Create IEP

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SPED Services

Services

SPECIALLY DESIGNED INSTRUCTION

Service Provider

Service Position

Location of Service

Start Date

End Date

Service Minutes

Frequency

SUPPLEMENTARY AIDS AND SERVICES

Services

Location of Service

Start Date

End Date

Service Minutes

Frequency

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Service

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Service Type Description

Location of Service

Start Date

End Date
Nevada Department of Education

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Description
The purpose of the Special Education Data Standards document is to give Nevada schools and districts a set of guidelines for entering data into the student information system. This document provides a series of screen shots and an explanation of the data elements required for state and federal reporting needs. Data standardization is important to ensure consistency in the data across schools in districts and across districts throughout the state.

Data Standard
(Reg sites, data use, etc.)
NAC & NRS for Special Educational Programs

- 387.400-387.400
- 388.001-388.655
- Ch. 395
- AB 280-56
- NRS CH 427A (AB316)

How is data used
Data is used to meet Federal Reporting Requirements under Sec. 618 of the IDEA

- IDEA Child Count
- IDEA Exit Report
- IDEA Behavior Report
- IAES End of Year Reporting

Noted Changes for Current Year
Blank

Available ad-Hoc & Reports
Blank

Available Training
Preschool Educational Environments
- Presentation how to calculate EC Educational Environments.

IEP Guidelines
- TA document designed to assist IEP teams in developing IEPs.

IEP Modifications, Accommodations, and Supports
- TA document on Modifications, Accommodations, and Supports.

IEP and 504 Accommodations 14-15
- IEP and 504 Accommodations Form.

Extended School Year and Special Education
• TA document on Extended School Year and Special Education.
  2014-2015 NAA Administration Manual (pdf)
• Contains NAA Participation Guidelines

SpEd 1

Create IEP

Campus Path: Student Information > Special Education > General > Documents Tab

1. Select New Document

   In the Create New Document Wizard click on the check box for “Create New Plan”

2. Create New Form: from the drop list, select the appropriate NV IEP plan
   • NV IEP Data Plan
   • NV IEP With Transition:
     o in the child’s 8th grade year; or
     o when the child has reached the age of 14 years; or
     o earlier if determined appropriate
   • NV IEP Without Transition
**Education Plan**

**Meeting Type**

Select the **PURPOSE OF MEETING** by checking the appropriate box. The purpose for the meeting should correspond to the purpose set forth in the written notice of the IEP meeting.

- **Interim IEP**: Select “Interim IEP” if the purpose of the meeting is for an interim individualized educational program is being developed by a public agency for a pupil with a disability, other than a gifted and talented pupil, who is being considered for special education services if the pupil was determined to be eligible for special education by another public agency or in another state.

- **Annual IEP**: Select “Annual IEP” if the purpose of the meeting is for the annual development a pupil’s individualized educational program

**Meeting Type**

Select the purpose for the meeting should correspond to the purpose set forth in the written notice of the IEP meeting.

**Interim IEP**

**Annual IEP**

**Comments:**

**Household Information**

- **Interpreter Needed**

**Other Accommodations Needed:**

---

**Education Plan**

**Meeting Type**

Select the **PURPOSE OF MEETING** by checking the appropriate box. The purpose for the meeting should correspond to the purpose set forth in the written notice of the IEP meeting.

- **Interim IEP**: Select “Interim IEP” if the purpose of the meeting is for an interim individualized educational program is being developed by a public agency for a pupil with a disability, other than a gifted and talented pupil, who is being considered for special education services if the pupil was determined to be eligible for special education by another public agency or in another state.

- **Annual IEP**: Select “Annual IEP” if the purpose of the meeting is for the annual development a pupil’s individualized educational program
Initial IEP
Select “Initial IEP” if the purpose of the meeting is for the initial development a pupil’s individualized educational program.

IEP Following 3-Yr Reevaluation
Select “IEP Following 3-Yr Reevaluation” if the purpose of the meeting is for the development a pupil’s individualized educational program following 3-Year Reevaluation.

Revision to IEP Dated
Select “Revision to IEP Dated” if the purpose of the meeting is for an addendum to a pupil’s individualized educational program.

*Note: The Date field should be the same as the Start Date of the IEP that is being Amended.

Exit Graduation
Select “Exit Graduation” Select the appropriate Exit Code

<table>
<thead>
<tr>
<th>Code</th>
<th>BASIS OF EXIT</th>
</tr>
</thead>
<tbody>
<tr>
<td>B18</td>
<td>Standard Diploma</td>
</tr>
<tr>
<td>B19</td>
<td>Advanced Diploma</td>
</tr>
<tr>
<td>B21</td>
<td>Adjusted Diploma</td>
</tr>
<tr>
<td>B23</td>
<td>Advanced Honors Diploma</td>
</tr>
<tr>
<td>B52</td>
<td>Dropped Out</td>
</tr>
<tr>
<td>D24</td>
<td>Transferred to Regular Education</td>
</tr>
<tr>
<td>D25</td>
<td>Parent Refused Services</td>
</tr>
<tr>
<td>D40</td>
<td>Moved known to be continuing</td>
</tr>
<tr>
<td>D41</td>
<td>Moved not known to be continuing</td>
</tr>
<tr>
<td>D43</td>
<td>Reached Max Age</td>
</tr>
<tr>
<td>EB1</td>
<td>Died</td>
</tr>
</tbody>
</table>

*Note: When a student exits the Case Manager will need to contact the registrar and let them know that they will need to update the student’s special education fields in the Enrollment tab.

IEP Revision Without a Meeting
If the IEP is being REVISED WITHOUT AN IEP MEETING (§300.324(a)(4)), check the appropriate box and indicate whether the revision without an IEP meeting was requested by the parent or the school district.

