

# Individual Education Plan (Nevada) [.2235 - .2319]

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You are viewing a previous version of this article. See [Individual Education Plan \(Nevada\)](#) for the most current information.

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

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

The current format of this document is the **NV IEP 2022**. Print formats are selected in [Plan Types](#). Pre-populated plan types for Nevada include:

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

**Plan Outline nvIEP18Rev2**

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

*Nevada IEP with Transition editors*

## Individual Education Plan Editors

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

The following table lists the editors available in the three Nevada IEP plan types:

Editor	With Transition UI & Print	Without Transition UI & Print	Data Plan UI & Print
<b>Education Plan</b>	X	X	X
<b>Student Demographics</b>	X	X	X
<b>Parent/Guardian Information</b>	X	X	X
<b>Meeting Participants</b>	X	X	X
<b>Procedural Safeguards</b>	X	X	
<b>Present Levels (PLAAFP)</b>	X	X	

Editor	With Transition UI & Print	Without Transition UI & Print	Data Plan UI & Print
Strengths, Concerns, Interests, and Preferences	X	X	
Special Factors	X	X	
Transition	X		
Transition Services	X		X
Goals and Objectives	X	X	
Method for Reporting Progress	X	X	
Specially Designed Instruction	X	X	X
Supplementary Aids and Services	X	X	X
Related Services	X	X	X
Statewide and/or District-wide Assessments	X	X	X
CRT Alternate Assessment	X	X	X
Extended School Year Services	X	X	
Placement	X	X	X
IEP Implementation	X	X	
Enrollment Status			
Enrollment Status			
Enrollment Status	X	X	X
Medicaid Consent	X	X	X

## Education Plan

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

This editor must be saved before continuing to other areas of the plan. Creation and Modification information for the plan appears at the bottom of this editor.

**Education Plan**

**\*Meeting Type**

Interim IEP

Annual IEP

Revision to IEP Dated  
Date:

IEP Revision Without A Meeting:  
At the request of:

Initial IEP

IEP Following 3-Yr Reevaluation

Exit/Graduation

Other:

**\*Date of Meeting:**

**Date of Last IEP Meeting:**

**\*IEP Services will Begin:**

**\*Anticipated Duration of Services:**

**\*IEP Review Date:**

**Eligibility**

**\*Eligibility Date:**

**\*Anticipated 3-Yr Reevaluation:**

**Comments:** Note: The Comments text box is limited to 650 characters.

**Household Information**

Interpreter Needed

**Other Accommodations Needed:**

*Education Plan editor*

▶ [Click here to expand...](#)

Field Name	Description	Ad Hoc/Location
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Field Name	Description	Ad Hoc/Location
<b>Meeting Type</b> <i>Required</i>	<p>Indicates the purpose of the meeting. The purpose for the meeting should correspond to the purpose set forth in the written notice of the IEP meeting. Options include:</p> <ul style="list-style-type: none"> <li>• Interim IEP Initial IEP</li> <li>• Initial IEP</li> <li>• Annual IEP</li> <li>• IEP Following 3-Yr Reevaluation</li> <li>• Revision to IEP Dated</li> <li>• Exit/Graduation</li> <li>• IEP Revision Without A Meeting:</li> <li>• Other:</li> </ul> <p>Only one (1) meeting type can be selected. Certain types require additional information, such as selection in a dropdown or selecting a date field.</p>	<p>Learner Planning &gt; Learning Plans &gt; Nevada Fields &gt; interimIEP, initialIEP, annualIEP, iepFollowing3YrReeval, revisionToIEP, exit, iepRevisionWithoutMeeting, other</p> <p>EPlan.meetingReason1,SEPlan.meetingReason2, SEPlan.meetingReason3, SEPlan.meetingReason4, SEPlan.meetingReason5, SEPlan.meetingReason6, SEPlan.meetingReason7, SEPlan.meetingReason8</p>
<b>Date of Meeting</b> <i>Required</i>	<p>The date of the meeting.</p>	<p>Learner Planning &gt; Learning Plans &gt; meetingDate</p> <p>SEPlan.meetingDate</p>
<b>Date of Last IEP Meeting</b>	<p>The date of the last annual IEP meeting. This date is pulled from the Date of Meeting field in the previous IEP, if applicable.</p>	<p>N/A</p> <p>SEPlan.otherDate</p>
<b>IEP Services will Begin</b> <i>Required</i>	<p>The date the IEP services are going to begin. This is the plan start date.</p>	<p>Learner Planning &gt; Learning Plans &gt; planStartDate</p> <p>Plan.startDate</p>

Field Name	Description	Ad Hoc/Location
<b>Anticipated Duration of Services</b> <i>Required</i>	<p>The date which corresponds to the expected length of time this IEP will be in effect. This is the anticipated plan end date.</p> <p>This field autopopulates to one year minus one day from the IEP Services Begin Date. When Exit/Graduation is selected as the Meeting Type, this date does not autopopulate. When Interim is selected as the Meeting Type, this field autopopulates to 30 calendars from the IEP Services Begin Date.</p>	<p>Learner Planning &gt; Learning Plans &gt; planEndDate</p> <p>Plan.endDate</p>
<b>IEP Review Date</b> <i>Required</i>	<p>The date of the IEP review. This date must be projected no more than one year from the date of the IEP meeting.</p>	<p>Learner Planning &gt; Learning Plans &gt; annualReviewDate</p> <p>SEPlan.annualReviewDate</p>
<b>Eligibility Date</b> <i>Required</i>	<p>The eligibility date of the most recent eligibility determination. This date pulls from the Evaluation Date field on the Determination of Eligibility document, if applicable.</p>	<p>Learner Planning &gt; Learning Plans &gt; evalDate</p> <p>SEPlan.evalDate</p>

Field Name	Description	Ad Hoc/Location
<b>Anticipated 3-Yr Reevaluation Required</b>	The anticipated date of the reevaluation 3 years from the most recent eligibility determination. This date is calculated based on the Evaluation Date field on the Determination of Eligibility document, if applicable.	Learner Planning > Learning Plans > threeEvalDate  SEPlan.threeEvalDate
<b>Comments</b>	The Comment field is used to record any additional information related to the IEP, i.e. the meeting was conducted via phone, the parents could not attend etc. This field is limited to 650 characters.	N/A  SEPlan.planComments
<b>Interpreter Needed</b>	A checkbox indicating an interpreter is needed for the parent or student to participate in the IEP meeting.	N/A  SEPlan.elICheck
<b>Other Accommodation Needed</b>	A text field used to indicate any special arrangements needed for the parent or student to participate in the IEP meeting.	N/A  SEPlan.priLanguageTest

## Student Demographics

The Student Demographics editor populates information about the student such as demographic data, address and school information. The Student Demographics editor displays in the Student/Parent Information section of the printed IEP.

Only the Assigned School Information section of this editor is editable. Clicking **Refresh Student Information** synchronizes information in the editor with the most recent information entered for the student from the [Demographics](#), [Households](#), [Enrollments](#) and [School](#) tools.

