

**WEeping WATER SCHOOL
DISTRICT #13-0022-CASS COUNTY, NEBRASKA
BOARD OF EDUCATION MEETING
WEeping WATER PUBLIC SCHOOLS BUSINESS ROOM**

NOTICE for this meeting was posted in the identified locations as per district policy.

1. AGENDA
 - 1.a. Call the meeting to order
 - 1.b. Roll Call
 - 1.c. Acknowledgement of Nebraska Open Meetings Act posted
 - 1.d. Excuse absent board members
 - 1.e. Approval of consent agenda
 - 1.e.a. Approval of previous meetings minutes
 - 1.e.b. Notification of meeting publication site, date, and time
 - 1.e.c. Financial Reports and Payment of Bills
 - 1.e.d. Next regular meeting date - September 14, 2026
Budget Hearing & Tax Levy
2. Communications
3. Visitors/Open Forum and staff and program presentations
4. Action Items
 - 4.a. Discuss, consider, and take the necessary action to accept Board resignation.
 - 4.b. Discuss, consider, and take necessary action to fill vacant Board position.
 - 4.c. Discuss, consider, and take all necessary action on increasing base growth percentage by 7%.
 - 4.d. Discuss, consider, and take all necessary action on SPED Policy & Para Professional Handbook
 - 4.e. Discuss, consider, and take action on Childcare Handbook and Calendar.
5. Discussion:
 - 5.a. Continuous Improvement Team Presentation
 - 5.b. Discuss, consider, and take all necessary action to give approval to policies to be reviewed.
 - 5.c. Discuss community service hours presented by the Weeping Water PTO
6. Reports
 - 6.a. Administration Reports
 - 6.b. Board Reports
7. Adjournment

**** Members of the board of education may move to enter "closed" session or adjust the order of the agenda at any point during the regular meeting.**

MINUTES OF THE MEETING OF THE BOARD OF EDUCATION
WEEPING WATER PUBLIC SCHOOLS
WEEPING WATER, NEBRASKA
July 20, 2026

President Hayle Dehne called the meeting to order at 6:00 PM in the Weeping Water Public School Conference Room.

Board members attendance at roll call were **Present:** Haley Dehne, Betty Harms, Michelle Lindsey, Doug Meyer, **Absent:** Neil Huskey, Brandon Nash, Mark Rathe.

1. AGENDA

1.a. Call the meeting to order

1.b. Roll Call

Present: Haley Dehne, Betty Harms, Michelle Lindsey, Doug Meyer, **Absent:** Neil Huskey, Brandon Nash, Mark Rathe. Also present were Superintendent Adrian Allen, Secondary Principal, Scott Rezac, Elementary Principal Mary Mozena, and Asst. Principal/AD Michelle Heath.

1.c. Acknowledgement of Nebraska Open Meetings Act posted

The BOE President acknowledged the posting of the Nebraska Meetings Act.

1.d. Excuse absent board members

Betty Harms moved to approve the absence of board members Brandon Nash, Mark Rathe, and Neil Huskey. Doug Meyer seconded the motion. Motion Passed

Haley Dehne: Yea, Betty Harms: Yea, Neil Huskey: Absent, Michelle Lindsey: Yea, Doug Meyer: Yea, Brandon Nash: Absent, Mark Rathe: Absent

Yea: 4, Nay: 0, Absent: 3

1.e. Approval of consent agenda

Michelle Lindsey moved to approve the consent agenda, which includes the minutes of the last regular meeting, Notification of meeting publication site, date, and time, financial report and payment of general funds bills, and the next regular meeting date August 17, 2026. Betty Harms seconded the motion. Motion Passed

Haley Dehne: Yea, Betty Harms: Yea, Neil Huskey: Absent, Michelle Lindsey: Yea, Doug Meyer: Yea, Brandon Nash: Absent, Mark Rathe: Absent

Yea: 4, Nay: 0, Absent: 3

1.e.a. Approval of previous meetings minutes

1.e.b. Notification of meeting publication site, date, and time

The meeting date, time, and location was published in the Southeast Nebraska Voice

1.e.c. Financial Reports and Payment of Bills

1.e.d. Next regular meeting date - August 17, 2026

Business Room

2. Communications

3. Visitors/Open Forum and staff and program presentations

Visitors may address the board during this portion of the meeting. Each speaker is limited to 5 minutes. Multiple speakers for the same subject should appoint a single spokesperson to address the board for a maximum of 5 minutes.

4. Action Items

4.a. Discuss, consider, and take all necessary actions to adopt content standards & frameworks.

Doug Meyer moved to adopt content standards and frameworks for Rule 10 for Weeping Water Public Schools. Betty Harms seconded the motion. Motion Passed

Haley Dehne: Yea, Betty Harms: Yea, Neil Huskey: Absent, Michelle Lindsey: Yea, Doug Meyer: Yea, Brandon Nash: Absent, Mark Rathe: Absent

Yea: 4, Nay: 0, Absent: 3

4.b. Discuss, consider, and take all necessary action to approve 2026-27 Student/Staff Handbook revisions.

Michelle Lindsey moved to moved to approve 2026-27 student and staff handbooks as presented. Doug Meyer seconded the motion. Motion Passed

Haley Dehne: Yea, Betty Harms: Yea, Neil Huskey: Absent, Michelle Lindsey: Yea, Doug Meyer: Yea, Brandon Nash: Absent, Mark Rathe: Absent

Yea: 4, Nay: 0, Absent: 3

4.c. Discuss, consider, and take all necessary action to approve 2026-27 fees.

Doug Meyer moved to approve 2026-27 fees as presented. Betty Harms seconded the motion. Motion Passed

Haley Dehne: Yea, Betty Harms: Yea, Neil Huskey: Absent, Michelle Lindsey: Yea, Doug Meyer: Yea, Brandon Nash: Absent, Mark Rathe: Absent

Yea: 4, Nay: 0, Absent: 3 The fees were presented during the June Student Fees Hearing on June 15, 2026

4.d. Discuss, consider, and take all necessary action to approve the 2026-2027 Superintendent contract.

Doug Meyer moved to approve 2026-27 Superintendent contract for Adrian Allen. Betty Harms seconded the motion. Motion Passed

Haley Dehne: Yea, Betty Harms: Yea, Neil Huskey: Absent, Michelle Lindsey: Yea, Doug Meyer: Yea, Brandon Nash: Absent, Mark Rathe: Absent

Yea: 4, Nay: 0, Absent: 3

4.e. Discuss, consider and take action on 2026-27 NRCSA Membership.

Michelle Lindsey moved to approve 2026-27 NRCSA membership. Betty Harms seconded the motion. Motion Passed

Haley Dehne: Yea, Betty Harms: Yea, Neil Huskey: Absent, Michelle Lindsey: Yea, Doug Meyer: Yea, Brandon Nash: Absent, Mark Rathe: Absent

Yea: 4, Nay: 0, Absent: 3

5. Discussion:

5.a. Discuss policies to be reviewed.

The following policies meet KSB's recommendations:

5.b. Discuss preliminary Budget documents.

6. Reports

6.a. Administration Reports

Activities Director / Asst. Principal

Elementary Principal

Secondary Principal

Superintendent

6.b. Board Reports

7. Adjournment

Respectfully submitted,

Board Secretary



**Weeping Water Public School
Financial Report for Board
August 2026**

FISCAL BUDGET USE PER MONTH

2025-2026 UPDATED: 8/14/2026

MONTH END	FISCAL 24 % USED 24 Budget =	General/Food Service FISCAL 24 \$ USED	FISCAL 25 % USED 25 Budget =	General/Food Service FISCAL 25 \$ USED	FISCAL 26 % USED 26 Budget =	General/Food Service FISCAL 26 \$ USED
September	8.12%	\$ 511,449.49	8.99%	\$ 571,200.15	8.40%	\$ 616,887.08
October	7.91%	\$ 498,609.88	8.74%	\$ 555,398.19	7.93%	\$ 582,891.24
November	8.16%	\$ 514,462.24	7.94%	\$ 504,353.13	7.37%	\$ 541,282.24
December	8.96%	\$ 564,744.90	8.77%	\$ 557,212.46	7.87%	\$ 577,849.28
January	7.87%	\$ 496,131.19	8.33%	\$ 529,401.56	7.35%	\$ 539,729.58
February	8.66%	\$ 545,845.39	8.37%	\$ 532,055.60	7.47%	\$ 549,081.47
March	7.95%	\$ 501,182.62	9.19%	\$ 583,995.02	7.85%	\$ 576,586.03
April	8.58%	\$ 540,623.33	9.03%	\$ 573,447.06	7.57%	\$ 555,818.17
May	9.01%	\$ 567,500.40	9.20%	\$ 584,223.92	8.36%	\$ 614,519.80
June	7.92%	\$ 499,229.48	8.02%	\$ 509,307.71	7.68%	\$ 563,845.08
July	7.50%	\$ 472,429.00	8.26%	\$ 524,490.07	8.33%	\$ 612,224.42
August	10.44%	\$ 657,714.61	10.53%	\$ 669,109.62	0.00%	\$ -
Cumulative	101.09%	\$6,369,922.53	105.37%	\$6,694,194.49	86.17%	\$6,330,714.39

	2024		2025		2026
OPERATING BUDGET	\$5,948,300.00	OPERATING BUDGET	\$6,000,000.00	OPERATING BUDGET	\$6,993,458.00
W/ SIXPENCE	\$6,301,300.00	W/ SIXPENCE	\$6,353,000.00	W/ SIXPENCE	\$7,346,458.00

Weeping Water Public School
Claims for Payment

Signed Off By:

Haley Dehne, President of the Board

Date

Account Code	Payment Vendor	Invoice Total	Invoice Description
Multiple	Adrian Allen	\$358.40	Mileage/Cell Phone Reimb
01-2-02510-610-000	Amazon E-Commerce	\$588.98	Office Supplies
01-2-01100-610-002	Amazon E-Commerce	\$340.40	Elementary Supplies
01-2-02620-610-000	Amazon E-Commerce	\$28.57	Maintenance/Custodial Supplies
06-2-03100-610-000	Amazon E-Commerce	\$100.44	Kitchen Supplies
01-2-03300-610-000	Amazon E-Commerce	\$171.77	Childcare Supplies
01-2-01200-610-002	Amazon E-Commerce	\$37.99	SPED Elementary Supplies
01-2-01100-610-002	Amazon E-Commerce	\$453.80	Elementary Supplies
Multiple	Amazon E-Commerce	\$41.20	Office Supplies
01-2-02610-340-000	Buss Pest Control	\$75.00	Monthly Pest Control
01-2-02510-443-000	Capital Business Systems, Inc. (Lease)	\$872.80	Copier Lease: 0271825924-001
01-2-02510-643-000	Capital Business Systems, Inc. (Subscription)	\$67.35	Poster Printer Subscription: CONT18251-01; ACCT WW07
01-2-03541-810-000	Carahsoft	\$2,202.06	Enterprise Subscriptions
01-2-02620-431-000	Cerris Systems North Central, Inc.	\$2,277.92	VRV HP-9 Kitchen - No Cool
01-2-02610-410-000	City Of Weeping Water	\$951.77	Monthly Water/Sewer/Trash
01-2-02710-810-000	Complete Chiropractic & Wellness Center	\$80.00	DOT Exam
01-2-02710-810-000	Complete Chiropractic & Wellness Center	\$80.00	DOT Exam
01-2-03400-610-000	Dietze Music House - Lincoln	\$2,212.34	Drums
Multiple	ESU Coordinating Council	\$950.00	Movie Site LIC Streaming 151-300
01-2-02230-643-000	ESU Coordinating Council	\$311.61	Fortimail Renewal 2026-2027
01-2-01100-382-000	Fiber Platform, LLC	\$559.67	ACCT:WEE3254_2255 (Network)
01-2-02220-640-000	Follett Content Solutions, LLC	\$145.08	Library Book Order
01-2-02510-610-000	Futuramic's Clean Water Center	\$26.40	Drinking Water
01-2-03400-610-000	Gopher Performance Inc	\$6,510.34	A. McGill Hopper Grant purchase
01-2-01100-640-002	Hal Leonard Corporation	\$299.00	online Curriculum music for upper elementary and middle school music classes
01-2-02510-643-000	Harris School Solutions	\$1,428.63	AAWeb Annual Fee 9/1/26-8/31/27
06-2-03100-734-000	Health'e Pro	\$3,286.00	Health-e Pro Menu Planning Software
06-2-03100-630-000	Hiland Dairy	\$265.61	Milk
01-2-02620-431-000	JSM Concrete	\$3,500.00	Dock repair - Damaged Concrete
01-2-02710-350-000	Keckler Oil Co Inc	\$130.00	Chevy Micro Bus Inspection
01-2-02510-530-000	Kinetic Business by Windstream	\$641.95	ACCT: 090073839
Multiple	LAQUINTA INNS & SUITES	\$1,449.50	Hotel Rooms - Admin Days - AAllen, SRezac, MMozena, MHeath
Multiple	Mary Mozena	\$414.73	Cell Phone/Mileage Reimbursement
01-2-02710-610-000	Meeske Auto Parts	\$123.93	Transportation Supplies
Multiple	Meeske Hardware Inc	\$1,126.53	District Supplies
01-1-01990-000	Meghan Cory	\$15.78	Am. Fidelity premium overpayment
Multiple	Michelle Heath	\$428.04	Cell Phone/Mileage Reimbursement
01-2-02130-610-000	Midwest Special Instruments	\$97.52	RE-7 Headband Assembly
01-2-02310-520-000	NASB ALICAP	\$117,218.00	WorkComp,Property,Libality, Boiler&Machinery, Errors&Omissions
Multiple	National Insurance Services	\$1,116.49	Monthly LTD Premiums
01-2-01200-330-000	Nebraska Council of School Administrators, Inc.	\$235.00	2026 Admin Days -M,Mozena
01-2-02710-626-000	Nebraska Iowa Supply Co., Inc.	\$1,583.32	Fuel - Unleaded
01-2-02310-810-000	Nebraska Rural Community Schools Assoc	\$850.00	2025-26 NRCSA Membership Dues
01-2-02230-340-000	Niobrara Visions LLC	\$113.00	Avaya systems support
01-2-02610-621-000	Omaha Public Power District	\$8,993.60	ACCT: 1333000080
01-2-01100-640-002	Plank Road Publishing Inc	\$182.95	Subscription to Music K8 Magazine for elementary music classes/programs
01-2-02510-340-000	Prime Secured	\$75.00	Adjust Health & Wellness schedule & exterior door schedule
01-2-02510-440-000	Quadient, Inc.	\$95.97	Postage Machine Rental
06-2-03100-610-000	Quill LLC	\$587.37	Kitchen Supplies
01-2-01100-610-001	SchoolMate (Division of Morris Printing Group	\$118.75	Middle School Planners
01-2-02410-810-001	Scott Rezac	\$255.34	Cell Phone/Mileage Reimbursement
01-2-02620-340-000	Sports Facility Maintenance, LLC	\$4,117.00	Gym Inspections
01-2-02510-340-000	Stericycle, Inc./Shred It	\$87.72	ACCT: 1000464396 - Shredding Services
01-2-01291-340-000	Suburban Schools' Program for Children	\$2,700.39	Contracted Services - 3-5
01-2-02670-340-000	Summit Fire Protection	\$295.00	Semi-Annual Inspection
Multiple	Syracuse Area Health	\$384.03	OT/PT Services
06-2-03100-350-000	Tech Masters, Inc.	\$608.25	Refrigerator Repair
01-2-02620-610-000	The Sherwin Williams Co	\$544.41	Paint
01-2-02310-540-000	The Voice News	\$351.34	Public Record Ads
01-2-01100-610-001	Uline	\$237.76	Workstation Cart
07-2-05000-833-000	Union Bank And Trust Company - Corporate Trust	\$1,390.00	Fees - Series 2025
Multiple	US BANK	\$2,478.22	Monthly CC Expenses
01-2-01100-530-000	Verizon Wireless LLC	\$60.08	Cell Acct: 342439595-0001

01-2-01100-530-000	Verizon Wireless LLC	\$80.00 Cell Acct: 942359001-00001
01-1-09003-000	Weeping Water Public Schools - Building Fund	\$20,000.00 Loan Payment Payback
01-2-02610-621-000	WoodRiver Energy, LLC	\$874.87 Customer #: 13005

August 2026 Claims for Payment	\$198,284.97
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August 2026 Payroll	\$413,939.45
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August 2026 Subtotal (General/Food Service Funds)	\$612,224.42
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Plus Claims for Building Fund

Account Code	Payment Vendor	Invoice Total	Invoice Description
08-2-04700-720-000	Clark & Enersen, Inc.	\$2,747.93	Professional Services - Construction Administration Phase + Reimb Expenses - HVAC

August 2026 Total Claims	\$614,972.35
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CASH ASSETS

CASH ASSET REPORT

DATE: 08/14/2026

FUND	ACCOUNT TYPE	INFORMATION	HOLDER	CURRENT BALANCE	BALANCE 08/15/2025
GENERAL FUND/KITCHEN FUND	CHECKING	300380832	Farmers & Merchants	\$ 1,122,544.55	\$ 1,027,542.76
TOTAL GENERAL FUND				\$ 1,122,544.55	\$ 1,027,542.76
ACTIVITY FUND	CHANGE			\$ 1,140.00	\$ 1,140.00
ACTIVITY FUND	PETTY CASH			\$ 100.00	\$ 100.00
ACTIVITY FUND	CHECKING	300444190	Farmers & Merchants	\$ 55,112.95	\$ 52,092.17
OUTSIDE OF ACTIVITY FUND	ELEMENTARY SAVINGS PROGRAM	XXX7959	First Nebraska Bank	\$ 5,923.35	\$ 3,098.40
CLOSING ACCOUNT	LIMESTONE COFFEE (Moved to 4190)	300474478	Farmers & Merchants	\$ -	\$ 10,373.40
TOTAL ACTIVITY FUND				\$ 62,276.30	\$ 66,803.97
BOND FUND	MONEY MARKET	95010505	First Nebraska Bank	\$ 697,758.51	\$ 775,845.72
TOTAL BOND FUND				\$ 697,758.51	\$ 775,845.72
QCPUF FUND	CHECKING	86483570	First Nebraska Bank	\$ 150,056.62	\$ 61,948.43
TOTAL QCPU FUND				\$ 150,056.62	\$ 61,948.43
BUILDING FUND	CHECKING	300381079	Farmers & Merchants	\$ 3,160,095.41	\$ 5,868,663.85
TOTAL BUILDING FUND				\$ 3,160,095.41	\$ 5,868,663.85
DEPRECIATION FUND	CHECKING	300446542	Farmers & Merchants	\$ 57,199.96	\$ 83,899.55
TOTAL DEPRECIATION FUND				\$ 57,199.96	\$ 83,899.55
EMPLOYEE BENEFIT FUND	CHECKING/RETIREMENT	300381061	Farmers & Merchants	\$ 8,964.40	\$ 9,213.32
TOTAL EMPLOYEE BENEFITS FUND				\$ 8,964.40	\$ 9,213.32
STUDENT FEES FUND	CHECKING	85834670	First Nebraska Bank	\$ 20,494.51	\$ 19,913.88
TOTAL STUDENT FEES FUND				\$ 20,494.51	\$ 19,913.88
TOTAL				\$ 5,279,390.26	\$ 7,913,831.48



Weeping Water Public School

August 2026

Activity Checks 07/16/2026 - 08/14/2026

Check Summary

Sorted by Check Number.
From 07/16/2026 to 08/14/2026.

Check Number	Site ID	Status	Check / Void Date	Vendor Name	PO Number	Invoice No.#	Description	Amount
12436	WWPS	Printed	07/17/2026	Amazon Capital Services		1JT4-W9CD-J99K	Limestone Coffee	562.10
12437	WWPS	Printed	07/17/2026	USBANK		06/25/26	Monthly CC Purchases	1,754.97
12438	WWPS	Printed	07/20/2026	Addisyn Bickford		07.20.26	VB Summer League Ref	210.00
12439	WWPS	Printed	07/20/2026	BRENT W ROBINSON		07.20.26-1	VB Summer League Ref	120.00
12440	WWPS	Printed	07/20/2026	Kali Therkildson		07.20.26-2	VB Summer League Ref	120.00
12441	WWPS	Printed	07/20/2026	Scott Jenson		07.20.26-3	VB Summer League Ref	240.00
12442	WWPS	Printed	07/22/2026	MRG Hauff		200963	Hustle Basketball Camp T-shirts	117.75
12443	WWPS	Printed	07/27/2026	Addisyn Bickford		07.27.26	VB Summer League Ref	210.00
12444	WWPS	Printed	07/27/2026	BRENT W ROBINSON		07.27.26.1	VB Summer League Ref	120.00
12445	WWPS	Printed	07/27/2026	Kali Therkildson		07.27.26.2	VB Summer League Ref	120.00
12446	WWPS	Printed	07/27/2026	Larry Bleach		07.27.26.4	VB Assignor Fee	465.00
Report Total:								4,039.82

July 23, 2026

Dear Weeping Water Public Schools Board of Education,

Please accept this letter as my formal resignation from my position as a member of the Weeping Water Public Schools Board of Education, effective immediately. Due to health issues, I am no longer able to continue serving in this capacity.

This decision is not an easy one. Weeping Water Public Schools holds a very special place in my heart. I attended school here, as did my three children and my six grandchildren—all of whom graduated as proud Weeping Water Indians. This community and this school have been a significant part of my family's lives for generations.

I am incredibly proud of our town and our school, and I wish nothing but continued success and great things for Weeping Water Public Schools and the entire community. I am grateful for the opportunity to serve on the school board and for the experiences, relationships, and lessons I gained along the way. I have learned a great deal during my time in this role and truly appreciate the opportunity to have served the students, staff, families, and community of Weeping Water.

Thank you for allowing me the privilege of serving my community. I will always be proud to call Weeping Water home.

Sincerely,

A handwritten signature in cursive script that reads "Betty Harms".

Betty Harms



2026-27
SPECIAL EDUCATION
WEeping WATER
POLICY, PROCEDURE AND
PRACTICES MANUAL

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SPECIAL EDUCATION Policy

Instruction

Special Education

Weeping Water Public Schools adopts this special education policy with the intent that the policy maintains the District's compliance with all applicable laws affecting special education services and programs. The Superintendent or designees shall develop regulations or procedures to implement these policies. Employees and contractors of the District are expected to comply with these policies and all regulations, guidelines and procedures related to this policy in all respects. The District will abide by all state and federal laws relating to special education. The District's special education policy and regulations, guidelines and procedures related to this policy are to be interpreted so as to be in compliance with such laws. In the event of changes in law, the school administration shall be authorized to implement modifications of practice to comply with such changes (whether the changes impose more or less stringent procedural or substantive requirements) until such time as amended policies are adopted by the Board of Education. References herein to 92 NAC 51 citations are made to Rule 51 as in effect on the date of the adoption of these policies. In the event of renumbering or other revisions to Rule 51, the policy shall be interpreted and implemented consistent with such renumbering or revisions.

1. Free Appropriate Public Education

A free appropriate public education shall be made available to all children with disabilities residing in the District, including children with disabilities who have been suspended or expelled, from date of verification through the school year in which the child is no longer eligible or the student reaches twenty-one (21) years of age, whichever occurs earlier. An Individualized Education Plan ("IEP") will be created for each such child that will enable the student to make appropriate progress in light of the student's unique circumstances.

Legal Reference: 92 NAC 51-004.01 through 004.03A and 007.07C2 through 007.07C6

2. Full Educational Opportunity Goal

The District shall take steps to ensure that its children with verified disabilities, through the age of twenty-one, have available to them the variety of educational programs and services available to children without disabilities in the areas served by the District, including art, music, industrial arts, family consumer science education, and vocational education.

Legal Reference: 92 NAC 51-004.11A

3. Child Find

All children from birth to age twenty-one (21) with disabilities residing in the District, including children with disabilities who are homeless or are wards of the state or attending nonpublic schools, regardless of the severity of their disabilities, who are in need of special education and related services, will be identified, located and evaluated. A practical method shall be developed and implemented by the administration to determine which children with disabilities are currently receiving needed special education and related services. The District will implement multiple methods to provide parents, guardians, and community members with information regarding how to refer a child for an evaluation and the identification process and will publish an annual notice of any significant activity that is designed to identify, locate, or evaluate children to publicly notify parents, guardians, or appointed surrogates. The District's child find process will be consistent with Federal and Nebraska regulations.

Legal Reference: 92 NAC 51-006.01 through 006.01A2

4. Pre-Referral Interventions

For a school age student, a general education student assistance team (SAT) or a comparable problem solving team shall be used prior to referral for multidisciplinary team evaluation. The SAT or comparable problem solving team shall utilize and document problem solving and intervention strategies to assist the teacher in the provision of general education. If the student assistance team or comparable problem solving team feels that all viable alternatives have been explored, a referral for multidisciplinary evaluation shall be completed. A referral shall include information from the SAT or comparable problem solving team, meeting the requirements of 92 NAC 51-006.01B and a listing of the members of the SAT or comparable problem solving team.

Legal Reference: 92 NAC 51-006.01B

5. Disability Verification and Eligibility

Eligibility for services will be determined by a multidisciplinary team based on the results of a comprehensive evaluation. The multidisciplinary team will identify whether a child is eligible for special education services based on the disability categories identified by Nebraska and Federal regulations. The multidisciplinary team will rule out the determinant factor is due to a lack of appropriate instruction in reading or math or due to lack of English proficiency. The team will prepare a written report documenting all evaluation findings in accordance with Federal and Nebraska requirements that will be provided to the parent, guardian, or appointed surrogate. When a child is not eligible for services, the multidisciplinary team will determine if general education interventions or strategies are needed.

