primary disability.	Learner Planning > Learning Plans > EligibilityDate1	If a disability is entered into the Primary Area of Exceptionality field, this field is required.
Re-Evaluation Date	The date the student is re-evaluated to determine if they still require special ed services or require additional services based on their primary disability.	Learner Planning > Learning Plans > ReEvaluationDate1	This field automatically populates to a date 3 years from the Eligibility Date and is read only.
Secondary Area of Exceptionality	The second disability of the student, if applicable.	Learner Planning > Learning Plans > disability2	Note: This field is a locked attribute, Enrollment.disability.
Eligibility Date	The date the student was determined to be eligible for special ed services based on their secondary disability.	Learner Planning > Learning Plans > EligibilityDate2	N/A
Re-Evaluation Date	The date the student is re-evaluated to determine if they still require special ed services or require additional services based on their secondary disability.	Learner Planning > Learning Plans > ReEvaluationDate2	N/A
Third Area of Exceptionality	The third disability of the student, if applicable.	Learner Planning > Learning Plans > disability3	Note: This field is a locked attribute, Enrollment.disability.
Eligibility Date	The date the student was determined to be eligible for special ed services based on their third disability.	Learner Planning > Learning Plans > EligibilityDate3	N/A

Field Name	Description	Ad Hoc	Validation
Re-Evaluation Date	The date the student is re-evaluated to determine if they still require special ed services or require additional services based on their third disability.	Learner Planning > Learning Plans > ReEvaluationDate3	N/A
Fourth Area of Exceptionality	The fourth disability of the student, if applicable.	Learner Planning > Learning Plans > disability4	Note: This field is a locked attribute, Enrollment.disability.
Eligibility Date	The date the student was determined to be eligible for special ed services based on their fourth disability.	Learner Planning > Learning Plans > EligibilityDate4	N/A
Re-Evaluation Date	The date the student is re-evaluated to determine if they still require special ed services or require additional services based on their fourth disability.	Learner Planning > Learning Plans > ReEvaluationDate4	N/A
Fifth Area of Exceptionality	The fifth disability of the student, if applicable.	Learner Planning > Learning Plans > disability5	Note: This field is a locked attribute, Enrollment.disability.
Eligibility Date	The date the student was determined to be eligible for special ed services based on their fifth disability.	Learner Planning > Learning Plans > EligibilityDate5	N/A
Re-Evaluation Date	The date the student is re-evaluated to determine if they still require special ed services or require additional services based on their fifth disability.	Learner Planning > Learning Plans > ReEvaluationDate5	N/A
Special Ed Status <i>* Required</i>	The student's special ed status. Option is either Yes or No.	Learner Planning > Learning Plans > specialEdStatus	<p>This field is pulled from the Enrollment record.</p> <p>Note: This field is a locked attribute, Enrollment.specialEdStatus.</p> <p>* This field is required in order to Complete.</p>

Field Name	Description	Ad Hoc	Validation
Special Ed Setting/Environment <i>* Required</i>	The student's special ed educational environment.	Learner Planning > Learning Plans > specialEdSetting	This field is pulled from the Enrollment record. Note: This field is a locked attribute, Enrollment.specialEdSetting. * This field is required in order to Complete.
District Information <i>These fields are read only.</i>			
Resident District	The student's district of residence.	Learner Planning > Learning Plans > residentDistrictNumber	This field is pulled from the Enrollment record and cannot be modified.
Home School	The student's school for general education services.	Learner Planning > Learning Plans > HomeSchoolHistorical Learner Planning > Learning Plans > HomeSchool	Limited to 50 characters.
Service School	The student's school for special education services.	Learner Planning > Learning Plans > ServiceSchoolHistorical Learner Planning > Learning Plans > ServiceSchool	Limited to 50 characters. This field automatically populates with the School name tied to the student's Enrollment record.
Extended Year	Indicates if the student participates in an extended year program. Options are Yes or No.	N/A	This field is pulled from the Enrollment record, but can be modified. Note: This field is an unlocked attribute, Enrollment.extendedYear.
Area Served <i>* Required</i>	The designation for which the student requires special ed services.	N/A	This field is pulled from the Enrollment record. Note: This field is an unlocked attribute, Enrollment.areaServed. * This field is only required if the Primary Area of Exceptionality is either 6: Autism, 7: Traumatic Brain Injury, or 8: Significant Developmental Delay. Otherwise, this field is not available.
School Name	The name of the school associated with the student's Enrollment record.	Learner Planning > Learning Plans > servingSchoolName	This field is pulled from the Enrollment record. This field is read only.
School Phone	The phone number of the school associated with the student's Enrollment record.	N/A	This field is pulled from the Enrollment record. This field is read only.

Field Name	Description	Ad Hoc	Validation
Grade	The student's current grade.	Enrollment > Grade enrollment.grade	This field is pulled from the Enrollment record. This field is read only.
School Year	The school year associated with the student's Enrollment record.	N/A	This field is pulled from the Enrollment record. This field is read only.
District Number	The district number associated with the Enrolled school.	System Administration > Resources > District Information > State District Number	N/A
District Name	The district name associated with the Enrolled school.	System Administration > Resources > District Information > Name	N/A
District Address	The district address associated with the Enrolled school.	System Administration > Resources > District Information > Address	N/A
District Phone	The district phone number associated with the Enrolled school.	System Administration > Resources > District Information > Phone	N/A
District SPED Address	The district special education address associated with the Enrolled school.	System Administration > Resources > District Information > SPED Address	N/A
District SPED Phone	The district special ed phone number associated with the Enrolled school.	System Administration > Resources > District Information > SPED Phone	N/A

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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...](#)

Field Name	Description	Ad Hoc
Last Name	The student's last name.	Census > People > Demographics > Last Name identity.lastName
First Name	The student's first name.	Census > People > Demographics > First Name identity.firstName
Middle Name	The student's middle name.	Census > People > Demographics > Middle Name identity.middleName
Suffix	The student's suffix.	Census > People > Demographics > Suffix Name identity.suffix
Age	The age of the student.	Census > People > Demographics > Age
Birthdate	The student's birthdate.	Census > People > Demographics > Birth Date identity.birthDate
Gender	The student's gender.	Census > People > Demographics > Gender identity.gender
Home Primary Language	The student's home primary language. This field can be modified.	Census > People > Demographics > First Language identity.homePrimaryLanguage Note: This field is a locked attribute, Definition.iso639-2Language.
Address	The student's address. This field becomes a dropdown if more than one address exists for the student. The primary household displays by default.	Census > Households > Address Info address.number; address.street; address.tag; address.prefix; address.dir; address.apr; address.city; address.state; address.zip
Student Number	The student's identification number.	Census > People > Demographics > Student Number
State ID	The student's state identification number.	Census > People > Demographics > State ID

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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.

