

Educational Resources Committee Meeting
Wednesday, February 5, 2020 1:45 PM
ESU 5, ESU 5 900 W. Court Street, Beatrice,
NE 68130
6949 South 110th Street
LaVista, NE 68128

1. Call to Order
Committee Chair
2. Roll Call
Committee Chair
3. Agenda Item
Committee Chair
 1. MSA 2020-2021
Executive Director
 1. PDO/Affiliate Budget Requests
Executive Director
 1. ESPD Budget Request 2020-2021
Executive Director/ESPD Chair
 2. SDA Budget Requests 2020-2021
Executive Director
 3. PDO - September 8-9, 2020 - Visible Learning Quote
Executive Director
 4. PDO Fees - 2020-2021
Executive Director
 2. SRS Fees and Tier Structure
Committee Chair
 2. Special Populations
Committee Chair
 1. NeSoc Opportunity - 2020 Trauma Training Dates
Committee Chair
 1. Trauma Focused - Cognitive Behavioral Therapy Training
Committee Chair
 2. NDE Special Education Update
Steve Milliken
 1. Friday Newsblast - January 17, 2020
Steve Milliken
 2. Friday Newsblast - January 24, 2020
Steve Milliken
 3. Friday Newsblast - January 31, 2020
 3. ESPD Report
Jean Anderson

4. Behavioral Health
Committee Chair
 5. SRS Staff Report
3. PDO (Professional Development Organization)
Committee Chair
 1. PDO Meetings
Committee Chair
 2. NDE Updates
Russ Masco
 3. Monthly Talking Points
Executive Director
 4. High Quality Instructional Materials Fellowship
Committee Chair
4. Next Meeting Agenda Items
Committee Chair
 5. Adjournment
Committee Chair

Nebraska Open Meetings Act

84-1407. Act, how cited. Sections 84-1407 to 84-1414 shall be known and may be cited as the Open Meetings Act.

84-1408. Declaration of intent; meetings open to public. It is hereby declared to be the policy of this state that the formation of public policy is public business and may not be conducted in secret. Every meeting of a public body shall be open to the public in order that citizens may exercise their democratic privilege of attending and speaking at meetings of public bodies, except as otherwise provided by the Constitution of Nebraska, federal statutes, and the Open Meetings Act.

84-1409. Terms, defined. For purposes of the Open Meetings Act, unless the context otherwise requires:

(1)(a) Public body means (i) governing bodies of all political subdivisions of the State of Nebraska, (ii) governing bodies of all agencies, created by the Constitution of Nebraska, statute, or otherwise pursuant to law, of the executive department of the State of Nebraska, (iii) all independent boards, commissions, bureaus, committees, councils, subunits, or any other bodies created by the Constitution of Nebraska, statute, or otherwise pursuant to law, (iv) all study or advisory committees of the executive department of the State of Nebraska whether having continuing existence or appointed as special committees with limited existence, (v) advisory committees of the bodies referred to in subdivisions (i), (ii), and (iii) of this subdivision, and (vi) instrumentalities exercising essentially public functions; and

(b) Public body does not include (i) subcommittees of such bodies unless a quorum of the public body attends a subcommittee meeting or unless such subcommittees are holding hearings, making policy, or taking formal action on behalf of their parent body, except that all meetings of any subcommittee established under section 81-15,175 are subject to the Open Meetings Act, and (ii) entities conducting judicial proceedings unless a court or other judicial body is exercising rulemaking authority, deliberating, or deciding upon the issuance of administrative orders;

(2) Meeting means all regular, special, or called meetings, formal or informal, of any public body for the purposes of briefing, discussion of public business, formation of tentative policy, or the taking of any action of the public body; and

(3) Videoconferencing means conducting a meeting involving participants at two or more locations through the use of audio-video equipment which allows participants at each location to hear and see each meeting participant at each other location, including public input. Interaction between meeting participants shall be possible at all meeting locations.

84-1410. Closed session; when; purpose; reasons listed; procedure; right to challenge; prohibited acts; chance meetings, conventions, or workshops.

(1) Any public body may hold a closed session by the affirmative vote of a majority of its voting members if a closed session is clearly necessary for the protection of the public interest or for the prevention of needless injury to the reputation of an individual and if such individual has not requested a public meeting. The subject matter and the reason necessitating the closed session shall be identified in the motion to close. Closed sessions may be held for, but shall not be limited to, such reasons as: (a) Strategy sessions with respect to collective bargaining, real estate purchases, pending litigation, or litigation which is imminent as evidenced by communication of a claim or threat of litigation to or by the public body; (b) Discussion regarding deployment of security personnel or devices; (c) Investigative proceedings regarding allegations of criminal misconduct; (d) Evaluation of the job performance of a person when necessary to prevent needless injury to the reputation of a person and if such person has not requested a public meeting; (e) For the Community Trust created under section 81-1801.02, discussion regarding the amounts to be paid to individuals who have suffered from a tragedy of violence or natural disaster; or (f) For public hospitals, governing board peer review activities, professional review activities, review and discussion of medical staff investigations or disciplinary actions, and any strategy session concerning transactional negotiations with any referral source that is required by federal law to be conducted at arms length. Nothing in this section shall permit a closed meeting for discussion of the appointment or election of a new member to any public body.

