

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

Last Modified on 08/15/2023 9:34 am CDT

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

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

**Search Terms:** Special Ed Documents

The Individual Education Plan is used to capture student special education plan information and match the required documentation provided by the state of Georgia. This document describes each editor, the section(s) of the print format that include the entered information, a description of each field on the editor, and any special considerations and instructions. **The Individual Service Plan (ISP) is the same format as the IEP used for Private Schools in Georgia.**

The current print format of this document is the **GA IEP 2020 and GA ISP 2020**. Plan formats are selected in [Plan Types](#).

## Editor Home

The Editor Home lists the editors available on the student's Individual Education Plan.

\*GA IEP 2020 Push/Pull

Editor Home			
NAME	STATUS	MODIFIED BY	COMPLETED BY
Education Plan	IN PROGRESS	System Administrator 3/27/20 9:10 AM	>
Enrollment Information	IN PROGRESS	System Administrator 3/27/20 9:13 AM	>
Student Information	COMPLETE	System Administrator 3/27/20 9:14 AM	System Administrator 3/27/20 10:56 AM style="text-align: right;">>
Parent/Guardian Information	IN PROGRESS	System Administrator 3/27/20 9:16 AM	>
Team Meetings	IN PROGRESS	System Administrator 3/27/20 9:19 AM	>
PLAAFP	NOT STARTED		>
Special Factors	IN PROGRESS	System Administrator 3/27/20 9:28 AM	>

*Georgia IEP Editor Home*

Header	Description
<b>Name</b>	The name of the editor.
<b>Status</b>	The state of the editor. Statuses can be: <ul style="list-style-type: none"> <li>• <b>In Progress</b> indicates a user has entered and saved data in that editor.</li> <li>• <b>Not Started</b> is the default status for all editors.</li> <li>• <b>Complete</b> indicates a user has clicked the <b>Complete</b> button on the editor and the editor is read only. This does not lock the editor from further editing, but indicates the user considers the editor to be finished.</li> <li>• <b>Not Needed</b> indicates a user has clicked the <b>Not Needed</b> button on the editor. This is usually done for editors that do not apply to the student.</li> </ul>
<b>Modified By</b>	The date and the user by whom the editor was last edited.
<b>Completed By</b>	The date and the user who clicked the <b>Complete</b> button for that editor.

## General IEP Information

The following table lists the buttons available for the editors:


Button	Description
<b>Save</b>	Different editors have different save options. Click the arrow next to the Save & Stay button to view all saving options for any given editor. <ul style="list-style-type: none"> <li>• <b>Save</b> captures progress and navigates the user to the Editor Home or to the List Screen for List editors. See the <a href="#">Editor Types</a> section for additional information.</li> <li>• <b>Save &amp; Stay</b> captures progress and keeps the user on the current editor. This save button is the default save option and usually found within the detail screen of List editors, such as Goals and Objectives.</li> <li>• <b>Save &amp; Next</b> captures progress and navigates the user to the next editor.</li> <li>• <b>Save &amp; New</b> captures progress and creates a new record. This save button is usually found within the detail screen of a list editor, such as Goals and Objectives. See the <a href="#">Editor Types</a> section for additional information.</li> </ul>
<b>Refresh</b>	Retrieves a new copy of data from the student's record. This includes enrollment, student, parent/guardian, and team member information. This also returns any accidentally deleted people records. Manually entered fields do not change when the refresh button is clicked. The user must <b>Save</b> after clicking Refresh to capture changes. <p>A side panel displays listing all applicable Enrollment records for the student. See the <a href="#">Enrollments</a> tool documentation for additional information.</p>
<b>Cancel</b>	Navigates the user to the Editor Home screen or to the List Screen for List editors.

Button	Description
<b>Status</b> <i>i.e.</i> <i>Complete,</i> <i>Not</i> <i>Needed,</i> <i>etc.</i>	Changes the status of the editor. <ul style="list-style-type: none"> <li>• <b>Complete</b> indicates the editor is finished. This makes the editor read-only. However, this does not lock the editor from further editing. To further edit after an editor is marked Complete, the user must click <b>In Progress</b>.</li> <li>• <b>Not Needed</b> indicates the editor does not apply to the student's plan. This makes the editor read only. However, this does not lock the editor from further editing. To further edit after an editor is marked Not Needed, click the <b>In Progress</b> button.</li> <li>• <b>In Progress</b> only displays when the editor is in the Complete or Not Needed status and allows additional edits to be made.</li> </ul>
<b>Print</b>	Prints the entire plan.
<b>Editors</b>	Opens a side panel listing all the available editors and their status. Select an editor from this list to navigate to that editor or click <b>Close</b> to collapse the side panel.
<b>Previous</b>	Navigates the user to the previous editor.
<b>Next</b>	Navigates the user to the next editor.

