Individual Education Plan (Nebraska)

Last Modified on 10/21/2024 8:19 am CDT

Editor Home | General Information | Editor Types | Editor Lock Out and Release Logic | Template Banks | Text Editors | Editors

Tool Search: Special Ed Documents

The Individual Education Plan captures student special education plan information and matches the required documentation provided by the state of Nebraska. This document describes each editor, each field on the editor, and any special considerations and instructions.

The Private School Plan is an exact copy of the Individual Education Plan. The current print format for the Private School Plan is NE PSP 2024.1.

> The current print format of this document is the **NE 2024.1**. Plan formats are set up using the Plan Type Setup tool.

Editor Home

Editor Home

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

Header	Description
Name	The name of the editor.
Status	The state of the editor. Statuses can be: • **In Progress** indicates a user has entered and saved data in that editor. • **Not Started** is the default status for all editors. • **Complete** indicates a user has clicked the Complete button on the editor, and the editor is read-only. This does not lock the editor from further editing but indicates the user considers the editor finished. • **Not Needed** indicates a user has clicked the **Not Needed** button on the editor. This is usually done for editors that do not apply to the student. The following statuses are only available for certain state-specific documents: • **ESign** indicates that the editor has functionality related to the eSignature process. See the Nevada Individual Education Plan eSignature Process or Delaware Special Ed Plan eSignature Process articles for additional information. • **Complete Pending eSignature** indicates the plan has been entered and sent via the Campus Parent portal to the student's guardian for eSignature.
Modified By	The date and the user by whom the editor was last edited.
Completed By	The date and the user who clicked the **Complete** button for that editor.

General Information

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

Button	Description
Save	Different editors have different save options. Click the arrow next to the Save & Stay button to view all saving options for any given editor. • **Save** captures progress and navigates the user to the Editor Home or to the List Screen for List editors. See the Editor Types section for additional information. • **Save & Stay** captures progress and keeps the user on the current editor. This save button is the default save option and is usually found within the detail screen or list editors, such as Goals and Objectives. • **Save & Next** captures progress and navigates the user to the next editor. • **Save & New** captures progress and creates a new record. This save button is usually found within the detail screen of a list editor, such as Goals and Objectives. See the Editor Type section for additional information.

Button	Description
Refresh	Retrieves a new copy of data from the student's record. This includes enrollment, student, parent/guardian, and team member information. This also returns any accidentally deleted records. Manually entered fields do not change when the refresh button is clicked. The user must **Save** after clicking Refresh to capture changes. A side panel displays a listing of all the student's applicable enrollment records. See the Enrollments tool documentation for additional information.
Cancel	Navigates the user to the Editor Home screen or the List Screen for List editors.
Status	Changes the status of the editor. • **Complete** indicates the editor is finished. This makes the editor read-only. However, this does not lock the editor from further editing. The user must click **In Progress** to further edit after an editor is marked Complete**.** • **Not Needed** indicates the editor does not apply to the student's plan or evaluation. This makes the editor read-only. However, this does not lock the editor from further editing. Click the **In Progress** button to further edit after an editor is marked Not Needed. • **In Progress** only displays when the editor is in the Complete or Not Needed status and allows additional edits to be made. The following status is only available for the Nevada IEP: • **Complete Pending eSignature** only displays for the Procedural Safeguards, IEP Implementation, and Medicaid Consent editors. This button marks the editor as complete until the parent/guardian electronically signs those sections of the plan via the Campus Parent Portal. See the Nevada Individual Education Plan eSignature Process or Delaware Special Ed Plan eSignature Process articles for additional information.
Print	Prints the entire document.
Editors	Opens a side panel listing all the available editors and their status. Select an editor from this list to navigate to that editor or click **Close** to collapse the side panel.
Previous	Navigates the user to the previous editor.
Next	Navigates the user to the next editor.

Editor Types

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

Editor Lock Out and Release Logic

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

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

To release an editor, the user must:

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

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

Template Banks

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

Template Bank Side Panel

Click the plus (+) icons next to the category to view the available template values.

Expanded Category and Values Selected

Template Bank Categories display on the left and the selected text displays on the right. Click the **Add** button to add the template value. This adds the template to the queue of values on the right. The red **X** removes selected templates while the sequence field can be used to reorder the templates. Another option is to use the up and down arrows next to the sequence field to reorder values.

Click **Cancel** to go back to the document. The **Clear Selected Template(s)** button removes all selected template values from the right selection screen.

Once selections are finalized, click the **Insert Selected Template(s)** button to add the values to the field within the document in the selected order. Template values are separated by carriage returns.

Example Template Bank Selections in the Document

Text Editors

Images should not be inserted into text fields.

Editors

Plan Information | Student Information | Parent/Guardian Information | Enrollment Information | Team Meeting | Special Considerations | PLAAFP | Educational Needs | Subject Areas | Behavioral Assessment and Intervention Plan | State and District-Wide Assessments | Location of Services | Special Ed Services | Related Services | Accommodations | Supplementary Aids, Services and Modifications | Secondary Transition | Extended School Year | Communication of Progress | Transportation Plan | Participation in Education Programs | Participation in Physical Ed | Annual Goals | Medicaid | Prior Written Notice | IEP Signature Page

Plan Information

The Plan Header editor stores plan information as well as related dates.

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

Plan Information Editor

▶ Click here to expand...

Field	Description	Validation
Category *Required*	Options include: • Initial • Annual • Interim • Amendment	N/A

Field	Description	Validation
Meeting Date	The day the student's team met.	N/A
Start Date *Required*	The first day of the plan.	N/A
End Date *Required*	The last day of the plan.	N/A
Eval/RED Date *Required*	The day the student was last evaluated.	N/A
Anticipated Date of Next Reevaluation	The day in the future when the student is evaluated again.	N/A
Mail Date *Required*	The date the plan was mailed to the student's parent/guardian.	This field is required to Complete the editor.
Secondary Transition information is needed for this student	Indicates transition information is needed in this plan.	This automatically becomes marked and read-only when the student is 14 years old or older.

