

Educational Service Unit Coordinating Council

Special Population Committee Meeting

May 7, 2019 at 10:00 AM Central

ESU No.10
76 Plaza Blvd
Kearney, NE 68845

1. Call to Order

2. Roll Call

3. Agenda Item

1. Nebraska Systems of Care (NeSOC)

2. NDE Special Education Update

1. Rule 51 and 52 Updates

1. Provisional Certificates for SPED Staff

2. MTSS Grant

3. AWARE Grant

4. Friday Newsblast - April 5, 2019

5. Friday Newsblast - Additional Info - April 5, 2019

6. Friday Newsblast - April 12, 2019

7. Friday Newsblast - additional info - April 12, 2019

8. Friday Newsblast - April 19, 2019

9. Friday News Blast - May 3, 2019

3. ESPD Report

1. MIPS Survey sent by ESPD

2. Fairbanks - MIPS Time Study

3. MAPS

4. Project Para Reorganization

5. Behavioral Health

1. NE School Mental Health Conference

6. MTSS Behaviors Tiers - How to collect for SIMPL

7. Wade Fruhling - SRS Report

1. Project Para

2. AAP

3. SRS Report

4. Next Meeting Agenda Items

5. Adjournment

NATIVE NEBRASKAN



APRIL 2019 | Published by Nebraska Children and Families Foundation in partnership with the Society of Care and the Nebraska Indian Child Welfare Coalition

What is the Society of Care?

The Santee Sioux Nation Society of Care is an inter-tribal multi-tribal initiative providing behavioral health services, outreach, and support to Native American young people, their caregivers, and their communities throughout Nebraska. We work alongside those we assist to maximize personal success while collaborating to improve systems.

Who do we serve?

Self-identified Native American youth and their caregivers in Nebraska regardless of tribal affiliation

Why?

Availability of behavioral health assistance is very limited in Nebraska. This is especially true for Native American youth and families who face additional concerns with stigma, trust, cultural competency, isolation, and historical trauma that have led to under-utilization

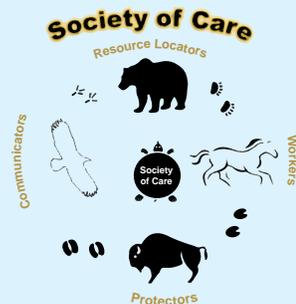
continued

Welcome to the inaugural issue of the *Native Nebraskan*.

This is a quarterly publication produced by the Nebraska Indian Child Welfare Coalition (NICWC), the Society of Care, and Nebraska Children and Families Foundation. The goal of *Native Nebraskan*, is to inform you of services, supports, practices, current events or just good news for the children and families of Nebraska's Native American Community. Below is a brief introduction of each sponsoring organization:



In 2008, the Nebraska Indian Child Welfare Coalition started as a grassroots organization to partner and unify tribes and other organizations that have a concerned interest in Indian Child Welfare Act (ICWA) compliance in Nebraska. We recently organized as a nonprofit with an 18-member Board of Directors that includes representation from all 4 tribes in Nebraska. We received a start-up grant that allowed us to hire an Executive Director. Founding partners were the Omaha Tribe, Ponca Tribe, Winnebago Tribe, Santee Sioux Nation, Nebraska DHHS, Legal Aid of Nebraska, Nebraska Appleseed, Nebraska Court Improvement Project, and Society of Care. We focus on the following approaches: Research and Assessment, Cultural Education, Training and Technical Assistance, Legal Resources, Foster Home Recruitment and Support, Legislative and Administrative Advocacy, and Relationship Building.



Society of Care assists Native American Youth in Nebraska and Northeast Kansas, with Behavioral Health concerns to succeed while working to improve systems and collaborations that support youth and their families.



Nebraska Children supports children, young adults and families at risk with the overall goal of giving our state's most vulnerable kids what they need to reach their full potential. We do this by building strong communities that support families so their children can grow up to be thriving, productive adults.

Community Response Service and Supports Available

Santee Sioux Nation, Omaha Tribe of Nebraska, and Winnebago Tribe eligible

Community Response is a voluntary system accessible to all families in the community, connecting them with community resources that will support them to meet their goals and strengthen their relationships within their local community. Community Response is designed to reduce unnecessary involvement of higher end systems (child welfare, juvenile justice, etc.) as well as increase the informal and community supports in place for families.

CR's goal is to coordinate existing resources within the community to increase family and community protective factors, strengthen parent and child resiliency, increase self-sufficiency, and realize positive life outcomes over time. Family-driven goals can include:

- Meeting basic needs, like housing, utilities, food, and transportation
- Developing parenting skills, navigating challenging behavior, and seeking further education on parenting topics
- Building life skills such as job searching, budgeting, and money management
- Strengthening family support systems and building community connections so all families feel they have partners who provide a "safe zone" to ask for help

If you or someone you know can benefit from community response services, or for more information, please call or email: Yvonne Bickerstaff, ybickerstaff@societyofcare.org, 402-841-0788. ■

Society of Care

continued

of scarce mental health resources.

What do we do?

Prevention. Education. Counseling. Systemic Change. Through in-person care, telehealth, outreach, traditional healing, and collaborations we deliver culturally competent services that empower youth and their caregivers to succeed.

Where?

Licensed mental health providers provide evidence-based trauma-focused treatment throughout the region through telehealth and in-person care. Outreach specialists based in reservation, urban, and frontier communities educate youth & families about healthy practices, make referrals to beneficial resources, engage youth and families as true partners in care, and strive to increase the effectiveness & efficiency of systems serving youth. ■

Native American Community Engagement Initiative to Focus on Improving Trust and Confidence in the Courts

by Deb VanDyke-Ries, Director of the Nebraska Court Improvement Project

Improving the trust and confidence of Nebraska's Native American communities in the court system is the primary goal of a grant received by the Nebraska Supreme Court's Access to Justice Commission. The Commission is co-chaired by Supreme Court Justice Stephanie Stacy and Nebraska State Bar Association Executive Director Liz Neeley. It is one of six recipients of a National Center for State Courts Public Engagement grant.

Nebraska's public engagement initiative is designed to:

- Improve Native Americans' public trust and confidence in the courts;
- Improve the state and federal courts' confidence in and understanding of the tribal court system;
- Identify ways to address disparate treatment in the court system with a specific focus on addressing jurisdictional issues among the tribal, state and federal

continued



Courts

continued

courts and law enforcement entities; and

- Improve judicial awareness and training regarding the realities faced by Native American populations in Nebraska.

This past summer, Chief Justice Michael G. Heavican hosted a Tribal Roundtable with representatives from the four Nebraska based tribes and the state and federal courts to discuss areas of mutual concern among Nebraska's court systems. An outgrowth of that roundtable meeting was the creation of the Nebraska Consortium of Tribal, State and Federal Courts, co-chaired by the Hon. Andrea Miller, district court judge of Nebraska's 12th Judicial District and the Hon. Patrick Runge, chief judge of the Winnebago Tribal

Court and Ponca Tribal Court. The Consortium is housed within the Nebraska Supreme Court's Access to Justice Commission under the direction of Supreme Court Justice Stephanie Stacy.

According to Judge Andrea Miller, "The Nebraska Consortium of Tribal, State and Federal Courts was established to improve the working relationship between sovereign court systems and ultimately to improve the delivery of justice to the Native American people who rely on our courts. It is key that leaders from the tribal, state and federal courts are participating in this initiative together, and have committed to addressing and improving the issues that impact Native American's trust and confidence

in our courts."

Beginning in 2019, the Consortium of Tribal, State and Federal Courts will convene a number of public hearings, or discussion sessions, in areas based on their proximity to Native American populations in Nebraska. Participants will be given the opportunity to share their experiences and perceptions of the Tribal, State and federal courts, and the information gathered through these discussion sessions will help to inform the future work of the Consortium in facilitating communication and collaboration between trib-

al, state, and Federal court systems. These discussion sessions will be promoted in collaboration with the tribes and will include outreach to community leaders. Participants will be kept informed of the work and progress of the Consortium.

