

Educational Service Unit 7

Program Directory

Leading 🍏 *Serving* 🍏 *Supporting*



Serving the schools of Boone, Butler, Colfax, Merrick, Nance, Platte, and Polk counties

The mission of **ESU7 is to provide leadership and services supporting the improvement of learning and teaching.**

2657 44th Ave.

Columbus, NE 68601

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Lead • Serve • Support

Core Services

Program Directory

Revised 2016

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Provide leadership and services supporting the improvement of learning and teaching.

Educational Service Unit 7 Believes:

1. All students can learn.
2. All students deserve access to equitable educational services.
3. All students have value.
4. All students deserve respect.
5. All students need a safe environment in which to learn.
6. All students are served by a learning organization.
7. All students deserve educators who are learners and responders.

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ADMINISTRATION

Establish systematic process for evaluating programs and services

Recommend programs and services for Board approval

Facilitate advisory groups for determining future changes

Prepare an annual budget

Establish and maintain an accurate account of all financial transactions

Initiate staff selection processes, salaries, and recommendations for Board approval

Assign and transfer personnel in accordance with Board policies and procedures

Submit for Board approval possible policy statements, procedures, regulations and programs related to effective, efficient and equitable leadership and management issues

Provide leadership in maintaining all provisions of the law relating to ESUs as well as observance of school policies by staff

Participate in a variety of community organizations and serve as the ESU 7 representative

Provide leadership in areas of facility maintenance, renovation and replacement projects

Provide leadership in the areas of professional growth process, including all levels of evaluation

Manage conflicts inherent in complex educational organizations

Provide leadership in maintaining a system sensitive to diversity and equity patterns in accord with state guidelines

Administer the employee benefit programs:

- Health insurance
- Dental insurance
- Long-term disability insurance
- Term life insurance
- Tax sheltered annuities

Serve as financial manager of the Educational Service Unit; financial representative of negotiation management team, ESU 7's insurance, and employee benefit program administrator

Responsible for purchasing and warehouse services, property accounting and real estate matters

Prepare and implement Board approved referendums

ADMINISTRATION

Provide leadership in the establishment of a consistent marketing plan

Develop and implement a Continuous Improvement Plan, as per Rule 84:006

Provide an annual report summarizing a year in review

Develop Administrator Goals with the Board and prepare a progress report on administrator's objectives through the annual administrative evaluation process

Participate in state and local affairs, impacting the direction of education in general, as well as Educational Service Unit 7

Prepare, file and approve federal program reports

Analyze cash position and invest idle funds with advice of investment counselor and approval of the Board when necessary

Coordinate audit activities related to Educational Service Unit 7 financial records

Review bills with Board members for approval

Coordinate the cooperative purchasing program

BLENDDED, DISTANCE LEARNING & ERATE

Support for software, hardware and Erate systems

- Video Conferencing Systems
- Desktop and Bridging Solutions
- Erate support
- Technology Plan support
- Contract Negotiation Support
- Internet Bridge Maintenance and Support

Training for Teachers and Coordinators

- Blended Learning Training
- Distance Learning Training
- Nebraska Virtual Instruction Source (NVIS) Clearinghouse training
- Learning Management System Training
- Learning Object Reposition Training

Support and Stipends for Enrichment Content Activities

- CILC Bank
- TWICE
- Connect2Texas
- NVIS through Nebraska

Troubleshooting DL issues/concerns

- Phone support
- Onsite support
- Virtual Support

NVIS Clearinghouse Access

- Posting DL Classes
- Joining DL Classes
- User Management

Grant writing access and consortiums

- Erate

Access to Network NE backbone

Access to Internet2

Internet Transport

Advocate for NE Distance Learning systems/concerns

Voice in Statewide BlendEd Initiative

MEDIA

Instructional Resources

- Video - Streaming Video
- Kits
- Models
- DVD
- Technology
- Books
- Online Resources
- Open Education Resources

Subscription Resources

- SNAP - video streaming, multimedia resources
- Learn360 - video, audio, image streaming
- Gale/Cengage databases
- Marshall Cavendish eBooks
- WorldBook
- Visual Thesaurus
- Financial Literacy
- Teachingbooks.net
- NoodleTools
- HippoCampus/EdReady/nrocEnglish

Training for above services

Support on Rule 10 recommendations

Voice in statewide organization Nebraska School Library Association

Voice in nationwide organization National Association of Media and Technology Centers (NAMTC)

Curriculum development

Collaboration/consortium with school librarians

NETWORK & INFORMATION SYSTEMS

Main Focus - ESU 7 assists schools in the administration and maintenance of their school networks.