**Student Demographics**  
 Note: At the point the plan is generated, a snapshot of the student data is taken. To get a fresh copy, click the button below.

Last Name <i>Lobatos</i>	First Name <i>Angelina</i>	Middle Name <i>Aurelia</i>	Suffix
Gender <i>F</i>	Birthdate <i>12/31/2008</i>	Student Address <i>1330 Blaine Street, Blaine, Nevada</i>	
Race, Ethnicity (state) <i>Hispanic</i>	Federal Student Ethnicity Code <i>1: Hispanic/Latino</i>	Race(s) <i>American Indian or Alaska Native</i>	
Student Primary Language <i>spa - Spanish</i>	LEP Status <i>LEP</i>		

**Assigned School Information:**

School Name <i>Gardnerville Elementary School</i>	School Number <i>201</i>
Address <i>1290 Toler Avenue Gardnerville, NV 89410</i>	
Telephone <i>6519998888</i>	
Zoned School <input type="text"/>	Other Zoned School <input type="text"/>
Emergency Contact Name <i>Maria Vidales</i>	Emergency Contact Phone Number <i>651112222</i>
Student Number <i>12345</i>	Grade <i>04</i>

*Student Demographics editor*

► [Click here to expand...](#)

Field Name	Description	Ad Hoc/Location
<b>Last Name</b>	The student's last name.	Census > People > Demographics > Last Name  identity.lastName
<b>First Name</b>	The student's first name.	Census > People > Demographics > First Name  identity.firstName
<b>Middle Name</b>	The student's middle name.	Census > People > Demographics > Middle Name  identity.middleName
<b>Suffix</b>	The student's suffix.	Census > People > Demographics > Suffix Name  identity.suffix
<b>Gender</b>	The student's gender.	Census > People > Demographics > Gender  identity.gender



Field Name	Description	Ad Hoc/Location
<b>Birthdate</b>	The student's birthdate.	Census > People > Demographics > Birth Date  identity.birthDate
<b>Student Address</b>	The student's address.	Census > Households > Address Info  address.number; address.street; address.tag; address.prefix; address.dir; address.apt; address.city; address.state; address.zip
<b>Race, Ethnicity (state)</b>	The student's state designated race/ethnicity.	Census > People > Demographics > Race/Ethnicity > Race/Ethnicity  identity.raceEthnicity
<b>Federal Student Ethnicity Code</b>	The student's federal designated ethnicity code.	Census > People > Demographics > Race/Ethnicity > Federal Designation  identity.federalRaces
<b>Race(s)</b>	The student's race(s).	Census > People > Demographics > Race/Ethnicity > Race(s)  identity.raceEthnicity1-5
<b>Student Primary Language</b>	The student's home primary language.	Census > People > Demographics > First Language  identity.homePrimaryLanguage
<b>LEP Status</b>	The student's LEP status.	Student Information > Program Participation > English Learners (EL) > EL > Program Status  identity.learnerCategory
<b>School Name</b>	The student's assigned school name.	System Administration > Resources > School > School > School Detail > Name  school.name
<b>School Number</b>	The number of the school.	System Administration > Resources > School > School > School Detail > State School Number  school.number

Field Name	Description	Ad Hoc/Location
<b>Address</b>	The address of the school.	System Administration > Resources > School > School > School Detail > Address  school.address; school.city; school.state; school.zip
<b>Telephone</b>	The telephone number of the school.	System Administration > Resources > School > School > School Detail > Phone  school.phone
<b>Zoned School</b>	The zoned within which the school is zoned. If applicable, this defaults from the Household Zoned School tab.	N/A  planstudent.zonedSchool
<b>Other Zoned School</b>	This option is only available when Other is selected on the Zoned School field.	N/A  planstudent.otherZonedSchool
<b>Emergency Contact Name</b>	A text field used to enter an emergency contact for the student.	N/A
<b>Emergency Contact Number</b>	A text field used to enter the phone number for an emergency contact for the student.	N/A
<b>Student Number</b>	The student's ID number.	Student Information > General > Summary > Student Number  identity.studentNumber
<b>Grade</b>	The student's grade.	Enrollments > Grade  enrollment.grade

## Parent/Guardian Information

The Parent/Guardian Information editor populates based on the established student/guardian relationships created on the student's [Relationships](#) tool or indicated by the guardian checkbox on the [Relationships](#) tool. The editor includes [Demographics](#) information for the student's guardian. The Parent/Guardian Demographics editor displays in the Student/Parent Information section of the printed IEP.

This editor is not editable. Clicking **Refresh Guardian Information** synchronizes information in the editor with the most recent information from the student's guardian's Demographics and Households tools.

**Parent/Guardian Demographics**

Note: At the point the plan is generated, a snapshot of the student data is taken. To get a fresh copy of the guardian information, click the button below.

Parent/Guardian comes from the census system and the only people listed here are marked as guardians of the student's current household, or direct guardians to the student through the relationship.

<b>Guardian</b> Mother	<b>Name</b> Jessica L Parent
Home Phone (111)111-1111	Work Phone (777)777-7777
	Cell Phone (555)555-5555
Email jessica.l.abel@infinitecampus.com	
Primary Language Spoken at Home English	
Address 4321 Blaine Avenue Blaine, NV 55555	
<b>Guardian</b> Father	<b>Name</b> Michael B Parent
Home Phone (111)111-1111	Work Phone (777)666-5544
	Cell Phone (555)444-3333
Email michael.b.abel@infinitecampus.com	
Primary Language Spoken at Home English	
Address 4321 Blaine Avenue Blaine, NV 55555	

*Parent/Guardian Information editor*

▶ [Click here to expand...](#)

Field Name	Description	Ad Hoc/Location
<b>Guardian</b>	The relationship between the student and guardian.	Census > People > Relationships > Relationships  planGuardian.relationship
<b>Name</b>	The full name of the guardian.	Census > People > Demographics > Last Name; First Name; Middle Name; Suffix  identity.lastName; identity.firstName; identity.middleName; identity.suffix
<b>Home Phone</b>	The home phone number of the guardian.	Census > People > Households > Household Phone & Address(es) > Phone  contact.homePhone

Field Name	Description	Ad Hoc/Location
<b>Work Phone</b>	The work phone number of the guardian.	Census > People > Demographics > Personal Contact Information > Work Phone  contact.workPhone
<b>Cell Phone</b>	The cell phone number of the guardian.	Census > People > Demographics > Personal Contact Information > Cell Phone  contact.cellPhone
<b>Email</b>	The email address of the guardian.	Census > People > Demographics > Personal Contact Information > Email  contact.email
<b>Primary Language Spoken at Home</b>	The language spoken at the guardian's home.	Census > People > Demographics > Person Information > Home Language  identity.homePrimaryLanguage
<b>Address</b>	The address of the guardian's home.	Census > Households > Address Info  address.number; address.street; address.tag; address.prefix; address.dir; address.apt; address.city; address.state; address.zip

## Meeting Participants

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

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

Meeting Participants editor

▶ [Click here to expand...](#)

