

ESUCC

Special Population Committee Meeting

Tuesday, October 3, 2017, 11:00 AM

Country Inn and Suites, 5353 N 27th Street, Lincoln, NE 68521

Attendance Taken at 11:02 AM.

Dr Kraig Lofquist: Absent

Standish ESU 18: Present

Ted DeTurk (ESU 02): Absent

Dr. Brenda McNiff (ESU 05): Present

Dr Larianne Polk (ESU 07): Present

Paul Calvert (ESU 15): Absent

Geraldine Erickson (ESU 17): Present

Attendance Update Taken at 11:15 AM.

Dr Kraig Lofquist: Present

Ted DeTurk (ESU 02): Present

1. Call to Order

2. Roll Call

3. Agenda Item

3.1. Nebraska Systems of Care (NeSOC)

3.2. Medicaid in Public Schools (MIPS)

3.3. HHS Medicaid Training

3.4. UNK Tele-therapy Update

3.5. SRS Advisory Committee Update

3.6. Wade Fruhling - SRS Report

3.6.1. AAP

3.6.2. Project Para

3.6.3. SRS Report

3.7. Behavioral Health Summit Update

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}}

SRS Strategic Plan Talking Points

- On June 15th, the SRS Advisory board was asked to come up with a list of improvements, concepts, and/or activities that would most benefit the SRS system and its users over the next five years. We then went through a series of exercises designed to refine and categorize those list items down to more manageable and coherent strategy. The main categories identified were Expansion, Interoperability, User Experience, Infrastructure, and Data.
- **Expansion** – Expansion is critical to the success of SRS. We must avoid complacency, and always be looking for ways to better serve our users. This might include expanding our form catalog to include forms that are outside the realm of Special Education, leveraging cutting edge technologies like Zend Framework, develop customized data reporting capabilities, and expanding the services we offer such as giving access to student records after they have transferred and a built-in interventions warehouse. This expansion must be sustainable, and properly documented so that future project managers and developers will be able to take over where their predecessors left off.
- **Interoperability** – NDE’s ADVISER system offers a wealth of opportunities for SRS. We must become adept at both sending data to and from this system. SRS and ADVISER interoperability will allow us to autofill all student and parent records, rollover grade levels and promote students from elementary to secondary schools, and enable our users to access data that is currently stored outside of the SRS system. We must also ensure that SRS is operational on tablets and other devices as well.
- **User Experience** – For SRS to remain successful, we must keep our users happy. We need to employ page designs that are both efficient and intuitive. We must also provide a variety of training options for our users as well the ability to ask questions to the larger community of SRS users. Finally, we must strive to ensure that the site is running optimally at all times by quickly eliminating bugs, anticipating/preventing problems, and maintaining server speed and reliability.
- **Infrastructure** – Our users expect SRS to be fast and reliable. SRS should look for opportunities to collaborate with other development teams across the state and through our partnerships within ESUCC. We must be vigilante in maintaining our servers and code. We can also benefit from participating in the larger Zend Framework community and utilize their coding libraries and general expertise.
- **Data** – SRS collects a vast amount of information. SRS must develop a method for displaying this information in useful report to help drive professional development and strategic planning. We must also ensure that data is entered into the system accurately and efficiently. Finally, we must build advanced search features to help our users locate data when they need it.

Here is the complete list of improvements/activities/conditions that our Advisory Board developed.

Expansion

- Expand beyond SPED only
- Multiple Point Data Pool
- Interventions Warehouse
- Automated/Easy Compliance
- Cutting Edge
- Sustainable

Interoperability

- Automatically transfer from Elementary to Secondary Bldg
- Single sign on from SRS to Powerschool
- 2 way communication with Adviser
- MAP/State Testing/ACT profiles
- Push dates/reminders to people's calendars/watches/phones

User Experience

- Easier Log-in — Single Sign On
- Easier Feature access
- Consistent access to devices
- Things work
- Visual update - Improve the overall "look" of site
- Calendar Invites
- Speed
- Customizable Options
- Hover over items for instructions
- On demand videos for training
- Collaborative editing like google docs
- Embedded help/guidance
- Forums
- Increase efficiency - less clicks, quicker access to what you want, less repetition

Infrastructure

- Staffing/Support - local and onsite
- Cost
- Collaborative effort to manage systems
 - NOC
 - Additional people to help maintain system after personnel leave
- Framework maintenance
- Ability to customize as needed for districts
- Coordinated Development teams
- Shared code
- Video Streaming server
- Security (Innovative Grant)

