

ESUCC

Special Population Committee Meeting

Tuesday, April 4, 2017, 12:00 PM

Special Populations Committee Educational Service Unit No. 3 6949 So. 110th Street LaVista,
NE 68128 DL via Zoom: 1, 3, 6, 7, 10, 13, 18, 6949 South 110th Street, LaVista, NE 68128

Attendance Taken at 12:03 PM.

Allen ESU 19:	Present
Beatty ESU 16:	Present
Jeff West (NE):	Absent
Dr Larianne Polk:	Present
Uhing ESU 01:	Present
Dr. Brenda McNiff (ESU 05):	Present
Geraldine Erickson (ESU 17):	Present

1. Call to Order

2. Roll Call

3. Agenda Item

3.1. Behavioral Health Committee

3.1.1. Behavioral (Mental) Health Survey Report

3.1.2. School Mental Health Summit

3.2. Tele-Therapy (SLP)

3.3. Circle of Friends

3.3.1. Meeting at NDE on March 7 @ 1:00 PM

3.4. SRS/AAP Development Update

3.4.1. Strategic Planning Process - June 2017

3.5. PEP Grant

3.6. IEP Facilitation Training

3.7. Report on Discretionary Funding for Next Year

3.8. LB 645 - Dyslexia as a disability category

3.9. Wade Fruhling - SRS Report

3.9.1. AAP

3.9.2. Project Para

3.9.3. SRS Report

3.9.4. ILCD

4. Next Meeting Agenda Items

5. Executive Session

6. Adjournment

{{Name: Agenda Item Name}}

{{Discussion: Agenda Item Discussion}}

{{Comments: Agenda Item Comments}}

{{Actions: Agenda Item Actions}}

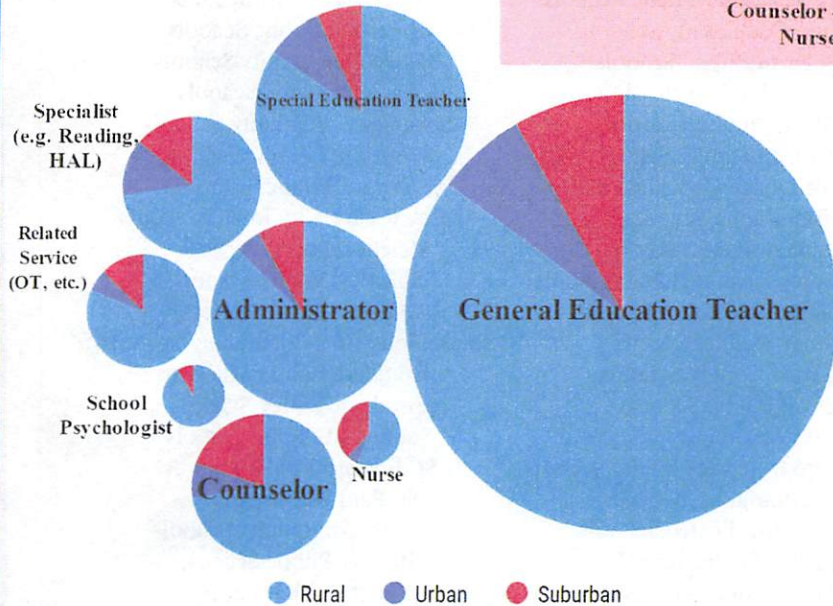
Behavioral (Mental) Health Survey Report

Responses: **2,082**

Roles of Respondents:

(n=2052)

Administrator - 221
 General Education Teacher - 1123
 Special Education Teacher - 279
 Specialist (e.g. Reading, HAL) - 127
 Related Service (OT, PT, SLP, etc) - 81
 School Psychologist - 32
 Counselor - 142
 Nurse - 33



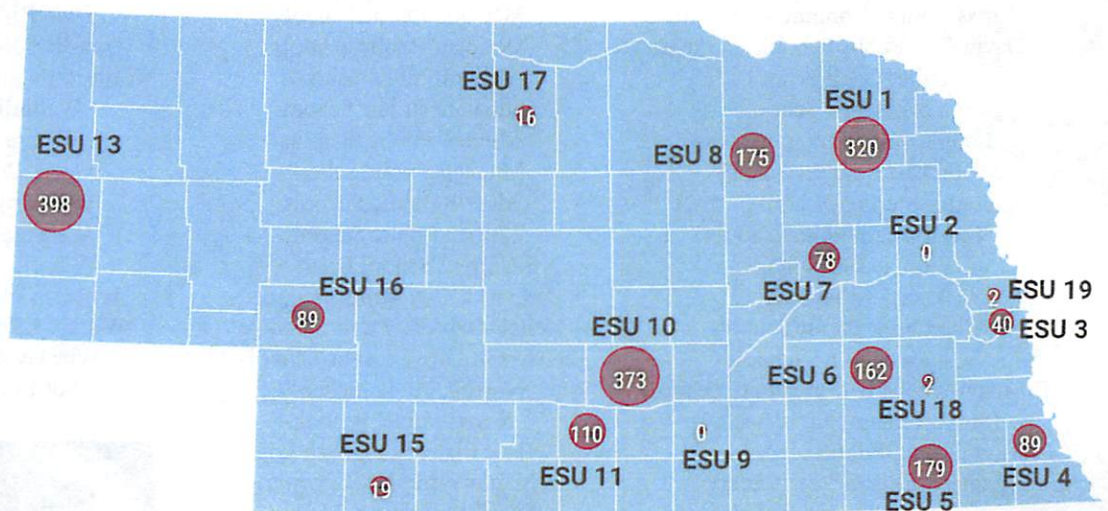
Although a large number of respondents did complete the survey, 2,082, it should be noted that 206, or 9.8% did not complete the entire survey. Later, when questions are analyzed and compared, individual response numbers will be noted for the question. There was not a single question that was answered by all 2,083 respondents. The average response rate for questions was 97.2% or 2,024 responses.

Even with a large pool of respondents, the geographic makeup does not well represent the geographic makeup of the entire state; therefore, drawing conclusions about the population as a whole is not recommended. For example, the eastern counties, served by ESU 3 and ESU 19, account for fewer than 50 responses or 2% of responses. The student population served by ESU 3 and ESU 19 represent 41% of the entire state's student population.

It should also be noted that Statewide data available via the Nebraska Department of Education counts education staff in the state at 28,446 people, including administrators, teachers, and others. If the survey was made available to all education staff in the state, the response rate is less than 8%. Any conclusions drawn from the data should be utilized as a starting point for further research and surveying.

Responses by ESU and School Setting

- ESU 1-Wakefield **320**
- ESU 2-Fremont **0**
- ESU 3-LaVista **40**
- ESU 4-Auburn **89**
- ESU 5-Beatrice **179**
- ESU 6-Milford **162**
- ESU 7-Columbus **78**
- ESU 8-Neligh **175**
- ESU 9-Hastings **0**
- ESU 10-Kearney **373**
- ESU 11-Holdrege **110**
- ESU 13-Scottsbluff **398**
- ESU 15-Trenton **19**
- ESU 16-Ogallala **89**
- ESU 17-Valentine **16**
- ESU 18-Lincoln Public Schools **2**
- ESU 19-Omaha Public Schools **2**



Rural
1694

Suburban
202

Urban
144

Respondents' District Affiliation

Allen Consolidated Schools
 Alliance Public Schools
 Alma Public Schools
 Amherst Public School
 Anselmo-Merna Public Schools
 Ansley Public Schools
 Arapahoe Public Schools
 Arlington Public Schools
 Arnold Public Schools
 Arthur County Schools
 Auburn Public Schools
 Axtell Community Schools
 Banner County School
 Battle Creek Public Schools
 Bayard Public Schools
 Beatrice Public Schools
 Bennington Public Schools
 Bertrand Community Schools
 Bloomfield Community Schools
 Boone Central Schools
 Brady Public Schools
 Bridgeport Public Schools
 Broken Bow Public Schools
 Bruning-Davenport USD
 Callaway Public Schools
 Cambridge Public Schools
 Central City Public Schools
 Central Valley Public Schools
 Chadron Public Schools
 Chase County Schools
 Clarkson Public Schools
 Cozad Community Schools
 Creek Valley Schools
 Crete Public Schools
 Crofton Community Schools
 Cross County Community School
 David City Public Schools/Aquinas
 Diller Odell Schools
 York Public Schools
 Loup County Public Schools
 Dorchester Public Schools
 Douglas-Sterling School District
 East Butler Public Schools
 Elgin Public Schools
 Elkhorn Valley Schools
 Elm Creek Public Schools
 Elwood Public Schools
 Emerson-Hubbard Community Schools
 Eustis-Farnam Public Schools
 Ewing Public Schools
 Exeter-Milligan Public Schools
 Fairbury Public Schools

Falls City Public Schools
 Fillmore Central Public Schools
 Franklin Public Schools
 Freeman Public Schools
 Friend Public Schools
 Fullerton Public Schools
 Garden County Schools
 Gering Public Schools
 Gibbon Public Schools
 Gordon-Rushville Public Schools
 Grand Island Northwest Public Schools
 Hartington-Newcastle Public Schools
 Heartland Community Schools
 Hemingford Public Schools
 Hershey Public Schools
 Holdrege Public Schools
 Homer Community School
 Howells-Dodge Consolidated
 HTRS Public Schools
 Humphrey Public School
 Johnson County Central Public Schools
 Johnson-Brock Public Schools
 Kearney Public Schools
 Keya Paha County Schools
 Kimball Public Schools
 Lakeview Community Schools
 Laurel Concord Coleridge Public Schools
 Leigh Community Schools
 Lewiston Consolidated Schools
 Lexington Public Schools
 Leyton Public Schools
 Lincoln Public Schools
 Loomis Public Schools
 Lynch Public Schools
 Madison Public Schools
 McCook Public Schools
 Meridian Public Schools
 Millard Public Schools
 Minatare Public Schools
 Minden Public Schools
 Mitchell Public Schools
 Morrill Public Schools
 Mullen Public Schools
 NE Unified School District #1
 Nebraska City Public Schools
 Neligh-Oakdale Public Schools
 Newman Grove Public Schools
 Norfolk Public Schools
 Norris Public Schools
 North Platte Public Schools
 Northwest Public Schools
 O'Neill Public Schools

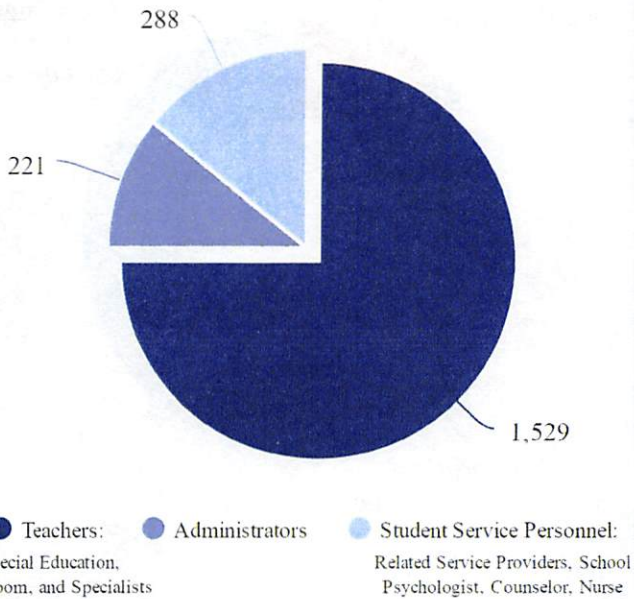
Ogallala Public Schools
 Omaha Public Schools
 Osceola Public Schools
 Osmond Community Schools
 Palmyra District OR 1
 Pawnee City Public Schools
 Perkins County Schools
 Phelps County Public Schools
 Pierce Public Schools
 Plainview Public Schools
 Pleasanton Public Schools
 Ravenna Public Schools
 Riverside Public Schools
 Santee Community Schools
 Sargent Public Schools
 Schuyler Community Schools
 Scottsbluff Public Schools
 Seward Public Schools
 Shelby-Rising City Public Schools
 Shelton Public Schools
 Shickley Public Schools
 Sidney Public Schools
 South Sioux City Community Schools
 Southern Public Schools
 Southern Valley Schools
 Southwest Public Schools
 St. Edward Public Schools
 St. Paul Public Schools
 Stanton Community Schools
 Sterling Public Schools
 Stuart Public Schools
 Sutherland Public Schools
 Syracuse-Dunbar-Avoca Public Schools
 Thayer Central Community Schools
 Tri County Public Schools
 Twin River Public Schools
 Umo^{ho} Nation Public Schools
 Wallace Public School District 65-R
 Walthill Public Schools
 Wausa Public Schools
 Wayne Community Schools
 West Boyd Public Schools
 West Holt Public Schools
 Wheeler Central Schools
 Wilber Clatonia Public Schools
 Wilcox-Hildreth Public Schools
 Winnebago Public Schools
 Wynot Public School District