Field Name	Descriptions	Database
<b>Meeting Participants Editor</b>		
<b>Print In Plan</b>	This checkbox is used to mark if this information should print in the student's plan. This is marked by default. Only one team meeting can be marked as Print in Plan = Yes.	SEPTeamMeeting.iepMeeting
<b>Meeting Date</b>	The day of the team meeting.	SEPTeamMeeting.meetingDate
<b>Meeting Description</b>	Any information regarding the meeting can be entered into the Meeting Description text box.	SEPTeamMeeting.comments
<b>Meeting Participants Attendance Editor</b>		
<b>Link to Team Member</b>	Any team member linked to the student's Team Members tab displays in the Link to Team Member dropdown. See the Team Members document for information on how to enter individual's information into this tool.	SEPTeamMeetingAttendanceAlt.teamID
<b>Last Name</b>	The team member's last name.	SEPTeamMeetingAttendanceAlt.lastName
<b>First Name</b>	The team member's first name.	SEPTeamMeetingAttendanceAlt.firstName

Field Name	Descriptions	Database
<b>Role</b>	<p>The role of this team member. Values in this dropdown are based on a locked list of roles in the Attribute/Dictionary.</p> <p>The required roles of Parent/Guardian/Surrogate, LEA Representative, Special Education Teacher, and Regular Education Teacher must be entered before this editor can be saved. If the Title field on the Team Member tab matches the name? the role defaults in this editor.</p>	SEPTeamMeetingAttendanceAlt.title
<b>Role (blank field)</b>	The role of the team member (manually entered). This text field is only available if one of the three "Other" options is selected in the Role dropdown.	SEPTeamMeetingAttendanceAlt.varChar1
<b>Attended</b>	Indicates the person was present at the meeting. This determines which participants print on the plan.	SEPTeamMeetingAttendanceAlt.check4
<b>Invited</b>	Indicates the person was invited to the meeting.	SEPTeamMeetingAttendanceAlt.check5
<b>Add new team participant</b>	This button is used to enter additional team members' information into this editor.	N/A

## Procedural Safeguards

The Procedural Safeguards editor records required engagement of parents and notification of the transfer of rights to the student at the age of 18. The checkboxes are used to indicate whether the student has been informed of the transfer of rights that will occur at age 18. The Procedural Safeguards editor displays in the Procedural Safeguards section of the printed IEP.

**Note:** The first checkbox must be marked in order to Lock the plan.

**Procedural Safeguards**

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

AT LEAST ONE YEAR PRIOR TO REACHING AGE 18, STUDENTS MUST BE INFORMED OF THEIR RIGHTS UNDER IDEA AND ADVISED THAT THESE RIGHTS WILL TRANSFER TO THEM AT AGE 18

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

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

*Procedural Safeguards editor*

## Present Levels (PLAAFP)

The Present Levels (PLAAFP) editor includes the student's present levels of academic achievement and functional performance, including the assessment conducted to determine level, resulting skills determined, and needs identified. The Present Levels (PLAAFP) editor displays on the Present Levels of Academic Achievement and Functional Performance section of the printed IEP.

Present Levels of Academic Achievement and Functional Performance

1: PLAAFP|Example

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**PLAAFP Assessment**

\*Sequence #  
1

\*ASSESSMENT CONDUCTED  
PLAAFP Example

\*ASSESSMENT RESULTS  
PAssed

\*EFFECT ON STUDENT'S INVOLVEMENT AND PROGRESS IN GENERAL EDUCATION CURRICULUM OR, FOR EARLY CHILDHOOD STUDENTS, INVOLVEMENT IN DEVELOPMENTAL ACTIVITIES  
None

*PLAAFP editor*

▶ [Click here to expand...](#)

Field Name	Description	Database
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Field Name	Description	Database
<b>Sequence #</b> <i>Required</i>	The sequence in which the PLAAFP records display in the editor and on the printed version of the IEP.	PlanGoalPLAAFP.seq
<b>Assessment Conducted</b> <i>Required</i>	The name of the assessment that provided pertinent information for the development of the IEP. This could include formal or informal methods, classroom observations, student work samples, teacher-created or other achievement tests, recent evaluations, behavior rating scales, performance data from regular education teachers, parental input, etc.	PlanGoalPLAAFP.need
<b>Assessment Results</b> <i>Required</i>	The results of the assessment corresponding to the assessment conducted.	PlanGoalPLAAFP.testResults
<b>Effect on student's involvement and progress in general education...</b> <i>Required</i>	A text field used to describe the effect of the assessment results on the student's involvement and progress in general education curriculum. For early childhood students, this field is used to describe the impact of the assessment results on the involvement in student's developmental activities.	PlanGoalPLAAFP.educationalPerformance

## Strengths, Concerns, Interests, and Preferences

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



**Strengths, Concerns, Interests, and Preferences**

**\*STATEMENT OF STUDENT STRENGTHS:**

**\*STATEMENT OF PARENT EDUCATIONAL CONCERNS:**

**\*STATEMENT OF STUDENT'S PREFERENCES AND INTERESTS:**  
*(required if transition services will be discussed, beginning at age 14 or younger if appropriate)*

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

*Strengths, Concerns, Interests, and Preferences editor*

▶ [Click here to expand...](#)

Field Name	Description	Database
<b>Statement of Student Strengths</b> <i>Required</i>	A text box used to describe the student's strengths to capture information that can be utilized in developing goals and objectives.	SEPPlanning.studentStrengths
<b>Statement of Parent Educational Concerns</b> <i>Required</i>	A text box used to describe the parent's concerns regarding the student's education.	SEPPlanning.parentConcerns
<b>Statement of Student's Preferences and Interests</b> <i>* Required</i>	A text box used to describe the student's preferences and interests if transition services are discussed. <div style="background-color: #fff9c4; padding: 5px; margin-top: 10px;">                         * If the student is 14 years of age or older within the dates of the current plan, this field is required.                     </div>	SEPPlanning.studentPreference

Field Name	Description	Database
<b>If student was not in attendance, describe the steps taken to ensure that the student's preferences and interests were considered</b>	A text box used to describe the steps taken to ensure that the student's preferences and interests were considered at the meeting.	SEPPlanning.method

## Special Factors

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

Users must answer each question in order to save the editor.

**Considerations of Special Factors**

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

No  Yes

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

Addressed in IEP

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

No  Yes

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

Addressed in IEP

3. Does the student have limited English proficiency?

No  Yes

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

Language needs of the student to those needs noted in the student's IEP

4. Is the student blind or visually impaired?

No  Yes

If YES, IEP committee must evaluate reading and writing skills, needs, and appropriate reading and writing media (including an evaluation of the child's future needs for instruction in Braille or use of Braille and need provide for instruction in Braille and use of Braille unless determined not appropriate for the student.

Braille instruction and use of Braille is not appropriate for student.

Braille instruction and use of Braille is addressed in IEP.

5. Is the student deaf or hard of hearing?

No  Yes

If YES, IEP committee must consider the student's language and communication needs and consider the following (check box if IEP committee considered the item).

The related services and program options that provide the student with an appropriate and equal opportunity for communication access.

The student's primary communication mode.