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

Parent/Guardian Information Editor

▶ [Click here to expand...](#)

Field Name	Description	Ad Hoc	Validation
Relationship	The relation of the parent/guardian to the student.	Census > People > Relationships	This field populates from Census. This is part of the header for the parent/guardian.
Last Name	The last name of the parent/guardian.	Census > People > Demographics > Last Name identity.lastName	This field populates from Census. This is part of the header for the parent/guardian.
First Name	The first name of the parent/guardian.	Census > People > Demographics > First Name identity.firstName	This field populates from Census. This is part of the header for the parent/guardian.
Middle Name	The middle name of the parent/guardian.	Census > People > Demographics > Middle Name identity.middleName	This field populates from Census. This is part of the header for the parent/guardian.
Suffix	The suffix of the parent/guardian.	Census > People > Demographics > Suffix Name identity.suffix	This field populates from Census. This is part of the header for the parent/guardian.
Print Sequence	The print order of the parent/guardian(s) on the IEP.	N/A	If no Sequence is selected, parent/guardian(s) print in the order displayed in the UI. If any Sequences are selected, only parent/guardian(s) with a sequence number prints in the order defined.
Address	The parent/guardians' address.	Census > Households > Address Info address.number; address.street; address.tag; address.prefix; address.dir; address.apt; address.city; address.state; address.zip	This field populates from Census. If there are multiple addresses for a person, a drop down with an option to select which address displays. If there is only one address, the drop down only has one option. The populated address is the one marked "Primary."
Email	The primary email address for the parent/guardian.	Census > People > Demographics > Email	This field populates from Census.
Home Phone	The home phone number of the parent/guardian.	Census > People > Demographics > Household Phone	This field populates from Census.
Work Phone	The work phone of the parent/guardian.	Census > People > Demographics > Work Phone	This field populates from Census.

Field Name	Description	Ad Hoc	Validation
Cell Phone	The cell phone of the parent/guardian.	Census > People > Demographics > Cell Phone	This field populates from Census.
Home Primary Language	The home primary language of the parent/guardian.	Census > People > Demographics > Home Primary Language identity.homePrimaryLanguage	This field populates from Census. The dropdown options are pulled from the Home Primary Language Attribute/Dictionary list. Note: This field is a locked attribute, Definition.iso639-2Language.
Interpreter Required?	Indicates an interpreter is needed to communicate with the parent/guardian.	N/A	N/A

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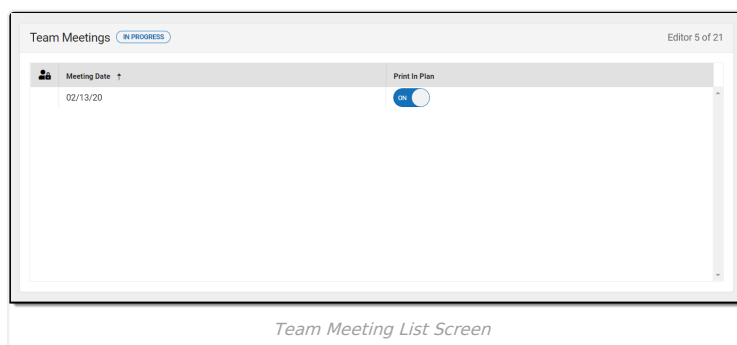
Team Meeting

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...](#)

Team Meeting List Screen



Field Name	Description	Validation
Padlock Icon	The user currently editing the team meeting record.	N/A
Meeting Date	The date of the meeting.	This is pulled from the Meeting Date field on the Team Meeting detail screen.
Print in Plan	Indicates this meeting prints in the IEP.	This field defaults to unmarked. Any action taken with this slider automatically updates on the Print in Plan slider on the Team Meeting list screen.

Team Meeting Detail Screen

Select an existing record or click **New** to view the Team Meeting detail screen.

The screenshot shows the 'Team Meeting: 2/13/2020' detail screen. It includes a 'Print in Plan' checkbox (checked), 'Meeting Date' (02/13/2020), 'Meeting Time' (4:30 PM), 'Meeting Location' (High School), 'Invite Date' (02/03/2020), a 'Meeting Minutes' text area, and an 'Attendance' section with a plus icon.

Team Meeting Detail

Field Name	Description	Validation
Team Meeting		
Print in Plan	Indicates this meeting prints in the IEP.	This field defaults to unmarked. Any action taken with this checkbox automatically updates on the Print in Plan slider on the Team Meeting list screen.
Meeting Date <i>Required</i>	The date of the meeting.	N/A
Meeting Time	The time of the meeting.	N/A
Meeting Location	The location of the meeting.	N/A
Invite Date	The date the invitation for the meeting was sent to participants.	N/A
Attendance		
Meeting Minutes	The notes regarding the meeting.	N/A
First Name/Last Name	The name of the participant.	The Team Member names listed are read-only. The name is pulled from the person's District Assignment and cannot be modified.

Field Name	Description	Validation
Role Name	The title of the participant.	<p>The options available in the dropdown include the following locked attribute/dictionary list:</p> <ol style="list-style-type: none"> 1. Parent 2. Local Education Agency Representative (LEA) 3. Special Education Teacher 4. Regular Education Teacher 5. Student (age 18 or if transition is being discussed) 6. Agency representative (responsible for transition services) <p>Additional roles can be added to an unlocked attribute/dictionary and display at the bottom of the dropdown below the locked values above.</p> <p>If any of the titles on the Team Member tool match these roles exactly, they auto-populate based on the assigned title on the Team Members tool. Otherwise, this field is blank.</p>
Invited	Indicates the participant was invited.	This determines whether or not the team member prints on the IEP.
Attended	Indicates the participant attended the meeting.	N/A
Delete Button	Removes the participant from the meeting.	N/A
Add	Creates a new participant to participate in the meeting who is not listed on the Team Members tool.	This does NOT create a record for the person on the student's Team Members tool.

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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.

PLAAFP NOT STARTED
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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.

Results of initial or most recent evaluation and results of state and district assessments:

Description of academic, developmental and/or functional strengths:

Description of academic, developmental and/or functional needs:

PLAAFP Editor

[▶ Click here to expand...](#)

Field Name	Description	Validation
Results of initial or most recent evaluation and results of state and district assessments:	This text field is used to describe the student's disability based on the Evaluation outcome and any state or district assessments.	N/A
Description of academic, developmental and/or functional strengths:	This text field is used to describe the academic, developmental, and/or functional strengths of the student.	N/A
Description of academic, developmental and/or functional needs:	This text field is used to describe the academic, developmental, and/or functional needs of the student.	N/A
Parental concerns regarding their child's education:	This text field is used to describe any concerns the parent(s)/guardian(s) has about their student's education plan.	N/A
Impact of the disability on involvement and progress in the general education curriculum (for preschool, how the disability affects participation in appropriate activities):	This text field is used to describe the impact of the student's disability in their involvement and progress in the general education curriculum.	N/A
Does the student have needs related to their disability in the area of Communication/Speech Language?	Indicates if the student has needs related to a communication/speech language disability.	Yes or No If Yes, a text field displays to enter an explanation or additional information regarding the answer.
Does the student have needs related to their disability in the area of Vision?	Indicates if the student has needs related to a communication/speech language disability.	Yes or No If Yes, a text field displays to enter an explanation or additional information regarding the answer.
Does the student have needs related to their disability in the area of Hearing?	Indicates if the student has needs related to a hearing disability.	Yes or No If Yes, a text field displays to enter an explanation or additional information regarding the answer.
Does the student have needs related to their disability in the area of Health/Medical?	Indicates if the student has needs related to a health/medical disability.	Yes or No If Yes, a text field displays to enter an explanation or additional information regarding the answer.
Does the student have needs related to their disability in the area of Sensory/Motor?	Indicates if the student has needs related to a sensory/motor disability.	Yes or No If Yes, a text field displays to enter an explanation or additional information regarding the answer.

Field Name	Description	Validation
Does the student have needs related to their disability in the area of Daily/Living Skills?	Indicates if the student has needs related to a daily/living skills disability.	Yes or No If Yes, a text field displays to enter an explanation or additional information regarding the answer.
Does the student have needs related to their disability in the area of Emotional/Social/Behavior?	Indicates if the student has needs related to an emotional/social/behavioral disability.	Yes or No If Yes, a text field displays to enter an explanation or additional information regarding the answer.
Does the student have needs related to their disability in the area of Physical (Fine/Gross) Motor?	Indicates if the student has needs related to a physical or motor disability.	Yes or No If Yes, a text field displays to enter an explanation or additional information regarding the answer.