Other
Select “Other” if the purpose of the meeting is for any other reason.

*Note: If “Other” is selected the user must type the purpose in the text field provided.
Comments
Use the COMMENTS to note any additional important information, e.g., that the meeting was conducted via telephone, that the meeting is being held in response to a parental request, or that the parent is not in attendance. If this page is completed in conjunction with an IEP revision, comments should reflect that unrevised content in the student’s previous IEP (specify date) remain in effect.

Date of Meeting
Record the DATE OF THE MEETING.

Date of Last IEP Meeting
Record the DATE OF LAST ANNUAL IEP MEETING that was conducted as an annual review.

IEP Services will Begin
Enter the date that IEP SERVICES WILL BEGIN (month/day/year).

*Anticipated Duration of Services
Enter the date which corresponds to the ANTICIPATED DURATION OF SERVICES (the expected length of time this IEP will be in effect).

IEP Review Date
Enter the IEP REVIEW DATE. This date must be projected to be no more than one year from the date of this IEP meeting (month/day/year).

Eligibility Date
Record the ELIGIBILITY DATE of the most recent eligibility determination (month/day/year).

Anticipated 3-Yr Reevaluation
Project the ANTICIPATED 3-YR REEVALUATION three years from the most recent eligibility determination (month/day/year).

Interpreter Needed
Interpreter Needed refers to any special arrangements needed for the parent or student to participate in the IEP meeting. If the parent or student requires an interpreter to participate in the meeting, note the arrangements that were made.

Other Accommodations Needed
Other Accommodations Needed refers to any special arrangements needed for the parent or student to participate in the IEP meeting. If the parent or student requires other accommodations to participate in the meeting, note the arrangements that were made.
Student Demographics

1. Student Information should auto populate in this box.

2. If the fields are not populated then the user can click the “Refresh Student Information” to pull the information from census.

3. If information still is not populated then the information must be first populated in the Census module.

Student Primary Language
This data is prepopulated from Census > People > Home Language

Student English Proficiency Code
• This data is prepopulated from Student Information > Program Participation > LEP > LEP Status

Assigned School Information
Type in the School Name, Number, Address, and Telephone of the Assigned School. If the Zoned School is other, then select “Other” in the drop down menu and type in the Other Zoned School.
Parent/Guardian Information

1. Parent/Guardian Information should auto populate in this box.

2. If the fields are not populated then the user can click the “Refresh Guardian Information” to pull the information from census.

3. If information still is not populated then the information must be first populated in the Census module.

Procedural Safeguards

1. 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.

2. 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.

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

a. A copy of the procedural safeguards must be provided to the parent at least once per year. (§300.504(a)) However, during the IEP meeting these rights should be explained to the parent. After the parental rights have been explained, ask the parent to check the Second box and sign the form.

b. Check the appropriate box to indicate whether the student has been informed of the transfer of rights that will occur at age 18. (§300.320(c)) This process must occur at least one year prior to the student’s 18th birthday. Consequently, if the student is 16 at the time an IEP is being developed, and there is no expectation that another IEP meeting will be held prior to the student turning 17, the rights transfer must be discussed when the student is 16; otherwise, it will not be discussed at least one year prior to reaching age 18.

Present Levels (PLAAFP)

<table>
<thead>
<tr>
<th>Print</th>
<th>New PLAAFP/PMAGs</th>
<th>Continue</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plan Outline / IEPs</td>
<td>Present Levels of Academic Achievement and Functional Performance</td>
<td></td>
</tr>
<tr>
<td>Education Plan</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Demographics</td>
<td></td>
<td></td>
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<tr>
<td>Parent/Guardian Information</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Procedural Safeguards</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Present Levels (PLAAFP)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Strengths, Concerns, Interests, and</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**PLAAFP Assessment**

*Sequence #*

*ASSESSMENT CONDUCTED*

*ASSESSMENT RESULTS*

*EFFECT ON STUDENT'S INVOLVEMENT AND PROGRESS IN GENERAL EDUCATION CURRICULUM OR, FOR EARLY CHILDHOOD STUDENTS, INVOLVEMENT IN DEVELOPMENTAL ACTIVITIES*

**Sequence**

Use this field to sequence the order of Assessments listed.

**Assessment Conducted**

Write the name of the assessment that provide pertinent information for the development of the IEP. This may include formal or informal methods, norm- or criterion-referenced tests, classroom observations, student work samples, teacher-made or other achievement tests, recent evaluations, behavior rating scales, performance data from regular education teachers, parental input, etc.

**Assessment Results**

Describe the assessment results corresponding to the assessments conducted. Build a profile of the student's current abilities.
EFFECT ON STUDENT'S INVOLVEMENT AND PROGRESS IN THE GENERAL CURRICULUM OR, FOR EARLY CHILDHOOD STUDENTS, INVOLVEMENT IN DEVELOPMENTAL ACTIVITIES

Describe how the student's disability affects his or her involvement and progress in the general curriculum. For early childhood students, focus on the student's involvement in appropriate developmental activities. Information recorded here should relate to the assessment results. In describing the student's current and anticipated level of participation in the general curriculum, consider the following:

a) If the student is currently participating in regular education classes, the regular education teacher(s) must be consulted regarding the student's performance relative to the classroom expectations. The regular education teacher(s) should share information regarding the accommodations, modifications, or supports that are currently being provided or might be required in order for the student to participate meaningfully in the general curriculum.

b) If instruction in the general curriculum is being provided in a resource or self-contained setting, regular education teachers should be consulted regarding curriculum content and achievement level expectations.

c) If the student has not participated in the general curriculum due to the nature and severity of his or her disability, information about the student's performance in applied academics, functional academics, vocational skills training, and other alternative programs will also be useful to the team.