The availability to the student of a sufficient number of age, cognitive, academic and language peers of similar abilities.

The availability to the student of adult models who are deaf or hearing impaired and who use the student's primary communication mode.

The availability of special education teachers, interpreters and other special education personnel who are proficient in the student's primary communication mode.

The provision of academic instruction, school services and direct access to all components of the educational process, including, without limitation, advanced placement courses, career and technical education courses, recess, lunch, extracurricular activities and athletic activities.

The preferences of the parent or guardian of the student concerning the best feasible services, placement and content of the student's IEP.

The appropriate assistive technology necessary to provide the student with an appropriate and equal opportunity for communication access.

6. Does the student have a Specific Learning Disability and Dyslexia?

No  Yes

If YES, the IEP committee must consider the following instructional approaches (check box if IEP committee considered the item).

Explicit direct instruction that is systematic, sequential and cumulative and follows a logical plan of presenting the alphabetic principle that targets the specific needs of the student.

Individualized instruction to meet the specific needs of the student in an appropriate setting that uses multisensory, highly-structured instruction methods and materials that maximize student engagement.

Meaning-based instruction directed at purposeful reading and writing, with an emphasis on comprehension and composition.

Multisensory instruction that incorporates the simultaneous use of two or more sensory pathways during teacher presentations and student practice.

Special Factors editor

▶ [Click here to expand...](#)

Question (Y/N)	Database
1. Does the student's behavior impede the student's learning or the learning of others?	SEPSpecialFactors.posBehavior

Question (Y/N)	Database
2. Does the student require assistive technology devices and services?	SEPSpecialFactors.assistTech
3. Does the student have limited English proficiency?	SEPSpecialFactors.languageCheck
4. Is the student blind or visually impaired?	SEPSpecialFactors.brailleCheck
5. Is the student deaf or hard of hearing?	SEPSpecialFactors.deafCheck
6. Does the student have a Specific Learning Disability and Dyslexia?	SEPSpecialFactors.special

# Transition

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

This editor is only available with the NV IEP With Transition plan.

**Transition**  
**\*DIPLOMA SELECTED FOR GRADUATION:**  
*Must be declared at age 14 and reviewed annually.*

Standard or Advanced High School Diploma  
*Must complete all applicable credit requirements and participate in College and Career Readiness Assessment.*

Adjusted High School Diploma  
*Must complete IEP requirements.*

Alternative High School Diploma  
*Must complete all applicable credit requirements and participate in the Nevada Alternate Assessment.*

**\*STUDENT'S VISION FOR THE FUTURE:**  
*A short statement that directly quotes what the student wants for the future.*

**\*STATEMENT OF TRANSITION SERVICES, COURSE OF STUDY**  
*Beginning at age 14 or younger if determined appropriate by the IEP team, describe the focus of the student's course of study.*

**STATEMENT OF MEASURABLE POSTSECONDARY GOALS:**  
*Beginning not later than the first IEP to be in effect when the student is 16, describe measurable postsecondary goals in the following areas.*

Training/Education

Employment

Independent Living Skills (As Appropriate)

Other

Transition editor

▶ [Click here to expand...](#)

Field Name	Description	Database
<b>Diploma Selected for Graduation</b> <i>Required</i>	A checkbox used to reflect the IEP team's decision regarding the appropriate diploma option for the student. Options include either the Standard or Advanced High School Diploma, Adjusted High School Diploma, or Alternate High School Diploma.	SEPTransitionNeeds.gradType
<b>Student's Vision for Future</b> <i>Required</i>	A text box used to describe the student's vision for the future.	SEPTransitionNeeds.comments
<b>Statement of Transition Services: Course of Study</b> <i>Required</i>	A text box used to describe the anticipated course of study the student will be pursuing that will promote movement to postsecondary goals.	SEPTransitionNeeds.courseStudy1
<b>Statement of Measurable Postsecondary Goals</b>	A series of text boxes used to describe the student's postsecondary goals related to the following areas: <ul style="list-style-type: none"> <li>• Training/Education</li> <li>• Employment</li> <li>• Independent Living Skills (As Appropriate)</li> <li>• Other</li> </ul>	SEPTransitionNeeds.trainingCheck, SEPTransitionNeeds.trainingPlanning, SEPTransitionNeeds.employmentCheck, SEPTransitionNeeds.employmentPlanning, SEPTransitionNeeds.livingCheck, SEPTransitionNeeds.livingPlanning, SEPTransitionNeeds.educationCheck, SEPTransitionNeeds.educationPlanning

## Transition Services

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

This editor is only available with the NV IEP With Transition plan.

**Transition Services**  
**STATEMENT OF TRANSITION SERVICES: COORDINATED ACTIVITIES**  
*Beginning not later than the first IEP to be in effect when the student is 16, develop a statement of needed transition services, including strategies or activities, for the student.*

**\*Instruction**

Any Other Agency Involvement(Optional)

**\*Related Services**

Any Other Agency Involvement(Optional)

**\*Community Experiences**

Any Other Agency Involvement(Optional)

**\*Employment and Other Post-School Adult Living Objectives**

Any Other Agency Involvement(Optional)

**Acquisition of Daily Living Skills and Functional Vocational Evaluation (if appropriate)**

Any Other Agency Involvement(Optional)

**Other**

Any Other Agency Involvement(Optional)

*Transition Services editor*

The Any Other Agency Involvement (Optional) field associated with the text field is used to describe any additional agencies involved.

▶ [Click here to expand...](#)

Field Name	Description	Database
<b>Instruction</b> <i>Required</i>	A text box used to describe the use of formal techniques used to teach to the student.	SEPTransitionServices.instructionText
<b>Related Service</b> <i>Required</i>	A text box used to describe the related services necessary to assist the student to benefit from specially designed instruction.	SEPTransitionServices.relatedServicesText
<b>Community Experiences</b> <i>Required</i>	A text field used to describe the community experiences provided outside of the school that impact the student's education and progress.	SEPTransitionServices.commExperiencesText

Field Name	Description	Database
<b>Employment and Other Post-School Adult Living Objectives</b> <i>Required</i>	A text box used to describe the employment and other post-school adult living objectives and services that lead to a career or job for the student.	SEPTransitionServices.employmentObjText
<b>Acquisition of Daily Living Skills and Functional Vocational Evaluation (if appropriate)</b>	A text box used to describe activities adults do every day and the assessment process that provides information about job or career interests, aptitudes and skills for the student.	SEPTransitionServices.vocationalEvalText
<b>Other</b>	A text box used to add any other agency involvement with the student.	SEPTransitionServices.otherText

## Goals and Objectives

The Goals and Objectives editor describes annual goals set for the student as well as how that goal will be measured and whether the goal relates to an existing post-secondary goal or an Extended School Year program. The Goals and Objectives editor displays on the IEP Goals, Including Academic and Functional Goals, and Benchmarks or Short-Term Objectives section of the printed IEP.