## Editor Types


There are two types of editors available: List or Basic editors. When navigating to a Basic editor, the list of fields within the editor display. List editors display a list of all records within that editor. Clicking an existing record or the New button opens the detail view for an individual record. An example list editor is the [Goals and Objectives](#) editor.

## Padlock Icon

Only one user at a time can actively work on an editor. A person with a padlock icon  displays in the Editors side panel, Editor Home, and List Screen of list editors indicating which editors currently have users working on them. Hovering over the icon displays the name of the user who has checked out the editor, including the current user (you).

Editors that are currently being edited are read only for all other users. The name of the person working on the editor displays in the header. Once the editing user navigates away from an editor, that editor becomes available for others to work on.

## Template Banks

Certain fields within several editors have a paper icon  displays next to their name. When the icon is clicked, a side panel displays with the available library of predetermined text for that field. [Template Banks](#) are managed in System Administration.

# Editors

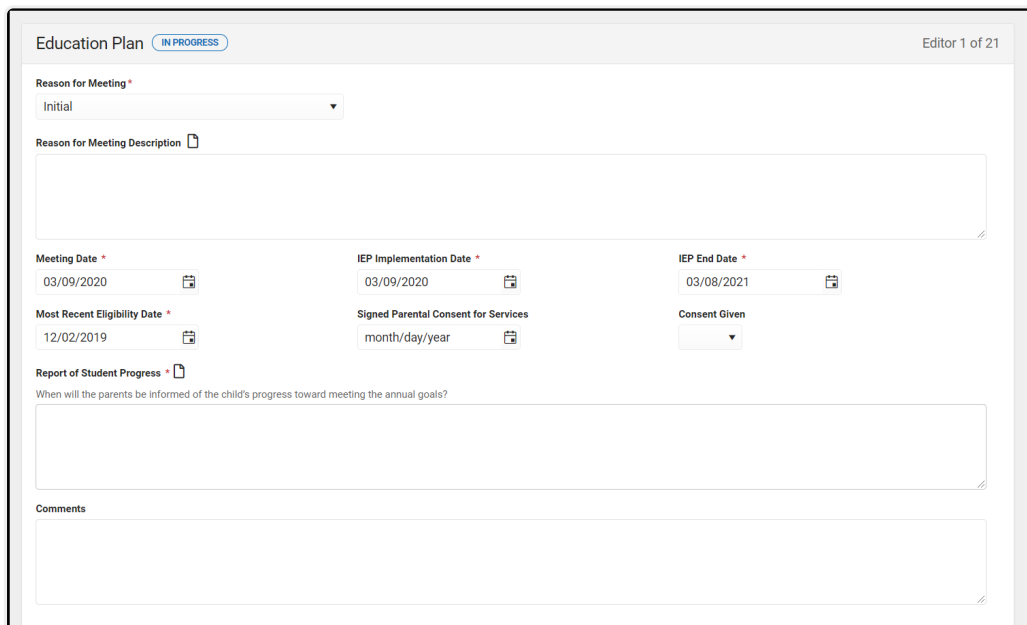
[Education Plan](#) | [Enrollment Information](#) | [Student Information](#) | [Parent/Guardian Information](#) | [Team Meeting](#) | [PLAAFP](#) | [Special Factors](#) | [Transition Service Plan](#) | [Transition Goals](#) | [Goals and Objectives](#) | [Student Supports](#) | [Assessment Determination](#) | [Specific Testing Accommodations](#) | [Services Considered](#) | [Services Inside General Ed Classroom](#) | [Services Outside General Ed Classroom](#) | [Related Services](#) | [Extended School Year](#) | [Transportation](#) | [Parent Participation](#) | [Behavior Intervention Plans](#)

The following section lists each editor and describes each field on the editor. Available editors include:

## Education Plan

The Education Plan editor includes the various dates associated with the plan, why the IEP meeting was held, and how student progress is reported.