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Student Information

The Student Information editor pulls demographic information regarding the student. This is a read-only editor.

> The **Refresh** button retrieves a fresh copy of data from the student's record.

Student Information IN PROGRESS

When a Plan is generated, a snapshot of the student's information is taken from Census. Click Refresh to retrieve current student information.

Last Name

First Name
Dixie

Middle Name
Lynn

Suffix

Age
15

Birthdate

Gender
F

Address
NE 68310

Home Phone

Student Number

Student Primary Language
1290: English

Case Manager Information

Name
Sarah

Title
Teacher (SPEDSTAFF)

Phone

Student Information Editor

▶ Click here to expand...

Field Name	Description	Database and UI Location (when Refreshed is clicked)
Last Name	The student's last name.	Demographics > Last Name identity.lastName
First Name	The student's first name.	Demographics > First Name identity.firstName
Middle Name	The student's middle name.	Demographics > Middle Name identity.middleName
Suffix	The student's suffix.	Demographics > Suffix Name identity.suffix
Age	The student's age.	Demographics > Birth Date (calculated) identity.birthDate (calculated)
Birthdate	The student's birthdate.	Demographics > Birth Date identity.birthDate

Field Name	Description	Database and UI Location (when Refreshed is clicked)
Gender	The student's gender.	Demographics > Gender identity.gender
Address	The student's address.	Households > Address Info address.number; address.street; address.tag; address.prefix; address.dir; address.apt; address.city; address.state; address.zip
Student Number	The student's ID number.	Enrollment > Student Number identity.studentNumber
Student Primary Language	The language the student primarily speaks.	Demographics > Home Primary Language identity.homePrimaryLanguage
Case Manager Information		
Name	The first and last name of the team member.	Student Information > Special Ed Team Members
Title	The role of the team member.	Student Information > Special Ed Team Members
Phone	The phone number of the team member.	Student Information > Special Ed Team Members

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Parent/Guardian Information

The Parent/Guardian Information editor pulls the contact information of the student's parent/guardian(s).

The **Refresh** button retrieves a fresh copy of data from the parent/guardian's record.

Parent/Guardian Information IN PROGRESS

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

Parent/Guardian

Print Sequence ⓘ

1 ▾

Remove

Name
Abbott, Steven Lee - *Father*

Address
220 S 16th St, Beatrice, NE 68310

Home Phone	Work Phone	Cell Phone
(999)555-6774		(999)555-6342

E-mail

Home Primary Language

Parent/Guardian

Print Sequence ⓘ

2 ▾

Remove

Parent/Guardian Information Editor

▶ Click here to expand...

Field	Description
Print Sequence	The order in which the parent/guardian displays.
Name	The name of the parent/guardian.
Address	The address of the parent/guardian.
Home Phone	The parent/guardian's home phone.
Work Phone	The parent/guardian's work phone.
Cell Phone	The parent/guardian's cell phone.
Email	The parent/guardian's email.
Home Primary Language	The language the parent/guardian speaks at home.

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Enrollment Information

The Enrollment Information editor pulls in district and school information where the student is enrolled. This editor also documents the student's disability(ies).
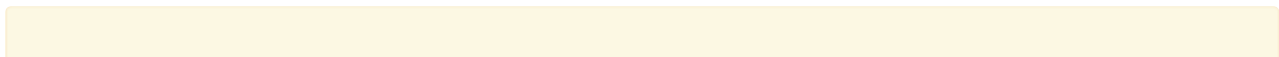
Users must click **Refresh** to place the editor in a Complete status.

Enrollment Information Editor

▶ Click here to expand...

Field	Description	Validation
Primary Disability *Required*	The student's first disability. Options include: • 00: No Verified Disability • 01: Emotional Disturbance • 02: Deaf-Blindness • 03: Deaf or Hard of Hearing • 07: Multiple Impairment • 08: Orthopedic Impairment • 09: Other Health Impairment • 10: Specific Learning Disability • 11: Speech Language Impairment • 12: Visual Impairment • 13: Autism • 14: Traumatic Brain Injury • 15: Developmental Delay • 16: Intellectual Disability	This pulls in from the selected Enrollment record when users click **Refresh**.

Field	Description	Validation
Secondary Disability	The student's second disability, when applicable. The options available are the same as the Primary Disability options.	This pulls in from the selected Enrollment record when users click **Refresh**.
Tertiary Disability	The student's third disability, when applicable. The options available are the same as the Primary Disability options.	This pulls in from the selected Enrollment record when users click **Refresh**.
Hearing Disability	The student's hearing disability, when applicable. Options include: • DEAF: Deaf (Severe/Profound) • PD: Hard of Hearing (Mild/Moderate)	This pulls in from the selected Enrollment record when users click **Refresh**.
Vision Disability	The student's vision disability, when applicable. Options include: • BLIND: Blind • LB: Legally Blind • PB: Partial Sighted	This pulls in from the selected Enrollment record when users click **Refresh**.
Special Ed Status	Indicates the student's special ed status. Options are Yes or No.	This pulls in from the selected Enrollment record when users click **Refresh**.