Justice Stephanie Stacy noted, "By giving voice to our Native American communities and listening to the concerns of those who look to our tribal, state and federal courts to deliver swift, fair justice, we hope to improve the justice system in Nebraska and increase public trust and confidence in our courts." ■



Youth playing the Creator's Game. In western Nebraska and throughout the region, Society of Care uses lacrosse to build social skills, develop leadership, and instill cultural understanding and pride.

Native Voices: 2018 Listening Sessions Nebraska Indian Child Welfare Coalition, Inc.





All Children

deserve to be raised...

by loving Families,

in supportive Communities,

surrounded by the

Culture & Heritage

they know best.



Respecting ICWA

In Native American cultures, family is defined very broadly. Everyone plays an active role in raising a child and is ready to help in times of crisis.

But when the U.S. child welfare system was created, it was biased against raising a child in this way—as a community. As a result, the U.S. government removed Native children from their families—not because of abuse or neglect—but because of this communal way of being. The Indian Child Welfare Act (ICWA) was passed in 1978 to prevent Native American children from being unjustly taken away and adopted outside their culture.

Today, however, ICWA is not being respected. Native American children in Nebraska are 2.5 to 3x more likely than other kids to be placed in foster care. They are also more likely to be separated from their siblings than any other Nebraska children.

American Indian girls are 20x and American Indian boys 10x more likely to be ordered into placement at the state's juvenile justice facilities (Youth Rehabilitation & Treatment Centers) than the white youth population of Nebraska.

We need to uphold and improve the law to make sure we are doing what is best for Native American children.

About NICWC, Inc.



We Educate

About Native American cultures, cultural compassion in action, and the Indian Child Welfare Act (ICWA).



We Advocate

For ICWA to be respected, children's rights to be protected, and for policies & practices that honor Native families.



We Bring People Together

To (re)connect Native children with their families, communities, culture & heritage; to listen to Native & allies voices.



NATIVE VOICES

2018 NICWC, Inc. Listening Sessions

Community Sessions

Scottsbluff: 56 participants

Omaha: 35 participants

Partners: Nebraska

Appleseed, Edison RedNest, Lakota Lutheran Center

Funder: Sherwood Foundation

Local Native American Families Voice Concerns About Child Welfare and Juvenile Justice by *Brian Sherrod* | Posted Oct 25, 2018 at:

<https://www.1011now.com/content/news/Local-Native-American-families-voice-concerns-about-child-welfare-and-juvenile-justice-498584211.html>

Photo credit: www.1011now.com

What is your experience like with Nebraska's child welfare and juvenile justice systems?

Key Themes

- 1. Our children are not being placed with Native families and relatives even when Natives express desire to help.**
- 2. No one is consistently sharing information about ICWA and Natives' legal rights.**
- 3. There's a big difference in communication styles between Natives and non-natives--Native parents are not being heard.**
- 4. We fear and distrust the non-Native systems and their personnel--we're experiencing further trauma.**
- 5. Tribal Courts are slow to intervene.**

- **Four Tribes** have government headquarters within Nebraska's borders: the **Omaha Tribe**, the **Ponca Tribe**, the **Santee Sioux Nation**, and the **Winnebago Tribe**.
- The **Omaha and Winnebago Tribes** have reservation land in **Thurston County**. The **Santee Sioux Nation** has reservation land in **Knox County**. The **Ponca Tribe** has 12 counties that are designated as service areas by federal law.
- The **Oglala Sioux Tribe's Pine Ridge Reservation** extends into **Sheridan County** and the **Sac and Fox Nation** and the **Iowa Tribe's** reservation lands each extend into **Richardson County**.



Tribal Presence:
Members of **200 Tribes** reside in
Nebraska.

ICWA Resources in Nebraska



Nebraska Appleseed
Child Welfare Program Associate @ 402.438.8853 x 121

Nebraska Department of Health & Human Services
Indian Child Welfare
Program Coordinator @ 402-219-1952
Program Specialist @ 402-405-6857

Nebraska Indian Child Welfare Coalition, Inc.
Executive Director @ 855-280-2526 x 500
(coming soon: NICWC.org with resource listings)

Omaha Tribe
ICWA Specialist @ 402-837-5331

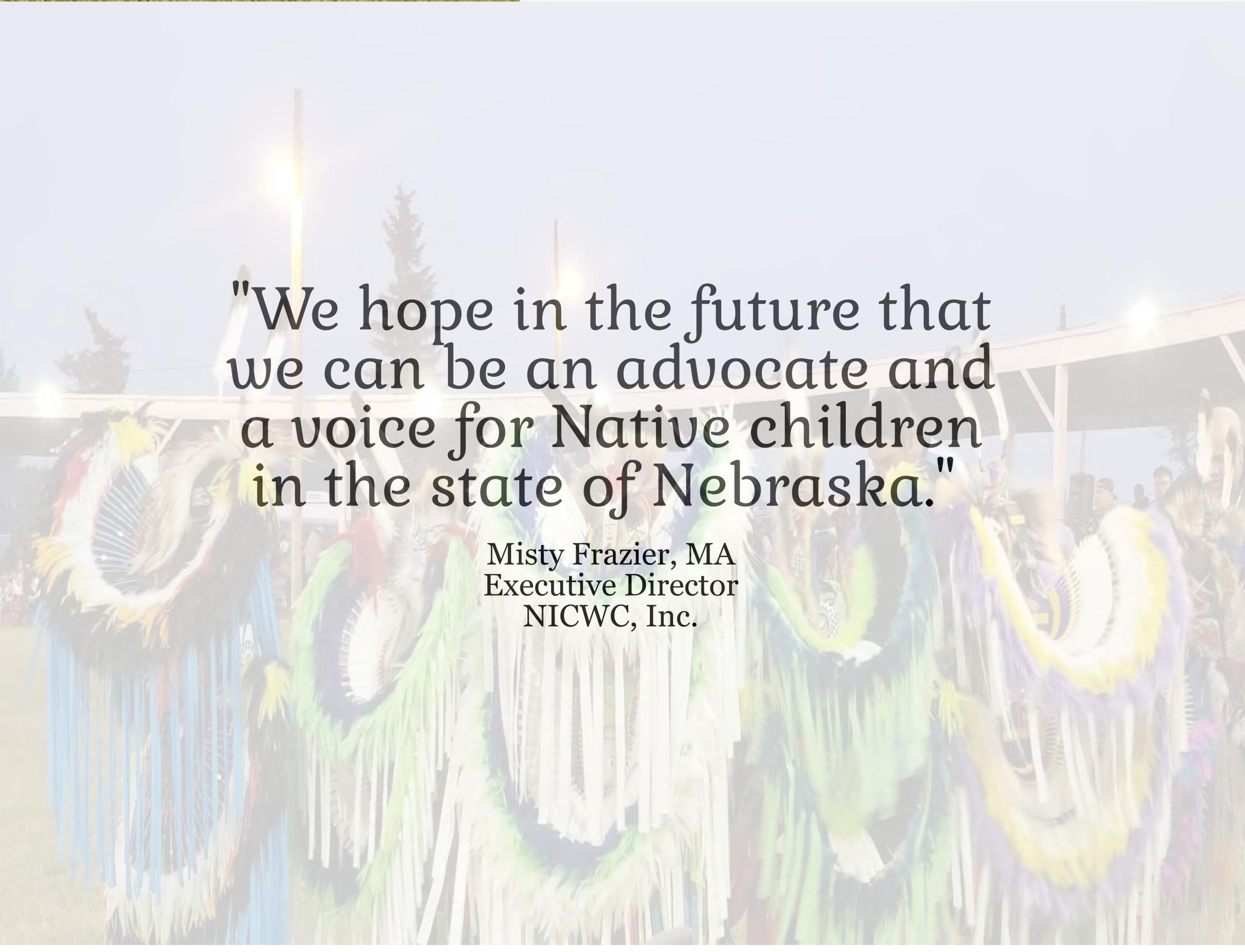
Ponca Tribe
ICWA Specialist @ 402-371-8834

Santee Sioux Nation
ICWA Specialist @

Winnebago Tribe
ICWA Specialist @ 402-878-2379

Oglala Sioux Tribe
Director, Oglala Nation. Tiospaye Resources &
Advocacy Center @ 402-867-5752

Rosebud Sioux Tribe
ICWA Specialist @ 605.856.5270

A group of Native American dancers in traditional regalia performing a dance at night. The dancers are wearing elaborate headdresses with feathers and long, colorful fringes. The background shows a building and trees under a dark sky with some lights.