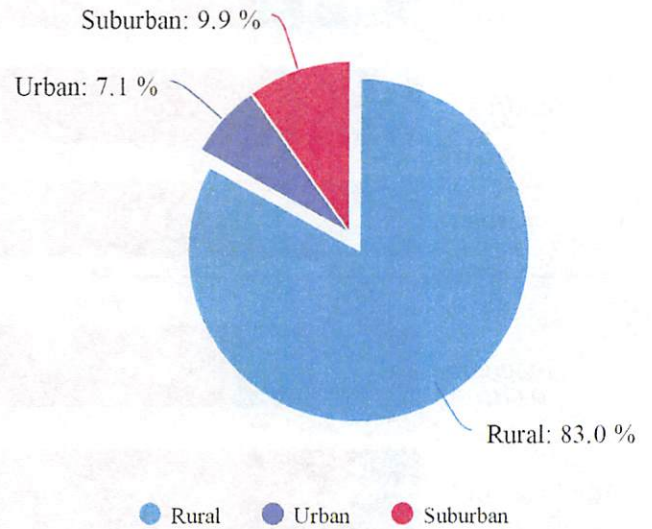
64%
 School Districts
 Represented in Responses

Responses

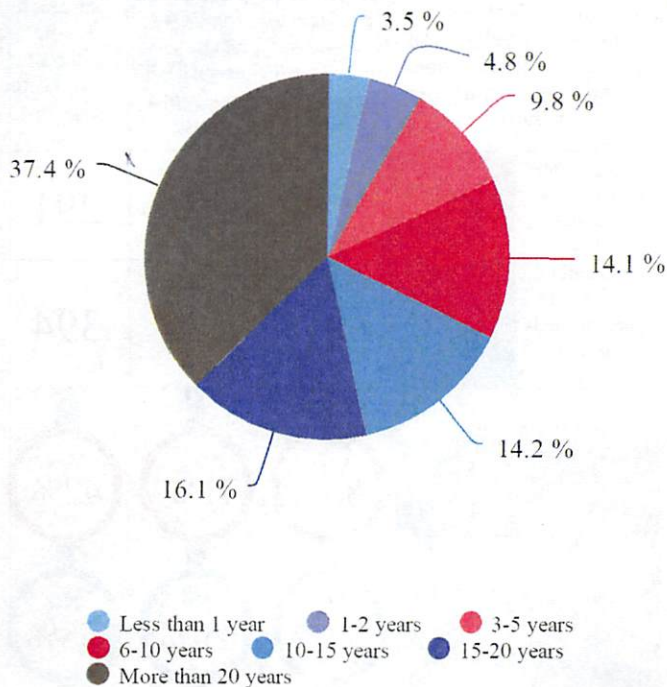
What is your primary role? (n=2052)



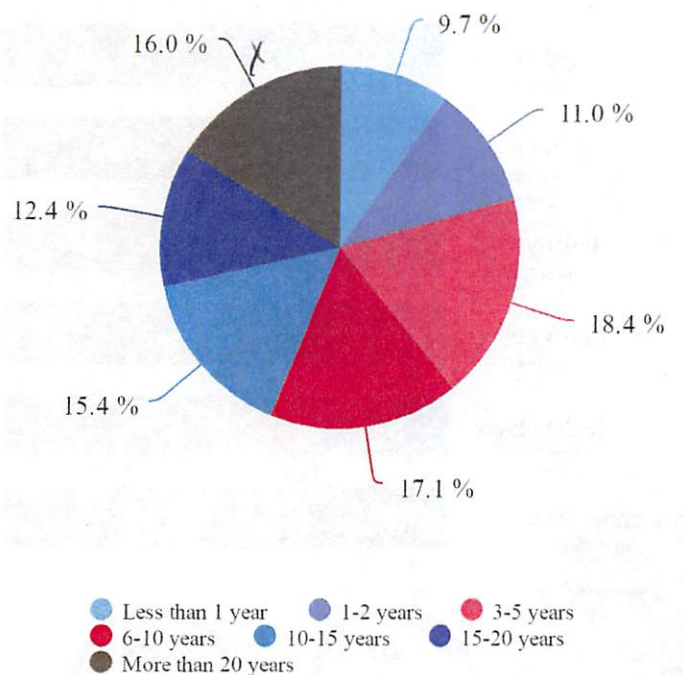
How would you characterize your school's setting? (n=2056)



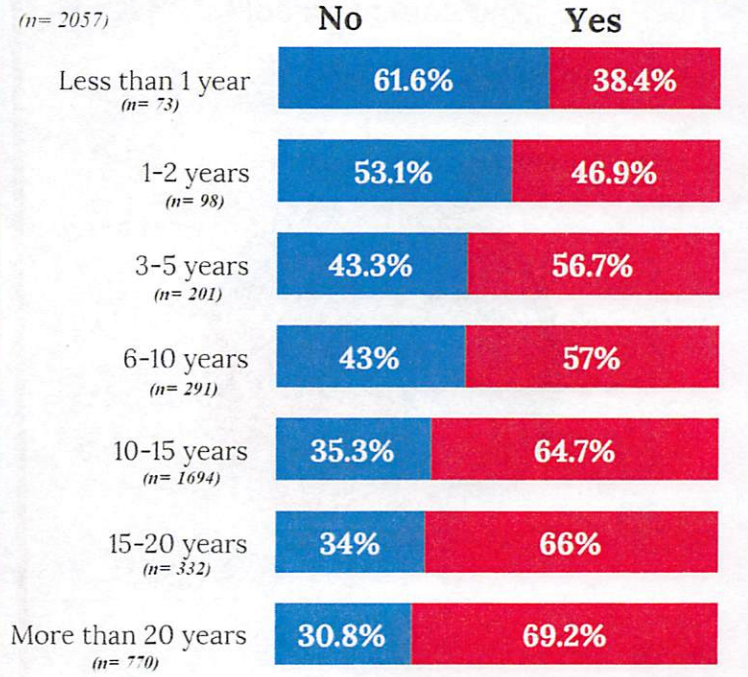
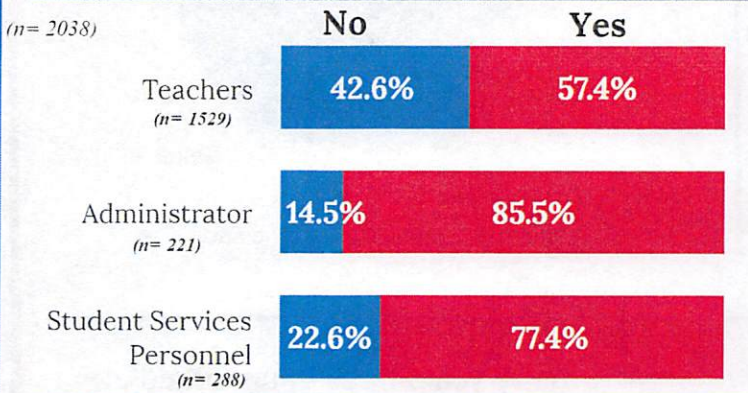
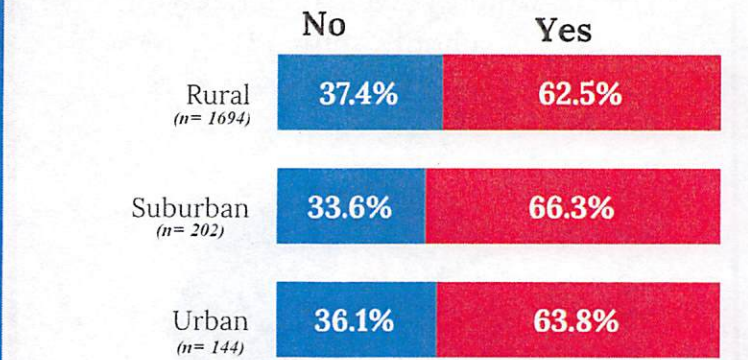
How many total years of educational experience do you have? (n=2071)



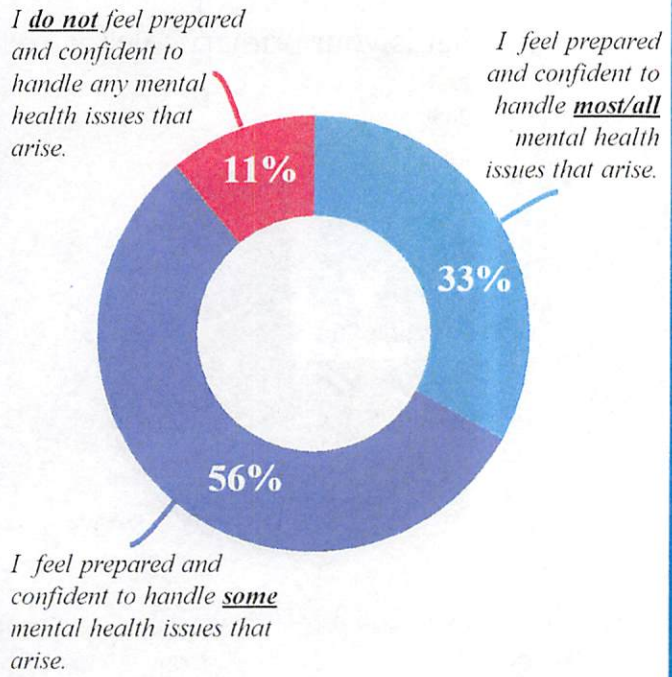
How many years have you worked at your current school? (n=2074)



Do you have concerns about addressing behavioral (mental) health needs in your school?



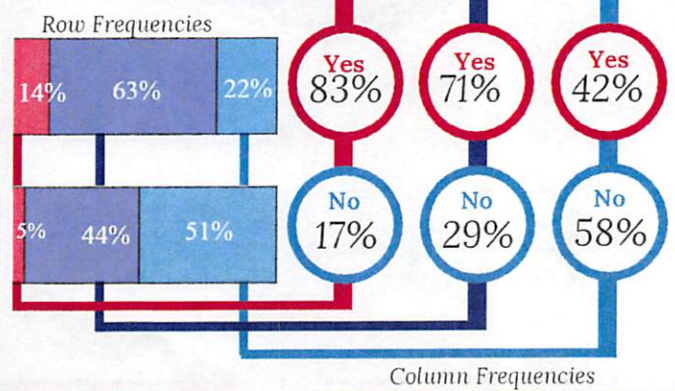
Which of the following best describes your current belief about behavioral (mental) health services and support within your school? (n=2079)



Comparison between respondents with concerns about addressing behavioral (mental) health needs in their school and their response about current belief about behavioral (mental) health services and support within their school.

Which of the following best describes your current belief about behavioral (mental) health services and support within your school?

Do you have concerns about addressing behavioral (mental) health needs in your school?	Which of the following best describes your current belief about behavioral (mental) health services and support within your school?		
	I do not feel prepared and confident to handle any mental health issues that arise.	I feel prepared and confident to handle some mental health issues that arise.	I feel prepared and confident to handle most/all mental health issues that arise.
Yes	184	826	291
No	37	332	394



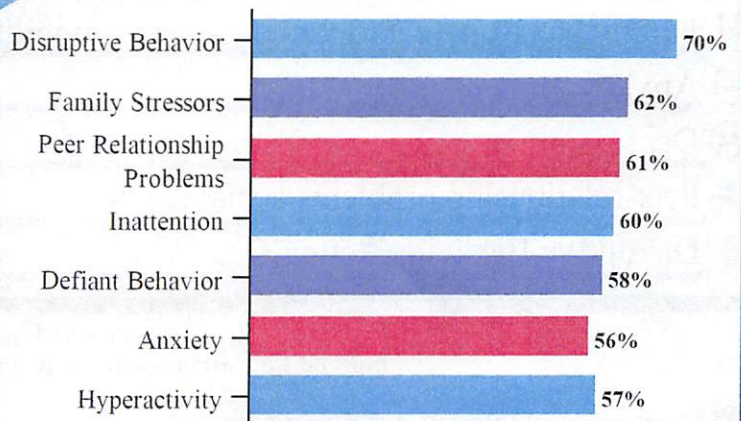
Which of the following areas of difficulty with students do you most frequently experience in your school? (n= 2076)

Overall Count:

Respondents were able to select from a list of choices, but also write in responses.

