

Individual Education Plan (Nebraska)

Last Modified on 12/14/2025 8:45 pm CST

[Plan Information](#) | [Student Information](#) | [Parent/Guardian Information](#) | [Enrollment Information](#) | [Team Meeting](#) | [Meeting Excusal](#) | [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](#) | [Student and Staff Support](#) | [Secondary Transition](#) | [Extended School Year](#) | [Communication of Progress](#) | [Transportation Plan](#) | [Participation in Education Programs](#) | [Participation in Physical Ed](#) | [Annual Goals](#) | [Prior Written Notice](#) | [Acknowledgements](#) | [Medicaid](#)

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. For information on general functionality, navigation, and additional plan and evaluation features, see the core [Plan and Evaluation Information](#) article.

The current print format of this document is the **NE IEP 2025.1**. Plan formats are set up using the [Plan Type Setup](#) tool.

Editor Home - NE IEP 2025

NAME	STATUS	MODIFIED BY	COMPLETED BY
Plan Information	NOT STARTED		>
Student Information	NOT STARTED		>
Parent/Guardian Information	NOT STARTED		>
Enrollment Information	NOT STARTED		>
Team Meeting	NOT STARTED		>
Meeting Excusal	ESIGN	NOT STARTED	>
Special Considerations: Federal and State Requirements	NOT STARTED		>
PLAAFP	NOT STARTED		>
Subject Areas	NOT STARTED		>
Behavioral Plan	NOT STARTED		>
State and District-Wide Assessments	NOT STARTED		>

Editor Home

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
IN PROGRESS
Editor 1 of 25

Category *
Initial

Meeting Date *
05/05/2025

Start Date *
05/19/2025

End Date *
05/20/2026

Eval/RED Date *
05/05/2026

Reevaluation Due Date
month/day/year

Mail Date
month/day/year

Secondary Transition information is needed for this student
☐

Plan Information Editor

► [Click here to expand...](#)

Field	Description	Validation
Category <i>Required</i>	Options include: <ul style="list-style-type: none"> Initial Annual Interim Amendment 	N/A
Meeting Date	The day the student's team met.	N/A
Start Date <i>Required</i>	The first day of the plan.	N/A
End Date <i>Required</i>	The last day of the plan.	N/A
Eval/RED Date <i>Required</i>	The day the student was last evaluated.	N/A
Reevaluation Due Date	The day in the future when the student is evaluated again.	N/A
Mail Date <i>*Required</i>	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.

[^ Back to Top](#)

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

Editor 2 of 26

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	Middle Name	Suffix
	Dixie	Lynn	
Age	Birthdate	Gender	
15		F	
Address		Home Phone	
	NE 68310		
Student Number			
Student Primary Language			
1290: English			

Case Manager Information

Name	Title
Sarah	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

Field Name	Description	Database and UI Location (when Refreshed is clicked)
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
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

[^ Back to Top](#)

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

Editor 3 of 26

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

(999)555-6774

Work Phone

Cell Phone

(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.
Print Address	When marked, the guardian's address information prints. This defaults to unmarked.
Home Phone	The parent/guardian's home phone. This field does NOT print.
Work Phone	The parent/guardian's work phone. This field does NOT print.
Cell Phone	The parent/guardian's cell phone. This field does NOT print.

Field	Description
Email	The parent/guardian's email. This field does NOT print.
Home Primary Language	The language the parent/guardian speaks at home.

[^ Back to Top](#)

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
IN PROGRESS

Editor 4 of 26

Click Refresh to select or change Enrollment data. Information entered into this editor will modify the student's current Enrollment record when the plan is locked.

Primary Disability *

13: Autism

Secondary Disability

Fifth Disability

Tertiary Disability

Fourth Disability

Special Ed Status

Y: Yes

Special Ed Setting

20: Public School - Inside regular class ...