Legal Reference: 92 NAC 51-006.03; 92 NAC 51-006.04B through 006.04N;

6. Individualized Education Program (IEP)

An individualized education program, or an individualized family service plan, is to be developed, reviewed, and revised for each child with a disability in accordance with 92 NAC 51-007 by teams that will include all roles identified within Federal and Nebraska rules. Any draft of an IEP that is developed will not be considered final until it is reviewed and revised

based on the team, including the parent, guardian, or appointed surrogate, input, and consensus. The district will make reasonable efforts to obtain informed consent from the parent, guardian, or appointed surrogate for special education placement on the IEP form before services are initiated. Revocation of consent for services must be documented by the parent, guardian, or appointed surrogate in writing.

Legal Reference: 92 NAC 51-007

7. Least Restrictive Environment

To the maximum extent appropriate, children with disabilities, through the age of twenty-one, including children in public or private institutions or other care facilities, are to be educated with children who are not disabled. Placement for a student with a disability will be based upon a completed IEP developed by a group of persons, including the parent, guardian, or appointed surrogate, knowledgeable about the child, the meaning of the evaluation data, and the placement options. Special classes, separate schooling, or other removal of children with disabilities from the regular educational environment will occur only when the nature or severity of the disability of a child is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily (the “Least Restrictive Environment Rules”). The District will ensure that a continuum of alternative placements is available to meet the needs of children with disabilities, particularly those in disproportionate groups, for special education and related services.

Legal Reference: 92 NAC 51-008.01

8. Procedural Safeguards

Children with disabilities and their parents, guardians, or appointed surrogates shall be afforded the required procedural safeguards. Parents, guardians, and appointed surrogates will be given a copy of their procedural safeguards annually or upon initial referral or parental (parent, guardian, or appointed surrogate) request for evaluation; upon request by a parent, guardian, or appointed surrogate; upon receipt by the school district or approved cooperative of the first occurrence of the filing of a complaint under 92 NAC 51-009.11 and the first occurrence of filing a special education due process case under 92 NAC 55; and in accordance with the discipline procedures in 92 NAC 51-016.

Legal Reference: 92 NAC 51-009.01 through 009.07; 009.10 through 009.12; 009.14, 006.07

9. Disciplinary Removal of Children with Disabilities

School personnel may remove a child with a disability who violates a code of student conduct from his or her current placement to an appropriate interim alternative educational setting, another setting, or suspension as long as those removals do not constitute a change of placement. The District defines a change of placement as it is defined under 92 NAC 51-016. The school district will ensure that school personnel appropriately consider unique circumstances on a case-by-case basis when determining whether a change in placement has occurred. Within 10 school days of any decision to change the placement of a child with a

disability because of a violation of a code of student conduct, the school district, the parent, and relevant members of the student's IEP shall conduct a manifestation determination pursuant to 92 NAC 51-016. If the conduct which gave rise to the violation of the school code is determined to be a manifestation of the student's disability, any change of placement for the student will only be made by a student's IEP team. For disciplinary changes in placement that would exceed ten (10) consecutive school days, if the behavior that gave rise to the violation of the school code is determined not to be a manifestation of the child's disability, school personnel may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures that would be applied to children without disabilities.

Legal Reference: 92 NAC 51-016

10. Evaluation, Identification, and Reevaluation Procedures

Children with disabilities shall be evaluated, identified, and reevaluated by a team of multidisciplinary qualified professionals in accordance with 92 NAC 51-006. The MDT of a child suspected of having a specific learning disability shall include the additional requirements in accordance with 92 NAC 51-006.04K. The District will make reasonable efforts to obtain written permission for evaluation in accordance with Federal and Nebraska rules. Revocation for consent for evaluation must be documented by the parent, guardian, or appointed surrogate in writing.

The documented results of the evaluation will be provided to parent, guardian, or appointed surrogate and included in student files. All evaluation components will be at district expense. The District will utilize a variety of assessment instruments to ensure district teams have access to appropriate measures to complete evaluations. The district will follow any publisher guidelines for assessments and will not use outdated or culturally inappropriate tools.

The District will respond to a request for an Independent Educational Evaluation without unnecessary delay. The parent, guardian, or appointed surrogate will be given written notice of the District's decision to either move forward with the Independent Educational Evaluation or to initiate a hearing to determine the appropriateness of the evaluation. If the District agrees to move forward with the evaluation, locations of any evaluator shall be within a reasonable distance of the District. A reasonable distance means within 100 miles of the school building the child attends and within Nebraska. In the event this geographic area restriction would prevent a parent, guardian, or appointed surrogate from obtaining an Independent Educational Evaluation, the location of the evaluator may be outside the specified geographic area but must be within Nebraska. The District will provide the parent, guardian, or appointed surrogate with a list of qualified agencies/evaluators within the geographic area. The evaluators are to have their rates approved by the Nebraska Department of Education to be authorized to conduct the evaluation.

Legal Reference: 92 NAC 51-006

11. Confidentiality of Personally Identifiable Information

A system of safeguards will be implemented to protect the confidentiality of student records and information in accordance with law.

Legal Reference: 92 NAC 51-003.16, 003.20, 009.03 through 009.03M3

12. Transition of Children from Part C to Preschool Programs

Children participating in early intervention programs under Part C of the IDEA (early intervention services) will be appropriately evaluated, identified, and have services under Part B of the IDEA by age 3 in a manner consistent with 92 NAC 52-008. Children receiving early intervention services under Part C of the IDEA may continue to receive Part C services, upon parental consent, until August 31st following the child's third birthday. The District will participate in transition planning conferences arranged by the designated lead agency.

Legal Reference: 92 NAC 52-008

13. Children in Nonpublic Schools

To the extent consistent with the number and location of children with disabilities in the District who are enrolled by their parents, guardians, or appointed surrogates in nonpublic elementary and secondary schools in the District, provision will be made for the participation of those children in the programs assisted or carried out under Part B of the IDEA (services for school-aged children) by providing them with special education and related services.

Legal Reference: 92 NAC 51-012.08 and 015

14. Personnel Standards and Personnel Development

Personnel providing special education or related services to children with disabilities shall be appropriately and adequately prepared and trained in accordance with IDEA requirements and the District will take measurable steps to recruit, hire, train and retain personnel meeting the requirements of IDEA to provide such services.

Legal Reference: 92 NAC 51-010

15. Accessibility of IEP and Responsibility to Implement

A child's IEP shall be accessible to each regular education teacher, special education teacher, related service provider, and other service provider who is responsible for the IEP's implementation. Each of the aforementioned providers shall be informed of his or her specific responsibilities related to implementing the child's IEP, and the specific accommodations, modifications, and supports that must be provided for the child in accordance with the IEP. All providers who are responsible for the implementation of a child's IEP are expected to implement the child's IEP according to its terms.

16. Participation in and Reporting of State and District Wide Assessments

All children with disabilities shall be included in all general state and district wide assessment programs, including assessments described under section 612(a)(16)(A) of the IDEA with appropriate accommodations and alternate assessments where necessary and as indicated in their respective individualized education programs. The District will make available to the Nebraska Department of Education the information necessary to carry out its duties relating to the reporting of children with disabilities participation in assessments.

Legal Reference: 92 NAC 51-004.05

17. Suspension and Expulsion Rates

The District will examine data, including data disaggregated by race/ethnicity, gender, LEP status, and disability category, to determine if significant discrepancies are occurring in the rate of long-term suspensions and expulsions of children with disabilities.

Legal Reference: 92 NAC 51-004.06E

18. Access to Instructional Materials

As part of any printed instructional materials adoption process, procurement contract, or other practice or instrument used for purchase of printed instructional materials, the District will enter into a written contract with the publisher of the printed instructional materials to:

- A. Require the publisher to prepare and, on or before delivery of the print instructional materials, provide to the National Instructional Material Access Center, electronic files containing the contents of the printed instructional materials using the National Instructional Materials Accessibility Standard, or
- B. Purchase instructional materials from the publisher that are produced in, or may be rendered in specialized formats.

Legal Reference: 92 NAC 51-004.15

19. Over-Identification and Disproportionality

Procedures shall be in place to ensure that testing and evaluation materials and procedures utilized for the evaluation and placement of children with disabilities will be selected and administered so as not to be racially or culturally discriminatory. Such materials or procedures shall be provided and administered in the child's native language or mode of communication, unless it is clearly not feasible to do so, and no single procedure shall be the sole criterion for determining an appropriate educational program for a child. All District special education provisions will be equitably available to all children regardless of race, ethnicity, language, location, transience, income level, and access to medical care.

Legal Reference: 92 NAC 51-006.02C

20. Prohibition on Mandatory Medication

Children shall not be required to obtain a prescription for a controlled substance as a condition of attending school, receiving an evaluation to determine whether a child has a disability or the nature and extent of special education and related services the child needs, or receiving special education services.

Legal Reference: 92 NAC 51-004.11D; 21 U.S.C. §812(c)

21. Transportation

Transportation will be provided for children with disabilities who are eligible for transportation and residents of the school district as required by law to access academic, related services, and nonacademic services and activities as determined by the child's IEP. Except when a parent is

transporting only his or her child, the District shall require that the driver and vehicle meet the standards required by 92 NAC 91 and 92.

Legal Reference: 92 NAC 51-014.01 through 014.02

22. Surrogates

A surrogate will be appointed, and other action taken to ensure the rights of children with a disability as required by law. The surrogate may represent the child in all matters related to the identification, evaluation, and educational placement of a child and the provision of a free appropriate public education to the child.

Legal Reference: 92 NAC 51-009.10

23. Early Intervention Services – Consent

When a parent refuses to provide consent under 92 NAC 52, a meeting will be held or offered to explain to the parents how their failure to consent affects the ability of their child to receive services under 92 NAC 52.

Legal Reference: 92 NAC 52

Legal Reference: 34 CFR Parts 300, 303 and 304
Neb. Rev. Stat. Sec. 79-1110 to 79-1167
92 NAC 51, 52 and 55

FAPE Procedures

Weeping Water Public Schools Board Policy: A free appropriate public education shall be made available to all children with disabilities residing in the District, including children with disabilities who have been suspended or expelled, from date of verification through the school year in which the child is no longer eligible or the student reaches twenty-one (21) years of age, whichever occurs earlier. An Individualized Education Plan ("IEP") will be created for each such child that will enable the student to make appropriate progress in light of the student's unique circumstances.

Legal Reference: 92 NAC 51-004.01 through 004.03A and 007.07C2 through 007.07C6.

Weeping Water Special Education Practices Relating to the Provision of FAPE:

1. All district children with disabilities found to be eligible to receive special education services in order to access a free and appropriate public education designed to enable them to make progress appropriate to their unique circumstances will be provided with an Individualized Education Program (IEP) that identifies the student's current performance in areas of concern, goals in areas of concern, and services to be provided to assist in meeting the individualized goals and in accessing the general education curriculum.
2. Students who reside in jails, correction facilities, detention centers, and prisons continue to be eligible for FAPE.
3. The school's Multidisciplinary Team determines eligibility for services for individual students.
4. Children who have graduated from high school with a regular high school diploma are NOT eligible for the provision of FAPE.
 - a. Students who have participated in graduation but have not received a regular high school diploma are eligible for FAPE until they receive a regular diploma or until the end of the school year during which they turn 21, whichever comes first.
 - b. A regular high school diploma does NOT include a certificate of completion or a GED.
 - c. Graduation from high school with a regular diploma constitutes a change in placement and requires prior written notice.
5. Physical education services MUST be made available to every child with a disability on the same basis that they are made available for students without disabilities. If necessary, the IEP team must design special instruction for the student to access physical education.
 - a. Every child with a disability MUST be allowed to participate in the regular physical education program available to children without disabilities unless:
 - i. The child is enrolled full-time in a separate facility.
 - ii. The child needs specially designed physical education as prescribed in the child's IEP,

- b. If specially designed physical education is required as part of the IEP, the district will make provisions to provide it.
 - c. The district is responsible for ensuring that children enrolled in separate facilities receive physical education services.
- 6. Assistive technology devices, services, or both will be made available to any child whose IEP indicates the need for assistive technology to access FAPE.
 - a. IEP teams should note if assistive technology devices or services are necessary in two places on the IEP:
 - i. On Page 2 of the SRS IEP in the box that asks for a description of necessary assistive technology.
 - ii. On Page 6 of the SRS IEP in one or more of these three places:
 - 1. Special Education Services (if AT is the primary service)
 - 2. Related Services (if AT is a related service)
 - 3. Supplementary Aids and Services (note devices or materials necessary here)
 - iii. On a case-by-case basis, IEP teams may determine if the use of school-purchased AT devices is necessary at home to access FAPE.
- 7. Weeping Water Public Schools will take steps to provide supplementary aids and services (i.e. accommodations) identified in the IEP as necessary to receive FAPE in nonacademic and extracurricular activities in the manner necessary to provide each child with an eligible disability an equal opportunity for participation in the activities.
 - a. Activities may include counseling services, athletics, transportation, health services, recreational activities, special interest groups or clubs sponsored by Weeping Water Public Schools, referrals to agencies that assist individuals with disabilities, and employment of students.

Child Find Procedures

- A **practical method** must be developed and implemented to determine which children are receiving needed special education and related services.
- The district will use **multiple communication methods** (e.g., community postings, social media, newsletters, email) to inform parents, guardians, and the public of the referral and evaluation process.
- An **annual notice** will be published regarding significant Child Find activities.

Legal References

- 92 NAC 51-006.01 through 006.01A2
 - 92 NAC 51-006.01B
-

Birth–Five Child Find Practices

- **Preschool Screenings:** Conducted **once per year** by the Weeping Water Public Schools Preschool program.
 - Preschool teacher(s) schedule and communicate screening dates with families.
 - The Office of the Superintendent provides information on potentially eligible preschool-age students.
 - **Community Outreach:**
 - Early childhood services will be promoted through **social media, newsletters, and posters**.
 - The **Director of Special Education** collaborates with the early childhood team for outreach.
 - **Annual Districtwide Notification:**
 - All district families receive an **annual email** about the availability of early intervention and preschool services sent by the Director of Special Education.
 - **Early Development Network Collaboration:**
 - The district works with the **Early Development Network** to identify children ages **Birth–3** with suspected disabilities.
-

School-Age Child Find Practices

Tiered Support System

Tier 1: Initial Concerns & Interventions

- Teacher or parent identifies academic, behavioral, or social concern.
 - Teacher:
 - Collects data
 - Shares concern during **Team Time**
 - Communicates with parents
 - Begins general education interventions
 - If informal classroom strategies are insufficient, formal intervention begins and the student moves to **Tier 2**.
-

Tier 2: Targeted Interventions

- Interventions are planned during Team Time.
 - Teacher:
 - Continues collecting and sharing data
 - Maintains regular parent communication
 - If more individualized problem-solving is needed, refer the student to the **building-level SCIP team**.
-

SCIP Team Referral Process

- **Who:** May include parents, general education teachers, special educators, administrators, interventionists, counselors, SLPs, and school psychologists.
 - **How:** Teacher completes the [SCIP REFERRAL FORM](#)
 - **What Happens Next:**
 - SCIP team meets to develop a plan
 - Plan is documented and shared with parents
 - Team sets a review timeline (~6 weeks)
 - Data is collected and monitored
 - Parents are included in follow-up discussions
-

Referral for Special Education Evaluation

If a student is not making adequate progress with interventions in place:

1. **Consult** with the school psychologist or speech-language pathologist.
 2. **Prepare referral:**
 - Include all **SCIP meeting notes and intervention data**
 - List **all areas of concern** to be evaluated
 - Provide a list of **SCIP team participants**
 3. **Communicate** with parents:
 - Share summary of interventions
 - Explain the potential need for special education evaluation
 4. **Psychologist Action:**
 - Enters student into SRS
 - Obtains **Consent for Initial Evaluation** within one week
 - Provides **Parental Rights in Special Education**
-

Important Notes

- The **SCIP process cannot delay Child Find** obligations.
 - If a disability is suspected, or if a parent **requests an evaluation**, the district must:
 - Proceed with the evaluation, **or**
 - Provide **Prior Written Notice (PWN)** explaining why an evaluation is not being conducted.
 - **Contact the Director of Special Education immediately** in these situations.
-

GOLD® Exit Checklist

Preschool Special Education Services (Ages 3–5)

Who This Applies To

All preschool children (ages 3–5) who receive special education services (ECSE, SLP, OT, PT, etc.) must be entered and exited in SmartTeach®.

When to Complete This Checklist

This checklist applies to any child who:

- Receives at least **6 months** of preschool special education services.
OSEP exit data must be finalized **during the same checkpoint period** the child is exited from the program.
-

Exceptions

If a child receives preschool special education services for **less than six months**, the child's data is **not reported to OSEP** and will not appear on the OSEP Federal Report.

When to Exit a Child

Complete an OSEP exit when:

- ☐ The child **discontinues special education services**.
 - ☐ The child leaves preschool to enter **kindergarten**.
 - ☐ On or before the child's **6th bday** if continuing in preschool but not yet of compulsory age.
-

Steps for OSEP Exit

- ☐ Confirm the child has been entered in SmartTeach® at the time of entry.
 - ☐ Ensure both **entry and exit dates** in SmartTeach® are at least **six months apart**.
 - ☐ Finalize **entry and exit checkpoints** for all required domains.
-

Troubleshooting Tips

If the child's status column does not display "exit," follow these steps:

- Check that the entry and exit dates are at least six months apart.
- Verify that both entry and exit checkpoints are finalized in all required domains.
- If unsure, contact **SmartTeach® technical support**:
 - 866-736-5913
 - Submit a case in the **Support Portal**

If the issue isn't resolved within **two business days**, contact the **Nebraska Department of Education** at: tsgold@nebraskacloud.org

Additional Information

Refer to the Results Matter Nebraska Technical Assistance website for more details:

Results Matter Nebraska

For further questions, email the Nebraska GOLD Helpdesk: tsgold@nebraskacloud.org

Reminder

OSEP exit data must be finalized **during the same checkpoint period** the child exits.

Transition from Part C to Part B (Preschool Special Education) Procedures

Weeping Water Public Schools Board Policy: Children participating in early intervention programs under Part C of the IDEA (early intervention services) will be appropriately evaluated, identified, and have services under Part B of the IDEA by age 3 in a manner consistent with 92 NAC 52-008. Children receiving early intervention services under Part C of the IDEA may continue to receive Part C services, upon parental consent, until August 31st following the child's third birthday. The District will participate in transition planning conferences arranged by the designated lead agency.

Legal Reference: 92 NAC 52-008

Key Staff Contacts

Role	Part C (Early Intervention)	Part B (Preschool Services)
Coordinator	ESU 3 Services Coordinator	Director of Special Education
Interventionist	ESU 3 Early Interventionist	ECSE Teacher/Preschool Staff
Teacher(s)	ESU 3 Early Interventionist	Preschool Teacher(s)

Timeline & Process Overview

Timeframe	Action
Nov–Jan	Identify transitioning students; review procedures at Birth–5 team meetings
Spring Semester	Preschool teacher attends IFSP/home visit Student and family visit preschool and attend playgroup
By Age 3	Transition IEP in place unless IFSP extended to August 31

Parent Options at Age 3

Parents may choose to:

- **Transition to Part B** services at age 3
- **Continue Part C (IFSP)** through August 31

The Services Coordinator ensures families understand both models and implications.

Transition Meeting Protocol

- **Scheduled by:** Services Coordinator
- **Participants:** Family, EI provider, ECSE, Preschool Teacher
- **Actions:**
 - Conduct **final IFSP meeting**
 - Immediately follow with **transition IEP**
 - Ensure services and goals reflect updated needs

Transition IEP Guidelines

- IEP must be written:
 - **Before school starts** (if on IFSP through August)
 - **Before 3rd birthday** (if moving to Part B early)
 - Initial IEP duration:
 - **Start:** First day of preschool
 - **End:** October 31
 - Full preschool-based IEP developed **by October 31**
-

Documentation Checklist

- IEP signatures uploaded to **SRS (Notes Page)**
 - Final IEP sent to **parents**
 - PowerSchool updated to show **IEP status**
 - Case manager updated in **SRS** by Director of SPED
-

Placement Considerations

- IEP team uses **NDE Placement Guidelines Crosswalk**
 - Goals and services must reflect:
 - Developmental needs
 - LRE (Least Restrictive Environment) compliance
-

Final Notes for ECSE & Team

- All **IEP paperwork** must be finalized before services begin
 - ECSE is responsible for:
 - Facilitating short-term IEP
 - Providing parent rights & notices
 - Sending finalized IEP to family
 - Preschool team writes **full IEP** by **October 31**
-

Quick Reminders

- IEP **must be active** prior to the school year (for retained IFSP)
- **NO GAP** in services allowed per IDEA
- Maintain strong **parent communication** throughout
- Ensure **timely collaboration** between all involved parties

Early Intervention Referral Procedures

From Referral to IFSP | Part C – Nebraska Early Development Network

Referral Date

- Once a child is referred for Early Intervention services, the entire process must be **completed within 45 calendar days** of the referral.
-

Services Coordinator

- Your family will be assigned a **Services Coordinator** to:
 - Guide you through the process
 - Connect you with service providers, resources, and community activities
 - Continue support **until August 31 following your child's 3rd birthday**
-

Intake

- Purpose: To learn about your **child's development and your family's concerns**
 - Activities may include:
 - Completing the **Ages & Stages Questionnaire (ASQ)**
 - Explaining the Early Intervention program and next steps
 - Outcome: Decide whether to **move forward with an evaluation**
If you choose not to proceed, you may call back at any time with continued concerns.
-

Evaluation

- Conducted by at least **two professionals** from different areas of expertise
 - Includes:
 - **Observation** of your child
 - **Parent interview**
 - **Standardized developmental play-based assessments**
 - Some children may qualify based on:
 - **Medical documentation**
 - **Professional clinical judgment**
-

Routines-Based Interview (RBI)

- A conversational interview with your family to:
 - Share daily routines and child development concerns
 - Identify strengths and challenges
 - Information gathered is used to:
 - Develop IFSP **goals**
 - Inform **intervention strategies**
-

Multidisciplinary Team (MDT) Meeting

- Purpose: Determine **eligibility** for Early Intervention services
 - MDT must follow Nebraska eligibility guidelines
 - This meeting includes reviewing all evaluation data
-

Individualized Family Service Plan (IFSP)

- If your child qualifies, an IFSP is developed with your family
 - Includes:
 - Your child's **current developmental levels**
 - **Family concerns and priorities**
 - Specific **goals/outcomes**
 - **Services** and frequency to address those outcomes
 - You are an equal partner in creating this plan
-

Document Your Key Dates:

- Referral Received
- Evaluation Scheduled
- Routines-Based Interview (RBI)
- MDT Meeting
- IFSP Meeting

Reminders for Staff

- Maintain **clear, supportive communication** with families throughout the process
- Ensure all steps are completed **within 45 days of the referral**
- Coordinate team schedules early to meet required timelines
- **Upload documentation** (with signatures) to SRS
- Provide **parental rights and procedural safeguards** before the evaluation

Referral Form

Referral Date: _____

Our process must be completed within 45 calendar days of the referral date by _____

Services Coordinator: Your family is assigned a Services Coordinator who is there to guide you through the process and link you with information about services, providers and community resources and activities. Once your child qualifies for services a Services Coordinator will continue to work with you until August 31 after your child's 3rd birthday.

Intake: The purpose of the intake is to gather information about your family, child and the concerns that you have for your child's development. We may also complete the Ages and Stages Questionnaire Screening Tool to give us more information about all areas of your child's development. We will explain the program, the next steps and decide with your family if you would like to move forward with an evaluation. If you decide not to move forward to an evaluation for your child, you can always call back at any time if you continue to have concerns.

Evaluation: Providers or your services coordinator will set a time to meet with you to evaluate your child. Your child will be evaluated by at least two providers from different disciplines or areas of expertise. You can expect the evaluators to observe your child, ask you questions about your child's development and have your child perform certain play activities to complete standardized testing tools. Some children may qualify for services based on medical need and/or professional clinical opinion.

Evaluation Date/ Time _____ with _____

Routines Based Interview: The Routines Based Interview or RBI is an interview which allows families to communicate information about their child's development and their own concerns while describing their family's daily routines and activities. The information gathered during the interview is used to develop IFSP outcomes and plan intervention strategies with families if your child qualifies for services.

RBI Date/Time _____

Multidisciplinary Team Meeting (MDT): The MDT is the meeting and paperwork we complete to determine if your child qualifies for services according to Nebraska rules.

MDT Date/Time _____

Individualized Family Service Plan (IFSP) Plan: If your child qualifies for services we will also complete the IFSP which goes into detail about your child's strengths, current abilities, your concerns for your child, goals to address your concerns and the services to meet the needs of your family and child.

