

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

Last Modified on 05/17/2023 10:01 am CDT

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

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**Classic View:** [Student Information](#) > [Special Ed](#) > [General](#) > [Documents](#)

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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...](#)

## 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 <input type="text" value="Gardnerville Elementary School"/>	School Number <input type="text" value="201"/>
Address <input type="text" value="1290 Toler Avenue Gardnerville, NV 89410"/>	
Telephone <input type="text" value="6519998888"/>	

Zoned School <input type="text"/>	Other Zoned School <input type="text"/>
--------------------------------------	--

Emergency Contact Name <input type="text" value="Maria Vidales"/>	Emergency Contact Phone Number <input type="text" value="6511112222"/>
--	---

Student Number <i>12345</i>	Grade <i>04</i>
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*Student Demographics editor*

▶ [Click here to expand...](#)

## 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.

Guardian	Name		
Mother	Jessica L Parent		
Home Phone	Work Phone	Cell Phone	
(111)111-1111	(777)777-7777	(555)555-5555	
Email jessica.l.abel@infinitecampus.com			
Primary Language Spoken at Home English			
Address 4321 Blaine Avenue Blaine, NV 89555			
Guardian	Name		
Father	Michael B Parent		
Home Phone	Work Phone	Cell Phone	
(111)111-1111	(777)666-5544	(555)444-3333	
Email michael.b.abel@infinitecampus.com			
Primary Language Spoken at Home English			
Address 4321 Blaine Avenue Blaine, NV 89555			

*Parent/Guardian Information editor*

▶ [Click here to expand...](#)

## 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 List						
<table border="1"> <thead> <tr> <th>Print in Plan</th> <th>Meeting Date</th> <th>Meeting Description</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table>	Print in Plan	Meeting Date	Meeting Description			
Print in Plan	Meeting Date	Meeting Description				
<b>Meeting Participants Editor</b> Required roles include: Parent/Guardian/Surrogate*, LEA Representative*, Special Education Teacher*, Regular Education Teacher**						
Print In Plan <input checked="" type="checkbox"/> Meeting Date <input type="text"/>						
Meeting Description <input type="text"/>						
<b>Meeting Participants Attendance Editor</b> X Link to Team Member Washington, Branda						
Last Name: Washington First Name: Branda						
Role: Parent/Guardian/Surrogate						
Attended: Yes <input type="checkbox"/> No <input type="checkbox"/> Invited: Yes <input type="checkbox"/> No <input type="checkbox"/>						
<input type="button" value="Add new team participant"/>						

Meeting Participants editor

▶ [Click here to expand...](#)

## 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
<input type="checkbox"/> 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
<input type="checkbox"/> 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.
<input type="checkbox"/> 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...](#)

# 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...](#)

## 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.

**Communication & Symbolic Factors**

1. Does the student's condition require the student's hearing or the hearing of others?

No  Yes

If YES, IEP committee must provide practical 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 as those needs relate to 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 Braille) and provide for instruction in Braille or use of Braille and must 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 context 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 intensive, highly concentrated 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...](#)

# 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...](#)

## 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...](#)

## 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

**Goal Editor**

\*Seq. #  
1

**\*MEASURABLE ANNUAL GOAL**

(including how progress toward the annual goal will be measured)

Check here if this goal supports the student's postsecondary goal(s) and identify the goal(s) to which it relates:

- Training/Education
- Employment
- Independent Living Skills
- Other

Check here if this goal will be addressed during Extended School Year Services (ESY)

*Goals and Objectives editor*

▶ [Click here to expand...](#)

## Objectives

Goals and Objectives

: 1. State Name of Deficit Area 2. Goal...

Objectives or Benchmarks can be written

**Goal**

1. State Name of Deficit Area 2. Goal statements should have five parts: (1) Direction of the behavior (e.g., increase, maintain, decrease); (2) Area of needs (e.g., reading, social skills, communication); (3) Level of attainment or success (e.g., to grade level, with 100% accuracy, or as appropriate for a typical six-year-old); (4) How progress toward the annual goal will be measured (5) As Implemented / Supported by \*\*\*Annual goals represent the IEP team's estimate of what the student can reasonably be expected to accomplish with specially designed instruction or support during the next 12 months.

**Objectives**

\*#: 0

**\*BENCHMARK OR SHORT-TERM OBJECTIVE**

Objectives or Benchmarks can be written

*Objectives editor*

▶ [Click here to expand...](#)