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



The screenshot shows the 'Education Plan' editor interface. At the top, it says 'Education Plan' with a status 'IN PROGRESS' and 'Editor 1 of 21'. The form includes several fields: 'Reason for Meeting' (dropdown menu with 'Initial' selected), 'Reason for Meeting Description' (text area), 'Meeting Date' (calendar icon, value: 03/09/2020), 'IEP Implementation Date' (calendar icon, value: 03/09/2020), 'IEP End Date' (calendar icon, value: 03/08/2021), 'Most Recent Eligibility Date' (calendar icon, value: 12/02/2019), 'Signed Parental Consent for Services' (calendar icon, value: month/day/year), and 'Consent Given' (dropdown menu). Below these are 'Report of Student Progress' (text area with a question: 'When will the parents be informed of the child's progress toward meeting the annual goals?') and 'Comments' (text area).

*Education Plan Editor*

▶ [Click here to expand...](#)

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## Enrollment Information

The Enrollment Information editor reports Special Education information from the student's

## Enrollment.

If the most recent locked Evaluation for the student was created using the classic Campus style, the **Refresh** button retrieves information from the student's Enrollment record. If the most recent locked Evaluation for the student was created using the updated Campus style, the **Refresh** button retrieves the Eligibility Date(s) and Disability information from the Evaluation. All other fields still pull from the Enrollment record.

Enrollment Information IN PROGRESS Editor 2 of 21

Click Refresh to retrieve a new copy of data from a selected Enrollment record. Information entered into this editor will modify the student's current Enrollment record when the plan is locked.

Area of Exceptionality	Eligibility Date	Re-Evaluation Date
Primary Area of Exceptionality * 6: Autism	03/09/2020	03/09/2023
Secondary Area of Exceptionality	month/day/year	month/day/year
Third Area of Exceptionality	month/day/year	month/day/year
Fourth Area of Exceptionality	month/day/year	month/day/year
Fifth Area of Exceptionality	month/day/year	month/day/year

Special Ed Status      Special Ed Setting/Environment i      Resident District

*Enrollment Information editor*

▶ [Click here to expand...](#)

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## Student Information

The Student Information editor displays basic information about the student such as demographic information. This is a read-only editor.

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

Student Information IN PROGRESS
Editor 3 of 21

When a plan is generated, a snapshot of the student's information is taken from Census. Click Refresh to retrieve a new copy of data.

<b>Last Name</b> Adams	<b>First Name</b> Aubrey	<b>Middle Name</b> Lynn	<b>Suffix</b>
<b>Age</b> 9	<b>Birthdate</b> 10/11/2010	<b>Gender</b> F	<b>Home Primary Language</b> Chinese
<b>Address</b> 175 Summerbrook Road Braselton, GA 30517		<b>Student Number</b> 44778	<b>State ID</b> 1701102106

*Student Information editor*

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## Parent/Guardian Information

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

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

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

Parent/Guardian Information IN PROGRESS
Editor 4 of 21

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

**O'Neal, Adrian - Mother**

**Print Sequence**  
1 Delete

**Address**  
175 Summerbrook Road

**Home Phone** (739)789-9508x019      **Work Phone**      **Cell Phone** (837)836-6455x626

**E-mail**

**Home Primary Language** Chinese      **Interpreter Required**

*Parent/Guardian Information Editor*

▶ [Click here to expand...](#)

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## Team Meeting

The Team Meeting editor lists the team meetings held regarding the student and the participants of the meeting. Team Meetings display based on the Meeting Date. The **Print in Plan** slider must be marked On for the team meeting record to appear on the printed document.

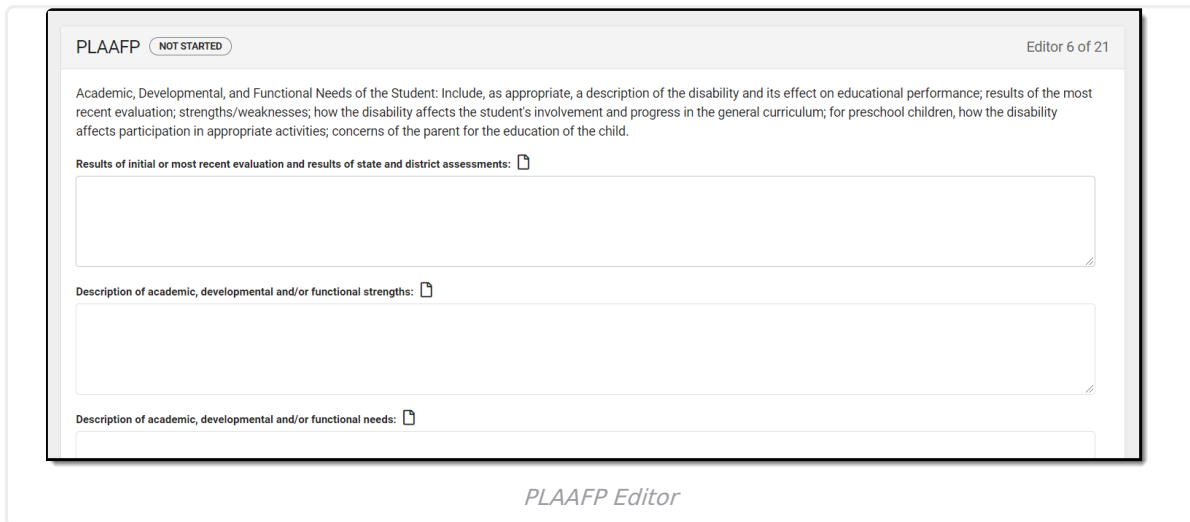
Team members added on the [Team Members](#) tool can be added to team meetings. Team members can be added manually on this editor, but are not saved in the system and have to be created each time they are included in a meeting.