Field	Description	Validation

Special Ed Setting	The location where the student where the student receives their education and special education service. Click the expand link to view available options.
	▸ Click here to expand...
	  • 1: 0-3 Home
	  • 2: 0-3 Community Based Setting
	  • 3: 0-3 Other Setting
	  • 5: 3-21 Separate School
	  • 6: 3-5 Separate Class
	  • 7: 3-21 Residential Facility
	  • 8: 3-5 Home
	  • 9: 3-5 Service Provider Location
	  • 20: Public School - Inside regular class 80% or more of the day
	  • 21: Public School - Inside regular class 40% through 79% of the day
	  • 22: Public School - Inside regular class less than 40% of the day
	  • 13: 6-21 Homebound/Hospital
	  • 14: 6-21 Private School or Exempt (Home) School
	  • 15: 6-21 Correction/Detention Facility
	  • 16: Reg EC Prog, 10+ h/wk; Services at EC Prog
	  • 17: Reg EC Prog, 10+ h/wk; Services outside EC Prog
	  • 18: Reg EC Prog, <10 h/wk; Services at EC Prog
	  • 19: Reg EC Prog, <10 h/wk; Services outside EC Prog
	  • 4: 3-5 Regular EC Program
	  • 10: 6-21 Public School
	  • 11: 6-21 Separate School
	  • 12: 6-21 Residential Facility
		This pulls in from the selected Enrollment record when users click **Refresh**.

Entry Date	The day the student entered special education services.	This pulls in from the selected Enrollment record when users click **Refresh**.

Part C Transition Delay Reason	Options include:
	  • 1: Parent Refused Consent
	  • 2: Parent Chose to remain in Part C
	  • Other
		N/A

Field	Description	Validation
School Name	The name of the school where the student attends.	This pulls in from the selected Enrollment record when users click **Refresh**.
School Phone	The phone number of the school.	This pulls in from the selected Enrollment record when users click **Refresh** and cannot be modified.
School Year	The school year tied to the student's enrollment.	This pulls in from the selected Enrollment record when users click **Refresh** and cannot be modified.
Grade	The student's grade.	This pulls in from the selected Enrollment record when users click **Refresh** and cannot be modified. **Database Location:** enrollment.grade
District Information		
District Number	The district number associated with the Enrolled school.	District Information > State District Number
District Name	The district name associated with the Enrolled school.	District Information > Name
District Address	The district address associated with the Enrolled school.	District Information > Address
District Phone	The district phone number associated with the Enrolled school.	District Information > Phone
District SPED Address	The district special education address associated with the Enrolled school.	District Information > SPED Address
District SPED Phone	The district special ed phone number associated with the Enrolled school.	District Information > SPED Phone

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Team Meeting

The Team Meeting editor records team meetings and participants for the student.

> Team members added to the Special Ed Team Members tool can be added to team meetings. Team members can also be added manually to this editor, but they are not saved in the system and must be created each time they are included in a meeting.
>
> Click **Refresh** in the Attendance section to restore any accidentally removed participants who were pulled in from the Team Members tool.

Team Meeting List Screen

▶ Click here to expand...

Team Meeting List Screen

Column Name	Description
Padlock Icon	Indicates the person currently editing the record.
Meeting Date	The day of the meeting.
Meeting Location	The location of the meeting.
Print In Plan	Indicates this record prints.

Team Meeting Detail Screen

Select an existing record or click **New** to open the detail screen.

Team Meeting: 7/17/2024

Print in Plan	Meeting Date *	Meeting Time	Invite Date
☑	07/17/2024	4:00 PM	07/10/2024

Meeting Location
School, Room 150

1st Notification *	Method of Notification	Specify Other	By Whom
07/12/2024	Reminder Notice		

2nd Notification	Method of Notification	Specify Other	By Whom
month/day/year			

3rd Notification	Method of Notification	Specify Other	By Whom
month/day/year			

Comments

Team Meeting Detail Screen

Field	Description	Validation
Print in Plan	Indicates this record prints.	This defaults to marked.
Meeting Date *Required*	The day of the meeting.	N/A
Meeting Time	The time of the meeting.	N/A
Invite Date	The day of the meeting invitation.	N/A
Meeting Location	The location of the meeting.	This field is limited to 255 characters.
1st Notification *Required*	The day of the first meeting notification.	There are three notification fields.
Method of Notification	The method of notifying participants. Options include: • Invitation • Phone Call • In Person • Reminder Notice • Other	There are three Method of Notification fields.

Field	Description	Validation
Specify Other *Required*	The other method of notifying participants.	*This field is available and required when Other is selected as the Method of Notification. This field is limited to 150 characters. There are three Specify Other fields.
By Whom	The person who sent the notification.	This field is limited to 150 characters. There are three By Whom fields.
Comments	Any comments related to the notification or meeting.	This field is limited to 8000 characters.

Attendance

Click **Refresh** to restore any accidentally removed participants who were pulled in from the Team Members tool.

Team Meeting Detail Screen - Attendance Section

Field	Description	Validation
First Name *Required*	The person's first name.	This information is pulled in from the student's Special Ed Team Members tool, but participants can also be manually entered with the **Add** button.
Last Name *Required*	The person's last name.	This information is pulled in from the student's Special Ed Team Members tool, but participants can also be manually entered with the **Add** button.
Role	The person's role. Options include: • Parent/Guardian • Student • School District Representative • Special Education Teacher or Service Provider • Regular Education Classroom Teacher • Individual to Interpret Instructional Implications of Evaluation Results • Representative of an agency which may provide post secondary transition services • Nonpublic school representative • Educator of Hearing Impaired • Educator of Visually Impaired • Approved Service Agency representative • Other	N/A
Specify Other *Required*	The other role of the person.	*This field is available and required when Other is selected as the person's Role.
Method of Participation *Required*	How the person participated in the meeting. Options include: • In Person • Phone • Excused • Written Input • Other	N/A

Field	Description	Validation
Specify Other *Required*	The other manner in which the person participated.	*This field is available and required when Other is selected as the Method of Participation.

Special Considerations

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

Special Considerations Editor

▶ Click here to expand...