Strengths, Concerns, Interests, and Preferences

<table>
<thead>
<tr>
<th>Strengths, Concerns, Interests, and Preferences</th>
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<tbody>
<tr>
<td><strong>STATEMENT OF STUDENT STRENGTHS:</strong></td>
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<tr>
<td><strong>STATEMENT OF PARENT EDUCATIONAL CONCERNS:</strong></td>
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<td></td>
</tr>
<tr>
<td><strong>STATEMENT OF STUDENT’S PREFERENCES AND INTERESTS:</strong></td>
</tr>
<tr>
<td>(required if transition services will be discussed, beginning at age 14 or younger if appropriate)</td>
</tr>
<tr>
<td></td>
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<tr>
<td>If student was not in attendance, describe the steps taken to ensure that the student's preferences and interests were considered</td>
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</tbody>
</table>
STATEMENT OF STUDENT STRENGTHS (§300.324(a)(i))

Formulate a statement of student strengths to capture key information that can be utilized in developing goals and objectives. A student's strengths are revealed through assessments, observations, and other data; strengths are also revealed through input from parents, teachers, and others who have worked with the student. Input from the student is also important in reflecting strengths.

STATEMENT OF PARENT EDUCATIONAL CONCERNS (§300.324(a)(ii))

Complete the statement to reflect the parents' concerns as they relate to the student's educational success. This information should be taken into consideration when determining IEP services.

STATEMENT OF STUDENT'S PREFERENCES AND INTERESTS (§300.321(b)(2))

Write a statement of student's preferences and interests if transition services are being discussed, beginning when the student is 14 or younger if appropriate. This information may be collected before the meeting or solicited from the student during the meeting. If transition will be discussed at the meeting, the student must be invited. (§300.321(b)(1)) Also, the written notice of the IEP meeting must specify that transition services will be discussed and that the student is being invited. (§300.322(b)(i))

CONSIDERATION OF SPECIAL FACTORS (§300.324(a)(2); §300.324(b)(2)); NAC388.284, NRS §388.477, AB 341

- Check Yes or No to indicate the team's consideration of each of the six special factors in this section.

- Each of these factors may impact the development of a student's IEP. If the team chooses Yes for any of the factors, address this factor in the student's IEP. The team may address special factors in a variety of ways, including goals and objectives, behavior plans, supplementary aids and services, related services, accommodations, or modifications.

- If the student is deaf or hard of hearing the IEP committee must consider all of the following options for item #5 in accordance with NRS §388.477. If the student has been found eligible for a specific learning disability and dyslexia then the IEP committee must consider all of the
following options for item #5 in accordance with AB 341.
Transition

**DIPLOMA OPTION SELECTED FOR GRADUATION (NAC §389)**
Check the box that reflects the IEP team's decision regarding the appropriate diploma option for the student. The team must select an option beginning at age 14 and review this choice annually.

- **Standard or Advanced High School Diploma**
  Check box if student will complete all applicable credit requirements and pass the EOC (with permissible accommodations as needed)

- **Adjusted High School Diploma**
  Check box if student will receive an adjusted High School Diploma for completion of IEP requirements.

**STUDENT'S VISION FOR THE FUTURE**
Include the 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 (NAC §388.284.1(e))**
Describe the anticipated course of study the student will be pursuing (such as participation in advanced placement courses or a vocational education program) that will promote movement to postsecondary goals. In completing this section, focus attention on how the student’s educational program can be planned to help the student make a successful transition to his/her goals for life.
after secondary school. Consider the relationship of the course work selected to the student’s preferences and interests [described in the vision statement and statement of measurable postsecondary goals] as well as present levels of academic achievement and functional performance. As indicated on the form the student’s course of study is to be determined beginning at age 14 or younger if determined by the team.

**STATEMENT OF MEASURABLE POSTSECONDARY GOALS (§300.320(b)(1))**

a. Measurable postsecondary goals must be written, at a minimum, for Training/Education and Employment.

b. The descriptions reflect what the student wants to do after high school—the descriptions are measurable if the accomplishment of the postsecondary goal could be verified at some point in the future (e.g., whether or not a student obtained employment as an electrician).
STATEMENT OF TRANSITION SERVICES: COORDINATED ACTIVITIES
(§300.320(b)(2))

<table>
<thead>
<tr>
<th>Transition Services</th>
<th>Instruction</th>
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Any Other Agency Involvement(Optional) ____________

<table>
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<tr>
<th>Related Services</th>
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Any Other Agency Involvement(Optional) ____________

<table>
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<tr>
<th>Community Experiences</th>
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Any Other Agency Involvement(Optional) ____________

<table>
<thead>
<tr>
<th>Employment and Other Post-School Adult Living Objectives</th>
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Any Other Agency Involvement(Optional) ____________

<table>
<thead>
<tr>
<th>Acquisition of Daily Living Skills and Functional Vocational Evaluation</th>
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<td></td>
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</table>

Any Other Agency Involvement(Optional) ____________

<table>
<thead>
<tr>
<th>Other</th>
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</table>

Any Other Agency Involvement(Optional) ____________

**Instruction**

Instruction is the use of formal techniques to impart knowledge. It is typically provided in schools (e.g., regular education classes, academic instruction, tutoring arrangements, etc.). Instructional activities may be provided by various entities or in other locations (e.g., adult basic education, 2+2 programming, post-secondary schools).