IFSP Date/Time _____

Early Childhood Team:

Sierra Baker-Early Childhood Special Educator, sbaker@weepingwaterps.org

Ann Kavanaugh-Birth-3 Services Coordinator, akavanaugh@esu3.org

Mikaela Hanson-Occupational Therapist, mhanson@syracuseareahealth.com

Chelsea Silva-Physical Therapist, csilva@syracuseareahealth.com

Crystal Smith-Speech Pathologist, csmith@weepingwaterps.org

Staci Noehren-Director of Special Education, snoehren@weepingwaterps.org

Preschool-to-Kindergarten Transition Procedures for Special Education Students

Topic	Items to be Completed	Person Responsible	Timeline
<i>Student Caseload Ranking Weight</i>	1. Complete reranking worksheet & discuss with preschool team 2. Share incoming kindergarten projections with the elementary special education team	1. Director of Special Education and Preschool Teachers 2. Director of Special Education	1. December 2. January
<i>IEP & MDT Attendance</i>	Invite elementary staff (Resource, SLP, etc.) to IEP & MDT meetings for students weighted 3 or 4 (remember to include selected elementary staff in scheduling efforts)	Preschool teacher	January-May
<i>Preschool Observations</i>	Schedule time for the Resource teacher or SLP to observe students ranked 3 or 4 in the preschool setting	Preschool teacher	February-May
<i>Kindergarten Roundup</i>	The preschool team identifies students who need support and communicates/provides support for roundups as needed. Walkthroughs of kindergarten pod, choice centers, etc. in spring for individual students; sitting in on kindergarten classes	Preschool teacher Preschool & Kindergarten teachers	March-April April-May
<i>Transition Meetings</i>	If a student is a 3 or 4 and has no spring semester IEP, the team will meet to discuss the transition. PK-K sped teams will meet to discuss all incoming kindergarteners in the spring semester.	Case Manager Preschool & Kindergarten	April-May After Kindergarten Roundup
<i>End of Year</i>	IEPs will be transitioned to school-age.	Preschool & Elementary Sped Team	May
<i>Beginning of Year</i>	Level-to-Level Transition Meeting with Gen Ed and Sped	Preschool Teachers	August



SRS IEP Guidance Document

Page 1: ATTENDANCE

- Make sure all required members of the team are present for the entire meeting (unless the parent has excused them). The required members are a **parent**, the **student (ages 14+)**, **general education teacher**, **special educator**, and **district rep**. The only person who can't be excused is the district rep.
- The district rep must be a person who is able to provide or supervise special education services. A district rep can designate someone to take their place, but the designee must meet the requirements of the district rep.
- Have team members sign the top part of page 1 at the beginning of the meeting. Signature indicates attendance, not agreement.
- Putting in initials or full name and meeting date will generate date on the signature page and can serve as a reminder for who is supposed to be at the meeting.

DEMO DISTRICT

Where Imaginary Students
come to learn

Individual Education Program (IEP)

Student: Emily Demo
School: Demo Elementary
Parents: Sara Demo

Date of Birth: Jan 12, 2015
School District: Demo District
In Effect: Dec 22, 2022 to Dec 20, 2023

Grade: EI 0-2

The Following Participants Were In Attendance At The IEP Meeting

Conference Date: Dec 21, 2022

Participant Name(s)	In Attendance?	Position/Relationship To Student	Date
NP	Yes	Parent	Dec 21, 2022
LP	Yes	Student (whenever appropriate, or if the student is 14 years of age or older)	Dec 21, 2022
DM	Yes	Regular education teacher	Dec 21, 2022
MP	Yes	Special education teacher or provider	Dec 21, 2022
JK	Yes	School district representative	Dec 21, 2022
MP	Yes	Individual to interpret evaluation results	Dec 21, 2022
NW	Yes	Service agency representative (If child is receiving services from an approved Service Agency)	Dec 21, 2022
LB	Yes	Speech Language Pathologist	Dec 21, 2022

- ☐ ALL REQUIRED TEAM MEMBERS SIGNED THE IEP: At least 1 Gen Ed, Sped, District Rep, Parent, and Student (if 14 or older)
- ☐ PARENT SIGNED AND CHECKED BOXES ON BOTTOM OF IEP.
- ☐ PARENT RIGHTS WERE OFFERED.
- ☐ TEAM MEMBERS NOT IN ATTENDANCE WERE EXCUSED (noted in Meeting Notice and initialed by parent on page 1) and TEAM MEMBER PROVIDED WRITTEN INPUT

Page 2: SPECIAL CONSIDERATIONS

Student Strengths:

- ☐ Include strengths of the student that help the student access and benefit from placement in the general education curriculum.
- ☐ Include any strengths that may relate to the area of disability.
- ☐ For students 14+ before their next IEP, include strengths relating to employment, post-secondary training, daily living skills, and community involvement.

Parental Information, including concerns for enhancing their child's education:

- ☐ Collect Parent Input through the [PARENT INPUT FORM](#)
- ☐ OR use a Paper Copy
- ☐ Send this before the meeting and ask parents to submit or return so that you can draft new goals and ideas for services with the parents' concerns in mind.
- ☐ If parent doesn't return/respond before the meeting, ask them during the meeting and record here
- ☐ Nothing else goes in this box except PARENT input.

Results of Initial or Recent Evaluation(s):

- ☐ **MUST INCLUDE MDT STATEMENT FROM MOST RECENT MDT** (Copy and paste from MDT).
- ☐ Include relevant and recent MDT data: "Basis for Determination," scores and explanation of scores, etc.
- ☐ Do not need the entire MDT; work with school psych if you need help on this.
- ☐ Do not need old information. Only the most recent evaluation information.

Results of Child's Performance on Any General State and District-Wide Assessments:

- ☐ Include MAP Scores with explanation; include percentile or range of performance, not just RIT Scores.
 - ☐ TIP: consider inserting a screenshot of the MAP scores with a graph from the MAP report.
- ☐ Include last year's MAPS, FastBridge, NSCAS, NSCAS-AA, Pre-ACT, or GOLD data as applicable.
- ☐ Data shared should be from the past calendar year. Label the data with the date the assessment was given. Remove any previous years' data unless provided in a table or graph with current data.

If Behavior Impedes Learning...

- ☐ If a student has a BIP, refer to it here.
- ☐ If no BIP but there are some behavior concerns, describe the POSITIVE Behavior Intervention that is used with the student to help them maintain access to the general education environment.
- ☐ If there are no behavior concerns, check "Considered but not necessary." No text entry required.

If Student has Limited English proficiency...

- ☐ If student is EL, describe needs and supports provided here. Work with EL Coordinator (Tashia Wolf) to complete this box.
- ☐ If student is proficient with English, check "Considered but not necessary." No text needed.

If Student is Blind or Visually Impaired:

- ☐ If student has a visual impairment, work with TVI from ESU 3 (Merry Noel Chamberlain) to complete this box to describes needs, TVI services, and to address needs for Braille.
- ☐ If student has no visual impairment, check "Considered but not necessary." No text needed.

Consideration of Child's Communication Needs:

- ☐ If student receives Speech-Language Therapy, describe the child's needs and services here. Work with the Speech Language Pathologist to complete this box.
- ☐ If student has no communication needs, check "Considered but not necessary." No text needed.

For Children who are Deaf or Hard of Hearing:

- ☐ Work with the Teacher of the Deaf to complete the following three boxes:
 - ☐ Child's Language and Communication Needs
 - ☐ Opportunities for Direct Communication with Peers and Professionals
 - ☐ Academic Level and Opportunities for Direct Instruction in Language
- ☐ If child has no hearing impairment, check "Considered but not necessary." No text needed.

Consideration of the Child's Need for Assistive Technology Service or Device:

- ☐ Describe any AT the student needs in order to access the general education environment. Describe both low-tech and high-tech AT supports.
- ☐ If child has no need for assistive technology, check "Considered but not necessary." No text needed.

PAGE 3: PRESENT LEVELS

Present Levels of Academic Achievement and Functional Performance

- ☐ Report data that describes the gap between where the child is currently performing in the following areas and where they are expected to be performing based on their grade level. (a goal should be included for any area with gaps)
- ☐ You may keep data from this year and one previous year by labeling each with the appropriate year. **DELETE ANY DATA THAT IS 2 OR MORE YEARS OLD.**

Area:	Potential Data Sources:
Reading	FastBridge, MAP, NSCAS, MyView/StudySync assessment scores, F&P Guided Reading, teacher comments/reports
Math	FastBridge, MAP, NSCAS, Classroom-Based Assessments (classroom quizzes and tests), teacher comments/reports
Writing	Classroom-Based Assessments, Rubrics, teacher comments/reports
Behavior	Office Referrals, Behavior Plan Data, SAEBRS/MySAEBRS, teacher comments/reports
Social Skills	Rubrics, teacher comments/reports
Executive Skills	Rate of late/missing/incomplete assignments, rubrics, teacher comments/reports
Speech/Language	SLP Data
Fine/Gross Motor	OT/PT Data
PE	Describe support student needs in PE or use statement in bold below.
Vision/Hearing	TVI or TOD Data

- ☐ If the student is performing at grade-level in any area and there are no concerns, write **"STUDENT is performing at grade level expectations with no supports. There are no needs in this area."**
- ☐ After describing the student's present levels of performance, include a statement of how the child's disability affects the child's involvement and progress in general education.

Postsecondary Transition Present Levels and Needs (Ages 13 and Up..Will student turn 14 before next IEP?):

- ☐ Include a statement that describes the student in the following areas in regards to their transition to life after high school.
- ☐ **Strengths: Does** the student have a job, a plan, good social skills, ability to drive?
 - ☐ **Preferences:** What are things that the student prefers to do that relate to work or post-secondary education? Learning styles, work styles, etc.?
 - ☐ **Interests:** What are the student's interests that might be useful when considering post-secondary plans?
 - ☐ **Needs:** What supports will the student likely need to make a successful transition to adulthood? What supports will the student need over the next IEP year to move closer to achieving their post-secondary goals?

READING	Emily's learning disability in basic reading skills and reading comprehension makes it difficult for her to make progress in the general education curriculum. Emily's most recent FastBridge assessment indicates she is reading 42 correct words per minute at the 5th-grade level (9th percentile). The expectation for fifth grader's in the middle of the year is 129 correct words per minute (50th percentile). Emily's MAP performance also indicates below-level reading skills, with performance at the 14th percentile. For Guided Reading, Emily is currently at a Level J; the expected mid-year placement for fifth-graders is Level P. Emily needs additional reading instruction with a specialized reading intervention in order to make progress in the general education curriculum. She needs tests and texts to be read aloud so that she can learn grade-level content despite her weak reading skills.
MATH	Emily performance on the MAP assessment is in the average range. She is getting average grades with no support, and her teacher reports she is a strong math student. There are no needs in this area.
WRITING	Emily's grades on writing assignments in her ELA class this quarter have average 77%. Her teacher reports that she struggles with conventions. Her rubric scores on the district writing rubric average 2.1, and the expected level of performance is 3 or better (see attached rubric). Emily benefits from supports like graphic organizers and utilizing spell- and grammar-check.
BEHAVIOR	Emily is performing at grade-level expectations with no support. There are no needs in this area.
SOCIAL SKILLS	Emily's teacher reports that she is a kind and social student. There are no needs in this area.
EXECUTIVE SKILLS	Emily currently has 9 missing assignments across her core classes this quarter. Her teacher reports that most students have 2-3 missing or late assignments over the course of a quarter. Emily needs assistance and instruction in organization and planning.
SPEECH/LANGUAGE	(SLP input as needed or "No needs in this area.")
FINE/GROSS MOTOR	(OT/PT input as needed or "No needs in this area.")
PE	Emily is performing at grade-level expectations with no support. There are no needs in this area.
VISION/HEARING	(TVI/TOD input as needed or "No needs in this area.")

TABLE TEMPLATE (Copy column 1 into SRS Table)

READING	
MATH	
WRITING	
BEHAVIOR	
SOCIAL SKILLS	
EXECUTIVE SKILLS	

PAGE 5: GOALS

ANNUAL IEP GOALS

- ☐ **There should be a goal for every area of identified disability and need from MDT and Present Levels. Goals should have a direct link to the needs you identified in the present levels.**

- ☐ Make it SMART: Specific, Measureable, Achievable, Realistic, and Timely

- ☐ Consider using the same data sources you had for Present Levels...how do you know there is a problem in this area and how will you know if the student is making progress in the area? Use that data for goals.

- ☐ Difficult to quantify area? Consider using a rubric.

- ☐ Objectives are only REQUIRED for students on Alternate Assessment, but can be used for any student.
 - ☐ Objectives can be based on time (e.g. By first quarter, second quarter, etc.) or by breaking down skills into progressive steps (e.g. add single digits, double digits without regrouping, double digits with regrouping, etc.).

- ☐ **GOAL TEMPLATE: Within one year, given specialized instruction and use of accommodations/modifications, STUDENT will improve _____ from ____ to ____ as measured by _____.**
- ☐ Include *Audience, Behavior, Condition, Degree, + Timeline*

- ☐ Goals for students age 13+ must tie to their postsecondary goals (indicate this with buttons below goal area).

Progress Report

- ☐ **Schedule:** Choose B: 9 weeks
- ☐ **Evaluation Procedures:** Choose all the ways in which you will collect data
- ☐ **Person Responsible:** Choose all the people who will be responsible for supporting progress made on the goal. You should almost always choose the special education teacher and classroom teacher.
- ☐ **Progress:** Click on "*Import Dates from School Profile.*" Then choose "*Apply these dates to all current goals.*"
- ☐ **Statement of Progress:** Write "Progress will be reported via quarterly progress reports."

Progress Report

(I) Schedule

* Schedule

B - 9 Weeks

* If other, please specify:

(II) Evaluation Procedures

☒ Teacher Observation
☐ Written Performance
☒ Oral Performance
☐ Criterion Reference Test
☐ Parent Report
☐ Time Sample
☐ Report Cards
☒ Other

Evaluation Procedure Other:

Short reading passages

(III) Person Responsible

☐ Parent
☐ Classroom Teacher
☒ SPED Teacher
☐ Speech-Language Pathologist
☐ Deaf/Hard of Hearing Specialist
☐ Early Childhood Specialist
☐ Occupational Therapist
☐ Physical Therapist
☐ Audiologist
☒ Other

Person Responsible Other:

Student

GOAL EXAMPLES:

- Within one year, given specialized instruction utilizing a direct instruction phonics-based reading program, Emily will increase her rate of correct words read per minute on a grade-level reading passage from 59 to 84 correct words per minute.
 - (consider rate of improvement and making goal achievable)
- Within one year, given additional instruction and accommodations, Emily will be able to improve her math skills by meeting all of the following objectives with at least 80% accuracy, as measured by classroom-based math assessments (Baseline average assessment score: 68%).
- Within one year, given specialized instruction and feedback, Emily will increase her performance on the district writing rubric (see attached) from a total score of 8 to 12.
- Within one year, given a daily check-in system and organization strategies, Emily will increase her on-time, passing-quality completion rate from 65% to 85%.
- Within one year, given implementation of a behavior intervention plan and skills training, Emily will increase her percentage of points earned on her Daily Behavior Record Sheet from 70% to 90%.

PAGE 6: SERVICES

- ☐ OPTIONAL: Click on "Expanded Options."
- ☐ Whether you use Expanded Options or not, **the "Services" box should include the a narrative description of students qualification and what services the student will receive, including how often they will receive them, where the services will be provided (be specific), and by**

whom/with whom (gen ed vs sped).

☐ Qualification statement

☐ According to 92 NAC 51,006.04, Nebraska's Regulations and Standards for Special Education Programming, Student's Name qualifies for special education services. The area of qualification is _____ which has an adverse (or unfavorable) effect on his/her educational performance.

☐ Determine LRE. Use [NDE \(IDEA\) 92 NAC 51 \(Rule 51\) LRE Guidelines](#)

☐ Services with Regular Education

☐ EXAMPLE: Emily will receive 30 minutes of Resource services in a co-taught general education classroom daily.

☐ Services not With Regular Education Students

☐ EXAMPLE: Emily will participate in pull-out small group reading intervention a minimum of four times per week for 20 minutes per session. The session will take place in the Resource room or the Grade-Level Pod.

☐ Other Services

☐ EXAMPLE: Emily will receive occupational therapy services four times per semester for 20 minutes per session.

☐ Emily will participate in speech-language therapy in a combination of in-classroom and pull-out settings for a minimum of 120 minutes per month.

☐ Services delineated on the service grid should match the narrative at the top of page 6.

☐ The primary service will be the service most closely aligned with the student's disability and goals and which has the most service time (typically Special Instruction or Speech).

☐ Special Ed service location is where the services are being provided, typically "Public School."

☐ For Duration Dates, click on "Update Dates" and ensure that dates match the dates on page 1 for the start and end of the IEP.

☐ Select time as most appropriate for your student, but consider using "Minutes/Week" and "Weeks/Month" or "Weeks/Quarter" to allow for greatest flexibility.

☐ Do services follow the school year calendar: YES

☐ *Related Services*: Add any additional services the student will receive by clicking on the + button by "Additional Services." Ensure that dates of service and service location match the narrative and primary service dates.

Supplementary Aids and Services: Identify consultative services here (OT/PT, etc.). These services do not require an amount of time.

☐ If a student receives Personal Assistance Services (PAS), document what those look like here.

- ☐ EXAMPLES: Due to student's cerebral palsy, she requires paraprofessional/PAS support to assist her with personal care tasks including the following Activities of Daily Living (ADL's): mobility, transfers, positioning, grooming, dressing, eating and toileting. These activities will be supervised by a qualified professional and the special education teacher will be the responsible party.
- ☐ Paraprofessional/PAS support is necessary to meet a student's personal care needs by observing and redirecting her explosive behavior that often results in serious self-injury. The observation and redirection will occur throughout the entire school day and during transportation to and from school on the bus. Student also requires assistance with grooming and toileting.
- ☐ Paraprofessional support necessary to provide daily tube feedings to the student as directed by family and physician under the supervision of the nurse. Training is provided by the nurse. Parents provide the food and equipment and will report schedule changes as needed.
- ☐ Due to student's spina bifida, paraprofessional/PAS support is needed daily to complete clean intermittent catheterization (CIC). Para services are also needed to assist with other activities of daily living including: dressing, assistance with transferring, mobility and positioning. These activities will be supervised by a qualified professional and the special education teacher will be the responsible party.
- ☐ If a student requires para support, write, "Emily will receive paraprofessional support throughout the day to access the educational environment."

Program Modifications and Accommodations:

- ☐ Include a written list of accommodations and/or modifications the student needs in order to access and make progress in the general education curriculum and toward achieving their IEP goals.
 - ☐ Choose accommodations carefully and based on a student's individual needs.
 - ☐ Accommodations should level the playing field by mitigating the effects of a student's disability.
 - ☐ Modifications lower the expectations or rigor for students. Use these as sparingly as possible.
 - ☐ Be as specific as possible for clarity for the family and educators.
 - ☐ Avoid using language such as "As needed" or "At teacher discretion." Students may choose not to use accommodations at times, but the decision to use accommodations or not does not lie with staff.
 - ☐ Accommodations should match accommodations used in assessments but may also include other accommodations that are not pertinent to assessments.
 - ☐ Please use the SRS table to provide clear information for frequency, location, and duration of EACH accommodation and modification:

SRS Input

Program Modifications & Accommodations

Service 1

← → Paragraph ▼ B I  ▼         

Modified Grade Scale

Press `\0` for help 3 words Build with  tinyMCE

Update Dates

Location	Dates	
	Start Date	End Date
Core Classes	10/07/2025 	10/06/2026 

Frequency	Duration	Service follows school calendar
How Often	How Long	
Each Day	IEP Year	Yes ▼

Service 2

← → Paragraph ▼ B I  ▼         

Tests Read Unless Advocated Against

Press `\0` for help 5 words Build with  tinyMCE

Individual Education Program (IEP)

Update Dates

Location	Dates	
	Start Date	End Date
All Classes	10/07/2025 	10/06/2026 

Frequency	Duration	Service follows school calendar
How Often	How Long	
Each Test	Duration of Test	Yes ▼

Service 2
Remove

Paragraph
B
I
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[numbered list icon]
[decrease indent icon]
[increase indent icon]
Link
[print icon]
[more icon]

Small Group Setting for iReady Diagnostic-Math and Reading

p
Press ⌘0 for help
8 words
Build with tinyMCE

Update Dates

Location	Dates	
	Start Date	End Date
Small group setting	12/09/2025 [calendar icon]	12/08/2026 [calendar icon]

Frequency	Duration	Service follows school calendar
How Often	How Long	
Each diagnostic	Length of the diagnostic	Yes [dropdown arrow]

Printed View

Program Modifications & Accommodations:

Education that reduces expectations for learning. Lower level of mastery, outside of grade level expectation, use of extended indicators for education and goal setting.

Program Modifications & Accommodations	Start Date	End Date	Frequency	Duration	Location	Follows the school calendar?
			Number of times per week / month / quarter	Length of time each modification will be provided	Where the modifications will be provided	
Modified Grade Scale	Oct 7, 2025	Oct 6, 2026	Each Day	IEP Year	Core Classes	Yes
Tests Read Unless Advocated Against	Oct 7, 2025	Oct 6, 2026	Each Test	Duration of Test	All Classes	Yes
Extended Time for Tests	Oct 7, 2025	Oct 6, 2026	Each test	1.5 times length of Gen Ed	All Classes	Yes
Tests Modified	Oct 7, 2025	Oct 6, 2026	Each test	Duration of Test	Core Classes	Yes

Supports for School Personnel: Include description of any supports for school personnel.

ADVISER Information: Not required. LEAVE BLANK!

MIPS Consent Form: Please have all parents sign this form indicating whether or not they give the school and Medicaid permission to share eligibility information.

PAGE 7: TRANSPORTATION, ASSESSMENT, ESY, AND PWN

Transportation: There are only three reasons why a student might qualify for transportation. They include:

- ☐ Child is below age 5. (All preschoolers qualify.)
- ☐ Child is required to attend a facility other than their normal attendance facility. (This is only for students attending Level 3 schools).
- ☐ Nature of the disability is such that special education transportation is required
 - ☐ Does the student have physical, cognitive, communication, or behavioral challenges that require special support for getting to/from or around school? If yes, then the student qualifies for transportation.
- ☐ If the child qualifies under ANY of the three categories above, select **"YES"** for "Student qualifies for special education transportation?" (regardless of whether the child actually utilizes special education transportation).
- ☐ If the student meets NONE of the above categories, select **"NO."**
- ☐ If the student qualifies for transportation AND the parent is choosing to access transportation, describe the transportation plan in the narrative box:
 - ☐ EXAMPLE: STUDENT will be transported to and from school from his home via a Special Education van driven by an approved driver. The student will ride according to all applicable safety guidelines (car seat, seat belt, etc.).
- ☐ If the student qualifies for transportation and the parent chooses not to access the service, write:
 - ☐ EXAMPLE: STUDENT qualifies for transportation services, but the parent is declining the services at this time. Parents are choosing to be responsible for transportation themselves but can request that transportation services start at any time.
- ☐ If the student does not qualify for transportation, write "student does not qualify for special education transportation."

***SPECIFIC DISTRICT SPECIAL EDUCATION TRANSPORTATION PROCEDURES CAN BE ACCESSED at Weeping Water Board Approved Transportation**

Assessment: Check "The student is not required to take a state assessment during the year in which this IEP is in effect." **ONLY for students in grades 2 or below.**

Alternate Assessment Criteria: To aid teams in making appropriate assessment decisions, teams must first answer four questions about the student's disability and needs in the "Alternate Assessment" section on page 7.

- ☐ For most students, the answer to all four questions will be "No." Most students do not have most significant cognitive impairments, and their programming is aligned with the general Nebraska College and Career Academic Standards rather than the extended indicators of these standards. *If the answer to any of the four questions is "No," the student should not participate in Alternate Assessment.*
- ☐ If the team is considering placement in alternate curriculum/alternate assessment, the team should complete [NSCAS Alternate Assessment Eligibility Worksheet](#) For more guidance on each question, use NDE's guidance documents linked here: [Alternate Assessment Resources](#).
- ☐ Remember that moving a student to AA is a serious decision by the IEP team that should not be taken lightly. Please make sure to invite the Director of Special Education to any IEP meeting where AA identification will be being discussed to serve as the District Representative. Also make sure that every required member of the IEP team is present for the duration of the meeting, including the general education teacher.

- ☐ In order to qualify for Alternate Assessment identification, the answer to all four questions in the Alternate Assessment section of the IEP must be "Yes." If this is the case, in the "Assessment Participation" section, the answer to questions 1 & 2 should be "No" and the answer to question 3 must be "Yes."
- ☐ Once you select "Yes" for question 3, the following boxes will appear in SRS:

The image shows two identical empty text boxes. Each box has a title bar with the text "Describe why the student will participate in alternate assessments: (History)". Below the title bar is a rich text editor toolbar with options for Paragraph, Bold (B), Italic (I), Text Color, Background Color, Bulleted List, Numbered List, Decrease Indent, Increase Indent, Link, Unlink, Print, and a link icon. The text area below the toolbar is empty. At the bottom right of each text area, it says "0 WORDS POWERED BY TINY".

- ☐ In the first box, write the following statement: "STUDENT will participate in alternate assessments because they have a most significant cognitive disability, their course of study is aligned to the extended indicators of the Nebraska College and Career Academic Standards, and they require extensive, direct individualized and substantial support to achieve measurable gains on the Nebraska College and Career Academic Standards for the grade they are enrolled."
- ☐ In the second box, identify the alternate assessment the student will take (i.e. NSCAS-AA for the appropriate grade in grades 3-8 or 11). Also identify accommodations in this box that the student will need for any state or district alternate assessment.

Assessment Participation:

- ☐ Next, the IEP team will need to indicate the appropriate assessment participation for each individual student. In the following box, the team will need to answer "Yes" to one question, and "No" to the others.

The image shows a form titled "Assessment Participation". It contains three questions, each with two radio button options: "Yes" and "No".

- Question 1: "The student will participate in regular state and district wide assessments:"
☐ Yes
☐ No
- Question 2: "The student will participate in regular state and district wide assessments WITH accommodations:"
☐ Yes
☐ No
- Question 3: "The student will participate in the state and district wide approved alternate assessment:"
☐ Yes
☐ No

At the bottom of the form, there is a blue button labeled "Clear Radio Buttons".