Field	Description	Validation
Is the student blind or visually impaired?	Indicates this student is blind or visually impaired. Options are Yes or No.	N/A

Field	Description	Validation
Braille Instruction *Required*	Indicates Braille instruct is appropriate for this student. Options include: • Student will be provided instruction in Braille and the use of Braille • IEP team determined Braille instruction is not appropriate	*This field is available and required when Yes is selected from the "Is the student blind or visually impaired?" question.
Is the student deaf or hearing impaired?	Indicates the student is deaf or hard of hearing. Options are Yes or No.	N/A
Does the student exhibit behaviors that impede his/her learning or that of others?	Indicates this student exhibits behavior that may impede their learning or the learning of others. Options are Yes or No.	When No is selected, the Behavioral Plan editor is automatically placed in a Not Needed status.
Does the student have limited English proficiency?	Indicates the student has a limited English proficiency. Options are Yes or No.	N/A
Student does NOT need to take NE ELPA test	Indicates the student does not need to take the English Language Proficiency Assessment.	N/A
Indicate where language needs are addressed in the IEP *Required*	A description of where the student's language needs are documented in this IEP.	*This field is available and required when Yes is selected from the "Does the student have limited English proficiency?" question. This field is limited to 250 characters.
Does the student have communication needs?	Indicates the student has communication needs. Options are Yes or No.	N/A

Field	Description	Validation
Indicate where communication needs are addressed in the IEP *Required*	A description of where the student's communication needs are documented in this IEP.	*This field is available and required when Yes is selected from the "Does the student have communication needs?" question. This field is limited to 250 characters.
Does the student require Assistive Technology device(s) and/or services?	Indicates the student requires assistive technology and/or services. Options are Yes or No.	N/A
Indicate where assistive technology needs are addressed in the IEP *Required*	A description of where the student's assistive technology needs are documented in this IEP.	*This field is available and required when Yes is selected from the "Does the student require Assistive Technology device(s) and/or services?" question. This field is limited to 250 characters.
Will the student receive Extended School Year Services?	Indicates the student's eligibility to receive Extended School Year Services. Options include: • No, the student is not eligible for ESY services • Yes, the student is eligible for ESY services • The need for ESY services will be addressed at a later date	N/A
Date ESY needs will be addressed *Required*	The date the student's ESY needs will be addressed.	*This field is available and required when "The need for ESY services will be addressed at a later date" is selected for the ESY Services question.
State or District-wide Assessments	Indicates there are state or district-wide assessments administered for the student's age/grade level. Options are Yes or No.	N/A

Field	Description	Validation
Indicate where the state or district-wide assessments are addressed in the IEP? *Required*	A description of where the state or district-wide assessments are documented in this IEP.	*This field is available and required when Yes is selected for the State or District-wide Assessments dropdown. This field is limited to 250 characters.
Is a Post-secondary Transition Planning required?	Indicates a post-secondary transition plan is needed for this student. Options include: • No (Student will not turn 16 while this IEP is in effect) • Yes (Student is/will be 16 while this IEP is in effect)	N/A
Will the student be graduating or exceeding the age of eligibility this year?	Indicates the student is graduating or exceeding the age of eligibility this year. Options include: • No • Yes, graduating with regular diploma • Yes, exceeding age of eligibility for special education.	N/A

PLAAFP

The Present Level of Academic Achievement and Functional Performance (PLAAFP) editor describes the student's academic, developmental, and functional needs, including the student's current strengths, parental concerns, and assessment results as explanations.

PLAAFP (NOT STARTED)

The Present Level of Academic Achievement and Functional Performance describes the effect of the student's disability on the students' involvement and progress in the general education curriculum and area(s) of need. This includes the student's performance in academic areas (reading, math, science, history/social sciences, etc.) and functional areas (socialization, communication, behavior, personal management, self-determination, etc.). Test scores should include an explanation. For preschool age students this section should include how the student's disability affects the student's participation in appropriate activities. There should be a direct relationship between the present level of Academic Achievement and Function Performance and the other components of the IEP.

How the student's disability affects his/her involvement and progress in the general education curriculum; or for preschool children, participation in age-appropriate activities.
For students with transition plans, consider how the student's disability will affect the student's ability to reach his/her post-secondary goals (what the student will do after high school) (007.07A1, 007.07A1a, 007.07A1b)

The strengths of the student
for students with transition plans, consider how the strengths of the student relate to the student's post-secondary goals (007.07B1)

Concerns of the parent/guardian for enhancing the education of the student
for students with transition plans, consider the parent/guardian's expectations for the student after the student leaves high school (007.07B1)

Present Level of Academic Achievement and Functional Performance (PLAAFP) Editor

▶ Click here to expand...

Field	Validation
How the student's disability affects his/her involvement and progress in the general education curriculum; or for preschool children, participation in age-appropriate activities	This field is limited to 8000 characters.
The strengths of the student	This field is limited to 8000 characters.
Concerns of the parent/guardian for enhancing the education of the student	This field is limited to 8000 characters.
A summary of the most recent evaluation/reevaluation results, and the academic, developmental, and functional needs of the child	This field is limited to 8000 characters.
A summary of the results of the student's performance on formal or informal age appropriate transition assessments	This field is limited to 8000 characters.

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Educational Needs

The Student's Educational Needs editor documents the student's educational needs and any support provided to school personnel.

Educational Needs Editor

▸ Click here to expand...

Field	Description	Validation
Academic, developmental and functional needs of the student	A description of the student's academic, developmental, and functional needs.	This field is limited to 8000 characters.
Accommodations, program modifications, supplementary aids and services	A description any accommodations, modifications, aids and/or services the student needs.	This field is limited to 8000 characters.
Supports for school personnel	A description of any personnel support needed.	This field is limited to 8000 characters.

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Subject Areas

The Subject Areas editor indicates which subject areas the student takes for the general education curriculum or alternate curriculum.