**Related Services**

Enter services necessary to assist the student to benefit from specially designed instruction.
Describe areas where related services are being provided that support attainment of postsecondary goals. E.g. (RS in counseling supports positive student: peer interactions and positive student: adult interactions)

Community Experiences
Community experiences are those services provided outside of the school building, in the community settings, or perhaps by schools or other agencies (e.g., community-based work experiences, job site training programs, banking, shopping, transportation, community counseling, recreational services, independent living centers, adult service providers, etc.).

Employment and Other Post-School Adult Living Objectives
Employment and other post-school adult living objectives are services that lead to a job or career. The objectives may also include adult activities that are done infrequently, such as registering to vote, doing taxes, renting a home, accessing medical services, SSI, filing for insurance, etc. The school or other entities could provide these activities.

Acquisition of Daily Living Skills and Functional Vocational Evaluation
- Daily living skills are those activities adults do every day (e.g., preparing meals, budgeting, maintaining a home, paying bills, caring for clothes, personal grooming etc.). The school or other entities could provide these activities.
- Functional vocational evaluation is an assessment process that provides information about job or career interests, aptitudes and skills. It may be gathered through situational assessments, observations, or formal measures. It should be practical. Schools or other entities could provide these activities.

Other
Use this area to add any other Agency involvement with the student (Optional).

*Note: The above options must be addressed but can say “none needed.”

Goals and Objectives

Select “New Plan Goal”
MEASURABLE ANNUAL GOAL (§300.320(a)(2))

a) Annual goals are developed for each area of need identified by the IEP team in the PLAAFP; STRENGTHS, CONCERNS, INTERESTS, AND PREFERENCES; and the STATEMENT OF TRANSITION SERVICES.

b) There is a one-to-one correspondence between identified need, current performance level, and annual goal. 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. Annual goals reflect the IEP team's judgment, based on current levels of performance, potential for learning, and rate of development, regarding what the student should accomplish. The team answers the question, "With specially designed instruction, what do we expect the student to do or know at the end of the next 12 months?"

c) Goal statements should have four parts:
   a. Direction of the behavior (e.g., increase, maintain, decrease);
   b. Area of needs (e.g., reading, social skills, communication);
   c. Level of attainment or success (e.g., to grade level, with 100% accuracy, or as appropriate for a typical six-year-old);
   d. How progress toward the annual goal will be measured.

d) The measurable annual goals should relate to meeting the student's needs that result from the student's disability to enable the student to be involved in and progress in the general curriculum and meeting each of the student's other educational needs that result from the student's disability. (Appendix A, Question 1)
e) Beginning not later than the first IEP to be in effect when the student is 16, the IEP must include measurable goals that support the student's postsecondary goal(s) in the areas of training/education, employment, and (as appropriate) independent living skills. Check applicable boxes to indicate the areas addressed.

f) If an IEP team determines that a student will receive Extended School Year (ESY) services, check applicable boxes to indicate the goal(s) that will be addressed during ESY.

**STATEMENT OF TRANSITION SERVICES: COORDINATED ACTIVITIES (§300.320(b)(2))**

a) Write a statement of transition strategies or activities to work toward the measurable postsecondary goals already identified. The statement must address each type of coordinated activity: instruction, related services, community experiences, the development of employment and other post-school adult living objectives; and, if appropriate, acquisition of daily living skills and a functional vocational evaluation.

b) Develop measurable annual goals and benchmarks or short-term objectives in the IEP for each strategy or activity the district will provide.

c) Consider the following information inputted in the Transition Services editor.

**Objectives**

Use this fields to sequence the order of Assessments listed.

**BENCHMARK OR SHORT-TERM OBJECTIVE** (NAC §388.284.1(b))

Each annual goal must include either benchmarks or short-term objectives. The purpose of both is to enable a student's teachers, parents, and others involved in developing and implementing the IEP to gauge, at intermediate times during the year, how well the student is progressing toward achievement of the annual goal. An IEP team may use either short-term objectives or benchmarks or a combination of the two depending on the nature of the annual goals and the needs of the student.
a. **BENCHMARK.** IEP teams may develop benchmarks, which can be thought of as describing the amount of progress the student is expected to make within specified segments of the year. Generally, benchmarks establish expected performance levels that allow for regular checks of progress that coincide with the reporting periods for informing parents of the student's progress toward achieving the annual goals.

b. **SHORT-TERM OBJECTIVE.** Alternatively, IEP teams may develop short-term objectives that generally break the skills described in the annual goal down into discrete components.

**Methods for Reporting Progress** \(§300.320(a)(3))

<table>
<thead>
<tr>
<th>Method for Reporting Progress</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>METHOD FOR REPORTING THE STUDENT'S PROGRESS TOWARD MEETING ANNUAL GOALS</em> (check all methods that will be used)</td>
</tr>
<tr>
<td>IEP Goals Pages</td>
</tr>
<tr>
<td>Specialized Progress Report</td>
</tr>
<tr>
<td>Other</td>
</tr>
</tbody>
</table>

*PROJECTED FREQUENCY OF REPORTS*

<table>
<thead>
<tr>
<th>Method</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>IEP Goals Pages</td>
<td>Quarterly</td>
</tr>
<tr>
<td>Specialized Progress Report</td>
<td>Semester</td>
</tr>
<tr>
<td>Other</td>
<td></td>
</tr>
</tbody>
</table>

**METHOD FOR REPORTING THE STUDENT'S PROGRESS TOWARD MEETING ANNUAL GOALS**

a. State and federal law require that the IEP team determine how the student's parents will be regularly informed (such as through the use of quarterly or other periodic reports, or other means) of their child's progress toward the annual goals. \(§300.347(a)(7))

b. Check the boxes to reflect the methods by which progress will be reported. More than one method may be selected.

**PROJECTED FREQUENCY OF REPORTS**

Check the box to project the frequency of reports.