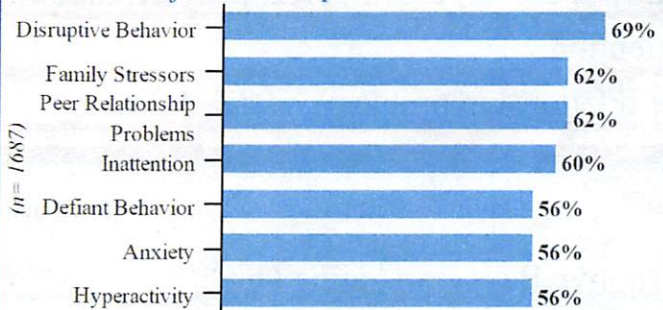
- Disruptive Behavior/Acting Out - 1444
- Family stressors - 1284
- Peer relationship problems/social skills - 1264
- Inattention - 1250
- Defiant Behavior - 1200
- Anxiety - 1180
- Hyperactivity - 1167
- Depression - 869
- Agressive behavior - 861
- Bullying - 823
- Suicidal ideation/self-harm - 341
- Substance abuse and/or addiction - 327
- Immigration and cultural adjustment - 327
- School phobia - 139
- Schizophrenia/atypical behaviors - 119
- Autism - 1
- Low functioning students and parents - 1
- Focus issues - 1

Percent of All Respondents Who Selected Each

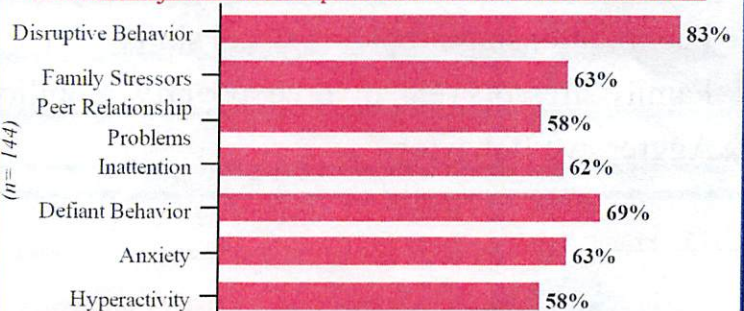


By School Setting:

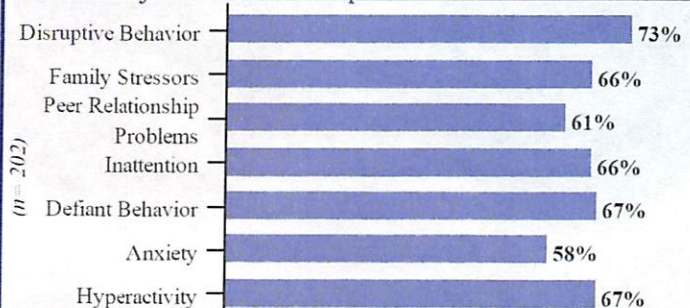
Percent of Rural Respondents Who Selected Each



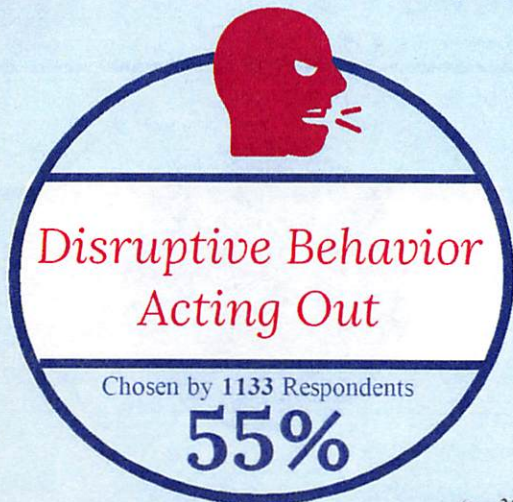
Percent of Urban Respondents Who Selected Each



Percent of Suburban Respondents Who Selected Each



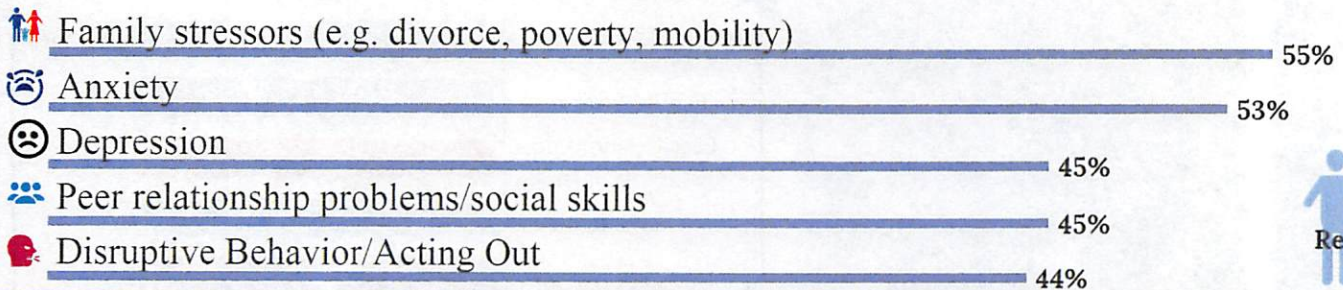
Of the areas of difficulty you selected above, please select UP TO 5 that are most concerning to you.



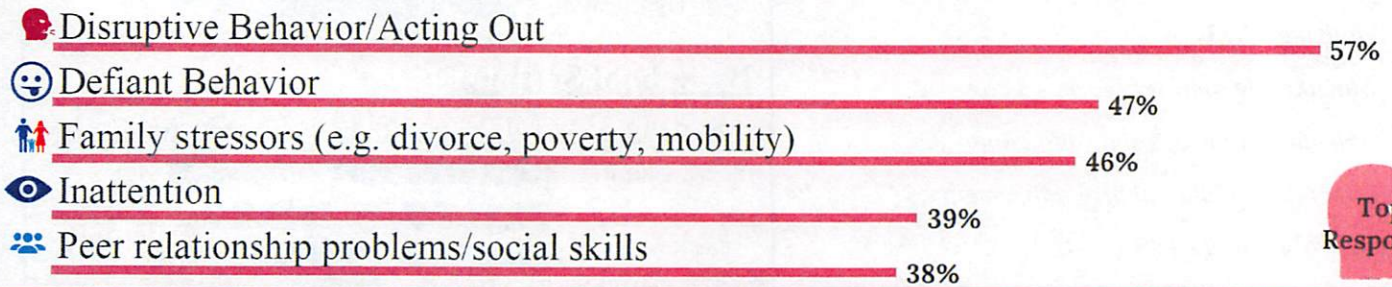
Of the areas of difficulty you selected above, please select UP TO 5 that are most concerning to you.

5 Most Concerning Areas Chosen by Role Identified by Respondent and Percent of Respondents in Role that Chose the Response as one of their TOP 5

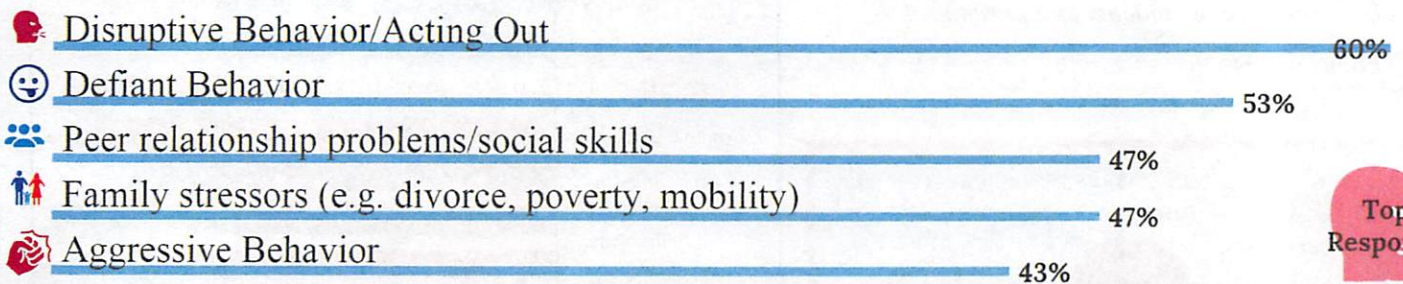
Student Services Personnel
(Related Services, Nurse, Counselor, School Psychologist) *(n=289)*



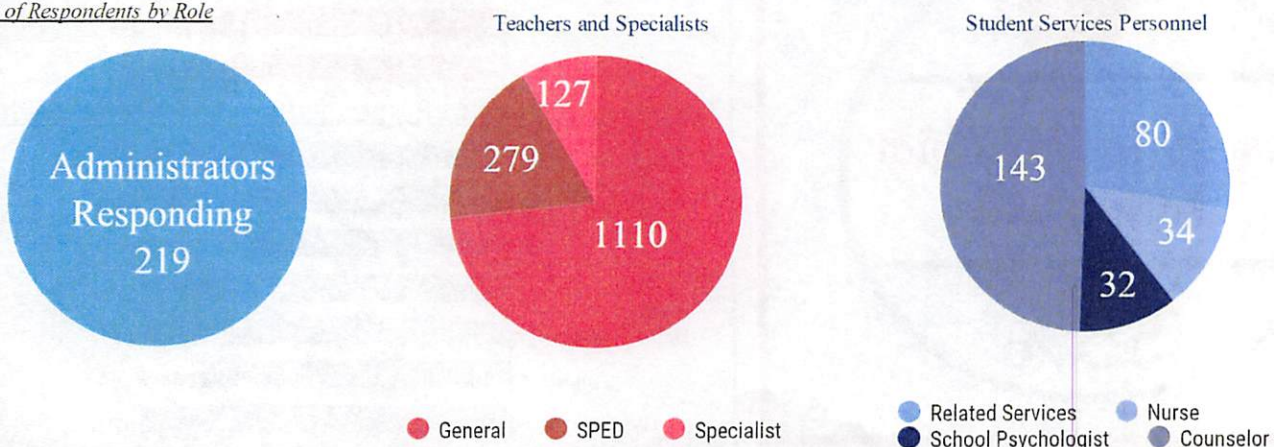
Teachers and Specialists
(Special Education, General, Reading, Talented and Gifted) *(n=1516)*



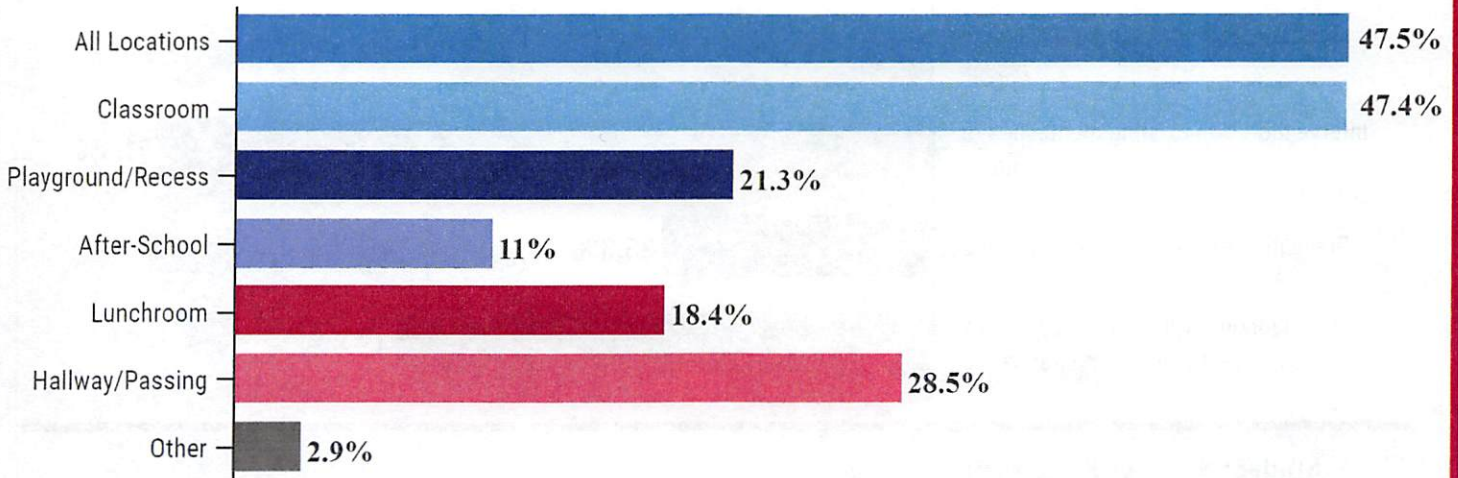
Administrators *(n=219)*



Count of Respondents by Role

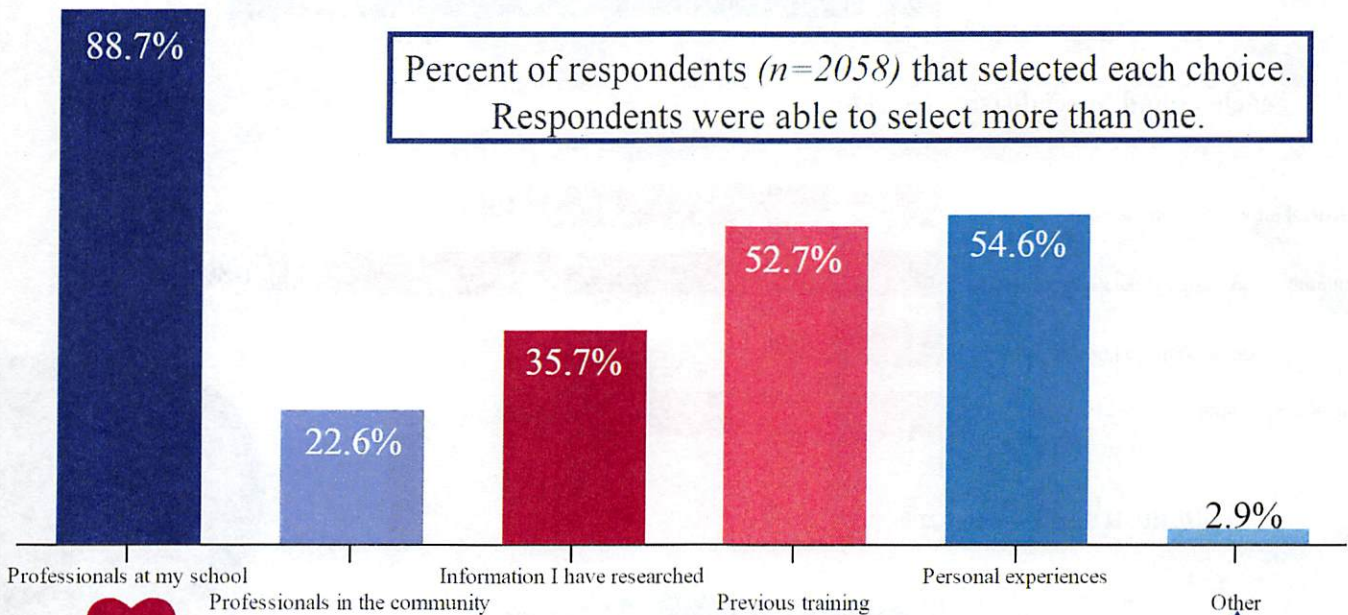


Where in your school do you notice students experiencing difficulty with the problems listed above?