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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?

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

Behavior Intervention Plan to be discussed at next meeting

Behavior Intervention Plan developed?

Does the student have limited English proficiency?

Does the student have blindness/visual impairment?

Does the student have communication needs?

Special Factors Editor

[▶ Click here to expand...](#)

Field Name	Description	Validation
Does the student have behavior which impedes his/her learning or the learning of others?	Indicates if the student has behavior that impedes their learning or the learning of others.	Yes/No or Blank If Yes, a text field displays to enter an explanation or additional information regarding the answer.
Behavior Intervention Plan developed?	Indicates if a Behavior Intervention Plan has been developed.	Yes/No or Blank If Yes, a text field displays to enter an explanation or additional information regarding the answer.

Field Name	Description	Validation
Does the student have limited English proficiency?	Indicates if the student has limited English proficiency.	Yes/No or Blank If Yes, a text field displays to enter an explanation or additional information regarding the answer.
Does the student have blindness/visual impairment?	Indicates if the student is blind or has a visual impairment.	Yes/No or Blank If Yes, a text field displays to enter an explanation or additional information regarding the answer.
Does the student have communication needs?	Indicates if the student has communication needs.	Yes/No or Blank If Yes, a text field displays to enter an explanation or additional information regarding the answer.
Is the student deaf or hard of hearing?	Indicates if the student is deaf or hard of hearing.	Yes/No or Blank If Yes, a text field displays to enter an explanation or additional information regarding the answer.
Does the student need assistive technology services or devices?	Indicates if the student is in need of assistive technology services or devices.	Yes/No or Blank If Yes or No, a text field displays to enter an explanation or additional information regarding the answer.
Does the student require alternative format for instructional materials?	Indicates if the student requires alternative forms for instructional material.	Yes/No or Blank If Yes, a text field displays to enter an explanation or additional information regarding the answer.

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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:

Projected Date of Graduation:

The student is pursuing:

Graduation requirements explained to the parents?

Record any additional local school system graduation requirements:

Preferences, Strengths, Interests and Course of Study based on PLAAPP 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...](#)

Field Name	Description	Validation
Date student entered or is projected to enter 9th grade:	The date the student has or will enter high school.	Date field
Projected Date of Graduation:	The date the student will graduate.	Date field
The student is pursuing:	Indicates the type of diploma the student is working towards.	Options available in this dropdown are pulled from a locked attribute, Plan.studentPursing.
Graduation requirements explained to the parents?	Indicates if the parents have been made aware of graduation requirements.	Yes or No
Record any additional local school system graduation requirements:	A text field used to document any additional graduation requirements.	N/A
Preferences, Strengths, Interests and Course of Study based on PLAAFP and Age Appropriate Transition Assessments.		
Student preferences, strengths, interests	A description of the student's wishes for transition, including their strengths and interests.	N/A
Course of study	The courses(s) of study the student will participate in for transition.	N/A
Desired Measurable Post Secondary/Outcome Completion Goals		
Education/Training Required	The student's education/training goals for transition.	N/A
Employment Required	The student's employment goals for transition.	N/A
Independent Living	The student's independent living goals for transition.	N/A
Transfer of Rights (Required by age 17)	The date the student will have their rights transferred by age 17.	N/A
Rights were transferred (required by age 18)	The date the student's rights were transferred by age 18.	N/A

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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...](#)

Transition Goals List Screen

Transition Goals List Editor

Column Name	Description	Validation
Padlock Icon	The user currently editing the Transition Goals record.	N/A
Goal Number	The goal number.	This is pulled from the Goal Number field on the Transition Goal detail screen.
Area	The category based on the aspect of the student's development the goal impacts.	This is pulled from the Area field on the Transition Goals detail screen.
Goal	The specific goal the student is working towards.	This is pulled from the Goal field on the Transition Goals detail screen.
Print Progress	Indicates if this goal prints on the plan.	This defaults to Print and automatically updates in the Goal detail screen if this slider is changed. This also updates automatically if the option is changed on the Goal detail screen.

Transition Goal Detail Screen

Select an existing record or click **New** to view the Transition Goal detail screen.

Transition Goals Detail Screen

Field Name	Description	Ad Hoc	Validation
Goal Number <i>Required</i>	The goal number.	N/A	N/A
Area <i>Required</i>	<p>The category based on the aspect of the student's development the goal impacts. Field options include:</p> <ul style="list-style-type: none"> • Education/Training • Development of Employment • Community Participation • Adult Living Skills & Post School Options • Related Services • Daily Living Skills 	AnnualGoal	<p>Text displays based on the Area option selected:</p> <ul style="list-style-type: none"> • When Education/Training is selected: Goals based on academics, functional academics, life centered competencies or career/technical or agricultural training needs and job training. • When Development of Employment is selected: Goals based on occupational awareness, employment related knowledge and skills and specific career pathway knowledge and skills. • When Community Participation is selected: Goals based on knowledge and demonstration of skills needed to participate in the community (e.g., tax forms, voter registration, building permits, social interactions, consumer activities, accessing and using various transportation modes). • When Adult Living Skills & Post School Options is selected: Goals based on skills for self-determination, interpersonal interactions, communication, health/fitness and the knowledge needed to successfully participate in Adult Lifestyles and other Post School Activities (e.g., skills needed to manage a household, maintain a budget and other responsibilities of an adult). • When Related Services is selected: Goals based on Related Services that may be required now to help a child benefit from regular and special education and transition services (e.g., speech/language, occupational therapy, counseling, vocational rehabilitation training or the planning for related services that the individual may need access to as an adult). • When Daily Living Skills is selected: Goals based on adaptive behaviors related to personal care and well-being to decrease dependence on others.
Date of Completion/Achieved Outcome	The day the goal was completed.	N/A	N/A
Goal <i>Required</i>	The specific goal the student is working towards.	N/A	N/A
Transition Activities/Services	The activities or services that helps the student achieve their goals	N/A	N/A

Field Name	Description	Ad Hoc	Validation
Person/Agency Involved	A list of the people or agencies involved in the student's progress.	N/A	N/A
Print Progress	Indicates if progress from the progress report related to this goal prints on the plan.	N/A	This defaults to marked and automatically updates in the List screen if this slider is changed. This also updates automatically if the option is changed on the List screen.
No progress recorded for this goal.	A statement that displays if no progress was recorded.	N/A	This statement disappears when progress is made toward the goal.

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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...](#)

Goals and Objectives List Screen

Click the plus (+) icon to view any objectives associated with the goal from the list screen, if applicable.

Goals & Objectives IN PROGRESS Editor 10 of 21

	Goal Number	Goal Area	ESY	Print Progress
-	1	Academic	No	<input checked="" type="checkbox"/>

Objective(s)

Objective 1 - Student will be evaluated based on a short written quiz based on the chapter she reads. Aubrey will read a chapter of a level 2 English book every month. She is considered successful if she receives 60% on the quiz. Once per month.

Goals and Objectives List Screen

Header Name	Description	Validation
Padlock Icon	The user currently editing the Goal and Objective record.	N/A
Goal Number	The sequence number of the goal.	This is the first default sort option. This pulls from the Goal Number field on the Goals detail screen.
Goal Area	The name of the goal.	This is the secondary sort option. This pulls from the Goal Area field on the Goals detail screen.

