



TIP SHEET

Summary and Definitions

SPECIAL EDUCATION FORMS, DOCUMENTS, AND NOTICES

Student Assistance Team (SAT); Multi-Tiered Systems of Support (MTSS); Response to Intervention (RtI)

If your child is struggling with academic, communication, social, or behavior skills in the regular classroom, they may be referred to the Student Assistance Team (SAT) or another comparable problem-solving team. Problem-solving teams may also be referred to as an MTSS or RtI models of support and intervention.

Consent for Initial Evaluation

The Consent for Initial Evaluation is asking for parent/guardian's written consent to conduct a special education evaluation. The purpose of this evaluation is to determine if your child meets the state and federal criteria as a child with a disability. This evaluation must be completed before your child can receive special education or related services.

Meeting Notices

MDT MEETING NOTICE

The MDT Meeting Notice is an invitation to attend a meeting concerning your child's special education evaluation and potential eligibility for special education and related services. This is called a Multidisciplinary Team (MDT) Meeting. If your child is receiving special education and related services, the evaluation information is reviewed every three years. You have the right to participate in any meeting regarding your child's special education evaluation, education plan (IEP), and placement.

IEP MEETING NOTICE

The IEP Meeting Notice is an invitation to attend a meeting concerning your child's Individualized Education Program/Plan (IEP). This is called an IEP Meeting. This plan is updated annually. You have the right to participate in any meeting regarding your child's special education evaluation, IEP, and placement.

Multidisciplinary Team (MDT) Report

An MDT report, summarizing the special education evaluation findings, will be shared with you after an MDT meeting. The MDT report shares the assessment results that were used in determining whether your child is eligible for special education. The report will state if your child has a disability, and if the disability is such that your child is eligible for specially designed instruction (special education and related services).

504

A 504 plan is a plan that allows a child to receive equal access to education under the laws specified in Section 504 of the Rehabilitation Act. To qualify under Section 504, your child must have a disability that limits a major life function, but not need specialized instruction. Specialized instruction is provided under the procedural safeguards outlined in the Individuals with Disabilities Act (IDEA).

Individualized Education Program (IEP)

The IEP is a written plan for a child with a disability that is developed, reviewed, and revised in an annual meeting. The IEP must clearly explain the type and amount of special education and related services that your child will receive over the next year. The IEP is individualized to reflect your child's unique needs. The IEP explains how these needs will be addressed to allow your child to be included and make progress in the general education curriculum.

Initial Placement

Placement describes the location where a child will be receiving special education and related services. The Initial Placement form is completed after your child's first IEP is developed. This form asks for your written consent to place your child in a specific physical location in which special education and related services will be provided, as described in your child's IEP. You may revoke this consent at any time.

Prior Written Notice

Prior written notice is a notice from the school district that explains any actions the district is proposing or refusing to take related to the identification, evaluation, or educational placement of your child.

Progress Notes

Progress notes outline the progress that your child is making toward their annual goals on their IEP. They provide evidence as to whether the IEP is working as planned, or if changes need to be made to the plan.

Functional Behavior Assessment (FBA)

A functional behavior assessment evaluates your child's behavior and determines positive behavioral supports that reduce the problem behavior. The FBA considers why your child has problem behaviors, what reinforces those behaviors, and indicates interventions that increase desired behaviors.

Behavior Intervention Plan (BIP)

A behavioral intervention plan occurs after a functional behavior assessment is completed, and uses the information gathered in the Functional Behavior Assessment (FBA) to create the Behavior Intervention Plan (BIP). The BIP describes the problem behavior, provides reasons why the behavior is happening, and lists positive behavioral supports and services to replace the problem behavior.

Manifestation Determination

Manifestation determination is a process when a student who receives special education services is considered for suspension, expulsion or any alternative placement due to some behavioral concern. It is a process where the behavior of a student who receives special education is considered to determine if the actions that resulted in the consideration of some disciplinary action against the student were manifestations of the student's disability.

Notice of Equitable Services

The Notice of Equitable Services is an invitation to participate in the meeting to develop an equitable services plan for a child with a disability. This plan is written for a nonresident child whose parents elected to place them in a nonpublic school and declined special education and related services from their resident school district.