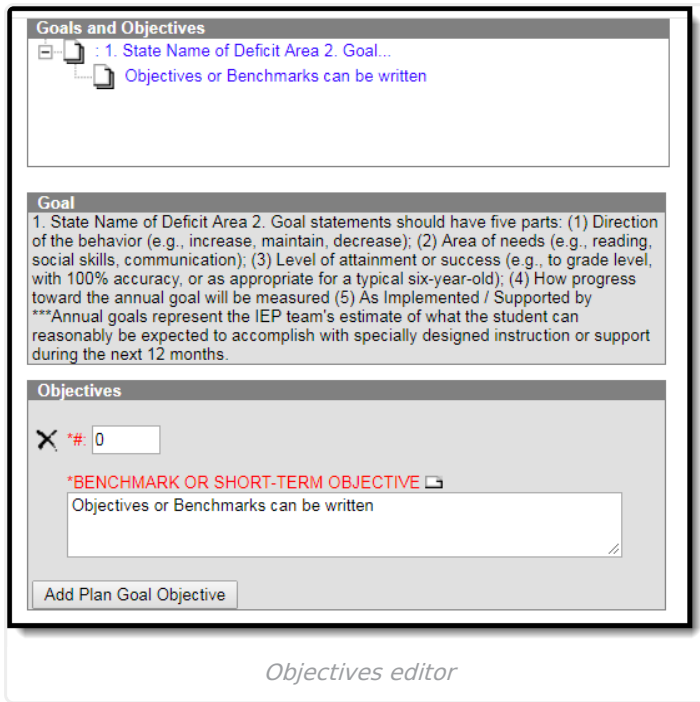
*Goals and Objectives editor*

▶ [Click here to expand...](#)

Field Name	Description	Database
<b>Sequence</b> <i>Required</i>	The sequence in which the goals will display in the goals and objectives editor and the printed IEP.	PlanGoal.seq
<b>Measurable Annual Goal</b> <i>Required</i>	A text field used to describe the student's measurable annual goals and how progress toward the annual goal will be measured. <a href="#">Template Banks</a> (the white paper icon) can be used to prepopulate this field with goals established in System Administration.	PlanGoal.goal
<b>Check here if this goal supports the student's postsecondary goal(s)...</b>	This checkbox is used to designate that the goal related to one of the student's postsecondary goals. The second set of checkboxes is used to specify to which area, Training/Education, Employment, Independent Living Skills, or Other, the goal pertains.	PlanGoal.check1
<b>Check here if this goal will be addressed during Extended School Year Services (ESY)</b>	This checkbox is used to designate that the goal will be addressed during the Extended School Year Services (ESY).	PlanGoal.check6

Each goal added must include either a benchmark or short term objective(s). Objectives can be added after a goal is saved, and then by clicking **New Plan Objective** in the action bar.

## Objectives



Objectives editor

▶ [Click here to expand...](#)

Field Name	Description	Database
<b>Sequence</b> <i>Required</i>	The sequence in which the objective will display in the goals and objectives editor and the printed IEP.	PlanGoalObjective.seq
<b>Benchmark or Short-Term Objective</b> <i>Required</i>	A benchmark or short-term objective is used to gauge the student is progressing toward achieving the annual goal.	PlanGoalObjective.objective

## Method for Reporting Progress

The Method for Reporting Progress editor describes the document(s) that will be used to report student progress and how often that document will be produced. The Method for Reporting Progress editor displays on the Method for Reporting Progress section of the printed IEP.



**Method for Reporting Progress**

**\*METHOD FOR REPORTING THE STUDENT'S PROGRESS TOWARD MEETING ANNUAL GOALS** (check all methods that will be used)

IEP Goals Pages
  District Report Card  
 Specialized Progress Report
  Parent Conferences  
 Other

**\*PROJECTED FREQUENCY OF REPORTS**

Quarterly
  Semester  
 Trimester
  Other

*Method for Reporting Progress editor*

▶ [Click here to expand...](#)

Field Name	Description	Database
<b>Method for Reporting the Student's Progress Toward Meeting Annual Goals</b> <i>Required</i>	This section is used to mark all the options used to report the student's progress toward meeting their annual goals to the student's parents. All options that apply should be marked. Options include: <ul style="list-style-type: none"> <li>• IEP Goals Pages</li> <li>• District Report Card</li> <li>• Specialized Progress Report</li> <li>• Parent Conferences</li> <li>• Other</li> </ul>	SEPReportingProgress.iepCheck, SEPReportingProgress.reportCardCheck, SEPReportingProgress.specialCheck, SEPReportingProgress.conferenceCheck, SEPReportingProgress.otherCheck
<b>Projected Frequency of Reports</b> <i>Required</i>	This section is used to mark how frequently reports will be made in measuring the student's progress towards their annual goals. Options include: <ul style="list-style-type: none"> <li>• Quarterly</li> <li>• Semester</li> <li>• Trimester</li> <li>• Other</li> </ul>	SEPReportingProgress.frequencyCheck

## Specially Designed Instruction

The Specially Designed Instruction editor lists services provided to the student in a Special Education setting. The Specially Designed Instruction editor displays on the Special Education Services section of the printed IEP.

Specially Designed Instruction List				
Sequence	Service Provided	Time	Start Date	End Date
01	Example Service	30.0/0.0	10/20/2020	10/19/2021

**Specially Designed Instruction**

Sequence:

\*Services:

\*Location of Service:

\*Start Date:

\*End Date:

\*Service Minutes:

\*Frequency:

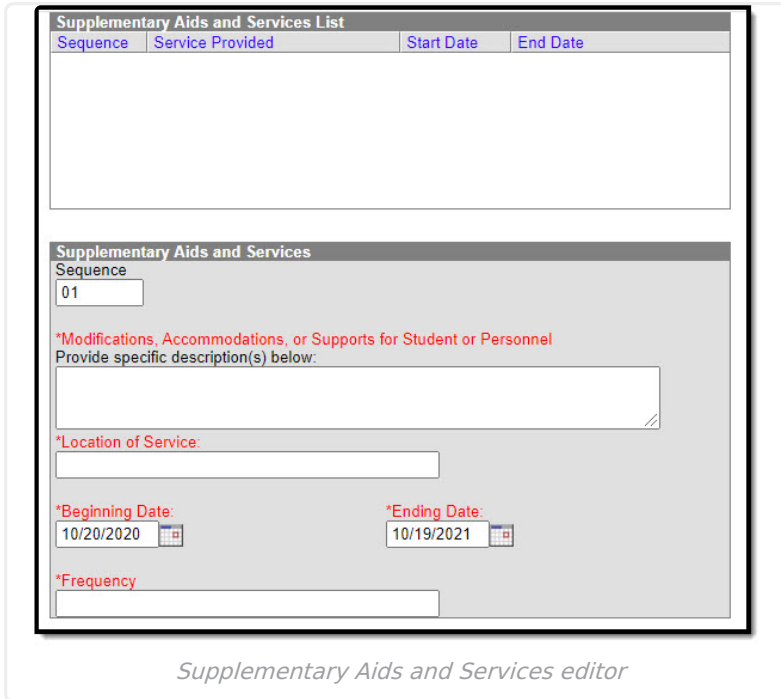
*Specially Designed Instruction editor*

▶ [Click here to expand...](#)