Entry Date

5/1/2024

Part C Transition Delay Reason

School Name

Beatrice High School

School Phone

(999)555-6261

School Year

24-25

Grade

10

District Information

District Number

District Name

PUBLIC SCHOOLS

► [Click here to expand...](#)

Field	Description	Validation
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Field	Description	Validation
Primary Disability <i>Required</i>	<p>The student's first disability. Options include:</p> <ul style="list-style-type: none"> • 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 	<p>This pulls in from the selected Enrollment record when users click Refresh.</p>
Secondary Disability	<p>The student's second disability, when applicable. The options available are the same as the Primary Disability options.</p>	<p>This pulls in from the selected Enrollment record when users click Refresh.</p>
Tertiary Disability	<p>The student's third disability, when applicable. The options available are the same as the Primary Disability options.</p>	<p>This pulls in from the selected Enrollment record when users click Refresh.</p>
Hearing Disability	<p>The student's hearing disability, when applicable. Options include:</p> <ul style="list-style-type: none"> • DEAF: Deaf (Severe/Profound) • PD: Hard of Hearing (Mild/Moderate) 	<p>This pulls in from the selected Enrollment record when users click Refresh.</p>
Vision Disability	<p>The student's vision disability, when applicable. Options include:</p> <ul style="list-style-type: none"> • BLIND: Blind • LB: Legally Blind • PB: Partial Sighted 	<p>This pulls in from the selected Enrollment record when users click Refresh.</p>
Special Ed Status	<p>Indicates the student's special ed status. Options are Yes or No.</p>	<p>This pulls in from the selected Enrollment record when users click Refresh.</p>

Field	Description	Validation
Special Ed Setting	<p>The location where the student where the student receives their education and special education service. Click the expand link to view available options.</p> <p>► Click here to expand...</p> <ul style="list-style-type: none"> • 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 	<p>This pulls in from the selected Enrollment record when users click Refresh.</p>
Entry Date	<p>The day the student entered special education services.</p>	<p>This pulls in from the selected Enrollment record when users click Refresh.</p>

Field	Description	Validation
Part C Transition Delay Reason	Options include: <ul style="list-style-type: none"> • 1: Parent Refused Consent • 2: Parent Chose to remain in Part C • Other 	N/A
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

[^ Back to Top](#)

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

IN PROGRESS

Editor 5 of 26

	Meeting Date 	Meeting Location	Print In Plan
	07/17/24	School, Room 150	<div>ON</div>

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 *

07/17/2024



Meeting Time

4:00 PM



Invite Date

07/10/2024



Meeting Location

School, Room 150

1st Notification *

07/12/2024



Method of Notification

Reminder Notice

Specify Other

By Whom

2nd Notification

month/day/year



Method of Notification

Specify Other

By Whom

3rd Notification

month/day/year



Method of Notification

Specify Other

By Whom

Comments

Team Meeting Detail Screen

Field	Description	Validation
Print in Plan	Indicates this record prints.	This defaults to marked.
Meeting Date <i>Required</i>	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 <i>Required</i>	The day of the first meeting notification.	There are three notification fields.
Method of Notification	The method of notifying participants. Options include: <ul style="list-style-type: none"> • Invitation • Phone Call • In Person • Reminder Notice • Other 	There are three Method of Notification fields.

Field	Description	Validation
Specify Other <i>*Required</i>	The other method of notifying participants.	<p>*This field is available and required when Other is selected as the Method of Notification.</p> <p>This field is limited to 150 characters.</p> <p>There are three Specify Other fields.</p>
By Whom	The person who sent the notification.	<p>This field is limited to 150 characters.</p> <p>There are three By Whom fields.</p>
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.

Attendance ⓘ

FIRST NAME *	LAST NAME *	ROLE	METHOD OF PARTICIPATION *	
Dixie		Student	In Person	Remove
Steven		Parent/Guardian	In Person	Remove
Salome		Parent/Guardian	In Person	Remove
Sarah		Special Education Teacher or Service Provider	In Person	Remove
Sharon		Special Education Teacher or Service Provider	Phone	Remove

Add
Refresh

Team Meeting Detail Screen - Attendance Section

Field	Description	Validation
First Name <i>Required</i>	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 <i>Required</i>	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: <ul style="list-style-type: none"> • 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 <i>*Required</i>	The other role of the person.	*This field is available and required when Other is selected as the person's Role.
Method of Participation <i>Required</i>	How the person participated in the meeting. Options include: <ul style="list-style-type: none"> • In Person • Phone • Excused • Written Input • Other 	N/A

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

[^ Back to Top](#)

Meeting Excusal

The Meeting Excusal editor captures the name of the person(s) excused from the team meeting and whether or not their input was received.