Subject Areas Editor

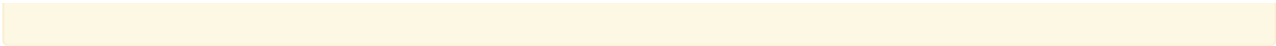| Field	Description	Validation
Alternate Curriculum	Indicates alternative curriculum is needed for the selected subject areas. Options include: • Reading • Writing • Math • Science • Social Studies	Multiple options can be selected. When a subject area is selected as an Alternate Curriculum, it cannot be selected for the General Ed Curriculum.
General Ed Curriculum	Indicates general education curriculum is needed for the selected subject areas. Options include: • Reading • Writing • Math • Science • Social Studies	Multiple options can be selected. When a subject area is selected as a General Ed Curriculum, it cannot be selected for an Alternate Curriculum.

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Behavioral Assessment and Intervention Plan

The Behavioral Assessment and Intervention Plan editor documents the action plan regarding the student's behavior needs, including an assessment plan, positive behavioral interventions, strategies, and supports to address the behavior.

This editor is required when **Yes** is selected as the answer for the "Does the student exhibit behaviors that impede his/her learning or that of others?" question on the Special Considerations editor. When available, this editor cannot be placed in a Not Needed status.

This editor is automatically placed in a Not Needed status when **No** is selected as the answer for the "Does the student exhibit behaviors that impede his/her learning or that of others?" question on the Special Considerations editor.

Behavioral Assessment and Intervention Plan Editor

Field	Description	Validation
Assessment Plan	A description of the assessment plan.	This field is limited to 8000 characters. The Template Bank associated with this field is called NE IEP/PSP Assessment Plan.
Intervention Plan	A description of the intervention plan.	This field is limited to 8000 characters. The Template Bank associated with this field is called NE IEP/PSP Intervention Plan.

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State and District-Wide Assessments

The State and District-Wide Assessments editor documents any state or district-administered exams the student will take and any accommodations and/or modifications needed.

State and District-Wide Assessments List Screen

▶ Click here to expand...

State and District-Wide Assessments List Screen

Column Name	Description
Padlock Icon	Indicates the person currently editing the record.
District-Wide Assessment	The name of the assessment.
Accommodation/Alternate Assessment	The specific accommodation or alternate assessment.

State and District-Wide Assessments Detail Screen

Select an existing record or click **New** to open the detail screen.

State and District-Wide Assessments Detail Screen

Field	Description	Validation
District-Wide Assessment *Required*	The specific assessment.	The values available in this dropdown are district-defined in the Attribute Dictionary at Plan > District-Wide Assessment.
Date	The day the test is administered.	N/A
Specify Other **Required*	The other assessment.	*This field is available and required when Other is selected as the District-Wide Assessment. This field is limited to 150 characters.

Field	Description	Validation
Will the student have an Accommodation or Alternate Assessment	Indicates the student requires an accommodation or alternate assessment for the above selected district-wide assessment. Options include: • Accommodation • Alternate Assessment	N/A
Accommodation *Required*	The type of accommodation.	*This field is available and required when Accommodation is selected for the above question. The values available in this dropdown are district-defined in the Attribute Dictionary at Plan > Accommodation.
Alternate Assessment *Required*	The type of alternate assessment.	*This field is available and required when Alternate Assessment is selected for the above question. The values available in this dropdown are district-defined in the Attribute Dictionary at Plan > Alternate Assessment.

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Location of Services

The Location of Services editor documents where the student receives services when they are not receiving their special education and/or related services in their home or resident district.

Location of Services Editor

▸ Click here to expand...

Field	Description	Validation
District/Agency Name	The name of the district/agency.	This field is limited to 200 characters.
Address	The location of the district/agency.	This field is limited to 500 characters.
Phone	The phone number of the district/agency.	N/A

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Special Ed Services

The Special Ed Services editor documents special education services provided for the student.

> Services are managed using the Special Ed Services Setup tool. Services with a **Type** of **Normal Service** pull in to this editor.

Special Ed Services List Screen

▸ Click here to expand...

Special Ed Services List Screen

Column Name	Description
Padlock Icon	Indicates the person currently editing the record.
Service Provided	The name of the service.
Time	The amount of time the service is administered. This displays as Direct Minutes Number / Indirect Minutes Number.
Start Date	The first day the student receives the service.
End Date	The last day the student receives the service.

Special Ed Services Detail Screen

Select an existing record or click **New** to open the detail screen.

Special Ed Services Detail Screen

Field	Description	Validation

Field	Description	Validation
Sequence Number *Required*	The order of the record.	This field automatically sequences in the order in which the records are created. Duplicate numbers are not allowed.
Service *Required*	The name of the service.	The values available in this dropdown are district-defined using the Special Ed Services Setup tool. Services marked as Normal Service in the Type dropdown display in this dropdown.
Service Position	The person, agency, or role of the person administering the service.	The values available in this dropdown are district-defined using the Special Ed Service Positions Setup tool.
ESY	Indicates this service will take place in an extended school year program.	N/A
Location *Required*	The location where the student receives the service. Options include: • Special Ed • General Ed	N/A
Duration and Frequency		
Start Date *Required*	The first day of the service.	N/A
End Date *Required*	The last day of the service.	N/A
Direct Minutes per session *Required*	The number of direct minutes the student receives the service.	N/A
Number Session per *Required*	The number of times the student receives the service.	N/A

Field	Description	Validation
Service Frequency *Required*	The frequency of service. Options include: • year • quarter • month • day • week	N/A
Indirect Minutes per session *Required*	The number of indirect minutes the student receives the service.	N/A

Related Services

The Related Services editor documents related services provided for the student.