**SPED Services**
• Click on New Service Provided

<table>
<thead>
<tr>
<th>SPED Services</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Service Position</td>
<td></td>
</tr>
<tr>
<td>Location of Service</td>
<td></td>
</tr>
<tr>
<td>*Start Date:</td>
<td>01/10/2017</td>
</tr>
<tr>
<td>*End Date:</td>
<td>01/10/2017</td>
</tr>
<tr>
<td>*Service Minutes</td>
<td></td>
</tr>
<tr>
<td>*Frequency</td>
<td></td>
</tr>
</tbody>
</table>

**Services**

**SPECIALLY DESIGNED INSTRUCTION (§300.320(a)(4))**

- Federal regulations require a statement of the special education services that will be provided for the student to advance appropriately toward attaining the annual goals; to be involved and progress in the general curriculum and to participate in extracurricular and other nonacademic activities; and to be educated and participate with other students with disabilities and nondisabled students in these activities.

- This section summarizes the special education services to be provided to the student in the areas for which annual goals have been written. Describe the area in which specially designed instruction will be provided. While teaching and related service methodologies or approaches are appropriate topics for discussion and consideration by the IEP team, they are not expected to be written into the IEP. In general, changing a particular method or approach would not necessitate an additional IEP meeting. (Congressional Committee Report, HR-5, 1997)

- If a student will receive specialized instruction in an academic content area, write the content area in this column (e.g., Math, English/Language Arts, Science). If a student is receiving specially designed instruction in other areas, write the focus of the specially designed instruction in this column (e.g., study skills, vocational skills, community-based functional skills).

**Service Position**

Select the position of the staff member who will be providing the services.

**Location of Service**

Describe the location where the services will be provided. The location of services in the context of an IEP generally refers to the type of environment that is the appropriate place for provision of the service. For example, the specially designed instruction may be provided in the student's regular classroom or in a resource room.
Start Date
Enter the date when the specially designed instruction is scheduled to begin. In most instances, this date will correspond to the IEP initiation and the date IEP Services will begin on the first page of the IEP.

End Date
Enter the date when the specially designed instruction is scheduled to end. In most instances, this date will correspond to the IEP termination and the Anticipated Duration of Services noted on the first page of the IEP.

Service Minutes
Provide the number of service minutes that corresponds with the frequency of the services that will be provided.

Frequency
In the drop down menu select how often the services will be provided.

SUPPLEMENTARY AIDS AND SERVICES (§300.320(a)(4))

- Click on New Service Provided
Services

Enter the supplementary aids and services, program modifications or supports that for school personnel that will be provided for the student.

Note: (MODIFICATION, ACCOMMODATION, OR SUPPORT FOR STUDENT OR PERSONNEL)

- Federal regulations require a statement of the supplementary aids and services and program modifications or supports for school personnel that will be provided for the student to advance appropriately toward attaining the annual goals; to be involved and progress in the general curriculum and to participate in extracurricular and other nonacademic activities; and to be educated and participate with other students with disabilities and nondisabled students in these activities.

- Describe each appropriate MODIFICATION, ACCOMMODATION, OR SUPPORT FOR STUDENT OR PERSONNEL; alternatively, select the number from the supplemental list titled "Modifications, Accommodations, and Supports" and enter the corresponding number in this row. If the modification, accommodation, or support is needed in a specific content area, specify the area(s). For example, if a student has difficulty in reading and requires more time to take tests that require reading, specify the content areas (e.g., history, social studies) where the accommodation for test-taking will be provided. Some of the items listed require additional descriptions. If these items are referred to by number on the IEP, the additional description must be provided. For example, number 7, "Special Seating," requires a description of the nature of the seating for an individual student. The row could be completed as follows: #7, in front row for all regular classes.

- If the supplemental list is used, a copy must be attached to the IEP and given to the parent so that the references are clear. In general, accommodation involves adapting instructional strategies (materials, manner of presentation, grouping format) and/or the classroom environment (seating arrangements, lighting, sound, etc.) for students with special needs. Classroom accommodations can be made across educational settings, such as the regular education classroom, the resource room, and special classes.

- In general, modification means changing the program/curriculum when reasonable accommodations will not be effective in allowing the student to participate in the regular education classroom. Modifications are greater or more extensive changes that significantly alter the scope or content of the general education curriculum and are based on the student's need for such changes.

- See NDE Guidance HERE
Location of Service
Describe the location where the services will be provided. The location of services in the context of an IEP generally refers to the type of environment that is the appropriate place for provision of the service. For example, the specially designed instruction may be provided in the student's regular classroom or in a resource room.

Start Date
Enter the date when the specially designed instruction is scheduled to begin. In most instances, this date will correspond to the IEP initiation and the date IEP Services will begin on the first page of the IEP.

End Date
Enter the date when the specially designed instruction is scheduled to end. In most instances, this date will correspond to the IEP termination and the Anticipated Duration of Services noted on the first page of the IEP.

Service Minutes
Provide the number of service minutes that corresponds with the frequency of the services that will be provided.

Frequency
In the text field describe how often the services will be provided.

RELATED SERVICES (§300.320(a)(4)), (NAC 388.101)

Click on New Service Provided
Service
Select the related services that are necessary for the student to benefit from special education.

Service Type
Select A for assessment services, C for consultative services, or D for direct services.

Service Type Description
If other service delivery models are used, provide a description.

Location of Service
Describe the location where the services will be provided. The location of services in the context of an IEP generally refers to the type of environment that is the appropriate place for provision of the service. For example, the specially designed instruction may be provided in the student's regular classroom or in a resource room.

Start Date
Enter the date when the specially designed instruction is scheduled to begin. In most instances, this date will correspond to the IEP initiation and the date IEP Services will begin on the first page of the IEP.