Header Name	Description	Validation
ESY	Indicates if the goal will be addressed during the Extended School Year.	This is a read-only value if the ESY checkbox is marked on the Goal Detail screen.
Print Progress	Prints the progress on the progress report toward the specific goal.	This defaults to Print and automatically updates the Goal Detail if this slider is changed. This also updates automatically if the option is changed on the Goal Detail screen.

Goal Detail Screen

Select an existing record or click **New** to view the Goal detail screen.

Goal: Academic

Goal Number * Goal Area * ESY

Annual Goal *

Academic and/or functional goals designed to meet the child's needs that result from the disability to enable the child to be involved in and make progress in the general education curriculum or to meet each of the child's other educational needs that result from the disability.

Criteria for Mastery

Methods of Evaluation

Goal Detail Screen

Field Name	Description	Ad Hoc	Validation
Goal Number <i>Required</i>	The sequence number of the goal.	goalID planID type	This field cannot be zero. The number is automatically populated based on the next available number.
Goal Area <i>Required</i>	The name of the goal.	Learner Planning > Learning Plans > Plan Goals > Name	The name of the goal displays in the header of the goal.
ESY	Indicates if the goal will be addressed during the Extended School Year.	N/A	Defaults to unmarked. If marked, this prints on both the goals page and under ESY.
Annual Goals <i>Required</i>	The description of the student's academic and/or functional goals.	Learner Planning > Learning Plans > Plan Goals > AnnualGoal	N/A

Field Name	Description	Ad Hoc	Validation
Criteria for Mastery	The description of the criteria needed for the student to be considered successful in reaching the goal.	Learner Planning > Learning Plans > Plan Goals > CriteriaOfMastery	N/A
Methods of Evaluation	The description of the method in which the student will be evaluated toward reaching the student's goal.	Learner Planning > Learning Plans > Plan Goals > MethodOfEvaluation	N/A
Extent of progress toward achieving the annual goal:			
Print Progress	Prints the progress noted on the progress report specific to the goal.	N/A	Defaults to marked. This automatically updates the Goals and Objectives list screen if this is changed. This also updates automatically if the option is changed on the Goals and Objectives list screen.
No progress recorded for this goal.	A statement that displays if no progress was recorded.	N/A	This statement disappears when progress is made toward the goal.

Objective Detail Screen

Select the plus (+) icon or click **Add** to view the Objectives detail screen.

Objectives

Objective 1: Student will be evaluated based on a short written quiz based on the chapter she reads. Aubrey will read a chapter of a level 2 English book every month. She is considered successful if she receives 60% on the quiz. Once per month.

Objective Number * Begin Date * End Date * Delete

Short-term Objective/Benchmark
 Student will be evaluated based on a short written quiz based on the chapter she reads. Aubrey will read a chapter of a level 2 English book every month. She is considered successful if she receives 60% on the quiz. Once per month.

Condition: *

Who:
 Aubrey

What: *

Objectives Detail Screen

Field Name	Description	Validation
Objective Number <i>Required</i>	The sequence number for the objective.	This field cannot be blank, zero or negative. This number must be unique.
Begin Date <i>Required</i>	The start date of the objective.	N/A
End Date <i>Required</i>	The last date of the objective.	N/A
Short-term Objective/Benchmark	This displays the sentence that is created using information populated into the fields below.	This is read only.

Field Name	Description	Validation
Condition (Method for Evaluation): <i>Required</i>	The description of the method in which the student will be evaluated toward reaching the objectives.	N/A
Who	The person working towards the objective.	This is read only.
What <i>Required</i>	The actionable item the person will do to accomplish the objective.	N/A
Criteria: <i>Required</i>	The description of the criteria needed for the student to be considered successful in reaching the objective.	N/A
Frequency <i>Required</i>	The description of how often the actionable item will be done.	N/A
Extent of progress toward achieving the annual goal:	The progress the student has made toward their annual goal.	N/A

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Student Supports

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

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IN PROGRESS

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

Student Supports Editor

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Field Name	Description	Ad Hoc
Instructional Accommodations	A description of any instructional supports to be given to the student.	Learner Planning > Learning > PlansInstructionalAccommodations
Classroom Testing Accommodations	A description of any classroom testing supports to be given to the student.	Learner Planning > Learning > ClassroomTestingAccommodations
Supplementary Aids and Services	A description of any supplementary aid and services to be given to the student.	Learner Planning > Learning > SupplementaryAidsAndServices
Supports for School Personnel	A description of any supports to be given to staff assisting the student.	Learner Planning > Learning > SupportsForSchoolPersonnel

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...](#)

Field Name	Description	Validation
The student will participate in the Georgia Alternate Assessment (GAA)	Indicates if the student will participate in the Georgia Alternate Assessment (GAA). Options are Yes or No.	This field is read only and automatically populates based on responses to the questions below. If all are answered Yes, this field changes to Yes. If any are answered No, this field changes to No.
If yes, provide a statement of why the child cannot participate in regular assessment. <i>* Required</i>	A text field used to document why the student will not be participating in the regular assessment.	* This field displays and is required only if the above dropdown is marked as Yes.
1. Does the student require intensive, individualized instruction in a variety of instructional settings? <i>Required</i>	Indicates the student needs specialized academic instruction and techniques over a period of time to ensure that they can learn, retain information and transfer skills to other settings.	Yes or No
Sources of Evidence	The proof of the above decision.	N/A
Justification <i>* Required</i>	Additional information used to justify the above decision.	* This field is required only if the dropdown for #1 is marked as Yes.
2. Does the student have a significant cognitive disability? <i>Required</i>	Indicates the student is determined to have a significant cognitive disability by the IEP team and qualified evaluators.	Yes or No
Sources of Evidence	The proof of the above decision.	N/A

Field Name	Description	Validation
Justification <i>* Required</i>	Additional information used to justify the above decision.	* This field is required only if the dropdown for #2 is marked as Yes.
3. Does the student require specialized supports to access and participate in the grade-level Georgia Standards of Excellence (GSE) that require modifications based on the student's Present Levels of Academic Achievement and Functional Performance (PLAAFP)? <i>Required</i>	Indicates the student needs additional aid to access and participate in grade-level state mandated tests.	Yes or No
Sources of Evidence	The proof of the above decision.	N/A
Justification <i>* Required</i>	Additional information used to justify the above decision.	* This field is required only if the dropdown for #3 is marked as Yes.
4. Does the student require specialized supports to demonstrate age-appropriate adaptive behavior? <i>Required</i>	Indicates the student needs additional aid in demonstrating age-appropriate behavior.	Yes or No
Sources of Evidence	The proof of the above decision.	N/A
Justification <i>* Required</i>	Additional information used to justify the above decision.	* This field is required only if the dropdown for #4 is marked as Yes.
Additional Summary Statements	If the IEP team determines that the student will take GAA, the IEP team may provide additional summary statements of why the student cannot participate in the Georgia Milestones Assessment System, with or without allowable accommodations, and why the alternate assessment is appropriate for the student, including that all of the eligibility criteria are met.	N/A

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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 1

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...](#)

Field	Description	Validation
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. <i>Required</i>	Indicates the student's disability impacts their involvement in the math curriculum. Options are Yes or No.	N/A
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. <i>Required</i>	Indicates the student has received special education supports to meet mathematics requirements. Options are Yes or No.	N/A
This information must be documented in each of the following	Options include: <ul style="list-style-type: none"> • IEP (Mathematics Goals) • IEP (Mathematics Services) 	Both options can be selected.
3. The student has successfully earned credit for Algebra: Concepts and Connections and Geometry: Concepts and Connections, and the student has completed or is on track to complete two additional mathematics courses. <i>Required</i>	Indicates the student has received credit in the listed mathematics courses. Options are Yes or No.	N/A