Planning and Design - ESU 7 network personnel can help you plan, design, and implement your infrastructure from wires to wireless, iPads or laptops, servers and more.

Internet Access - ESU 7 provides coordination and support for our school's direct connection to an Internet service provider of their choice. These services range from the initial planning and design, to implementation of equipment and assuring continuity of the connection.

Local Area Network(LAN) Manager Program - Educational Service Unit 7 hosts up to four LAN Manager meetings annually as part of the program. Each meeting focuses on a variety of pertinent news and trainings on current issues. In addition, each LAN Manager serves as their school's primary point of contact to escalate technology issues for support.

Technical Helpdesk Support - Our team provides support in the following areas: Backups, Client Computers, iOS, General IT, Lab Computers, Web Filtering, Email, Listservs, Wired and Wireless Networking, Anti-Virus, & User Administration.

Offsite Backup - ESU 7 provides this service to our schools for those wishing to store their data offsite.

AV Repair Service - ESU 7 offers a computer repair service to our schools. Schools share in the costs for this service.

Electronics Recycling Program - ESU 7 offers free electronics recycling to our member schools. Schools are encouraged to drop off a variety of unused computer-based electronics where they are palletized and eventually shipped to a recycling facility.

PRODUCTION

The ESU7 Production Department offers many services that save time and money. This service reduces the districts' copier maintenance cost and save the teachers' time.

Print documents in color and black and white:

- Worksheets
- Workbooks
- Handbooks
- Newsletters
- Forms
- Flashcards

Binding:

- Spiral binding
- Fastback binding
- Saddle stitch books

NCR forms (carbonless)

Other Services:

- Punching and binding
- Padding
- Tabbing
- Collating
- Three hole drilling
- Stapling
- Folding
- Cutting
- Full color copies
- Cards
 - Alphabet cards
 - Number cards
 - Writing paper
 - High frequency word cards
 - Spalding sound cards
- Lamination
- Die Cuts
- Cricut

PROFESSIONAL DEVELOPMENT

Continuous Improvement Process support

- Nebraska Frameworks and AdvancED
- Data – Analysis of Norm Referenced Tests (NRT), NeSA, DIBELS, district data, program data
- Data teams
- Strategies for implementation and monitoring goals
- Response to Intervention(RtI/MTSS) Process and documentation
- External visit support
- Curriculum
 - Development/Revision
 - Alignment to standards
 - Comparison to data results
 - Resource selection

AQuESTT

Assessment

- Assessment literacy
- Assessment administration (ie:DIBELS, NWEA, Check4Learning)
- Analysis of results/reports

Instruction

- Marzano's Effective Strategies
- Active student engagement
- L to J
- Instructional Models - Danielson, Marzano, District Developed)
- Classroom Management
- Content specific support (Reading, Writing, Math, Science, Career and Technical Education, other content areas as requested)
- Technology Integration
- Leadership
 - Supervision and Evaluation
 - Principal Cluster
- Differentiated Instruction
- BlendEd

Communication with the Nebraska Department of Education

- Literacy Cadre
- Math
- Science
- Technology Integration

Partnership and collaboration with Northeast Nebraska Network Consortium (NNEC)

- Adolescent Literacy Learning
- Summer Tech
- BlendEd

Representation in standards development process

TECHNOLOGY INTEGRATION

Technology Integration Trainings and Workshops

- At Educational Service Unit 7
- At School Districts

Technology Integration Support

Consult on Technology Curriculum and Plans

Consult with schools looking to go 1:1 and those that have gone 1:1

Provide Training to staff and students when going 1:1

Google Apps Domain Creation and Training

Provide the opportunity, if available, for equipment trials to schools

Organize and coordinate Technology Integration Specialist (TIS) meetings

Research hardware and applications for schools

Coordinate Nebraska Student and Staff Record System(NSSRS) work days

Northeast Nebraska Network Consortium Summer Technology Institute Planning

Liaison for State and National Technology Conferences and Organizations

Support school improvement with regard to technology

BrightBytes Clarity Survey - Technology survey for schools

Support schools in implementing technology with a common language

- Marzano
- Danielson
- Other

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Federal Programs & Grants Program Directory

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ASSISTIVE TECHNOLOGY PARTNERSHIPS (ATP)

Attend Assistive Technology Partnership staff meetings and team meetings, unless the Assistive Technology Partnership director approves absence.

Must conduct one early childhood (0-3) and one transition (14+) regional activity or training and provide a summary of the event in the six-month or final report(s).