Data

- Documents progress
- Program data pulled to drive professional dev.
- Customizable reports/visuals
- Validate data
- Student access to data
- Search and access data easily
- Filters
- Key word search
- 2 way communication
- Learning Record Store

ESUCC Special Education Committee Update

April 2017

AAP Website

- We have started to collect feedback from our AAP users on ways to improve the site.
 - AAP Team (Wade, Michelle, Mike) met to plan how to address these needs
- Wade created a list of all data fields on SRS
 - Knowing what data we are collecting is an important first step in the ADVISER interoperability process

Project Para

- There were 165 new participants signed up on the site last month
- Instructor survey was sent out to Project Para Instructors
 - Trying to understand the different ways Project Para is being used in districts
 - Looking for ways to improve service
- Nebraska Paraeducator Conference planning
 - October 10th at Younes Conference Center in Kearney
 - Wade will assist with set up, take photos of the event, and assist the conference planners as needed.

SRS

- Trainings
 - ESU#3 Update Training
 - Concordia College New User
 - Administrator Training for new Special Education Administrators
- Training for NDE Special Populations Staff in November
 - Teach them to use SRS for file reviews.
 - Will request a formal SRS Forms review
 - Make sure all of our forms are in compliance with Rule 51 and 52
- SRS Advisory Board on September 21st
 - Provided demonstration of new SRS pages
 - Reviewed Strategic Planning concepts from previous meeting
 - Showed plan for converting IEP form to Zend 3
 - Plan will implement our new strategic plan principals
 - Top priorities for the board include:
 - Add Prior Written Notice statements into the IEP
 - Remove Alt Assessment Radio button
 - Allow multiple Notice of Meeting forms to be created

- Development
 - Mike is moving forward with ADVISER interoperability
 - He is attending an ED-FI conference this week in Austin
 - He will be sharing our SRS/ADVISER interoperability plan with ED-FI experts and asking for their advice.
 - Several critical bugs had to be addressed
 - Alternate Assessment status was incorrectly changed for about a 1000+ students
 - Bug was fixed right away, but couldn't fix the damage
 - Put a tutorial on the site to show districts how to fix their data
 - Emails were not being sent when initiating a student transfer
 - County/District/School information was not displaying on Edit Student Screen

FYI: I am attaching the mockups for our Zend Framework 3 version of the IEP form in case you are interested.

To open up the same form for a different student, choose a student name from below.

- Please Select
- John Adams
 - Kobe Bryant
 - Bradley Cooper
 - Bob Dylan
 - Aaron Eckhart
 - Wade Fruhling
 - Hugh Grant
 - Jimi Hendrix
 - Allen Iverson
 - Michael Jackson
 - Kim Kardashian
 - Henry Longfellow
 - Barry Manilow
 - Issac Newton

Goto page: Draft [12345678]

DUPED text boxes will have a colored outline. Once the box has been updated, it will return to grey.

You have this form checked out for: 00:03:33
Student: Zend Framework_Three (1490696)

Form Options: [View](#) | [Edit](#) | [Finalize](#) | [Log](#) | [Print](#)
Student Options:
Translation:

Page: Draft [12345678]

Status: Draft ([click here](#) to view checklist)

Student Information

Access Level: Admin
Student: Zend Framework_Three Date of Birth: 05/22/2002 Grade: 10
School: PLANET EARTH SCHOOL School District: EARTH DISTRICT
Parents: Father Zend

The Following Participants Were In Attendance At The IEP Meeting Conference Date:

This IEP will be in effect from to

#	Participant Name(s)	Absent	Position/Relationship To Student	Date
1.	<input type="text"/>		Parent	
2.	<input type="text"/>		Student (whenever appropriate, or if the student is 16 years of age or older)	
3.	<input type="text"/>	<input type="checkbox"/>	Regular education teacher	
4.	<input type="text"/>	<input type="checkbox"/>	Special education teacher or provider	
5.	<input type="text"/>	<input type="checkbox"/>	School district representative	
6.	<input type="text"/>	<input type="checkbox"/>	Individual to interpret evaluation results	
7.	<input type="text"/>	<input type="checkbox"/>	Service agency representative (if child is receiving services from an approved Service Agency)	
8.	<input type="text"/>	<input type="checkbox"/>	Nonpublic representative (if student is attending a nonpublic school)	
9.	<input type="text"/>	<input type="checkbox"/>	Other agency representative (when transition services are being provided or will be provided by another agency for children age 16 and older)	
10.	<input type="text"/>	<input type="checkbox"/>	Speech Language Pathologist	
11.	<input type="text"/>	<input type="checkbox"/>	Hearing Resource Teacher	