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.

Meeting Excusal

NOT STARTED

ESIGN

Editor 6 of 25

☐ I do not agree to excuse the following individual(s) from the IEP Meeting
 ☐ I agree to excuse the following individual(s) from the IEP Meeting

Individual(s) to Excuse:

Input from the required participant was provided
 ☐

Meeting Excusal Editor

[^ Back to Top](#)

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: Federal and State Requirements

NOT STARTED

Editor 7 of 25

During the IEP meeting the following factors must be considered by the IEP team. The IEP team must document that the factors were considered and any decisions made relative to each. Factors may be addressed in other sections of the IEP if not documented on this page.

Is the student blind or visually impaired?

Braille Instruction

Is the student deaf or hard of hearing?

Does the student exhibit behaviors that impede his/her learning or that of others?

Does the student have limited English proficiency?

Does the student have communication needs?

Does the student require Assistive Technology devices(s) and/or services?

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
Braille Instruction <i>*Required</i>	Indicates Braille instruct is appropriate for this student. Options include: <ul style="list-style-type: none"> 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 hard of hearing?	Indicates the student is deaf or hard of hearing. Options are Yes or No.	N/A

Field	Description	Validation
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
Does the student have communication needs?	Indicates the student has communication needs. Options are Yes or No.	N/A
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

[^ Back to Top](#)

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

Editor 8 of 25

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.

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)

B i A: = ≡ ¶: ↺ ↻ ⋮

A summary of the most recent evaluation/reevaluation results, and the academic, developmental, and functional needs of the child
test scores should include an explanation (007.07B2)

B i A: = ≡ ¶: ↺ ↻ ⋮

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

► [Click here to expand...](#)

Field	Validation
The strengths 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.
Concerns of the parent/guardian for enhancing the education of the student	This field is limited to 8000 characters.
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.

[^ Back to Top](#)

Educational Needs

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

Student's Educational Needs

NOT STARTED

Editor 8 of 26

Unless otherwise indicated in this IEP, the modifications, accommodations or supplementary aids, or support for school personnel will be implemented throughout the school day, in all classes for the duration of the IEP

Academic, developmental and functional needs of the child

Accommodations, program modifications, supplementary aids and services

Supports for 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.

[^ Back to Top](#)

Subject Areas

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

Subject Areas
IN PROGRESS
Editor 9 of 26

Indicate the Alternate and General Ed Curriculum for each subject area below

Alternate Curriculum

Reading
✕
✕

General Ed Curriculum

Writing
✕
Math
✕
Science
✕
Social Studies
✕
✕

Subject Areas Editor

Field	Description	Validation
Alternate Curriculum	<p>Indicates alternative curriculum is needed for the selected subject areas. Options include:</p> <ul style="list-style-type: none"> • Reading • Writing • Math • Science • Social Studies 	<p>Multiple options can be selected.</p> <p>When a subject area is selected as an Alternate Curriculum, it cannot be selected for the General Ed Curriculum.</p>
General Ed Curriculum	<p>Indicates general education curriculum is needed for the selected subject areas. Options include:</p> <ul style="list-style-type: none"> • Reading • Writing • Math • Science • Social Studies 	<p>Multiple options can be selected.</p> <p>When a subject area is selected as a General Ed Curriculum, it cannot be selected for an Alternate Curriculum.</p>

[^ Back to Top](#)

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

NOT STARTED

Editor 10 of 26

If the student's behavior impedes his or her learning or that of others, the IEP team shall consider and develop, when appropriate, an assessment plan to address the behavior, and positive behavioral interventions, strategies, and supports to address the behavior

Assessment Plan [Add Template](#)

Intervention Plan [Add Template](#)

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.