"We hope in the future that we can be an advocate and a voice for Native children in the state of Nebraska."

Misty Frazier, MA
Executive Director
NICWC, Inc.



NICWC

NEBRASKA INDIAN CHILD
WELFARE COALITION

Photos Credit: Misty Frazier
Santee Pow Wow,
Nebraska; Sioux Valley Pow
Wow, Canada; Dakota
Culture Camp, Nebraska.

Misty Frazier, MA | Executive Director
855-280-2526 x 500 | Misty@NICWC.org

www.NICWC.org (coming soon!)

 <https://www.facebook.com/NebraskaICWC/>



NEBRASKA

DEPARTMENT OF EDUCATION

To: Superintendents and Special Education Directors

From: Office of Special Education

Date: 4/19/2019

Re: Guidance on Special Education Certification – Reimbursable under IDEA

For a special education teacher's salary to be reimbursable under the IDEA, that teacher must be fully certified and endorsed as a special education teacher under federal law.

School Districts who are hiring for the 2019/20 school year have inquired about whether teacher salaries would be reimbursable under their IDEA grant in cases where that teacher holds something other than a standard or initial teaching certificate.

In 2018, The Office of Special Education made districts aware that there are upcoming changes to Rule 51 that are intended to align with federal law and prohibit further reimbursement for salaries of certified teachers with a provisional special education endorsement. Until the Rule changes are in effect, the salaries of teachers holding this endorsement are currently still reimbursable under the IDEA grant.

Our caution is that it is the intent of the Office of Special Education to move forward with these changes, thus, school districts should work with provisionally endorsed individuals to help ensure they are have a full special education endorsement to be able to continue to be reimbursed for those salaries under the district's IDEA grant in the future.

Likewise, there have also been questions surrounding educators who hold either an "Alternative Program Teaching Permit" or a "Transitional Teaching Permit." These are permits to teach and are only issued to individuals who do not meet the qualifications for a standard or an initial certificate. Therefore, individuals holding these permits have not obtained full certification and therefore those salaries are not reimbursable from an IDEA grant.

This does not mean such educators would not be able to provide special education services, provided he or she is working towards one of the special education related endorsements in Rule 24. Such educators may provide such services, however, these educators' salaries are just not reimbursable under IDEA.

Districts are encouraged to reach out to Amy Rhone in the Office of Special Education at amy.rhone@nebraska.gov or 402-477-0209 who will work with the Office of Teacher Certification to seek answers to certification and endorsement questions.



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CHAMPIONS FOR EQUITY IN EDUCATION

SAVE
THE
DATE!



JUNE 20, 2019 | Embassy Suites | Lincoln, NE

Register @ <http://www.cvent.com/d/n6qdg1>

Parents Encouraging Parents (PEP) Conference

May 3 – May 4, 2019

Younes Conference Center | 416 W Talmadge Rd. | Kearney, NE

PEP brings together parents of children with disabilities in an accepting and confidential environment. You'll have the opportunity to share your ideas and feelings, and discuss common concerns. Sessions also include further information on parenting and educating children with disabilities, as well as how to develop and maintain effective partnerships with the professionals who work with your family.

Conference Details

No Registration fee

Registration is first come, first serve

Lodging will be provided Friday, March 15

Continental breakfast provided by the hotel

Lunch provided both days of the conference

Who Should Attend?

All Nebraskan Parents, who are raising a child with an active IFSP/IEP.

Couples: both partners are encouraged to attend the conference together for maximum benefit. Single parents are encouraged to bring a support-person.

A small number of openings are reserved for education professionals who serve children with disabilities and are employed in Nebraska school districts. Professionals will experience PEP from a parent perspective.

Schedule

May 3 | 8:00 A.M. to 4 P.M.

Building Positive Relationships with Schools

IEPs

Transition

Small Groups

May 4 | 8 A.M. to 3 P.M.

Assistive Technology Partnership

Building Positive Behavior Management
Estate Planning

Encouraging and Empowering Our Kids
to Self-Advocacy

Good Grief

What Parents and Education Professionals Say About PEP

"After coming, I understand the importance for parents to come together because they are so busy 'just handling' things. They need to regroup and get on the same page. This has started a movement in us to better our relationship like nothing ever has. Thank-you."

"I learned a lot of great information. I feel relieved and empowered and know I am not alone."

"I was able to take my professional hat off and listen to what parents with a child with a disability go through from the day they learn about the disability."



Register at bit.ly/2S9L716 by April 19, 2019

No internet access? Call us at (308) 632-1338

Feel free to pass this flyer along to parents and education professionals who may benefit from attending.

Sponsored by Nebraska Department of Education Office of Special Education. This brochure was funded with Federal funds, Part B, IDEA, grant number H027A170079 with the State of Nebraska.

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SPED 890 Workshop Seminar: Code-based Reading
Section 591 Class #9553 3 Graduate Credit Hours
Daily Practicum Included

June 10 – 21, 2019 Mon, Tues, Wed, Thurs 9:00 a.m. – 3:30 p.m.

Barkley Memorial Center Room 131

Course Description: During this structured, code-based reading course we will be focusing on literacy instruction for students with dyslexia with a concentration on the foundational principles of phonemic awareness, phonics, and spelling instruction. Participants will also be provided with information about the characteristics of dyslexia as well as the screening and progress monitoring of students with dyslexia. In addition to the lecture component, this course also includes a daily practicum to get hands-on practice while you learn. The instructor for this course has 13 years' experience working with students with dyslexia and training teachers. She is an IMSLEC certified qualified instructor.

To register go to <https://wam.unl.edu/gradstudies/apply>

- **When applying choose an Admission Objective that best fits:**
 - Application for intercampus Enrollment: if you are currently enrolled at another Nebraska campus.
 - Non-Degree, Post-Baccalaureate: choose this general post-baccalaureate category if you intend to take a few courses without pursuing a degree or graduate certificate.
 - Non-Degree, Visiting Graduate: choose visiting status if you intend to take a few courses at UNL while pursuing a graduate degree at another school.

For Information on Tuition and Fees go to <https://studentaccounts.unl.edu/graduate-tuition>

Tuition	Fees
*Graduate resident = \$323.25 per credit hour	*Registration = \$20
*Graduate non-resident = \$925.25 per credit hour	*University Program/ Facilities Fee = \$375

Registration limited to 20 students.

For scholarship information, contact the Nebraska Dyslexia Association (NE-DA.org)

Students will need to park off street or purchase a parking permit from Parking & Transit Services.

Be the teacher who makes a difference!

Be prepared to include instruction in best practices for teaching reading, and in the science and signs of dyslexia as well as the interventions, accommodations and assistive technology for dyslexia (NE LB 1052).





In collaboration with...

Nebraska Department of Education, Office of Special Education; Educational Service Unit #4; Nebraska Center for the Education of Children who are Blind or Visually Impaired, and the University of Nebraska-Lincoln



Registration for the Nebraska Deaf-Blind Summer Institute

Focusing on Children with Significant Disabilities, including those with or without Sensory Disabilities

July 15-17, 2019

8:30 a.m. – 4:00 p.m.

Sheridan Lutheran Church (70th & Old Cheney, Lincoln, NE) ***NEW LOCATION

Parking by Entry Door #4; Location: South Great Room

Laying the Foundation for Communication Exchange: Critical Points of Understanding and Practical Strategies

This **three-day summer institute** will present a rationale for the argument that ALL individuals with deaf-blindness DO communicate—not that they all can learn to communicate, but the fact that they already do! The presenter will bust the myth, which often paralyzes families/teams, that “they’re not doing what they’re supposed to be doing,” by discussing the criticality of “meeting the learner where she is” and consistently responding to her observable behaviors in a predictable, consistent way. Essential points for understanding a learner’s growth in the direction of conventional communication (i.e., from the starting point of non-symbolic, non-intentional communication) will be presented and discussed. During the session, participants will review specific steps for the development of materials for each of the five primary strategies associated with the Tri-Focus Framework (Siegel-Causey & Bashinski, 1997), along with suggestions for implementing these strategies through an interprofessional, collaborative model. There will be opportunity for team sharing, networking, and learning from each other. In addition, future support will be provided by the DB Project for selected teams and/or participants to receive additional follow-up in the 2019-20 school year.