Others as determined by the parent

Others as determined by the district

Parent Signature

- Yes No Clear The school district has taken the necessary action to insure that I understand the proceedings of this IEP conference (including arrangement for an interpreter, if appropriate).
- Yes No Clear I have received a copy of the IEP at no cost:
- Yes No Clear I have been offered a copy of my parental rights at no cost:
- Yes No Clear I give permission for the school district to send my child's special education documentation to me via email. My email address is:
- Yes No Clear Parent Signature: Use E-Signature Box

Date document signed by parent: <-- If Parents Signature = YES

(If No selected above, please explain) <-- If Parent Signature = NO

E-Signature Box will turn on when the "E-Signature Box" is checked.

Student List

To open up the same form for a different student, choose a student name from below.

- John Adams
- Kobe Bryant
- Bradley Cooper
- Bob Dylan
- Aaron Eckhart
- Wade Fruhling
- Hugh Grant
- Jimi Hendrix
- Allen Iverson
- Michael Jackson
- Kim Kardashian
- Henry Longfellow
- Barry Manilow
- Issac Newton

Goto page:

Draft [12345678]

You have this form checked out for: 00:01:36
Student: Zend Framework_Three (1490696)

Form Options: [View](#) | [Edit](#) | [Finalize](#) | [Log](#) | [Print](#)

Student Options:

Translation:

Page: Draft [12345678]

Status: Draft ([click here](#) to view checklist)

Student Information

Access Level: Admin
Student: Zend Framework_Three Date of Birth: 05/22/2002 Grade: 10
School: PLANET EARTH SCHOOL School District: EARTH DISTRICT
Parents: Father Zend

Special Considerations

B I U

This is the **Froala Editor**. It offers many features that our current text editor does not. Such as Spellcheck as you type the ability to create/edit/delete tables, import graphics, utilize multiple fonts, change text colors, generate bullet lists, generate numbered lists, and tab text.

Parental information, including concerns for enhancing their child's education: (if the student is age 14 or older, indicate concerns related to the area of transition including employment, post-secondary training, daily living skills and community involvement)

B I U

Results of initial or recent evaluation(s) (this should include not only a report of test scores, but also an explanation of the results):

B I U

When filling out this textbox, be sure to provide a report of the student's recent test scores AND and explanation of the results.
This statement would appear whenever the user mouses over the help icon

Student List

To open up the same form for a different student, choose a student name from below.

- Please Select
- John Adams
- Kobe Bryant
- Bradley Cooper
- Bob Dylan
- Aaron Eckhart
- Wade Fruhling
- Hugh Grant
- Joni Hendrix
- Allen Iverson
- Michael Jackson
- Kim Kardashian
- Henry Longfellow
- Barry Manilow
- Issac Newton

Goto page: 1

Next

Done Save

Draft [12345678]

Home Students Personnel Schools Districts Admin Reports Help Translation

You have this form checked out for: 00:04:21
Student: Zend Framework_Three (1490696)

Form Options: [View](#) | [Edit](#) | [Finalize](#) | [Log](#) | [Print](#)

Student Options: [Choose...](#)

Translation: [English](#)

Page: 4 [Prev Page](#) [Next Page](#) [Draft \[12345678\]](#) [Done](#) [Spell Check](#) [Save](#)

Status: [Draft](#) ([click here](#) to view checklist)

[Report Error](#)

Student Information

Access Level: Admin
Student: Zend Framework_Three Date of Birth: 05/22/2002 Grade: 10
School: PLANET EARTH SCHOOL School District: EARTH DISTRICT
Parents: Father Zend

Goals [Add Goal](#)

Goals

Goal 1

Check and save to remove tab:

Each goal should be related to enabling the child to be involved in or progress in the general curriculum, and should be related to meeting each of the child's other needs. As appropriate, for preschool children, each objective or benchmark should be related to enabling the child to participate in appropriate activities.