- ☐ If you select "Yes" to question 2, the following box will appear. In this box, list all assessment accommodations that the IEP team has determined are necessary for the student to use on district and state assessments in order to minimize the impact of the student's disability on their assessment results.

- ☐ Remember that accommodations should be selected on an individual basis and should be consistent with needs identified in the student's multidisciplinary team evaluation report. Please see the [NDE Accommodations Guidelines guidance document](#) for more information. When possible, please use the exact wording of the allowable state assessment accommodations for clarity. The NSCAS allowable accommodations and recommendation as to who and when to use the accommodations can be found in the [NSCAS Accessibility Guidance Document](#).

Clear Radio Buttons

The student will participate in regular state and district wide assessments with the following accommodations: (History) ▲

- ☐ The current NSCAS-approved accommodations can also be found in the NSCAS Testing Assessment Accommodations. Please remember to indicate all the student's current testing accommodations into this spreadsheet after every IEP.

Extended School Year Services:

Extended School Year (ESY) Services are special education and related services provided for children with disabilities during periods when school is not in session. ESY services are provided to prevent or slow severe skill regression caused by an interruption of special education services during extended periods when school is not in session. ESY may only be provided when the IEP team determines that a child might regress in a critical skill area to such an extent that recoupment of the skill loss would require an unusually long period of time to recoup or make it unlikely or impossible to recoup the present level of education performance. Please see [Extended School Year Guidance Document](#) for more information.

Procedures:

- ☐ Every child (ages 3-21) with an IEP must be considered for ESY services at least annually. If the IEP team determines at annual review that there is no need for ESY because the child does not have a history of demonstrating regression after breaks or difficult recouping skills upon return to school, mark the "Considered but not necessary" box.
- ☐ If IEP indicates, "decision will be made in the spring," or if the team believes that a student needs ESY, please follow the following steps: (Students whose IEPs already indicate that they do not qualify for ESY require no further action).
 - ☐ The IEP team determines the need for ESY. To determine if a student qualifies for ESY, the team must answer this question:
 - ☐ Will the learning that occurred during the regular school year be significantly jeopardized if ESY services are not provided?
 - ☐ For students who do not need ESY because they are not at high risk for regression and their learning that occurred during the school year is not significantly jeopardized by not receiving ESY, indicate the decision that the student does not qualify for ESY on a PWN and send a copy to parents. Remember to include parents in this decision, and remember that students

can participate in Summer School even if they don't qualify for ESY.

- ☐ If a student is determined to qualify for ESY, the case manager should do the following:
 - ☐ Document the ESY Decision on the:
 - ☐ Review all current IEP goals and objectives to determine which goals are critical to focus on for ESY. ESY may be necessary for all goals or only for a select few that are critical for preventing regression.
 - ☐ Document the likelihood of significant regression without ESY.
 - ☐ Document other factors that the team considered in making the ESY determination.
 - ☐ Document the data that retroactively supports the need for ESY
 - ☐ Document current IEP team members who have contributed to the decision that ESY is necessary.
 - ☐ Indicate the number of ESY hours that the student is projected to need over the summer in order to prevent significant regression of skills, along with the anticipated location, timeframe, and provider of the services.
 - ☐ Gather parent signature indicating if the parent is planning to access ESY.
 - ☐ Complete a stand-alone PWN to document that the team determined that ESY will be added to the IEP (if ESY was not already indicated in the IEP).
 - ☐ Send the PWN to parents and send a copy of the [WW ESY Form](#) to Staci Noehren **BY MAY 1**.
- ☐ After the ESY hours are completed, submit documentation of completion on the [WW ESY Form](#) and upload a copy to a Notes page on SRS.
- ☐ Submit a Time Sheet and a copy of the completed [WW ESY FORM](#) form to the Director of Special Education to receive payment for ESY hours completed upon completion of ESY.

Prior Written Notice:

(For additional PWN guidance, please see the following: [PWN for Annual IEP](#))

Prior Written Notice is required before an IEP team implements any change to a student's programming or placement in order to provide an opportunity for the family to have time to consider proposed changes before they are implemented. **Legal References** 92 NAC 51-009.05

To complete the PWN on page 7 of the IEP, please do the following:

- **A description of the action proposed or refused by the school district or approved cooperative:**

The IEP team reviewed ____'s progress and current program in special education. A new IEP was developed with an update of ____'s present levels of performance and appropriate goals. The IEP team made a decision to... [insert specifics here]

EXAMPLES:

1. increase ____'s level of service by adding an additional 30 minutes of special instruction each day.
2. add an area of need and goal for self-advocacy
3. discontinue use of a calculator for state and district assessments

4. add a Behavior Intervention Plan

- **An explanation of why the district or approved cooperative proposes or refuses to take the action:**

The IEP team reviewed progress and recent assessment information to determine.... [insert specifics here]

EXAMPLES:

1. that additional service was needed in order to meet the IEP goal within a year's time
2. that self-advocacy is an area of need requiring specialized instruction.
3. that the accommodation is no longer needed to provide equal access to the assessment
4. that behavior is impeding _____'s learning and progress in general education

- **A description of other options the IEP team considered and the reasons why those options were rejected:**

The team considered...[insert specifics here]

EXAMPLES:

1. Keeping the same resource service minutes-Rejected because the student data indicated that _____ is not making adequate progress toward the IEP goals
2. Not designating self-advocacy as an area of need and IEP goal area-Rejected because the observation data indicated _____'s need for support in this area
3. Continuing the use of a calculator for state and district assessments-Rejected because _____ is able to participate fully in state and district assessments without the accommodation
4. Not adding a BIP and increasing special instruction-Rejected because _____ requires individualized positive behavior supports

- **A description of each evaluation procedure, assessment, record or report the school district or approved cooperative used as a basis for the proposal or refusal:**

Sample Items:

- Progress Reports on prior IEP goals
- Current formative and summative assessment data
- Performance on content assessments
- MAP growth and NSCAS performance
- Progress monitoring data
- Behavior observation data and office referrals
- Current MDT report
- Parent reports, Teacher reports, medical records/reports, community agency information

- **A description of any other factors which are relevant to the school district's or approved cooperative's proposal or refusal:**

Sample Items:

- None at this time
- No other factors are relevant
- A copy of Parent Rights were provided at the IEP meeting
- As new concepts are introduced, the teacher will review _____'s progress and if additional concerns arise, will notify the case manager
- School team is appreciative of parent support
- Parent reported that _____'s behavior at home has recently it has been difficult. Although behavior at school has remained positive, additional resources were shared with the parent.

Post-IEP Meeting Checklist

To be completed immediately following an IEP meeting

Finalize Documentation

- ☐ Finalize any edits that were agreed upon during the meeting.
 - ☐ Complete the **Prior Written Notice (PWN)** section on **Page 7** of the IEP.
 - ☐ Finalize the IEP in SRS.
-

Confirm Attendance & Signatures

- ☐ Ensure all meeting participant **signatures** have been collected on the attendance page.
 - ☐ Verify that the **Meeting Notice and Attendance Page match**.
 - ☐ If they don't match ensure:
 - ☐ Parent has **initialed Page 1** of the IEP for any members who were not present.
 - ☐ **Written input** was obtained from any required members who were not present.
-

Recordkeeping

- ☐ Upload any page of the IEP that contains an **original signature** to a **Notes Page** in SRS.
 - ☐ Send a **copy of the finalized IEP** to the parent (email, mail, or hand-delivered).
-

Systems & Data Entry

- ☐ Add the student's **testing accommodations** to the [Accommodations List](#).

WEEPING WATER PUBLIC SCHOOLS
IEP Minor Amendment

Name _____ Date _____

Dear Parent/Guardian(s):

Members of your student's IEP team request your permission to make a minor change to _____'s current IEP. Below is/are the proposed revision(s) and rationale for the revision(s).

If you have any questions or objections to the proposed change(s), please contact your child's teacher or case manager via email or phone. If you agree to the proposed change(s), please sign and return this document. A copy will be mailed to you for your records. Thank you for your continued support.

Case Manager's Signature

Phone

Date

I agree to the proposed revision(s) to my child's IEP and understand that the change(s) will be implemented upon receipt of the signed request form and follow the same timeline duration of the current IEP. I also understand that my child's IEP team is aware of this minor change.

Parent/Guardian Signature

Phone

Date

Scheduling IEPs and MDTs: Timelines, Roles, & Responsibilities Procedures

Parent Participation in Meetings (Rule 51 Guidance)

- | | |
|----------|--|
| 009.01A | The parents of a child with a disability must be afforded an opportunity to participate in meetings with respect to the identification, evaluation, and educational placement of the child and the provision of FAPE to the child. |
| 009.01 B | Each school district or approved cooperative must provide notice consistent with 92 NAC 51-007.06A1 and 007.06B to ensure that parents of children with disabilities have the opportunity to participate in meetings described in 92 NAC 51-009.01A. |

Rule 51: 009.01A

Parents of a child with a disability must be afforded the opportunity to participate in meetings regarding:

- Identification
- Evaluation
- Educational placement
- Provision of FAPE (Free Appropriate Public Education)

Rule 51: 009.01B

Districts must provide prior **Notice of Meeting** (consistent with 92 NAC 51-007.06A1 and 007.06B) to ensure parent participation in any meeting listed above.

Meeting Preparation & Proposals

Q: Can school staff prepare proposals or draft documents ahead of an IEP/MDT meeting?

A: YES.

It is recommended that:

- The IEP case manager and team **prepare a draft proposal** based on current data, team input, and student needs.
- The **school psychologist will share evaluation results** at least **5 school days before** the meeting so the team can review and prepare.
- **Draft IEPs and MDT reports** are shared with parents and school staff **2–3 days prior** to the meeting to allow for review and preparation.

Drafts must remain **flexible** — the final IEP/MDT decisions must be made **collaboratively** at the meeting, not predetermined.

What Is Considered a “Meeting”?

Q: Are planning conversations among school staff considered “IEP meetings”?

A: NO.

- Routine collaboration (e.g., lesson planning, service coordination) **is not** considered a formal meeting under Rule 51 or IDEA.

Invitation of Meeting Requirements

Q: Does a Notice of Meeting need to be sent for every IEP-related meeting?

A: YES.

- An **Invitation to Meeting** must be provided to parents **for all meetings**, not just annual reviews.
- The invite should include a **list of participants** (by name) who are invited.

Q: Must Meeting Notices be sent 10 days in advance?

A: NO – but parents must be given reasonable notice.

- Meetings must be scheduled at a **mutually agreed upon time and place**.
 - **Start scheduling** with parents and team **at least 30 days prior** to the IEP due date.
 - **Schedule the meeting at least two weeks prior to the due date** to allow for rescheduling if needed.
 - **IEP due dates cannot be exceeded.**
 - Rule 51 and IDEA require that IEPs are **reviewed at least annually** (i.e., within **one calendar year** of the last IEP).
-

Roles & Best Practices

Task	Responsible Party	Timeline
Contact parents to schedule IEP/MDT	IEP Case Manager	~30 days before IEP due
Confirm team availability	IEP Case Manager	Before confirming with parents
Send Invitation of Meeting	IEP Case Manager	After parent confirms date/time
Share draft IEP/MDT and evaluation results	IEP Team / School Psychologist	2–5 days before meeting
Prepare data and proposed goals/services	All team members	Prior to meeting
Parent Input collected IEP Parent Input Form	IEP Case Manager	Prior to meeting

Notice & Consent for Initial Evaluation Procedures

(Special Education Evaluation Process Overview)

Referral Initiation

- Referral may come from:
 - **SCIP Team**
 - **Parent Request**
 - **Action Required (within 1 week):**
 - **Agree to evaluate** → initiate consent process
 - **Deny evaluation** → issue **Prior Written Notice (PWN)** with rationale
 - **Team Members to Include:**
 - SCIP Team Leader
 - Interventionist
 - School Psychologist or SLP
 - Classroom Teacher
 - Administrator/Special Educator (if applicable)
 - Parent (optional, but encouraged)
-

Criteria for Denial (if applicable)

- Documented progress or data that strongly indicate that the student likely does not have a disability or need special education services, such as:
 - Academic data (MAP, grades, state testing)
 - Tier 2 intervention progress
 - Behavioral/social performance

Child Find cannot be delayed by SCIP processes. If a disability is suspected → initiate evaluation.

Referral to Lead Evaluator

- SCIP Team Leader must notify Lead Evaluator (usually the School Psychologist or SLP) **within 1 week.**
-

Completing the “Notice & Consent” Form (SRS)

- Lead Evaluator completes form in SRS
 - If **no SRS record exists**, create Student & Parent profiles using PowerSchool data
 - Send the form + “**Parental Rights in Special Education**” to parent for signature
-

Evaluation Areas & Statements for Page 2

(Check only areas of concern; unselected areas require explanation: “Considered, but deemed not necessary for this evaluation.”)

a. Academic

- This area evaluates a student's academic achievement in the areas of concern potentially including reading, written expression, math, and oral language. Evaluation measures may include record review and/or an individually-administered standardized achievement test.

b. Intellectual

- This area evaluates a student's cognitive functioning by indirectly assessing skills and abilities that are believed to contribute to intelligence, such as verbal comprehension,

reasoning skills, working memory, visual-spatial skills, and processing speed, through the administration of an individually-administered, standardized intelligence test.

c. Perceptual & Motor

- This area may include assessment of muscle strength, perceptual development, motor development, fine motor skills, gross motor skills, neurological involvement, balance and coordination, posture, gait, sensory processing skills in the educational environment, as well as the child's access to his/her educational environment.

d. Social & Emotional

- This area evaluates a student's social, emotional, and behavioral functioning, potentially including an evaluation of executive functioning skills or behavior patterns associated with autism, if needed. Evaluation methods may include direct observation, student interview, student/teacher/parent rating scales, review of records, and direct assessment.

e. Speech & Language

- This area evaluates receptive/expressive language, articulation, fluency, voice, pragmatics

f. Other

- As needed per student concern

After Consent Is Signed

- Upload a **scan of the signed consent** to SRS Notes page
- Finalize Page 3 with:
 - Date parent signed
 - Date consent received

Evaluation must be completed within 60 calendar days of consent receipt. Weeping Water will strive to complete the evaluation within **45 calendar days** to ensure FAPE is being met.

Evaluator Notification & Scheduling

- Notify all relevant evaluators (SLP, OT, PT, etc.)
- Lead Evaluator:
 - Schedules MDT meeting with **enough buffer time** before 60-day deadline (prefer 45 calendar day)
 - Coordinates with all required members & parents
 - Sends **Invitation to Meeting** form to parents

Parents should receive **draft evaluation results** before the meeting.

Notice & Consent for Initial Placement Checklist

Use this checklist when a student is newly qualifying or transferring into WW with an IEP.

For Students Initially Qualifying for Special Education (Initial MDT/IEP at WW)

- ☐ Student has been determined eligible for special education services (Initial MDT completed).
 - ☐ Initial IEP meeting has been scheduled and conducted.
 - ☐ **Notice and Consent for Initial Placement** form has been completed in SRS.
 - ☐ Parent/guardian has signed the Consent for Placement at the initial IEP meeting.
 - ☐ Services will **not begin** until signed consent is received.
-

For Students Transferring into WW with an IEP

Step 1: Notification & File Transfer

- ☐ Confirm the student has an existing IEP.
- ☐ Notify the **Director of Special Education** to initiate SRS transfer.
- ☐ Receive and review the student's IEP and MDT documentation.

Step 2: Review of Incoming IEP

- ☐ **Case manager** and **school psychologist or SLP** review IEP and MDT.
 - ☐ Determine whether WWPS can implement the IEP **as written**.
-

If IEP Can Be Implemented as Written

- ☐ Contact parent/guardian to explain that services will begin as outlined in the current IEP.
 - ☐ Complete and present **Notice and Consent for Initial Placement**.
 - ☐ Obtain parent/guardian **signature** before services begin.
 - ☐ Determine if an intake meeting is needed (optional based on need).
 - ☐ **Record the annual IEP review date** from the previous district and plan accordingly.
-

If the IEP Requires Amendments

- ☐ Schedule an **IEP meeting** as soon as possible.
- ☐ **Duplicate** the previous IEP in SRS for editing.
- ☐ Discuss and document necessary changes with the team.

If minor changes:

- ☐ Keep original **annual review date** from previous district.

If substantial changes:

- ☐ Treat the meeting as the **new annual review**, only if:
 - ☐ All IEP sections are updated.
 - ☐ All required team members are present.
 - ☐ An **Invitation to Meeting** was sent to the parent in advance.
-

Final Verification

- ☐ The **Notice and Consent for Initial Placement** is signed by the parent.
- ☐ Services have not begun **before** receiving signed consent.
- ☐ All documentation is completed in SRS.

IEE - Parent/Guardian Right to an Independent Educational Evaluation Procedures

Overview

Parents/guardians have the right to obtain an Independent Educational Evaluation (IEE) at public expense if they disagree with an evaluation conducted by the school district (Elkhorn Public Schools/DC West Community Schools). This is an evaluation **not related to medical diagnosis** and must be conducted by professionals **not employed by or contracted with the district**.

District Responsibilities and Parent Rights

- **Authorization of IEE**
 - The District is **not required** to authorize an IEE unless the parent requests one.
 - Upon request, the District will either:
 1. Authorize the requested assessment, or
 2. Initiate a due process hearing to explain why the assessment is not necessary.
 - **Timing of Request**
 - If the request occurs **one year or more after** the last MDT meeting when the District's evaluation was reviewed, the District may first conduct a **reevaluation** before approving the IEE.
 - **Notification**
 - The District must inform parents/guardians of their right to an IEE whenever there is disagreement regarding an evaluation.
-

Parent Request Procedure

Parents must submit a **written request** for an IEE to the Director of Special Education including:

- The specific types of evaluation(s) desired
 - Consent to release the evaluation report to Weeping Water Public Schools
 - Parental objections to the District's evaluation results (cannot be required but is requested as information to support the request).
 - Receipt of this information may not unreasonably delay either authorizing the independent educational evaluation or initiating a due process hearing to defend the District evaluation.
-

Eligibility and Limitations

- IEE at District expense **will not be approved** if:
 - The child is **not enrolled** in the District,
 - The child is **not receiving special education or related services**, or
 - There is **no disagreement** with the District's evaluation.
-

District Approval and Evaluation Parameters

If approved, the parent/guardian receives written authorization including:

- Areas to be assessed
- Timeline for completion
- Cost limits
- Qualifications of the examiner
- Report requirements

Evaluation criteria must match those used by the District, including:

- Qualifications of examiners will be in accordance with Nebraska Department of Education Rule 51. The District will provide the parent/guardian a list of qualified professional agencies/individuals within the specified geographic area. These examiners will be those whose rates have been approved by the Nebraska Department of Education.
 - The location of any evaluation provider shall be within a reasonable distance of the Omaha Metropolitan Area. The list of qualified professional agencies/individuals provided to the parent/guardian will include qualified individuals within the geographic area specified; the District may restrict the parent/guardian to selecting from among the examiners are listed.
 - The District will establish maximum allowable charges for an independent educational evaluation. Maximum allowable charges for an independent educational evaluation will allow the parent/guardian to choose from among qualified professional agencies/persons in the designated area and will eliminate unreasonable and/or excessive fees.
 - The District will allow the parent/guardian the opportunity to demonstrate that unusual circumstances justify an independent educational evaluation that does not fall within this procedure.
-

After the IEE

- The District requests the **original copy** of the IEE report.
 - The report will be shared with District personnel and considered by the student's Multidisciplinary Team for planning FAPE.
-

Denial and Appeal

- If the Director of Special Education denies the IEE request, the parent/guardian will be notified in writing and may:
 - Appeal through the Nebraska Department of Education
 - The District may initiate a hearing under Rule 55 of the Nebraska State Department of Education to justify its evaluation conducted by the District is appropriate.
 - If a hearing officer rules the District evaluation appropriate:
 - Parent still has the right to an IEE, but not at public expense.
 - If the hearing officer orders an IEE, it will be at the District's expense.
-

Independent Evaluations Obtained Without District Authorization

- If a parent/guardian obtains an independent education evaluation without the authorization of the District, the District will not be obligated to pay the expense of such evaluation if the District's evaluation is determined to be appropriate.
- If the parent/guardian obtains an independent educational evaluation at private expense and provides the District with the examiner's complete written evaluation, the results of the evaluation:
 - Will be considered by the student's multidisciplinary team with respect to the provision of a free appropriate public education.
 - May be presented as evidence at a hearing under the provisions of Rule 55 of the Nebraska Department of Education regarding the child.

Legal References

- 92 NAC 51-006.07

IEE-MDT Consideration of an Independent Educational Evaluation Procedures

Updated 6/2025

Background

- Parents have the right to obtain an Independent Educational Evaluation (IEE) for their child at public expense if they disagree with the school district's evaluation.
 - All requests for district-funded IEEs must be submitted to and approved by the Director of Special Education before proceeding.
 - According to 92 NAC 51-006.07G:
 - If a parent obtains an IEE at public expense or shares a privately obtained IEE with the district,
 - The district must determine if the evaluation meets district criteria.
 - If it does, the results must be considered in decisions regarding the child's Free Appropriate Public Education (FAPE).
-

IEE Criteria

- Evaluators must meet Nebraska Rule 51 qualifications.
 - Evaluators must be independent of the school district and free from conflicts of interest.
 - Educational recommendations must relate to the student's verified special education disability verification.
-

MDT Consideration of the IEE

1. Review and Meeting Scheduling

- The IEE report of findings and educational recommendations will be considered by the student's MDT as soon as possible after it is received by the District.
- Schedule an MDT/IEP meeting promptly to review the IEE alongside:
 - The most recent district evaluation report
 - The current IEP
 - Any other relevant information
- Create an Invitation to Meeting selecting "MDT with IEP."

2. Team Preparation

- Ensure at least one MDT member is qualified to interpret the IEE results and the district's evaluation.
- It is not necessary to invite the IEE examiner to the MDT meeting.
- Assign a team member to document notes on the IEE consideration, discussions, and decisions.

3. Determinations and Documentation

- If the MDT determines changes to eligibility or related services are needed:
 - Complete an MDT Addendum documenting the new eligibility statement and/or related services.
 - Each MDT member must certify agreement with the addendum in writing.
 - Any dissenting MDT member may submit a minority report with their conclusions.
 - Note: The MDT Addendum does **not** change the three-year reevaluation date.
 - Complete a Prior Written Notice (PWN) to inform parents of any changes or decisions.

4. IEP Changes

- Determine if changes to the IEP are:
 - **Minor** (documented in an IEP addendum; does **not** change IEP dates)
 - **Major** (requires a new IEP; updates IEP dates)
- Complete a PWN regardless of change type.

5. Final Steps

- Upload the following to SRS:
 - IEE report
 - MDT meeting notes
 - Signature pages
- Finalize all documentation in SRS.

This guide should be used as a quick reference to ensure consistency and compliance when considering Independent Educational Evaluations during MDT meetings.

IEP Parent Input Form

Collect parent input using the following [IEP Parent Input Form](#) or a similar form.

IEP Parent Input Form	
This form contains questions for you to answer to help us identify any necessary accommodations to help level the playing field between his/her peers without disabilities.	
* Indicates required question	
Email * Your email	Does your child have any behaviors that are of concern to you or other family members? (if yes, please describe) * Your answer
Parent/Guardian Name: * Your answer	Please describe any academic concerns you have this year. * Your answer
Student Name: * Your answer	Are there strategies or accommodations at school that you think may be necessary to help minimize any effects of his/her disability at school? (if yes, please list) * Your answer
What are your child's strengths? What do they do well? * Your answer	What are your main hopes and dreams for your child? * Your answer
	Please list any other information that would help us gain a better understanding of your child. * Your answer

Legal References

- 92 NAC 51-007.06A–D, 009.01

Assistive Technology (AT) Consideration & Implementation Procedures

Use this step-by-step guide to ensure **AT** is properly considered, documented, and implemented for students with disabilities.

Step 1: Gather Information

Review the student's current academic and functional performance:

- In school
- At home
- In the community

Focus on **everyday tasks** the student is expected to do.

Link AT needs **directly to the student's verified disability**.

Step 2: Analyze Student Needs

Review the student's:

- Skills
- Difficulties
- Needs and goals

Identify **specific activities** where AT might help.

Step 3: AT Consideration & Feature Match

AT Consideration Checklist

- Make a copy of the [AT Checklist](#) for the individual student. [Early Childhood AT](#)
- Review **in-house AT resources**, but remember AT options aren't limited to that list.

Feature Match

- Make a copy for individualized use.
 - Use this to match technology features to the student's needs.
-

Step 4: Try the AT

From the feature match, choose AT to try.

Baseline: Observe and record the student's performance on the task **without AT** (5 trials).

With AT: Observe and record performance **with AT** (5 trials).

Step 5: Decide (IEP)

Use Page 2 of the IEP to document AT decisions.

If the student shows no significant improvement with AT:

- Mark **AT considered, but determined unnecessary**.

If the student shows significant improvement with AT:

- Mark **AT considered and determined necessary for the student**.
- State the necessary AT.

Notes:

- AT listed here **does not include personal devices** unless the school agrees to provide/replace it.
 - Use **general descriptions** like "low-tech" or "high-tech device" in the IEP (except in Present Levels).
 - Specific device names can be listed in **Present Levels** (Page 3) but should not be listed elsewhere in the IEP to allow flexibility
-

Step 6: Document Present Levels (Page 3)

Describe the student's performance:

- Without AT
- With AT (include trial results)
 - Include:
 - The AT the student is using
 - Where it's used (school, home, etc.)
 - The AT system (software, hardware)

Example:

"Student has difficulty reading small print; AT used is enlarged print. The system includes a photocopier for print materials and ZoomText for computer screen magnification."