Presenter:

Dr. Susan M. Bashinski is a Professor of Special Education at Missouri Western State University. She has 40+ years of experience working with learners who experience multiple disabilities, including deaf-blindness. Dr. Bashinski has directed numerous federal and state grants in low-incidence disabilities and deaf-blindness, including: personnel preparation, research, in-service training, and assistive technology. Dr. Bashinski has extensive experience in providing professional development and technical assistance nationally and internationally, particularly in the areas of augmentative and non-symbolic communication for learners who have low-incidence disabilities, particularly deaf-blindness. Her research interests and areas of expertise include early communication and language development, augmentative communication, and cochlear implants, with numerous publications and presentations related to these topics.

Register online: www.ncecbvi.org or www.nebraskadeafblindproject.org. If viewing this flyer online, you can also click on the following link to register now: <https://forms.gle/VUadsToNkBNekewY8>

Registration is DUE by: May 31, 2019

Additional details will be emailed to participants.

THERE IS NO COST FOR REGISTRATION.

Questions?

Teresa Coonts, Project Director
402-471-4310

teresa.coonts@nebraska.gov

Tanya Armstrong, Project Coordinator
402-873-5513

tarmstrong@esu4.net

Facilitating Collaboration in Service of Children and Youth

Omaha, Nebraska | April 29 – 30, 2019

Kearney, Nebraska | May 6 – 7, 2019

Norfolk, Nebraska | May 8 – 9, 2019



Join us for
Facilitating Collaboration in Service of Children and Youth seminar!

In this seminar we will:

- Understand the role of the facilitator.
- Know the essential elements of participative meetings.
- Gain practical skills and knowledge to support and lead groups through difficult conversations.
- Use best practice facilitation skills in various IDEA contexts, including the IEP process.

[Click here](#) for more information and to register!

EARLY DEVELOPMENT NETWORK CONFERENCE

JUNE 18 and 19, 2019

**Holiday Inn Conference Center
110 2nd Ave Kearney, NE**

**June 18: 4pm-7pm: Opening Keynote - T. Marni Voss
and PRT ChildFind Networking Showcase**

**Optional Participation*

**June 19: 9am-3pm: Early Development Network Conference
Registration begins at 8:30am**

**Mandatory Participation for EDN Services Coordinators and Supervisors*

Register at:

<http://edn.ne.gov/cms/edn-conference-2019>

Registration closes June 3, 2019

***A block of rooms has been reserved at the Holiday Inn**

Participants: EDN Service Providers & Services
Coordinators; Special Education Administrators
or Directors; PRT Leads/Chairs; PRT Members;
Families

Presented by the Part C Co-Leads:
Amy Bunnell, Julie Docter,
and Cole Johnson



Sponsored by the Early Development Network with funding through IDEA Part C.

For Teaching Strategies GOLD® Online Administrators in Nebraska!! **End-of-Year Data Clean up Guide: May 2019**

It's hard to believe that the end of the school year is here. For administrators on *My Teaching Strategies®* online, this means it's time to start generating and saving your final reports and begin thinking about reorganizing your account to prepare for next year. The following are important steps you can take now to ensure a smooth transition:

1. Finalize data for the May 31st checkpoint and run your final reports! Exit: For OSEP reporting, be sure to exit children from Part C or Part B/Section 619 if they are eligible.

- Any child on an IFSP who turns 3 before August 1st should be exited by May 31st.

To ensure all eligible children are reported for OSEP, it is important to run the OSEP Federally Mandated Report (Child and Program Level for both Part C and Part B) before you transfer children. Compare your student roster with the Child Level Report to ensure all children are accounted for. **These reports are due by Friday, June 14th as NDE will begin the data verification process based on all data in the system on that day!** Remember, every report you run on *MyTeachingStrategies®* online can be downloaded and saved as a PDF document. Doing this will allow your program to save these important reports from the 2018-19 school year before reorganizing your account for 2019-20.

Note: You may archive children at anytime. *Do not transfer or delete any child until the NDE data process is completed.

2. Monday, July 1st - Barb Jackson will send your final district report, confirm that the total number of children reported as exiting Part C and Part B match the total number of children your reports identified as exiting each program. If there is a discrepancy, you **MUST** contact Barb immediately to make corrections. **All program reports must be corrected and finalized by Tuesday, July 16th!**

3. Clean up your children's files. Following the verification of the district data with Barb Jackson, you may begin to archive or transfer children's records to ensure that your program has space for new children. Here's what you need to know about these options:

Archive: Archiving children's files will allow you to store and reactivate the data at any time. Additionally, all administrative reports can include archived files. Each school district/Head Start agency in Nebraska receives an unlimited number of archive files.

For children who have exited your program and moved on to another program or to kindergarten, you need to **archive their records for one full year after year of exit.**

[How do I archive a child's record?](#)

Delete: You may **delete** all children who have been in archives **prior to this school year (2018-2019 or earlier)**. If there is a possibility of a child returning to your program, you may want to archive his or her file instead of deleting. Deleted records will be saved for only 90 days. You are able to restore any child within that time frame. After 90 days, the data will be permanently deleted.

[How do I delete a child's record?](#)

Transfer: Please **do not** move children to new classrooms or request transfers to other districts/programs until **after July 16, 2019! After July 16th, and the final confirmation of the accuracy of your Year-End Reports**, children who will remain active in your program may be assigned to new classes, teachers, or sites.

[How do I transfer a child's record?](#)

If a child is transferring to **another** district or Head Start program, please contact Becky Zessin at becky.zessin@unmc.edu and she will transfer the child's portfolio electronically. In order to complete the transfer you will need to complete the *GOLD*® Child Portfolio Transfer Request attached. [GOLD Child Transfer Form](#)

IMPORTANT!! Do not delete any classrooms! You rename them for the upcoming school year, but if a classroom is deleted, all Weekly Planning Forms created in that classroom will be permanently erased.

5. Clean up your staff files AFTER JULY 16th! After July 16th, and the final confirmation of the accuracy of your Year-End Reports, you may disable the accounts of any teachers, team members, or administrators who no longer work for your organization. This will protect the confidentiality of the children's data. **DON'T FORGET: When you delete a teacher's account, all files for the children and classrooms associated with that teacher will also be deleted.** For classrooms that have a new teacher, first enter the new staff member into the system. Then, go to the Classes Tab, select the class for the teacher you wish to change, find the Edit Class section and click on the drop-down arrow for the Teacher entry, select a new primary teacher from the list, and then click on Save at the bottom of the page. This will allow you to switch out the former primary teacher for the new one. You can then disable the former teacher's account.

[How do I disable a user?](#)

6. Make sure your NEW teachers/providers complete the GOLD online professional development modules over the summer, if possible.

If you have **new** teachers and providers who will be using the *GOLD*® system beginning in 2019-2020, it is required that they complete the *Introducing Teaching Strategies and GOLD*® *Introduction* courses under **My Courses** in the **Develop** tab on *My Teaching Strategies*® over the summer or immediately upon return in the Fall. **Remember that these two online modules must be completed by September 30th for all new GOLD users in Nebraska!** For more professional learning opportunities, staff can also go to the “Sandbox” in *My Teaching Strategies*® to practice using the teacher site. There are also several online webinars and resources that teachers may want to access over the summer.

Teachers/practioners who have used GOLD for one year must complete Inter-rater Reliability Certification every three years. You can find Inter-Rater Reliability under the ‘Develop’ tab.