[^ Back to Top](#)


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

IN PROGRESS

Editor 11 of 26

	District-Wide Assessment	Accommodation/Alternate Assessment
	NeSA	Accommodation

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

District-Wide Assessment *

NeSA ▼

Date



09/13/2024 

Specify Other

Will the student have an Accommodation or Alternate Assessment

Accommodation ▼

Accommodation *

Read to them  

Alternate Assessment

Select Alternate Assessments...

State and District-Wide Assessments Detail Screen

Field	Description	Validation
District-Wide Assessment <i>Required</i>	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 <i>*Required</i>	The other assessment.	<p>*This field is available and required when Other is selected as the District-Wide Assessment.</p> <p>This field is limited to 150 characters.</p>

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: <ul style="list-style-type: none"> • Accommodation • Alternate Assessment 	N/A
Accommodation <i>*Required</i>	The type of accommodation.	<p>*This field is available and required when Accommodation is selected for the above question.</p> <p>The values available in this dropdown are district-defined in the Attribute Dictionary at Plan > Accommodation.</p>
Alternate Assessment <i>*Required</i>	The type of alternate assessment.	<p>*This field is available and required when Alternate Assessment is selected for the above question.</p> <p>The values available in this dropdown are district-defined in the Attribute Dictionary at Plan > Alternate Assessment.</p>

[^ Back to Top](#)

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

IN PROGRESS

Editor 12 of 26

If the student is NOT receiving his/her special education and related services in his/her home school or resident district, indicate below where the services are being provided

District/Agency Name

Reading Specialist Org

Address

12345 Example Street, City, NE 12345

Phone

123-456-7890

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

[^ Back to Top](#)

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

IN PROGRESS

Editor 13 of 26

	Service Provided ↑	Time	Start Date	End Date
	Special Ed Service 1	30 / 30	07/22/24	07/15/25

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

Sequence Number *

1

Service *

Special Ed Service 1

Service Position

Speech Lang

ESY

☐

Location *

General Ed

Duration and Frequency

Start Date *

07/22/2024

End Date *

07/15/2025

Direct Minutes per session *

30

Number Session per *

1

Service Frequency *

day

Indirect Minutes per session *

30

Special Ed Services Detail Screen

Field	Description	Validation
-------	-------------	------------

Field	Description	Validation
Sequence Number <i>Required</i>	The order of the record.	This field automatically sequences in the order in which the records are created. Duplicate numbers are not allowed.
Service <i>Required</i>	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 <i>Required</i>	The location where the student receives the service. Options include: <ul style="list-style-type: none"> • Special Ed • General Ed 	N/A
Duration and Frequency		
Start Date <i>Required</i>	The first day of the service.	N/A
End Date <i>Required</i>	The last day of the service.	N/A
Direct Minutes per session <i>Required</i>	The number of direct minutes the student receives the service.	N/A
Number Session per <i>Required</i>	The number of times the student receives the service.	N/A



Field	Description	Validation
Service Frequency <i>Required</i>	The frequency of service. Options include: <ul style="list-style-type: none"> • year • quarter • month • day • week 	N/A
Indirect Minutes per session <i>Required</i>	The number of indirect minutes the student receives the service.	N/A

[^ Back to Top](#)

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 IN PROGRESS					Editor 14 of 26
	Service Provided ↑	Time	Start Date	End Date	
	Speech/Language Therapy	30 / 0	07/22/24	12/20/24	

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.

Column Name	Description
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.

Related Services Detail Screen

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

Related Services

Sequence Number *

1

Service *

Speech/Language Therapy

Service Position

Speech Lang

ESY

☐

Location *

General Ed

Duration and Frequency

Start Date *

07/22/2024

End Date *

12/20/2024

Direct Minutes per session *

30

Number Session per *

1

Service Frequency *

month

Indirect Minutes per session *

0

Related Services Detail Screen

Field	Description	Validation
Sequence Number <i>Required</i>	The order of the record.	<p>This field automatically sequences in the order in which the records are created.</p> <p>Duplicate numbers are not allowed.</p>