Step 7: IEP Goals & Objectives (Page 5)

Operational Competency Goals:

- Short-term goals for learning to use the AT.

Outcome-Oriented Goals:

- Long-term goals that support the student's educational outcomes
-

Step 8: Service Page (Page 6)

List:

- **Services/Related Services:** Specify if AT is a related service.
 - **Supplementary Aids & Services:** For example, device charging.
 - **Accommodations:** Describe where and how AT will be used in different settings (classroom, assessments, extra-curriculars).
 - **Supports for School Personnel:** Training for staff, including teachers, paraprofessionals, bus drivers, lunch staff, etc.
-

Step 9: State Assessment (Page 7)

- ☐ Document AT use in state assessments.
-

Step 10: Prior Written Notice (PWN)

- ☐ Clearly state whether AT was accepted or rejected.
-

For IFSPs (Early Intervention)

Family Concerns & Desired Outcomes:

- Example: Child will play independently using AT.

Present Levels:

- Example: Child uses an adaptive chair with a tray and cause-effect toys.

Outcomes/Goals:

- Example: Child will sit in an adaptive chair (AT) and explore toys.

Services:

- Example: Trials of adaptive seating and cause-effect toys; training for staff/parents.

Transition Plan:

- Who owns the AT?
- Is AT still needed?
- Where will the child use the AT?
- Who handles repairs?
- AT transfer to IEP team (school-age).

Audiologist Procedures

IEP Documentation

If a student requires audiologist support for a school-issued device related to a hearing impairment, the **IEP team** must indicate “**Audiologist support**” in the “**Supports for School Personnel**” section (Page 6 of the IEP). This applies to the following areas:

- Equipment maintenance and routine functionality checks
- Ear-mold maintenance
- Assistance with audiological supplies (e.g., batteries, alcohol wipes)
- Staff training on device use and care

This documentation helps ensure compliance with **Rule 51 – 92 NAC 51-007.07C1**, which requires districts to verify that:

- **Hearing aids** worn in school are functioning properly.
- **External components of surgically implanted medical devices** are functioning properly.

Note: The district is not responsible for the maintenance, programming, or replacement of the medical device itself.

MDT/Child Find Evaluations

- The **MRP audiologist** may assist with **audiological evaluations** for students referred through the **Child Find** or **Multidisciplinary Team (MDT)** process .
- This support applies to students being evaluated for an **IEP** or **IFSP**.

Case Manager Responsibilities

A. Equipment Collection

- **Before summer break**, case managers must collect all **school-issued auditory equipment** in coordination with:
 - The **Director of Special Education**
 - **MRP staff**
- This allows time for equipment inspection and preparation for the next school year.

B. Training

- Case managers and teachers may be required to complete **online audiology training in August** as recommended by the **MRP audiologist**, to ensure they are equipped to support students and manage equipment.

C. Supply Requests

- Use the **ESU#3** to order:
 - **Replacement batteries**
 - **Other auditory supplies**

D. Equipment Orders

- If auditory equipment is required for the student to receive **FAPE**, the case manager must:
 - Enter the student’s information into the **FM/DM Equipment Support website**
 - The **MRP audiologist** will handle ordering and fitting the equipment

E. Student Changes

- Notify **Dr. Jill Townsend, MRP Audiologist**, via email at jtownsend@esu3.org if the student:
 - Moves or transfers
 - Transitions from an IEP to a **504 Plan**

F. Maintenance or Repairs

- Submit **maintenance/repair requests** through Dr. Townsend using the student's information.
-

4. Supply Management

Battery Distribution

- **Replacement batteries** are provided by the Weeping Water Public Schools.
- Batteries will be delivered to the case manager.
- Case managers must submit when batteries are depleted.

Additional Supplies

Use the **same request form** to order:

- Listening stethoscope
 - Earmold tubing blower
 - Cleaning brush and magnet
 - Alcohol wipes
-

Legal References

- 92 NAC 51-007.07C1

Progress Reporting Procedures

NDE Rule 51 007.07A4: A description of how the child's progress toward meeting the annual goals described in 92 NAC 51-007.07A2 will be measured and when periodic reports on the progress the child is making toward meeting the annual goals (such as through the use of quarterly or other periodic reports, concurrent with the issuance of report cards) will be provided;

IEP Documentation Procedures for Compliance

Use the following steps in the SRS IEP system to ensure full compliance:

1. Progress Report Section (Per Goal)

- ☐ Complete the **"Progress Report"** section for **each IEP goal**.
- ☐ Under **"Schedule,"** select: 9 weeks (to align with quarterly grading periods).

2. Evaluation Procedures Section (Per Goal)

- ☐ Clearly describe how progress will be **measured**.
- ☐ Be specific and comprehensive in the **"Evaluation Procedures"** field. Use examples such as:
 - Curriculum-Based Measurements (CBM)
 - Progress Monitoring Tools (e.g., IReady, FastBridge)
 - Teacher Observations
 - Work Samples
 - Checklists or Rubrics
 - Service Provider Logs

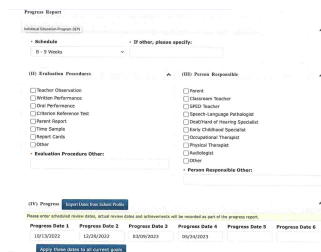
If your method is not listed, select **"Other"** and describe it briefly.

3. Person Responsible

- ☐ Indicate **all staff members** responsible for:
 - Working with the student on the goal
 - Monitoring and documenting progressExamples: Special Education Teacher, Speech-Language Pathologist, Occupational Therapist, General Education Teacher

4. Progress Reporting Dates (Section IV: Progress)

- ☐ Click the **blue box titled "Import Dates from School Profile."**
- ☐ Then click **"Apply these dates to all current goals."**
 -  This will auto-fill progress reporting dates that align with your district's **quarterly schedule**.



Reminders

- Progress Reports must be shared with parents at the **same frequency** as general education report cards (typically every 9 weeks).
- These reports are an essential part of IEP implementation and family communication.

5. Statement of Progress – How to Complete

In the “**Statement of Progress**” section of the IEP, describe **how** progress toward the student's goals will be reported to parents.

- At a minimum, write: “**Quarterly progress reports.**”
- If the team has agreed on **additional or alternate methods** of communication, include those as well.

Examples:

- “Quarterly progress reports and monthly email updates.”
- “Progress will be shared during scheduled parent-teacher conferences and quarterly progress reports”
- “Weekly communication notebook entries and quarterly reports.”

➡ This section ensures parents know **when and how** they will receive updates on their child's progress.

Statement of progress: (History)
Individual Education Program (IEP)

Statement of how student's progress will be reported to parents: (i.e., progress reports, letters, phone calls, etc.):

Quarterly progress reports.

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Progress Reports

- The date should be automatically generated.
- For "Progress Movement," select one of these options:

6. Progress Movement Section (per goal) Choose the appropriate status and complete the corresponding documentation:

Progress Movement

✓ Choose...
Goal Met
Progress Made, Goal Not Met
Little or No Progress
Other specify

Progress report

Date: 10/15/2022

Goal 1: Fredrick will learn to read.

Benchmarks:

Schedule:

Evaluation Procedure: Teacher Observation

Progress Movement: Choose...

Progress sufficient to meet goal by end of IEP year?

Comments:

5 WORDS POWERED BY TINY

Goal Met

- ☐ Select “**Goal Met.**”
 - ☐ Mark “**Yes**” for *Progress Sufficient to Meet Goal*.
 - ☐ Upload supporting data (e.g., PDF graph, chart), or describe data in the **Comments**.
 - ☐ In **Comments**, also describe next steps:
 - Are there additional goals to address?
 - Does the team need to meet to set new goals or consider exiting the student from special education?
-

Progress Made, Goal Not Met

- ☐ Select “**Progress Made, Goal Not Met.**”
 - ☐ Mark “**Yes**” or “**No**” for *Progress Sufficient to Meet Goal*.
 - ☐ If “Yes”:
 - Describe observed progress and/or upload supporting data.
 - ☐ If “No”:
 - Describe what the team will do differently to support progress.
 - Consider whether an IEP meeting is needed to adjust the goal(s).
-

Little to No Progress

- ☐ Select “**Little to No Progress.**”
 - ☐ Mark “**No**” for *Progress Sufficient to Meet Goal*.
 - ☐ In **Comments**, document:
 - Why the team believes progress is minimal.
 - Data and observations that support this determination.
 - Next steps and what changes the team will implement.
 - Whether a team meeting is required to problem solve or revise the IEP.
-

Other – Specify (Used within 30 days of IEP meeting)

- ☐ Select “**Other – Specify**” if progress reporting falls within **30 days of an IEP meeting**.
- ☐ In **Comments**, note:
 - “The IEP was held less than 30 days prior to the progress reporting date. Not enough data has been collected to determine progress.”

Progress Report Distribution

- ☐ Progress reports are due **on the same day as report cards each quarter**.
- ☐ The **IEP Case Manager** is responsible for ensuring that:
 - All team members submit their progress data on time.
 - A copy of the report is sent to parents (via classroom report card, mail, or sent home with student).

Legal References

- 92 NAC 51 007.07A4

MIPS Personal Care Assistance Documentation Procedures

These procedures ensure compliance with Medicaid reimbursement requirements and proper documentation for students receiving **Personal Care Assistance** (PCA) services.

1. Parent Consent for Medicaid Billing

- At **every IEP meeting**, ask parents to **sign the MIPS consent page** of the IEP.
 - This allows the district to access **Medicaid reimbursement** for eligible services.
-

2. IEP Documentation

- For any student receiving PCA services, document the service on **Page 6** of the IEP under **“Supplementary Aids and Services.”**

Example Language:

Due to the nature of Tilly's disability, she requires personal care assistance for toileting. Paraeducator and special education teacher support will be utilized to provide this service.

3. Identifying Students Who Need Documentation

- **Quarterly**, case managers will receive a list from **Staci Noehren** identifying:
 - Students who Receive **Personal Care Assistance** for:
 - Hygiene
 - Toileting
 - Mobility/Transfers
 - Feeding
 - Medication (administered by special education staff)

4. Monthly Logging Requirements

MIPS Documentation-Personal Care Assistance Log

- must be maintained for each eligible student.
 - Each student should have a **separate log for each month**.
 - Logs may be split across **multiple locations** (e.g., bathroom, classroom) if needed.
-

5. Documentation Process

- **Throughout the month:**
 - ☐ Log all personal care activities provided to the student.
 - ☐ Ensure logs are filled out **in real time or daily** to maintain accuracy.
- **End of the month:**
 - ☐ Case manager collects all PCA logs.
 - ☐ Ensure **all staff members who provided services** have signed the log.
 - ☐ Completed and signed MIPS Documentation-Personal Care Assistance Log

Documenting & Communicating IEP Accommodations and Supports Procedures

IEP accommodations must be **individualized**, **clearly documented**, and **easily accessible** to all staff supporting the student.

Tools for IEP Teams

- Use [NDE's Guidelines for the Selection and Use of Accommodations for Students with Disabilities](#) to guide decisions.
- Consider:
 - Student's **present levels of performance**
 - **Impact of the disability** on access to the curriculum
 - **Frequency of use** of accommodations

Instructional Accommodations

Page 6 of the IEP – “Program Modifications and Accommodations”

- Enter a table of accommodations the student uses **regularly in the classroom**.

Classroom/Assignment Accommodations

Accommodation	Start Date	Location	Frequency	Duration

Tests/Assessments for Classroom and State/District

Accommodation	Start Date	Location	Frequency	Duration

Assessment Accommodations

Page 7 of the IEP – Assessment Participation Section

If the team selects:

"The student will participate in district and statewide assessments with accommodations"

Then:

- **Clearly list** all accommodations under these headings:
 - **District Assessment Accommodations** (e.g., MAP)
 - **State Assessment Accommodations** (e.g., NSCAS, ACT)

Match the language used in official testing documentation:

- NSCAS:
 - [NSCAS Accessibility Guidance Document](#)
 - [NDE Accommodations Guidelines](#)
- MAP Growth:
 - [MAP Accessibility & Accommodations Guide](#)
- ACT:
 - [ACT Accessibility Guidance Document](#)

Universal Supports

- These are **available to all students**, but if a student **requires them**, they should be documented in the IEP.
- Example supports:
 - Visual aids
 - Noise-canceling headphones
 - Breaks during testing

After the IEP Meeting

1. **Enter testing accommodations** into the district testing accommodation spreadsheet.

Summary for IEP Teams

Task	Where	Notes
Classroom Accommodations	IEP Page 6	Use CHART
Assessment Accommodations	IEP Page 7	Match language to assessment manuals
Universal Supports	IEP Page 7 (if required)	List under relevant heading
Data Entry	Spreadsheet	After IEP is finalized

Special Education Transportation Guidelines & Procedures

For Use by IEP Teams, Case Managers & Administrative Staff

Annual Consideration Required

Every student with an IEP must be reviewed annually for **transportation eligibility** as part of the IEP process.

Eligibility Criteria

A student is eligible for **special education transportation** if **any** of the following apply:

1. **Placement at an Alternate Facility**
 - The student is **required to attend a facility other than the home school** to receive appropriate services.
 2. **Nature of Disability**
 - The student's disability or behavior is such that **safe, independent transport is not possible** in the same manner as peers.
 3. **All Students Aged Birth to 5 with Disabilities**
 - Automatically considered eligible due to age and developmental needs.
-

SRS Page 7 Documentation

If the student meets any criteria:

- Mark **"Yes"** to the transportation question on Page 7 of the IEP.
- **Required:** Include a **narrative description** of the transportation plan.

Example Narratives:

- "The student will be transported to and from school via district-operated vehicles by trained, licensed staff, in accordance with Nebraska safe transport regulations."
 - "[Student Name] qualifies for transportation, but the family will provide transportation. Parents can opt into district transportation at any time by contacting the case manager or Director of Special Education."
 - "[Student Name] qualifies for transportation. The family has agreed to provide transportation and may submit for **mileage reimbursement** at the approved state rate monthly."
-

If the student does not qualify:

- Mark **"No"** to the transportation question.
 - **No description** is required in the narrative box.
-

When Transportation Status Changes

If eligibility or transportation method changes:

1. **Case Manager** must immediately notify:
 - **Director of Special Education**
 - **District Transportation Supervisor**
 2. This ensures timely updates to:
 - Bus routes
 - Driver assignments
-

Condition	Eligible for SPED Transportation?	SRS Answer	Narrative Required?
Placed outside home school	✓ Yes	Yes	✓ Yes
Cannot safely access school due to disability	✓ Yes	Yes	✓ Yes
Age Birth–5 with disability	✓ Yes	Yes	✓ Yes
No transportation need due to disability	✗ No	No	✗ No

Transportation Summary Table

Legal References

- 92 NAC 51-014

Assessment Participation: Decision-Making & Documentation Procedures

(NSCAS)

All students in grades **3, 4, 5, 6, 7, 8, and 11** are required to participate in the **NSCAS Summative Assessments**.

Options for Students with IEPs

IEP teams must determine and document one of the following participation options:

1. General Assessment – No Accommodations
2. General Assessment – With Accommodations
3. Alternate Assessment (NSCAS-AA)

NSCAS-AA Form

The student will participate in regular state and district wide assessments:

☒ Yes
☐ No

The student will participate in regular state and district wide assessments WITH accommodations:

☒ Yes
☐ No

The student will participate in the state and district wide approved alternate assessment:

☒ Yes
☐ No

Clear Radio Buttons

All decisions are documented on **Page 7** of the SRS IEP.

Step-by-Step Documentation in SRS

1. Assessment Participation (Page 7 – SRS)

IEP team must answer “**Yes**” to **one** question below:

Participation Option	IEP Box	Action
General Assessment – No Accommodations	☒ Yes ☐ No	No further action
General Assessment – With Accommodations	☒ Yes ☐ No	Fill in accommodations box
Alternate Assessment	☒ Yes ☐ No	Complete Alternate Assessment section

2. For Students Needing Accommodations (Option 2)

- List **assessment accommodations** clearly.
- Align accommodations with **evaluation results** and documented **student needs**.
- Use **exact state-approved language** where possible.
- Refer to:
 - [NSCAS Accessibility Guidance Document](#)
 - [ACT Accessibility Guidance Document](#)
 - [NDE Accommodations Guidelines](#)

Clear Radio Buttons

The student will participate in regular state and district wide assessments with the following accommodations: (History)



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3. Alternate Assessment (NSCAS-AA)

IEP Team Must Answer All 4 Eligibility Questions

- All four answers must be "Yes" to proceed.
- If any answer is "No", the student does **not qualify** for Alternate Assessment.

Eligibility Questions Review:

- Is the student's cognitive disability **most significant**?
- Is the student's curriculum aligned to **extended indicators**?
- Does the student need **extensive, individualized support**?
- Can the student **not meaningfully participate** in the general assessment?

Refer to:

- [Most Significant Cognitive Disability Definition](#)
- [IEP Team Flow Chart: Alternate Assessment](#)
- [Companion to Alternate Assessment Criteria](#)

Inform the Director of Special Education prior to any meeting considering Alternate Assessment designation.

4. Required SRS Documentation for Alternate Assessment

If all four eligibility questions = "Yes", proceed with:

- **Participation Selection:**
 - ☐ Q1: **General Assessment – No Accommodations:** No
 - ☐ Q2: **General Assessment – With Accommodations:** No
 - ☒ Q3: **Alternate Assessment (NSCAS-AA):** Yes
- **Complete the following two narrative fields in SRS:**

A. Why the student will participate in alternate assessments:

Describe why the student will participate in alternate assessments: (History)

Paragraph B I [color picker] [bulleted list] [numbered list] [checkbox list] [link] [unlink] [print] [help] [table] [image]

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Example: “STUDENT will participate in alternate assessments because they have a most significant cognitive disability, their course of study is aligned to the extended indicators of the Nebraska College and Career Academic Standards, and they require extensive, direct individualized and substantial support to achieve measurable gains on the Nebraska College and Career Academic Standards for the grade they are enrolled.”

B. What alternate assessment will be administered:

Describe why the student will participate in alternate assessments: (History)

Paragraph B I [color picker] [bulleted list] [numbered list] [checkbox list] [link] [unlink] [print] [help] [table] [image]

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Example: “Student will take the NSCAS-AA for grade 5. Required accommodations include visual supports and extended time.”

Additional Notes

Annual IEP Review must include reassessment of assessment participation.

- ☐ Before 3rd grade:
 - You may mark “Not required to take a state assessment”
- ☐ 3rd Grade and above:
 - Must select and document participation option and accommodations on Page 7.

Extended School Year (ESY) Services Procedures

[What is Extended School Year?](#)

Extended School Year (ESY) services are **special education and related services** provided during periods when school is **not in session** (e.g., summer break).

ESY is designed to **prevent or slow severe regression** in critical skill areas that may occur due to a break in services. ESY may be provided **only when** the IEP team determines that:

- A child is likely to **regress significantly** in a critical skill area, and
- The time needed to **recoup** the lost skills would be unusually long or unlikely/impossible.

ESY Consideration Procedures

Every child (ages 3–21) with an IEP must be considered for ESY services at least annually.

If the IEP says, *“decision will be made in the spring”* or if the team believes ESY may be necessary, follow the steps below:

IEP Team Determination

The team must answer this key question:

Will the learning that occurred during the regular school year be significantly jeopardized if ESY services are not provided?

If the answer is NO (Student does NOT qualify for ESY):

- ☐ Indicate the decision on a **Prior Written Notice (PWN)**.
- ☐ **Include parents** in the discussion.
- ☐ Send the **PWN** to the parents.
- ☐ Remind parents that students **can still attend summer school**, even if they do not qualify for ESY.

If the answer is YES (Student DOES qualify for ESY):

The **Case Manager** should:

- ☐ Complete the [ESY Determination Form](#)
- ☐ **Review all IEP goals/objectives** and identify which are critical for ESY (not all goals may need to be addressed).
- ☐ Document the following on the [ESY Determination Form](#)
- ☐ The **likelihood of significant regression** without ESY
 - Other **factors considered** by the IEP team
 - **Data** that supports the ESY need
 - Names of **IEP team members** who contributed to the decision
- ☐ Obtain **parent signature** indicating whether they plan to access ESY.
- ☐ Complete a **PWN** to document that ESY will be added to the IEP.
- ☐ Send the **PWN to parents** and complete the [ESY Determination Form](#) by May 1.

After ESY Services Are Delivered

- ☐ Submit **documentation of ESY completion**, including:
 - Completed **ESY ATTENDANCE**
 - **Upload** the documentation to a **Notes Page** in SRS
 - A **Time Sheet** to **Staci Noehren** for payment of hours worked **outside of contracted time**.

Outside Agency Collaboration Procedures: ABA Therapy

Purpose:

To ensure legal compliance and consistency when collaborating with outside agencies—specifically ABA (Applied Behavior Analysis) therapy providers—during the school day.

Initial Request

- If a **teacher or staff member is approached** with a request for an ABA therapist to work with a student:
 - **Immediately notify:**
 - Building Administrator
 - Director of Special Education
 - This ensures consistent communication, proper planning, and legal compliance.
-

Required Documentation

- [Release of Records Form](#) signed by the parent/guardian.
 - This allows the school to communicate and collaborate with the ABA provider legally and ethically.
-

Services During the School Day

- **Important Distinction:**
ABA services provided at school **are not part of FAPE** unless outlined in the IEP.
 - The District is responsible for delivering FAPE through the IEP.
-

Collaboration Process

- After the ROI is signed:
 - The **IEP Case Manager or team** should contact the ABA therapist directly.
 - Communication can be via **email, phone, or video call**.
 - Either:
 - Provide the case manager with questions from the team, or
 - Arrange a team call to streamline discussion.
 - The ABA agency typically maintains a **6-month therapy plan**.
 - This may include:
 - Current levels
 - Intervention goals
 - Reinforcement strategies
 - Assessment data
-

Observation Guidelines

- ABA therapists/BCBAs may **observe the student at school**, but:
 - Observations **must be scheduled in advance** with a **school administrator or school psychologist**.
 - **Direct ABA therapy at school is not permitted.**
-

Alignment of Services

- Goal: **Consistent supports across settings** (home, ABA clinic, school).
 - Align:
 - Prompts/cues
 - Visuals
 - Language used
 - Behavior expectations
 - Collaborate to ensure a **seamless student experience**.
-

Family Communication

- Case managers should maintain **frequent communication with parents** regarding:
 - ABA-school collaboration
 - Progress or concerns
 - Clarifying differences between:
 - **Therapeutic models** (ABA)
 - **Educational models** (School/IEP)
- Educate families, ABA clinics, and staff on **roles and boundaries** to support effective partnerships.

Evaluator Notification & Scheduling

- Notify all relevant evaluators (SLP, OT, PT, etc.)
- Lead Evaluator:
 - Schedules MDT meeting with **enough buffer time** before 60-day deadline (prefer 45 calendar day)
 - Coordinates with all required members & parents
 - Sends **Invitation to Meeting** form to parents

Parents should receive **draft evaluation results** before the meeting.

Mentoring Checklist - Special Education

Weeping Water Mentor/Mentee Guide

Welcome to Weeping Water Public Schools! We are so glad you're here! As a new special educator in the district, please use the following checklist to guide conversations with your mentor and/or special education team.

Topic: IEP Management	
☐	Can access all students on SRS; has knowledge of all IEPs and understands student needs/supports.
☐	Understands process for students that move into the district and has access to relevant guidance documents and forms.
☐	Understands all required IEP paperwork and where to find guidance and exemplars using the Special Education Website or Shared Google Drive.
☐	Understands Special Education Transportation: where to access Transportation Decision-Making Guidance and how to submit a transportation request.
☐	Provides classroom teachers with copies of IEPs or IEPs-At-A-Glance.
☐	Reviews all student BIPs and provides classroom teachers with copies of the BIPs and any relevant behavior charts/visuals.
☐	Understands transition process from preschool to elementary, elementary to middle school, and middle school to high school; understands differences in how this is documented in the IEP. If applicable, can create a detailed transition plan.
☐	Understands how to amend an IEP (IEP Minor Amendment Form).
☐	Understands, organizes, and monitors MIPS documentation, including updating the monthly MIPS Logs.
☐	Can schedule and facilitate an IEP meeting with all required team members. Optional: Invites mentor to an IEP meeting. ☺
☐	Identifies data collection system to monitor progress; is able to write comprehensive progress reports based on data collected.
☐	Understands ESY process and writes appropriate ESY Plans.
☐	Knows where to find and how to use Alternate Assessment Flowchart.
Topic: Service Delivery	
☐	Has access to and understands how to use district curriculum and interventions.
☐	Knows where to find State and Alternate Standards.
☐	Understands the difference between modifications and accommodations.
☐	Can differentiate instruction based on student need.
☐	Understands FBA/BIP process and behavioral supports available for problem-solving challenging behavior (e.g., school psychologist, behavior coach, etc.)

