

# MDT Manual for School Age

**Updated Information**

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Pre-MDT (MDT 1)		
The purpose is to gather and analyze all data to determine if there is a suspected disability and/or to determine if the team needs more information to determine special education eligibility		
TOPIC	GUIDANCE	LINKS
<b>CUM Files and other data</b>	Valuable information can be located in student cumulative files so be sure to check those for important data. There is also a wealth of information readily available on Synergy	<a href="#">Directions for obtaining School Wide Data</a> <a href="#">Common reports school psychs use</a> <a href="#">Synergy SE Reports</a>
<b>D/B, VI, or DHH Considerations</b>	Teams should discuss the need for assessment for students verified as D/B, VI, or DHH at a pre-planning meeting prior to MDT. This meeting should include all necessary team members, including itinerant staff.	<a href="#">Guidelines For School-Age Students Who Have Hearing And Vision Concerns</a>
<b>Effective Questioning</b>	Sometimes the team has a difficult time determining the needs or suspected disability. Use this resource to help pinpoint needs.	<a href="#">Effective Questions to Pinpoint Needs</a>
<b>Evaluation Paperwork Guidance</b>	Use this guidance to correctly fill out paperwork	<a href="#">MDT and IEP Forms Matrix</a>

<b>File Review</b>	Staff may choose to display current data on a separate document or put it on the Pre MDT & MDT Outline. Another option would be to screenshot the data.	<a href="#">Blank File Review</a>  <a href="#">Blank File Review 2</a>  <a href="#">Sample File Review</a>
<b>Health Request</b>	It is important to rule out any health concerns prior to moving to evaluation. Complete HS0032: Health Report for Student Assistance Process or HS0063: Request for Current Health Information depending on the situation.	Forms are accessed through the <a href="#">LPS Forms Center</a> .
<b>Meeting Structure</b>	<p>Review the data to pinpoint needs. This could be a meeting with parents or done without parents.</p> <p>All components in the Pre-MDT Outline need to be considered.</p>	<a href="#">Pre-MDT &amp; MDT Meeting Outline without Boxes</a>  <a href="#">Pre-MDT &amp; MDT Meeting Outline with Boxes</a>
<b>MTSS Meeting Request/Fidelity Check</b>	Complete this checklist when there is student a staff member would like to meet about. The school psych will then contact staff to set up a time to meet, do a file review, and determine next steps.	<a href="#">MTSS Meeting Request/Fidelity Checklist</a>  Make sure the responses have been formatted to go to your school psych.
<b>MTSS Status Review</b>	For initial evaluations, staff may want to use this document to review all elements needed to determine if an evaluation is needed.	<a href="#">MTSS Status Review</a>  <a href="#">Pre-MDT Agenda</a>
<b>Required Evidence of Eligibility</b>	This document lays out all the evidence required by Rule 51 to determine eligibility. Include any missing evidence in your assessment plan.	<a href="#">Eligibility by Disability</a>
<b>Teacher Input</b>	Here is a resource to get teacher input in a digital survey	<a href="#">MDT Teacher Input Planning Form</a>
<b>Time frame to complete a file review</b>	Staff will need adequate time to complete a thorough file review. The coordinator needs to discuss the time frame with the school psychologist, SLP, etc. to determine what is considered adequate.	
<b>Timelines</b>	Use this guidance to comply with federal, state, and district	<a href="#">IEP-MDT Timelines</a>

	timelines	
<b>Which forms to use when</b>	It is important that the correct forms are utilized depending on the circumstances. Use this matrix as guidance to determine which Synergy SE forms need to be used.	<a href="#">MDT and IEP Forms Matrix</a>

## Assessment plan

The purpose is to gather more information about the referral question/suspected disability to determine special education eligibility. There are a variety of testing tools available.

