

Individual Education Plan (BIE)

Last Modified on 03/11/2024 8:45 am CDT

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

Tool Search: Special Ed Documents

The Individual Education Plan is used to capture student special education plan information and match the required documentation provided by the Bureau of Indian Education. 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 current print format is the **BIE IEP 2023.3** and **BIE IEP with Transition**. Plan formats are selected in [Plan Types](#). The plan type documented is the **IEP with Transition**. Editors only available for the Transition IEP are marked as Transition only below.

Editor Home - BIE IEP with Transition ?			
NAME	STATUS	MODIFIED BY	COMPLETED BY
IEP Overview	IN PROGRESS	System Administrator 7/17/23 12:54 PM	>
Enrollment Information	IN PROGRESS	System Administrator 7/17/23 12:56 PM	>
Student Information	IN PROGRESS	System Administrator 7/17/23 12:57 PM	>
Parent/Guardian Information	IN PROGRESS	System Administrator 7/17/23 12:58 PM	>
PLAAFP	IN PROGRESS	System Administrator 7/17/23 1:00 PM	>
Measurable Annual Goals	IN PROGRESS	System Administrator 7/17/23 1:03 PM	>
Transition Activities/Strategies	NOT STARTED		>

Editor Home

Editor Home

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

Header	Description
Name	The name of the editor.

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

General Information

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

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

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

Editor Types

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

Editor Lock Out and Release Logic

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

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

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

In order to release an editor, the user must:

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

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

Template Banks

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

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

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

[IEP Overview](#) | [Enrollment Information](#) | [Student Information](#) | [Parent/Guardian Information](#) | [PLAAFP](#) | [Measurable Annual Goals](#) | [Transition Activities/Services](#) | [Needed Transition Services](#) | [Course of Study](#) | [Transfer of Rights](#) | [ESY Information](#) | [Notification of Progress](#) | [School-Wide Assessments](#) | [Special Education Services](#) | [Related Services](#) | [Potential Harmful Effects](#) | [LRE](#) | [Impact Statement](#) | [Accommodations and Modifications](#) | [Supplementary Services](#) | [Special Factors](#) | [Discipline](#) | [Assistive Technology](#) | [Hearing Aid Maintenance](#) | [IEP Meeting Invite](#) | [Team Meeting](#) | [IEP Meeting Notes](#) | [Prior Written Notice](#)

The following section lists each editor and describes each field on the editor.

IEP Overview

The IEP Overview editor includes general meeting and screening information and lists the dates associated with the plan, such as dates the plan is active.

This editor must be saved before continuing to other areas of the plan.

IEP Overview IN PROGRESS
Editor 1 of 24

Meeting Date <input type="text" value="09/04/2023"/> <input type="button" value="📅"/>	Start Date * <input type="text" value="09/11/2023"/> <input type="button" value="📅"/>	End Date * <input type="text" value="09/10/2024"/> <input type="button" value="📅"/>	Eligibility Date <input type="text"/>
Was evaluation completed by another school or agency? <input type="text" value=""/>	Date evaluation completed by another school or agency <input type="text" value="month/day/year"/> <input type="button" value="📅"/>	Next Evaluation <input type="text"/>	Objectives Required for This Student <input type="checkbox"/>
Hours in a Typical School Week <input type="text"/>			

IEP Overview Editor

[▶ Click here to expand...](#)

[^ Back to Top](#)

Enrollment Information

The Enrollment Information editor reports Special Education information from the student's Enrollment record. This editor is read only.

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

Enrollment Information IN PROGRESS
Editor 2 of 28

Click Refresh to retrieve a new copy of data from a selected Enrollment record.
 Information entered into this editor will modify the student's current Enrollment record when the plan is locked. The editable values will change the values in the IEP and it will update the special ed status values in any enrollments that intersect the dates of the IEP.

Primary Disability *	Special Ed Status *
<input type="text" value="43: Visual Impairments"/>	<input type="text" value="03: Receiving Services"/>
Special Ed Setting	
<input type="text" value="B: Inside regular class 40% - 79% of day"/>	
School Name	School Phone
<input type="text" value="High School"/>	<input type="text"/>
Grade	
<input type="text"/>	
District Information	
District Number	District Name
<input type="text"/>	<input type="text" value="Public School"/>
District Address	District Phone
<input type="text"/>	<input type="text"/>

Enrollment Information Editor

▶ [Click here to expand...](#)

^ [Back to Top](#)

Student Information

The Student Information editor displays basic information about the student such as demographic information.