Percent of respondents ($n=2051$) that selected each choice. Respondents were able to select more than one.

What resources do you currently use when handling behavioral (mental) health issues?



Percent of respondents ($n=2058$) that selected each choice. Respondents were able to select more than one.

TOP RESPONSE
Professionals at My School
 ALL SETTINGS AGREE

Responses Categorized As "Other"

Parents	Administrator/Principal/Supervisor	Continuing education	Suicide Training
Law Enforcement/Resource Officer	Agency referral if requested by parent	Counselor is half time	Region III
Myself	Assistance in preparation	Counselor that is a teacher	Safe Center
Degree/Graduate Program	Behavior trainings	County Officials	SCIP
YAP	Blue River Health Center	Co-workers/Team	Second Step Curriculum & Zones of Regulation Curriculum
Nurse training	Boys Town Model Training	CPI	Sensory Tools
State Resources	C.A.C.	Crete	Stick program (all school behavior program)
ESU Professionals	Close friends/family/connections	D.H.H.S.	Graduate Student Interns Onsite
Consultative support	Consultation with outside supervision	Discovering the one adult that the student believes is his/her go-to person	District provided resources and PD trainings

In which area(s) do you see the greatest need for training in behavioral (mental) health?

(n=2039)

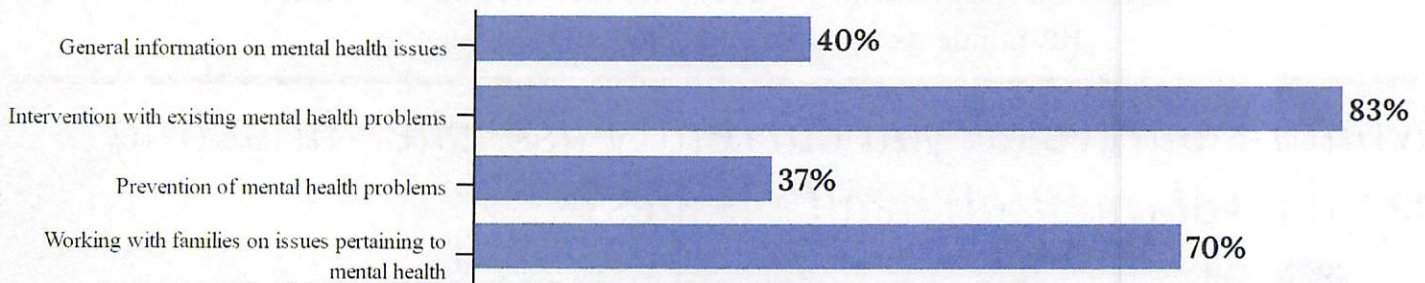
Respondents were able to select multiple areas.

Overall:



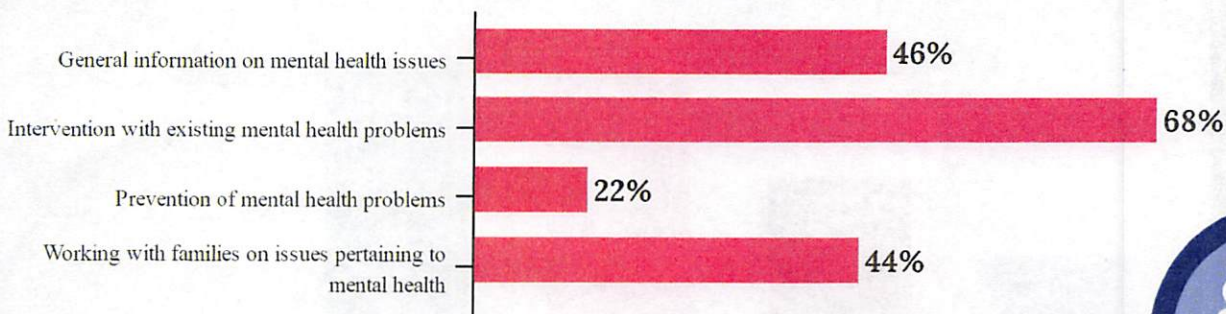
Student Services Personnel:

(n=286)



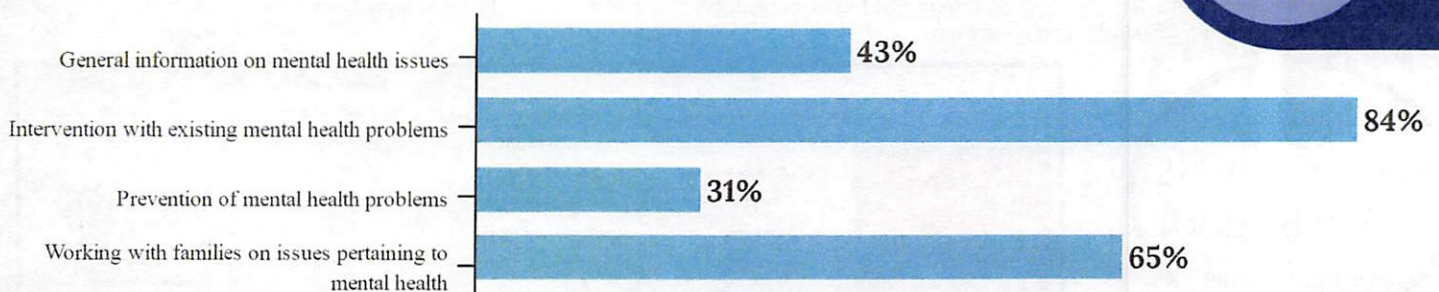
Teachers and Specialists:

(n=1507)



Administrators:

(n=220)

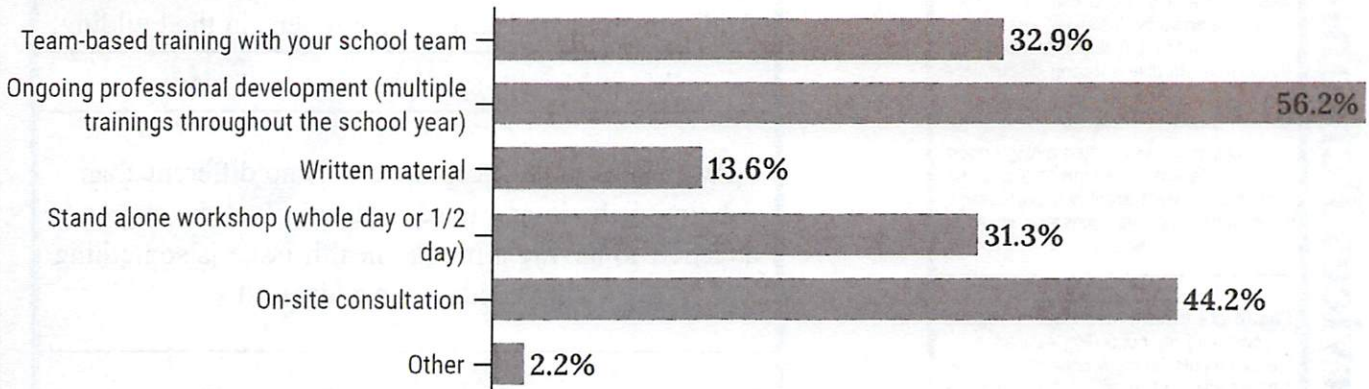


What type(s) of training do you feel would be most beneficial?

Respondents were able to select multiple types.

(n=2048)

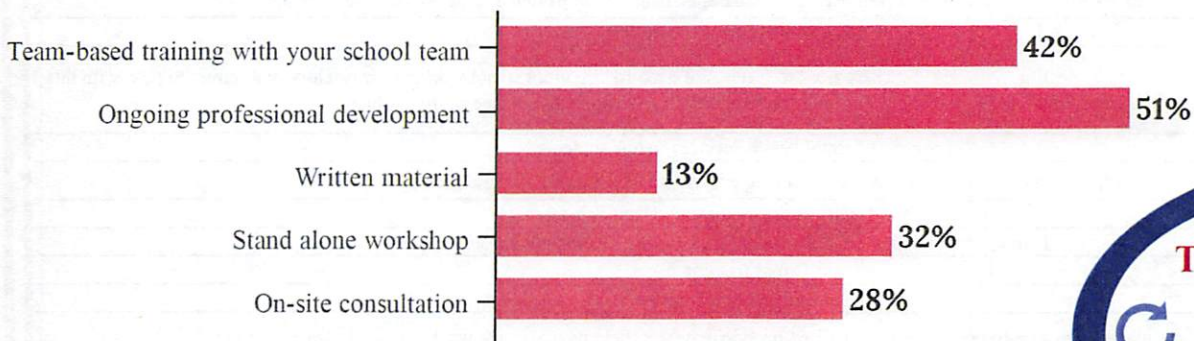
Overall:



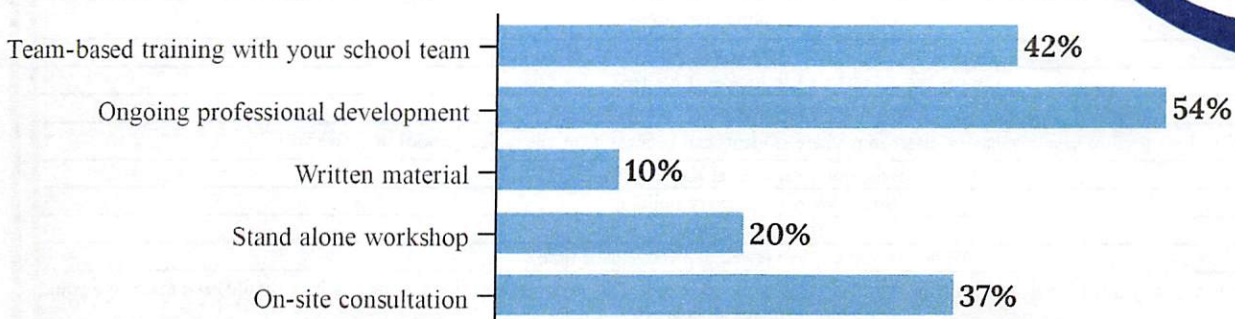
Student Services Personnel: (n=288)




Teachers and Specialists: (n=1512)



Administrators: (n=221)



Top Response:

Ongoing Professional Development 

Other Responses by Role:

Student Services Personnel

Self-study/research
Public resources for all ages
Stand-Alone Training is fine- but better if accompanied by 'follow-up' sessions, accountability/solution-focused discussions, trouble-shooting discussions, and the like.
I feel I have access to the training I need. Problem seems to be family not seeking out mental health treatment particularly when family systems counseling would be helpful.
I would like to have more opportunities to complete my continuing education requirements for my license in our area that are low cost...many of the workshops and trainings I attend to keep my licensure as a Mental Health Counselor can be expensive and a distance to travel. These opportunities assist me in my work with students.
Interactive simulations
Web based recordings to watch when you have time. WE NEED COMMUNITY IN-HOME SERVICES TO HELP PARENTS!!! We need services MORE than training of staff.

Administrators

District provided training and supports tailored to individual building needs
Addition of mental health practioners in the building.
Mental health specialist or social worker
Awareness as in acceptance it is no different than being diabetic and needing insulin yet the stigma attached to having a mental health issue is something that needs to be addressed.
I would like to see a program tailored to the needs of our district. I don't think its a blanketed problem and it probably looks different in every district.
Resources outside of the school to help students and families

Teachers and Specialists

Depends on format
I think each situation is unique, so I think that it should be handled on a case by case basis depending on the specific need.
I think teachers do NOT need training. We have enough on our plates already. Schools need professional people to deal with these problems.
Every school should have a hired person to work specifically with troubled teens/ behavioral
As much training as possible
Counselors and Social workers need to be dealing with this. Teachers need to teach. We need to hire more social workers, counselors, and nurses to help with this epidemic of poor mental health. Training teachers will barely touch the surface of the problem.
Providing mental health services to our students
Actual support not another program with paper work to feel out that sits in a file cabinet.
More Mental Health Workers instead of training teachers
Training will not provide the level of care some of these students need.
Parent training
More professional experts
On-site where experts are able to see students in their own environment to help us maximize what we can do where we are
We get suicide training online - we know what to do if there is a student we are concerned about - we have counselors who are well trained - we have a crisis team. I'm not sure we need to have more training on this. I feel like our admin and counselors and teachers do a great job helping students with mental illness. I see a need in training/educating STUDENTS in how to handle stress and difficult situations. I see students who don't have the coping skills. I think that is where the need lies, not in more trainings for teachers.
Anything
Canvas course that we can look at if we need information
Depends on the intensity of the issues
I feel we need to have a behavior classroom where students can be away from the typical school structured day
Behavioral Seminar at Kansas City
Social Workers in every building
Better discipline
Webinars that can be viewed at a convenient time
I do not feel that I would be in any way qualified to deal with the issues students bring to school. This is not an area that regular teachers should have to do. We could do more damage than good.