7. Make sure we can contact you! Update the **Online Administrator** and **GOLD**® **Transfer** contact information for your program and your personal profile. Insist that the other users in your program (teachers, related services providers and other administrators) do the same. We don’t want you to miss important information and updates about the system or your account! The links to the Online Administrator and *GOLD*® Transfer listservs can be found here:

- [District Online Administrator Update](#)
- [GOLD Child Transfer Contact Update](#)
- [Year-End Data Verification Contact Update](#)

8. Get support. My Teaching Strategies® can help! There are several ways to get the support you need:

- **Contact the TS® Technical Support Team:** For *My Teaching Strategies*® technical support, call **1-866-736-5913**, or support@teachingstrategies.com
- **License Renewal:** call **1-800-637-3652**

Hours:

- o Monday through Friday : 6:00 AM - 8:00 PM Central Time
- o Monday through Friday: 5:00 AM – 7:00 PM Mountain Time

District Transfer Technical Assistance: Becky Zessin, becky.zessin@unmc.edu;
402-559-8416

Trainings/Implementation Support: Kayla Parr, kayla.parr@nebraska.gov; 402-471-6695;
Alyssa Anson, alyssa.anson@nebraska.gov; 402-471-0951

Contracts/Data Issues: Kayla Parr, kayla.parr@nebraska.gov; 402-471-6695



Dyslexia Guidance for Nebraska School Psychologists

This document is intended to provide guidance to school psychologists and is not intended to replace district policy or procedures.

Dyslexia is a type of reading disability related to word reading. Students with dyslexia may have difficulty sounding out words, reading fluently, and spelling words. It is the position of the Nebraska School Psychologists Association (NSPA) that school psychologists have the capability to evaluate, identify, and recommend and/or implement interventions for dyslexia as a type of specific learning disability (SLD) under Nebraska Rule 51.

Handling Requests for Evaluations for Dyslexia

Maintaining positive relationships with parents and school personnel who are concerned about a student having dyslexia is critical. Therefore, all inquiries and requests for evaluation must be considered. **School psychologists should not indicate that they do not evaluate for dyslexia, nor should they refer out for a dyslexia evaluation. As a type of SLD, dyslexia evaluations are under the realm of school psychologists' services.** If there are sufficient data to suggest the student does not demonstrate signs of a disability in school then the school can refuse the evaluation and document on a Prior Written Notice (PWN). If there is insufficient data OR the school would like to conduct an evaluation for other reasons, then proceed with evaluation as you would for a reading disability. A student with dyslexia may qualify for special education if he or she meets criteria for a specific learning disability (SLD) in reading and the disability impacts educational performance (i.e., there is a need for specially designed instruction).

Students may have dyslexia and not need special education services (i.e., they do not meet eligibility criteria for SLD in reading nor do they have a need for specially designed instruction). Not every reading problem requires special education. Be sure to clarify what type of evaluation the parent is requesting. If the parent is not seeking a special education evaluation, document the request on a PWN and follow typical school procedures for following up on a parent's request for assistance (e.g., SAT/MTSS referral, review records, academic screening, etc.). If parent is seeking a special education evaluation and/or a disability is suspected, seek parental consent and proceed with evaluation.

Dyslexia Assessment

There is no one test for dyslexia. Common achievement tests used in schools may help identify dyslexia (KTEA, WIAT, oral reading fluency measures, informal phonemic awareness assessments). KTEA and WIAT now have Dyslexia Index Scores that can be used as screeners and can contribute to identification along with other sources. Other published tests can aid in the identification of dyslexia. Examples include CTOPP, FAR, and the WISC. These are often given as a battery of tests and all measure various components of dyslexia separately (e.g., phonological awareness, reading fluency, memory, orthographic awareness, rapid automatic naming [RAN]). Interviews, observations, and review of past education records and current work samples are necessary components of any evaluation to complement data gathered through tests. Convergent data suggesting word level reading difficulties, poor phonemic awareness, poor memory skills, and difficulty with spelling may be indicative of dyslexia. Students must meet eligibility criteria for SLD in reading and need special education services to be placed into special education.

The Nebraska Reading Improvement Act (LB 1081 sections 20-26; signed into law in 2018) requires an “approved” reading assessment three times per year for K-3. Approved assessments are reliable and valid for the purpose intended. Common valid and reliable reading screeners include AIMSweb, Fastbridge, EasyCBM, DIBELS. Screening tools should include a measure of oral reading. If a school is using an MTSS framework then they should be doing universal screening multiple times per year and using data from universal screening to identify students in need of supplemental or intensive reading interventions. There are dyslexia specific screeners and checklists (e.g., Shaywitz DyslexiaScreen) available, but these often just ask teachers to indicate which students have difficulty with reading in their classrooms and should not be used to identify dyslexia without more comprehensive data.

Screening is often more difficult in secondary settings because many schools or districts may not use universal screening procedures with older students. The Nebraska Reading Improvement Act does not require screening after grade 3. In this case, state and district test data may be used as initial screeners. If a school does not systematically screen students after grade 3, using existing test data may be useful in helping school teams identify students who need reading support.

School personnel identify reading disabilities, including dyslexia, as part of an evaluation for SLD. If the reading disability is related to word level reading, then it may be dyslexia if the assessment data support it. **It is acceptable to use the term dyslexia in an evaluation report or IEP when talking about word level reading disabilities.** The U.S. Dept. of Education issued a Dear Colleague Letter in 2015 indicating that dyslexia can be considered a type of SLD under IDEA and schools may use this term.

Eligibility Category for Dyslexia

In Nebraska, dyslexia is specifically defined in Rule 51 and is included as a type of SLD. Therefore, a student with dyslexia who meets Rule 51 eligibility criteria should be given the disability label SLD if reading is the primary concern. A student who does not qualify under SLD should not qualify under Other Health Impairment (OHI) specifically because of reading problems. If a student with dyslexia does not qualify for special education services under SLD (i.e., they do not meet criteria and/or they do not have a need for special education), consider a 504 accommodation plan.

Documentation from Outside Agencies

Evaluation materials and reports conducted outside of school are welcomed to be reviewed and considered by the school team. Along with outside agency reports, review student reading performance data that you have from school based assessments, and determine if there are concerns with the student's reading skills. If there are concerns with the student's reading skills then the student should be referred to appropriate SAT or MTSS processes and procedures, and information from outside evaluation should be included in the referral. If there are no concerns with the student's reading skills then discuss concerns with parents and review student data with them. If a disability is suspected, seek parental consent and evaluate for special education eligibility.

Handling Requests for Specific Interventions

LB 1052 (signed into law in 2018) requires schools to provide "evidence based structured literacy instruction implemented with fidelity using a multisensory approach" *unless* instruction is otherwise provided through an IEP. The law does not specify a particular program and schools have the right to determine what intervention program is used. Evidence-based practices (EBPs) for addressing the needs of students that struggle in reading are available for students with dyslexia. EBPs for readers that struggle have been shown through high-quality research to result in improved student outcomes. Direct instruction (available through a number of published programs) in specific skills such as phonological awareness, phonics (decoding), fluency, and spelling are likely to support students with dyslexia. Selection of specific intervention should be driven by reliable and valid data that indicates what specific skill gaps a student is experiencing.

Orton-Gillingham (OG) is one instructional approach that is commonly requested for students with dyslexia. However, it is not the ONLY approach that works for students. Research shows that students with dyslexia benefit from structured, explicit, multisensory instruction in reading. These are components of OG, but also of other reading interventions. Evidence-based practices for addressing reading difficulties are required for all students with an IEP. Student progress should be carefully monitored using reliable and valid progress monitoring tools to ensure that

students are making progress. Data should be used to support decisions for instructional changes.

Schools are required (per LB 1052) to “provide evidence based structured literacy instruction implemented with fidelity using a multisensory approach.” Effective structured literacy instruction for students with dyslexia includes direct, explicit, and systematic instruction on multiple literacy elements, including: phonology, sound-symbol association, syllables, morphology, syntax, and semantics. Multisensory approaches in instruction require the student to simultaneously use multiple senses (vision, auditory, kinesthetic) to participate in learning activities. Multisensory approaches often require using a variety of materials (e.g., letter cards, magnets, tactile experiences) that students can manipulate throughout lessons. As with any intervention, programs using multisensory approaches should be evaluated for their evidence base and appropriateness for students with dyslexia.

Section 504 Plans for Dyslexia

Section 504 plans are appropriate for students with disabilities who do not require modifications to curricular expectations or specially designed instruction. 504 plans detail accommodations for students. Accommodations that are often utilized by students with dyslexia include extended testing time, use of technology, providing extra practice and materials, and presenting content in multiple ways (e.g., visual, auditory).