Services are managed using the Special Ed Services Setup tool. Services with a **Type** of **Related Service** are pulled into this editor.

Related Services List Screen

▶ Click here to expand...

Related Services List Screen

Column Name	Description
Padlock Icon	Indicates the person currently editing the record.
Service Provided	The name of the service.
Time	The amount of time the service is administered. This displays as Direct Minutes Number / Indirect Minutes Number.

Column Name	Description
Start Date	The first day the student receives the service.
End Date	The last day the student receives the service.

Related Services Detail Screen

Select an existing record or click **New** to open the detail screen.

Related Services Detail Screen

Field	Description	Validation
Sequence Number *Required*	The order of the record.	This field automatically sequences in the order in which the records are created. Duplicate numbers are not allowed.
Service *Required*	The name of the service.	The values available in this dropdown are district-defined using the Special Ed Services Setup tool. Services marked as Related Service in the Type dropdown display in this dropdown.

Field	Description	Validation
Service Position	The person, agency, or role of the person administering the service.	The values available in this dropdown are district-defined using the Special Ed Service Positions Setup tool.
ESY	Indicates this service will take place in an extended school year program.	N/A
Location *Required*	The location where the student receives the service. Options include: • Special Ed • General Ed	N/A
Duration and Frequency		
Start Date *Required*	The first day of the service.	N/A
End Date *Required*	The last day of the service.	N/A
Direct Minutes per session *Required*	The number of direct minutes the student receives the service.	N/A
Number Session per *Required*	The number of times the student receives the service.	N/A
Service Frequency *Required*	The frequency of service. Options include: • year • quarter • month • day • week	N/A
Indirect Minutes per session *Required*	The number of indirect minutes the student receives the service.	N/A

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Accommodations

The Accommodations editor documents accommodation services provided for the student.

Services are managed using the Special Ed Services Setup tool. Services with a **Type** of **Accommodations** are pulled into this editor.

Accommodations List Screen

▶ Click here to expand...

Accommodations List Screen

Column Name	Description
Padlock Icon	Indicates the person currently editing the record.
Service Provided	The name of the service.
Time	The amount of time the service is administered. This displays as Direct Minutes Number / Indirect Minutes Number.
Start Date	The first day the student receives the service.
End Date	The last day the student receives the service.

Accommodations Detail Screen

Select an existing record or click **New** to open the detail screen.

Accommodations Detail Screen

Field	Description	Validation
Sequence Number *Required*	The order of the record.	This field automatically sequences in the order in which the records are created. Duplicate numbers are not allowed.
Service *Required*	The name of the service.	The values available in this dropdown are district-defined using the Special Ed Services Setup tool. Services marked as Accommodations in the Type dropdown display in this dropdown.
Service Position	The person, agency, or role of the person administering the service.	The values available in this dropdown are district-defined using the Special Ed Service Positions Setup tool.
ESY	Indicates this service will take place in an extended school year program.	N/A

Field	Description	Validation
Location *Required*	The location where the student receives the service. Options include: • Special Ed • General Ed	N/A
Duration and Frequency		
Start Date *Required*	The first day of the service.	N/A
End Date *Required*	The last day of the service.	N/A
Direct Minutes per session *Required*	The number of direct minutes the student receives the service.	N/A
Number Session per *Required*	The number of times the student receives the service.	N/A
Service Frequency *Required*	The frequency of service. Options include: • year • quarter • month • day • week	N/A
Indirect Minutes per session *Required*	The number of indirect minutes the student receives the service.	N/A

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Supplementary Aids, Services and Modifications

The Supplementary Aids, Services, and Modifications editor documents additional services provided for the student.

Services are managed using the Special Ed Services Setup tool. Services with a **Type** of **Supplementary** are pulled into this editor.

Supplementary Aids, Services and Modifications List Screen

▶ Click here to expand...

Supplementary Aids, Services and Modifications List Screen

Column Name	Description
Padlock Icon	Indicates the person currently editing the record.
Service Provided	The name of the service.
Time	The amount of time the service is administered. This displays as Direct Minutes Number / Indirect Minutes Number.
Start Date	The first day the student receives the service.
End Date	The last day the student receives the service.

Supplementary Aids, Services and Modifications Detail Screen

Select an existing record or click **New** to open the detail screen.

Supplementary Aids, Services and Modifications Detail Screen

Field	Description	Validation
Sequence Number *Required*	The order of the record.	This field automatically sequences in the order in which the records are created. Duplicate numbers are not allowed.
Service *Required*	The name of the service.	The values available in this dropdown are district-defined using the Special Ed Services Setup tool. Services marked as Supplementary in the Type dropdown display in this dropdown.
Service Position	The person, agency, or role of the person administering the service.	The values available in this dropdown are district-defined using the Special Ed Service Positions Setup tool.
ESY	Indicates this service will take place in an extended school year program.	N/A

Field	Description	Validation
Location *Required*	The location where the student receives the service. Options include: • Special Ed • General Ed	N/A
Duration and Frequency		
Start Date *Required*	The first day of the service.	N/A
End Date *Required*	The last day of the service.	N/A
Direct Minutes per session *Required*	The number of direct minutes the student receives the service.	N/A
Number Session per *Required*	The number of times the student receives the service.	N/A
Service Frequency *Required*	The frequency of service. Options include: • year • quarter • month • day • week	N/A
Indirect Minutes per session *Required*	The number of indirect minutes the student receives the service.	N/A

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Secondary Transition

The Secondary Transition editor documents the student's post-high school goals and the transition services that will be provided to aid them in achieving them.

This editor is only available when the **Secondary Transition information is needed for this student** checkbox on the Plan Information editor is marked. When unmarked, this editor is automatically placed in a Not Needed status.

Secondary Transition Editor

▸ Click here to expand...