Proposed 2017 School Mental Health Summit Schedule *DRAFT*
June 9, 2017

Location: ESU 3 in La Vista, NE

Remote broadcast to ESU 10 in Kearney and ESU 13 in Scottsbluff

Title: Disseminating and Sustaining Best Practices in School Mental Health

- 8:30 – 9:00 a.m. Registration & Light Breakfast
- 9:00 – 9:15 a.m. Welcome & Review of Schedule
Howard Liu, Julia Hebenstreit, Dan Schnoes
- 9:15 – 10:20 Keynote Address with Sharon Hoover
- Outline a Pathway for Nebraska
- Focus on 3 key areas (15 minutes on each topic):
- Best Practices
 - Dissemination
 - Sustainability
 - Q&A (5-10 minutes)
- 10:20 – 11:00 Critical Insights into School Mental Health in Nebraska (10 minutes each)
1. Review survey data and school system at large (Dan Schnoes?)
 2. Current SMH Services in Schools Overview (Tim Hron?)
 3. Current Relevant Policy (Sarah Ann Kotchian?)
- 11:00 – 11:15 Break/Grab Box Lunch and take to assigned breakout room
Work Group Sessions Begin (5 Breakout Rooms)
Working lunch
1. Training (Leaders: Tim Hron/Joe Evans)
 2. Clinical and Evidence-based Practices (Victor Schuermann, Shelina Williams, Jordan Grieser (will be absent for summit))
 3. Policy (Julia Hebenstreit, Renee Claborn, Nick Brotzel)
 4. Sustainability/Funding (Jeanne Weiss, Dan Schnoes, Dave Ludwig)
 5. Workforce (Tina Chasek/Amanda Randall)
- 11:15 – 11:30 Work Group Orientation
In advance, assign timekeeper and transcriber for each group.
- Each participant will already have submitted an “introduction” with his/her registration to be included in the packet (save time).
 - Team Leaders/Facilitator to review goals, session objectives, approach (10 minutes)
 - Review relevant survey results and background summary (5 minutes)

- 11:30 – 12:30 Guided Discussion
- What is broken? (10 minutes)
 - What is working? (10 minutes)
 - What is the most important next step? (10 minutes)
 - What is the end-result? What does success look like? (10 minutes)
 - What is your role? What responsibility can you take? How will you/your organization help? (10 minutes)
- End Goals: (10 minutes)
1. Identify one quick win that can be easily implemented within the next 6-12 months.
 2. Identify one long-term goal that needs to be implemented within the next 3 years.
- 12:30 – 12:40 Break/Return to Main Room
- 12:40 – 1:10 Work Group Report Out
Leaders present overview and identified goals (6 minutes each)
- 1:10 – 1:20 Wrap Up
Sharon Hoover
- 1:20 – 1:30 Closing Remarks/Next Steps
Julia Hebenstreit & Dan Schnoes
Howard Liu
- 1:30 Summit Adjourns
- 1:30 – 2 p.m. Planning Committee Debrief
Provide refreshments and take minutes
- 2 – 2:30 Steering Committee & BHECN Debrief
- Post Summit Action Items:
- Reconcile the minutes from 5 work groups and debriefings
 - Identify action items by Friday, June 16
 - Steering Committee Meeting within one week to review notes/action items
 - Create a 5-page summary/action plan to share with all attendees



Global Teletherapy:

- Company Profile: Provider of online speech therapy, occupational therapy and mental health/counseling
- Company Headquarters: Baltimore, Maryland
- Company Ownership: Majority therapist-owned and female owned company.
- Management Profile: Rina Goode MS CCC-SLP is Co-Founder and Clinical Director of Global Teletherapy. Alan Goode is Co-Founder and Chief Executive Officer.
- Over 100 therapists currently serving students across 20+ states

System Benefits At-A-Glance:

- Quick and extremely simple setup
- Utilizing a powerful videoconferencing platform (GoToMeeting) with millions of users worldwide and 24 hour support
- Sophisticated system in place to monitor progress
- Personalized student homework accounts that can be accessed anytime and anywhere

Therapist Profiles:

- All therapists have a minimum 2 years' experience
- Global Teletherapy ensures therapists are properly licensed and/or credentialed in the school district's state

Therapy for the Modern Student



Effective. Efficient. Affordable.

Global Teletherapy

2709 Jeremy Ct. Suite A • Baltimore, MD 21209 • 888-511-9395
www.globalteletherapy.com • info@globalteletherapy.com

Our Platform

Global Teletherapy uses advanced internet based meeting software to facilitate therapy sessions. Global Teletherapy conducts training with therapists and test runs with each student to ensure the technology functions properly. With a webcam, headset and an Internet connection, the student and therapist are ready to begin meeting.



GoToMeeting

The GoToMeeting platform provides a simple, reliable and effective way for therapists to conduct sessions with students. GoToMeeting.com is a website used by millions worldwide. The system is encrypted per HIPAA standards and has 24/7 support.



Evaluations

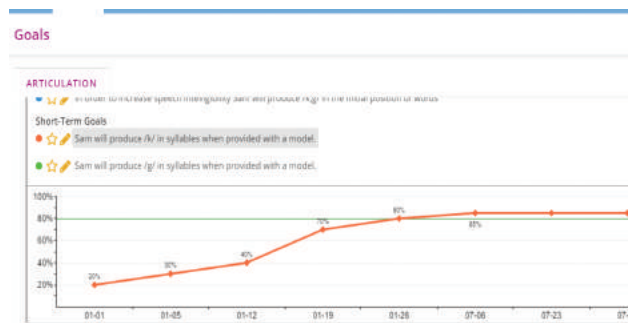
Our therapists are able to do online evaluations, including both standardized and informal assessments.

Homework

Homework can be accessed by the student from any location with a computer and internet connection, such as at home, in school or at the library. Each student has his/her own homework account, accessed through our website, with a username and password.

Documentation

Global Teletherapy uses the SOAP note format for all documentation. We track each student's progress towards IEP goals in a graph format.



Activities

Our therapists have access to a library of resources and activities. They also have software to create their own materials. Additionally, the GoToMeeting platform allows screen sharing between therapists and students, so any information, resources or activities that are brought up on a computer screen, can be shared with the student.



Effective. Efficient. Affordable.

Global Teletherapy Online Social Skills Groups

How it Works

Social skills groups meet once a week for 30-45 minutes through video conferencing. Each group can be mixed or same gender and is comprised of 3-5 students of similar ages. For the first 2-4 weeks group building is emphasized and the goals of the group are defined. "Getting to know you" and "ice breaker" activities are utilized. As students learn new social skills, there is a discussion of WHY the new skill is important. As the sessions progress, the following topics may be covered:

Showing Empathy
Stress Reduction
Communication
Self Regulation
Self Esteem
Making Friends

Session Structure

The first 5-10 minutes of each session, each student in the group shares with the others. Following sharing, the agenda for the day is set. A sample agenda is outlined below:

Welcome/Share/Icebreaker
Review last week's session
Skill to be discussed today
Discussion/direct teaching of new skill
Practice skill with activity
Summarize lesson of the day
Get feedback from group
A fun activity as needed

Global Teletherapy

2709 Jeremy Ct. Suite A • Baltimore, MD 21209 • 888-511-9395
www.globalteletherapy.com • info@globalteletherapy.com



Effective. Efficient. Affordable.



Online Social Skills Groups

Getting to Know You

The therapist will engage the students in 'getting to know you' activities by directing them to answer questions and share with each other. Some examples of activities and questions may include:

What is your favorite hobby/pet/food?

What makes you similar to the others?
What makes you different? What can you learn about each other?

What do you remember about what other students shared? How does it feel when people remember information about you? How does it feel when they don't? Are you good at remembering?

Students can bring 'show and tell' items to groups to share with others

Showing Empathy

Students learn what empathy is and why it is important. They learn the importance of both understanding others' experiences and communicating their understanding. Therapists practice empathic responses with the students.



Stress Reduction

Different types of stress are defined. Stress reduction techniques such as breathing exercises, visualization, sensory grounding and other mindfulness activities are taught.

Communication

Social skills groups emphasize communication techniques such as active listening, verbal communication, nonverbal communication/body language and the responsibilities of a speaker and listener. Activities are utilized to practice communication skills.



Self Regulation

The therapist directs the students to compile a group feelings vocabulary list. They discuss different feelings and how they are subtly different from each other. The group reviews communication skills by verbalizing how they know a person feels a certain way from nonverbal and verbal communication. Feelings that are harder to 'regulate' are discussed and strategies for self-regulation are suggested.

Self Esteem

The group discusses how each member feels about themselves and defines self-esteem. Each student shares his/her strengths and weaknesses and how to accept themselves. Mindfulness activities are used to help students focus and think about themselves positively.

Friends

The students define what it means to be a friend, and where and how to find friends. They learn how to start a conversation, how to join a group, and how to ask someone to play with them. Bullying and teasing is discussed, and students share experiences while the therapist suggests strategies. Finally, conflict resolution and how to solve problems with friends and family is discussed.



Other Topics

Some other topics that may be covered by the therapist are:

How to give a compliment
How to agree/disagree with others
Differences between thoughts and feelings
How thoughts lead to feelings leading to behavioral choices
Mindfulness activities
Activities varying by age to deal with emotions and emotional issues





GLOBAL Teletherapy

2709 Jeremy Ct. Suite A
Baltimore, MD 21209
888-511-9395



Services

Global Teletherapy is a growing agency currently serving over 20 states across the US, both online and in brick and mortar schools. Global Teletherapy offers the following services:

Speech Therapy, including direct therapy, consultation, evaluations, screenings

Occupational Therapy, including direct therapy with customized OT toolkits, evaluations, screenings

Mental Health/Counseling, including individual counseling, social skills groups, behavior intervention, functional behavior analyses, and evaluations



Therapists

Global Teletherapy rigorously screens all of our speech therapists, occupational therapists, school counselors, school psychologists and social workers to ensure they have met the highest professional standards for practice. Additionally we require that all of our therapists have at least 2 years experience in their field.

We supply all the materials, assessments and OT toolkits to our therapists and students to ensure each session is productive and successful.



Parent Testimonials

“My son had been struggling with being fully understood. Global Teletherapy was able to accommodate our schedule and availability, and we were able to have my son’s therapy in the comfort of our own home.”

--Parent, Illinois



Therapist Testimonial

For me, I particularly enjoy coming up with new and creative digital materials. I like being able to create activities that fit both my students’ goals and their particular interests. I also enjoy the challenge of taking a game or activity that worked well for me when doing hands on therapy, and creating it in a digital format.

*--SH, Speech Language Pathologist,
California, North Carolina, Oregon*

I find that students are more engaged because the therapy sessions involve technology usage. The same lesson delivered face to face can be more motivating and interesting when a computer is involved.

Although I’ve never met them in person (yet) I feel connected and part of the team.

*--MM, Speech Language Pathologist,
Arizona, Arkansas, New York*

The staff at Global Teletherapy are all very warm and easy to work with.

*--RS, Speech-Language Pathologist,
Arkansas, Ohio, South Carolina*



School Testimonial

Being a Related Service Coordinator for a school, I really like that Global is easy to get a hold of and very willing to accommodate anything we need.

*--Darcy Sexton, Related Services Coordinator,
Arkansas Virtual Academy*

I enjoy working with Global Teletherapy because they keep an open line of communication between the themselves, the therapist and the school.

Our school is always looking at ways to cut costs and Global Teletherapy has worked to keep competitive prices for therapy and evaluations and hire excellent therapists.

Their online platform is visually pleasing and easily accessible for students and families. Their communication is excellent, they promptly respond to new referrals and their billing department is conscientious and timely.