End Date
Enter the date when the specially designed instruction is scheduled to end. In most instances, this date will correspond to the IEP termination and the Anticipated Duration of Services noted on the first page of the IEP.

Service Minutes
Provide the number of service minutes that corresponds with the frequency of the services that will be provided.

Frequency
In the drop down menu select how often the services will be provided.
Statewide and/or District-wide Assessments  (§300.320(a)(6))

Click on New Service Provided

Assessment Name
Select the assessment name; State Criterion-Referenced Tests, the End of Course Exams, College and Career Readiness Assessment or Other.

*NOTE: Accommodations not specifically listed (those that might be added as "Other") must be approved individually by the Nevada Department of Education to assure a valid administration of the test. Accommodations for participation in district-wide tests must be in accordance with district guidelines.

- State Criterion-Referenced Test (CRT)
  - Option for participation in the NAA is provided when you select the CRT.
  - If Alternate box is check then you must fill out the CRT Alternate Assessment Editor
- End of Course Exams
- College and Career Readiness Assessment
- Other
Other Assessment Name

If Assessment Name option of “Other” was selected enter the name of the Assessment Name in this field.

Participation

Select how the student will participate in the state or district-wide assessments listed. NA applies if during the period of time covered by the IEP, the student will not be in the grade in which a particular assessment is administered.

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

Select Yes or No if the student will participate in regular accommodations.

*Note: Occasionally, an IEP team may decide that there would be value in testing a student even though the provision of modifications will lead to an invalid administration. Write these modifications on the bottom of the "Accommodation(s) for the Nevada Proficiency Examination Program" form and attach to the IEP.

List Accommodation(s)

List on "Accommodation(s) for the Nevada Proficiency Examination Program"

*Note: This list comes from the completed "Accommodation(s) for the Nevada Proficiency Examination Program" form for each student participating in a state assessment and attach to the IEP to reflect testing decisions made for the student.

*Note: The "Accommodation(s) for the Nevada Proficiency Examination Program” form should be scanned and staple to the IEP. (when this form is stapled to the IEP then it is acceptable to enter the statement “see attached form” in this field.)
CRT Alternate Assessment
*Note you must fill out this editor of the “Alternate” check box was selected for the CRT.

Students who qualify for the Nevada Alternate Assessment (NAA) and the College and Career Readiness Assessment (CCRA)

On November 20, 2014 the Nevada Department of Education release a memo on CCRA and IDEA guidelines. The following instruction below are based on the guidance from the afore mentioned memo and are NDE’s recommendation for documenting students who are using the NAA as the alternate CCRA.

1) Select “College and Career Readiness Assessment” in the “*Assessment Name:*” drop list.
2) Check the box next to “Alternate.” When you click the box a box will appear stating “You must fill the CRT Alternate Assessment in the next editor.” Click OK.

3) Click the “Save Button”

4) In the “State Criterion-Referenced Test (CRT) Alternate Assessment” editor complete the Questions to Guide the Decision-Making Process to Determine Whether a Student Participates in the Nevada Alternate Assessment.

5) 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 in the text field below:
6) Click on the “Save & Continue” button

Extended School Year Services

<table>
<thead>
<tr>
<th>Extended School Year Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>*Does the student require extended school year services?</td>
</tr>
<tr>
<td>If YES, IEP goals and benchmarks/short-term objectives and/or related services to be implemented in ESY must be identified.</td>
</tr>
<tr>
<td>If need for ESY is to be determined at a later date, indicate date by which IEP decision will be made:</td>
</tr>
</tbody>
</table>
EXTENDED SCHOOL YEAR SERVICES (§300.106)
Extended school year services must be provided only if a student's IEP team determines, on an individual basis, that the services are necessary for the provision of a free appropriate public education to the student. A school district may not limit extended school year services to particular categories of disability or unilaterally limit the type, amount, or duration of those services. (§300.106(a)(2-3))

a. If the IEP has determined whether the student requires extended school year services, check the box to reflect the team's decision. Develop appropriate goals and benchmarks or short-term objectives, or indicate whether existing goals will be addressed during extended school year services (see box to check in goals section), and describe any special education services, related services, or supplementary aids and services that will be provided.

b. If the timing of the current IEP is such that the need for extended school year services should be considered at a later date, indicate the date by which the IEP team will reconvene to make the necessary decisions and plans.

Placement

PLACEMENT CONSIDERATIONS:

Select  Reject
☐ ☐  Regular class with supplementary aids and services (no removal)
☐ ☐  Regular class and special education class (e.g., resource) combination
☐ ☐  Self-contained program
☐ ☐  Special School
☐ ☐  Residential
☐ ☐  Hospital
☐ ☐  Home
☐ ☐  Other

*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 ENVIRONMENT:
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 decision.

*Regular education environments include academic classes (which might include field trips related to the curriculum), nonacademic settings (such as recess), and extracurricular activities (for example, sports, after-school clubs, band, etc.)

PLACEMENT CONSIDERATIONS
Check boxes to reflect any placements actually considered by the IEP team. (NAC §388.284(1)(k))
PERCENTAGE OF TIME IN REGULAR EDUCATION ENVIRONMENT
Calculate and list the average percentage of time this student will spend in the regular education environment.

JUSTIFICATION FOR PLACEMENT
INvolving removal from regular education environments
(§300.320(a)(5))
The team must explain why the student's IEP cannot be implemented in the regular education environment with the use of supplementary aids and services. Factors to consider relate to needs for specialized curriculum and instruction; highly individualized instructional methods and materials; extraordinary teacher expertise; frequency and intensity of staff intervention and support; and structured environments to support social/behavioral needs. This is not an exhaustive list of considerations, nor is it as specific as justification statements for a particular student should be. Justifications must be individualized and relate to each student's particular needs. Statements to avoid:

1. Statements that merely name or describe the student's disability category.
2. Statements that are too general and that do not justify removal from regular education settings based upon each student's unique needs.
3. Justification statements that rely solely on accommodations that can clearly be met in a less restrictive setting such as "a small group setting" or "1:1 instruction."