Contact schools in their Educational Service Unit grant areas at the beginning of the school year and provide information on services available through Assistive Technology Partnership/Education.

Contact the vocational rehabilitation offices within their Educational Service Unit grant areas twice a year (at the beginning of the school year [August or September] and midway through the school year [December or January]).

Provide instructional events designed to increase participants' knowledge, skills, and competencies regarding assistive technology.

Provide consultation for child specific activities in response to specific requests or identified needs; in which information about potential assistive technology applications to address the educational needs of the student is delivered.

Perform demonstrations to compare the features and benefits of particular Assistive Technology devices or categories of devices for an individual or small group to enable them to make an informed choice.

Obtain Assistive Technology equipment with grant funding and make equipment available for loan to individuals who are interested in trialling equipment before purchasing.

Keep inventory and records of all equipment obtained and maintained by grant area.

Provide awareness activities based on initiatives designed to reach large numbers of people such as presentations, conferences, etc., in order to increase awareness of assistive technology.

Collaborate with school staff, service unit staff, parents, and agencies to be sure Assistive Technology needs of students are being met.

Maintain confidentiality of information concerning staff, students, and parents within all districts served.

AUTISM SPECTRUM DISORDERS

Regional Services for Children with Autism Spectrum Disorders (ASD).

- Five ASD Regions have been established to effectively meet the needs of schools and families across the state who are impacted by ASDs. ESU 7 school Districts are in the Northeast Region for services.

School districts may contact their Regional Coordinator for:

- Consultation and/or training in the assessment and verification of students with ASDs
- Identifying appropriate goals for an Individual Family Service Plan (IFSP) or Individualized Educational Plan (IEP)
- Consultation in selecting and implementing appropriate research based strategies and interventions
- Regional training and/or staff development for educators, community professionals, and family members
- Consultative support to local school districts and families of students with ASD
- Information about the resource lending libraries, regional websites, and Recorded webinars for trainings
- Consultation in Individualization of Services and Supports for each child
- Consultation in designing Services and supports that are implemented based on professional and parent expertise in conjunction with evidence based practices in the field of ASDs
- Consultation for instruction so instruction for each child is age, individually, and culturally appropriate

Note: The ASD Network does not provide direct services to children. We do, however, consult with school teams about specific children and other ASD needs through a referral system. Regional ASD coordinators provide support as requested through the referral system to all students, not only students with a primary or secondary educational verification of autism. For more information about the ASD Network, please visit the ESU 7 Autism page at:

<http://ww2.esu7.org/vnews/display.v/SEC/Departments%7CSpecial%20Education%3E%3EAutism>

COLLABORATIVE GRANT

Link between school districts and the Nebraska Department of Education for Improvement of Learning for Children with Disabilities.

Provide technical assistance and support to help school districts successfully complete the Improving Learning for Children with Disabilities process.

Assist in developing local timelines of Improving Learning for Children with Disabilities activities.

Assist in locating and obtaining necessary data.

Assist in the planning, staging and implementation of data analysis.

Assist with problem solving activities and development of improvement strategies.

Participate in professional organizations on the local, state and national levels.

Maintain an active interest in professional development by attending pertinent conferences, conventions and meetings.

Maintain communication with cooperating organizations.

Adhere to policies established by the school districts and Nebraska Department of Education.

Meet and participate in all Nebraska Department of Education/Improving Learning for Children with Disabilities Facilitator activities.

Develop and submit the Improving Learning for Children with Disabilities grant for ESU 7 on Nebraska Department of Education's Grant Management System.

Prepares the annual Improving Learning for Children with Disabilities report through the Grant Management System.

EARLY LEARNING CONNECTION

Build partnerships working to support professional development for early care and education caregivers/teachers in inclusive home, center, and school based-programs.

Assist collaborative efforts to achieve high quality, affordable, accessible training for all those who work with young children and their families.

Provide leadership in maintaining existing partnerships while expanding the partnership to continually improve the provision of needed training.

Meet training needs identified in the area and coordinate new and existing training opportunities.

Provide high quality, affordable and accessible training opportunities and promote professional development and program improvement.

Provide use of technology to facilitate collaboration and professional development as needed and technical assistance to program in training areas identified and support standards.

Distribute quarterly newsletter updates to promote upcoming trainings while communicating training opportunities through emails, texting, and web announcements.

Support early care and education activities and the local initiative (i.e. Results Matters, Early Learning Guidelines, Nature Education, Teaching Strategies Gold, Environmental Rating Scale).

Promote and support the implementation of Early Learning Guidelines, Curriculum/Assessment, and the ECERS/ELLCO.