*--Holly Bayle, Related Services Coordinator,
Michigan Great Lakes Virtual Academy*

LETTER OF INTENT

Name and Title of Agency Administrator David Ludwig, Executive Director	Name and Title of Project Director David Ludwig, Executive Director
Name of Agency Educational Service Unit Coordinating Council (ESUCC)	Address (Include Street, City & Zip) 6949 South 110 th Street La Vista, NE 68128
County Name and Number: E-mail address: dludwig@esucc.org	Telephone Number (Include area code) 402-597-4915 Fax Number (Include area code) 402-
Title of Project: Parents Encouraging Parents (PEP) Conference	Total Amount Applying For: \$ <u>30,627.00</u>
Proposed Project Duration: <u>2/10/17</u> TO <u>5/31/17</u> Month, Day, Year Month, Day Year	Application Date: Circle One: First Year or Continuation
SAM DATE:	Federal Tax ID #: 26-2415220 DUNS #: 968685342

Signature of Authorized Agency Official

Date

Signature of Project Director

Date

RETURN TO:

ATTN: Leslie Galloway
Office of Special Education
Nebraska Department of Education
301 Centennial Mall South
P. O. Box 94987
Lincoln, NE 68509-4987

Project Abstract –Provide a concise summary of the project by addressing each item below (may attach additional pages; not more than one page per item; maximum of 5 pages).

1. Why is project needed?

The purpose of the Parents Encouraging Parents (PEP) Conference is to bring parents of children with disabilities together in an accepting and confidential environment, giving them the opportunity to share ideas, feelings and common concerns, and to obtain information on parenting and educating a child with a disability.

2. Brief description of project (including population to be served if applicable):

3. Population to be served: Parents of children with disabilities in Nebraska Public Schools who have an active IFSP or IEP
4. Full participation is required of all participants (see attached brochure).
5. Meals for information sharing and conversation
6. General sessions: Good Grief!, IFSP/IEP process, Transition, Building Positive Parent-School Partnerships
7. Concurrent sessions: Siblings, Assistive Technology for Students with Special Needs, For Men Only, Estate Planning for Special Needs Trusts, Behavioral Challenges, Helping Children with Special Needs Develop Social Skills, Youth Leadership Panel, and Empowering Kids to Become Self-Advocates
8. Small discussion groups facilitated by parents or foster parents for feeling level discussions (3 times during the conference).

3. Goals/Objectives

1. Provide up-to- date information to parents and professionals
2. Model parent/professional partnerships
3. Promote mutual understanding among providers, families and educators
4. Provide diverse strategies for living with and educating children with disabilities.
5. Support for all family experiences

4. Method of evaluation to measure success:

1. Detailed evaluation forms completed by all participants
2. Staff meeting for evaluation of the entire conference on Saturday, March 18, 2017, to review evaluation, and discuss staff suggestions and perceptions.
3. Compile evaluations, prepare report.

5. Describe Grantees capacity to implement and sustain the project:

The grantee has the capacity to implement and sustain the project based upon past experience and interactions with ESUs, school districts and parents of children with special needs. The PEP brochure is online at: <https://www.education.ne.gov/sped/index.html> in English and Spanish.

6. Project Director's Qualifications:

The project director is highly qualified to direct this project as he has experience as an ESU Special Education director and is well acquainted with the needs and concerns of parents of children with disabilities as well as IEP development.

BUDGET FORM (DISCRETIONARY FUNDS* PEP Conference 2016 (Budget Detail for 300 and 400 codes on attached document)

100. Salaries (__FTE) <i>List each staff member name, salary, and FTE on attachment.</i>	\$ 0.00
200. Employee Benefits	\$ 0.00
300. Purchased Services <i>List itemized services to be purchased on attachment.</i>	\$ 30,597.00
400. Supplies and Materials <i>List itemized supplies and equipment to be purchased on attachment.</i>	\$ 30.00
500. Capital Outlay <i>List itemized capital outlay to be purchased on attachment.</i>	\$ 0.00
600. Other Expenses <i>List itemized expenses(s) on attachment.</i>	\$ 0.00
Total of 100 through 600	\$
Indirect Cost	\$ 100.00
TOTAL COST OF PROJECT	\$ 30,727.00

OBJECT CODE DEFINITIONS (FOR EXPENDITURES MADE WITH GRANT FUNDS)

100. SALARIES: Amounts paid to project staff.

200. EMPLOYEE BENEFITS: Amounts paid on behalf of project staff. These amounts are not included in the gross salary, but are over and above. Such payments are fringe benefit payments and while not paid directly to staff, nevertheless are part of the grant cost.

300. PURCHASED SERVICES: Amount paid for services rendered by personnel who are not on the agency payroll and other services that the agency may purchase. While a product may or may not result from the transaction, the primary reason for the purchase is the service provided.

400. SUPPLIES AND MATERIALS: Amounts paid for material items of an expendable nature of less than \$5,000 per item that are consumed, worn out, or deteriorated by use; or items that lost their identity through fabrication or incorporation into different or more complex units or substances.

500. CAPITAL OUTLAY: Amount paid for equipment of \$5,000 or more per item (fixed assets or additions to fixed assets). Include lease/purchase payments here.

600. OTHER EXPENSES: Amounts paid for goods and services not otherwise classified above (i.e. reimbursement of staff travel expenses, etc.).

Indirect Cost: Not to exceed NDE Rule 51 guidance.

***FUNDING MAY NOT BE AVAILABLE BEYOND GRANT END DATE (CONTINUATION GRANT)**
NDE 06-067

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Indirect Cost: Not to exceed NDE Rule 51 guidance.

***FUNDING MAY NOT BE AVAILABLE BEYOND GRANT END DATE (CONTINUATION GRANT)**
NDE 06-067

CERTIFICATIONS REGARDING LOBBYING; DEBARMENT, SUSPENSION AND OTHER RESPONSIBILITY MATTERS

Applicants should refer to the regulations cited below to determine the certification to which they are required to attest. Applicants should also review the instructions for certification included in the regulations before completing this form. Signature of this form provides for compliance with certification requirements under 34 CFR Part 82, "New Restrictions on Lobbying," and 34 CFR Part 85, "Government-wide Debarment and Suspension (nonprocurement)." The Certifications shall be treated as a material representation of fact upon which reliance will be placed when the Department of Education determines to award the covered transaction, grant, or cooperative agreement.

1. LOBBYING

As required by Section 1352, Title 31 of the U.S. Code, and implemented at 34 CFR Part 82, for persons entering into a grant or cooperative agreement over \$100,000, as defined at 34 CFR Part 82, Sections 82.105 and 82.110, the applicant certifies that:

- (a) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an
- (b) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an office or employee of any agency, a Member of Congress, an office or employee of Congress, or an employee of a member of Congress in connection with this Federal Grant or cooperative agreement, the undersigned shall complete and submit Standard Form – LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions;
- (c) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subgrants, contracts under grants and cooperative agreements, and subcontracts) and that all subrecipients shall certify and disclose accordingly.

2. DEBARMENT, SUSPENSION, AND OTHER RESPONSIBILITY MATTERS

As required by Executive Order 12549, Debarment and Suspension, and implemented at 34 CFR Part 85, for prospective participants in primary covered transactions, as defined at 34 CFR Part 85, Sections 85.105 and 85.110 –

- A. The applicant certifies that it and its principals:
 - (a) Are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any Federal department or agency;
 - (b) Have not within a three-year period preceding this application been convicted of or had a civil judgment rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (Federal, State, or local) transaction or contract under a public transaction; violation of Federal or State antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property;
 - (c) Are not presently indicted for or otherwise criminally or civilly charged by a government entity (Federal, State, or local) with commission of any of the offenses enumerated in paragraph (1)(b) of this certification; and
 - (d) Have not within a three-year period preceding this application had one or more public transactions (Federal, State, or local) terminated for cause or default; and
 - B. Where the application is unable to certify to any of the statements in this certification, he or she shall attach an explanation to this application.
-

As the duly authorized representative of this applicant, I hereby certify that the applicant will comply with the certification for (indicated by mark in appropriate box)

- Lobbying
- Debarment, suspension and other responsibility matters.

Agency Number and Name	Printed Name and Title of Authorized Representative
Signature	

NDE USE ONLY
<p>This form is being signed because of federal requirements relating to the Individuals with Disabilities Education Act (IDEA):</p> <ul style="list-style-type: none"><input type="checkbox"/> Deaf/Blind – Part G<input type="checkbox"/> Part C -- Handicapped Infant and Toddler Program [P.L 99-457] [Below Age 2]<input type="checkbox"/> Part B – Grants to States [Ages 3 to 21]<input type="checkbox"/> Preschool Grants for Handicapped Children [“Section 619”] [Ages 3 to 5]<input type="checkbox"/> Other [_____]

PEP 2017 (Budget Detail)

Younes Center Costs

Thursday Dinner	146 meals X \$21.72*	\$ 3,171.12
Thursday Dessert	73 X \$5.45	\$ 397.85
Thursday Dessert	73 X \$4.78	\$ 348.94
Friday Coffee Break	8 Gallons X \$27.83	\$ 222.64
Friday Lunch	150 meals X \$21.72	\$ 3,258.00
Saturday Coffee Breaks	12 Gallons X \$27.83	\$ 333.96
Saturday Lunch	155 meals X \$20.51	\$ 3,179.05
Meeting Rooms		\$ 1,100.00
LCD Projector on Friday		\$ 250.00
3 Lavalier microphones on Friday		\$ 135.00
Total cost		\$12,396.56

Fairfield Costs

Thursday night sleeping rooms	75 X \$91.00	\$ 6,825.00
Friday night sleeping rooms	75 X \$91.00	\$ 6,825.00
Total cost		\$13,650.00

La Quinta Costs

Thursday night sleeping rooms	25 X \$91.00	\$ 2,275.00
Friday night sleeping rooms	25 X \$91.00	\$ 2,275.00
Total cost		\$ 4,550.00

TOTAL COST FOR Hotel rooms and meals

Younes Center	\$12,396.56
Fairfield	\$13,650.00
La Quinta	\$ 4,550.00
	\$30,596.56
	Rounded to \$30,597.00

Miscellaneous: Copies needed during Conference

100 copies @ \$0.30	\$ 30.00
Total Hotel, Meals, Miscellaneous:	\$30,627.00

*Meal costs include 21% gratuity



NEBRASKA

DEPARTMENT OF EDUCATION

www.education.ne.gov
301 Centennial Mall South
P.O. Box 94987
Lincoln, NE 68509-4987
TEL 402.471.2295
FAX 402.471.0117

February 27, 2017

David Ludwig
Educational Service Unit Coordinating Council (ESUCC)
6949 South 110th St.
La Vista, NE 68128

Re: 96-5521-248-1B13-17- Parents Encouraging Parents (PEP) Conference

Dear David Ludwig:

Please find enclosed your copy of the Grant Award Notification in the amount of \$30627 for the grant period of 2/10/2017 to 5/31/2017. Also note Enclosure 3 (Memorandum to Grantees Regarding the use of Grant Funds for Conferences and Meetings) which is attached to the GAN. Additional clarification is available at <http://www2.ed.gov/policy/fund/guid/gposbul/gposbul.html>.

Procedures resulting from the NDE Grants Management System require NDE to only reimburse grantees for funds expended. Please feel free to request funds based on expenditures as often as necessary to accommodate your cash flow needs. Requests for funds and other fiscal reviews will include application of the information contained in Enclosure 3.

The *Report of Expenditures and Estimated Requirements of Grant Funds* form used to request funds, and instructions for completing this form, may be found on the web at <http://www.education.ne.gov/FOS/Forms/NDE28003.pdf>. Please complete and print this form, obtain the signature of the Authorized Representative and mail it to the above NDE address to the attention of the Special Education Office. Please include the appropriate ledger printout sheet showing all expenditures for the dates corresponding to the Report of Expenditures, supported by documentation. If you cannot access the form on the web for any reason, please contact me and I will send you a paper copy.

If you have any questions regarding your grant award and/or payments, please do not hesitate to contact me at (402) 402-1810.

Sincerely,

A handwritten signature in black ink, appearing to read "G. Prochazka".

Greg Prochazka

Enclosure

**NEBRASKA DEPARTMENT OF EDUCATION (NDE)
301 Centennial Mall South
Lincoln, NE 68509-4987**

GRANT AWARD NOTIFICATION (GAN)

Approved Date: 2/27/17

Name and Address of Grantee (Subrecipient Agency): Educational Service Unit Coordinating Council (ESUCC) 6949 South 110th St. La Vista, NE 68128 Address Book Number: <u>1502400</u> Federal Tax ID#: <u>26-2415220</u> DUNS Number: <u>968685342</u>	NDE Program Contact /Phone Number / Email: Rose Dymacek @ (402) 471-2471 rose.dymacek@nebraska.gov NDE Payments Contact / Phone Number / Email: Greg Prochazka @ (402) 471-4314 Greg.Prochazka@nebraska.gov Grant Recipient Contact / Phone Number / Email: David Ludwig @ (402) 597-4915 dludwig@esucc.org
Amount of Grant: <u>\$30627</u> AMENDMENT #: <u> </u>	Grant Award Period: From: <u>2/10/2017</u> To: <u>5/31/2017</u> Continuation: YES <input type="checkbox"/> NO <input checked="" type="checkbox"/>

Program Title : Office of Special Education – (OSEP): IDEA Part B CFDA: 84-027 U.S. Department of Education - Individuals with Disabilities Education Act - Part B, Section 611
Source: 13883064.591100
Program FAIN: H027A150079 <i>ck</i>
Project Number: 96-5521-248-1B13-17 Project Title: Parents Encouraging Parents (PEP) Conference

Terms and Conditions of Award

A. This Grant shall be in effect for the designated period of the Grant award (Grant Period) unless otherwise terminated or suspended by NDE at any time.