Placements that require removal of the student from regular classes must be justified in the student's IEP. Special classes, separate schooling, or other removal of students with disabilities from the regular educational environment can only occur if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily. (§300.114) In selecting the least restrictive environment, consideration must be given to any potential harmful effect on the student or on the quality of services that he or she needs. (§300.116(d)) A student with a disability may not be removed from education in age-appropriate regular classrooms solely because of needed modifications in the general curriculum. (§300.116(e))

IEP Implementation

IEP Implementation

a. The IEP team should work toward consensus in making IEP decisions, but the school district has the ultimate responsibility to ensure that the IEP includes the services the student needs in order to receive a free appropriate public education. If the team cannot reach consensus, the public agency must provide the parents with prior written notice of the school district's proposals or
refusals, or both, regarding the student’s educational program, and the parents have the right to seek resolution of any disagreements by initiating an impartial due process hearing.

b. At the conclusion of the meeting, the parent may check either the second box (agree) or the third box (disagree) to indicate whether a consensus has been reached. If the parent does not wish to check either box, the school district must still determine whether a consensus has been reached, and follow the applicable procedures outlined above.

*Note: There is no legal requirement for parents to sign IEPs. It is a convenient method for documenting participation and for clarifying whether parents are in consensus with the provisions of the IEP. If the parent declines to complete and sign this section of the IEP, the district must evaluate whether consensus has been reached and must take the appropriate steps outlined above.

**DOCUMENTATION THAT COPY WAS PROVIDED TO PARENT**
Use this line to document that a copy of the IEP was provided to the parent

**Enrollment Status**

![Image of Enrollment Status form]

**Primary Disability**
Click ‘Get Special Ed Status from Enrollment’ button to auto-populate the Primary Disability as Read only from student’s enrollment.
Special Ed Status

From the drop list, select the option that defines the student’s status within the special education process at a specific school location and assists in the determination as to whether this student will be included in the school’s Child Count.

Special Ed Status Chart

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>No</td>
<td>Student no longer receives special education services (e.g., withdrawal, graduation, dropped out, exiting from Special Education services).</td>
</tr>
<tr>
<td>1</td>
<td>Yes</td>
<td>Student is actively enrolled in special education</td>
</tr>
</tbody>
</table>

Special Ed Setting

Special Ed Setting: The “Special Ed Setting” is the students Educational Environment based on the student’s age on October 1st of the reporting year.

For students ages 3 through 5 use the appropriate code E1-E9. “Special Ed Setting” is defined as “the program in which children ages 3 through 5 attend and the setting in which these children receive special education and related services.”

For students ages 6 through 21 use the appropriate code B9-B16. “Special Ed Setting” is defined as “the setting in which children ages 6 through 21 receive special education and related services.”

For students who are 5 and going to be turning 6 during the reporting year the “Special Ed Setting” is determined by calculating the student’s age on October 1st in order to select the correct “E” or “B” code.

- If the student turns 6 on or before October 1st of the reporting year a “B” code must be selected.
- If the student turns 6 after October 1st of the reporting year a “E” code must be selected.

*NOTE: See Special Ed Setting guidance below via the Special Ed Setting table and EC Special Ed Decision tree.

Saving and Locking IEP

Once all of the required fields have been completed click the “Save” button

- After the IEP Meeting has been held and the IEP has been completed and saved the user will need back on the “Documents” tab
- Find the unlocked IEP and click once on the IEP so that it is highlighted
• Once the IEP has been highlighted click on the “Lock/Unlock” button.

• A pop up box will appear with the message “Locking this document will prevent future changes from being made. Users may still view and print a read-only version. Are you sure you want to lock this document?”

*NOTE: Once the IEP is locked it can only be unlocked by a special education administrator.

*NOTE: An IEP needs to be locked for Infinite Campus to know that this is a student with an IEP and for the student to appear on Federal and State Reports.

• Press the “OK” button to lock the IEP.

Special Ed Setting Chart

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>E1</td>
<td>Reg EC Prog &gt;= 10 hrs wk/srvcs in Reg EC</td>
</tr>
<tr>
<td></td>
<td>The child is receiving the majority of hours of special education and related services in the regular early childhood program (and the child attends a regular early childhood program at least 10 hours per week).</td>
</tr>
<tr>
<td>E2</td>
<td>Reg EC Prog &gt;= 10 hrs wk/srvcs in Other Loc</td>
</tr>
<tr>
<td></td>
<td>The child is receiving the majority of hours of special education and related services in some other location (and the child attends a regular early childhood program at least 10 hours per week).</td>
</tr>
<tr>
<td>E3</td>
<td>Reg EC Prog &lt;= 10 hrs wk/srvcs in Reg EC</td>
</tr>
<tr>
<td></td>
<td>The child is receiving the majority of hours of special education and related services in the regular early childhood program (and the child attends a regular early childhood program less than 10 hours per week).</td>
</tr>
<tr>
<td>E4</td>
<td>Reg EC Prog &lt;= 10 hrs wk/srvcs in Other Loc</td>
</tr>
<tr>
<td></td>
<td>The child is receiving the majority of hours of special education and related services in some other location (and the child attends a regular early childhood program less than 10 hours per week).</td>
</tr>
<tr>
<td>E5</td>
<td>SPED in Separate Class</td>
</tr>
<tr>
<td></td>
<td>The child is attending a special education program in a class with less than 50% nondisabled children. (Do not include children who also attend a regular early childhood program. These children should be reported in categories E1, E2, E3, or E4.)</td>
</tr>
<tr>
<td>E6</td>
<td>SPED in Separate School</td>
</tr>
<tr>
<td></td>
<td>The child is receiving education programs in public or private day schools designed specifically for children with disabilities. (Do not include children who also attend a regular early childhood program. These children should be reported in categories E1, E2, E3, or E4.)</td>
</tr>
</tbody>
</table>
### Code E7 - SPED in Residential Facility