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

Student Information IN PROGRESS
Editor 3 of 28

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	First Name	Middle Name	Suffix
<input type="text"/>	Carter	Joe	
Race, Ethnicity	Birthdate	Age	Gender
05: White, Non-Hispanic	<input type="text"/>	<input type="text"/>	M
Address			
<input type="text" value="MT 59540"/>			
Primary Language	NASIS ID	Student ID	
<input type="text"/>	<input type="text"/>	<input type="text"/>	

Case Manager Information

Name	Title
<input type="text"/>	<input type="text"/>
Phone	
<input type="text"/>	

Student Information Editor

▶ [Click here to expand...](#)

[^ Back to Top](#)

Parent/Guardian Information

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

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

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

Parent/Guardian Information Editor 4 of 28

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

Brian - Parent

Print Sequence Delete

Address

Home Phone Work Phone Cell Phone

E-mail

Elizabeth - Parent

Print Sequence Delete

Parent/Guardian Information Editor

▶ [Click here to expand...](#)

^ [Back to Top](#)

PLAAFP

The Present Level of Academic Achievement and Function (PLAAFP) editor provides a summary of the student's current achievement in school. This editor includes areas for parent and student input and a description of various kinds of assistance the student could receive.

Present Levels of Academic Achievement and Functional Performance Editor 5 of 28

PLAAFP: Academic and functional goals designed to meet the child's needs that result from the child's disability, to enable the child to be involved in and make progress in the general education curriculum.

Area(s) affected by PLAAFP

Reading OT
 Math PT
 Writing Behavior
 Speech Social/Emotional
 Other

Describe in plain terms the student's strengths.

Describe in plain terms the parental concerns for the student.

Present Levels of Academic Achievement and Functional Performance Editor

▶ [Click here to expand...](#)

^ [Back to Top](#)

Measurable Annual Goals

The Measurable Annual Goals editor lists measurable goals designed to improve the student's progress in general education and how accomplishing those goals is tracked and determined.

[▶ Click here to expand...](#)

[^ Back to Top](#)

Transition Activities/Services

The Transition Activities/Strategies editor identifies specific post secondary transition services provided to the student in various areas and strategies designed to improve the student's post secondary success.

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

Transition Activities/Strategies NOT STARTED
Editor 7 of 28

NOTE: Information on this editor should be reviewed and updated annually.

Describe the student's strengths, preferences and interests in the areas of postsecondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, adult living, or community participation.

Results of age-appropriate transition assessments
Results are attached.

Post Secondary Goals
Develop measurable postsecondary goal(s) based upon age appropriate transition assessments related to the following areas: ⓘ

Training
Goal(s) must begin with "Upon exiting high school..."

Transition Activities/Strategies Editor

[▶ Click here to expand...](#)

[^ Back to Top](#)

Needed Transition Services

The Needed Transition Services editor is used to document statement(s) of the student's needed transition services

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

[▶ Click here to expand...](#)

[^ Back to Top](#)

Course of Study

The Course of Study editor lists the courses the student needs to complete to meet the established post secondary goals.

This editor cannot be placed in a Not Needed status.

[▶ Click here to expand...](#)

[^ Back to Top](#)

Transfer of Rights

The Transfer of Rights editor to document the date the student will reach the age of majority.

This editor cannot be placed in a Not Needed status.


Transfer of Rights at Age of Majority NOT STARTED Editor 10 of 28

Beginning not later than one year before the child reaches the age of majority under state law, the child and parent(s)/guardian(s) must be informed of the rights under IDEA that will transfer to the child when that child reaches the age of majority.

When a child with a disability reaches the age of majority under state law, all parental/guardian rights transfer to the child, unless the child has been determined to be incompetent, or does not have the ability to provide informed consent with respect to his/her educational program.

Please refer to state and/or tribal agency regulations regarding age of majority.

Date student reaches the age of majority



Transfer of Rights at Age of Majority Editor

[^ Back to Top](#)

ESY Information

The Extended School Year (ESY) Information editor is used to document information about the student regarding services beyond the standard school time, such as beyond school hours or during breaks. This includes the team's decision regarding the student's participation in an ESY program.