(2) The vote to hold a closed session shall be taken in open session. The entire motion, the vote of each member on the question of holding a closed session, and the time when the closed session commenced and concluded shall be recorded in the minutes. If the motion to close passes, then the presiding officer immediately prior to the closed session shall restate on the record the limitation of the subject matter of the closed session. The public body holding such a closed session shall restrict its consideration of matters during the closed portions to only those purposes set forth in the motion to close as the reason for the closed session. The meeting shall be reconvened in open session before any formal action may be taken. For purposes of this section, formal action shall mean a collective decision or a collective commitment or promise to make a decision on any question, motion, proposal, resolution, order, or ordinance or formation of a position or policy but shall not include negotiating guidance given by members of the public body to legal counsel or other negotiators in closed sessions authorized under subdivision (1)(a) of this section.

(3) Any member of any public body shall have the right to challenge the continuation of a closed session if the member determines that the session has exceeded the reason stated in the original motion to hold a closed session or if the member contends that the closed session is neither clearly necessary for (a) the protection of the public interest or (b) the prevention of needless injury to the reputation of an individual. Such challenge shall be overruled only by a majority vote of the members of the public body. Such challenge and its disposition shall be recorded in the minutes. (4) Nothing in this section shall be construed to require that any meeting be closed to the public. No person or public body shall fail to invite a portion of its members to a meeting, and no public body shall designate itself a subcommittee of the whole body for the purpose of circumventing the Open Meetings Act. No closed session, informal meeting, chance meeting, social gathering, email, fax, or other electronic communication shall be used for the purpose of circumventing the requirements of the act.

(5) The act does not apply to chance meetings or to attendance at or travel to conventions or workshops of members of a public body at which there is no meeting of the body then intentionally convened, if there is no vote or other action taken regarding any matter over which the public body has supervision, control, jurisdiction, or advisory power.

84-1411. Meetings of public body; notice; contents; when available; right to modify; duties concerning notice; videoconferencing or telephone conferencing authorized; emergency meeting without notice; appearance before public body.

(1) Each public body shall give reasonable advance publicized notice of the time and place of each meeting by a method designated by each public body and recorded in its minutes. Such notice shall be transmitted to all members of the public body and to the public. Such notice shall contain an agenda of subjects known at the time of the publicized notice or a statement that the agenda, which shall be kept continually current, shall be readily available for public inspection at the principal office of the public body during normal business hours. Agenda items shall be sufficiently descriptive to give the public reasonable notice of the matters to be considered at the meeting. Except for items of an emergency nature, the agenda shall not be altered later than (a) twenty-four hours before the scheduled commencement of the meeting or (b) forty-eight hours before the scheduled commencement of a meeting of a city council or village board scheduled outside the corporate limits of the municipality. The public body shall have the right to modify the

agenda to include items of an emergency nature only at such public meeting.

(2) A meeting of a state agency, state board, state commission, state council, or state committee, of an advisory committee of any such state entity, of an organization created under the Interlocal Cooperation Act, the Joint Public Agency Act, or the Municipal Cooperative Financing Act, of the governing body of a public power district having a chartered territory of more than one county in this state, of the governing body of a public power and irrigation district having a chartered territory of more than one county in this state, of a board of an educational service unit, of the Educational Service Unit Coordinating Council, of the governing body of a risk management pool or its advisory committees organized in accordance with the Intergovernmental Risk Management Act, or of a community college board of governors may be held by means of videoconferencing or, in the case of the Judicial Resources Commission in those cases specified in section 24-1204, by telephone conference, if: (a) Reasonable advance publicized notice is given; (b) Reasonable arrangements are made to accommodate the public's right to attend, hear, and speak at the meeting, including seating, recordation by audio or visual recording devices, and a reasonable opportunity for input such as public comment or questions to at least the same extent as would be provided if videoconferencing or telephone conferencing was not used; (c) At least one copy of all documents being considered is available to the public at each site of the videoconference or telephone conference; (d) At least one member of the state entity, advisory committee, board, council, or governing body is present at each site of the videoconference or telephone conference, except that a member of an organization created under the Interlocal Cooperation Act that sells electricity or natural gas at wholesale on a multistate basis, an organization created under the Municipal Cooperative Financing Act, or a governing body of a risk management pool or an advisory committee of such organization or pool may designate a nonvoting designee, who shall not be included as part of the quorum, to be present at any site; and (e)(i) Except as provided in subdivision (2)(e)(ii) of this section, no more than one-half of the state entity's, advisory committee's, board's, council's, or governing body's meetings in a calendar year are held by videoconference or telephone conference; or (ii) In the case of an organization created under the Interlocal Cooperation Act that sells electricity or natural gas at wholesale on a multistate basis or an organization created under the Municipal Cooperative Financing Act, such organization holds at least one meeting each calendar year that is not by videoconferencing or telephone conferencing. Videoconferencing, telephone conferencing, or conferencing by other electronic communication shall not be used to circumvent any of the public government purposes established in the Open Meetings Act.

