



## Friday News Blast



July 31, 2020

*New guidance – **Planning a Safe Return to School in Nebraska and School Re-entry Process: Scenario Planning** are hot off the press and available at [www.launchne.com](http://www.launchne.com). Check these and so much more out as you begin your 2020/21 School Year Planning.*

*Please see our SPED website at [www.education.ne.gov/sped](http://www.education.ne.gov/sped) as well for all the updated guidance and information related to special education and early intervention during the COVID-19 pandemic. We will continuously be updating our page with the most recent guidance and adding resources.*

### **Special Education Services During Covid-19 –Amy Rhone/PTI Presentation**

Please see the linked video for a presentation by our Administrator, Amy Rhone in collaboration with PTI Nebraska.

**Schools reopening during the Covid-19 pandemic are facing extraordinary challenges at this time. We know parents have many questions and concerns about what the return to school will look like for their children in special education. Parents want to know how the school district's plans will meet their child's needs. How will the school districts address health and safety precautions for students, educators, and other school personnel in regards to scheduling, staffing, social distancing practices, transportation, and more?**

<https://www.pti-nebraska.org/amy-rhone/>

You may also access the slides and notes for this presentation here:

[https://docs.google.com/presentation/d/1ZTbZ5cGvazIbcdCJNcCXEFpyeIqGCgarrCi2K5U7yTQ/edit#slide=id.g8c1f228135\\_0\\_0](https://docs.google.com/presentation/d/1ZTbZ5cGvazIbcdCJNcCXEFpyeIqGCgarrCi2K5U7yTQ/edit#slide=id.g8c1f228135_0_0)

### **Indicators 11 and 12**

Reminder to enter your Indicator 11 and Indicator 12 data on ILCD 3.0 by **September 30**. Indicator 11 is the number of children ages 3-21 who were evaluated within 45 school days of receiving parental consent for **initial** evaluation. Indicator 12 is the

number of children for whom parental refusal to provide consent caused delays in evaluation or initial services.

Indicator 11 requires the district to enter letters A-D and provide a range of days beyond the 45 school day timeline when applicable. If applicable, the instances of exceeding the 45 days must be explained case by case in the spaces provided or through an uploaded document.

Indicator 12 requires the district to enter letter D, the Number of children for whom parental refusal to provide consent caused delays in evaluation or initial services.

Please contact Robyn Okamoto at [robyn.okamoto@nebraska.gov](mailto:robyn.okamoto@nebraska.gov) or at (402) 471-4341.



### **PBIS & SEL - Tier 3**

When we consider each tier of our instructional supports for students, both theoretical and practical judgment understand Tier 3 as “intensive” instructional supports provided to individual students demonstrating significant need. Typically, by this point, schools have exhausted almost every remedy at their disposal within the general education curriculum. This includes the use of multiple meetings, input from various stakeholders, and a data trail that (usually) illustrates little to no improvement in the student’s overall achievement.

As this is happening, we also must remember the added stress levels that it may cause our educators as we move through the continuum of supports available for the student. Especially in cases where physical/verbal behavior is the issue, the amount of support needed to help the student is time-consuming and sometimes exhausting. Add that to the other duties our educators are asked to carry out on a daily basis, and it is no surprise that feelings of frustration, stress, and fixed-mindsets run rampant when we get to the apex of the MTSS continuum of supports. To be fair, no one ever said that providing intensive instructional support was going to be easy.

This reality and accepting it - that intensive instructional support is not easy and will require significant amounts of energy - requires an intentional decision from educators to address not only the student’s educational needs but the needs of their colleagues. A key piece of SEL (one that we will go into farther depth next week) is the proactive preparation schools undergo to not only provide effective SEL to students, but also to

staff. Good SEL imbued into the fabric of a school's culture will result in an increase in student academic achievement because all people in the building are using skills designed for that very purpose. So, if you have experienced a sense of "will this situation ever change" when considering your most intense student needs, good SEL practices will help combat that reality.

In the last month, Launch Nebraska (<https://www.launchne.com/>) has provided resources on SEL that are available free of charge to educators. The "Professional Learning and Resources" tab has a list of webinars that you can access for assistance on SEL. The first three webinars (all recorded and available for use) focus on professional culture, SEL competencies, and educator self-care - three topic areas that fit nicely when addressing the common educational frustrations found as we move through the MTSS continuum. Rather than writing about things that have already been discussed, please watch and share these webinars to learn and reflect on how you can improve the culture of your building to address the most significant needs in your building.

### **Flex Funding Projects 2020/21**

It has come to the attention of the Office of Special Education that School Districts were not aware of the modified submission deadline for the 2020/21 Flexible Funding Projects of July 15, 2020. Although this due date was indicated on the Grant Management System for Districts, the information was not shared through our normal means of communication. Thus, the deadline for submission of 2020/21 Flexible Funding Projects is extended to August 31, 2020. This change has been made within the GMS portal. School Districts who originally were asked to submit the CDC late submission request will not be penalized for late data on the annual, district determinations.

Should you have questions regarding your Flexible Funding Project submission, please contact Greg Prochazka at [greg.prochazka@nebraska.gov](mailto:greg.prochazka@nebraska.gov).



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