Field Name	Description	Database
<b>Sequence</b>	The sort order in which the Services display both in the UI and on the print format.	N/A
<b>Services Required</b>	A text field used to describe the special ed services being provided to the student in the areas for which annual goals have been written.	PlanServiceProvided.serviceID, PlanServiceProvided.serviceName
<b>Location of Service Required</b>	A text field used to describe the location where the student will receive services.	PlanServiceProvided.locationSPED
<b>Start Date Required</b>	The start date of the service.	PlanServiceProvided.startDate
<b>End Date Required</b>	The end date of the service.	PlanServiceProvided.endDate
<b>Service Minutes Required</b>	The number of service minutes that corresponds with the frequency of the services that will be provided.	PlanServiceProvided.serviceDirect
<b>Frequency Required</b>	The frequency of service to be provided for the student.	PlanServiceProvided.serviceFreqPeriod

# Supplementary Aids and Services

The Supplementary Aids and Services editor lists the accommodations and modifications made to assist the student in participating in regular education. The Supplementary Aids and Services editor displays on the Supplementary Aids and Services area on the printed IEP.



▶ [Click here to expand...](#)

Field Name	Description	Database
<b>Sequence</b>	The sort order in which the Supplemental Aids display both in the UI and on the print format.	N/A
<b>Modifications, Accommodations, or Supports for Student or Personnel</b> <i>Required</i>	A text field used to describe the modifications, accommodations, or supports being provided to the student or personnel.	PlanServiceProvided.serviceID, PlanServiceProvided.serviceName
<b>Location of Services</b> <i>Required</i>	A text field used to describe the location where the services will be provided.	PlanServiceProvided.locationSPED

Field Name	Description	Database
<b>Beginning Date</b> <i>Required</i>	The start date of the services. This field auto-populates from the initial IEP date field Education Plan editor, but it can be modified as needed.	PlanServiceProvided.startDate
<b>Ending Date</b> <i>Required</i>	The end date of the services. This field auto-populates from the IEP termination date field Education Plan editor, but it can be modified as needed.	PlanServiceProvided.endDate
<b>Frequency</b> <i>Required</i>	A text field used to describe the frequency of the service.	PlanServiceProvided.serviceDeliveryStatement

## Related Services

The Related Services editor lists developmental, corrective or other supportive services required to assist the student with a disability. The Related Services editor displays on the Related Services area of the printed IEP.

Sequence	Service Provided	Time	Start Date	End Date

**Related Service**

Sequence:

\*Service:

\*Service Type:

Service Type Description:

\*Location of Service:

\*Start Date:

\*End Date:

\*Service Minutes:

\*Frequency:

*Related Services editor*

▶ [Click here to expand...](#)

Service options are based on a hard-coded list but additional options can be added in the [Services](#) tool.

Field Name	Description	Database
<b>Sequence</b>	The sort order in which the Services display both in the UI and on the print format.	N/A
<b>Service</b> <i>Required</i>	A dropdown used to select the related special ed service being provided to the student.	PlanServiceProvided.serviceID, PlanServiceProvided.serviceName
<b>Service Type</b> <i>Required</i>	A dropdown used to select the type of service being provided to the student.	PlanServiceProvided.model
<b>Service Type Description</b>	A text field used to provide additional details concerning the service type selected.	PlanServiceProvided.comments
<b>Location of Service</b> <i>Required</i>	A text field used to describe the location where the student will receive services.	PlanServiceProvided.locationSPED

Field Name	Description	Database
<b>Start Date</b> <i>Required</i>	The start date of the service. This field auto-populates from the initial IEP date field Education Plan editor, but it can be modified as needed.	PlanServiceProvided.startDate
<b>End Date</b> <i>Required</i>	The end date of the service. This field auto-populates from the IEP termination date field Education Plan editor, but it can be modified as needed.	PlanServiceProvided.endDate
<b>Service Minutes</b> <i>Required</i>	The number of service minutes that correspond with the frequency of the services that will be provided.	PlanServiceProvided.serviceDirect
<b>Frequency</b> <i>Required</i>	The frequency of service to be provided for the student.	PlanServiceProvided.serviceFreqPeriod

## Statewide and/or District-wide Assessments

The Statewide and/or District-wide Assessments editor records student participation in assessments and whether accommodations are provided. The Statewide and/or District-wide Assessments editor displays on the Participation in Statewide and/or District-Wide Assessments section of the printed IEP.

**Assessment Participation**

\*Assessment Name: State Criterion-Referenced Test (CRT) Other Assessment Name:

\*Participation:

Yes     N/A     Alternate

*\*If the student will participate in an alternate assessment, explain why the student cannot participate in the regular assessment, and why the particular alternate assessment selected is appropriate.*

If the student will participate in regular assessment, does the student require accommodations?

No     If YES, list on "Accommodation(s) for the Nevada Proficiency Examination Program" (attach form).

List Accommodation(s):

additional time needed

*Statewide and/or District-wide Assessments editor*

▶ [Click here to expand...](#)

Field Name	Description	Database
<b>Assessment Name</b> <i>Required</i>	A dropdown used to select the name of the assessment.	SEPTTestAccommodationList.testName
<b>Other Assessment Name</b>	The name of the assessment. This option is only available when "Other" is selected in the Assessment Name dropdown.	SEPTTestAccommodationList.otherTestName
<b>Participation</b> <i>Required</i>	Indicates how the student will participate in the assessment.	SEPTTestAccommodationList.alternate
<b>If the student will participate in an alternate assessment, explain why the student cannot participate in the regular assessment, and why the particular alternate assessment selected is appropriate.</b> <i>Required if "Alternate" is selected</i>	If the Participation is marked as Alternate, this field is used to describe why the student cannot participate in the regular assessment and why the alternate is appropriate for the student.	SEPTTestAccommodationList.appropriate
<b>If the student will participate in regular assessment, does the student require accommodations?</b>	If the Participation is marked as Yes, this field indicates if the student requires test accommodations.	SEPTTestAccommodationList.appropriate

Field Name	Description	Database
<b>List Accommodation(s)</b>  <i>Required if Yes is selected for the question, "If the student will participate in regular assessment, does the student require accommodations?"</i>	If the student does require test accommodations, this field is used to describe the accommodation(s) the student needs.	SEPTTestAccommodationList.accommodations

## CRT Alternate Assessment

The CRT Alternate Assessment editor is only available and only needs to be filled out when Alternate is selected as the Participation option on the Assessment editor (previous editor). The CRT Alternate Assessment editor displays on the State Criterion-Referenced (CRT) Alternate Assessment section of the printed IEP.

**State Criterion-Referenced Test (CRT) Alternate Assessment**

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

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

Yes  No Is the student eligible for and receiving services under the Individuals with Disabilities Education Act (IDEA) through a current IEP?

Yes  No Does the student demonstrate cognitive functioning and adaptive behavior that limit full participation in the general education curriculum and state-wide assessments even with supplementary aids, accommodations, and modifications?

Yes  No Does the student require substantial supports to meaningfully access and achieve measurable gains on the State's challenging grade-level content standards?