The Role of the School Psychologist in Dyslexia Assessment and Intervention

School psychologists are well positioned to contribute to team decision making regarding dyslexia identification and intervention. School psychologists are experts in assessment and use a variety of strategies (e.g., interviews, observations, formal and informal tests) to identify a student’s strengths and weaknesses and make recommendations for intervention based on high quality data. School psychologists also have knowledge of curriculum and instructional strategies for learners who struggle in reading and other academic areas. They may serve as consultants to teachers and parents in identifying appropriate instructional or intervention strategies, and in some cases, may provide direct intervention services to students. Finally, school psychologists also are well-suited to assist with district-level planning in how to best meet the needs of students with dyslexia and other reading difficulties.

Dyslexia Resources:

U.S. Department of Education “Dear Colleague Letter” Guidance on Dyslexia:

<https://www2.ed.gov/policy/speced/guid/idea/memosdcltrs/guidance-on-dyslexia-10-2015.pdf>

Nebraska Reading Improvement Act (LB 1081)

https://nebraskalegislature.gov/bills/view_bill.php?DocumentID=34292

Nebraska Dyslexia Legislative Bill (LB 1052)

https://nebraskalegislature.gov/bills/view_bill.php?DocumentID=34380

Nebraska Department of Education Dyslexia Technical Assistance Document

https://www.education.ne.gov/wp-content/uploads/2017/07/Dyslexia_1.20.16.pdf

International Dyslexia Association (IDA)

<https://dyslexiaida.org>

Yale Center for Dyslexia & Creativity

<https://dyslexia.yale.edu>

Fletcher, J.M., Lyon, G.R., Fuchs, L.S., & Barnes, M.A. (2019). *Learning disabilities: From identification to intervention* (2nd ed.). New York: Guilford Press.

Kilpatrick, D.A. (2015). *Essentials of assessing, preventing, and overcoming reading difficulties*. Hoboken, NJ: Wiley.

Proctor, C.M., Mather, N., Stephens-Pisecco, T.L., & Jaffe, L.E. (2017). Assessment of dyslexia. *Communique*, 46, 1, 20-23.

Shaywitz, S. (2003). *Overcoming dyslexia*. New York: Vintage Books.

Recommendation citation:

Nebraska School Psychologists Association (2019, April). *Dyslexia Guidance for Nebraska School Psychologists*. Available online at www.nspa.wildapricot.org.

Acknowledgement:

NSPA would like to acknowledge Dr. Brian McKeivitt and Dr. Amanda Kern from the University of Nebraska at Omaha for their contributions to this document.

Approved by the NPSA Executive Board April 2019.

ESU/ District Situation

If an ESU and district choose to enter a participant on multiple Participant Lists, the following guidelines apply:

- If a participant is selected for a random moment time study survey, the participant is ONLY to answer if they were working for (being paid by) the district/ESU for which the survey was selected.
- If the participant is NOT working for (being paid by) the district/ESU for which the survey was selected, the participant should answer that they were “Not working” and select either Paid or Unpaid Leave, whichever is applicable.
- When reporting expenditures during the financial collection process each entity cannot be reporting more than their quarterly expenditures on a cash basis for the participant.
 - Example - if a district is contracting a participant from an ESU, the ESU should be claiming the salary, benefits and any other eligible expenses less any reimbursement they are receiving from a district who is paying a contracted cost for the shared participant. The district should be claiming any contracted costs incurred as invoiced through the ESU.
 - In the example above, Jane Doe is an employee of the ESU and is paid a salary and benefits by the ESU. Jane Doe is also contracted through the ESU for ABC District. Jane Doe is listed on both Participant Lists.
 - Jane is paid \$10,000 by the ESU in a given quarter
 - ABC district is invoiced \$2000 for Jane’s services in the same quarter
 - ABC district can claim \$2000 for Jane’s invoiced services in this quarter
 - ESU should be claiming \$10,000 less \$2000 for Jane in the same quarter, therefore should be claiming \$8000 in this quarter

From: Fairbanks Info <info@fairbanksllc.com>
Sent: Tuesday, April 23, 2019 3:58 PM
To: info@fairbanksllc.com
Cc: 'Irvine, Jennifer' <Jennifer.Irvine@nebraska.gov>
Subject: Nebraska Medicaid in the Public Schools

Good afternoon,

This email is being sent as a follow up from the NASBO convention on April 11th, 2019. During Fairbanks' and DHHS' presentation, there were a few issues raised that both Fairbanks and DHHS want to ensure are supported through the following information and attachments:

1. The first attachment titled "ESU & District PL and Financial Guidance" entails instructions concerning ESU and member district claiming best practices. It was brought to our attention that there is still some confusion on the proper claiming of ESU personnel that are included on multiple Participant Lists; to avoid districts and ESUs collectively claiming more than 100% of the costs for contracted ESU personnel, please refer to the guidance in the attached document.
2. The second attachment titled "Maximus -Group Member New Enrollment" contains detailed instructions on how to access the Nebraska Medicaid enrollment system in which all Cost Pool 1 Direct Service Providers must be Medicaid enrolled in order to receive MIPS reimbursement for their costs. As a reminder, the following NEBMAC Categories on the Participant List are required to be enrolled in Nebraska Medicaid:

- Alcohol and Drug Counselor, Licensed (LADC)
- Alcohol and Drug Counselor, Provisionally Licensed
- Audiologist, Licensed
- Behavioral Analyst Assistant, Board Certified
- Behavioral Analyst, Board Certified
- Behavioral Technician, Registered
- Health Paraprofessional (Supervised)
- Independent Mental Health Practitioner, Licensed (LIMHP)
- Mental Health Practitioner, Licensed (LMHP)
- Mental Health Practitioner, Provisionally Licensed (PLMHP)
- Occupational Therapist, Licensed
- Occupational Therapy Asst, Licensed
- Occupational Therapy Paraprofessional (Supervised)
- Optometrist, Licensed
- Personal Care Service Provider
- Physical Therapist, Licensed

- Physical Therapy Assistant, Licensed
 - Physical Therapy Paraprofessional (Supervised)
 - Physician
 - Practical Nurse (LPN), Licensed
 - Psychologist, Licensed
 - Psychologist, Provisionally Licensed
 - Registered Nurse (RN), Licensed
 - Speech Pathologist, Licensed
3. Finally, at the conference, there were a number of conference attendees from ESUs and districts asking if they needed to participate in the MIPS program. Participation in the MIPS program is mandatory per Nebraska state statute located here: <https://nebraskalegislature.gov/laws/statutes.php?statute=43-2511>

The specific applicable text is included below along with the requirement highlighted:

“There is hereby established a statewide billing system for accessing federal medicaid funds for special education and related services provided by school districts. The system shall apply to all students verified with disabilities from date of diagnosis to twenty-one years of age as allowed under the federal Medicare Catastrophic Coverage Act of 1988. The system shall be developed, implemented, and administered jointly by the Department of Health and Human Services and the State Department of Education. On or before October 1, 2015, the Department of Health and Human Services and the State Department of Education shall jointly revise the statewide billing system to streamline and simplify the claims process, to update reimbursement rates, and to incorporate services included in the state plan amendment submitted pursuant to subsection (4) of section 68-911. After the reimbursement rates have been updated pursuant to this section, such rates shall be reviewed at least once every five years. School districts, educational service units, or approved cooperatives providing special education and related services shall be required to participate in the statewide billing system. Eleven and fifty-four hundredths percent of federal medicaid funds received by school districts pursuant to such billing system shall be considered reimbursement for the costs to school districts associated with the implementation and administration of such a system, and such costs shall be included in the medicaid reimbursement rates to be established for each service. From the amount provided pursuant to section 43-2515 to aid in carrying out

the Early Intervention Act, the Department of Health and Human Services shall retain, for the purposes of implementing and administering the statewide billing system and early intervention services coordination services, an amount equal to the lesser of the actual cost of implementing and administering the statewide billing system and early intervention services coordination services or (1) for fiscal year 2014-15, two hundred forty-two thousand dollars, (2) for fiscal year 2015-16, three hundred thousand dollars, or (3) for fiscal year 2016-17 and each fiscal year thereafter, the amount retained for such purposes for the prior year increased by five percent.”