Field	Description	Validation
<p>This information must be documented in each of the following</p>	<p>Options include:</p> <ul style="list-style-type: none"> • Student’s Transcript (Earned credit/passed Algebra: Concepts and Connections and Geometry: Concepts and Connections) • Student’s Transition Plan (Course of Study based on Present Levels of Performance) 	<p>Both options can be selected.</p>
<p>4. The student’s progress over multiple years indicates to the IEP team that even with the provision of specialized instruction, supplementary aids and services, and program modification, the student will not receive appropriate benefit from participation in Advanced Algebra: Concepts and Connections or the equivalent. The determination of the student’s progress has been based on multiple measurements, such as benchmarks, unit assessments, progress monitoring, and the student’s performance in Algebra: Concepts and Connections and Geometry: Concepts and Connections, that are valid for the content area of mathematics and that have been collected over a minimum three-year period. The student’s progress monitoring data should be provided to indicate the evidence-based interventions and supports offered to support the student’s growth in Algebra: Concepts and Connections and prior courses. <i>Required</i></p>	<p>Indicates the student will NOT receive benefit from participation in the listed mathematics course. Options are Yes or No.</p>	<p>N/A</p>
<p>For the specific mathematics goals documented in the IEP, indicate where this progress monitoring data are documented</p>	<p>Options include:</p> <ul style="list-style-type: none"> • PLAAFP • Multi-Tiered System of Supports Progress Monitoring Documentation (multiple years) • Progress Reports • Other 	<p>Multiple options can be selected.</p>
<p>Include Description <i>*Required</i></p>	<p>A description of the other progress monitoring documentation.</p>	<p>*This field is available and required when Other is selected above. This field is limited to 80 characters.</p>

Field	Description	Validation
<p>5. The student's post-secondary opportunities as outlined in the student's transition plan's post-secondary measurable goals and summary of transition assessment do not require Advanced Algebra: Concepts and Connections. The student currently has no future aspirations to pursue any post-secondary opportunities that require Advanced Algebra: Concepts and Connections.</p> <p><i>Required</i></p>	<p>Indicates the student's transition plan and goals do not require the listed mathematics course. Options are Yes or No.</p>	N/A
<p>6. The student and the parent/guardian were apprised that Advanced Algebra: Concepts and Connections content knowledge is necessary for university admission in Georgia and will be included on the SAT, ACT, and Armed Services Vocational Aptitude Battery (ASVAB) assessments.</p> <p><i>Required</i></p>	<p>Indicates that the student and their parent/guardian were notified the listed mathematics course is necessary for university admission in Georgia. Options are Yes or No.</p>	N/A
<p>Assured</p>	<p>Options include:</p> <ul style="list-style-type: none"> • The amount of time the student has received special education services • Excessive or extended absences • A specific eligibility or combination of disabilities (i.e., deafness/blindness, visual, auditory, and/or motor disabilities) • Behavior and disciplinary records • An administrative decision made outside of the IEP team's discussion of these participation criteria 	<p>Multiple options can be selected.</p>

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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...](#)

Specific Testing Accommodations List Screen

Specific Testing Accommodations Editor 13 of 21

IN PROGRESS

Test	Subtest
Georgia Alternative Assessment	Access Reading

Specific Testing Accommodations List Screen

Field Name	Description	Validation
Padlock Icon	The user currently editing the Specific Testing Accommodation record.	N/A
Test	The specific test for which the student needs accommodation.	This pulls from the Test field on the detail screen.
Subtest	The specific subtest for which the student needs accommodation.	This pulls from the Subtest field on the detail screen.

Specific Testing Accommodations Detail Screen

Select an existing record or click **New** to view the Specific Testing Accommodations detail screen.

Specific Testing Accommodation

Test *
GAA: Georgia Alternative Assessment
Subtest
Access R: Access Reading
Accommodation Type
Standard

State Specific

Setting

Timing/Scheduling

Presentation

Response

Specific Testing Accommodations Detail Screen

District defined elements can be modified; state defined elements cannot be modified.

Field Name	Description	Ad Hoc	Validation
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Field Name	Description	Abb Hoc	Validation
Required	for which the student needs accommodation.		The list of values are pulled from Attribute/Dictor System Administration > Custom > Attribute/Dict > PlanTestingAccommodations.
Test Required	The specific test for which the student needs accommodation.	Test	Note: This is an unlocked attribute. The list of values are pulled from Attribute/Dictor System Administration > Custom > Attribute/Dict > PlanTestingAccommodations.Test.
Subtest	The specific subtest for which the student needs accommodation.	Subtest	Note: This is an unlocked attribute. The list of values are pulled from Attribute/Dictor System Administration > Custom > Attribute/Dict > PlanTestingAccommodations.Subtest.
Subtest	The specific accommodation subtest for which the student needs accommodation.	Subtest	Note: This is an unlocked attribute. The list of values are pulled from Attribute/Dictor System Administration > Custom > Attribute/Dict > PlanTestingAccommodations.Subtest.
Accommodation Type	The type of accommodation the student requires to participate in the test/subtest. Options include: • Standard • Conditional • Allowable	N/A	Note: This is an unlocked attribute, PlanTestingAccommodations.Subtest.
Accommodation Type	The type of accommodation the student requires to participate in the test/subtest. Options include: • Standard • Conditional • Allowable	N/A	N/A
State Specific			
Setting	The location where the student will take the test.	StateSpecificSetting	The list of values are pulled from Attribute/Dictor System Administration > Custom > Attribute/Dict > PlanTestingAccommodations.
Setting	The location where the student will take the test.	StateSpecificSetting	Note: This is a locked attribute. The list of values are pulled from Attribute/Dictor System Administration > Custom > Attribute/Dict > PlanTestingAccommodations.Setting2017.
Timing/Scheduling	Any accommodation related to time or schedule for the test.	StateSpecificTiming	Note: This is a locked attribute. The list of values are pulled from Attribute/Dictor System Administration > Custom > Attribute/Dict > PlanTestingAccommodations.Setting2017.
Timing/Scheduling	Any accommodation related to time or schedule for the test.	StateSpecificTiming	Note: This is a locked attribute. The list of values are pulled from Attribute/Dictor System Administration > Custom > Attribute/Dict > PlanTestingAccommodations.
Presentation	The manner in which the test is presented to the student.	StateSpecificPresentation	Note: This is a locked attribute. The list of values are pulled from Attribute/Dictor System Administration > Custom > Attribute/Dict > PlanTestingAccommodations.TimingScheduling.
Presentation	The manner in which the test is presented to the student.	StateSpecificPresentation	Note: This is a locked attribute. The list of values are pulled from Attribute/Dictor System Administration > Custom > Attribute/Dict > PlanTestingAccommodations.Presentation2017.
Response	The manner in which the student presents their answer.	StateSpecificResponse	Note: This is a locked attribute. The list of values are pulled from Attribute/Dictor System Administration > Custom > Attribute/Dict > PlanTestingAccommodations.Presentation2017.
Response	The manner in which the student presents their answer.	StateSpecificResponse	Note: This is a locked attribute. The list of values are pulled from Attribute/Dictor System Administration > Custom > Attribute/Dict > PlanTestingAccommodations.
District Specific			Note: This is a locked attribute, PlanTestingAccommodations.Response2017.