TOPIC	GUIDANCE	LINKS
<b>Assessments</b>	<p>School psychologists should consider digital assessments before paper ones. See links for options available.</p> <p>Schools must ensure a variety of assessment tools and strategies are used to gather relevant functional, developmental, and academic information about the child, including information provided by the parent, and information related to enabling the child to be involved in and progress in the general education curriculum that may assist in determining (a) whether the child is a child with a disability under 92 NAC 51-003.08; and (b) the contents of the child's IEP.</p>	<p><a href="#">Assessment Administration &amp; Scoring Options</a></p> <p><a href="#">Materials Inventory</a></p>
<b>Assessment Average Ranges</b>	Test manuals often include descriptive classification guidelines for the interpretation of standard scores. A summary of that information is linked.	<a href="#">Assessment Average Ranges</a>
<b>Assessment Reliability</b>	Some assessments are more reliable than others. That information is linked.	<a href="#">Assessment Reliability</a>
<b>BASC</b>	See link	<a href="#">BASC-3 Supplemental Information</a>

<b>Comparing grades vs age</b>	For examinees in grades PK–12, the decision to use age-based or grade-based scores requires careful consideration. See link.	<a href="#">Special Score Interpretation Considerations from NASP</a>
<b>Comprehensive Evaluation Process</b>	<ol style="list-style-type: none"> <li>1. MDT team meets to discuss areas of concerns and review data.</li> <li>2. MDT team determines the verification areas that should be explored based on student needs.</li> <li>3. MDT team discusses all potential assessment tools that may be needed to consider verification areas.</li> <li>4. Consent for evaluation is obtained.</li> <li>5. Document in a SOD.</li> </ol>	
<b>D/B, VI, or DHH Considerations</b>	Teams should discuss the need for assessment for students verified as D/B, VI, or DHH at a pre-planning meeting prior to MDT. This meeting should include all necessary team members, including itinerant staff.	<a href="#">Guidelines For School-Age Students Who Have Hearing And Vision Concerns</a>
<b>ELL Considerations</b>	If English is not a student's first language, the team should consider that when determining eligibility. Use the resources to help tease that out.	<a href="#">BICS/CALP Inventory</a> <a href="#">SOLOM</a> <a href="#">AQS III Score Form</a> <a href="#">AQS III Full Scoring Booklet</a> <a href="#">MTSS K-12 ELL Parent Interview Form</a> <a href="#">Native Language Sample Assessment Guide</a>
<b>Evaluation Paperwork Guidance</b>	Use this guidance to correctly fill out paperwork	<a href="#">MDT and IEP Forms Matrix</a>
<b>Protocol &amp; Test Kit Requests</b>	<p>Email Aaron Foster to request protocols. Include the number of protocols you are requesting. Only request enough protocols for your immediate needs (there is no need to have extras on hand). Return any unused protocols to Aaron Foster at the Bottlers 2 Building.</p> <p>Fill out the Google form to request a test kit. The kit must be returned within 2 weeks. Do not send the kit on to another</p>	<a href="#">Incident IQ Check Out and Sending of Inventory Google Form</a> <a href="#">(School Psych and SLPs Only)</a>

	staff member. All checkout must be done through Aaron Foster.	
<b>Q- Global BASC Access</b>	View this video for guidance.	<a href="#">Q-Global Remote On-Screen Delivery</a>
<b>Q-Interactive iPad Set Up</b>	View this link on how to set up your iPads to use digital assessments.	<a href="#">Q-Interactive Set Up</a>
<b>Requesting Assessments</b>	Follow this guidance. Specifically item #8	<a href="#">Special Education Inventory Guidance</a>
<b>Required Evidence of Eligibility</b>	<p>This document lays out all the evidence required by Rule 51 to determine eligibility.</p> <p>The school district or approved cooperative shall administer such assessments and other evaluation measures as may be needed to produce the data identified by the IEP team under 92 NAC 51-006.06A2.</p>	<a href="#">Eligibility by Disability</a>
<b>Teacher Input</b>	Here is a resource to get teacher input in a digital survey.	<a href="#">MDT Teacher Input Planning Form</a>
<b>Timelines</b>	Use this guidance to comply with federal, state, and district timelines.	<a href="#">IEP-MDT Timelines</a>
<b>Time on Task</b>	A resource available if you need to do time on task observation of a student.	
<b>Underlying Characteristics Checklist Manual Including the Individual Strengths and Skills Inventory</b>	The UCC is an informal assessment tool designed specifically to identify characteristics across a number of domains associated with ASD for the purpose of intervention design across the lifespan.	<a href="#">Underlying Characteristics Checklist Manual, Including the Individual Strengths and Skills Inventory</a>
<b>Which forms to use when</b>	It is important that the correct forms are utilized depending on the circumstances. Use this matrix as guidance to determine which Synergy SE forms need to be used.	<a href="#">MDT and IEP Forms Matrix</a>
<b>Vineland-3 Manual</b>	See link	<a href="#">Vineland-3 Manual</a>

## MDT Meeting:

The purpose of the MDT meeting is to determine if the student:

1. Meets Rule 51 verification guidelines
2. Disability has an adverse effect on educational performance
3. Has a need for specialized instruction


TOPIC	GUIDANCE	LINKS
MDT Participants	Depending on the referral question, there are certain members of the MDT team who are required to attend. An excusal form is not permitted for MDT meetings. All members MUST attend for the entire meeting. If a required member cannot attend the entire time, the meeting will need to be rescheduled.	<a href="#">Who is required at an MDT Meeting List</a>
Meeting Structure	All components in the MDT Meeting Outline need to be addressed in the meeting  We recommend sending a draft of the MDT to the team (including parents) before the meeting, especially if there is an attorney or advocate involved. The Verification Determination Section must be left blank so you are not pre-determining.	<a href="#">Pre-MDT &amp; MDT Meeting Outline without Boxes</a>  <a href="#">Pre-MDT &amp; MDT Meeting Outline with Boxes</a>  MDT Meeting Required Components
MTSS Essential Elements	NeMTSS is based on the idea that all students require early and powerful academic and behavioral core instruction with the potential for high-quality interventions of increasing intensity. Nebraska stakeholders have identified the following elements that are essential to implement and sustain a successful MTSS framework.	

<b>Required Evidence of Eligibility</b>	This document lays out all the evidence required by Rule 51 to determine eligibility. Evidence must be present to determine eligibility.	<a href="#">Eligibility by Disability</a>
<b>Rule 51</b>	Refer to these resources often to determine if the student meets Rule 51 verification criteria	<a href="#">NDE Rule 51</a> <a href="#">Rule 51 Technical Assistance Documents</a> <a href="#">Eligibility by Disability</a>
<b>Timelines</b>	Use this guidance to comply with federal, state, and district timelines	<a href="#">IEP-MDT Timelines</a>
<b>Which forms to use when</b>	It is important that the correct forms are utilized depending on the circumstances. Use this matrix as guidance to determine which Synergy SE forms need to be used.	<a href="#">MDT and IEP Forms Matrix</a>
<b>Initial Placement</b>	If the IEP Meeting is an Initial Placement into Special Education, a parent/guardian must sign and give permission to place their student in Special Education before you can hold an IEP meeting. If you are not able to get the family in and they have NOT signed the placement form, you are not able to conduct an IEP meeting. If parents signed the placement form at the MDT 2 and you can not get them in for an IEP meeting, you may meet without them.	

## MDT REPORT:

The purpose of the MDT report is to document the abilities and needs of a child referred for evaluation and to determine whether or not the child meets the definition of a child with a disability. It is important to paint a complete and accurate picture of the student. It is also important to capture all considerations.

TOPIC	GUIDANCE	LINKS
<b>MDT Report Checklist</b>	Providers and Coordinators should review the MDT report before finalizing.	<a href="#">Coordinator MDT Report Checklist</a>

<b>Readability</b>	It is important to write at an 8th grade level so reports are parent-friendly. Use this resource to determine the readability of your writing to help you adjust.	<a href="#">Readability in Word</a>
<b>Report writing</b>	Use this guidance to determine which member(s) of the MDT team write the MDT report.	<a href="#">Who is responsible for writing MDT reports?</a>
<b>SLI Templates</b>	See link	<a href="#">SLP Templates</a>  <a href="#">MDT Content Expectations for Shared Reports</a>
<b>SLI MDT Content Expectations</b>	See link	<a href="#">MDT Content Expectations for SLI Verifications</a>
<b>Synergy SE MDT Directions</b>	All staff will follow this guidance to fill out assessment information for MDTs on Synergy SE	<a href="#">Synergy SE MDT Report Directions</a> <a href="#">Independence Academy Report Expectations</a>
<b>Medical Reports</b>	Any record used in an MDT, such as a medical report or psychologist evaluation, must be uploaded into Synergy in the re-evaluation folder and referenced in the MDT.	
<b>MDT Template</b>	Use this template as a skeleton to write your assessment results. The stored paragraphs and blurbs are updated in this document. This will be attached to the MDT report—more info to come.	 MDT Report Template (Updated 2025)

## Compensatory Services:

The purpose of compensatory services are to remedy any deficits that result from the student with a disability not receiving the evaluations or services to which they were entitled. Due to the delay in the initial evaluation, the MDT meeting was held more than 45 school days/60 calendar days from the signed consent; students were delayed their entitled services.