Field	Description	Validation
Goal for Education OR Training after Graduation	A description of the student's education or training goals after graduation.	This field is limited to 8000 characters.
Goal for Employment after Graduation	A description of the student's employment goal after graduation.	This field is limited to 8000 characters.
Goal for Independent Living after Graduation	A description of the student's independent living goal after graduation.	This field is limited to 8000 characters.
Transition Services		
Describe the transition services needed to assist the student in reaching the above goals	A description of the transition service and how it impact the above goals.	N/A
Did the student participate in the IEP meeting?	Indicates the student participated in the team meeting. Options are Yes or No.	N/A

Field	Description	Validation
If no, describe steps taken to ensure student's preferences/interests were considered *Required*	A description of how the student's preferences/interests were considered.	*This field is available and required when No is selected for the "Did the student participate in the IEP meeting?" question. This field is limited to 8000 characters.
Will other agencies be involved in providing or paying for any transition services?	Indicates other agencies are involved in providing or paying for any transition services. Options are Yes or No.	N/A
If yes, describe the services *Required*	A description of the services that are administered by other agencies.	*This field is available and required when Yes is selected for the "Will other agencies be involved in providing or paying for any transition services?" question. This field is limited to 8000 characters.
Was a representative of the other agencies, with parent consent, invited to the IEP meeting?	Indicates the other agency representative was invited to the team meeting. Options are Yes or No.	N/A
If no, why not? *Required*	A description as to why the other agency representative was not present or invited to the team meeting.	*This field is available and required when No is selected for the "Was a representative of the other agencies, with parent consent, invited to the IEP meeting?" question. This field is limited to 8000 characters.
Describe the course(s) of study that focus on academic and functional achievement needed to assist the student in reaching the above goals	A description of the student's courses the student will take to assist them in reaching the above goals.	This field is limited to 8000 characters.

Extended School Year

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

Extended School Year Editor

▶ Click here to expand...

Field	Description	Validation

Field	Description	Validation
Extended School Year (ESY) services have been considered	The ESY determination. Options include: • The team determined the student does not need ESY services, however, if concerns arise, the team will revisit the need for ESY • The team determined the student does need ESY services. The plan is as follows • The team determined the student does need ESY services. The specific plan will be determined as a later date • The term determined the student may need ESY services and will revisit the need for ESY services after more information has been collected	Only one checkbox can be marked.
Initiation of Services	The first day the ESY services will start.	N/A
Type of Service *Required*	A description of the service plan.	*This field is available and required when the "The team determined the student does need ESY services. The plan is as follows" option is marked. This field is limited to 8000 characters.
How much *Required*	A description of the service frequency and duration.	*This field is available and required when the "The team determined the student does need ESY services. The plan is as follows" option is marked. This field is limited to 8000 characters.

Field	Description	Validation
Timeline for Completion *Required*	A description of the timeline for completing the ESY plan.	*This field is available and required when the "The team determined the student does need ESY services. The plan is as follows" option is marked. This field is limited to 8000 characters.

Communication of Progress

The Communication of Progress editor documents the method and frequency of communication between the IEP team and the parent/guardian(s) regarding the student's progress.

Communication of Progress Editor

Field	Description	Validation
Method of reporting to parents/guardian	The manner of communication.	This field is limited to 8000 characters.
Frequency of reporting to parents/guardian	The frequency of communication.	This field is limited to 8000 characters.

Transportation Plan

The Transportation Plan editor documents the student's transportation needs.

Transportation Plan Editor

▸ Click here to expand...

Field	Description	Validation
If the student is determined eligible for special education transportation, check box and complete section	Indicates a transportation plan is needed for this student.	The rest of the editor's fields are available when this checkbox is marked.
The student is eligible for special education transportation because *Required*	The reason the student is eligible for transportation services. Options include: • The nature of the student's disability is such that transportation is required • The District has assigned the student to a building other than his/her home school in order to receive special education services • This student attends a nonpublic school • The student has a disability and is age birth to five years	*This field is available and required when the first checkbox is marked. Multiple checkboxes can be marked.

Field	Description	Validation
Method of Transport	The manner of transportation. Options include: • Parent transport • District transport	N/A
Plan for transportation *Required*	A description of the plan.	*This field is available and required when the first checkbox is marked.
Special Conditions	Any considerations or special conditions needed for the transportation plan.	The values available in this dropdown are district-defined using the Attribute Dictionary at Plan > Special Conditions.

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Participation in Education Programs

The Participation in Education Programs editor documents the hours the student spends in the general education classroom with and without general education peers.

Participation in Education Programs Editor

▶ Click here to expand...

Field	Description	Validation

Field	Description	Validation
General Education Hours/Week	The number of hours the student is in a general education classroom per week.	N/A
Special Education	Indicates the age in which the student receives special education services. Options include: • Early Childhood • School Age	N/A
With General Education Peers	The number of hours the student spends with general education peers per week, including related service hours.	N/A
Not With General Education Peers	The number of hours the student does not spend with general education peers per week, including related service hours.	N/A
Extent and justification for the child not participating with General Education peers	A description of the extent and justification for the student not participating with their general education peers.	This field is limited to 8000 characters.

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Participation in Physical Ed

The Participation in Physical Ed editor documents the student's participation in a physical education setting.

Participation in Physical Ed Editor

Field	Description	Validation
The student will participate in	How the student participates in physical education. Options include: • Regular physical education • Regular physical education with accommodations as addressed in this IEP • Adapted physical education (includes special PE, adapted PE, movement education and motor development) • No physical activities	N/A
Explain why the student will not have physical education activities *Required*	A description why the student will not have physical education activities.	*This field is available and required when No physical activities is selected in the above dropdown. This field is limited to 8000 characters.

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Annual Goals

The Annual Goals editor lists the student's goals for the duration of the plan.