Field Name	Description	Attribute/Setting	Validation
Test Required	The specific test for which the student needs accommodation.	Test	The list of values are pulled from Attribute/Dictior System Administration > Custom > Attribute/Dict > PlanTestingAccommodations. Note: This is a locked attribute, PlanTestingAccommodations.Test
Timing/Scheduling	Any accommodation related to time or schedule for the test.	DistrictSpecificTiming	The list of values are pulled from Attribute/Dictior System Administration > Custom > Attribute/Dict > PlanTestingAccommodations. Note: This is an unlocked attribute, PlanTestingAccommodations.TimingSchedule
Subtest	The specific subtest for which the student needs accommodation.	Subtest	The list of values are pulled from Attribute/Dictior System Administration > Custom > Attribute/Dict > PlanTestingAccommodations. Note: This is a locked attribute, PlanTestingAccommodations.Subtest
Presentation	The accommodation which the test is presented to the student.	DistrictSpecificPresentation	The list of values are pulled from Attribute/Dictior System Administration > Custom > Attribute/Dict > PlanTestingAccommodations. Note: This is an unlocked attribute, PlanTestingAccommodations.Presentation
Accommodation Type	The type of accommodation the student requires to participate in the test.	N/A	N/A Note: This is a locked attribute, PlanTestingAccommodations.Presentation.
Response	The manner in which the student presents their answer. <ul style="list-style-type: none"> Conditional Allowable None 	DistrictSpecificResponse	The list of values are pulled from Attribute/Dictior System Administration > Custom > Attribute/Dict > PlanTestingAccommodations. Note: This is a locked attribute, PlanTestingAccommodations.Response.

State Specific [^ Back to Top](#)

Field Name	Description	Attribute/Setting	Validation
Setting	The location where the student will take the test.	StateSpecificSetting	The list of values are pulled from Attribute/Dictior System Administration > Custom > Attribute/Dict > PlanTestingAccommodations. Note: This is a locked attribute, PlanTestingAccommodations.Setting2017.

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Instruction/Services in the General Ed Classroom/EC Setting

Consultative Collaborative Co-teaching
 Supportive Services Related Services

Instruction/Services Outside the General Ed Classroom

Separate Class Separate School Home Instruction
 Residential Hospital/Homebound Supportive Services
 Related Services

Program:

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

Response	The manner in which the student presents their answer.	StateSpecificResponse	The list of values are pulled from Attribute/Dictior System Administration > Custom > Attribute/Dict > PlanTestingAccommodations. Note: This is a locked attribute, PlanTestingAccommodations.Response2017.
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Field Name	Description	Ad Hoc	Validation
Instruction/Services in the General Ed Classroom/EC Setting	The services considered for the student within the general education classroom. Options include: <ul style="list-style-type: none"> • Consultative • Collaborative • Co-teaching • Supportive Services • Related Services 	N/A	One or more options may be selected.
Instruction/Services Outside the General Ed Classroom	The services considered for the student outside the general education classroom. Options include: <ul style="list-style-type: none"> • Separate Class • Separate School • Home Instruction • Residential • Hospital/Homebound • Supportive Services • Related Services 	N/A	One or more options may be selected.
Program	The program movement within the district based on identified programs and services discussed at the IEP meeting	N/A	This is district defined and does not print. Note: This field pulls from an unlocked attribute, <code>Plan.servicesConsideredProgram</code> .
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: <i>Required</i>	The details of how the student will or will not participate with their non-disabled peers in the general education classroom, nonacademic and extracurricular activities.	N/A	N/A

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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...](#)

Services Inside General Ed Classroom List Screen

Services Inside General Ed Classroom Editor 15 of 21

	Service Name	Duration/Frequency	Start Date	End Date
	Autism Collaborative	60 minute(s) / 2 x week	01/06/20	01/05/21

Services Inside General Ed Classroom Editor

Field Name	Description	Validation
Padlock Icon	The user currently editing the Services Inside General Ed Classroom record.	N/A
Service Name	The name of the service to be provided to the student.	This is a read only field and pulls from the Service field in the Services Inside General Ed Classroom detail screen.
Duration/Frequency	The number of minutes, sessions, and session frequency of the services administered.	This is a read only field and pulls from the Duration, Session Frequency, and Service Frequency fields on the Services Inside General Ed Classroom detail screen.
Start Date	The first day services will be administered to the student.	This is a read only field and pulls from the Start Date field in the Services Inside General Ed Classroom detail screen.
End Date	The last day services will be administered to the student.	This is a read only field and pulls from the End Date field in the Services Inside General Ed Classroom detail screen.

Services Inside General Ed Classroom Detail Screen

Select an existing record or click **New** to view the Services Inside General Ed Classroom detail screen.

Service Inside General Ed Classroom

Service *	Provider	Provider Position
Autism Collaborative	Special Ed Teacher	Special Education Teacher
Location	Model	Content/Specialty Area(s)
	Direct Instruction	
Duration and Frequency		
Start Date *	End Date *	
01/06/2020	01/05/2021	
Duration (in minutes) *	Session Frequency *	Service Frequency *
60	2	week

Services Inside General Ed Classroom Detail

Field Name	Description	Ad Hoc	Validation
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Field Name	Description	Ad Hoc	Validation
Service <i>Required</i>	The name of the service to be provided to the student.	Student > Learner Planning > Learning Plans > Services > serviceID/serviceName	The values available are set up at System Administration > Special Ed > Services
Provider	The name of the person administering services to the student.	Student > Learner Planning > Learning Plans > Services > providerID/providerName	The values available are set up at System Administration > Special Ed > Service Providers
Provider Position	The title or position name of the person administering services to the student.	Student > Learner Planning > Learning Plans > Services > positionID	The values available are set up at System Administration > Special Ed > Service Positions
Location	The physical area where the student will receive services.	Student > Learner Planning > Learning Plans > Services > locationSPED	The list of values are pulled from Attribute/Dictionary at System Administration > Custom > Attribute/Dictionary > PlanService > Related Service Location Note: This is an unlocked attribute, PlanService.serviceLocation.
Model	The delivery model of the service, i.e. collaborative, consult, co-taught, direct, etc.	N/A	The list of values are pulled from Attribute/Dictionary at System Administration > Custom > Attribute/Dictionary > Enrollment > Plan > Services Model Inside Class Note: This is an unlocked attribute, Enrollment.serviceModelInside.
Content/Specialty Area(s)	The course or area the student receives the service, i.e. Math, Reading, etc.	Student > Learner Planning > Learning Plans > Services > serviceDescriptionOrComments	N/A
Start Date <i>Required</i>	The first day services will be administered to the student.	Student > Learner Planning > Learning Plans > Services > serviceStartDate	The date must be between or on the plan start and end dates and before or on the Service end date. This date defaults to the plan start date.
End Date <i>Required</i>	The last day services will be administered to the student.	Student > Learner Planning > Learning Plans > Services > serviceEndDate	The date must be between or on the plan start and end dates and after or on the Service start date. This date defaults to the plan end date.

Field Name	Description	Ad Hoc	Validation
Duration (in minutes) <i>Required</i>	The number of minutes spent administering the service per session.	Student > Learner Planning > Learning Plans > Services > serviceDirect	Must be a number greater than 0 (zero).
Session Frequency <i>Required</i>	The number of sessions per service frequency.	Student > Learner Planning > Learning Plans > Services > serviceFrequency	Must be a number greater than 0 (zero).
Service Frequency <i>Required</i>	The frequency designation, i.e. month, year, week, etc.	Student > Learner Planning > Learning Plans > Services > serviceFreqPeriod	N/A

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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...](#)

Services Outside General Ed Classroom List Screen

Service Name	Duration/Frequency	Start Date	End Date
Interpreter (Related Service)	30 minute(s) / 1 x week	01/06/20	01/05/21

Services Outside General Ed Classroom List Screen

Field Name	Description	Validation
Padlock Icon	The user currently editing the Services Outside General Ed Classroom record.	N/A
Service Name	The name of the service to be provided to the student.	This is a read only field and pulls from the Service field in the Services Outside General Ed Classroom detail screen.