Topic: Forms, Resources, and Responsibilities	
☐	Understands roles and responsibilities.
☐	Can create IDEAL goals and monitor own progress.
☐	Understands confidential information/HIPPA/FERPA.
☐	Understands how to use SIMS to retrieve student records.
☐	Utilizes the Special Education Website, paying particular attention to the IEP/IFSP TA Guide for exemplars and guidance.
Topic: Organization	
☐	Creates schedule to meet all student needs/IEP minutes; ensures service delivery method (e.g., co-taught class, individualized instruction) are appropriate to meet student needs.
☐	Organize information from IEPs into a document for easy review, e.g., caseload spreadsheet.
☐	Can effectively schedule a meeting with multiple services providers, thinking through providing providers appropriate notice to attend meeting; understands tools to help schedule meetings (e.g., Doodle Polls).
☐	Maintains effective organization strategies.
Topic: Collaboration and Professional Growth	
☐	Collaborates with school psychologist on upcoming MDTs and is able to complete academic testing for evaluation.
☐	Can make initial contact with parents and introduce self as case manager.
☐	Knows which students have related services and collaborates with related service providers.
☐	Can collaborate with all teachers to ensure that student accommodations are met.

☐	Can collaborate with paras while providing clear expectations.
☐	Seeks opportunities for professional growth.

Notes:

Co-Teaching Special Education Teachers Expectations and Responsibilities

Purpose:

Co-teaching is a collaborative teaching arrangement where the special education teacher and the general education teacher share instructional responsibilities to support all students, including those with disabilities, in the general education classroom.

Expectations:

Shared Planning and Preparation

- Collaborate regularly with the general education teacher to plan lessons, accommodations, and modifications.
- Participate in weekly planning meetings (or as needed) to align instruction with IEP goals.
- Bring knowledge of individual student needs, supports, and accommodations to the planning table.

Instructional Partnership

- Actively participate in co-delivering instruction using various co-teaching models (e.g. station teaching, parallel teaching, team teaching, one teach/one assist, one teach/one observe).
- Support the implementation of IEP accommodations and modifications during instruction.
- Provide small group instruction, interventions, or enrichment as needed for all learners.

Behavior and Classroom Management

- Share responsibility for maintaining a positive, inclusive classroom environment.
- Collaborate on implementing behavior plans (BIPs) and proactive classroom management strategies.
- Reinforce classroom rules, expectations, and procedures consistently.

Active Monitoring

- Be **engaged and attentive** during instruction and independent work time.
- Circulate around the classroom—**don't remain seated in one spot**.
- Observe students' facial expressions and body language for signs of confusion, frustration, or disengagement.
- Prompt with questions like:
 - "How's it going here?"
 - "Can you show me how you solved this one?"
- Take notes about students who may need extra help or follow-up.
- Remain **visible and approachable** so students know you're there to support them.

Assessment and Progress Monitoring

- Support the general education teacher in assessing student progress.
 - Collect and analyze data on IEP goals and accommodations.
 - Communicate student progress and concerns with the team and families, as appropriate.
-

Additional Responsibilities:

IEP Implementation and Compliance

- Ensure that students' IEPs are implemented with fidelity within the co-taught setting.
- Advocate for necessary accommodations and modifications.
- Document services provided as required.

Communication

- Maintain open, ongoing communication with the general education teacher and other service providers.
- Participate in problem-solving discussions to address student or instructional concerns.

Professionalism

- Demonstrate respect and support for the general education teacher's expertise and teaching style.
- Be flexible and willing to adjust roles to meet student needs.
- Maintain confidentiality regarding student information.

Summary:

In a co-taught classroom, both teachers share responsibility for **planning, instruction, active monitoring, classroom management, and student success**. Collaboration, flexibility, and open communication are key to creating a positive and inclusive learning environment for all students.

Co-Teaching General Education Teachers Expectations and Responsibilities

Purpose:

Co-teaching is a collaborative teaching arrangement where the general education teacher and the special education teacher share instructional responsibilities to support all students, including those with disabilities, in the general education classroom.

Expectations:

Shared Planning and Preparation

- Collaborate regularly with the special education teacher to plan lessons, accommodations, and modifications.
- Participate in weekly planning meetings (or as needed) to align instruction with IEP goals and differentiate as needed.
- Provide insight into the pacing and content standards for the curriculum.

Instructional Partnership

- Actively participate in co-delivering instruction using various co-teaching models (e.g. station teaching, parallel teaching, team teaching, one teach/one assist, one teach/one observe).
- Integrate the special education teacher's expertise into daily lessons to support diverse learners.
- Encourage flexible grouping and small-group instruction to meet student needs.

Behavior and Classroom Management

- Collaborate with the special education teacher on implementing classroom management plans and proactive strategies.
- Ensure consistent application of behavior plans (BIPs) for students who need them.
- Maintain a safe, respectful, and inclusive classroom environment for all students.

Active Monitoring

- Be **engaged and attentive** during instruction and independent work time.
- Circulate around the classroom—**don't remain seated in one spot**.
- Observe students' facial expressions and body language for signs of confusion, frustration, or disengagement.
- Prompt with questions like:
 - "How's it going here?"
 - "Can you show me how you solved this one?"
- Take notes about students who may need extra help or follow-up.
- Remain **visible and approachable** so students know you're there to support them.

Assessment and Progress Monitoring

- Share assessment data with the special education teacher.
 - Collaborate on monitoring student progress, including IEP goals when appropriate.
 - Incorporate multiple forms of assessment to gauge student understanding and growth.
-

Additional Responsibilities:

IEP Awareness and Implementation

- Be familiar with each student's IEP accommodations and modifications found on PowerSchool..
- Implement accommodations and modifications in the classroom as outlined in the IEP.
- Communicate with the special education teacher if additional supports are needed.

Communication

- Maintain open, ongoing communication with the special education teacher.
- Participate in problem-solving discussions to address student or instructional concerns.
- Communicate effectively with families about student progress.

Professionalism

- Demonstrate respect and support for the special education teacher's expertise and role.
- Be flexible and willing to adjust instructional approaches to meet student needs.
- Maintain confidentiality regarding student information.

Summary:

In a co-taught classroom, both teachers share responsibility for **planning, instruction, active monitoring, classroom management, and student success**. Collaboration, flexibility, and open communication are key to creating a positive and inclusive learning environment for all students.

Co-Teaching Models

Station Teaching

Description:

Both teachers divide the class into small groups and each teacher teaches a different segment of the lesson at a designated “station.” Students rotate between stations to receive instruction from both teachers.

Example:

During a math lesson, one teacher leads a station on fractions using manipulatives, while the other teacher leads a station focused on solving word problems. A third station may involve independent or collaborative work.

Pros:

- Allows for differentiated instruction and hands-on activities.
- Smaller group sizes encourage more interaction and participation.
- Teachers can target specific needs at each station.

Cons:

- Requires careful planning and organization.
 - Classroom management may be more challenging with groups rotating.
-

Parallel Teaching

Description:

The class is divided into two groups, with each teacher teaching the same (or similar) content simultaneously. This approach reduces the student-to-teacher ratio and promotes more individualized attention.

Example:

In a social studies lesson, both teachers present the same lesson on the American Revolution, but each teaches a different half of the class.

Pros:

- Smaller groups increase student participation and allow for differentiation.
- Provides opportunities to address different learning styles and needs.

Cons:

- Both teachers must be comfortable with the content.
 - The noise level can increase with two simultaneous lessons.
-

One Teach/One Observe

Description:

One teacher leads the lesson while the other observes students, collecting data on behavior, participation, or understanding. Observational notes are later shared with the team to improve instruction.

Example:

During a math lesson, one teacher teaches while the other notes which students raise their hands, participate, or appear confused, in order to plan additional support.

Pros:

- Provides valuable data on student performance and classroom dynamics.
- Allows teachers to refine future lessons and interventions.

Cons:

- The observing teacher may feel underutilized if this is the only model used.
- Students may view the observing teacher as less engaged unless the purpose is explained.

Team Teaching

Description:

Both teachers deliver instruction together in a coordinated and interactive way. They may alternate leading parts of the lesson, model discussions, or co-present new concepts.

Example:

During a language arts lesson, one teacher introduces the concept of similes while the other models how to use them in writing. They may then engage students in a discussion and writing activity together.

Pros:

- Demonstrates strong collaboration and shared expertise.
- Provides multiple perspectives and teaching styles for students.
- Engages students through dynamic interaction.

Cons:

- Requires significant planning and a high level of trust between teachers.
 - Can be challenging to balance teaching time if roles are unclear.
-

One Teach/One Assist

Description:

One teacher leads the lesson while the other circulates around the room, providing individualized or small-group support. The assisting teacher may clarify directions, prompt participation, or check for understanding.

Example:

While the general education teacher teaches a science lesson, the special education teacher moves around the room helping students with note-taking or clarifying instructions.

Pros:

- Allows immediate support for students who need extra help.
- Ensures that no student is left behind during the lesson.

Cons:

- The assisting teacher may be viewed as a “helper” rather than an equal partner.
 - Less collaborative planning may occur if roles are not clearly defined.
-

Summary

Using a variety of co-teaching models ensures flexibility, engagement, and targeted support for all students. Teachers should select the model(s) that best fit the lesson objectives, student needs, and classroom dynamics, always remembering to communicate openly and plan collaboratively.

Manifestation Determination Plan

Purpose

This plan ensures compliance with Rule 51 (92 NAC 51-016) by outlining procedures for conducting manifestation determinations for students with disabilities who are facing disciplinary removals that constitute a change of placement.

Key Points

- **10-Day Compounding Rule:**
 - The district must monitor **cumulative days** of in-school or out-of-school suspensions.
 - Once a student accumulates **10 days of suspension in a school year**, either continuous or cumulative, a **manifestation determination** is required if the suspension constitutes a change of placement.
 - Periods of suspension that total 10 days or more, when similar in nature, may be considered a change of placement.
 - **When to Hold the Meeting:**
 - A manifestation determination **can occur before Day 10** if the IEP team suspects a change of placement may result from repeated removals.
 - It **must occur no later than Day 10** of the disciplinary removal that triggers the change of placement.
-

Manifestation Determination Meeting Procedures

Step 1: Notification

- The district notifies the parent/guardian in writing of the decision to remove the student and the procedural safeguards under Rule 51.

Step 2: Scheduling

- Schedule a meeting with the **IEP team** and the **parent/guardian**.
- Include relevant staff (special education teacher, school psychologist, general education teacher, administrator, and others as appropriate).

Step 3: Review

- The team reviews all relevant information, including:
 - Student's IEP
 - Teacher observations
 - Behavioral intervention plan (if applicable)
 - Relevant medical and educational records

Step 4: Determination

- The team determines:
 1. **Whether the conduct was caused by, or had a direct and substantial relationship to, the student's disability.**
 2. **Whether the conduct was the direct result of the district's failure to implement the IEP.**

Step 5: Outcome

- If **YES** to either question:
 - The behavior **is a manifestation** of the disability.
 - The student **must be returned to the placement** from which they were removed, unless the parent and district agree otherwise.
 - The IEP team must conduct/review a Functional Behavioral Assessment (FBA) and implement/modify a Behavioral Intervention Plan (BIP).
- If **NO** to both questions:
 - The behavior is **not a manifestation** of the disability.
 - The school may apply disciplinary procedures in the same manner as for a student without a disability.
 - The student must continue to receive educational services to participate in the general curriculum and progress toward IEP goals.

Documentation Requirements

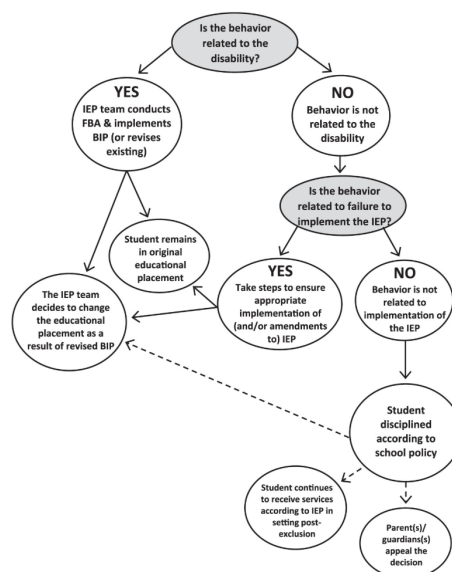
- [Manifestation Determination](#) must be completed and placed in the student's special education file.
- Parents must receive a copy of the written determination and a copy of procedural safeguards.

Staff Responsibilities

- **Case Manager:** Monitor suspension days and notify administrator when approaching 10 days.
- **Administrator:** Ensure scheduling of meeting and appropriate staff attendance.
- **IEP Team:** Participate in the review and determination process.
- **Director of Special Education:** Provide oversight and support to ensure compliance.

Legal Reference

- 92 NAC 51-016 – Discipline Procedures under Nebraska Rule 51
- IDEA 2004 (34 CFR §300.530) – Federal manifestation determination requirements



Transfer Student from Nebraska SRS District Procedures

We are responsible for providing special education services in as seamless fashion as possible once we become aware that a student who has moved in from another district has an IEP. Please follow the steps below to ensure that students receive the support they need as soon as possible.

As soon as you find out that a student has moved in from another Nebraska district that uses SRS, please do the following:

Immediate Steps When Notified of Transfer:

- **Notify the Director of Special Education** to initiate SRS Transfer.
- Director notifies the Case **Manager** and **School Psychologist/SLP** once records are received.

Upon Receiving SRS Records:

- Review the **IEP** and **MDT** with School Psychologist or SLP.
- Determine if additional information is needed from the previous district.

IEP Review Outcomes:

- **If IEP can be followed as written OR only minor amendments are needed:**
 - Draft a **Minor Amendment** IEP reflecting any changes (e.g., service time/frequency, district name).
 - Set the **Annual Review Date** one year from the previous district's IEP Evaluation/Reevaluation Report (IER) date.
 - Choose one of the following for parent communication:
 - Meet with parent to review and sign changes.
 - Phone parent to introduce yourself, discuss changes, and send paperwork home for signature.
- **If substantial modifications to the IEP are needed:**
 - Schedule an **IEP meeting** ASAP with parents.
 - Prepare a new IEP based on previous IEP, updating present levels, goals, and services.
 - Set the **Annual Review Date** one year from the new IEP meeting date.

Consent and Documentation:

- Complete **Notice and Consent for Initial Placement** for parent signature.
- Provide parents a copy of **Parent Rights in Special Education** along with Notice & Consent.
- Upload signed consent pages to SRS on a Notes page.
- Provide parents a copy of all finalized documents.

FAQs:

Q: Do we have 30-45 days to start services for new transfer students with IEPs?

A: No. Services must begin as soon as the student's active IEP is known to ensure a seamless transition.

Q: How soon should I complete paperwork for changes to the IEP?

A: Paperwork should be completed as soon as possible after the student transfers to our district.

Graduation Procedures: Exit from Secondary and Special Education

Purpose:

To guide staff through the process of student graduation, clarify eligibility for continued special education services, and ensure compliance with state and federal regulations.

Understanding Graduation

Definition:

Graduation occurs when a student is awarded a signed, regular high school diploma and completes their secondary education. For students with disabilities, this also marks the end of eligibility for special education services (FAPE).

IEP Team Responsibility

- The IEP team is responsible for determining if the student has met:
 - The district's graduation requirements, and
 - The IEP and transition goals outlined in the student's IEP.
 - Graduation planning should begin during transition planning and be reviewed annually as part of the IEP process.
-

Graduation Options

Option	Course of Study	IEP/Transition Goals	Outcome	FAPE Status
1	Completed	Completed	Receives regular diploma; participates in graduation ceremony	Ends
2	Completed	Not yet completed	Participates in ceremony with certificate of attendance; diploma delayed	Continues until IEP/transition goals are completed or age 21
3	Not completed (due to disability)	Completed	Receives regular diploma based on IEP-defined path	Ends

Participation in Graduation Ceremony (Certificate of Attendance)

Under **Nebraska Revised Statute § 79-770**, a student who:

- Has reached 17 years of age, and
- Is receiving special education services, and
- Has not completed his or her IEP,

May (at the parent's or guardian's request)

- Be issued a Certificate of Attendance,
- Participate in the high school graduation ceremony alongside peers receiving diplomas,
- Continue receiving special education services (as required under Rule 51) even after participation,
- Receive only one certificate of attendance and participate in only one graduation ceremony based on that certificate, but may later participate in a second ceremony if and when the student earns a regular high school diploma.

Required Actions Prior to Graduation

For All Students Approaching Graduation:

- Review diploma status and transition goals at the annual IEP meeting
- Document in the IEP:
 - Anticipated graduation date
 - Completion of district and/or IEP-defined graduation criteria
- Determine and document whether the student:
 - Will graduate with a regular diploma, or
 - Will participate in the ceremony with a certificate of attendance.

Summary of Performance (SOP) Requirement

If a student is exiting due to graduation with a regular diploma or aging out of special education services.:

- A Summary of Performance (SOP) must be provided.
- The SOP includes:
 - Academic and functional performance summary
 - Recommendations for postsecondary success

Prior Written Notice (PWN) Requirement

- Graduation with a regular diploma is a change in placement.
- PWN must be issued before the graduation ceremony.
- The PWN must state:
 - The action (graduation and end of services)
 - Reasoning and supporting data
 - Other options considered
 - Notice of procedural safeguards

Diploma Consistency

- All regular diplomas should be identical in form and effect, regardless of whether the student has an IEP.
 - Notations or symbols may be used for honors or awards, but not to distinguish students with disabilities
-

After Graduation

- Special education services end on the last day of the school year during which the student:
 - Receives a regular diploma, or
 - Turns 21, whichever comes first.
-

Staff Checklist:

- ☐ Annual review includes graduation planning
 - ☐ Course of study and transition goals documented in IEP
 - ☐ Student/parent informed of graduation implications
 - ☐ PWN completed and sent
 - ☐ SOP prepared and delivered
 - ☐ Graduation option recorded in student file
 - ☐ Diploma type confirmed
 - ☐ Certificate of attendance request (if applicable) documented
-

Legal References:

- IDEA: 34 CFR §300.102(a)(3), §300.305(e)(2)
- Nebraska Rule 51: 92 NAC 51-004.03A–004.03A3, 009.05
- Nebraska Statute: §79-770, §79-729, §79-730



WEEPING WATER PUBLIC SCHOOLS

Consultation Documentation

Describe the points of discussion during the consultation process for each topic listed below:

1. How can parentally-placed children suspected of having a disability participate equitably in special education services? (resident and non-resident)
2. How will parents, teachers, and non-public school officials be informed of the process for locating, identifying, and providing special education services to children with disabilities parentally placed in a non-public school? (resident and non-resident)
3. What is the amount of funds available to provide special education services to children with disabilities parentally placed in non-public schools, and how was that amount calculated, and any carry over funds? Proportionate share \$
4. How will the process operate throughout the school year to ensure that children with disabilities, parentally placed in a non-public school identified through the child find process, can participate in special education services?
5. How will special education services be provided to children with disabilities parentally placed in a non-public school? (Resident children- FAPE, IEP; Non-resident equitable services plan).
6. Where will special education services be provided to children with disabilities parentally placed in non-public schools?
7. By whom will special education services be provided to children with disabilities parentally placed in a non-public school?

8. How will the annual October 1 count of the number of eligible children with disabilities parentally placed in non-public schools and exempt home schools be conducted? This includes all eligible children attending an approved/accredited and or non-public school or exempt home school within the jurisdiction of the Public school boundaries. This child count is not the same as the NSSRS/ADVISER count.

9. How will special education services be apportioned if funds are insufficient or over sufficient to serve all children? How and when will these decisions be made? (I.e. additional consultation meetings etc.)

10. Do the public school district and all non-public school officials and home schools agree on the provision of special education services or types of services? **YES** **NO**

If no, describe below how the public school district will provide a written explanation to the non-public school officials of the reasons why the public school chose not to provide services directly or through a contract. Attach a copy of the dated, written explanation.

11. Other topics of discussion

Consultation Plan Summary:

Signatures of participants in attendance:

Name	Role	Non-Public School	Date



WEeping WATER PUBLIC SCHOOLS

Written Affirmation of Consultation

Date of Consultation_____

It is affirmed that the non-public school consultation process included discussion of:

- The child find process and how children (ages 3-21) with disabilities parentally-placed in non-public schools suspected of having a disability can participate equitably, including how parents, teachers, and non-public school officials will be informed of the process;
- The determination of the proportionate amount of federal funds available to serve eligible children (ages 3-21) with disabilities parentally-placed in a non-public school, including the determination of how the amount was calculated, and any carry-over funds;
- How the consultation process will operate throughout the school year to ensure that children (ages 3-21) with disabilities parentally-placed in non-public schools identified through the child find process can meaningfully participate in special education services;
- How, where, and by whom special education services will be provided for eligible children with disabilities (ages 3-21) parentally-placed in approved and/or accredited non-public schools and exempt home schools, including a discussion of types of services, including direct services and alternate service delivery mechanisms, how such equitable services will be apportioned if funds are insufficient and/or overly sufficient to serve all eligible children how and when these decisions will be made; and how the October 1 child count of children attending a non-public school will be collected.

- How, if the public school district disagrees with the views of the non-public school officials on the provision of equitable services or the types of equitable services, whether provided directly or through a contract, the public school district shall provide to the non-public school officials a written explanation of the reasons why the school district chose not to provide equitable services directly or through a contract.

Signatures of Non-public School Representatives/Public School Officials and Parents in attendance:

Signature	Parent/ Non-public School/ Public School	Date
Signature	Parent/ Non-public School/ Public School	Date
Signature	Parent/ Non-public School/ Public School	Date
Signature	Parent/ Non-public School/ Public School	Date
Signature	Parent/ Non-public School/ Public School	Date
Signature	Parent/ Non-public School/ Public School	Date
Signature	Parent/ Non-public School/ Public School	Date

14-Month School Year Calendar Template

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<http://www.vertex42.com/calendars/school-calendar.html>

Year
2026

Month
8

Start Day
1 1: Sunday, 2: Monday

Weeping Water Public Schools/Bright Arrows

2026-2027 School Calendar



August 2026	September 2026	October 2026	November 2026
Su M Tu W Th F Sa	Su M Tu W Th F Sa	Su M Tu W Th F Sa	Su M Tu W Th F Sa
1	1 2 3 4 5	1 2 3	1 2 3 4 5 6 7
2 3 4 5 6 7 8	6 7 8 9 10 11 12	4 5 6 7 8 9 10	8 9 10 11 12 13 14
9 10 11 12 13 14 15	13 14 15 16 17 18 19	11 12 13 14 15 16 17	15 16 17 18 19 20 21
16 17 18 19 20 21 22	20 21 22 23 24 25 26	18 19 20 21 22 23 24	22 23 24 25 26 27 28
23 24 25 26 27 28 29	27 28 29 30	25 26 27 28 29 30 31	29 30
30 31			
December 2026	January 2027	February 2027	March 2027
Su M Tu W Th F Sa	Su M Tu W Th F Sa	Su M Tu W Th F Sa	Su M Tu W Th F Sa
1 2 3 4 5	1 2	1 2 3 4 5 6	1 2 3 4 5 6
6 7 8 9 10 11 12	3 4 5 6 7 8 9	7 8 9 10 11 12 13	7 8 9 10 11 12 13
13 14 15 16 17 18 19	10 11 12 13 14 15 16	14 15 16 17 18 19 20	14 15 16 17 18 19 20
20 21 22 23 24 25 26	17 18 19 20 21 22 23	21 22 23 24 25 26 27	21 22 23 24 25 26 27
27 28 29 30 31	24 25 26 27 28 29 30	28	28 29 30 31
	31		
April 2027	May 2027	June 2027	July 2027
Su M Tu W Th F Sa	Su M Tu W Th F Sa	Su M Tu W Th F Sa	Su M Tu W Th F Sa
1 2 3	1	1 2 3 4 5	1 2 3
4 5 6 7 8 9 10	2 3 4 5 6 7 8	6 7 8 9 10 11 12	4 5 6 7 8 9 10
11 12 13 14 15 16 17	9 10 11 12 13 14 15	13 14 15 16 17 18 19	11 12 13 14 15 16 17
18 19 20 21 22 23 24	16 17 18 19 20 21 22	20 21 22 23 24 25 26	18 19 20 21 22 23 24
25 26 27 28 29 30	23 24 25 26 27 28 29	27 28 29 30	25 26 27 28 29 30 31
	30 31		

	School Closed
	Childcare Closed
	Preschool first day
	Conferences
	Open House Night

Aug. 17- Daycare and School Open House night 5:30-7pm
 Aug. 20- First day of preschool
 Sept. 7 - Labor Day
 Oct. 19-23 - Childcare Conferences
 Nov. 26, & 27 - Thanksgiving Break
 Dec. 23,24,25- Christmas Break
 Dec. 30, 31 and Jan 1- Christmas Break
 Jan. 15 - WWHS WR Invite (No School)
 Mar. 26 - Easter Break
 Apr. 19 - 23 Childcare Conferences
 May 18- Estimated Last Day of School for Preschool
 May 20- Last Day of School- 11:30 dismissal
 May 31- Memorial Day
 June 18- Juneteenth
 July 1 - July 6 - Summer Closure





Weeping Water Public Schools Bright Arrows Childcare Center

Bright Arrows Childcare

Guiding Little Ones Toward a Bright Future

204 West O street Weeping Water, Nebraska

Bright Arrows Childcare(402)- 227-5081 Weeping Water Public Schools(402)-267-2445

kwoods@weepingwaterps.org jstephens@weepingwaterps.org mheath@weepingwaterps.org

Welcome to Bright Arrows Childcare!

Dear Parents and Guardians,

We are thrilled to welcome you and your child(ren) to the Bright Arrows Childcare family! Thank you for trusting us with the care, growth, and development of your little one during these important early years.

At Bright Arrows, we believe that every child is unique, full of potential, and capable of greatness. Our mission is to provide a safe, nurturing, and stimulating environment where children feel supported and inspired to learn through play, exploration, and positive relationships. Our experienced team of educators is dedicated to fostering your child's emotional, social, cognitive, and physical development. Through our play-based curriculum and age-appropriate activities, we help children build confidence, curiosity, and essential life skills.