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## PLAAFP

The Present Level of Academic Achievement and Functional Performance (PLAAFP) editor describes the academic, developmental, and functional needs of the student, including the student's current strengths, parental concerns, the student's needs, the results of assessments, and the impact of the student's exceptionality on their progress.



The screenshot shows the PLAAFP Editor interface. At the top left, it says "PLAAFP" with a "NOT STARTED" status indicator. At the top right, it says "Editor 6 of 21". The main content area contains the following text: "Academic, Developmental, and Functional Needs of the Student: Include, as appropriate, a description of the disability and its effect on educational performance; results of the most recent evaluation; strengths/weaknesses; how the disability affects the student's involvement and progress in the general curriculum; for preschool children, how the disability affects participation in appropriate activities; concerns of the parent for the education of the child." Below this text are three text input fields, each with a label and a small icon: "Results of initial or most recent evaluation and results of state and district assessments:", "Description of academic, developmental and/or functional strengths:", and "Description of academic, developmental and/or functional needs:". The entire form is titled "PLAAFP Editor" at the bottom.

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## Special Factors

The Special Factors editor describes other considerations that may affect the student's progress, including behavioral issues, limited English proficiency, visual or hearing impairment, communication needs, or assistive technology.

Special Factors IN PROGRESS
Editor 7 of 21

Does the student have behavior which impedes his/her learning or the learning of others?

Yes ▾

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

Behavior Intervention Plan to be discussed at next meeting

Behavior Intervention Plan developed?

No ▾

Does the student have limited English proficiency?

No ▾

Does the student have blindness/visual impairment?

No ▾

Does the student have communication needs?

*Special Factors Editor*

▶ [Click here to expand...](#)

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## Transition Service Plan

The Transition Service Plan describes the student's needs, plans, and rights in transitioning from school to post-secondary life. This editor includes current interests and course of study and the student's goals relating to education, employment and living skills.



Transition Service Plan NOT STARTED
Editor 8 of 21

**Date student entered or is projected to enter 9th grade:**

**Projected Date of Graduation:**

**The student is pursuing:**  
 ▼

**Graduation requirements explained to the parents?**  
 ▼

**Record any additional local school system graduation requirements:**

**Preferences, Strengths, Interests and Course of Study based on PLAAFP and Age Appropriate Transition Assessments.**  
Areas for consideration include course of study, post-secondary education, vocational training, employment, continuing education, adult services and community participation.

**Student preferences, strengths, interests:**

Transition Service Plan Editor

▶ [Click here to expand...](#)

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## Transition Goals

The Transition Goals editor lists measurable goals based on transition assessments related to specific areas of the student's development.

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## Goals and Objectives

The Goals and Objectives editor lists goals designed to measure the student's progress in general education curriculum. Each goal includes how the goal is measured and how success is determined.

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## Student Supports

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

Student Supports IN PROGRESS
Editor 11 of 21

To advance appropriately toward attaining annual goals; to be involved and progress in the general curriculum; to be educated and participate with other children in academic, nonacademic and extracurricular activities, the following accommodations, supplemental aids and services and/or supports for school personnel will be provided.

**Instructional Accommodations** 📄

Interpreter provided.

**Classroom Testing Accommodations** 📄

Additional time given for written exams.

**Supplementary Aids and Services** 📄

*Student Supports Editor*

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## Assessment Determination

The Assessment Determination editor indicates if the student is able to participate in regular assessment and if not, why.

Assessment Determination NOT STARTED
Editor 12 of 21

The student will participate in the following regular required assessments.