Field Name	Description	Validation
Duration/Frequency	The number of minutes, sessions, and session frequency of the services administered.	This is a read only field and pulls from the Duration, Session Frequency, and Service Frequency fields on the Services Outside General Ed Classroom detail screen.
Start Date	The first day services will be administered to the student.	This is a read only field and pulls from the Start Date field in the Services Outside General Ed Classroom detail screen.
End Date	The last day services will be administered to the student.	This is a read only field and pulls from the End Date field in the Services Outside General Ed Classroom detail screen.

Services Outside General Ed Classroom Detail Screen

Select an existing record or click **New** to view the Services Outside General Ed Classroom detail screen.

Service Outside General Ed Classroom

Service * Interpreter (Related Service) ▼	Provider Other ▼	Provider Position Other ▼
Location ▼	Model Consult ▼	Content/Specialty Area(s)

Duration and Frequency

Start Date * 01/06/2020	End Date * 01/05/2021	
Duration (in minutes) * 30 ▼	Session Frequency * 1 ▼	Service Frequency * week ▼

Services Outside General Ed Classroom Detail Screen

Field Name	Description	Ad Hoc	Validation
Service Required	The name of the service to be provided to the student.	Student > Learner Planning > Learning Plans > Services > serviceID/serviceName	The values available are set up at System Administration > Special Ed > Services
Provider	The name of the person administering services to the student.	Student > Learner Planning > Learning Plans > Services > providerID/providerName	The values available are set up at System Administration > Special Ed > Service Providers
Provider Position	The title or position name of the person administering services to the student.	Student > Learner Planning > Learning Plans > Services > positionID	The values available are set up at System Administration > Special Ed > Service Positions

Field Name	Description	Ad Hoc	Validation
Location	The physical area where the student will receive services.	Student > Learner Planning > Learning Plans > Services > locationSPED	The list of values are pulled from Attribute/Dictionary at System Administration > Custom > Attribute/Dictionary > PlanService > Related Service Location Note: This is an unlocked attribute, PlanService.serviceLocation.
Model	The delivery model of the service, i.e. collaborative, consult, co-taught, direct, etc.	N/A	The list of values are pulled from Attribute/Dictionary at System Administration > Custom > Attribute/Dictionary > Enrollment > Plan > Services Model Outside Class Note: This is an unlocked attribute, Enrollment.serviceModelOutside.
Content/Specialty Area(s)	The course or area the student receives the service, i.e. Math, Reading, etc.	Student > Learner Planning > Learning Plans > Services > serviceDescriptionOrComments	N/A
Start Date <i>Required</i>	The first day services will be administered to the student.	Student > Learner Planning > Learning Plans > Services > serviceStartDate	The date must be between or on the plan start and end dates and before or on the Service end date. This date defaults to the plan start date.
End Date <i>Required</i>	The last day services will be administered to the student.	Student > Learner Planning > Learning Plans > Services > serviceEndDate	The date must be between or on the plan start and end dates and after or on the Service start date. This date defaults to the plan end date.
Duration (in minutes) <i>Required</i>	The number of minutes spent administering the service per session.	Student > Learner Planning > Learning Plans > Services > serviceDirect	Must be a number greater than 0 (zero).
Session Frequency <i>Required</i>	The number of sessions per service frequency.	Student > Learner Planning > Learning Plans > Services > serviceFrequency	Must be a number greater than 0 (zero).
Service Frequency <i>Required</i>	The frequency designation, i.e. month, year, week, etc.	Student > Learner Planning > Learning Plans > Services > serviceFreqPeriod	N/A

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...](#)

Related Services List Screen

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Service Name	Duration/Frequency	Start Date	End Date
Interpreter (Related Service)	45 minute(s) / 2 x term	01/06/20	01/05/21

Related Services List Screen

Field Name	Description	Validation
Padlock Icon	The user currently editing the Related Services record.	N/A
Service Name	The name of the service to be provided to the student.	This is a read only field and pulls from the Service field in the Related Services detail screen.
Duration/Frequency	The number of minutes, sessions, and session frequency of the services administered.	This is a read only field and pulls from the Duration , Session Frequency , and Service Frequency fields on the Related Services detail screen.
Start Date	The first day services will be administered to the student.	This is a read only field and pulls from the Start Date field in the Related Services detail screen.
End Date	The last day services will be administered to the student.	This is a read only field and pulls from the End Date field in the Related Services detail screen.

Related Services Detail Screen

Select an existing record or click **New** to view the Related Services detail screen.

Related Services

Service * Interpreter (Related Service) ▼	Provider ▼	Provider Position ▼
Location ▼	Model ▼	Content/Specialty Area(s)

Duration and Frequency

Start Date * 01/06/2020	End Date * 01/05/2021	
Duration (in minutes) * 45 ▼	Session Frequency * 2 ▼	Service Frequency * term ▼

Related Services Detail Screen

Field Name	Description	Ad Hoc	Validation
Service Required	The name of the service to be provided to the student.	Student > Learner Planning > Learning Plans > Services > serviceID/serviceName	The values available are set up at System Administration > Special Ed > Services
Provider	The name of the person administering services to the student.	Student > Learner Planning > Learning Plans > Services > providerID/providerName	The values available are set up at System Administration > Special Ed > Service Providers
Provider Position	The title or position name of the person administering services to the student.	Student > Learner Planning > Learning Plans > Services > positionID	The values available are set up at System Administration > Special Ed > Service Positions
Location	The physical area where the student will receive services.	Student > Learner Planning > Learning Plans > Services > locationGED	The list of values are pulled from Attribute/Dictionary at System Administration > Custom > Attribute/Dictionary > PlanService > Related Service Location Note: This is an unlocked attribute, PlanService.relatedServicesLocation.
Model	The delivery model of the service, i.e. collaborative, consult, co-taught, direct, etc.	N/A	The list of values are pulled from Attribute/Dictionary at System Administration > Custom > Attribute/Dictionary > Enrollment > Plan > Services Model Note: This is an unlocked attribute, Enrollment.serviceModel.
Content/Specialty Area(s)	The course or area the student receives the service, i.e. Math, Reading, etc.	Student > Learner Planning > Learning Plans > Services > comments	N/A

Field Name	Description	Ad Hoc	Validation
Start Date <i>Required</i>	The first day services will be administered to the student.	Student > Learner Planning > Learning Plans > Services > serviceStartDate	The date must be between or on the plan start and end dates and before or on the Service end date. This date defaults to the plan start date.
End Date <i>Required</i>	The last day services will be administered to the student.	Student > Learner Planning > Learning Plans > Services > serviceEndDate	The date must be between or on the plan start and end dates and after or on the Service start date. This date defaults to the plan end date.
Duration (in minutes) <i>Required</i>	The number of minutes spent administering the service per session.	Student > Learner Planning > Learning Plans > Services > serviceDirect	Must be a number greater than 0 (zero).
Session Frequency <i>Required</i>	The number of sessions per service frequency.	Student > Learner Planning > Learning Plans > Services > serviceFrequency	Must be a number greater than 0 (zero).
Service Frequency <i>Required</i>	The frequency designation, i.e. month, year, week, etc.	Student > Learner Planning > Learning Plans > Services > serviceFreqPeriod	N/A