Annual Goals List Screen

▶ Click here to expand...

Annual Goals List Screen

Column Name	Description
Padlock Icon	Indicates the user currently editing the record.
Sequence	The order of the records.
Annual Goal	The student's goal.

Annual Goals Detail Screen

Select an existing record or click **New** to open the detail screen.

Annual Goals Detail Screen

Field	Description	Validation
Sequence Number *Required*	The order of the records.	This field automatically sequences in the order in which the records are created. Duplicate numbers are not allowed.
Annual Goal Area	The subject area or other area the goal addresses.	The values available in this dropdown are district-defined using the Attribute Dictionary at Plan > Annual Goal Area.
Specify Other **Required*	The other subject area or other area the goal addresses.	*This field is available and required when Other is selected as the Annual Goal Area. This field is limited to 150 characters.
Annual Goal *Required*	The name of the annual goal.	The Template Bank associated with this field is named NE IEP/PSP/IFSP Plan Goal Objective.
For students with Post-secondary Transition Plans, please indicate which goal domain(s) this annual goal will support	The area the goal addresses for Post-Secondary Transition Plans students. Options include: • Post-Secondary Education/Training • Employment • Independent Living	Multiple options can be selected.

Field	Description	Validation
Progress toward the goal will be measured by	The manner of measuring the student's progress towards the annual goal. Options include: • Work Samples • Curriculum-based tests • Portfolios • Checklists • Scoring guides • Observation chart • Reading records • Other	Multiple options can be selected.
Specify Other *Required*	The other manner of measuring the student's progress towards the annual goal.	*This field is available and required when Other is selected from the "Progress toward the goal will be measured by" field. This field is is limited to 150 characters.
Objectives		
Sequence	The order of the records.	This field automatically sequences in the order in which the records are created. Duplicate numbers are not allowed.
Short-term objectives/benchmarks: Measurable, immediate steps or targeted sub-skills to enable student to reach annual goals *Required*	The short-term objective or benchmark the student works towards that will aid them in achieving their annual goal.	N/A

Medicaid

The Medicaid Consent editor documents the parent/guardian's consent for the district to disclose the student's information regarding seeking Medicaid funding. Users can either mark the consent or refusal checkboxes, but not both.

This editor is often filled out and electronically signed by the student's parent/guardian. In order to send the plan for eSignature, this editor must be placed in the status **Complete Pending eSignature** OR **Not Needed**. See the Nebraska Special Ed Plan eSignature Process article for additional information.

Medicaid Editor

Prior Written Notice

The Prior Written Notice editor documents the proposed or refused actions the IEP team considers and the notice dates provided to the parent/guardian(s).

Prior Written Notice List Screen

▸ Click here to expand...

Prior Written Notice List Screen

Column Name	Description
Padlock Icon	Indicates the person currently editing the record.
Date	The day of the prior written notice.
Description of the action proposed or denied by the district	Displays the first 100 characters of the description.

Column Name	Description
Print In Plan	Indicates this record prints.

Prior Written Notice Detail Screen

Select an existing record or click **New** to open the detail screen.

Prior Written Notice Detail Screen

Field	Description	Validation
Print in Plan	Indicates this record prints.	This defaults to unmarked.
Date *Required*	The day of the prior written notice.	N/A
Description of the action proposed or refused by the school district	A description of the proposed or refused action.	This field is limited to 8000 characters.
Explanation of why the district proposes or refuses to take this action	An explanation of why the school is proposing or refusing to take action.	This field is limited to 8000 characters.
Description of options the IEP team considered and the reasons why those options were rejected	A description of the choices considered and rejected by the IEP team.	This field is limited to 8000 characters.

Field	Description	Validation
Description of each evaluation procedure, assessment, records or report the district used as a bases for the proposal or refusal	A description of the evidence used to decide to propose or refuse action.	This field is limited to 8000 characters.
Description of any other factors that are relevant to the district's proposal	Any other reasons why the school proposed or refused action.	This field is limited to 8000 characters.

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IEP Signature Page

The IEP Signature Page editor documents the official sign-off of the proposed document plan for the student.

This editor is often filled out and electronically signed by the student's parent/guardian. In order to send the plan for eSignature, this editor must be placed in the status **Complete Pending eSignature** OR **Not Needed**. See the Nebraska Special Ed Plan eSignature Process article for additional information.

Signatures Editor

▸ Click here to expand...

Field	Description	Validation
Parental Rights in Special Education	Indicates this document was provided to the student's parent/guardian.	A **Date** and **By Whom** field becomes available and required when this checkbox is marked.
Individualized Education Program (IEP)	Indicates this document was provided to the student's parent/guardian.	A **Date** and **By Whom** field becomes available and required when this checkbox is marked.
Other	Indicates another document was provided to the student's parent/guardian.	A **Date** and **By Whom** field becomes available and required when this checkbox is marked. This field also has a **Specify Other** text field that is limited to 150 characters.

Field	Description	Validation
The school district has taken the necessary action to ensure that I understand the proceedings of this IEP conference (including arrangement for an interpreter, if appropriate)	Indicates the parent/guardians fully understand the IEP meeting. Options are Yes or No.	N/A
If no parent signature, reason why parent signature could not be obtained	A description as to why the parent/guardian signature could not be obtained.	This field is limited to 1000 characters.
The IEP has been made accessible to each regular education teacher, special education teacher, related service provider, and other service provider who is responsible for its implementation	Indicates the IEP is made available to all staff responsible for its implementation.	N/A
Each teacher and provider who is responsible for implementation of the IEP has been informed of his or her specific responsibilities related to implementing the IEP, and the specific accommodations, modifications, and supports that must be provided for the child in accordance with the IEP	Indicates those staff have been notified of their specific responsibilities for implementing the student's IEP.	N/A

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