(3) A meeting of a board of an educational service unit, of the Educational Service Unit Coordinating Council, of the governing body of an entity formed under the Interlocal Cooperation Act, the Joint Public Agency Act, or the Municipal Cooperative Financing Act, of the governing body of a risk management pool or its advisory committees organized in accordance with the Intergovernmental Risk Management Act, of a community college board of governors, of the governing body of a public power district, of the governing body of a public power and irrigation district, or of the Nebraska Brand Committee may be held by telephone conference call if: (a) The territory represented by the educational service unit, member educational service units, community college board of governors, public power district, public power and irrigation district, Nebraska Brand Committee, or member public agencies of the entity or pool covers more than one county; (b) Reasonable advance publicized notice is given which identifies each telephone conference location at which there will be present: (i) A member of the educational service unit board, council, community college board of governors, governing body of a public power district, governing body of a public power and irrigation district, Nebraska Brand Committee, or entity's or pool's governing body; or (ii) A nonvoting designee designated under subdivision (3)(f) of this section; (c) All telephone conference meeting sites identified in the notice are located within public buildings used by members of the educational service unit board, council, community college board of governors, governing body of the public power district, governing body of the public power and irrigation district, or entity or pool or at a place which will accommodate the anticipated audience; (d) Reasonable arrangements are made to accommodate the public's right to attend, hear, and speak at the meeting, including seating, recordation by audio recording devices, and a reasonable opportunity for input such as public comment or questions to at least the same extent as would be provided if a telephone conference call was not used; (e) At least one copy of all documents being considered is available to the public at each site of the telephone conference call; (f) At least one member of the educational service unit board, council, community college board of governors, governing body of the public power district, governing body of the public power and irrigation district, Nebraska Brand Committee, or governing body of the entity or pool is present at each site of the telephone conference call identified in the public notice, except that a member of an organization created under the Interlocal Cooperation Act that sells electricity or natural gas at wholesale on a multistate basis, an organization created under the Municipal Cooperative Financing Act, or a governing body of a risk management pool or an advisory committee of such organization or pool may designate a nonvoting designee, who shall not be included as part of the quorum, to be present at any site; (g) The telephone conference call lasts no more than five hours; and (h) No more than one-half of the board's, council's, governing body's, entity's, or pool's meetings in a calendar year are held by telephone conference call, except that: (i) The governing body of a risk management pool that meets at least quarterly and the advisory committees of the governing body may each hold more than one-half of its meetings by telephone conference call if the governing body's quarterly meetings are not held by telephone conference call or videoconferencing; and (ii) An organization created under the Interlocal Cooperation Act that sells electricity or natural gas at wholesale on a multistate basis or an organization created under the Municipal Cooperative Financing Act may hold more than one-half of its meetings by telephone conference call if the organization holds at least one meeting each calendar year that is not by videoconferencing or telephone conference call. Nothing in this subsection shall prevent the participation of consultants, members of the press, and other nonmembers of the governing body at sites not identified Daily Documentation 1st Quarter in the public notice. Telephone conference calls, emails, faxes, or other electronic communication shall not be used to circumvent any of the public government purposes established in the Open Meetings Act.

(4) The secretary or other designee of each public body shall maintain a list of the news media requesting notification of meetings and shall make reasonable efforts to provide advance notification to them of the time and place of each meeting and the subjects to be discussed at that meeting.

(5) When it is necessary to hold an emergency meeting without reasonable advance public notice, the nature of the emergency shall be stated in the minutes and any formal action taken in such meeting shall pertain only to the emergency. Such emergency meetings may be held by means of electronic or telecommunication equipment. The provisions of subsection (4) of this section shall be complied with in conducting emergency meetings. Complete minutes of such emergency meetings specifying the nature of the emergency and any formal action taken at the meeting shall be made available to the public by no later than the end of the next regular business day.