What to Expect

- **A Warm and Caring Environment:** Your child's well-being is our top priority.
- **Daily Learning Experiences:** Structured activities, creative play, and outdoor time.

- **Open Communication:** Regular updates and opportunities to connect with our team.
- **Health & Safety:** Clean facilities, nutritious meals/snacks, and strict safety protocols.

Bright arrows childcare operates Monday through Friday 6:30am-5:30pm. We serve the ages six weeks to five years of age until entry of kindergarten. Breakfast, lunch and afternoon snack are provided by Bright Arrows Childcare Center.

We encourage you to reach out with any questions or thoughts. Our door is always open, and we value a strong partnership with families.

Once again, welcome to Bright Arrows! We look forward to watching your child grow, learn, and shine with us.

Hours of Operation:

Childcare (DHHS): Monday-Friday 6:30 A.M. - 5:30 P.M.

Description of Services: Bright Arrows provides early childhood options for children who meet specific guidelines related to:

- Income: Free or Reduced Lunch status
- Low birth weight/Premature birth
- English Language Learner
- Teen Parent
- Additional criteria may be considered (at the discretion of the Sixpence Team) as a condition of eligibility.

Bright Arrows Classrooms

Bright Arrows classrooms serve children from birth through age five, up until the start of kindergarten. Each classroom is staffed by a certified Early Childhood Teacher and supported by trained childcare assistants, ensuring a nurturing and developmentally appropriate learning environment. Families are responsible for providing transportation to and from the program site.

Curriculum and Instruction

Our classrooms implement the **Funshine Express Early Learning Curriculum**, which is specially designed to support the unique needs of infants, toddlers, and preschoolers. The curriculum includes:

- Daily instructional tools
- Research-based learning objectives
- A focus on consistent routines and rich learning experiences

In addition, teachers incorporate **Teaching Strategies GOLD®** to plan instruction, support learning, and track student progress. Children's development is regularly monitored using **Ages and Stages Questionnaires (ASQ)** to ensure age-appropriate growth. Observations and anecdotal notes are used within the GOLD assessment system to evaluate and support each child's developmental progress.

If there are concerns about a child's development, referrals to the **Early Development Network** can be made by either the parent or the classroom teacher.

Family Engagement and Expectations

Family involvement is a critical part of the Bright Arrows philosophy. We offer **monthly Family Education Nights**, which cover important topics related to early childhood health, safety, and development.

Parents and guardians involved in the Sixpence program are expected to:

- Attend at least **80%** of Family Education Nights
- Complete required paperwork in a timely manner
- Participate in **two annual home visits** with the teachers

- Ensure their child attends **at least 80%** of scheduled program days each month
- Drop off and pick up their child **on time**
- Maintain **regular communication** with the teacher regarding the child's health, learning, needs, and milestones

Contact information for Sixpence: Angela Keckler
akeckler@weepingwaterps.org phone: (402)-227-5081

Tuition and Childcare Subsidy

Bright Arrows works in partnership with the **DHHS Childcare Subsidy Program**. It is the **parent's or guardian's responsibility** to apply for the subsidy and ensure the application is updated as needed.

- If a family does **not qualify** for subsidy assistance, **tuition payment is required**.
- Tuition rates vary and are determined by each individual program site.

Child Safety and Program Policies

Children will **not be removed** from the Bright Arrows Program without parent or guardian authorization, except in rare circumstances when **a law enforcement official** with statutory authority is responding to a verified report of child endangerment.

Parents may request information about teacher endorsements and qualifications at any time. If parents have concerns, questions, or grievances, they are encouraged to contact the **Program Directors**. A **grievance protocol document** will be provided to all families.

State Licensing Requirements

The Bright Arrows Childcare Center operates in compliance with all standards and regulations set forth by the **Nebraska Department of Health and Human Services (DHHS)** and the **Nebraska Department of Education (NDE)**. These agencies provide the foundational licensing and educational requirements that govern our program.

Licensing and Regulatory Information

- **Nebraska DHHS Childcare Licensing Regulations**

Access the Childcare Centers Licensing Handbook or view the full regulations online at:

http://dhhs.ne.gov/publichealth/pages/CRL_childcare_childcareindex.aspx

- **Nebraska Department of Education Rules and Regulations**

Visit:

<https://www.education.ne.gov/legal/current-nde-rules-regulations/>

Our facility is subject to routine inspections and evaluations by agencies such as:

- **Nebraska DHHS**
- **Nebraska Department of Education**
- **State Fire Marshal's Office**

Results of these evaluations will be posted on the **Weeping Water Public Schools** website and are available to parents upon request.

Contacting Licensing Authorities

If you have concerns or questions regarding childcare licensing, you may contact the following:

DHHS Division of Public Health Licensure Unit

 1-800-600-1289 or 402-471-1802

 Email: DHHS.Helpline@nebraska.gov

 Complaint Portal: [Submit a concern online](#)

 Fax: 402-471-7763

 Mail:

Department of Health and Human Services
Children Services Licensing
P.O. Box 94986
Lincoln, NE 68509

When filing a complaint, please include the following:

- Name and address of the facility
- Name and phone number of the person filing the complaint
- Specific details of the concern or incident being reported

Important Application Information

Applications to enroll in the **Bright Arrows Program** are accepted **year-round**. Families interested in applying should contact one of the Bright Arrows Directors for detailed application information and assistance.

If you have questions about a child's eligibility or acceptance into the Early Childhood Program, please reach out to one of the following contacts:

Childcare Contacts

 **Bright Arrows Phone Number:** 402-227-5081
(*Voicemails may be left at this number if staff are unavailable.*)

Ms. Kahner-MiKel Woods

Director / Lead Teacher

 Email: kwoods@weepingwaterps.org

Ms. Josie Stephens

Assistant Director / Lead Teacher

 Email: jstephens@weepingwaterps.org

Mrs. Michelle Heath

Assistant Principal/AD/Childcare Supervisor

 Email: mheath@weepingwaterps.org

Mr. Adrian Allen

Superintendent, Weeping Water Public Schools

 Email: aallen@weepingwaterps.org

Holiday Closures

The **Bright Arrows Program** will be closed in observance of the following holidays:

- **New Year's Day**
- **Good Friday**
- **Memorial Day**
- **Juneteenth**
- **Independence Day (July 4th)**
- **Labor Day**
- **Thanksgiving Day**
- **Christmas Day**

Additional closure days may be scheduled at the discretion of the program, typically for **staff professional development opportunities**. Families will be provided with **advanced notice** of any additional closures.

Bright Arrows – Required Documents for Child Records

All children enrolled in the Bright Arrows Program must have a complete and current record on file **prior to participation**. These records may be maintained in various formats, including digital files, and must include the following documents:

Required Documentation:

- **Enrollment Form**
- **Health Questionnaire** (*provided by Bright Arrows*)
- **Updated Immunization Record**
- **Free and Reduced Food Program Application**
- **Child Care Subsidy Agreement** (*if applicable*)
- **Safe Sleep Form** (*provided by Bright Arrows*)
- **Child Care Licensing Forms** (*provided by Bright Arrows*)
- **Authorized Pick-Up List**
 - List of individual(s), other than parents/guardians, who are authorized to pick up the child.
 - **Photo ID** will be required to verify identity upon pick-up.

Per state regulations, the **Bright Arrows Childcare Center** is responsible for keeping each child's record up to date. **All required forms must be submitted before your child can begin attending the program.**

Immunization Requirements

All children attending the Bright Arrows Program must comply with **Weeping Water Public Schools'** immunization policies and applicable **state regulations**. Within **30 days of enrollment**, parents must provide **one** of the following:

- Documentation of **age-appropriate immunizations**
- A **medical exemption** signed by a licensed physician, APRN, or physician assistant stating that immunization is not appropriate for a specific medical reason
- A **written statement of religious or personal objection**, signed by the parent or guardian, explaining the reason for opting out of immunizations

Failure to provide one of these documents within the required time frame may result in delayed enrollment or removal from the program until compliance is met.

Free/Reduced Lunch Application

All families enrolled in the Bright Arrows Program are **required to complete a Free/Reduced Lunch Application** as part of the enrollment process. Once your application has been reviewed, you will be notified of your eligibility status.

Child Care Subsidy Agreement

At Bright Arrows, we are committed to offering an enriching, high-quality early learning experience that supports every child's growth and development.

We believe that **no child should be denied services due to a family's inability to pay**. However, we also expect families to demonstrate a shared commitment to the program by:

- Paying tuition **as agreed upon**, or
- Applying for **Title XX (Child Care Subsidy)** assistance through the Nebraska Department of Health and Human Services (DHHS)

If the cost of tuition presents a financial hardship, we encourage families to reach out to program leadership. **Scholarships and reduced-cost tuition options** may be available and are determined **on a case-by-case basis**.

For assistance or more information, please contact the **Bright Arrows Directors**.

Payment Policy & Attendance

Standard Weekly Childcare Rates (2026–2027)

Age Group	Weekly Rate
Infants	\$245
Toddlers	\$235
Pre-K (during school year)	\$200 (<i>if enrolled in half-day WWPS PreK</i>)

Pre-K (during summer) \$225

Discounts

1. Children of WWPS Childcare Employees

- **Hired *before* September 1, 2024:**
 **90% discount** → Pay **10% of normal rate**
(e.g., *infant care* = \$23.50/week)
- **Hired *after* September 1, 2024 (*first year only*):**
 **50% discount** → Pay **50% of normal rate**
(e.g., *infant care* = \$117.50/week)
After the first year, rate is set by the **Board of Education**.

2. Children of Other WWPS Employees

-  **50% discount**
(e.g., *toddler care* = \$112.50/week)

3. Children Considered “At-Risk” (Sixpence Program)

- Eligibility: Child must be **birth to age 3** and meet **at least one** of the following:
 - Qualifies for **free/reduced lunch**
 - **Premature** or **low birth weight** (doctor-verified)
 - **Non-English primary language** at home
 - Parent(s) **under 20** at enrollment or without a **high school diploma**

-  **Discount:** Ranges from **50% to 100%**, determined by the **superintendent or designee**

Weekly Tuition Agreement

Bright Arrows operates on a **5-day-per-week payment schedule**. Families are expected to pay the full-time weekly fee **regardless of attendance**.

Tuition is **not subject to discounts** or prorating for:

- Holidays
- Emergency closures (e.g., inclement weather, public health emergencies)
- Absences, unless due to **hospitalization** or a **doctor-advised absence** (requires a **written doctor's note** to receive credit)

 *See the Bright Arrows Contract for full payment policy details.*

Reduced Fee & Subsidy Options

Reduced tuition schedules **may be available** based on **household income** or **eligibility** for assistance programs such as **Title XX**.

Please speak with a **Director or Program Coordinator** for more information.

Unpaid Leave Time (Sick Days / Vacation)

Each family is allotted **10 unpaid leave days** per program year (**September 1, 2025 – August 31, 2026**). These days may be used for **illness or vacation**, with the following requirements:

- Children **must not attend** childcare on unpaid leave days.
- **Illness:**
 - Must use a **minimum of 2 full, consecutive days**.
 - The **day your child is sent home** due to illness **does not count** as a leave day.
 - If your child is absent for **more than 3 consecutive days**, a

physician's note is required before returning.

- **Vacation:**

- Notify the childcare center **at least 2 weeks in advance**.
- Days may be used non-consecutively within the year (e.g., 2 days in one month, 3 the next).

 **Note:** These policies are designed to encourage the care and recovery of sick children at home and to prevent the spread of illness within the program.

Attendance Expectations

Regular and **punctual attendance** is essential for a child's success and for classroom consistency. Parents are responsible for promoting strong attendance habits and scheduling appointments outside of program hours when possible.

- Valid absences include illness, injury, family bereavement, or significant hardship.
- Tuition is paid to **hold your child's spot—not based on attendance**.

 **Inconsistent attendance** may result in dismissal from the program. In such cases, a meeting with the Directors will be required to address barriers and develop an **attendance plan**.

Billing Information

- **Payment is due on the 1st of each month**, unless alternate arrangements have been made.
- Checks should be made payable to: **Weeping Water Public Schools**.

Billing Questions?

Please contact:

- **Ms. Kahner-MiKel Woods**
✉ kwoods@weepingwaterps.org
- **Ms. Josie Stephens**
✉ jstephens@weepingwaterps.org
- **Mrs. Michelle Heath**
✉ mheath@weepingwaterps.org

Early Drop-Off / Late Pick-Up Policy

- Children **dropped off before 6:30 A.M.** or **picked up after 5:30 P.M.** will incur a late fee of **\$1.00 per minute, per child**, starting at 5:30 P.M.
- Late fees **must be paid at the time of pick-up.**

Student Pick-Up and Drop-Off

Drop-Off:

- Students may be dropped off **no earlier than 6:30 A.M.**
- Parents or another authorized adult **must accompany the child to the designated drop-off point.**
- The child must be **signed in using the Brightwheel system** by the adult dropping them off.
- If you expect to be late, please call the office at **402-267-2445.**
- Parents should plan to **feed their child if they arrive late**, as breakfast may not be available after regular drop-off times.

Pick-Up:

- Children must be picked up by **5:30 P.M.** or your designated pick-up time.
- It is very important that parents arrive **on time** to pick up their child.

- Please use the **designated pick-up location**.
- Habitual late pick-ups may result in dismissal from the program.
- We understand scheduling challenges and encourage you to **communicate with us if you need flexibility**.

Authorized Pick-Up:

- If **someone other than a parent or usual guardian** will be picking up your child, you **must inform the Directors in advance**.
- The person picking up your child will be required to **show a photo ID matching the approved contact information** before the child will be released.
- If parents or authorized contacts cannot be reached for pick-up, staff may contact local authorities and keep the child in a secure area until arrangements are made.

Future Child Care Needs

- Families expecting a new child must notify the **Directors at least 6 months prior to the expected due date**.
- Enrollment eligibility for the Bright Arrows Program is **not automatically guaranteed** and will be determined by the Directors and Program Supervisor based on availability and program capacity.

Communication

- Bright Arrows uses **Brightwheel** to manage attendance, billing, enrollment, and parent communication.
- Parents will receive a link to download and set up the Brightwheel app.
- We encourage **regular communication** to ensure the best care for your child. Please share any needs, concerns, or questions with the program staff.

- **All questions should be directed to the Directors or Lead Teachers.**

Change of Contact Information

Please promptly report any changes to your:

- Address
- Phone number
- Emergency contacts
- Place of employment
- Child's healthcare provider

Report changes to both the school office and the childcare center.

Attendance Expectations

- Parents are responsible for encouraging **regular and punctual attendance**.
- Whenever possible, schedule health appointments outside of childcare hours or on days the center is closed.
- Acceptable reasons for absence include illness, injury, family bereavement, or extreme family hardship.

Transition Policy

- Children remain Sixpence eligible until they turn 3 years old or enroll in a PreK program.
- Children participating in the Sixpence program are eligible to continue into the Weeping Water Public Schools 3- and 4-year-old Preschool Programs.
- The Sixpence program collaborates closely with the Weeping Water Public Schools PreK program to ensure a smooth and successful transition between

programs.

- Families will receive information about the transition from childcare to PreK.
- For questions regarding the transition process or PreK enrollment, please contact the program staff.

Weather and Schedule Change Guidelines

- Bright Arrows will follow the Weeping Water Public School District's inclement weather and snow-day policies.
- In the event of an early closure, staff will contact parents or emergency contacts listed on file.
- It is the family's responsibility to arrange early pickup when notified.
- Announcements regarding closures or delays will be made through Brightwheel, the school website, and local TV stations.

Field Trips

- Field trips are planned regularly to a variety of educational and community locations.
- These outings support children's language development and awareness of their environment.
- Parents will be notified in advance of field trips and will be asked to sign permission slips when required.

Illness Policy

Illness or Injury at Childcare

- If a student is too sick to stay in Childcare, the center will contact a parent or

guardian to pick them up.

- A student may be sent home if they have:
 - A fever of 100°F (37.8°C) or higher and may not return to childcare unless fever free for 24hrs without fever reducing medication
 - Vomiting
 - Diarrhea
 - 3 times in infants
 - 2 times in toddlers
 - 1 time in preschool
 - An unexplained rash
 - Or another condition that:
 - Poses a health risk to themselves or others, or
 - Requires medical evaluation.
- If a student needs emergency medical care and the center cannot reach a parent or guardian, the center may:
 - Call emergency services (911), or
 - Arrange for the student to be taken to a doctor or hospital.
- Parents are required to provide current emergency contact information and any important medical instructions.
- Students who show signs of a contagious illness may be sent home, and the center may require a doctor's note before allowing them to return.

- Pink Eye (Conjunctivitis)

Students with symptoms of pink eye (conjunctivitis), including redness of the eye, drainage, excessive tearing, or swelling, may be excluded from school if the condition is suspected to be contagious. The student's parent(s) or guardian(s) will be notified and may be asked to pick up the student. Students may return to school when they are no longer considered contagious, symptoms have improved, and, if requested by the district, a healthcare provider's statement is provided indicating that the student may safely return to childcare.

- Hand, Foot, and Mouth Disease (HFMD)

Students diagnosed with hand, foot, and mouth disease who have a fever, uncontrolled drooling due to mouth sores, or who are otherwise unable to participate in normal school activities will be excluded from school. The student's parent(s) or guardian(s) will be notified and may be asked to pick

up the student. Students may return to school when they have been fever-free for at least 24 hours without the use of fever-reducing medication, are well enough to participate in activities, and any open sores can be appropriately covered if necessary. A healthcare provider's statement may be required before the student returns if requested by the district. These provisions align with common public health recommendations while allowing the Center to make decisions based on a student's symptoms and ability to safely participate in childcare.

- **Head Lice**

If a student is found to have live head lice or lice eggs (nits), they must leave Childcare. The childcare will notify the student's parent or guardian, who may need to pick the student up immediately.

Before returning to childcare:

- The student must receive head lice treatment.
- A parent or guardian must bring the student back to school for a lice check.
- The school must confirm that no live lice or lice eggs are present.

Biting Policy and Procedures

Purpose

At Bright Arrows Childcare, we understand that biting is a common behavior in infants and toddlers as they learn communication, emotional regulation, and social skills. Our goal is to respond calmly, consistently, and safely while supporting all children involved.

We are committed to:

- Keeping children safe
- Responding to biting incidents immediately
- Supporting children in learning appropriate behaviors
- Communicating respectfully with families
- Working together to reduce repeated incidents

Procedure for the Child Who Was Bitten

Immediate Staff Response

When a child is bitten, staff will:

1. Attend to the injured child first.
2. Wash the area with soap and water.
3. Apply ice or first aid as needed.
4. Comfort and reassure the child.
5. Monitor for signs of continued pain or distress.
6. Complete an incident report documenting the event.

Parent Communication

Parents/guardians of the child who was bitten will:

- Be informed of the incident the same day
- Receive a written incident report
- Be notified if the skin was broken
- Be informed of any additional first aid provided

For confidentiality reasons, the name of the child who bit will not be shared.

Follow-Up Support

Teachers will:

- Increase supervision during high-risk times
- Help children practice communication and social skills
- Rearrange classroom materials or routines if needed to reduce triggers

Procedure for the Child Who Is Biting

Immediate Staff Response

When a child bites another child, staff will:

1. Respond immediately and calmly.
2. State firmly, "Biting hurts. We do not bite."
3. Redirect the child to an appropriate behavior.

4. Help the child practice communication skills such as using words, signs, or asking for help.
5. Supervise closely following the incident.
6. Document the incident and possible triggers.

Ongoing Prevention Strategies

Teachers may:

- Observe patterns and identify triggers
- Provide teething tools or sensory supports when appropriate
- Encourage language development and emotional regulation
- Maintain consistent routines
- Offer positive reinforcement for appropriate interactions
- Reduce overcrowding and long wait times when possible

Parent Communication

Parents/guardians of the child who bit will:

- Be informed of the incident the same day
- Receive a written behavior/incident report
- Be notified of strategies being used at the center
- Be encouraged to work collaboratively with staff

The identity of the child who was bitten will remain confidential.

Repeated Biting Incidents

If biting becomes ongoing or frequent:

- Staff and administration will meet with the family
- A behavior support plan may be developed
- Additional classroom strategies and interventions may be implemented
- Outside resources or specialists may be recommended if appropriate

Our goal is to support the child while maintaining a safe environment for all children and staff.

Important Notes

- Biting is developmentally common in infants and toddlers.
- Children will never be shamed, labeled, or punished for biting.
- Staff will use positive guidance and age-appropriate interventions.
- Confidentiality for all children and families will be maintained at all times.

Emergency Care

- The Bright Arrows Consent Form authorizes staff to initiate emergency procedures when necessary.
- If a child requires transport to a medical facility, a staff member will stay with the child until the parent, guardian, or designated emergency contact arrives.
- All Bright Arrows staff are CPR and First Aid certified and trained to meet OSHA safety requirements.
- An emergency procedure plan is posted in each classroom.
- An emergency contact binder is kept in an emergency bag for quick access.
- First Aid kits are readily available both inside the childcare facility and on the playground.

Administration of Medication

- Staff may be required to administer medication to a child for treatment of illness or ongoing medical conditions.

Authorization Requirements

- Parents or guardians must complete a medication authorization form at the childcare center before any medication can be given. This applies to both prescription and over-the-counter (OTC) medications.

Communication with Parents

- Each day medication is administered, staff will provide verbal and/or written communication to the parent, including:
 - Time and amount of medication given
 - Any refusal or spitting out of medication by the child
 - Any complaints of side effects such as stomach pain, nausea, or headache
- Parents will be notified immediately if any adverse reactions or behaviors occur following medication administration.

Medication Storage

- All medications must be kept in their original labeled containers.
- Medications are stored in locked cabinets out of children's reach.
- This policy applies to all medications, including OTC products and those requiring refrigeration.

Medication Administration by Staff

- Only medication aide-trained staff or the WWPS school nurse are authorized to administer medications.
- The staff administering medication must follow the 5 Rights of Medication Administration:
 - Right Child
 - Right Medication
 - Right Dosage
 - Right Time
 - Right Route

Cleanliness

At Bright Arrows, your child's health and well-being are our top priorities. We work diligently to maintain a clean and healthy environment to help minimize and prevent the spread of germs.

- Our facility is cleaned and disinfected regularly throughout the day.
- Surfaces that children frequently touch are thoroughly cleaned with soap and water.
- High chairs are cleaned between each use.
- Diaper changing tables are cleaned and disinfected after every diaper change.
- Toys are cleaned and disinfected frequently to ensure a safe play environment.
- We emphasize hand washing as the most effective way to stop the spread of germs. Staff and children wash their hands multiple times a day, especially before and after key activities.

Supplies

Parents are responsible for providing the following items for their child's care and comfort:

- **Diapers or pull-ups**
- **Wipes and diaper creams**
- **Sunscreen and/or bug spray** — staff will apply these when children play outside
- **Weather-appropriate clothing**
- **Extra change of clothes and jacket**

- **Shoes that stay securely on feet** (Velcro or lace-up recommended)
- **Pacifier** (if needed)

For older children who nap on cots:

- A **blanket and pillow** are needed.
- Children may bring a **comfort object** for rest time.
- Blankets and pillows will be sent home weekly for laundering.

Please dress your child for active play. Children may get dirty from food, paint, markers, dirt, bubbles, etc. We cannot wash clothing on-site, so soiled clothes will be sent home with you for laundering. The program is not responsible for replacing stained or soiled clothing.

For children using bottles:

- Please supply **formula and preferred bottles**.
- Toddlers should have **two sippy cups**—one for milk and one for water.
- Label all cups and bottles with your child's name.

Note:

Please check your child's locker or cubby regularly to ensure they have the necessary supplies. We will notify you when seasonal changes require new or different items.

Meals and Snacks

Bright Arrows provides **three nutritious, well-balanced meals daily** that follow all applicable state and federal guidelines. Our weekly menus, which align with the school-age program, will be posted on **Brightwheel, the hallway bulletin board, and the school website.**

- We serve **breakfast, lunch, and an afternoon snack.**

- **Milk or water** accompanies all meals and snacks, with water available throughout the day.
- Parents are responsible for providing **baby food for infants**.
- Menus vary weekly to ensure children receive a **well-balanced diet**.

Children will be **offered food but never forced to eat**. We will communicate with you if there are any concerns regarding your child's eating habits.

We recognize that healthy eating habits help prevent common childhood nutritional issues such as cavities, iron deficiency anemia, and obesity.

If you choose to send additional snacks with your child, please:

- Keep snacks in your child's cubby.
- Be mindful of allergies—**NO PEANUTS** allowed.

Breast Milk and Formula

We fully support your choices regarding nursing, providing expressed breast milk, and/or using formula. If you plan to nurse or provide breast milk for your child, please discuss your feeding plan with your child's teacher so we can accommodate your needs.

Guidelines for breast milk and formula:

- All breast milk and formula must be **refrigerated** and **clearly labeled** with:
 - Child's name
 - Date received in the classroom
 - Date expressed and frozen (if applicable)
- **Unused prepared formula** will be discarded according to the label instructions.
- **Unfrozen breast milk** will be discarded after **48 hours** or sent home.

- **Frozen breast milk** will be stored for no longer than **3 months**.

Your child's health and feeding preferences are important to us, and we appreciate your cooperation in following these safety guidelines.