Encourage and increase collaboration with providers in all early care and education settings.

Maintain appropriate data, reports, records and training logs.

Recognize and utilize learning styles for adult learners while keeping awareness of children's learning styles.

Work with program staff to ensure involvement/representation in Platte Valley Early Childhood Professional Development Partnership and the local Early Development Network and Planning Teams.

Develop and maintain communication with community agencies and other early care and education programs.

Abide by guidelines and procedures established by Education Service Unit 7 and the Nebraska Department of Education.

Self-evaluate regularly on basis of professional growth.

MIGRANT EDUCATION PROGRAM (MEP)

Authorized by Part C of Title I of the Elementary and Secondary Education Act of 1965.

Federally funded program designed to meet unique needs of all children of migratory agricultural workers providing both supplemental educational and support services.

Ensure migrant children fully benefit from the same free public education provided to other children.

Assist State Education Agencies and local operating agencies address the special educational needs of migrant children to better enable migrant children to succeed academically.

Serve children and youth younger than 22 who have not graduated from high school or do not hold high school equivalency certificate and have moved:

- across school district lines
- within the last three years
- with a parent/guardian or on his/her own
- to obtain qualifying temporary or seasonal agricultural or fishing employment

Work must be directly related to the planting, cultivating, harvesting, or processing of crops, the processing of dairy products, meats, fish or shellfish, or caring for livestock. There are no ethnic, national origin, income or language requirements for MEP.

Each local MEP project offers services based on the needs of the migrant students in the area.

Educational services may include:

- Summer School Programs
- Tutoring Programs
- Free School Lunch
- School Supplies
- English Language Learners Material Resources
- Educational Books
- Preschool Programs
- GED Assistance
- Continuity of Instruction between and among school districts and states
- Before and after school programs
- High School graduation assistance services
- CAMP
- Scholarship Opportunities

Supportive services or activities may include:

- Parent Advisory Council (PAC) and other parent involvement activities
- Referral Services to other local agencies
- Advocacy for migrant children
- Interpretation / Translation Services
- Transportation
- Statewide recruitment of eligible migrant children
- Sharing of student information among states upon relocation
- Providing school materials

TITLE IA COOPERATIVE

Budgeting

- Title IA Budget: Prepare Projection to Assist Member with Planning for Next School Year
- Title IA Budget Revisions: Adjust and Consult with Member
- Accountability Budgeting: Consult, Prepare, Submit, Monitor with Member
- Title IA Allocated Budgets: Consult, Finalize with Member and Monitor

Grants and Applications

- Grant Management System Consolidated Grant: Prepare, Submit, Monitor Grant, and Submit Amendments
- Nebraska ESEA Consolidated Review Process: Coop Represents Member Districts
- Coop Participation: Letter of Intent (every 2 years), Coordinating Agreement (annually) and Membership Records
- Persistently Low Achieving School Application: Consult and Assist
- Accountability Application: Consult, Prepare, Submit and Monitor

Accounting Services

- Member Title IA Budget: Not to Exceed Budget or Guidelines
- ALIO System: Maintain, Enter, and Communicate Balances
- Accountability Reimbursement Requests: Maintain Records, Complete Forms, Submit Request and Documentation, Communicate with NDE Accountant
- Member Request For Expenditures: Maintain Procedures, File, Approve and Reimburse
- Billings and Receipts: Collect, Prepare, Enter and Submit for Payment

Nebraska Department of Education Forms

- Non-Public Consultation: Receive from Nebraska Department of Education, Disburse to Members, Collect, Submit to NDE
- Attestation: Remind Members to Complete and File Annually on Site and at the Educational Service Unit
- Comparability Report: Districts complete on Grant Management System
- School-wide: Applications, Rubrics and Plan Reviews: Consult, Assist, Submit to the Nebraska Department of Education and the Educational Service Unit, flash drive
- Targeted Assisted Rubric: Consult and Assist, file On Site and at ESU

Program Coordination

- Annual Meeting: Plan, Prepare, Implement, Discuss and Consider Input for the Operation of the Coop
- Needs Documentation: Develop, Revise, Support and Maintain Copies
- Time and Effort Logs: Create, Revise, Train and Collect Monthly and Semi Annually
- Nebraska Department of Education On-Site Title IA Review: Assist with preparation and visit
- Staff: Meet Regularly to Discuss, Project and Plan for the Needs of the Coop
- Daily Schedules: Collect Semi Annually