Extended School Year Information NOT STARTED
Editor 11 of 28

Each public agency must ensure that extended school year services are available as necessary to provide FAPE.

A significant regression/recoupment factor provides the premise for establishing eligibility for Extended School Year Services (ESY). The regression/recoupment factor is relative to the student's current Individualized Education Plan (IEP) goals, objectives and present levels of education performance based on multidisciplinary team data, including information from the parent(s)/guardians.

To determine eligibility for ESY services, the IEP team must do the following:

1. Check all statements in the General Information section below which apply to the student. A checkmark in any of the boxes indicates the need for the IEP to give further consideration to the student's need for ESY services.
2. Provide documentation indicating that the student's regression of academic, behavior, and/or life skills and the length of time it takes to regain lost skills render it unlikely that the student will attain a state of self sufficiency that student would otherwise reasonably be expected to reach.

General Information

- The student experiences significant regression on learned skills or adaptive behaviors over regularly scheduled school breaks during the school year.
- The student requires a significant amount of time and effort to recoup previously learned behaviors and skills.
- The student has a previous record of regression and limited recoupment over regularly scheduled tasks.
- The student has received previous ESY services that resulted in positive benefits for the student.
- The student has needs that could not be met in other summer programs; however, these programs have been considered and determined to be of less benefit than ESY.

*NOTE: Students may participate in both programs.

Extended School Year Information Editor

▶ [Click here to expand...](#)

^ [Back to Top](#)

Notification of Progress

The Notification of Progress editor to document the method and frequency in which the student's progress is reported to the student's parent(s)/guardian(s).

Notification of Progress IN PROGRESS
Editor 12 of 28

Parent(s)/Guardian(s) will be informed of their child's progress through Progress Reports according to the school's schedule at least as often as their non-disabled peers.

<p>Method of reporting to parents/guardians</p> <div style="border: 1px solid gray; padding: 2px;">Email ▼</div>	<p>Frequency of reporting to parents/guardians</p> <div style="border: 1px solid gray; padding: 2px;">Monthly ▼</div>
---	--

Notification of Progress Editor

▶ [Click here to expand...](#)

^ [Back to Top](#)

School-Wide Assessments

The School-Wide Assessments editor reviews the IEP team's decision on how the student is tested to meet state guidelines. Details of accommodations and how the student is assessed are also documented.

Participation in School-Wide Assessments
NOT STARTED
Editor 13 of 28

Will participate with no accommodations

Will participate with the following testing modifications or accommodations (Specific to state identified codes)

Will not participate because the student's grade level will not be assessed during the IEP period.

Will participate in the state alternate assessment (Complete Alternate Assessment Form)

Will not participate because

Participation in School-Wide Assessments Editor

[▶ Click here to expand...](#)

[^ Back to Top](#)

Special Education Services

The Special Education Services editor lists services provided to the student in a Special Education setting.

[▶ Click here to expand...](#)

[^ Back to Top](#)

Related Services

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

[▶ Click here to expand...](#)

[^ Back to Top](#)

Potential Harmful Effects

The Potential Harmful Effects editor is used to document any potentially harmful effect(s) the placement selected would have on the student and the quality of the services the student receives. The following is a text field used to describe the risks of placement: What are the potential harmful effect(s) the placement selected would have on the student and the quality of the services the student receives?

Additional information is available by clicking on the info icon.

Potential Harmful Effects NOT STARTED
Editor 16 of 28

What are the potential harmful effect(s) the placement selected would have on the student and the quality of the services the student receives? ?

Potential Harmful Effects Editor

[^ Back to Top](#)

LRE

The Least Restrictive Environment (LRE) editor records information related to the student's placement and interaction with non-disabled peers.