## 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...](#)

## Specialty Designed Instruction

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

**Specialty Designed Instruction List**

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

**Specialty Designed Instruction**

Sequence

**\*Services**

**\*Location of Service:**

**\*Start Date:**        **\*End Date:**

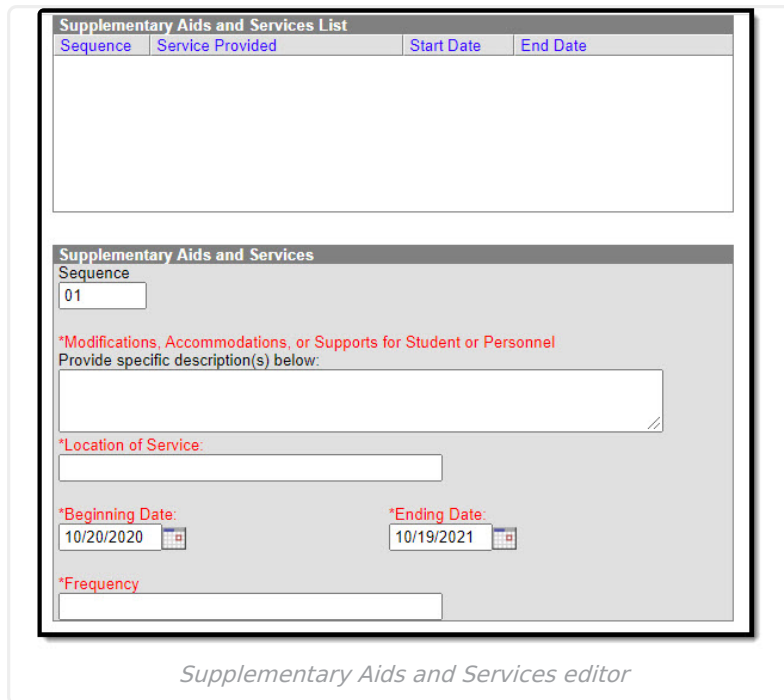
**\*Service Minutes**       **\*Frequency**

*Specialty Designed Instruction editor*

▶ [Click here to expand...](#)

# 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.



The screenshot shows a web-based editor for Supplementary Aids and Services. At the top, there is a table titled "Supplementary Aids and Services List" with columns for "Sequence", "Service Provided", "Start Date", and "End Date". Below the table is a form for editing a specific aid. The form includes a "Sequence" field with the value "01". A red asterisk indicates a required field: "\*Modifications, Accommodations, or Supports for Student or Personnel". Below this is a text area labeled "Provide specific description(s) below:". Other fields include "\*Location of Service:", "\*Beginning Date:" (with a date picker set to 10/20/2020), "\*Ending Date:" (with a date picker set to 10/19/2021), and "\*Frequency:".

*Supplementary Aids and Services editor*

▶ [Click here to expand...](#)

## 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.

Service Provided List				
Sequence	Service Provided	Time	Start Date	End Date

Related Service	
Sequence	<input type="text" value="01"/>
*Service	Assistive Technology <input type="button" value="v"/>
*Service Type	D - Direct <input type="button" value="v"/>
Service Type Description	<input type="text"/>
*Location of Service:	<input type="text"/>
*Start Date:	<input type="text" value="10/20/2020"/> <input type="button" value="calendar"/>
*End Date:	<input type="text" value="10/19/2021"/> <input type="button" value="calendar"/>
*Service Minutes	<input type="text"/>
*Frequency	week <input type="button" value="v"/>

*Related Services editor*

▶ [Click here to expand...](#)

## 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...](#)

# 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 (NACOS) 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, 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.

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 assessed using the fifth-grade NAA, regardless of the student's chronological age.

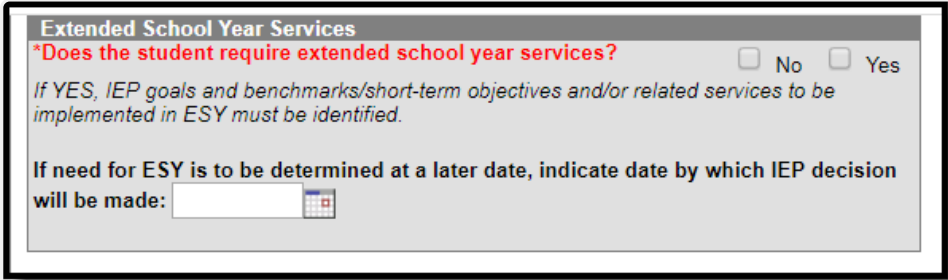
The NAA is administered to a student only one time during high school, in the student's eleventh-grade year. Therefore, a student eligible to take the alternate assessment and enrolled as an eleventh grader should be assessed with the NAA. Consequently, a student enrolled in a sixth-grade classroom and coded as a fourth 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...](#)

## 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.



**Extended School Year Services**

**\*Does the student require extended school year services?**  No  Yes

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

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

*Extended School Year Services editor*

[▶ Click here to expand...](#)

## 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 Considerations	Start Date	End Date
Regular class and special education class (e.g., resource) combination	08/22/2018	08/22/2018

Placement	Start Date	End Date
	08/22/2018	08/22/2018

**\*PLACEMENT CONSIDERATIONS:**

Select	Reject
<input type="checkbox"/>	<input type="checkbox"/> Regular class with supplementary aids and services (no removal)
<input checked="" type="checkbox"/>	<input type="checkbox"/> Regular class and special education class (e.g., resource) combination
<input type="checkbox"/>	<input type="checkbox"/> Self-contained program
<input type="checkbox"/>	<input type="checkbox"/> Special School
<input type="checkbox"/>	<input type="checkbox"/> Residential
<input type="checkbox"/>	<input type="checkbox"/> Hospital
<input type="checkbox"/>	<input checked="" type="checkbox"/> Home
<input type="checkbox"/>	<input type="checkbox"/> Other: <input type="text"/>

**\*PERCENTAGE OF TIME IN REGULAR EDUCATION ENVIRONMENT:**

The student will spend  % of his or her school day in the regular education environment

**JUSTIFICATION FOR PLACEMENT INVOLVING REMOVAL FROM REGULAR EDUCATION ENVIRONMENTS:**

Explain why the IEP goals and objectives cannot be implemented in regular education environments, including the reasons why the team rejected a less restrictive placement. Include an explanation of any harmful effects on the learning of this or other students which affected the placement selection.