TOPIC	GUIDANCE	LINKS
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<b>Compensatory services due to late initial MDT</b>	If LPS does not meet the evaluation timeline, the IEP team has to discuss the necessity of compensatory services for the student. Use this guidance to remediate non-compliance.	<a href="#">LINK</a>
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FAQs		
QUESTION	ANSWER	LINKS
<b>What resources are available to help with guidance?</b>	<a href="#">A to Z</a> and <a href="#">IEP/ MDT Matrix</a>	
<b>The new TAD suggests that districts clearly articulate their process for SE decision-making in written policies and procedures. Where is this information?</b>	See this guidance	<a href="#">LPS MTSS Framework</a> <a href="#">NeMTSS Framework</a> <a href="#">Guidance Document</a>

<p><b>If it is determined that a student needs to be evaluated for special education eligibility, what should I do in Synergy?</b></p>	<p>Pull the student from the SIS side of Synergy into the SE side of Synergy:</p> <ol style="list-style-type: none"> <li>1. Go to: Synergy SE &gt; Student &gt; Portfolio. Click "Add SIS".</li> <li>2. In pop-up "StudentSISFind," search the student. Double click on the number next to the student's name, and the name will appear at the top of the "StudentSISFind" screen.</li> <li>3. Go to the "Initial Process" drop-down menu, and click either "Annual Review" or "Reevaluation": <ul style="list-style-type: none"> <li>-Choose "Annual Review" if the team is accepting the MDT report from the sending school district. No further assessment is needed.</li> <li>-Choose "Reevaluation" if the team is going to re-evaluate.</li> </ul> </li> <li>4. Enter the student's enrollment date, and click "Save". The date must match the registrar's enrollment date in SIS.</li> </ol> <p>Now the list of process documents for the student will include all of the forms needed during the year to complete the required processes.</p> <p>Important! Do not start filling in any forms in the process docs until you are sure which process the student will start out in. If you change your mind, and have to move the student to a different process, all of the paperwork you started will be lost. Use a Meeting Request form in Ad Hoc Docs for your first meeting until you know which process to place the student in.</p> <ol style="list-style-type: none"> <li>5. Go to the Student Disability node in the tree: Synergy SE &gt; NTL &gt; Student Disability. Search the student, and enter the primary and secondary verification(s), MDT review date,</li> </ol>	
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	<p>date of initial verification in Nebraska, and IEP review date. Save. When you return to the student's process Docs page, the information you just entered should appear.</p> <p>6. Schedule a meeting with the parent to determine whether or not to accept the MDT from the sending school district, and complete the Meeting Request form . Do not start entering information into any other documents like the IEP.</p>	
<p><b>How does a parent request an IEE (Independent Educational Evaluation)</b></p>	<p>The parent needs to email the request to Dr. Mindy Roberts. The school needs to contact their SE Supervisor.</p>	

<p><b>How is the IEE information put in the MDT Report?</b></p>	<ol style="list-style-type: none"> <li>1. Conduct MDT to consider IEE information. Provide a Meeting request as usual.</li> <li>2. Unlock the current MDT and add the information to the Parent Concerns section.</li> <li>3. Under the Verification Statement include a statement that captures the information and any changes to eligibility. Example: "The Multidisciplinary Team met on (DATE) to review the IEE results from (Evaluator name and agency). (Evaluator) assessed (STUDENT) on (DATE). The results of the IEE indicated the following diagnosis: (LIST DIAGNOSIS). In addition, a diagnosis of (OTHER INFO) was reported in the IEE. Therefore, the team reviewed Rule 51 criteria for the following disability category(ies): (LIST DISABILITY CATEGORY CONSIDERED BY THE MDT). The team determined that (STUDENT) (does/does not) meet Rule 51 criteria for identification as a student in need of special education services. Although the IEE stated (STUDENT) has been medically diagnosed with (LIST DISORDER), such disorder has not resulted in an adverse impact on educational performance nor does it require specially designed instruction or related services."</li> <li>4. Sign and upload a new MDT signature page.</li> <li>5. Finalize report and send to parents.</li> <li>6. Upload IEE to Historical Docs</li> <li>7. Complete a Notice of District Decision if the team and parents do not reach agreement.</li> </ol>	
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<p><b>What process do we follow when a parent brings in evaluation from an outside agency?</b></p>	<ol style="list-style-type: none"> <li>1. Conduct MDT to consider outside provider information. Provide a Meeting request as usual.</li> <li>2. Unlock the current MDT and add the information to the Parent Concerns section.</li> <li>3. Under the Verification Statement include a statement that captures the information and any changes to eligibility. Example: "The Multidisciplinary Team met on (DATE) to review the results from (Evaluator name and agency). (Evaluator) assessed (STUDENT) on (DATE). The results of the IEE indicated the following diagnosis: (LIST DIAGNOSIS). In addition, a diagnosis of (OTHER INFO) was reported in the IEE. Therefore, the team reviewed Rule 51 criteria for the following disability category(ies): (LIST DISABILITY CATEGORY CONSIDERED BY THE MDT). The team determined that (STUDENT) (does/does not) meet Rule 51 criteria for identification as a student in need of special education services. Although the IEE stated (STUDENT) has been medically diagnosed with (LIST DISORDER), such disorder has not resulted in an adverse impact on educational performance nor does it require specially designed instruction or related services."</li> <li>4. Sign and upload a new MDT signature page.</li> <li>5. Finalize report and send to parents.</li> <li>6. Upload outside provider document to Historical Docs</li> <li>7. Complete a Notice of District Decision if the team and parents do not reach agreement.</li> </ol>	
<p><b>What guidance should be use when working with an ELL family?</b></p>	<p>The School Psych Dept collaborated with the Bilingual Liaison team to improve our practices so that MDT and IEP processes for ELL families are improved. Please review this guidance and voiceover.</p>	<p><a href="#">Bilingual Liaison Special Education Guidance Google Site</a></p> <p><a href="#">VOICEOVER</a></p>