Least Restrictive Environment NOT STARTED
Editor 17 of 28

Activities with students without disabilities

<input type="checkbox"/> Art	<input type="checkbox"/> Industrial Technology	<input type="checkbox"/> Breakfast/Lunch
<input type="checkbox"/> Music	<input type="checkbox"/> Consumer Science	<input type="checkbox"/> Special Events
<input type="checkbox"/> Library	<input type="checkbox"/> Vocational Education	<input type="checkbox"/> Athletics
<input type="checkbox"/> Health/PE	<input type="checkbox"/> Core Subjects	<input type="checkbox"/> Recess
<input type="checkbox"/> Computer Lab		<input type="checkbox"/> Groups/Clubs
<input type="checkbox"/> Native Culture/Language		<input type="checkbox"/> Recreation
		<input type="checkbox"/> Community Based Environments

Other Non-Academic/Extra Curricular Activities

Justification for Non-Participation

Least Restrictive Environment Editor

▶ [Click here to expand...](#)


[^ Back to Top](#)

Impact Statement

The Impact Statement editor is used to document a statement of how the student's disability affects the student's involvement and progress in the general education curriculum. The following is a required text field used to describe the impact of the student's disability: How the child's disability affects the child's involvement and progress in the general education curriculum.

Impact Statement Editor 18 of 28

NOT STARTED

How the child's disability affects the child's involvement and progress in the general education curriculum * 

i.e., the same curriculum as non-disabled children

Impact Statement Editor

[^ Back to Top](#)

Accommodations and Modifications

The Accommodations and Modifications editor identifies the changes made in the way materials are presented or in the way the student demonstrates learning.

[▶ Click here to expand...](#)

[^ Back to Top](#)

Supplementary Services

The Supplementary Services editor lists additional supports provided to the student, such as consultations.

[▶ Click here to expand...](#)

[^ Back to Top](#)

Special Factors

The Special Factors editor lists any additional factors related to the student's special education needs.

Special Factors NOT STARTED
Editor 21 of 28

The IEP Team must consider the following factors when developing an IEP for each student with a disability. If the IEP team indicated "YES" to any of the items below, the student's need must be addressed and documented in the appropriate places in the IEP, including the PLAAFP, annual goals, special education services and supports.

The strength of the student. *

The concerns of the parent. *

The results of the most recent evaluation of the student. *

Does the student's behavior impede his or her learning or that of others? *

Are positive interventions, supports or other strategies included in the IEP to address that behavior?

Has a Functional Behavior Assessment (FBA) been conducted?

Special Factors Editor

[▶ Click here to expand...](#)

[^ Back to Top](#)

Discipline

The Discipline editor is used to indicate the student is to follow the school-wide discipline plan or the student requires the modifications described in this IEP under the annual goals and/or instructional accommodations.

Discipline NOT STARTED
Editor 22 of 28

School personnel may consider any unique circumstances on a case by case basis when determining whether a change in placement, consistent with other requirements of this section, is appropriate for a child with a disability who violates a code of student conduct.

The student will follow the school-wide discipline plan (student does not have a Behavior Intervention Plan).

The student requires modifications described in the IEP under Annual Goals and/or Instructional Accommodations (§300.320).

Discipline Editor

[▶ Click here to expand...](#)

[^ Back to Top](#)

Assistive Technology

The Assistive Technology editor identifies assistive technology provided to the student, such as hearing amplification or braille readers.

[▶ Click here to expand...](#)

[^ Back to Top](#)

Hearing Aid Maintenance

The Hearing Aid Maintenance editor is used to document the need to have personnel to maintain hearing aids used by students.

Hearing Aid Maintenance
NOT STARTED
Editor 24 of 28

Each public agency must ensure that hearing aids worn in school by children with hearing impairments, including deafness are functioning properly

Person(s) responsible for monitoring hearing aid(s)

Hearing Aid Maintenance Editor

[▶ Click here to expand...](#)

[^ Back to Top](#)

IEP Meeting Invite

The IEP Meeting Invitation editor is used to document attempts made to invite the IEP Team to a meeting.

[▶ Click here to expand...](#)

[^ Back to Top](#)

Team Meeting

The Team Meeting editor lists the team meetings held by the IEP Team regarding the student.

[▶ Click here to expand...](#)

[^ Back to Top](#)

IEP Meeting Notes

The IEP Meeting Notes editor is used to document the notes from the meeting.

[▶ Click here to expand...](#)

[^ Back to Top](#)

Prior Written Notice

The Prior Written Notice editor provides a space for descriptions and explanations related to proposed or refused actions for a student.

▶ [Click here to expand...](#)

[^ Back to Top](#)

Previous Versions

[Individual Education Plan \(BIE\) \[.2303 - .2327\]](#)

[Individual Education Plan \(BIE\) \[.2251 and previous\]](#)