Professional Development

- Rules and Regulations: Provide, Guide, Discuss and Monitor Implementation

Reading Practices and Data Review: Consult, Develop, Support

TITLE IA COOPERATIVE

Math Practices and Data Review: Consult, Develop, Support

Working with Parents/ Guardians: Develop, Support and Consult

Paraprofessionals: Support, Consult, and Train as Requested

Parent Involvement Activities: Encourage and Showcase Activities

Student Services Coordination

Services to Non-Public School: Provide Consult, Support, and Assist Members with Implementation Procedures/Programs

Request for Expenditure: Review and Approve for Supplement vs. Supplant

Student Progress: Consult, Monitor, Support Member Plans/Work in Reading, Math, Accountability

Provide Resources: Parent Institute Newsletter and Activity Calendar

Professional Services: Developmental Knowledge and Skills, Create Plans and Interventions

TITLE IIA

The purpose of the Title IIA Consortium is to increase academic achievement of all students by helping schools and districts improve teacher and principal quality while ensuring all teachers are highly qualified. Participation in the ESU 7 Title IIA Consortium is offered to all nineteen districts and provides professional development for core teachers to enhance teaching and learning. This is achieved through funding unit-wide activities, registrations, and stipends for core academic areas. The ESU 7 superintendents and principals participate in a needs assessment to determine unit-wide needs annually and superintendents approve the Title IIA unit-wide plan in Spring.

Core academic areas, as defined by No Child Left Behind, include:

- English
- Reading and Language Arts
- Mathematics
- Science
- Foreign Languages
- Civics and Government
- Economics
- Art
- Music
- History
- Geography

Core academic areas do not include:

- Preschool (except for Title I preschool programs that are part of an approved school-wide plan)
- Health and Physical Education
- Career Education:
 - Agriculture
 - Business Education
 - Cooperative Education
 - Family and Consumer Sciences
 - Industrial Technology (Skilled and Technical Sciences)
 - Information Technology
 - Marketing and Trade
 - Industrial Education
- Coaching
- Driver Education

Courses that are exempt from No Child Left Behind qualified teacher requirements include:

- Psychology
- Sociology
- Anthropology
- Humanities
- Journalism
- Debate
- Drama
- Theater
- Photography
- Radio-TV Production
- Religion

TITLE III CONSORTIUM

Limited English Proficiency (LEP)

Improve the education of Limited English Proficient (LEP) children by assisting them to learn English and meet challenging state, academic achievement standards.

Provide enhanced instructional opportunities for immigrant children and youth.

Carry out activities using scientific approaches and methodologies regarding teaching LEP children and immigrant children for the following purposes:

- Develop and implement new language instruction educational programs and academic content instructional programs for LEP students in early childhood, elementary and secondary programs.
- Expand or enhance existing language instruction educational programs and academic content instruction programs.
- Implement school-wide programs within individual schools to restructure, reform, and upgrade all programs, activities, and operations related to language instruction, educational programs and academic content instruction for LEP students.
- Implement in local educational agency, system-wide programs designed to restructure, reform and upgrade all programs, activities and operations related to the education of LEP students.

Providing high-quality language instruction educational programs based on scientifically based research to increase english proficiency and student academic achievement in the core curriculum.

Providing high quality professional development to classroom teachers, principals, administrators, and other community-base organizational personnel.

- Designed to improve the instruction and assessment of LEP children.
- Designed to enhance the teacher's ability to understand and use curricula, assessment measures, and instructional strategies.
- Based on scientific research demonstrating effectiveness in increasing children's English language proficiency or the subject matter knowledge, teaching knowledge and skills of teachers.
- Of sufficient intensity and duration to have a positive and lasting impact on teacher performance.

Immigrant Education

The term immigrant children and youth, defined in Section 330(6) of Title III, refers to individuals who:

- Are aged 3 through 21
- Were not born in any US state
- Have not been attending one or more schools in any one or more states for more than three full academic years

What is the definition of three full academic years?

- Some states define an academic year as nine months, while other states count an academic year as ten months. If a student has been in different schools, in different school districts, and/or different states, the number of months the student has been in school in any one or more state must not total over three full academic years.

The term "state" means each of the 50 states, the District of Columbia, and the Commonwealth of Puerto Rico.

PERKINS GRANT

Teachers in Career Education programs (Agriculture, Education, Business, Counseling, Family and Consumer Science, and Skilled and Technical Science) in 18 districts have access to funds for smaller pieces of equipment, software, and instructional materials to support innovative classroom practices.

Teachers and counselors are encouraged to take part in Career Education content area networks to receive professional development, as well as collaborating on curriculum and instructional projects.