Field	Description	Validation
Service <i>Required</i>	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.
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 <i>Required</i>	The location where the student receives the service. Options include: <ul style="list-style-type: none"> • Special Ed • General Ed 	N/A
Duration and Frequency		
Start Date <i>Required</i>	The first day of the service.	N/A
End Date <i>Required</i>	The last day of the service.	N/A
Direct Minutes per session <i>Required</i>	The number of direct minutes the student receives the service.	N/A
Number Session per <i>Required</i>	The number of times the student receives the service.	N/A
Service Frequency <i>Required</i>	The frequency of service. Options include: <ul style="list-style-type: none"> • year • quarter • month • day • week 	N/A

Field	Description	Validation
Indirect Minutes per session <i>Required</i>	The number of indirect minutes the student receives the service.	N/A

[^ Back to Top](#)


Student and Staff Support

The Student and Staff Support editor documents accommodations, program modifications, and/or supplementary aid or support for personnel.

Student and Staff Support

IN PROGRESS

Editor 15 of 25

	Sequence	Type of Support	Support ↑	Start Date	End Date
	1	Accommodatio...	Other	05/19/25	05/20/26

Student and Staff Support List Screen

► [Click here to expand...](#)

Student and Staff Supports List Screen

Column Name	Description
Padlock Icon	Indicates the person currently editing the record.
Sequence	The order of the records.
Type of Support	The type of support provided to the student.
Support	The specific accommodation or program modification.
Start Date	The first day of the support.
End Date	The last day of the support.

Student and Staff Supports Detail Screen

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

Student and Staff Support

Enter information regarding Accommodations, Program Modifications and Supplementary Aids for Students, and Supports for Personnel.

Sequence Number *

Type of Support *

Accommodation, Program Modification, Supplementary Aid or Support for Personnel *

Specify Other *

Location *

Duration and Frequency

Start Date *

End Date *

Describe duration and Frequency *

Student and Staff Support Detail Screen

Field	Description	Validation
Sequence Number	The order of the supports records.	This field automatically sequences to the next integer and must be unique.
Type of Support <i>Required</i>	Options include: <ul style="list-style-type: none"> Accommodation Program Modification Supplementary Aid Supports for Personnel 	N/A
Accommodation, Program Modifications and Supplementary Aid or Support for Personnel <i>Required</i>	The mapping for this field is as follows: <ul style="list-style-type: none"> Accommodation: Accommodations Program Modification: Modifications Supplementary Aid: Supplementary Supports for Personnel: Support Other is always an option.	This field pulls in from the Special Ed Services Setup tool. The options available in this dropdown dynamically change based on the Type of Support selection.

Field	Description	Validation
Specify Other <i>*Required</i>	The other accommodation, program modification, or supplementary aid/support for personnel.	*This field is available and required when Other is selected above. This field is limited to 150 characters.
Location	Options include: <ul style="list-style-type: none"> • Special Ed • General Ed • Other 	N/A
Specify Other <i>*Required</i>	The other location.	*This field is available and required with Other is selected above.
Duration and Frequency		
Start Date <i>Required</i>	The first day of the support.	This field automatically populates from the Plan Start Date, but can be edited.
End Date <i>Required</i>	The last day of the support.	This field automatically populates from the Plan End Date, but can be edited.
Describe duration and frequency <i>Required</i>	A description of the duration and frequency of the support.	This field is limited to 8000 characters.

[^ Back to Top](#)

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
NOT STARTED
Editor 16 of 25

A summary of the results of the student's performance on formal or informal age appropriate transition assessments (007.07A9a)

B
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A:
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≡
¶:
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⋮

State measurable post-secondary goal(s) based upon age appropriate transition assessments related to education, training, employment, and where appropriate, independent living skills. (007.07A9a)

Goal for Education OR Training after Graduation

B
i
A:
≡
≡
¶:
↶
↷
⋮

Goal for Employment after Graduation

Secondary Transition Editor

► [Click here to expand...](#)

Field	Description	Validation
A summary of the results of the student's performance on transition assessments	A description of the student's performance on transition assessments.	This field is limited to 8000 characters.
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		