The child is receiving education programs in publicly or privately operated residential schools or residential medical facilities on an inpatient basis. (Do not include children who also attend a regular early childhood program. These children should be reported in categories E1, E2, E3, or E4.)

### Code E8 - Home

The child is receiving special education and related services in the principal residence of the child's family or caregivers, and the child attends neither a regular early childhood program nor a special education program provided in a separate class, separate school, or residential facility. Include children who receive special education both at home and in a service provider location or some other location that is not in any other category. The term caregiver includes babysitters.

### Code E9 - Service Provider Location

The child receives all of the child’s special education and related services from a service provider or some other location that is not in any other category, and the child attends neither a regular early childhood program nor a special education program provided in a separate class, separate school, or residential facility. For example, speech instruction provided in:

- private clinicians’ offices,
- clinicians’ offices located in school buildings, and
- hospital facilities on an outpatient basis.

Do not include children who also receive special education at home. Children who receive special education both in a service provider location and at home should be reported in the home category.

### Code B9 - Regular class 80-100%

The child receives special education and related services inside the regular classroom for 80% or more of the school day. This may include children with disabilities placed in:

- regular class with special education/related services provided within regular classes;
- regular class with special education/related services provided outside regular classes; or
- regular class with special education services provided in resource rooms.

### Code B10 - Regular class 40-79%

The child receives special education and related services inside the regular classroom between 40 and 70% of the school day. This may include children placed in:

- resource rooms with special education/related services provided within the resource room; or
- resource rooms with part-time instruction in a regular class.

### Code B11 - Regular class 0-39%

The child receives special education and related services inside the regular classroom less than 40% of the school day. These are children who received special education and related services outside the regular classroom for more than 60 percent of the school day. Do not include children who received education programs in public or private separate day or residential facilities. This category may include children placed in:

- self-contained special classrooms with part-time instruction in a regular class; or
- self-contained special classrooms with full-time special education instruction on a regular school campus.

### Code B12 - Separate school

The child receives education programs in public or private separate day school facilities. This includes children with disabilities receiving special education and related services, at public expense, for greater than 50 percent of the school day in public or private separate schools. This may include children placed in:

- public and private day schools for students with disabilities;
- public and private day schools for students with disabilities for a portion of the school day (greater than 50 percent) and in regular school buildings for the remainder of the school day; or
- public and private residential facilities if the student does not live at the facility.

### Code B13 - Residential Facility

The child receives education programs and lived in public or private residential facilities during the school week. This includes children with disabilities receiving special education and related services, at public expense, for greater than 50 percent of the school day in public or private residential facilities. This may include children placed in:

- public and private residential schools for students with disabilities; or
- public and private residential schools for students with disabilities for a portion of the school day (greater than 50 percent) and in separate day schools or regular school buildings for the remainder of the school day.

Do not include students who received education programs at the facility, but do not live there.

### Code B14 - Homebound/Hospital

The child is receiving special education and related services at homebound or hospital locations.
The child receives education programs in homebound/hospital environment includes children with disabilities placed in and receiving special education and related services in:
- hospital programs, or
- homebound programs.
Do not include children with disabilities whose parents have opted to home-school them and who receive special education at the public expense.

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>B15</td>
<td>Correctional Facilities</td>
</tr>
<tr>
<td></td>
<td>The child receives special education in correctional facilities. These data are intended to be a count of all children receiving special education in:</td>
</tr>
<tr>
<td></td>
<td>• short-term detention facilities (community-based or residential), or</td>
</tr>
<tr>
<td></td>
<td>• correctional facilities.</td>
</tr>
<tr>
<td>B16</td>
<td>Parentally placed in a private school</td>
</tr>
<tr>
<td></td>
<td>The child has been enrolled by their parents or guardians in regular parochial or other private schools and whose basic education is paid through private resources and the child receives special education and related services at public expense from a local educational agency or intermediate educational unit under a service plan.2 Include children whose parents chose to home-school them, but who receive special education and related services at the public expense.</td>
</tr>
<tr>
<td></td>
<td>Do not include children who are placed in private schools by the LEA.</td>
</tr>
</tbody>
</table>
Nevada Department of Education

Special Education Data Standards

Page 40

Diagram:

Does the child attend a regular or special education program?

Yes:
- Child is attending a regular or special education program.
- If yes, determine the following:
  - How many hours does the child attend a regular or special education program?
  - If less than 10 hours per week, report to the child's parent.

No:
- Child is not attending a regular or special education program.

Follow-up questions:
- Is the child attending a special education program?
  - Yes:
    - Child is attending a special education program.
    - Determine the following:
      - How many hours does the child attend a special education program?
      - If less than 10 hours per week, report to the child's parent.
  - No:
    - Child is not attending a special education program.
    - Report to the child's parent.

Further information:
- Group child development center
-气势磅礴
- Child care
- Child care
- Child care
- Child care

Note:
- This form is intended for use in determining if a child is attending a special or regular education program. It is not intended for use in determining if a child is attending a Child and Family Services Program. For more information, please refer to the specific program requirements.