B. Program and fiscal reports will be completed and submitted as required and shall report grant activities in accordance with the approved application and budget as required by NDE.

C. Amendments must be agreed to by the Grantee and NDE and documented by NDE and an amended Grant Award provided to the grantee

D. The obligation period of the Grant is identified in Grant Award Period above. Obligations cannot be made prior to or after this Grant Period. All obligations should be liquidated within 45 days after ending date of Grant. At the completion of the grant period, a final request for funds accompanied by the final report of expenditures must be submitted to NDE with proper documentation not later than 60 days after the last day of the grant period.

E. Funding requests will be documented as required by NDE's Grants Management System (GMS) or, for grants not in the GMS documented using a Report of Expenditures (NDE 28-003) according to procedures identified in application process. This form can be found on the NDE website: <http://www.education.ne.gov/FOS/Forms/index.html> or the NDE Portal - Forms Tab: <https://portal.education.ne.gov/site/DesktopDefault.aspx>.

F. Properly detailed documentation specifying the grant expenditures must accompany all requests for reimbursement. (i.e. computer printouts, system generated documentation, etc.)

G. If grant funds are not expended in accordance with the grant award, the Department may require that all grant funds or any portion thereof be returned by a means to be determined by NDE.

H. Records will be maintained for equipment acquired and the equipment will be tagged and remain under the administrative control of the grantee. The Secretary of State Record Retention Schedules are applicable to records retention, except that all grant records shall be maintained for at least five (5) years following the end of the grant liquidation period.

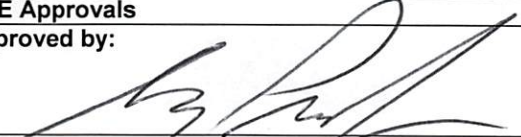
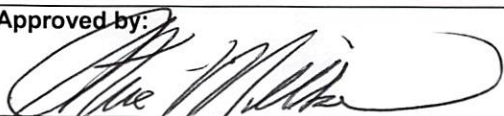
- Federal Regulations 34 CFR 80.32 or the Secretary of State Record Retention Schedule 124 is applicable to records retention.

I. The grantee assures NDE that the project will be conducted in accordance with state/federal statutes and regulations and the approved application for the specific grant program.

J. If the subrecipient expends a total of \$750,000 or more during subrecipient's fiscal year from all federal funding sources, the subrecipient shall have either a single audit or a program-specific audit made for such fiscal year in accordance with 2 CFR Part 200 Subpart F – Audit Requirements, and a copy of the complete audit report must be submitted to the NDE Offices no later than nine months after the audited period ends.

K. Total funding is contingent upon availability of appropriated IDEA funds to NDE.

L. Additional terms and conditions are attached, if applicable (Refer to back side)

NDE Approvals	
Approved by: 	Approved by: 

TERMINATION AND SUSPENSION OF GRANT

This Grant shall be in effect for the period designated in the Grant Award unless terminated as set out below. Termination may occur as follows:

1. Either party may terminate this Grant by written notice of not less than 30 days to the other whenever it is.
2. The Department of Education (NDE) or Grantee may terminate this Grant in whole or in part when both parties agree that continuation under the Grant would not produce beneficial results commensurate with the future expenditure of funds. The parties shall agree upon the termination conditions, including the effective date, and in case of partial termination, the portion to be terminated. Grantee shall not incur new obligations for any terminated portion after the effective date.
3. NDE may terminate this Grant in whole or in part when federal funding is terminated, suspended, reduced, not released or otherwise not forthcoming.
4. NDE reserves the right to withdraw Grantee's authority to obligate funds provided pursuant to this Grant pending corrective action by Grantee or a decision to terminate this Grant.

FEDERAL REQUIREMENTS

1. Grantee assures NDE that the project will be conducted in accordance with all applicable federal statutes and regulations including but not limited to the Family Educational Rights and Privacy Act (FERPA) and implementing regulations (34 CFR 99) and the requirements of the Individuals with Disabilities Education Act (IDEA) and implementing regulations (34 CFR 300) and all applicable Education Department General Administrative Regulations (EDGAR) referenced in CFR 300.3.
2. Grantee agrees to comply with the (a) "lobbying", and; (b) "debarment, suspension, and other responsibility matters" regulations and will complete and submit to NDE the required consolidated certification form.

UNITED STATES DEPARTMENT OF EDUCATION
Office of the Chief Financial Officer

MEMORANDUM to ED GRANTEEES REGARDING THE USE OF GRANT FUNDS FOR CONFERENCES AND MEETINGS

You are receiving this memorandum to remind you that grantees must take into account the following factors when considering the use of grant funds for conferences and meetings:

- Before deciding to use grant funds to attend or host a meeting or conference, a grantee should:
 - Ensure that attending or hosting a conference or meeting is consistent with its approved application and is reasonable and necessary to achieve the goals and objectives of the grant;
 - Ensure that the primary purpose of the meeting or conference is to disseminate technical information, (e.g., provide information on specific programmatic requirements, best practices in a particular field, or theoretical, empirical, or methodological advances made in a particular field; conduct training or professional development; plan/coordinate the work being done under the grant); and
 - Consider whether there are more effective or efficient alternatives that can accomplish the desired results at a lower cost, for example, using webinars or video conferencing.
- Grantees must follow all applicable statutory and regulatory requirements in determining whether costs are reasonable and necessary, especially the Cost Principles for Federal grants set out at 2 CFR Part 200 Subpart E of the, "Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards." In particular, remember that:
 - Federal grant funds cannot be used to pay for alcoholic beverages; and
 - Federal grant funds cannot be used to pay for entertainment, which includes costs for amusement, diversion, and social activities.
- Grant funds may be used to pay for the costs of attending a conference. Specifically, Federal grant funds may be used to pay for conference fees and travel expenses (transportation, per diem, and lodging) of grantee employees, consultants, or experts to attend a conference or meeting if those expenses are reasonable and necessary to achieve the purposes of the grant.
 - When planning to use grant funds for attending a meeting or conference, grantees should consider how many people should attend the meeting or conference on their behalf. The number of attendees should be reasonable and necessary to accomplish the goals and objectives of the grant.
- A grantee hosting a meeting or conference may not use grant funds to pay for food for conference attendees unless doing so is necessary to accomplish legitimate meeting or conference business.
 - A working lunch is an example of a cost for food that might be allowable under a Federal grant if attendance at the lunch is needed to ensure the full participation by conference attendees in essential discussions and speeches concerning the purpose of the conference and to achieve the goals and objectives of the project.
- A meeting or conference hosted by a grantee and charged to a Department grant must not be promoted as a U.S. Department of Education conference. This means that the seal of the U.S. Department of Education must not be used on conference materials or signage without Department approval.

UNITED STATES DEPARTMENT OF EDUCATION

Office of the Chief Financial Officer

- All meeting or conference materials paid for with grant funds must include appropriate disclaimers, such as the following:

The contents of this (insert type of publication; e.g., book, report, film) were developed under a grant from the Department of Education. However, those contents do not necessarily represent the policy of the Department of Education, and you should not assume endorsement by the Federal Government.

- Grantees are strongly encouraged to contact their project officer with any questions or concerns about whether using grant funds for a meeting or conference is allowable prior to committing grant funds for such purposes.
 - A short conversation could help avoid a costly and embarrassing mistake.
- Grantees are responsible for the proper use of their grant awards and may have to repay funds to the Department if they violate the rules on the use of grant funds, including the rules for meeting- and conference-related expenses.

12/2014

LETTER OF INTENT

Name and Title of Agency Administrator David Ludwig, ESUCC Executive Director	Name and Title of Project Director David Ludwig, ESUCC Executive Director
Name of Agency Educational Service Unit Coordinating Council (ESUCC)	Address (Include Street, City & Zip) 6949 South 110 th Street LaVista, NE 68128
County Name and Number: E-mail address: dludwig@esucc.org	Telephone Number (Include area code) 402-597-4915 Fax Number (Include area code) 402-695-4808
Title of Project: IEP Facilitation Training	Total Amount Applying For: \$ <u>18,250</u>
Proposed Project Duration: <u>4/1/2017</u> TO <u>7/31/16</u> Month, Day, Year Month, Day Year	Application Date: 3/27/17 Circle One: First Year or Continuation
SAM DATE:	Federal Tax ID #: 26-2415220 DUNS #: 968685342

 Signature of Authorized Agency Official



 Signature of Project Director

 Date

3-27-17

 Date

RETURN TO:

ATTN: Leslie Galloway
Office of Special Education
Nebraska Department of Education
301 Centennial Mall South
P. O. Box 94987
Lincoln, NE 68509-4987

Project Abstract – Provide a concise summary of the project by addressing each item below (may attach additional pages; not more than one page per item; maximum of 5 pages).

1. Why is project needed?

The IEP facilitation training will support schools and families in creating efficient, effective meetings for students with disabilities.

2. Brief description of project (including population to be served if applicable):

IEP Facilitation Training will be conducted by Joyce Little and Cassie Valasquez on June 5, 6, and 7, 2017, at a cost of \$13, 750 for 25 participants that have not previously attended IEP Facilitation Training.

Additionally, Advanced IEP Facilitation Training will be held on June 8, 2017, at a cost of \$4,500 for 40 participants. Priority registration will be given to participants new to the IEP Facilitation Advanced Training.

3. Goals/Objectives:

- *Guide IEP teams to agree on appropriate, compliant and effective IEPs*
- *Channel communication to building mutual understanding based on respect*
- *Create agreements based on full participation from all members*
- *Generate informed discussions*
- *Prevent, reduce and resolve conflict.*

4. Method of evaluation to measure success:

- *Evaluations completed by participants, including verbal or written comments*
- *Compile evaluations*
- *Prepare report and submit to NDE, Office of Special Education*

5. Describe Grantees capacity to implement and sustain the project:

Through the individual and collective efforts of each member of the ESPS Affiliate, project coordination, implementation, and sustainability will be provided. Each ESU Special Education Director will continue to work with member school districts to coordinate, implement and discuss the sustainability efforts. In addition, coordination with Key2Ed will assist in coordinated efforts for sustainability.

6. Project Director's Qualifications:

The project director is highly qualified to direct this project as he has experience as an ESU Special Education director and is well acquainted with the needs and concerns of parents of children with disabilities as well as IEP development.

BUDGET FORM (DISCRETIONARY FUNDS*)

100. Salaries (<u> </u> FTE) <i>List each staff member name, salary, and FTE on attachment.</i>	_____
200. Employee Benefits	_____
300. Purchased Services <i>List itemized services to be purchased on attachment.</i>	_____
	_____ \$18,250 _____
400. Supplies and Materials <i>List itemized supplies and equipment to be purchased on attachment.</i>	_____
500. Capital Outlay <i>List itemized capital outlay to be purchased on attachment.</i>	_____
600. Other Expenses <i>List itemized expenses(s) on attachment.</i>	_____
Total of 100 through 600	_____ \$18,250 _____
Indirect Cost	_____ \$100 _____
TOTAL COST OF PROJECT	_____
	=====

OBJECT CODE DEFINITIONS (FOR EXPENDITURES MADE WITH GRANT FUNDS)

100. SALARIES: Amounts paid to project staff.

200. EMPLOYEE BENEFITS: Amounts paid on behalf of project staff. These amounts are not included in the gross salary, but are over and above. Such payments are fringe benefit payments and while not paid directly to staff, nevertheless are part of the grant cost.

300. PURCHASED SERVICES: Amount paid for services rendered by personnel who are not on the agency payroll and other services that the agency may purchase. While a product may or may not result from the transaction, the primary reason for the purchase is the service provided.

400. SUPPLIES AND MATERIALS: Amounts paid for material items of an expendable nature of less than \$5,000 per item that are consumed, worn out, or deteriorated by use; or items that lost their identity through fabrication or incorporation into different or more complex units or substances.

500. CAPITAL OUTLAY: Amount paid for equipment of \$5,000 or more per item (fixed assets or additions to fixed assets). Include lease/purchase payments here.

600. OTHER EXPENSES: Amounts paid for goods and services not otherwise classified above (i.e. reimbursement of staff travel expenses, etc).

Indirect Cost: Not to exceed NDE Rule 51 guidance.

***FUNDING MAY NOT BE AVAILABLE BEYOND GRANT END DATE (CONTINUATION GRANT)**

NDE 06-067

**CERTIFICATIONS REGARDING LOBBYING; DEBARMENT,
SUSPENSION AND OTHER RESPONSIBILITY MATTERS**

Applicants should refer to the regulations cited below to determine the certification to which they are required to attest. Applicants should also review the instructions for certification included in the regulations before completing this form. Signature of this form provides for compliance with certification requirements under 34 CFR Part 82, "New Restrictions on Lobbying," and 34 CFR Part 85, "Government-wide Debarment and Suspension (nonprocurement)." The Certifications shall be treated as a material representation of fact upon which reliance will be placed when the Department of Education determines to award the covered transaction, grant, or cooperative agreement.