Thank you and please contact the Fairbanks Client Information Center at 877-219-1316 with any questions.

Fairbanks LLC

Support Line: 877-219-1316

Fax: 312-264-5590

Email: info@fairbanksllc.com

Nebraska Provider Screening and Enrollment

New Group Member

New Group Member Profile

The steps below will guide you through filling out or updating a Group Member Profile.

All applications must be submitted for review when completed.

This profile is completed for the individual service rendering provider by the actual individual or by someone authorized to complete the information on their behalf.

Note: If you do not have a username and password, see the appropriate Account Creation Instructions.

Symbols to watch for:

	<u>Edit</u>		<u>Required</u>		<u>Add</u>
	<u>Key Provider Identifier</u>		<u>Delete</u>		

- After logging into www.nebraskamedicaidproviderenrollment.com, click on **Add Group Member Profile** under “My Group Member Profiles”.

Note: All Group Members must have their own Username and Password created using their Individual SSN. The Tax ID on the top left of the page must be the Individual SSN for this Group Member. Do NOT create a group member profile under the Business Tax ID (EIN).

Provider Summary

Tax ID: XXXXXXXXXX

My Providers

Provider	Status	Provider Type	NPI	Medicaid ID	Specialty	Location	Effective Date	Submit Date	Revalidation Due Date
<i>No providers found.</i>									

[Add New Provider Location](#)

My Group Member Profiles

Provider	Status	Provider Type	NPI	Specialty	Effective Date	Submit Date
<i>No group member profiles found.</i>						

Create a Group Member Profile if you are or will be part of a Group Practice.

 [Add Group Member Profile](#)

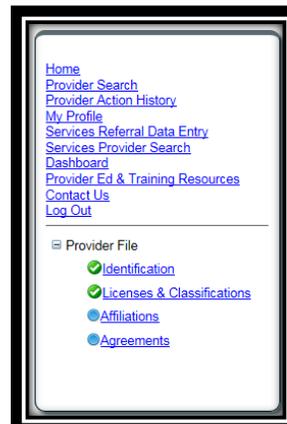
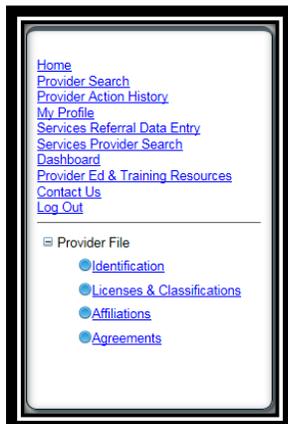
- Complete all Required Fields.
 - All information will be specific to this provider. (Provider Type, Specialty, Taxonomy, Individual SSN, Individual NPI, Date of Birth)
 - The Individual NPI with the profile will be used to identify the individual as the service rendering provider on practitioner claims or prescribing provider.

The screenshot shows a 'New Registration' form with the following fields and options:

- Category*: Group Member Profile (dropdown)
- Provider Type*: (dropdown)
- Specialty*: (dropdown)
- Taxonomy*: (dropdown)
- First Name*: (text input)
- Middle Initial: (text input)
- Last Name*: (text input)
- Tax ID Type*: EIN SSN
- Tax ID*: (text input)
- NPI(if applicable): (text input)
- Gender*: Female Male Unknown
- Date of Birth*: (text input)

Buttons: Save, Cancel. A red arrow points to the Save button.

- Click **Save**.
 - A red screen error will appear if you missed any required information.
 - If at any time you want to return to the home page, need to return to this application or Edit a Key Provider Identifiers, see the Group Member Provider Management Home Resource.
- On the Bottom left side of the page of the application you will see a list of all of the pages you need to complete. Each blue bullet point will change to a green checkmark when it is completed.



2. Identification:

Identification Save Next

Provider Information

Legal Name	DBA	NPI	Tax ID	Provider Type	Effective Date	
Jane Doe				Anesthesiologist (ANES)		

Primary Contact Information

No primary contact information found. 

Uploaded Documents

Name	Description	File Name	Page Name	Username
<i>No uploaded documents found.</i>				

Browse...

Name

Description

Upload file

Identification (55784) Save Next

- Complete the Provider Information section by selecting the **Edit**. The following box will open:

Provider Information

Title

First Name*

Middle Initial

Last Name*

Tax ID*

NPI

NPI Start Date

NPI End Date

Gender* Female Male Unknown

Date of Birth*

Date of Death

Provider Type*

Enrollment Status

- Complete all required fields, and ensure all the information is correct and select **Save**.
- Grey fields cannot be edited. You will be required to start a new Group Member Profile.
 - See the Group Member Provider Management Home Resource if a Key Provider Identifier is incorrect.
- Primary Contact Information. On the Identification page, select **Add**. The following box will open:

Primary Contact Information

Provider

Name*

The Primary Contact is the main person responsible for the information submitted to Nebraska MLTC.

Street Address*

City*

State*

Zip*

Ext Zip*

Phone Number*

Phone Extension

Fax Number

Email Address*

- Complete all required fields and select **Save**.

On the Identification page you will not be required to upload any documents.

- Click **Next** to proceed to the next page.

3. Licenses & Classifications:

- If the Primary Specialty and Primary Taxonomy are incorrect see the Group Member Provider Management Home Resource to edit these Key Provider Identifier fields.
- In the **Licenses** section select **Add** to enter license information for this group member. All fields are required.

- Select **Save**.

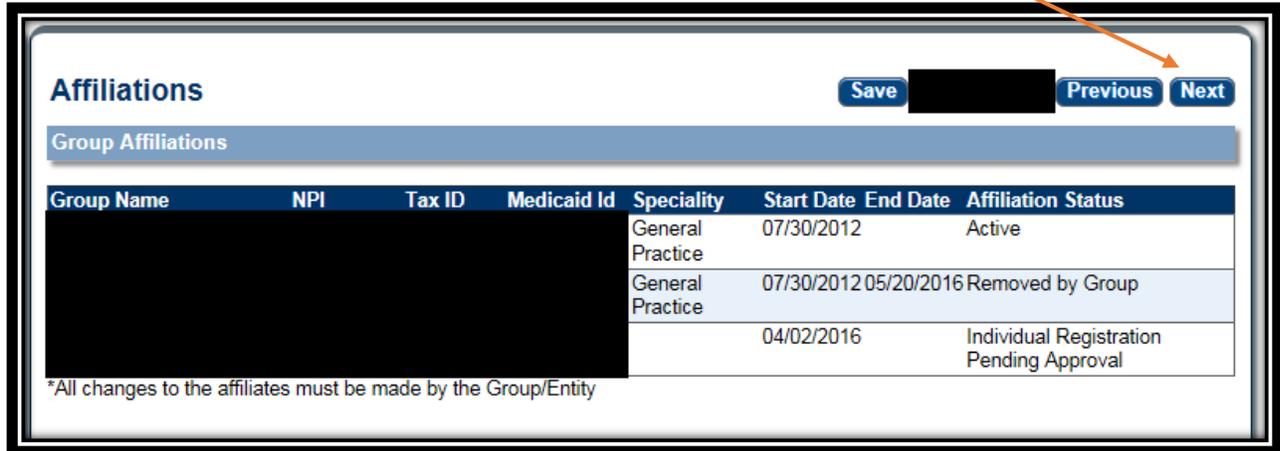
- If applicable, In the **Miscellaneous** section select **Add** or **Edit** to enter Medicare Enrollment information and Other State Medicaid Enrollment Information. If the provider is an Individual Billing Provider for Medicare or any other state Medicaid you need to fill out this section.

On the Licenses & Classifications page you will not be required to upload any documents, unless you have an out of state license. You will need to upload a copy of all out of state licenses.

- Click **Next** to proceed to the next page.