Placement editor

▶ [Click here to expand...](#)

## 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.

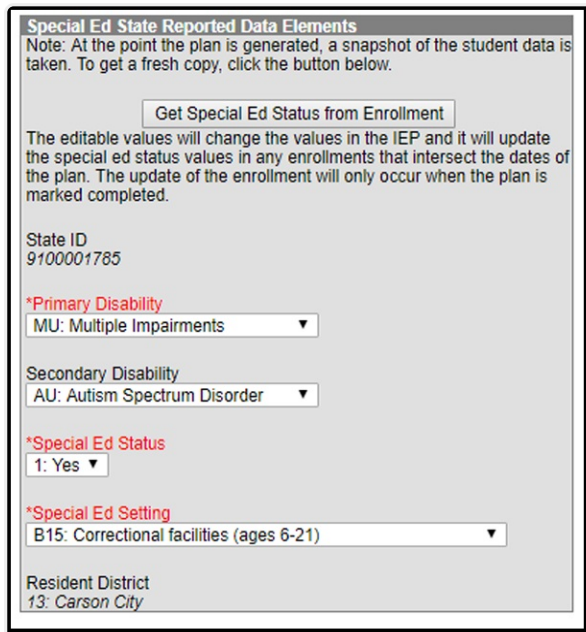
IEP Implementation
<input type="checkbox"/> As the parent, I agree with the components of this IEP. I understand that its provisions will be implemented as soon as possible after the IEP goes into effect.
<input type="checkbox"/> As the parent, I disagree with all or part of this IEP. I understand that 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.
<input type="checkbox"/> A copy of this IEP was provided to the student's parent on: <input type="text"/>

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  
MU: Multiple Impairments ▼

Secondary Disability  
AU: Autism Spectrum Disorder ▼

\*Special Ed Status  
1: Yes ▼

\*Special Ed Setting  
B15: Correctional facilities (ages 6-21) ▼

Resident District  
13: Carson City

*Enrollment Status editor*

▶ [Click here to expand...](#)

## 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...](#)

# 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)	
STUDENT/PARENT INFORMATION	INFORMATION
Student <u>Lobatos, Angelina Aurelia</u> Sex <u>F</u>	<input type="checkbox"/> Autism Spectrum Disorder
Birthdate <u>12/31/2008</u> Grade <u>04</u> Student ID # <u>12345</u>	<input type="checkbox"/> Deaf/Blind
Student Primary Language <u>spa -Spanish</u>	<input type="checkbox"/> Developmental Delay
Student English Proficiency Code (optional) _____	<input type="checkbox"/> Emotional Disturbance
Address <u>1330 Blaine Street, Blaine, Nevada</u>	<input type="checkbox"/> Health Impairment
Student Phone <u>6511112222</u>	<input type="checkbox"/> Hearing Impairment/Deaf
LEP Status: <u>LEP</u>	<input type="checkbox"/> Intellectual Disability
Federal Placement Code: _____	<input type="checkbox"/> Multiple Impairments
Federal Student Ethnicity Code: <u>1: Hispanic/Latino</u>	<input type="checkbox"/> Orthopedic Impairment
Parent/Guardian/Surrogate <u>Maria Vidales (Mother)</u>	<input type="checkbox"/> Specific Learning Disability
Parent Phone (Home) <u>6511112222</u> (Work) _____	<input type="checkbox"/> Speech/Language Impairment
Optional: Cell <u>6513334444</u> Email _____	<input type="checkbox"/> Traumatic Brain Injury
Primary Language Spoken at Home _____	<input type="checkbox"/> Visual Impairment/Blind
Interpreter or Other Accommodations Needed _____	ELIGIBILITY DATE <u>10/10/2016</u>
Emergency Contact/Phone Number _____	ANTICIPATED 3-YR REEVALUATION <u>10/09/2019</u>
Parent/Guardian/Surrogate <u>Arnulfo Lobatos (Father)</u>	MEETING INFORMATION
Parent Phone (Home) <u>6511112222</u> (Work) <u>6515556666</u>	DATE OF MEETING <u>12/10/2018</u>
Optional: Cell <u>6517778888</u> Email _____	DATE OF LAST IEP MEETING <u>10/18/2016</u>
Primary Language Spoken at Home <u>spa -Spanish</u>	PURPOSE OF MEETING
Current School <u>201 : Gardnerville Elementary School</u>	<input type="checkbox"/> Interim IEP
Zoned School _____	<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]

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