Equitable Services Plan

An Equitable Services Plan is a plan specific to a student in a nonpublic (private) school system. Public school districts are annually required to hold a meeting where they describe the “equitable services” that they will provide to any child that attends a private school that does not elect to receive FAPE from their resident district. It is written to describe the special education services provided to a child attending a private school outside of their resident boundaries whose parents have declined special education services from the resident district. The public school district where the nonpublic school is located is responsible for the development of a services plan for a nonresident child with disabilities parentally placed in a non-public school. The services plan does not entitle children with disabilities to a free and appropriate public education (FAPE).

Notice and Consent for Re-Evaluation

A Notice and Consent for Re-Evaluation is requesting a parent/guardian's written permission to complete a special education re-evaluation of your child. This means that the Multidisciplinary Team (MDT) will collect new and updated information regarding your child’s areas of strength and concern. This may include health, hearing, vision, social and emotional status (including behavioral needs), general intelligence, academic performance, communication, and motor abilities. The MDT will meet to determine if your child continues to meet the eligibility requirements as a child with a disability according to state and federal law.

Determination Notice

A Determination Notice states that a re-evaluation of your child is not needed at this time, and your child will continue to be eligible for special education and related services under their current verification. A school district must conduct a re-evaluation at least once every three years, unless the parent and the school district agree that a re-evaluation is unnecessary. Parents have the right to request that their child be re-evaluated.

Notes Page

The Notes page is a blank form that can be used to document anecdotal information that doesn’t fit neatly in another special education form. The Student Records System (SRS) is an online data system that generates and stores your child’s special education records. Not all school districts in Nebraska use the SRS - ask your school district where your child’s electronic records are stored. You may request access to electronic or paper records at any time.

Notice of Outside Agency

Once your child reaches the age of 14, the IEP team develops postsecondary goals and transition services to assist your teen in reaching those goals. The district is asking your written permission to invite an agency representative to assist with the transition planning for your teen, as this agency may be responsible for providing or paying for transition services.

Summary of Performance (SOP)

The Summary of Performance (SOP) is a document that summarizes your teen’s transition-related information. This may include information regarding your teen’s academic, functional performance, vocational, and independent living strengths, needs, preferences, and interests. The SOP serves as an information sharing tool that helps adult service providers (e.g., Nebraska VR Counselors, Support Specialists in College or University settings, Developmental Disabilities Services Coordinators) tailor services to your teen’s unique situation.

Parent Revocation of Services

A parent may revoke (withdraw) consent for their child to receive special education and related services. This revocation must be done in writing. If you revoke consent, your child will no longer receive special education and related services. Once the revocation is in effect, your child no longer has protections under the Individuals with Disabilities Education Act (IDEA). The school district will provide you with prior written notice identifying the date the district will stop providing services.

Medicaid in the Public Schools (MIPS)

The MIPS form is requesting written permission for the district to access Medicaid funding on behalf of your child. A school district may use Medicaid or other public benefits or insurance programs to provide or pay for services. This consent can be withdrawn in writing at any time. Refusing to give consent does not affect the school district's obligation to provide special education and related services.

For more information about any special education form, notice, or document, contact your child's special education teacher, a PTI Nebraska parent/professional at (800) 284-8520 and pti-nebraska.org, or the Nebraska Department of Education at (402) 471-2471 and education.ne.gov/sped/.

The Individuals with Disabilities Education Act (IDEA) is a law that makes available a free appropriate public education to eligible children with disabilities throughout the nation and ensures special education and related services to those children. See <https://sites.ed.gov/idea/> for more information on IDEA.

Rule 51 is the document that outlines regulations and standards for special education programs in Nebraska. Rule 51 can be found on the Nebraska Department of Education's website: https://cdn.education.ne.gov/wp-content/uploads/2017/10/Rule51_2017.pdf.

Rule 55 is the document that outlines rules of practice and procedure for due process hearing in special education contest cases. Rule 55 can be found on the Nebraska Department of Education's website: https://cdn.education.ne.gov/wp-content/uploads/2017/10/Rule55_2012.pdf

SOURCES

<https://www.k12.wa.us/student-success/special-education/program-improvement/model-forms-services-students-special-education>

<https://sites.ed.gov/idea/regs/b/d>

<https://cdn.education.ne.gov/wp-content/uploads/2019/04/Non-Public-Services-to-Children-with-Disabilities-Enrolled-by-their-Parents-in-Non-Public-Schools-Aug-2018.pdf>

<https://www.education.ne.gov/wp-content/uploads/2017/07/consent-to-invite-outside-agency.pdf>

<https://transition.ne.gov/summary-performance-qa>

<http://transition.ne.gov/sites/default/files/Transition-Planning-Guidance-Document-Aug-2018.pdf>