Yes  No Does the student require extensive, direct individualized instruction to achieve measurable gains on the state's challenging grade-level content standards and to acquire, maintain, and generalize skills necessary for application in school, home, work, and community settings?

Yes  No The IEP committee's decision about the student's participation in the NAA was NOT primarily based on any of the following: a disability category or label, poor attendance or extended absences, native language, social, cultural, or economic differences, academic and other services received, educational environment or instructional setting, period of time receiving special education services, English Learner (EL) status, current or previous low academic achievement, or current or previous need for accommodations (e.g., assistive technology/AAC) to participate in general State or districtwide assessments.

Yes  No Has the IEP committee informed the parent/guardian of the consequences of the student participating in the Nevada Alternate Assessment (e.g., modified diploma vs. standard diploma) and of being evaluated against alternate achievement standards?

If the IEP team determines that all six questions accurately characterize a student's current educational program, then the Nevada Alternate Assessment should be used to provide a meaningful evaluation of the student's current academic achievement. If "yes" is not indicated in all six areas, then the student should participate in the general assessment with or without accommodations.

**ALL STUDENTS WHO ARE ENROLLED IN THE DISTRICT AND WHO MEET THE NAA PARTICIPATION CRITERIA MUST BE ASSESSED.**

Students should be assessed at the grade level in which they are enrolled and coded in the school's student data information system, and their results will be reported accordingly for accountability purposes. For example, a student participating in a fifth-grade classroom and who is coded as a fifth grader in the school's student data information system would be expected to be assessed using the fifth-grade NAA, regardless of the student's chronological age.

The NAA is administered to a student only one time during high school, in the student's eleventh-grade year. Therefore, a student eligible to take the alternate assessment and enrolled as an eleventh grader should be assessed with the NAA. Consequently, a student enrolled in a tenth-grade classroom and coded as a tenth grader in the school's student data information system would not be assessed with the NAA until that student is coded as an eleventh grader in the student data information system.

*CRT Alternate Assessment editor*

▶ [Click here to expand...](#)

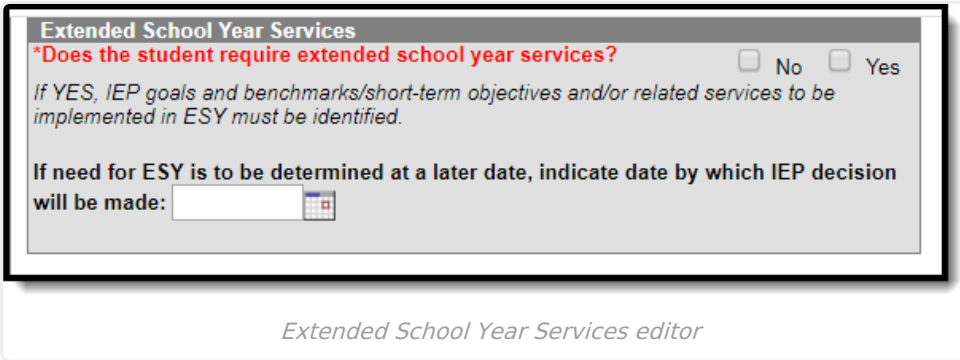


Question	Database
<p><b>Is the student eligible for and receiving services under the Individuals with Disabilities Education Act (IDEA) through a current IEP?</b></p>	SEPTTestAccommodationsZZ.tinyInt2
<p><b>Does the student demonstrate cognitive functioning and adaptive behavior that limit full participation in the general education curriculum and state-wide assessments even with supplementary aids, accommodations, and modifications?</b></p>	SEPTTestAccommodationsZZ.tinyInt3
<p><b>Does the student require substantial supports to meaningfully access and achieve measurable gains on the State's challenging grade-level content standards?</b></p>	SEPTTestAccommodationsZZ.tinyInt4
<p><b>Does the student require extensive, direct individualized instruction to achieve measurable gains on the state's challenging grade-level content standards and to acquire, maintain, and generalize skills necessary for application in school, home, work, and community settings?</b></p>	SEPTTestAccommodationsZZ.tinyInt5
<p><b>The IEP committee's decision about the student's participation in the NAA was NOT primarily based on any of the following: a disability category or label, poor attendance or extended absences, native language, social, cultural, or economic differences, academic and other services received, educational environment or instructional setting, percent of time receiving special education services, English Learner (EL) status, current or previous low academic achievement, or current or previous need for accommodations (e.g., assistive technology/AAC) to participate in general State or districtwide assessments.</b></p>	SEPTTestAccommodationsZZ.tinyInt6
<p><b>Has the IEP committee informed the parent/guardian of the consequences of the student participating in the Nevada Alternate Assessment (e.g., modified diploma vs. standard diploma) and of being evaluated against alternate achievement standards?</b></p>	N/A

## Extended School Year Services

The Extended School Year Services editor indicates if the student requires services beyond the

standard school time, such as beyond school hours or during breaks. The Extended School Year Services editor displays on the Extended School Year Services section of the printed IEP.



▶ [Click here to expand...](#)

Field Name	Description	Database
<b>Does the student require extended school year services?</b> <i>Required</i>	Indicates if the student needs extended school year services.	SEPExtendedYear.extendedYear
<b>If need for ESY is to be determined at a later date, indicate date by which IEP decision will be made:</b>	The date the decision to determine the student's need for extended school year services will be made in the future.	SEPExtendedYear.date

## Placement

The Placement editor describes the placement setting chosen for the student and justification of that placement. The Placement editor displays on the Placement section of the printed IEP.

A maximum of three placement records can be saved.

Placement editor

► [Click here to expand...](#)

Field Name	Description	Database
<b>Start Date</b> <i>Required</i>	The beginning date of the placement. Placement dates cannot overlap and must be within the plan dates.	SEPGenericForm.smallDate1
<b>End Date</b> <i>Required</i>	The last date of the placement. Placement dates cannot overlap and must be within the plan dates.	SEPGenericForm.smallDate2
<b>Placement Considerations</b> <i>Required</i>	Indicates the placement considerations made by the IEP team for the student. Options include: <ul style="list-style-type: none"> <li>• Regular class with supplementary aids and services (no removal)</li> <li>• Regular class and special education class (e.g., resource) combination</li> <li>• Self-contained program</li> <li>• Special School</li> <li>• Residential</li> <li>• Hospital</li> <li>• Home</li> <li>• Other</li> </ul>	SEPGenericForm.tinyint1, SEPGenericForm.tinyint2, SEPGenericForm.tinyint3, SEPGenericForm.tinyint4, SEPGenericForm.tinyint5, SEPGenericForm.tinyint6, SEPGenericForm.tinyint7, SEPGenericForm.tinyint8

Field Name	Description	Database
<b>Percentage of Time in Regular Education Environment</b> <i>Required</i>	The average percent of time the student spends in a regular education environment.	SEPGenericForm.vcMax2
<b>Justification for Placement Involving Removal from Regular Education Environments</b> <i>Required if the Percentage is less than 100</i>	A text field used to describe the justification for the student's placement and removal from a regular educational environment.	SEPGenericForm.vcMax3

## IEP Implementation

The IEP Implementation editor records parent acceptance of the special education participation plan. The IEP Implementation editor displays on the IEP Implementation section of the printed IEP.