Field	Description	Validation
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
If no, describe steps taken to ensure student's preferences/interests were considered <i>*Required</i>	A description of how the student's preferences/interests were considered.	<p>*This field is available and required when No is selected for the "Did the student participate in the IEP meeting?" question.</p> <p>This field is limited to 8000 characters.</p>
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 <i>*Required</i>	A description of the services that are administered by other agencies.	<p>*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.</p> <p>This field is limited to 8000 characters.</p>
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

Field	Description	Validation
If no, why not? <i>*Required</i>	A description as to why the other agency representative was not present or invited to the team meeting.	<p>*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.</p> <p>This field is limited to 8000 characters.</p>
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.	<p>This field is limited to 8000 characters.</p>

[^ Back to Top](#)

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

IN PROGRESS

Editor 18 of 26

Extended School Year (ESY) services have been considered

☒ 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 at a later date

☐ The team determined the student may need ESY services and will revisit the need for ESY services after more information has been collected

Initiation of Services

month/day/year 

Type of Service

How much

Timeline for Completion

Extended School Year Editor

► [Click here to expand...](#)

Field	Description	Validation
Extended School Year (ESY) services have been considered	<p>The ESY determination. Options include:</p> <ul style="list-style-type: none"> • 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 team 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 <i>*Required</i>	A description of the service plan.	<p>*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.</p> <p>This field is limited to 8000 characters.</p>
How much <i>*Required</i>	A description of the service frequency and duration.	<p>*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.</p> <p>This field is limited to 8000 characters.</p>

Field	Description	Validation
Timeline for Completion <i>*Required</i>	A description of the timeline for completing the ESY plan.	<p>*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.</p> <p>This field is limited to 8000 characters.</p>

[^ Back to Top](#)

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
NOT STARTED
Editor 19 of 26

The student's parents will be regularly informed of the student's progress toward the annual goals and the extent to which that progress is sufficient to enable the student to achieve goals by the end of the IEP year. Parents need to be informed of their child's progress at least as often as parents of non-disabled students are informed of progress. This information will be reported using the IEP Progress Report form.

Method of reporting to parents/guardian

Frequency of reporting to parents/guardian

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.

[^ Back to Top](#)

Transportation Plan

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

Transportation Plan
NOT STARTED
Editor 20 of 26

If the student is determined eligible for special education transportation, check box and complete section

☐

The student is eligible for special education transportation because

☐ 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

Method of Transport

Add parent transport or district transport to the Related Services section

Plan for transportation

Special Conditions

Select Special Conditions...

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 <i>*Required</i>	<p>The reason the student is eligible for transportation services. Options include:</p> <ul style="list-style-type: none"> 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 	<p>*This field is available and required when the first checkbox is marked.</p> <p>Multiple checkboxes can be marked.</p>

Field	Description	Validation
Method of Transport	The manner of transportation. Options include: <ul style="list-style-type: none"> • Parent transport • District transport 	N/A
Plan for transportation <i>*Required</i>	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.

[^ Back to Top](#)

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
NOT STARTED
Editor 21 of 26

General Education Hours/Week
Special Education
With General Education Peers
Hours per week including related service hours
Not With General Education Peers
Hours per week including related service hours
Extent and justification for the child not participating with General Education peers

Participation in Education Programs Editor

► [Click here to expand...](#)

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: <ul style="list-style-type: none"> • 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.

[^ Back to Top](#)

Participation in Physical Ed

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

Participation in Physical Ed
IN PROGRESS
Editor 22 of 26

The student will participate in

Regular physical education

Explain why the student will not have physical education activities

Participation in Physical Ed Editor

Field	Description	Validation
The student will participate in	<p>How the student participates in physical education. Options include:</p> <ul style="list-style-type: none"> 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 <i>*Required</i>	<p>A description why the student will not have physical education activities.</p>	<p>*This field is available and required when No physical activities is selected in the above dropdown.</p> <p>This field is limited to 8000 characters.</p>

[^ Back to Top](#)

Annual Goals

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

Annual Goals
IN PROGRESS
Editor 23 of 26

		Sequence ↑ 1	Annual Goal
+		1	Example reading goal...