Teachers and counselors have the opportunity to attend the Nebraska Career Education Conference and the Nebraska Counselor Academy.

The Career Pathways/Early College Program provides opportunities for students to take sequenced college credit courses in Health Sciences, Agri-Business, and Business academies.

Partnerships for Innovation (PFI) supports statewide innovation in Career and Technical Education delivery systems to include Career Academies, professional development and programs of study with coordinated curriculum between secondary and postsecondary education providers.

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Special Education

Program Directory

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CEN7TER

Face-to-face contact with the provider:

- This could mean students are seen in a small group of peers, in the classroom, or individually, depending on their educational needs.

Support/Teach communication skills:

- Conversational skills
- Receptive/expressive skills

Support/Teach social/emotional, self-determination, and self-management skills:

- Self awareness
- Social interaction skills
- Dining habits skills

Support/Teach functional academics/independent living skills:

- Self help, personal care, safety
- Home living, community living/consumer skills
- Money skills, measurement skills
- Time skills, calendar skills

Self-Management skills:

- Eating
- Dressing, toileting, personal hygiene, grooming
- Health care
- Personal safety
- Decision making

Home living skills:

- Housekeeping, home maintenance, selecting and maintaining a household
- Meal planning, buying and preparing food, table setting/clearing
- Kitchen skills and safety
- Laundry, clothing maintenance
- Home safety/emergency
- Telephone skills
- Home leisure

Community access skills:

- Mobility, recreation and leisure

Community based Vocational skills/experience/training:

- Career awareness, job seeking, work skills
- Work behaviors
- Time management
- Job safety

Provide on site support/coaching for life skills instruction at the district level

CEN7TER

Modifications to the curriculum or consultation with the classroom teacher to provide support when generalizing his/her skills, planning, preparing evaluation reports, progress notes, etc.

Abide by guidelines and procedures established by Educational Service Unit 7 and the Nebraska Department of Education

Provide adequate feedback to instructor

Demonstrate safe practices and principles at all times

Maintain confidentiality at all times

Adhere to state rules and regulations for special education

Complete agency required paperwork

Maintain a safe environment for optimal learning

Attend IEP meetings, collect data, and complete progress notes

DEAF EDUCATION

Face-to-face contact with the provider.

- This could mean students are seen in a small group of peers, in the classroom, or individually, depending on their educational needs.

Participate as a multidisciplinary team member.

Participate as an Individual Education Plan team member and develops appropriate goals for the student.

Provide direct services to identified hearing-impaired students when appropriate.

Provide consultative services to school personnel regarding students with hearing impairments.

Modifications to the curriculum or consultation with the classroom teacher to provide support for when generalizing his/her skills, planning, preparing evaluation reports, progress notes, etc.

Abide by guidelines and procedures established by Educational Service Unit 7 and the Nebraska Department of Education.

Participate in the coordinates evaluation and staffing outside of districts (i.e. BTI/MEYERS).

Assist in the selection of equipment and physical set-up of the classroom to meet students' needs.

In-service school personnel and family members on the use of special equipment.

Possess flexibility in meeting the needs of various students, school districts personnel and administrators.

Gather and organize resource materials at Educational Service Unit 7 for use by teachers and parents of students with hearing impairments.

In-service Educational Service Unit 7 and school personnel regarding special needs of students with hearing impairments.

EARLY CHILDHOOD

Face-to-face contact with the provider:

- This could mean children are seen in a small group of peers, in the classroom, individually or other natural environment, depending on their educational and developmental needs.

Provide specialized intervention techniques to assist families in promoting optimal growth and development in children in a center based or home based program.

Identify children's needs through assessment in all areas of development.

Provide feedback to service team and family regarding outcomes and recommended activities.

Help service coordinator with supporting service delivery for each child in a preschool setting or a home based program.

Participate and assist in multidisciplinary staffing and development of Individual Education Plans and Individual Family Service Plans.

Demonstrate/provide appropriate instructional activities for child and family, individual and/or small group.

Prepare/assist families for transition

Consultation/coaching with the care giver(s), plan and prepare evaluation reports, progress notes, etc.

Abide by guidelines and procedures established by Educational Service Unit 7 and the Nebraska Department of Education.

Assist the families and other service team members in developing educational goals in to daily routine of preschool and family activities.

Develop and maintain communication with community agencies and other educational programs to coordinate services to children and families.

Identify formal/informal family support systems to enhance and strengthen families.

Provide pertinent information about child and family service team.

Acts as a contract between school and family, arranging home visits and/or visits at cooperating agencies.

Visit cooperating agencies.

Maintain appropriate data, reports and records.