**Note:** Either the first or second checkbox must be marked in order to Lock the plan.

**IEP Implementation**

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

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

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

*IEP Implementation editor*

## Enrollment Status

The Enrollment Status editor stores basic information about the student's participation in special education, including disability, status, and setting. The Enrollment Status editor displays on the Eligibility Category section of the printed IEP.

This editor must be saved before locking the plan.

**Special Ed State Reported Data Elements**  
 Note: At the point the plan is generated, a snapshot of the student data is taken. To get a fresh copy, click the button below.

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 plan. The update of the enrollment will only occur when the plan is marked completed.

State ID  
9100001785

\*Primary Disability

Secondary Disability

\*Special Ed Status

\*Special Ed Setting

Resident District  
13: Carson City

*Enrollment Status editor*

▶ [Click here to expand...](#)

Field Name	Description	Database
<b>State ID</b>	The student's state ID. This field is pulled from the Enrollment tab and cannot be modified.	PlanState.stateID
<b>Primary Disability</b> <i>Required</i>	The student's primary disability.	PlanState.disability1, PlanState.disability1Name
<b>Secondary Disability</b>	The student's secondary disability.	PlanState.disability2, PlanState.disability2Name

Field Name	Description	Database
<b>Special Ed Status</b> <i>Required</i>	<p>The student's special ed status. Options display in this dropdown based on the age and enrollment of the student:</p> <ul style="list-style-type: none"> <li>• If the student is between the ages of 3-5 by October 1 AND enrolled with a grade of PK, only the 'E' codes display in the drop down.</li> <li>• If the student is between the ages of 5-21 by October 1 AND enrolled with a grade of K or greater, only the 'B' codes display in the drop down.</li> <li>• If the student does not fit into either of those two categories, all codes display.</li> </ul>	PlanState.specialEdStatus, PlanState.specialEdStatusString
<b>Special Ed Setting</b> <i>Required</i>	The student's special ed educational environment.	PlanState.specialEdSetting, PlanState.specialEdSettingSgtring
<b>Resident District</b>	The student's district of residence. This field is pulled from the Enrollment tab and cannot be modified.	PlanState.residentDistrictNumber, PlanState.residentDistrictName

## Medicaid Consent

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

This page is not considered part of the IEP and will not include a page number upon printing. When the **Print in Plan** checkbox is marked, this editor displays on the printed document AND either the Yes or No checkbox must be marked in order to Lock the plan.

When **Print in Plan** is not marked, this editor does not display on the printed document.

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

Print in Plan

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

I understand that my consent will remain in effect until I withdraw it, and that I may withdraw my consent at any time by notifying the District. If I withdraw my consent, the District will continue to provide school health services to my child at no cost to me, the parent/guardian.

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

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

Name:

(Name of parent/guardian)

Signature:

Date:

*Medicaid Consent editor*

▶ [Click here to expand...](#)

Field Name	Description	Ad hoc
<b>Print in Plan</b>	This checkbox will print this editor in the plan. The default is unmarked.	N/A
<b>Yes/No</b>	The Yes/No checkboxes are used to indicate the parent/guardian's consent.	Learner Planning > Learning Plans > Nevada Medicaid Consent > parentGuardianConsent
<b>Name</b>	The name of the parent/guardian.	Learner Planning > Learning Plans > Nevada Medicaid Consent > name
<b>Signature</b>	The signature of the parent/guardian.	N/A
<b>Date</b>	The date the parent/guardian consented.	Learner Planning > Learning Plans > Nevada Medicaid Consent > date

## Print the IEP

Click the **Print** button on the Documents tab to generate a PDF of the student's education plan.

STATE OF NEVADA INDIVIDUALIZED EDUCATIONAL PROGRAM (IEP)		
INFORMATION		
<b>STUDENT/PARENT INFORMATION</b> Student <u>Lobatos, Angelina Aurelia</u> Sex <u>F</u> Birthdate <u>12/31/2008</u> Grade <u>04</u> Student ID # <u>12345</u> Student Primary Language <u>spa -Spanish</u> Student English Proficiency Code (optional) _____ Address <u>1330 Blaine Street, Blaine, Nevada</u> Student Phone <u>6511112222</u> LEP Status: <u>LEP</u> Federal Placement Code: _____ Federal Student Ethnicity Code: <u>1: Hispanic/Latino</u> Parent/Guardian/Surrogate <u>Maria Vidales (Mother)</u> Parent Phone (Home) <u>6511112222</u> (Work) _____ Optional: Cell <u>6513334444</u> Email _____ Primary Language Spoken at Home _____ Interpreter or Other Accommodations Needed _____ Emergency Contact/Phone Number _____ Parent/Guardian/Surrogate <u>Arnulfo Lobatos (Father)</u> Parent Phone (Home) <u>6511112222</u> (Work) <u>651556666</u> Optional: Cell <u>6517778888</u> Email _____ Primary Language Spoken at Home <u>spa -Spanish</u> Current School <u>Z01 : Gardnerville Elementary School</u> Zoned School _____	<b>ELIGIBILITY CATEGORY</b> <input type="checkbox"/> Autism Spectrum Disorder <input type="checkbox"/> Deaf/Blind <input type="checkbox"/> Developmental Delay <input type="checkbox"/> Emotional Disturbance <input type="checkbox"/> Health Impairment <input type="checkbox"/> Hearing Impairment/Deaf <input type="checkbox"/> Intellectual Disability <input type="checkbox"/> Multiple Impairments <input type="checkbox"/> Orthopedic Impairment <input type="checkbox"/> Specific Learning Disability <input type="checkbox"/> Speech/Language Impairment <input type="checkbox"/> Traumatic Brain Injury <input type="checkbox"/> Visual Impairment/Blind ELIGIBILITY DATE <u>10/10/2016</u> ANTICIPATED 3-YR REEVALUATION <u>10/09/2019</u>	<b>MEETING INFORMATION</b> DATE OF MEETING <u>12/10/2018</u> DATE OF LAST IEP MEETING <u>10/18/2016</u> <b>PURPOSE OF MEETING</b> <input type="checkbox"/> Interim IEP <input type="checkbox"/> Initial IEP <input checked="" type="checkbox"/> Annual IEP <input type="checkbox"/> IEP Following 3-Yr Reevaluation <input type="checkbox"/> Revision To IEP Dated: _____ <input type="checkbox"/> IEP Revision Without A Meeting: At the request of: <input type="checkbox"/> Parent <input type="checkbox"/> School District <input type="checkbox"/> Other: _____ IEP SERVICES WILL BEGIN <u>12/10/2018</u> ANTICIPATED DURATION OF SERVICES <u>12/28/2018</u> IEP REVIEW DATE <u>12/26/2018</u> COMMENTS _____

*Nevada IEP Print example*

## Previous Versions

[Individual Education Plan \(Nevada\) \[.2223 - .2231\]](#)