



Friday News Blast



3-22-2019

NSCAS Alternate

In an effort to be sensitive to the emotional needs of students across the state, NDE conducted an additional content review of the NSCAS assessments to see if any test stimulus or items might be at higher risk for causing an emotional response than normal when considering the recent flooding.

- A fifth grade science item refers to earth's changes.
 - All proctors should skip Grade 5 Science Question #21. Both Form A & B.
 - Students will not be penalized for not answering this question.
 - This question is aligned to Legacy Science Extended Standards SCE 5.4.4

Early Intervention

Nebraska Part C recently conducted a research study to evaluate the practices of EI professionals and experiences of families in PRTs after systematic training in and implementation of the RBI and development of high quality, functional IFSP outcomes. View the [full report of the study](#) and the [executive summary](#).

EDN Conference Registration – OPEN:

Registration is now open for the summer EDN conference. Register through the attached flyer or at this link: <http://edn.ne.gov/cms/early-development-network-conference>. Further details are located on the EDN website and flyer.

IDEA MOE for Compliance Standard is OPEN – DUE DATE: April 30

IDEA Part B Special Education Maintenance of Effort (MOE) Application for Compliance Standard for school year 2017-2018 opens on *March 15*. The report may be accessed within the NDE Portal under the Data Collection tab.

School district receipt of IDEA dollars is contingent upon maintaining fiscal effort for Special Education. Districts must expend a greater or equal amount of local or local/state funds from a previous year highest level to meet the MOE requirement. Final calculations based on actual special education school district expenditures/receipts/data obtained from the 2017-2018 AFR, GMS and NSSRS are available and have been compared to the highest levels of fiscal effort. As a result, calculations for meeting the IDEA MOE Compliance Standard may have resulted in a MOE excess or shortage that requires school district review for determination of adjustments or credits that could modify the MOE level. Districts can meet MOE compliance by meeting at least one of the four calculation methods. If a district meets MOE compliance in less than all four calculation methods, districts are encouraged to still review for potential MOE exceptions which can be advantageous in meeting MOE compliance in future years.

Any questions, contact Pete Biaggio (402-471-4308 or pete.biaggio@nebraska.gov), or Greg Prochazka (402-471-4314 or greg.prochazka@nebraska.gov).

The 2018-2019 GMS IDEA Consolidated Application has been loaded with individual district's 2017-2018 IDEA Carryover funds.

Changes in GMS required by the new Annual Finance Report (AFR) coding, district carryover funds available from 2017-2018 were not automatically transferred to the 2018-2019 GMS applications upon approval of 2017-2018 final requests for reimbursement.

If your district has 2017-2018 IDEA Carryover funds, The district will be required to create a 2018-2019 GMS IDEA Consolidated Application amendment to budget for these carryover funds.

If you have carryover funds to budget, you can amend those and the additional allocations added a couple weeks ago all in one application. Any questions, contact Suzie Pierce (402-471-4333 or Suzie.Pierce@nebraska.gov), Pete Biaggio (402-471-4308 or pete.biaggio@nebraska.gov), or Greg Prochazka (402-471-4314 or greg.prochazka@nebraska.gov).

Additional Allocation loaded into 2018-2019 GMS IDEA Consolidated Application:

IDEA funds have been added to every district's allocations in the 2018-2019 GMS IDEA Consolidated Application. Available reallocated carryover Enrollment/Poverty funds have been added to the IDEA Part B-611-E-P-6410 allocations. Corrected current year "Preschool" funds have been added to the IDEA Part B-619-PS-6406 allocations.

Every district will be required to create a 2018-2019 GMS IDEA Consolidated Application amendment to budget for these additional funds. Final reimbursement claims cannot be processed before these funds are budgeted. If you have carryover funds to budget, you can amend those and these additional allocations all in one application.

Any questions, contact Suzie Pierce (402-471-4333 or Suzie.Pierce@nebraska.gov), Pete Biaggio (402-471-4308 or pete.biaggio@nebraska.gov), or Greg Prochazka (402-471-4314 or greg.prochazka@nebraska.gov).

Facilitated IEP Training Registration:

Please see the attached registration invitation for the IEP facilitation trainings. Training is available at three sites:

Omaha- April 29-30

Kearney-May 6-7

Norfolk- May 8-9

FREE Course on Explicit Instruction from The National Center on Intensive Intervention:

Explicit instruction, identified as a [HLP in special education](#) by the CEEDAR Center and CEC, is an evidence-based instructional practice shown to improve outcomes for students. NCII in partnership with the University of Connecticut, National Center for Leadership in Intensive Intervention, and CEEDAR Center developed [professional development course content](#) for in-service and pre-service teachers to ensure that educators are equipped to implement effective explicit instruction.

This FREE course can be used for professional development on explicit instruction practices. As you apply the lessons, we encourage you to think about how these practices contribute to our State Systemic Improvement Plan work and local efforts to improve outcomes for students with disabilities as part of the Every Student Succeeds Act.

The course content on explicit instruction includes video lectures, instructional examples and non-examples, practice-based opportunities, checks for understanding, companion coaching resources, and more. [View the course and explore the available content.](#)

This [course](#), along with three other courses in the series, were piloted with special educators in Bristol Warren Regional School District in Rhode Island. In this recent [voices from the field video](#), Amy McKenna, one of the special educators who participated in the professional learning, shared the impact that these courses and implementing data-based individualization (including making her instruction more explicit) had on her and her students.

Hope you all have a great weekend. If you are in an area affected by the flooding, please be safe. Hope to see you all soon,

Steve and Amy