Special Diets

If your child has any special dietary needs, including food allergies or sensitivities, please notify the Directors as soon as possible. We will require a doctor's note that verifies the dietary restrictions and provides specific guidelines to follow. This information will also be shared with the school nurse to ensure your child's safety and well-being while in our care.

Daily Schedule for Toddlers

Activities may vary depending on the time of year, weather, and the age and temperament of the children. Developmentally appropriate activities are scheduled with flexibility to meet the individual needs of each child. The schedule is posted in the Toddler Room, and parents will be provided a copy.

Please note: The schedule may be adjusted as needed to best support the children; however, maintaining a predictable routine is essential for healthy growth and development.

Daily Schedule for Infants

Depending on your child's developmental stage, we incorporate activities throughout the day such as reaching, grasping, rolling, sitting, crawling, standing, walking, climbing, throwing, catching, kicking, cooing, and talking. Napping schedules are individualized based on each infant's needs.

Hours: 7:15 a.m. – 5:30 p.m.

We prioritize cuddles, love, affection, feeding, diapering, and sleep during this time.

Classroom Expectations

Bright Arrows implements the **Pyramid Model**, an evidence-based framework designed to promote social-emotional learning and support positive behavior. Children will be taught clear classroom expectations, and challenging behaviors will be addressed in a positive, supportive manner.

Parent communication is a vital part of this model. For more information, please visit: <http://csefel.vanderbilt.edu/>

Diaper Policy:

Parents are responsible for providing diapers, wipes, and diaper cream for their child. Please check Brightwheel periodically to monitor when your child needs more supplies. Each child has a designated space for their diapers and related items.

Wet or soiled diapers will be checked frequently and changed promptly. Diaper changing stations are cleaned after each use, including changing the cover on the surface. Staff will wash their hands thoroughly after every diaper change to maintain hygiene.

Toilet Training:

We are happy to support and encourage toilet/potty training when your child shows readiness, typically between the ages of 2 and 3 years. Parents must supply pull-ups and wipes during this process.

Effective communication between parents and childcare staff is essential for a smooth and successful transition. When parents decide to begin toilet training, they must contact their child's teacher to develop and agree on a toileting plan before staff will implement it.

Technology Use:

Currently, there is no television in the childcare center. We follow the American Academy of Pediatrics' guidelines regarding screen time:

- For children ages **18-24 months**, screen time is avoided except for video chatting with family.
- For children ages **2-5 years**, screen time is limited to **one hour per day** of high-quality content.

Bright Arrows will use iPads solely for documentation of assessments and playing music.

Toys:

Our classrooms are equipped with well-organized, age-appropriate toys. Infants do not have access to small objects or toys that could pose a choking hazard.

During your child's initial adjustment period, we encourage bringing a comforting item from home, such as a special blanket, toy, or stuffed animal. Photos of family members, neighbors, or pets are also welcome to help your child feel connected to familiar faces.

Please **do not** send toys from home to childcare except on designated sharing or show-and-tell days. Toy weapons are **never** allowed.

Termination Policy:

- The first two weeks of enrollment will be considered a **trial period**, during which either party may terminate the contract without notice.
- After the trial period, a **two-week written notice** from either the parent or the provider is preferred to end services, except in cases of **gross misconduct** by the provider, parent, or child, which may result in **immediate termination** of services.
- Non-payment may result in **legal action**.

Advance Notice of Terminating Childcare Service:

- If you will no longer need childcare services before your child turns 4, a **two-week notice** is required.
- Due to limited availability, advance notice helps us manage openings for new families and minimize fluctuations in open spots.

Emergency Preparedness, Evacuation Procedures & Reunification:

- The safety and physical protection of every child is a shared responsibility of all educational staff.
- Written policies and procedures are in place to handle emergencies, natural disasters, and reunifications.
- Required safety drills will be conducted regularly.
- Evacuation plans are posted in the childcare center.

- In an emergency evacuation, children will be relocated to a designated emergency site, and parents will be notified as soon as possible.

No Smoking, Smokeless Tobacco, Alcohol, or Controlled Substances:

- Tobacco products (including cigarettes, chew, e-cigarettes, vape pens), alcohol, and controlled substances are **strictly prohibited** on the premises at all times.
- Parents or authorized individuals violating this policy may be **excluded** from the premises.

Door Policy:

- For safety, childcare doors will be **locked between 6:30 AM and 5:30PM**.
- Visitors must **ring the bell** or call the childcare center to gain entry during these hours.

Child Abuse/Neglect Reporting:

- Any school employee or other person with reasonable cause to suspect child abuse or neglect must report the incident to appropriate school authorities (principal, nurse, counselor).
- A report will be filed with the Superintendent of Schools.
- School officials will contact law enforcement and/or Health and Human Services as necessary.
- Law enforcement or social workers may interview students at school upon notifying school officials.

Anti-Discrimination/Harassment Policy:

- Weeping Water Public Schools complies fully with all state and federal laws

prohibiting discrimination and harassment.

- The district does **not discriminate** on the basis of race, color, national or ethnic origin, sex, disability, religion, age, veteran status, marital status, pregnancy or childbirth, or any other protected status in its programs and activities.
- Questions or concerns about non-discrimination policies should be directed to **Adrian Allen**, designated contact for these inquiries.

Roles and Responsibilities

The Teacher's Role

Teachers at Bright Arrows serve as facilitators of learning and development, with responsibilities that include observation, instruction, assessment, and family engagement. Their role includes:

1. Observing Children:

- Teachers observe children to understand their individual needs, interests, and developmental progress.
- Observations are objective and purposeful, focusing on how, when, and what children are doing.
- The **Child Observation Record (COR)** is used to guide and systematize observations.

2. Guiding Children's Learning:

- Teachers use a variety of instructional strategies including:
 - Child-initiated learning
 - Teacher-directed learning
 - Interactive engagement

- Conversational learning
- Thoughtful questioning
- Differentiated instruction to meet the needs of all children, including:
 - Gifted students
 - Children with disabilities
 - English Language Learners
- Instruction may be delivered in **large-group**, **small-group**, or **individual** settings.

3. **Assessing Children's Progress:**

- Assessment is an ongoing process that helps guide teaching and supports each child's development.
- Purposes of assessment include:
 - Supporting individual learning
 - Identifying special needs
 - Monitoring program effectiveness
 - Ensuring accountability
- Methods may include:
 - Work samples
 - Photographs of children's activities and progress
 - Written anecdotal records

4. **Communicating with Families:**

- Consistent and open communication with families is a key responsibility of the teaching staff.
- Communication methods include:
 - Home visits before the school year begins
 - Open houses
 - Parent-teacher conferences
 - Newsletters, phone calls, and casual daily conversations during drop-off or pick-up
- Families are encouraged to contact their child's teacher with any questions or concerns at any time.

The Family's Role

Families play a vital part in their child's development and learning. A strong partnership between school and home provides a consistent and supportive learning environment. Families are encouraged to:

- **Build a Partnership with Teachers and Staff:**
 - Work together with teachers to understand and support your child's learning and development.
 - Share important information about your child that can assist in tailoring instruction to meet their needs.
- **Stay Connected:**
 - Engage in daily or weekly communications, including:
 - Newsletters
 - Phone calls or emails

- Drop-off and pick-up conversations
- Scheduled conferences or informal meetings
- **Support Learning at Home:**
 - Extend learning beyond the classroom through encouragement, conversation, and activities at home that reflect what is happening in the classroom.
- **Collaborate in Challenging Situations:**
 - Work with staff to address any difficulties or concerns that may arise, with a shared goal of supporting the child's well-being and development.

Interest Areas in the Classroom

Each classroom at Bright Arrows is thoughtfully arranged with designated **interest areas** to support the development of the whole child. These areas encourage exploration, creativity, problem-solving, and meaningful learning through play. Below is an overview of each area and its importance in early childhood development.

Blocks

Blocks are versatile learning tools that promote:

- **Math skills** (counting, comparing sizes, geometric understanding)
- **Science concepts** (balance, stability, cause and effect)
- **Problem-solving and decision-making**
- **Cooperation and teamwork**
- **Language development** through conversation and description

Teachers actively engage with children during block play to encourage reflection

and expand learning.

Dramatic Play

In dramatic play, children:

- Take on roles and **recreate real-life scenarios**
- **Develop abstract thinking** and problem-solving
- **Build social skills**, cooperation, and empathy
- Enhance **vocabulary and storytelling abilities**

Pretend play strengthens memory, creativity, and imagination—all essential for future academic success.

Toys and Games

This area includes puzzles, Legos, small blocks, board games, and manipulatives. It supports:

- **Fine motor development**
- **Logical thinking and creativity**
- **Math concepts** (sorting, patterning, counting)
- **Turn-taking and cooperative play**
- Communication through descriptive and strategic talk

Art

Art activities offer children the chance to:

- **Express feelings and ideas**
- **Explore colors, textures, and materials**

- **Develop fine motor coordination**
- Take pride in their creative process

Teachers encourage self-expression, confidence, and critical thinking through open-ended art activities.

Library

The classroom library supports:

- **Literacy development** and love of reading
- Listening skills and comprehension
- **Language enrichment** through exposure to vocabulary and stories
- Independent exploration and relaxation

Children engage in book browsing, story dictation, and shared reading with teachers and peers.

Discovery

The discovery area inspires curiosity and scientific thinking. Children:

- **Ask questions and conduct experiments**
- Explore natural materials, animals, magnets, light, and more
- Practice **measuring, observing, and recording**
- Learn to **collaborate** and communicate their ideas

This area fosters a hands-on approach to understanding the world.

Sand and Water

These natural materials encourage:

- **Math concepts** (measuring, volume, patterns)
- **Scientific exploration** (floating/sinking, cause/effect)
- **Sensory experiences** and creativity

Teachers facilitate learning while allowing children to freely explore.

Music and Movement

Music and movement support:

- **Physical development** and coordination
- **Group cooperation and rhythm**
- **Emotional expression**
- **Listening and auditory skills**

Daily singing and dancing create a joyful environment and reinforce classroom community.

Outdoors

Outdoor time is essential for:

- **Gross motor development** (running, climbing, balancing)
- **Exploring nature and the seasons**
- **Social play and cooperation**
- **Relaxation and mental clarity**

Children observe and interact with their environment while building physical skills and stamina.

Writing

The writing center is designed to:

- Encourage **early literacy and written expression**
- Support all developmental levels of writing
- Inspire storytelling and idea documentation
- Promote a **print-rich environment**

Children engage in writing through drawing, labeling, tracing, and inventing spelling. All efforts are valued and encouraged!

Additional Information:

- We do **not** transport any child by car or other moving vehicles unless there is a medical emergency requiring it.
- Your child will be included in classroom evaluations conducted by the Nebraska Department of Education and other agencies. These evaluations help us improve the quality of our program.
- Your child may be included in photographs related to the Bright Arrows Childcare program.

A Final Note

We want you to feel confident and informed about our childcare policies and procedures. If there is anything you do not understand, have questions about, or feel unsure of, please reach out **before enrolling your child**. Open and honest communication helps us provide the best possible care for your child and build a strong, trusting relationship with your family.

We welcome suggestions and value your input—your feedback is an important part of maintaining a high-quality childcare program.

If you ever have a concern or issue, we encourage you to speak with us. If a

detailed conversation is needed, we will schedule a time that works for both parties, as the care and supervision of all children remains our priority during business hours.

Thank you for the opportunity to be part of your child's early learning journey. We look forward to a future filled with learning, laughter, and care as we keep your child safe, happy, and growing.

SIGNATURE AND ACKNOWLEDGEMENT

By signing below, I agree to the following:

1. I have received and reviewed this handbook, and I understand its contents;
2. I have had an opportunity to ask any questions or seek clarification on any aspect of the handbook prior to signing it;
3. I have received a parent information brochure provided by DHHS;
4. I may review the applicable plans, reports, policies, and other documents which I am entitled by law to receive from the Childcare by accessing them online (on the Weeping Water Public Schools website), or by requesting copies from the Childcare;
5. I will comply with all applicable laws, regulations, rules, policies, and handbook provisions of the Childcare or applicable to the Childcare, including the lawful directives of Childcare staff and all such rules and policies of Weeping Water Public Schools.

Parent Name (print):

Parent Signature:

Date: _____

Parent Name (print):

Parent Signature:

Date: _____

For Office Use Only

Date Received: _____

Person Who Received It: _____

4025 Superintendent

The superintendent is hired by and shall report directly to the board of education. The superintendent will be the chief administrative officer of the board of education and shall keep the board informed on important issues. The board delegates to the superintendent the general power and authority to make necessary decisions to ensure the efficient and effective operations of the school.

The superintendent is charged with timely preparing, presenting, and filing an annual school budget, subject to the approval of the board at the annual budget hearing.

All school employees shall be under the direct and/or delegated supervision of the superintendent. The board delegates to the superintendent the authority to hire and terminate the employment of all classified staff. He or she shall review all certified and non-certified employees applying for vacancies and shall make recommendations regarding these employees.

All of the grounds and buildings are supervised by the superintendent, including necessary repairs and improvements unless the board is required to approve such repairs or improvements.

The superintendent's other duties shall be included in his or her job description, contract, or as otherwise assigned by the board.

Adopted on: May 14, 2014

Revised on: 6/15/20

Reviewed on: 8/21/23; 8/17/26

4027

Part-Time Certified Employees

Percentage of Time. The percentage of time that a teacher works will be determined by calculating the amount of time that the teacher is required to be at school to teach or supervise classes, plus any assigned preparation time, as a percentage of the entire school day. Extracurricular assignments shall not be considered in determining a teacher's percentage of time. Part-time and temporary teachers may or may not be assigned preparation time, at the sole discretion of the board of education, upon the recommendation of the superintendent of schools.

Acquiring Permanent Status. A part-time teacher may become a permanent certificated employee pursuant to the provisions of state statutes.

Salary. The salary, benefits and leave entitlement of a part-time teacher shall be determined by reference to the negotiated agreement between the district and the teacher's association.¹ The percentage of time a part-time teacher is required to be on duty shall be determined by the board of education upon the recommendation of the superintendent of schools.

Horizontal Movement on the Salary Schedule. A part-time teacher may qualify for movement horizontally on the salary schedule by earning graduate hours of college credit as set forth in the guidelines of the school district's salary schedule, and according to the applicable district policies.

Attendance at In-service Meetings, Faculty Meetings, and School Activities. A part-time teacher is responsible for attending in-service meetings, faculty meetings, and school activities that take place outside the teacher's assigned duty hours without additional compensation. A part-time teacher is responsible for performing such tasks as selling or taking tickets, and will be compensated for such

¹If your negotiated agreement is silent on this issue, substitute the following sentence for this one preceding this footnote: The salary, benefits and leave entitlement of a part-time teacher shall be determined by multiplying the percentage of time the individual works by his or her placement on the full-time salary schedule contained in each academic year's negotiated agreement.

tasks pursuant to the policy, practice or negotiated agreement of the school district.

Continuation of Employment. The school district administration and board will deal with the continuation of a part-time teacher's employment pursuant to state statute and the procedures prescribed for full-time employees in these policies.

Adopted on: May 14, 2014

Revised on: _____

Reviewed on: 8/18/20; 8/21/23; 8/17/26

4028
Substitute Teachers

A substitute teacher is an educator who possesses the required certification from the Nebraska Department of Education and is employed to fill a teaching position on a temporary basis. The board shall establish the pay and benefits for substitute teachers.

Adopted on: May 14, 2014

Revised on: 6/21/21

Reviewed on: 8/18/20; 8/21/23; 8/17/26

4029

Salary Schedule for Certificated Employees

The board of education recognizes the "salary schedule" and related provisions for compensation currently in effect resulting from negotiations between the board and the education association. This policy is intended to supplement the terms and conditions contained in the collective bargaining agreement. If there is any conflict between the terms of this policy and the collective bargaining agreement, the terms of the negotiated agreement shall control.

Horizontal Advancement. Teachers who wish to advance horizontally on the salary schedule must notify the superintendent in writing prior to June 1 of the preceding school year. The teacher must furnish the superintendent with college transcripts by September 10 for the teacher to qualify to move horizontally on the salary schedule. If an institution will not issue an official transcript by September 10, the teacher must provide the superintendent with written confirmation by September 10 from a college official attesting that the teacher has satisfactorily completed the courses.

Movement Past the BA Column. Teachers who wish to advance beyond the BA column must be accepted in a Masters Program that relates to their teaching field, as determined by the superintendent. Teachers must inform the superintendent of their enrollment prior to the beginning of their class to discuss its work-related objectives.

Movement Past the MA Column. Teachers who wish to advance beyond the MA column must be enrolled in course work that relates to their teaching field, as determined by the superintendent. Teachers must inform the superintendent of their enrollment prior to the beginning of their class to discuss its work-related objectives.

Superintendent's Review. The superintendent shall review all requests for advancement on the salary schedule resulting from a teacher's acquiring additional teaching experience or for completion of college courses, and shall report all changes to the board of education annually.

Vertical Advancement. A teacher may advance only one step vertically on the schedule in any year.

Adopted on: May 14, 2014

Revised on: 8/21/23

Reviewed on: 8/18/20; 8/17/26

4034
Staff Handbook

The superintendent or designee shall annually formulate, review and revise a staff handbook that will contain information about the district's employment policies and practices. The staff handbook is an extension of these policies and has the force and effect of board policy when approved by the board of education.

Adopted on: May 14, 2014

Revised on: 8/18/20

Reviewed on: 9/6/23; 8/17/26

4037 Reduction In Force

The board of education may determine that a reduction in force of certificated staff members is appropriate due to declining enrollment in a grade or grades, changes in financial support, changes in curricular programs, a decline in the taxable value of property located within the school district, increased costs of operating the school district, or another change or changes in circumstances. If the board, in its sole discretion, determines that a reduction of certificated staff is necessary, the superintendent shall notify those employees whose contracts may be reduced. However, the employment of a permanent employee may not be terminated through a reduction in force while a probationary employee is retained to render a service that the permanent employee is qualified to perform by reason of certification and endorsement, or when certification is not applicable, by reason of college credits in the teaching area.

1. **Definition of Reduction in Force.** A reduction in force shall consist of a reduction of one or more positions or a reduction in the percentage of employment of one or more certificated staff members, even if the number or percentage of employment of the certificated staff overall may be increased by other hirings or increases in the percentage of employment of other employees. Reduction in force may result in the termination of employment or an amendment to an employee's contract reducing the extent of the employee's employment.
2. **Restriction of Right to Administrative Position.** Due to the confidential and unique personal working relationship necessary between the administration and the board of education, a certificated employee who is not currently serving in a predominantly administrative capacity shall have no rights under this policy to any administrative position within the school system.
3. **Criteria for Reduction in Force.** The criteria set forth below shall be considered in selecting the personnel to be reduced. The criteria are not listed in any order of priority, and shall be given the weight that the board considers appropriate.
 - a. Programs to be offered;
 - b. Areas of endorsement that are of present or future value to the district. This criterion shall be based upon the

endorsement(s) shown on each teacher's Nebraska Teaching Certificate;

- c. State and federal laws or regulations that may mandate certain employment practices;
- d. Involvement in the programs and activities sponsored by the school district;
- e. Special or advanced training consisting of college credit or other training that would be of present or future value to the district;
- f. The organizational and educational effect caused by multiple part-time certificated employees;
- g. Formal and informal evaluation of staff performance by supervising administrators and if evaluations will be used as a criterion for a given reduction-in-force, the evaluation procedures shall be those adopted by board policy in effect at the time of the reduction and the evaluation forms shall be those on file with the Nebraska Department of Education for the district;
- h. Any other reasons that are rationally related to the instruction in or administration of the school district.

4. **Consideration of Uninterrupted Service.** If, after consideration of the criteria listed above, it is the opinion of the superintendent that there is no significant difference between or among certificated employees being considered for reduction, the employee(s) with the longest uninterrupted service to the district shall be retained.

- a. Uninterrupted length of service is defined as the number of continuous full-time equivalent years of employment in the district as a teacher.
- b. A full-time equivalent year is defined as employment on a full-time basis for an entire school year.
- c. Less than full-time employment reduces the teacher's full-time equivalent employment for a school year. For example, a teacher employed on a half-time basis would be credited with half a year full-time equivalent employment.
- d. A break in service will terminate a teacher's seniority and length of service under this provision. That period of time when a teacher is on a leave of absence shall not constitute a break in service; however, any years of absences or fractions of years of leave of absence will not count as years of employment for the purposes of

determining the length of a teacher's uninterrupted service.

5. **Rights of Recall.**

- a. Any certificated employee whose contract has been terminated shall be considered to have been dismissed with honor and shall, upon request, be provided a letter to that effect.
- b. Such employee shall have preferred rights to re-employment for a period of 24 months commencing at the end of the contract year, and the employee shall be recalled on the basis of length of service to the district to any position that he or she is qualified to teach by endorsement or college preparation.
- c. Upon re-employment, a recalled employee shall be placed on the salary schedule and provided fringe benefits based on existing district policies and the current negotiated agreement. Any year or years of absence from employment shall not be considered as a year or years of employment by the district.
- d. An employee under contract to another education institution may waive recall, but such waiver shall not deprive the employee of his or her right to subsequent recall.

6. **Current Teaching Certificate.**

- a. Upon initial employment with the district, each certificated employee shall file a copy of his or her teaching certificate, including endorsements with the superintendent of schools.
- b. The employee shall be responsible for filing any changes in certification or endorsements with the superintendent.

7. **Address Records.**

- a. A certificated employee whose employment contract has been terminated because of a reduction in force shall, during the period which he or she is eligible for recall, be responsible for reporting any change of address to the superintendent of schools.
- b. If there is a vacancy to which a former employee has a right of recall, the district may communicate an offer of re-employment by telephone, by e-mail, or by United States mail sent to the former employee's last known address. If the school district does not receive written

acceptance of the offer within seven days, the former employee shall be deemed to have waived his or her rights to be recalled to the employment position.

Adopted on: May 14, 2014

Revised on: 8/18/20

Reviewed on: 9/6/23; 8/17/26

4038
Classified Staff Defined

The term “classified staff” means all employees other than certificated teachers and administrators. Classified staff employees are employed at will, and their employment may be amended or terminated at any time and without any cause.

Adopted on: May 14, 2014

Revised on: 9/18/20

Reviewed on: 9/6/23; 8/17/26

2026 Board Notes

PreK-5 Principal/CIP Coordinator

- Elementary Enrollment PreK-5 140 total
 - PreK- 29 total(15 AM/14 PM)
 - 2 Kindergarten (28 total- 14/14)
 - 1 First Grade (18 total)
 - 2 Second Grade (24 total -12/12)
 - 1 Third Grade (10 total)
 - 2 Fourth Grade (19 total - 10/9)
 - 1 Fifth Grade (13 total)- K-5 Total
- Positive staff as they have been working through the heat
- Rolled out information about UDL and Science of Reading training that we will be implementing this year
- Accreditation visit is close to being finalized

AD / Childcare

- Fall Sports Update
 - a. Cross Country (D) 8/27 @ Fairgrounds(11/12)
 - b. Football (D3) - 8/28 @ East Butler (21/23)
 - c. Softball (B) - 8/20 @ at Syracuse (3/6)
 - d. Volleyball (D1) - 8/27 at Yutan Tri (11/13)
- The Fall Sports Parent Meeting was held on Aug. 10
- Team Pictures are scheduled for Saturday, Aug. 15
- Volleyball & Football scrimmages are Friday, Aug. 21
- Fall schedules have been distributed to businesses in the community
- Sponsorships have collected \$3550 to date.
- Ordered the Digital Touch Screen for the Hall of Fame updates.
- With all the chaos at the beginning of school, we cancelled the Activity Fair for this year
- Baseball Co-op discussion and options
- Childcare is hosting a tie-dye t-shirt night during the August Family Engagement on Monday, Aug. 17 during Open House
- Back to 3 rooms - Infant, Toddler, and Preschool
- We are hosting a Cass County Early Childhood Pyramid-Informed Training Series Kickoff on Saturday, Aug. 22 from 8:30-12:30
- We have a Sixpence visitation at the end of the month

MS/HS Principal

- Secondary Enrollment
- 6th - 21 students
- 7th - 25 students
- 8th - 18 students

- 9th - 12 students
- 10th - 22 students
- 11th - 20 students
- 12th - 20 students
- UDL book study was rolled out to staff.
- Worked getting classrooms ready for teachers.

Director of Special Education/School psychologist

Superintendent

Construction Update (Subject to change daily)

- Had another meeting with Clark & Emerson over the progress and transparency.
- Supposedly everything will be taken care of by Monday.
- "A" is supposed to be completed and cleaned by Open House
- Water lines leaked when the units were started up. Had finger pointing between Liberty & HEPs.
- Ball valves were not shut in my office so it flooded on Thursday night.

ECNC has reached out to Cedar Bluffs and Brownell-Talbot for the 2027-28 school year.

E-Rate provides eligible schools and libraries with discounted rates for telecommunication services (e.g., local and long-distance calling, high-speed lines), internet access, and internal connections (e.g., wiring and routers). Recently, the Federal Communications Commission (FCC) expanded the program to allow E-Rate subsidies to purchase Wi-Fi hotspots for off-campus use by students, as well.

Budget

- Valuations will be out on August 20th.
- I completed a tentative Budget with the hopes that I can put \$75,000 in Depreciation, \$25,000 in Activity, & \$50,000 in Nutrition.

Administrator Days

- NDE Days: School Finance
- What's REALLY Changing for Admins in 2026-27: KSB Law
- Science of Learning: Connecting What We Do to Why We Do It: Crystal Ernst - ESU 7
- MTSS at The Secondary Level-Data, Systems, and Processes - Norris High School
- Jimmy Casas - Keynote on Culture