1. LOBBYING

As required by Section 1352, Title 31 of the U.S. Code, and implemented at 34 CFR Part 82, for persons entering into a grant or cooperative agreement over \$100,000, as defined at 34 CFR Part 82, Sections 82.105 and 82.110, the applicant certifies that:

office or employee of Congress, or an employee of a member of Congress in connection with this Federal Grant or cooperative agreement, the undersigned shall complete and submit Standard Form – LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions;

(a) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an

(c) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subgrants, contracts under grants and cooperative agreements, and subcontracts) and that all subrecipients shall certify and disclose accordingly.

(b) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an office or employee of any agency, a Member of Congress, an

**2. DEBARMENT, SUSPENSION, AND OTHER
RESPONSIBILITY MATTERS**

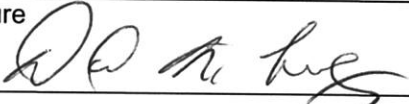
As required by Executive Order 12549, Debarment and Suspension, and implemented at 34 CFR Part 85, for prospective participants in primary covered transactions, as defined at 34 CFR Part 85, Sections 85.105 and 85.110 –

- A. The applicant certifies that it and its principals:
- (a) Are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any Federal department or agency;
 - (b) Have not within a three-year period preceding this application been convicted of or had a civil judgment rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (Federal, State, or local) transaction or contract under a public transaction; violation of Federal or State antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property;
 - (c) Are not presently indicted for or otherwise criminally or civilly charged by a government entity (Federal, State, or local) with commission of any of the offenses enumerated in paragraph (1)(b) of this certification; and
 - (d) Have not within a three-year period preceding this application had one or more public transactions (Federal, State, or local) terminated for cause or default; and
- B. Where the application is unable to certify to any of the statements in this certification, he or she shall attach an explanation to this application.
-

As the duly authorized representative of this applicant, I hereby certify that the applicant will comply with the certification for (indicated by mark in appropriate box)

Lobbying

Debarment, suspension and other responsibility matters.

Agency Number and Name ESU Coordinating Council	Printed Name and Title of Authorized Representative David M Ludwig
Signature 	

NDE USE ONLY

This form is being signed because of federal requirements relating to the Individuals with Disabilities Education Act (IDEA):

- Deaf/Blind – Part G
- Part C -- Handicapped Infant and Toddler Program [P.L 99-457] [Below Age 2]
- Part B – Grants to States [Ages 3 to 21]
- Preschool Grants for Handicapped Children ["Section 619"] [Ages 3 to 5]
- Other [_____]

IEP Facilitation Training

Presented by Key2Ed, the developers of IEP Facilitation

IEP Facilitation promotes shared understanding and shared responsibility among the team members by linking a collaborative attitude, strategic planning and thinking, and facilitative behaviors that are the specific tools and techniques taught in the Key2Ed workshops. Where these concepts come together the team finds shared responsibility and shared understanding.



Through participation in this training, you will:

- Learn how to facilitate meetings smoothly and collaboratively
- Focus the content on the needs of the student
- Create shared responsibility and shared understanding amongst the IEP team members

Full Training

June 5, 6, and 7, 2017
9:00 to 3:30
Location: ESU 3-LaVista
Cost: \$60
<https://goo.gl/CtYtRL>

IEP Facilitation Refresher

June 8, 2017
9:00 to 3:30
Location: ESU 3-LaVista
Cost: \$20
<https://goo.gl/ppyoQ8>

Registrations are limited to 30 so register early! Spots fill up quickly!

Registration available at: <http://www.esupdo.org> (click on ESPD on the left hand side)

* Click on the name of the event and complete the registration process.

* Not registered with ESUPDO? Send the following to dhericks@esucc.org

- Name
- Position
- Email Address

Co-Sponsored by Nebraska Department of Education and the Educational Service Unit Coordinating Council

LEGISLATURE OF NEBRASKA
ONE HUNDRED FIFTH LEGISLATURE
FIRST SESSION

LEGISLATIVE BILL 645

Introduced by Pansing Brooks, 28; Baker, 30; Brewer, 43; Crawford, 45;
Ebke, 32; Kolowski, 31; Linehan, 39; Morfeld, 46; Walz, 15.

Read first time January 18, 2017

Committee: Education

- 1 A BILL FOR AN ACT relating to special education; to amend section
- 2 79-1118.01, Reissue Revised Statutes of Nebraska; to define a term;
- 3 and to repeal the original section.
- 4 Be it enacted by the people of the State of Nebraska,

1 Section 1. Section 79-1118.01, Reissue Revised Statutes of Nebraska,
2 is amended to read:

3 79-1118.01 Disability means an impairment which causes a child to be
4 identified as having at least one of the conditions defined in this
5 section and causes such child to need special education and related
6 services. For purposes of this section:

7 (1) Autism means a developmental disability significantly affecting
8 verbal and nonverbal communication and social interaction, generally
9 evident before age three, that adversely affects a child's educational
10 performance. Other characteristics often associated with autism are
11 engagement in repetitive activities and stereotyped movements, resistance
12 to environmental change or change in daily routines, and unusual
13 responses to sensory experiences. Autism does not apply if a child's
14 educational performance is adversely affected primarily because the child
15 has an emotional disturbance;

16 (2) Blind and visually impaired means partially seeing or blind,
17 which visual impairment, even with correction, adversely affects a
18 child's educational performance;

19 (3) Deaf means a hearing impairment which is so severe that
20 processing linguistic information through hearing, with or without
21 amplification, is impaired to the extent that educational performance is
22 adversely affected;

23 (4) Deaf-blind means concomitant hearing and visual impairments, the
24 combination of which causes such severe communication and other
25 developmental and educational problems that such impairments cannot be
26 accommodated in special education programs solely for children who are
27 deaf or blind;

28 (5) Developmental delay means either (a) a significant delay in
29 function in one or more of the following areas: (i) Cognitive
30 development; (ii) physical development; (iii) communication development;
31 (iv) social or emotional development; or (v) adaptive behavior or skills

1 development, or (b) a diagnosed physical or mental condition that has a
2 high probability of resulting in a substantial delay in function in one
3 or more of such areas;

4 (6) Dyslexia means a specific learning disability that (a) is
5 neurobiological in origin, (b) is characterized by difficulties with
6 accurate or fluent word recognition and by poor spelling and decoding
7 abilities, (c) typically results from a deficit in the phonological
8 component of language that is often unexpected in relation to other
9 cognitive abilities and effective classroom instruction, and (d) has
10 secondary consequences that may include problems in reading comprehension
11 and reduced reading experience that may impede growth of vocabulary and
12 background knowledge;

13 (7)(a) ~~(6)(a)~~ Emotional disturbance means a condition in which a
14 student exhibits one or more of the following characteristics over a long
15 period of time and to a marked degree which adversely affects educational
16 performance:

17 (i) An inability to learn which cannot be explained by intellectual,
18 sensory, or health factors;

19 (ii) An inability to build or maintain satisfactory interpersonal
20 relationships with peers and teachers;

21 (iii) Inappropriate types of behavior or feelings under normal
22 circumstances;

23 (iv) A general pervasive mood of unhappiness or depression; or

24 (v) A tendency to develop physical symptoms or fears associated with
25 personal or school problems.

26 (b) Emotional disturbance includes schizophrenia but does not
27 include social maladjustment unless a characteristic defined in
28 subdivision (7)(a)(i) ~~(6)(a)(i)~~ or (ii) of this section is also present;

29 (8) ~~(7)~~ Hard of hearing means a hearing impairment, whether
30 permanent or fluctuating, which adversely affects educational performance
31 but is not included under the term deaf in subdivision (3) of this

1 section;

2 (9) ~~(8)~~ Intellectual disability means a condition in which a child
3 exhibits significantly subaverage general intellectual functioning
4 existing concurrently with deficits in adaptive behavior and manifested
5 during the developmental period which adversely affects educational
6 performance;

7 (10) ~~(9)~~ Multiple disabilities means concomitant impairments, such
8 as intellectual disability-blind or intellectual disability-orthopedic
9 impairment, the combination of which causes such severe educational
10 problems that a child with such impairments cannot be accommodated in
11 special education programs for one of the impairments. Multiple
12 disabilities does not include deaf-blind;

13 (11) ~~(10)~~ Orthopedic impairment means a severe orthopedic impairment
14 which adversely affects a child's educational performance. Severe
15 orthopedic impairments include impairments caused by (a) congenital
16 anomaly, including, but not limited to, clubfoot or absence of a member,
17 (b) disease, including, but not limited to, poliomyelitis or bone
18 tuberculosis, or (c) other causes, including, but not limited to,
19 cerebral palsy, amputations, and fractures and burns which cause
20 contractures;

21 (12) ~~(11)~~ Other health impaired means having limited strength,
22 vitality, or alertness due to chronic or acute health problems,
23 including, but not limited to, a heart condition, tuberculosis, rheumatic
24 fever, nephritis, asthma, sickle cell anemia, hemophilia, epilepsy, lead
25 poisoning, leukemia, or diabetes, which adversely affects a child's
26 educational performance;

27 (13) ~~(12)~~ Specific learning disability means a disorder in one or
28 more of the basic psychological processes involved in understanding or in
29 using language, spoken or written, which may manifest itself in an
30 imperfect ability to listen, think, speak, read, write, spell, or do
31 mathematical calculations. Specific learning disability includes, but is

1 not limited to, perceptual disabilities, brain injury, minimal brain
2 dysfunction, dyslexia, and developmental aphasia;

3 (14) ~~(13)~~ Speech-and-language-impaired means having a communication
4 disorder such as stuttering, impaired articulation, language impairments,
5 or voice impairment which adversely affects a child's educational
6 performance; and

7 (15) ~~(14)~~ Traumatic brain injury means an acquired injury to the
8 brain caused by an external physical force, resulting in total or partial
9 functional disability or psychosocial impairment, or both, that adversely
10 affects a child's educational performance. Traumatic brain injury applies
11 to open or closed head injuries resulting in impairments in one or more
12 areas, including cognition; language; memory; attention; reasoning;
13 abstract thinking; judgment; problem solving; sensory, perceptual, and
14 motor abilities; psychosocial behavior; physical functions; information
15 processing; and speech. Traumatic brain injury does not include brain
16 injuries that are congenital or degenerative or brain injuries induced by
17 birth trauma.

18 The State Department of Education may group or subdivide the
19 classifications of children with disabilities for the purpose of program
20 description and reporting. The department shall establish eligibility
21 criteria and age ranges for the disability classification of
22 developmental delay.

23 Sec. 2. Original section 79-1118.01, Reissue Revised Statutes of
24 Nebraska, is repealed.

ESUCC Special Education Committee Update

April 2017

AAP Website

- Met with Jill Aurand and Ginny Carter from NDE for Q&A session
 - We received a lot of good information
 - NDE still has to make some final decisions before we can start moving forward
 - i.e. Should AAP data get sent directly to ADVISER or sent back to resident school district?
 - We will focus on SRS to ADVISER first while they are working out these details
- Still need to add the latest Title 1 changes
 - This will be our top priority
 - AAP should be ready for training by mid-April

Project Para

- Paraeducator Conference will be held on October 10, 2017 in Kearney
 - Para of the Year Nominations begin April 3rd
 - <http://para.unl.edu/conference>
- Updating State-wide participations reports page.
 - Reviewing and revising reports to make sure they are up to date and labeled clearly
- Updating Special Education Unit
 - Update current terminology
 - Include current legislative information
 - Ensure data is accurate and easy to understand

SRS

- Gretna will be joining SRS next year!
 - Only non-SRS districts are LPS, OPS, Westside, and Millard
 - Westside may join once we are able to connect to ADVISER
- McKayla LaBorde, the new Special Ed Director at ESU#3 joined our Advisory Board
- Eliminated many bugs that we have been putting off as we focused on Zend Framework conversion
- Regional Advisory Board Meeting was on March 16
 - Demonstrated new development work
 - Shared plan for SRS/ADVISER Interoperability

- Received good feedback
 - We now have a very solid plan for moving forward
 - Will hold Strategic Planning meeting on June 15
- SRS to ADVISER
 - Mike and Wade will break up the entire project into smaller development tasks
 - MindShine will build individual pieces
 - Mike will assemble the pieces into the larger system
 - Wade will do testing and design
 - Dawn and Wade will generate clean test data
 - Will be useful when testing ADVISER and ZEND 3 projects
 - NDE has provided a testing environment that we will use to make sure our data is coming through correctly
 - DoubleLine Partners Is flying up to meet with us on April 18th
- Plan for the next 19 weeks
 - Wade, Scott, and Mike met to develop basic timelines for completing our various projects by the week of July 21st.
 - 4/1 to 4/15 = Complete AAP Website (except ADVISER)
 - 4/16 to 5/15 = SRS/ADVISER Interoperability
 - 5/15 to 6/14 = SRS/AAP Interoperability
 - 6/9 to 6/21 = Carefully push new features live
 - 6/21 to 7/21 = Begin Zend 3 / Database work
 - 7/21 = deadline for releasing any new work (per boards request)
- We will have \$30,000 to spend on supplemental developers at MindShine
 - At \$45/hr, that equates to 666 hours of programming from now until July 1st.