Recognize and utilize the learning style of each child and family.

Assist family and service team members to identify child/family strengths and needs.

Facilitate understanding of child's abilities and needs and facilitate acceptance of child's programs.

Evaluate professional growth regularly.

ORIENTATION AND MOBILITY ASSISTANT

Face-to-face contact with the provider:

- This could mean students are seen in a small group of peers, in the classroom, or individually, depending on their educational needs.

Reinforce body image training concepts.

Reinforce more efficient use of the following remaining senses: auditory, touch olfactory, proprioceptive, vestibular, and visual.

Enhance sensory-motor development.

Reinforce spatial-environmental concepts.

Reinforce basic skills, i.e. self-protective techniques that enable the student to travel safely in a controlled, familiar, indoor environment.

Reinforce proper diagonal cane technique and provide practice in the location of specific objectives over specified routes of travel.

Reinforce movement along travel route in controlled environments in familiar building.

Introduce and provide instruction sighted guide technique and training in its use in different settings by teaching and monitoring sighted guide techniques.

Monitor sighted guide techniques of student's family and significant others who have been taught.

Modifications to the curriculum or consultation with the classroom teacher to provide support when generalizing his/her skills, planning, preparing evaluation reports, progress notes, etc.

Abide by guidelines and procedures established by Educational Service Unit 7 and the Nebraska Department of Education.

Order, construct and maintain orientation and mobility equipment and material.

Provide accurate documentation and verbal feedback.

Demonstrate safe practices and principles at all times.

Demonstrate knowledge of code of ethics and standards of practice relevant to orientation and mobility.

Maintain current OMA certificate and AER.

Travel as needed to teaching settings as appropriate to needs of individual students.

PROGRAM SUPERVISION

Provide necessary staffing to school districts:

- Recruit and hire highly qualified special personnel
- Collect staff intent
- Determine, distribute, and collect staff contracts
- Complete Educational Service Unit 7 staff evaluations

Determine and distribute service projections

Determine and distribute service contracts

Provide compliance consultation:

- Improving Learning for Children with Disabilities
- Rule 51
- Rule 52
- Federal Regulations
- Non-Public
- Wards/non-Wards
- Out of school placement
- In school suspensions
- Out of school suspensions
- Etc.

Provide and facilitate in-services:

- Resource teacher meetings
- Student Advisory Team advising and training
- SE-CIP related trainings
- Special Education meetings
- Others based on outcome of needs assessments

Complete School Age Final Financials

Complete Preschool Age Final Financials

Complete Transportation Final Financials

Complete Individuals with Disabilities Education Act applications:

- Enrollment/Poverty
- Base
- Non-Public

Provide consultation on Coordinated Early Intervening Services (CEIS) Grant

Support Individuals with Disabilities Education Act reimbursement requisitions

PROGRAM SUPERVISION

Provide support for non-public requirements:

- Proportionate Share entry
- Support with Consultation plan

Complete Educational Service Unit 7 special education budget

Oversee special education referrals

Collect student Full Time Equivalent calculations

Determine and submit Educational Service Unit 7 rates

Determine and distribute billing

Fiscal management of grants:

- Assistive Technology Partnership
- Autism Spectrum Disorders
- Early Learning Connections
- Secondary Innovative Transition
- Transition
- Planning Region Team
- Special Education Continuous Improvement

Attend Nebraska Department of Education meetings and other necessary meetings, trainings, conferences to promote special education best practices and remain current on trends and regulations

Distribute and analyze needs assessments

Support, establish, and train for special education best practices

Respond to needs of districts when appropriate

Abide by guidelines and procedures established by Educational Service Unit 7 and the Nebraska Department of Education

RESOURCE COACH

Face-to-face contact with the provider:

- This could mean students are seen in a small group of peers, in the classroom, or individually, depending on their educational needs.

Follow responsibilities for Cen7ter.

Classroom teacher of students with disabilities.

Serve as a member of the multidisciplinary and Individual Education Plan teams.

Modifications to the curriculum or consultation with the classroom teacher to provide support when generalizing his/her skills, planning, preparing evaluation reports, progress notes, etc.

Abide by guidelines and procedures established by Educational Service Unit 7 and the Nebraska Department of Education.

Create materials and adapt as necessary.

Assist school district resource teachers with materials and instructional strategies.

Supervise para educators for classroom programs.

Provide Educational Service Unit 7 office with necessary info and records.

Coordinate the referral process: screening, assessments, data, observation and securing necessary signatures.

Maintain records in accordance with state and federal rules and regulations.

Arrange parent conferences when necessary, and make suggestions for parent involvement.

