



Friday News Blast



August 7, 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. 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 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.

Homeschool Services During Covid-19

There are several documents that we would like to draw your attention to today in our Friday Blast. We completely understand how overwhelming it can be to get a bunch of information at one time but also want to make sure you have things at your fingertips, when needed. The first document is surrounding a district's responsibility to homeschool exempt status students. The second document contains information around electronic consent during the pandemic. And last but not least, we want to make sure that you know that we are here to provide guidance and support in any way that you can. Please continue to check out education.ne.gov/sped and our [EDN website](#) for up to date information both from NDE and OSEP.

CLARIFICATION: Indicators 11 and 12

It has come to our attention that some clarification was needed around the Indicator 11 and 12 Reporting that is due by September 30.

Indicator 11

Attached is the guidance memo that went out in December. The guidance states that the 45 school days (92 NAC 51 – 009.04) cannot supersede the 60 calendar days regardless of school breaks. The guidance we issued was that Evaluations were to take place per rule 51 within 45 school days or per federal law within 60 days. Whichever came first. The 60 day timeline does not allow districts to postpone or suspend evaluations based on school days not being in session (for example; winter or summer break). So the language on the indicator 11 is still the legal language within the state since this has not been updated in Rule 51.

Indicator 12

Districts will access both Indicators 11 and 12 in ILCD. Under Indicator 12, Districts can see lines A-C which are completed by NDE from the data submitted to the Adviser. Information

for Line D is the only section in which districts are asked to enter the data. Line D asks districts to report the number of children for whom parental refusal to provide consent caused delays in evaluation or initial services.

NeMTSS Summit 2020



As the State of Nebraska has experienced many disruptions in their “normal” way of doing business, The NeMTSS Team has made the difficult decision to cancel our in-person 2020 Summit. However, The Team is excited to announce our 6 week Summit Series that will be brought to virtually. Similar to our 5 week summer series, the virtual series, “Moving Forward into the Unknown,” will feature sessions to help schools promote success and wellness for students and staff.

Visit nemtss.unl.edu for more information on the six weeks, beginning August 13th, that are FREE to all who register and gain you access to live and recorded sessions focusing on:

WEEK 1 (August 11th and 13th): Equitable Opportunities for All

WEEK 2 (August 18th and 20th): Engaging and Strengthening Partnerships

WEEK 3 (August 25th and 27th): Adults as Change Agents

WEEK 4 (September 1st and 3rd): Creating a Climate of Support

WEEK 5 (September 8th and 10th): Prioritizing the Core

WEEK 6 (September 15th and 17th): Putting the Pieces Together Moving Forward

The Virtual Summit will bring messages from National Experts around Social Emotional Learning and is intended for all educators with tracks focused on Administration/School Leaders, Instruction, and Early Childhood. Many of the days have concurrent sessions that will bring specific support information to sessions in the different track to those who may be looking for support in those specific areas.

We are excited to bring these amazing presenters and their messages to Nebraska Schools and Educators and hope that you will join us for 6 exciting weeks!

PBIS & SEL - Professional Culture



NPBiS
Nebraska Positive Behavioral
Interventions and Support

(A more detailed and interactive presentation of the following can be found by viewing the Adult SEL and Professional Culture webinar on the Launch NE website, which is linked here: <https://www.launchne.com/professional-learning-and-resources/>)

For the last month, we've worked through social-emotional learning from an MTSS lens. From the foundational elements of Tier 1 to the specific issues related to Tier 3, connecting the dots between effective SEL practices and your PBIS capacity creates a more cohesive and effective model of support for students. An added benefit - one that may not get discussed enough - is the impact SEL has on professional culture and behavior.

Consider CASEL's SEL competencies again - self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. As noted in previous posts, a good PBIS system will support and create opportunities to understand, reflect, and act on these competencies in a variety of areas. Common Tier 1 guidelines, specifically "be safe, be respectful, be responsible" can be covered by focusing on the five SEL competencies in teaching and practice.

But what about the staff? If staff practice and use the five SEL competencies, there is also a very good chance that their teaming - an important aspect of PBIS work - will be effective and sustainable. For example, many of us have experiences of good and poorly run teams. Good teams enable us to achieve higher standards and aspirations as a collective group. Poorly run teams, usually, drive morale into the ground and create an uncomfortable atmosphere of lost purpose and time wasted.

If a team embraces having good SEL competencies and works on them continuously, that team will begin to notice a strong bond and affection for one another. The team becomes an engine that drives positive and effective change in their building, whereas a poor team usually leads to siloed efforts and tremendous frustration.

A high functioning PBIS system requires a strong PBIS team, and therefore, the use of SEL to enhance the team's natural abilities only leads to greater opportunities of success than continuous mediocre (or worse) performance. To help embrace this idea a little more, next week the topic will focus primarily on the integration of PBIS/SEL as a means to help increase teacher efficacy and mitigate teacher burnout.

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.



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