<b>Who indicates agreement at a MDT meeting?</b>	Everyone should indicate agreement except for: STUDENT TEACHERS, LAWYERS, SERVICES COORDINATORS, ADVOCATES and REPRESENTATIVES PARENTS BRING WITH THEM FOR SUPPORT.	
<b>On the MDT report there are some people who sign but do not indicate agreement. Will this cause a problem for finalizing the document?</b>	No this won't cause a problem. However, EVERYONE AT MEETING SHOULD SIGN INDICATING THEIR ATTENDANCE. THE LIST OF PEOPLE ATTENDING SHOULD MATCH THE LIST OF PEOPLE ON THE INVITATION TO THE MEETING.	
<b>What autofills from the MDT to the IEP?</b>	Only the verifications and re-eval dates.	
<b>Where is the UNLOCK button for and IEP or MDT?</b>	Only coordinators, supervisors, and Carol have this access. To correct an error on any finalized form, follow these directions to "unlock" the forms. -Synergy SE--NTL--Student Document Unlock -Find the finalized form and click on unlock. -Go to Historical Docs and choose the form you unlocked. -Make the corrections to the form and finalize it. -If you make a change the content of the MDT that is different than what the parent agreed to in the meeting, how will need to hold an IEP meeting to make an AMENDMENT.	
<b>What testing procedures should be different due to the pandemic?</b>	See this guidance	<a href="#">Testing in a Pandemic</a>
<b>What do we do if the new school team wants to change the</b>	Talk to the parent and explain your proposed changes. Indicate the changes on the Evaluation Paperwork and have the parent initial the paperwork.	<a href="#">Evaluation Paperwork Guidance as of 01/08/20</a>

assessment plan?		
<b>DHHS says they need new testing for the student to receive DD services, but the MDT team has enough data to continue eligibility</b>	The MDT determines the assessment plan based on what data is needed to determine eligibility.	<a href="#">DHHS-DD Letter to School Psychs</a>
<b>How do we handle paperwork if the meeting is held through zoom or phone?</b>	See this guidance	<a href="#">Holding MDT/IEP Meetings Virtually</a>
<b>How do we handle MDT reports if a student goes by a name or pronoun different than their legal name or pronoun?</b>	See this guidance	<a href="#">Name &amp; Gender Pronouns for MDTs</a>
<b>What is LPS's stance on cognitive testing for students who are eligible for ID?</b>	For students who are eligible for ID, it is best practice to do a cognitive assessment more than once with one after age 8 during their school career.	
<b>What do we do if the parents disagree to part of the assessment plan, but not all of it? Example: the parents do not want IQ testing</b>	Rule 51 states (006.02C10) School districts and approved cooperatives must ensure the child is assessed in all areas related to the suspected disability, including, if appropriate, health, vision, hearing, social and emotional status, general intelligence, academic performance, communicative status, and motor disabilities.	