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

Sequence Number *

1

Annual Goal Area

Reading

Specify Other

Annual Goal * Add Template

Example reading goal...

For students with Post-secondary Transition Plans, please indicate which goal domain(s) this annual goal will support

select all that apply

Post-Secondary Education/Training

Progress toward the goal will be measured by

select all that apply

Reading records

Specify Other

Annual Goals Detail Screen

Field	Description	Validation
Sequence Number <i>Required</i>	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 <i>*Required</i>	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 <i>Required</i>	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: <ul style="list-style-type: none"> • Post-Secondary Education/Training • Employment • Independent Living 	Multiple options can be selected.

Field	Description	Validation
Progress toward the goal will be measured by	<p>The manner of measuring the student's progress towards the annual goal. Options include:</p> <ul style="list-style-type: none"> • Work Samples • Curriculum-based tests • Portfolios • Checklists • Scoring guides • Observation chart • Reading records • Other 	Multiple options can be selected.
Specify Other <i>*Required</i>	The other manner of measuring the student's progress towards the annual goal.	<p>*This field is available and required when Other is selected from the "Progress toward the goal will be measured by" field.</p> <p>This field is limited to 150 characters.</p>
Objectives		
Sequence	The order of the records.	<p>This field automatically sequences in the order in which the records are created.</p> <p>Duplicate numbers are not allowed.</p>
Short-term objectives/benchmarks: Measurable, immediate steps or targeted sub-skills to enable student to reach annual goals <i>Required</i>	The short-term objective or benchmark the student works towards that will aid them in achieving their annual goal.	N/A

[^ Back to Top](#)


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

IN PROGRESS

Editor 25 of 26

	Date ↓	Description of the action proposed or denied by the distri...	Print In Plan
	07/08/24	Example.	<input type="checkbox"/> OFF

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.
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

Print in Plan

☐

Date *

07/08/2024 

Description of the action proposed or refused by the school district

Example.

Explanation of why the district proposes or refuses to take this action

Description of options the IEP team considered and the reasons why those options were rejected

Prior Written Notice Detail Screen

Field	Description	Validation
Print in Plan	Indicates this record prints.	This defaults to unmarked.
Date <i>Required</i>	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.
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.

[^ Back to Top](#)

Acknowledgements

The Acknowledgements 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**. See the [Nebraska Special Ed Plan eSignature Process](#) article for additional information.

Acknowledgements
NOT STARTED
ESIGN
Editor 24 of 25

The following documents were provided to the parent/guardian

☐ Parental Rights in Special Education (009.06A)

Date
month/day/year
By Whom

☐ Individualized Education Program (IEP) (007.09D)

Date
month/day/year
By Whom

☐ Other

Specify Other

Date
month/day/year
By Whom

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). (007.06E)

If no parent signature, reason why parent signature could not be obtained:

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.

Acknowledgements 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

[^ Back to Top](#)

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

NOT STARTED

ESIGN

Editor 25 of 25

For students who receive a variety of services that may include, occupational therapy, physical therapy, speech language therapy, nursing, mental health, personal care, audiological services, complete below:

State law requires public schools to access Federal funding for IEP directed therapies provided to children eligible for Medicaid. Federal Law requires parental consent for districts to access this Medicaid funding. The district will not require parents or their children to enroll in the Nebraska Medicaid program and claims will only be submitted when the child/student is eligible. Regardless, all required special education services must still be provided by the school district at no cost to the child or family. This consent is voluntary and may be withdrawn at any time (Nebraska R.R.S § 43-2511; and 34 CFR § 300.9 & CFR §300.154)

This CONSENT/REFUSAL is made on behalf of the student/child named herein and applies only for the therapies identified and actually provided during the effective period of this IEP.

I give consent to the public school district named herein to access Medicaid funding on behalf of my child (named above) and understand that I may withdraw this consent at any time upon written notice to the public school district.

☐

I REFUSE to give consent to the public school district named herein to access Medicaid funding on behalf of my child (named above) and understand that my refusal will not affect the district's obligation to provide my child a Free Appropriate Public Education (FAPE) at no cost.

☐

Medicaid Editor

[^ Back to Top](#)