

Individual Education Plan (Nebraska)

Last Modified on 03/05/2025 9:05 am CST

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 2024.1**. Plan formats are set up using the [Plan Type Setup](#) tool.

Editor Home - **NE IEP 2024.1 ⓘ

NAME	STATUS	MODIFIED BY	COMPLETED BY
Plan Information	IN PROGRESS	System Administrator 7/18/24 9:00 AM	>
Student Information	IN PROGRESS	System Administrator 7/18/24 9:00 AM	>
Parent/Guardian Information	IN PROGRESS	System Administrator 7/18/24 9:03 AM	>
Enrollment Information	IN PROGRESS	System Administrator 7/18/24 9:04 AM	>
Team Meeting	IN PROGRESS	System Administrator 7/18/24 9:08 AM	>
Special Considerations: Federal and State Requirements	IN PROGRESS	System Administrator 7/18/24 9:17 AM	>
PLAAFP	NOT STARTED		>
Educational Needs	NOT STARTED		>
...	IN PROGRESS	System Administrator	>

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 26

Category *

Meeting Date *

Eval/RED Date *

Start Date *

Anticipated Date of Next Reevaluation

End Date *

Mail Date

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
Anticipated Date of Next Reevaluation	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.

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

Case Manager Information

Name Sarah [Redacted]	Title Teacher (SPEDSTAFF)
Phone [Redacted]	

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

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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
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	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 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 *

Secondary Disability

Fifth Disability

Tertiary Disability

Fourth Disability

Special Ed Status

Special Ed Setting

Entry Date

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

Enrollment Information Editor

▶ [Click here to expand...](#)

Field	Description	Validation
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Field	Description	Validation
Primary Disability <i>Required</i>	The student's first disability. Options include: <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 	This pulls in from the selected Enrollment record when users click Refresh .
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: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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	<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

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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 IN PROGRESS Editor 5 of 26

	Meeting Date ↑	Meeting Location	Print In Plan
	07/17/24	School, Room 150	<input checked="" type="checkbox"/> ON

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 <input checked="" type="checkbox"/>	Meeting Date * <input type="text" value="07/17/2024"/>	Meeting Time <input type="text" value="4:00 PM"/>	Invite Date <input type="text" value="07/10/2024"/>
---	--	---	---

Meeting Location

1st Notification * <input type="text" value="07/12/2024"/>	Method of Notification <input type="text" value="Reminder Notice"/>	Specify Other <input type="text"/>	By Whom <input type="text"/>
2nd Notification <input type="text" value="month/day/year"/>	Method of Notification <input type="text"/>	Specify Other <input type="text"/>	By Whom <input type="text"/>
3rd Notification <input type="text" value="month/day/year"/>	Method of Notification <input type="text"/>	Specify Other <input type="text"/>	By Whom <input type="text"/>

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 i

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.

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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 IN PROGRESS Editor 6 of 26

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 hearing impaired?

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

Does the student have limited English proficiency?

Student does NOT need to take NE ELPA test

Indicate where language needs are addressed in the IEP

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 <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 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 <i>*Required</i>	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 <i>*Required</i>	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 <i>*Required</i>	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: <ul style="list-style-type: none"> • 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 <i>*Required</i>	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.

Field	Description	Validation
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
Indicate where the state or district-wide assessments are addressed in the IEP? <i>*Required</i>	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: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> No Yes, graduating with regular diploma Yes, exceeding age of eligibility for special education. 	N/A

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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 7 of 26

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.

Student's Educational Needs NOT STARTED
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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.

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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 9 of 26

IN PROGRESS

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

Alternate Curriculum

Reading x

General Ed Curriculum

Writing x Math x Science x Social Studies x

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>

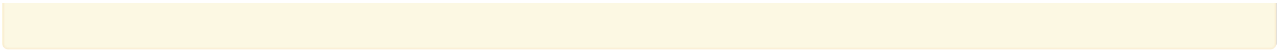
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Behavioral Assessment and Intervention Plan

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 10 of 26

NOT STARTED

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.