Attend scheduled staffing and in-service activities.

Promote/conduct in-service programs for building staff.

Provide Cen7ter coordinator with recommendations regarding student days and services.

Maintain updated student count list in Educational Service Unit 7 office.

Participate in Individual Education Plan development, progress reports, and annual reviews.

SCHOOL PSYCHOLOGIST

- Provide school psych services, which assist families and professionals in the identification, planning and referral of students with psychological needs.
 - Participate in multidisciplinary staffing to determine appropriate educational programs for students with special needs.
- Conduct individual assessments to help determine eligibility of the student as part of the Individual Education Plan team.
- Abide by guidelines and procedures established by Educational Service Unit 7 and the Nebraska Department of Education.
- Provide consultation to families, teachers and other staff regarding the learning needs, learning style and or behavior issues of the student.
- Provide consultation to teachers and other staff regarding classroom learning.
- Conduct in-service training for other professionals.
- Participate in opportunities for professional growth.
- Adhere to National Association of School Psychologist code of ethics.
- Supervise school psych interns.
- Design assessment procedures and determine appropriate instruments.
- Meet on a regular basis with the diagnostic staff for the purpose of reviewing referrals, discussing individual cases and issues within the department.
- Provide referral services to other specialists when further evaluation or service is indicated.

SPEECH LANGUAGE PATHOLOGIST

Face-to-face contact with the provider:

- This could mean students are seen in a small group of peers, in the classroom, or individually, depending on their educational needs.

Engage in program speech services necessary for identifying, planning, coordinating and implementing remediation, within the total education framework.

Administer a comprehensive diagnostic evaluation.

Participate as a member of a multidisciplinary team for the purpose to identify therapy goals for the student.

Provide assistance to teachers and families of children receiving center-based services.

Provide assistance to teachers and families of children receiving home-based services.

Provide classroom-based speech and language programming utilizing teachers support staff and families to integrate improved communication into the child's daily routine.

Modifications to the curriculum or consultation with the classroom teacher to provide support when generalizing his/her skills, planning, preparing evaluation reports, progress notes, etc.

Abide by guidelines and procedures established by Educational Service Unit 7 and the Nebraska Department of Education.

Coordinate and exchange ideas through consultation and visitation with school personnel and colleagues.

Adheres to policies established by the school district and the Nebraska Department of Education.

Participate in professional organizations on the local, state and national levels.

Maintain an active interest in professional development by attending pertinent conferences, conventions and meetings.

Provide referral services to other specialists when further evaluation or service is indicated.

Provide in-service education for parents, teachers and other school personnel concerning speech/ language services and with respect to development and improvement.

Maintain communication with cooperating agencies involved in evaluation of students.

Measure and maintains progress of students including three year re-evaluations.

TEACHER FOR THE VISUALLY IMPAIRED

Face-to-face contact with the provider:

- This could mean students are seen in a small group of peers, in the classroom, or individually, depending on their educational needs

Participate in the multidisciplinary staffing to determine eligibility and participate in Individual Education Plan meetings.

Assist in observations and evaluations of students.

Teach special skills unique to students with visual impairments.

Conduct remediation in conjunction with classroom personnel.

Modifications to the curriculum or consultation with the classroom teacher to provide support when generalizing his/her skills, planning, preparing evaluation reports, progress notes, etc.

Abide by guidelines and procedures established by Educational Service Unit 7 and the Nebraska Department of Education.

Keep accurate records of attendance and progress.

Counsel and confer with students, parents, teachers and others serving the special education needs of each student.

Develop plans to insure comprehensive and continuous services to students.

Order and/or provide special books, material and other alternative media to improve the education of children with vision impairments.

Assists in the physical set-up of classroom to meet students' needs.

TRANSITION

Face-to-face contact with the provider and/or school district:

- This could mean meeting attendance, mentoring, modeling, coaching, or other support.

Participates as a multidisciplinary team member.

Participates as an Individual Education Plan team member and assists in developing appropriate goals for the student.

Provides consultative services to school personnel regarding students transitioning.

Provide support to school districts beyond on-site involvement.

Abide by guidelines and procedures established by Educational Service Unit 7 and the Nebraska Department of Education.

Participate in the coordinates involvement of outside agencies.

In-service school personnel and others on transition law and best practice.

Possess the ability to be flexible in meeting the needs of various students, school districts personnel and administrators.

Gather and organize resource materials at Educational Service Unit 7 for use by teachers of students who are transitioning.

In-service with Educational Service Unit 7 and school personnel regarding special needs of students transitioning.