**Specific Testing Accommodations**  
 (Accommodations used for assessment must be consistent with accommodations used for classroom instruction/testing and specified in the IEP. Some accommodations used for instruction may not be allowed for statewide assessment. Refer to the GaDOE Student Assessment Handbook for the only allowable accommodations. Conditional accommodations are only allowable for students who meet eligibility criteria.) All subtests must be considered individually.

The student will participate in the Georgia Alternate Assessment (GAA)

**Eligibility Criteria for the Georgia Alternate Assessment 2.0 (GAA)**

**Step 1: Review the Eligibility Criteria for GAA**  
 Prior to reviewing the eligibility criteria for GAA, the Individualized Education Program (IEP) team must understand all assessment options, including the characteristics of each assessment and the potential implications of each assessment choice.

According to O.C.G.A 20-2-281, school districts are required to follow the procedures specified in the applicable test administration materials. As a result, the IEP team must use this form to document its assessment decisions.

*Assessment Determination Editor*

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## Specific Testing Accommodations

The Specific Testing Accommodations editor lists tests the student participates in and the modifications made to scheduling, presentation, and student response.

▶ [Click here to expand...](#)

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## Services Considered

The Services Considered editor indicates services, both inside and outside the general education setting, that were considered for the student and why those services were rejected.

Services Considered IN PROGRESS
Editor 14 of 21

**Instruction/Services in the General Ed Classroom/EC Setting** i

<input type="checkbox"/> Consultative	<input type="checkbox"/> Collaborative	<input type="checkbox"/> Co-teaching
<input type="checkbox"/> Supportive Services	<input type="checkbox"/> Related Services	

**Instruction/Services Outside the General Ed Classroom**

<input type="checkbox"/> Separate Class	<input type="checkbox"/> Separate School	<input type="checkbox"/> Home Instruction
<input checked="" type="checkbox"/> Residential	<input type="checkbox"/> Hospital/Homebound	<input type="checkbox"/> Supportive Services
<input type="checkbox"/> Related Services		

**Program**

Brownies

The explanation of the extent, if any, to which the child will not participate with peers without disabilities in the regular class and/or in nonacademic and extracurricular activities: \* 📄

Example

Services Considered Editor

▶ [Click here to expand...](#)

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## Services Inside General Ed Classroom

The Services Inside General Ed Classroom editor lists services provided to the student within a regular curriculum classroom.

Only active [Services](#) with a Type of *Class* can be included in this editor. Services, [Service Providers](#) and [Service Positions](#) are established in System Administration.

Dates must be within the scope of the plan.

▶ [Click here to expand...](#)

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## Services Outside General Ed Classroom

The Services Outside General Ed Classroom editor lists services provided to the student outside of a regular curriculum classroom in a specific special education setting.

Only active Services with a Type of *Normal Services* can be included in this editor. Services, Service Providers and Service Positions are established in System Administration.

Dates must be within the scope of the plan.

[▶ Click here to expand...](#)

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## Related Services

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

Only active Services with a Type of *Related* can be included in this editor. Services, Service Providers and Service Positions are established in System Administration.

The dates of related services auto-populates to an Initiation Date of the Meeting Date entered in the [Education Plan](#) and an End Date of the IEP End Date. Dates must be within the scope of the plan.

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## Extended School Year

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

Extended School Year NOT STARTED
Editor 18 of 21

**Factors Considered:**

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

**Summary of ESY Consideration:\***

**Is Extended School Required? \***

▼

*Extended School Year Editor*

▶ [Click here to expand...](#)

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## Transportation

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

Transportation IN PROGRESS
Editor 19 of 21

**Is Special Transportation Required?\***

Yes ▼

**Transportation Accommodations**

38: Car Seat × 9: Bus Buddy ×

**Rationale\***

*Transportation Editor*

▶ [Click here to expand...](#)

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# Parent Participation

The Parent Participation editor lists the ways in which the student's parents or guardians have been notified about the plan and what documents were provided.

Parent Participation NOT STARTED
Editor 20 of 21

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Print Signature Line:

**Notifications**

**1st Notification**

Date: \*

Notice Given By: \*

Notification Type:

Invitation  
 Reminder Notice

Phone Call  
 Other

In Person

**2nd Notification**

Date:

Notice Given By:

Notification Type:

Invitation  
 Reminder Notice

Phone Call  
 Other

In Person

*Parent Participation Editor*

▶ [Click here to expand...](#)

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# Behavior Intervention Plans

The Behavior Intervention Plan editor describes the strategies implemented to address behavior issues that may interfere with the student's education or that of others.

The **Print in Plan** slider must be marked On for the editor to appear on the printed document.

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