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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 Editor 11 of 26

IN PROGRESS

	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 * Date

NeSA 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.	*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: <ul style="list-style-type: none"> • Accommodation • Alternate Assessment 	N/A
Accommodation <i>*Required</i>	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 <i>*Required</i>	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.

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IN PROGRESS

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

Address

Phone

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.

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IN PROGRESS

	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 *
 ▲▼

Service * ▼ **Service Position** ▼ **ESY**

Location *
 ▼

Duration and Frequency

Start Date * 📅 **End Date *** 📅

Direct Minutes per session * ▲▼ **Number Session per *** ▲▼ **Service Frequency *** ▼

Indirect Minutes per session * ▲▼

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

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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.

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.
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

Sequence Number *

Service * **Service Position** **ESY**

Location *

Duration and Frequency

Start Date * **End Date ***

Direct Minutes per session * **Number Session per *** **Service Frequency ***

Indirect Minutes per session *

Related Services Detail Screen

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.

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

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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 Editor 15 of 26

IN PROGRESS

	Service Provided ↑	Time	Start Date	End Date
	Accommodation1	30 / 0	07/22/24	12/20/24

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

Sequence Number *

Service * **Service Position** **ESY**

Location *

Duration and Frequency

Start Date **End Date**

Direct Minutes per session **Number Session per** **Service Frequency**

Indirect Minutes per session

Accommodations Detail Screen

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 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 <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
Indirect Minutes per session <i>Required</i>	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 IN PROGRESS Editor 16 of 26

	Service Provided ↑	Time	Start Date	End Date
	Supplementary Example	30 / 30	07/22/24	12/20/24

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

Sequence Number *

Service * **Service Position** **ESY**

Location *

Duration and Frequency

Start Date * **End Date ***

Direct Minutes per session * **Number Session per *** **Service Frequency ***

Indirect Minutes per session *

Supplementary Aids, Services and Modifications Detail Screen

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 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 <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
Indirect Minutes per session <i>Required</i>	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 NOT STARTED
Editor 17 of 26

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

Goal for Employment after Graduation

Goal for Independent Living after Graduation

Transition Services

Transition Services means a coordinated set of activities designed within a results-oriented process focused on improving the academic and

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

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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

Type of Service

How much

Timeline for Completion

Extended School Year Editor

▶ [Click here to expand...](#)

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

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 	<p>Only one checkbox can be marked.</p>
Initiation of Services	<p>The first day the ESY services will start.</p>	<p>N/A</p>
Type of Service <i>*Required</i>	<p>A description of the service plan.</p>	<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>	<p>A description of the service frequency and duration.</p>	<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.	*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.

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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 19 of 26

NOT STARTED

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.

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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

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>	The reason the student is eligible for transportation services. Options include: <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 	*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: <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.

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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 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
-------	-------------	------------

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.

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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 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>	A description why the student will not have physical education activities.	<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>

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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 *

Annual Goal Area

Specify Other

Annual Goal *

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

Progress toward the goal will be measured by
select all that apply

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

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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 IN PROGRESS
Editor 24 of 26

State law requires public schools to access Federal Medicaid funding for IEP and IFSP directed therapies provided to children eligible for Medicaid. Federal Law required 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 with the child/student is eligible. Regardless, all required special education services must still be provided by the school district at not cost to the family. This consent is voluntary and may be withdrawn at any time.

I give **CONSENT** to the school district to access Medicaid funding on behalf of my child and understand that I may withdraw this consent at any time upon written notice to the school district. (009.09A1; 009.09A2a; 009.09A2c)

I **REFUSE** to give consent to the school district to access Medicaid funding on behalf of my child 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. (0900.09A2d)

Medicaid Editor

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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.

Column Name	Description
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 *
 

Description of the action proposed or refused by the school district

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.

Field	Description	Validation
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.

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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 IN PROGRESS
Editor 26 of 26

The following documents were provided to the parent/guardian

Parental Rights in Special Education (009.06A)

Date *

By Whom *

Individualized Education Program (IEP) (007.09D)

Date *

By Whom *

Other

Specify Other

Date

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:

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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