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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 Editor 18 of 21

Factors Considered:

<input type="checkbox"/> Severity of disability	<input type="checkbox"/> Rate of progress that may limit ability to achieve IEP objectives	<input type="checkbox"/> Relative importance of IEP goals at issue
<input type="checkbox"/> Delays or interruptions in service	<input type="checkbox"/> Age	<input type="checkbox"/> Regression that may limit ability to achieve IEP objectives/time needed for recoupment
<input type="checkbox"/> Critical point of instruction/emerging skills	<input type="checkbox"/> Transitional needs	

Summary of ESY Consideration: *

Is Extended School Required? *

▼

Extended School Year Editor

[▶ Click here to expand...](#)

Field Name	Description	Ad Hoc	Validation
Factors Considered	The factors considered for extended school year consideration.	N/A	N/A

Field Name	Description	Ad Hoc	Validation
Summary of ESY Consideration <i>Required</i>	A description of extended school year consideration.	N/A	N/A
Is Extended School Required? <i>Required</i>	Indicates if Extended School Year is required.	Learner Planning > Learning Plans > extendedYear	Yes or No

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Transportation

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

Transportation Editor

[▶ Click here to expand...](#)

Field Name	Description	Validation
Is Special Transportation Required? <i>Required</i>	Indicates if the student requires transportation accommodations.	N/A
Transportation Accommodations	The specific accommodation to be provided to the student.	This field displays after Yes is selected for the Is Special Transportation Required question. Multiple options can be selected. Note: This field pulls from an unlocked attribute, Plan.transportationAccommodations.
Rationale <i>* Required</i>	The reasoning the student needs the accommodation.	* Rationale is required if Yes is selected for the "Is Special Transportation Required?" field.

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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 Editor 20 of 21

Print Signature Line:

Notifications

1st Notification

Date: *

Notice Given By: *

Notification Type:

Invitation Phone Call In Person

Reminder Notice Other

2nd Notification

Date: *

Notice Given By:

Notification Type:

Invitation Phone Call In Person

Reminder Notice Other

Parent Participation Editor

▶ [Click here to expand...](#)

Field Name	Description	Validation
Print Signature Line	When marked On, a signature and date lines print after the section, "The following documents were provided to the parent(s):".	The default is unmarked.
1st Notification		
Date <i>Required</i>	The date the parent/guardian was first notified.	N/A
Notice Given By <i>Required</i>	The person giving the notice to the parent/guardian.	N/A
Notification Type	The way in which the parent/guardian was notified. Options include: <ul style="list-style-type: none"> • Invitation • Phone Call • In Person • Reminder Notice • Other 	N/A
Other (Specify)	A description of the notification type not specified in the above options.	This only displays if "Other" is selected from the Notification Type dropdown.
2nd Notification		
Date	The date the parent/guardian was notified second.	N/A
Notice Given By	The person giving the notice to the parent/guardian.	N/A
Notification Type	The way in which the parent/guardian was notified. Options include: <ul style="list-style-type: none"> • Invitation • Phone Call • In Person • Reminder Notice • Other 	N/A

Field Name	Description	Validation
Other (Specify)	A description of the notification type not specified in the above options.	This only displays if "Other" is selected from the Notification Type dropdown.
3rd Notification		
Date	The date the parent/guardian was notified third.	N/A
Notice Given By	The person giving the notice to the parent/guardian.	N/A
Notification Type	The way in which the parent/guardian was notified. Options include: <ul style="list-style-type: none"> • Invitation • Phone Call • In Person • Reminder Notice • Other 	N/A
Other (Specify)	A description of the notification type not specified in the above options.	This only displays if "Other" is selected from the Notification Type dropdown.
Documentation Provided		
The following documents were provided to the parent(s):	The list of documents given to the parent/guardian. Options include: <ul style="list-style-type: none"> • Parent Rights in Special Education • IEP & Meeting Minutes • Individualized Transition Plan • Eligibility Report • Evaluation Report - Initial or Reevaluation • Alternate Assessment Information • Special Needs Scholarship Letter 	One or more option may be selected.
Parents Did Not Attend		
The documents listed above were provided to the parent(s) outside of the meeting.	The method in which the documents were provided to the parent/guardian. Options include: <ul style="list-style-type: none"> • Mailed • In Person • Sent via Student • Other 	The Parent Participation editor and this field only print if they are filled in.
Other (Specify):	The description of the Provided Method not specified in the above options.	This option only appears if "Other" is selected for Provided Method.
Provided on:	The date the documents were provided to the parent/guardian.	This field only displays if the "The parent(s) did not attend the meeting and the documents listed above were provided outside of the meeting." is marked.

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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...](#)

Behavior Intervention Plan List Screen



Header Name	Description	Validation
Padlock Icon	The user currently editing the Behavior Intervention Plan record.	N/A
Target Behavior	The specific behavior the student exhibits that will be addressed in the plan.	This is a read only field and pulls from the I. Target Behaviors and Definitions field in the Behavior Plan detail screen.
Print In Plan	Indicates this record prints in the IEP.	This defaults to OFF and automatically updates in the Behavior Plan detail screen if this slider is changed. This also updates automatically if the option is changed on the Behavior plan detail screen.

Behavior Intervention Plan Detail Screen

Select an existing record or click **New** to view the Behavior Intervention Plan detail screen.

Behavioral Intervention Plan

Has a Functional Behavior Assessment been conducted?

Date of FBA: *

Print in Plan

If the student has behavior which impedes his/her learning or that of others, describe strategies, including positive behavioral interventions, strategies, and supports to address that behavior.

I. Target Behaviors and Definitions

II. Functional Behavioral Assessment and Identified Function of the Target Behavior

Behavior Intervention Plan Detail Screen

Field Name	Description	Ad Hoc	Validation
Has a Functional Behavior Assessment been conducted?	Indicates if a Functional Behavior Assessment has been conducted. Options include: Yes, No, or In Progress.	N/A	The Date of FBA field only displays and is required if this dropdown is marked as Yes.
Print In Plan	Indicates this record prints in the IEP.	N/A	This field defaults to unmarked. Any action taken with this checkbox automatically updates on the Print in Plan slider on the Behavior Plan list screen.
I. Target Behaviors and Definitions <i>Required</i>	The specific behavior the student exhibits that will be addressed in the plan.	N/A	N/A
II. Functional Behavioral Assessment and Identified Function of the Target Behavior	The degree to which the student exhibits the specified behavior.	N/A	N/A
III. Intervention Strategies (Positive Behavioral Interventions and Supports)			
A. Modifications to the Identified Antecedents	The alterations that will be made to the student's plan.	N/A	N/A
B. Alternate Behaviors (Meet the same function as the target behavior)	The alternate activity in which the student will participate.	N/A	N/A
IV. Reinforcers and Consequences			
A. Individualized Reinforcers for Student to Learn Alternate Behavior	The personnel/staff that will aid the student in practicing the alternate behavior.	N/A	N/A
B. Consequences for Target Behavior	The way the reinforcers will ensure the student does not continue the target behavior.	N/A	N/A

Field Name	Description	Ad Hoc	Validation
V. Action Plan for Data Collection and Monitoring of BIP	The way the reinforcers will measure how the student is progressing towards their behavior goal.	N/A	N/A
VI. Is a Crisis Plan required? <i>Required</i>	Indicates if a crisis plan is required.	N/A	N/A

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Previous Versions

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