Measurable Annual Goals (Including Academic and Functional Goals)

[Goal Helper](#)

An additional page should be used for each goal, and goals for transition services can be recorded on this page.

B [I](#) [U](#) [ABC](#) [History](#) [Format](#) [HTML](#)

Short-Term Objectives or Benchmarks

[Goal Helper](#)

This student **does not** take Alternate Assessments. This text box optional - OR -
This student **is taking** Alternate Assessments. This text must be filled in. <-----NOTE: These statements will not print

These are links that will open Edit Student Page in a new tab.

B [I](#) [U](#) [ABC](#) [History](#) [Format](#) [HTML](#)

Progress Reporting

(I) Schedule

[...Choose](#) If other, please specify: This will be hidden until is needed

(II) Evaluation Procedures

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

Evaluation Procedure Other:

This will be hidden until is needed

(III) Person Responsible

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

Person Responsible Other:

This will be hidden until is needed

(IV) Progress

Please enter scheduled review dates, actual review dates and achievements will be recorded as part of the progress report.

Autofill Dates

Check box to automatically generate progress reports upon IEP Finalization

Date Date Date Date Date Date

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

B [I](#) [U](#) [ABC](#) [History](#) [Format](#) [HTML](#)

Add page break on Printout <--- This will be checked by default.

You have this form checked out for: 00:02:58
Student: Zend Framework_Three (1490696)

Form Options: [View](#) [Edit](#) [Finalize](#) [Log](#) [Print](#)
Student Options: Choose...
Translation: English

Page: 5 [Prev Page](#) [Next Page](#) Draft [12345678] [Done](#) [Spell Check](#) [Save](#)

Status: Draft ([click here to view checklist](#)) [Report Error](#)

- Primary Disability No Finalized MDT
 - Primary Service No Finalized IEP
 - Related Services
 - Last IEP No Finalized IEP
 - Last Notice of IEP No Finalized Notification of IEP
 - Last PR No Finalized Progress Report
 - Last MDT No Finalized MDT
 - Last IFSP No Finalized IFSP
- Goto page: 5 [Prev](#) [Next](#)
[Done](#) [Save](#)
Draft [12345678]

Student Information

Access Level: Admin
Student: Zend Framework_Three Date of Birth: 05/22/2002 Grade: 10
School: PLANET EARTH SCHOOL School District: EARTH DISTRICT
Parents: Father Zend

Post Secondary Goals

Uncheck the box to the left to dissolve the Transition Plan.

Measurable post-secondary goals based on age appropriate transition assessments: (This section MUST include education/training, employment, and when appropriate independent living goals.)

Post Secondary Goals [Add Row](#) [Check to remove](#)

1. **B I U ABC History Format** [HTML](#)

The above goal(s) include education/training, employment, and when appropriate independent living goals.:

Transition Services

Beginning no later than the first IEP to be in effect when the child turns 16, or younger if determined appropriate by the IEP team, a statement of needed transition services is required (indicate the strengths and/or needs for each area and when appropriate, statement of interagency responsibilities or any needed linkages):

Course of Study:

B I U ABC History Format [HTML](#)

Instruction:

B I U ABC History Format [HTML](#)

Related Services: (i.e. transportation for community activities, job coaching, assistive technology, assistance to participate in community activities, include planning for related post-school needs)

B I U ABC History Format [HTML](#)

The following textboxes were removed from the sample to save space on the page:

- * Community Experiences
- * Development of employment and post school objectives
- * Daily living Skills
- * Functional Vocational Evaluation
- * Interagency Linkages and Responsibilities

Transition Activities

Transition Activities [Add Row](#)

Agency Responsible

Date

B I U ABC History Format [HTML](#)

Primary Disability No Finalized MDT

Primary Service No Finalized IEP

Related Services

Last IEP No Finalized IEP

Last Notice of IEP No Finalized Notification of IEP

Last PR No Finalized Progress Report

Last MDT No Finalized MDT

Last IFSP No Finalized IFSP

Goto page:

Draft [12345678]

You have this form checked out for: 00:05:36
Student: Zend Framework_Three (1490696)

Form Options: [View](#) | [Edit](#) | [Finalize](#) | [Log](#) | [Print](#)
Student Options:
Translation:

Page: Draft [12345678]

Status: Draft ([click here](#) to view checklist)

Access Level: Admin

Student: Zend Framework_Three Date of Birth: 05/22/2002 Grade: 10

School: PLANET EARTH SCHOOL School District: EARTH DISTRICT

Parents: Father Zend

Services

Provide a statement of special education services provided to the child and include a description of the extent, if any, to which the child will not participate with nondisabled children in the regular classroom.