4. Affiliations:

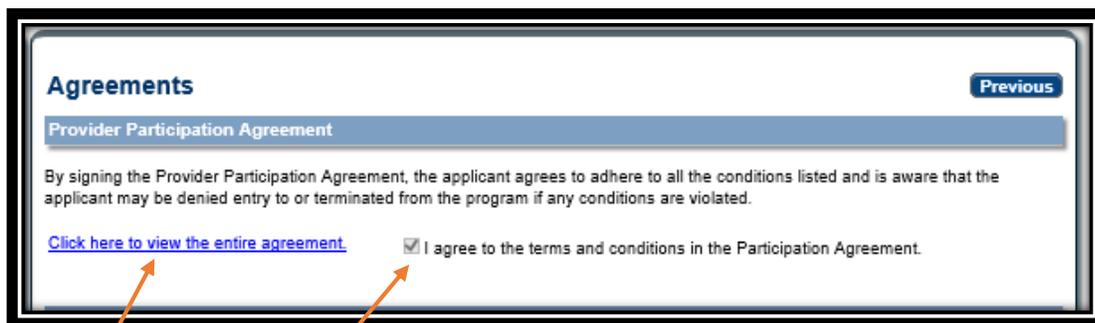
- The affiliations page is a read only page that lists all group affiliations for this Group Member Profile. No changes can be made on this page. Click **Next** to proceed to the next page.



5. Agreements:

- Click on “Click here to view the entire agreement”. A separate tab will show on your web browser that contains each agreement. Read the information. You are responsible for following all of the regulations and will be held accountable for them.
- Place a checkmark in the “I agree’ or “I attest” box.

Note: The check box is only accessible after clicking the web link.



- Answer all of the questions on the Agreements page. You are required to answer all of the questions truthfully. Failure to answer these questions completely and accurately may lead to denial, termination, and administrative, civil, or criminal action.

Questions

Is the provider an entity identified on the System for Award Management (SAM) website as debarred, suspended, proposed for debarment, excluded or disqualified under the nonprocurement common rule, or otherwise declared ineligible from receiving Federal contracts, certain subcontracts, and certain Federal assistance and benefits?

No Yes

If 'YES' a comment is required.

Is the provider, any facility, employee or contractor providing services under this Agreement identified on the OIG list of Excluded Individuals/Entities website as excluded from receiving payment by a Federal health care program?

No Yes

If, 'YES' a comment is required.

Has there ever been disciplinary action against this provider license by a licensing board in any state?

No Yes

If 'YES' a comment is required.

Has the provider ever been sanctioned or terminated by Medicare, Nebraska Medicaid, or any state health program as defined in 42 U.S.C. § 1320a-7

No Yes

If, 'YES' a comment is required.

In compliance with Title 8 U.S.C. § 1324a, has employment eligibility been verified for all employees of this provider OR for individual providers, do you attest that you are in the United States legally and eligible to work per Pub.L. no. 104-193 (1997)?

No Yes

If 'NO' a comment is required.

Signature

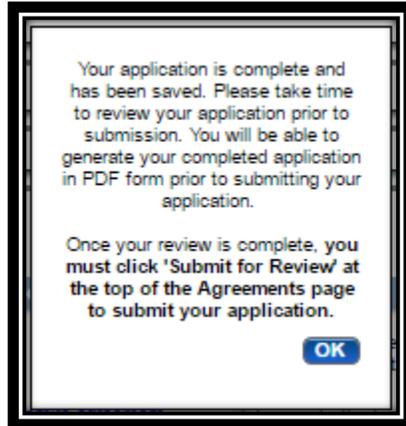


Please enter the characters in the image above:

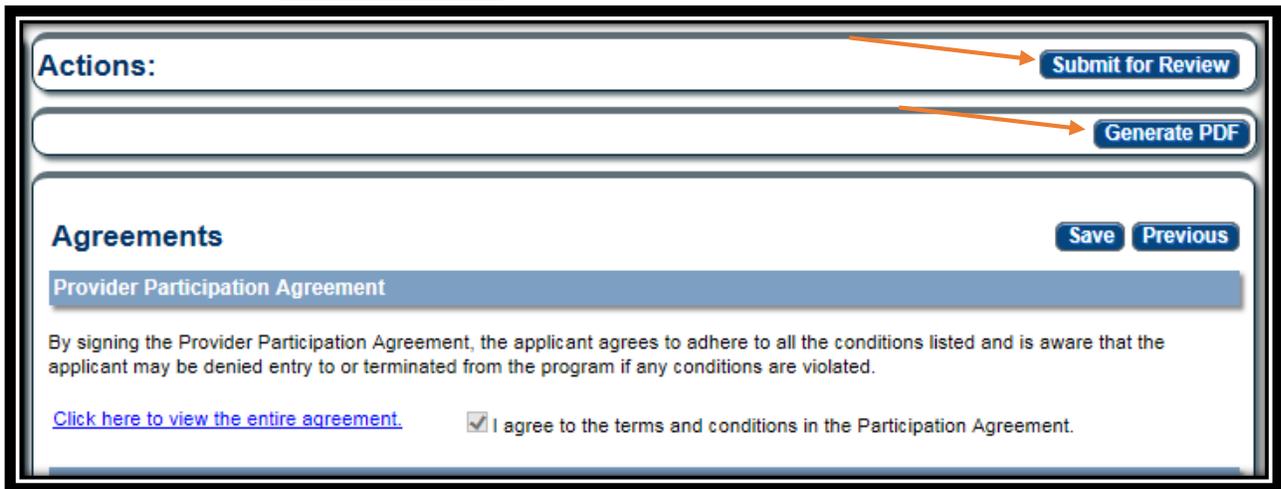
Enter password:

The password requested is your user login password.

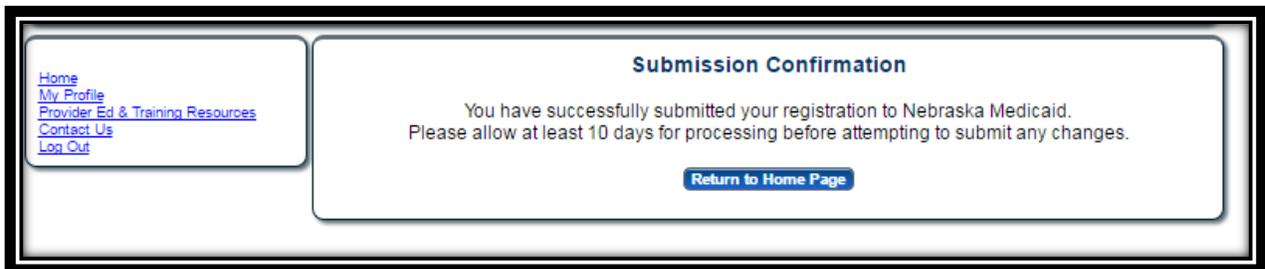
- In the Signature section, enter the characters in the image
- Enter the password used to log into the portal and click **Save**.
- This message will be displayed when the application is successfully saved:



- Click **OK**.
- 6. Click **"Generate a PDF"** if you wish to save or print a PDF of the application. This is your only opportunity to save or print a PDF.
- 7. You **MUST** hit **"Submit for Review"** to successfully complete the application process.



- When finished the following screen will be displayed:



The Group Member can be added to the group. The Group Member Profile must be approved before the Group Member can be confirmed within the group. See Group Revalidations and Adding a Group Member in Provider Education & Training Resources for further instructions.

ESUCC Special Education Committee Update

May 2019

AAP Website

- No Progress to Report
 - Focus has been on SRS Zend Framework 3 Conversion

Project Para

- Finalizing and submitting the 6 month Progress Report for NDE
- Working on the transition to a MySQL database for the Supervising Paraeducators site.
- Continuation of the updates to the system management. This component includes a number of functions that are important for helping schools with organization and troubleshooting. I have been trying to make it more cohesive and easier to navigate.

SRS

- Zend Framework Conversion
 - Printing is largely finished.
 - A few minor touch-ups still remain
 - Student Transfer draft completed
 - Testing/fine-tuning now
 - Remaining work
 - Continue testing and fixing bugs
 - Welcome Screen
 - Tutorials / Videos
- ADVISER
 - Built time-limits into forms
 - Data won't be pulled from expired IEP, MDT, and/or IFSP
 - Built report to show what students were not uploaded to ADVISER
 - Report will explain why each student was excluded
- Beta Testing
 - Volunteers were given access to a test Zend Framework 3 site
 - Google survey was set up to collect feedback