Expanded Options

B *I* U **ABC** | **History** | Format |

Primary Service:

Services are provided: With Regular Education Peers Not With Regular Education Peers

Duration Dates From to <----- Autofill 364 days from first date, but not exceeding the overall IEP "in effect" dates, FOR ALL sections

Special Ed. service location:

min/day days/week * Please use whole numbers

Total Minutes / Week Utilize Papillion's "% of Time" formula to calculate

Percent of School Week

Does Service Follow School Calendar Yes No

Additional Special Education Services Not Required

Supplementary Aids & Services Not Required

Program Modifications & Accommodations Not Required

Accommodations Checklist Check to Show Accommodations Checklist
Display Checklist as a pop-up?

Supports for School Personnel Not Required

Percent of Time

Percent of time child spends in:

A. Special Education Services	B. Regular Education
With regular education peers <input type="text" value="0"/>	Regular education peers <input type="text" value="0"/>
Not with regular education peers <input type="text" value="0"/>	

Medicaid In Public Schools (MIPS) Consent Form

If this student is receiving Occupational Therapy, Physical Therapy, or Speech Language Therapy, the SRS will automatically generate a "Medicaid in Public Schools (MIPS) Consent form". This form will appear as the final printed page of this IEP. You can finalize this IEP without completing this section

- No Response <--- This will not print.
- I give CONSENT to the public school district named herein to (a) disclose my child's personally identifiable information to the State agency responsible for administering my State's Public Benefits or Insurance Program Under State and Federal law, including IDEA and FERPA, and (b) access Medicaid funding on behalf of my child (named above) and understand that I may withdraw this consent at any time upon written notice to the public school district.
- I REFUSE to give consent to the public school district to (a) disclose my child's personally identifiable information to the State agency responsible for administering my State's Public Benefits or Insurance Program Under State and Federal law, including IDEA and FERPA, or (b) access Medicaid funding on behalf of my child and understand that my refusal will not affect the district's obligation to provide my child a Free Appropriate Public Education (FAPE) at no cost.

Parent Signature on file Yes No No Response <--- This will not print.

Date of Parent Signature: <--- This text box appears if YES is selected above

No Signature Explanation **B** *I* U **ABC** | **History** | Format | <--- This text box appears if NO is selected above

Primary Disability No Finalized MDT

Primary Service No Finalized IEP

Related Services

Last IEP No Finalized IEP

Last Notice of IEP No Finalized Notification of IEP

Last PR No Finalized Progress Report

Last MDT No Finalized MDT

Last IFSP No Finalized IFSP

Goto page:

Draft [12345678]

You have this form checked out for: 00:03:04
Student: Zend Framework_Three (1490696)

Form Options: [View](#) | [Edit](#) | [Finalize](#) | [Log](#) | [Print](#)

Student Options:

Translation:

Page:

Status: **Draft** ([click here](#) to view checklist)

Student Information

Access Level: Admin

Student: Zend Framework_Three

Date of Birth: 05/22/2002

Grade: 10

School: PLANET EARTH SCHOOL

School District: EARTH DISTRICT

Parents: Father Zend

Transportation

Child qualifies for special education transportation: Yes No ...Choose

If child qualifies, why:

<--- Hide if NO is selected above

If the child qualifies for special education transportation, please describe the plan for transportation, including any special conditions necessary for safe transport: <--- Hide if NO is selected above

B *I* U ABC History Format HTML

Assessment

- The child will participate in district-wide assessment WITHOUT accommodations
- The child will participate in district-wide assessment WITH accommodations, as specified:
- The child will participate in a combination of assessment systems as specified.
- The child will NOT participate in district-wide assessment, for the following reasons:
- ...Choose

B *I* U ABC History Format HTML

Will the child be taking alternate Assessments? Yes No

Due to the student's academic and functional performance, the child will participate in the following alternate assessment:

B *I* U ABC History Format HTML

Hide this box if student is NOT taking alternate Assessments?

Extended School Year Services

Yes No ...Choose Description of extended school year:

If the child will participate in extended school year services, please describe:

B *I* U ABC History Format HTML

Hide this box if student is NOT participating in Extended School Year Services?