(6) A public body may allow a member of the public or any other witness other than a member of the public body to appear before the public body by means of video or telecommunications equipment.

84-1412. Meetings of public body; rights of public; public body; powers

and duties.

(1) Subject to the Open Meetings Act, the public has the right to attend and the right to speak at meetings of public bodies, and all or any part of a meeting of a public body, except for closed sessions called pursuant to section 84-1410, may be videotaped, televised, photographed, broadcast, or recorded by any person in attendance by means of a tape recorder, camera, video equipment, or any other means of pictorial or sonic reproduction or in writing.

(2) It shall not be a violation of subsection (1) of this section for any public body to make and enforce reasonable rules and regulations regarding the conduct of persons attending, speaking at, videotaping, televising, photographing, broadcasting, or recording its meetings. A body may not be required to allow citizens to speak at each meeting, but it may not forbid public participation at all meetings.

(3) No public body shall require members of the public to identify themselves as a condition for admission to the meeting nor shall such body require that the name of any member of the public be placed on the agenda prior to such meeting in order to speak about items on the agenda. The body may require any member of the public desiring to address the body to identify himself or herself.

(4) No public body shall, for the purpose of circumventing the Open Meetings Act, hold a meeting in a place known by the body to be too small to accommodate the anticipated audience.

(5) No public body shall be deemed in violation of this section if it holds its meeting in its traditional meeting place which is located in this state.

(6) No public body shall be deemed in violation of this section if it holds a meeting outside of this state if, but only if: (a) A member entity of the public body is located outside of this state and the meeting is in that member's jurisdiction; (b) All out-of-state locations identified in the notice are located within public buildings used by members of the entity or at a place which will accommodate the anticipated audience; (c) Reasonable arrangements are made to accommodate the public's right to attend, hear, and speak at the meeting, including making a telephone conference call available at an in-state location to members, the public, or the press, if requested twenty-four hours in advance; (d) No more than twenty-five percent of the public body's meetings in a calendar year are held out-of-state; (e) Out-of-state meetings are not used to circumvent any of the public government purposes established in the Open Meetings Act; (f) Reasonable arrangements are made to provide viewing at other in-state locations for a videoconference meeting if requested fourteen days in advance and if economically and reasonably available in the area; and (g) The public body publishes notice of the out-of-state meeting at least twenty-one days before the date of the meeting in a legal newspaper of statewide circulation.

(7) The public body shall, upon request, make a reasonable effort to accommodate the public's right to hear the discussion and testimony presented at the meeting.

(8) Public bodies shall make available at the meeting or the in-state location for a telephone conference call or videoconference, for examination and copying by members of the public, at least one copy of all reproducible written material to be discussed at an open meeting. Public bodies shall make available at least one current copy of the Open Meetings Act posted in the meeting room at a location accessible to members of the public. At the beginning of the meeting, the public shall be informed about the location of the posted information.

84-1413. Meetings; minutes; roll call vote; secret ballot; when.

(1) Each public body shall keep minutes of all meetings showing the time, place, members present and absent, and the substance of all matters discussed.

(2) Any action taken on any question or motion duly moved and seconded shall be by roll call vote of the public body in open session, and the record shall state how each member voted or if the member was absent or not voting. The requirements of a roll call or viva voce vote shall be satisfied by a public body which utilizes an electronic voting device which allows the yeas and nays of each member of such public body to be readily seen by the public.

(3) The vote to elect leadership within a public body may be taken by secret ballot, but the total number of votes for each candidate shall be recorded in the minutes.

(4) The minutes of all meetings and evidence and documentation received or disclosed in open session shall be public records and open to public inspection during normal business hours.

(5) Minutes shall be written, except as provided in subsection (6) of this section, and available for inspection within ten working days or prior to the next convened meeting, whichever occurs earlier, except that cities of the second class and villages may have an additional ten working days if the employee responsible for writing the minutes is absent due to a serious illness or emergency.

(6) Minutes of the meetings of the board of a school district or educational service unit may be kept as an electronic record.

84-1414. Unlawful action by public body; declared void or voidable by district court; when; duty to enforce open meeting laws; citizen's suit; procedure; violations; penalties.

(1) Any motion, resolution, rule, regulation, ordinance, or formal action of a public body made or taken in violation of the Open Meetings Act shall be declared void by the district court if the suit is commenced within one hundred twenty days of the meeting of the public body at which the alleged violation occurred. Any motion, resolution, rule, regulation, ordinance, or formal action of a public body made or taken in substantial violation of the Open Meetings Act shall be voidable by the district court if the suit is commenced more than one hundred twenty days after but within one year of the meeting of the public body in which the alleged violation occurred. A suit to void any final action shall be commenced within one year of the action.

(2) The Attorney General and the county attorney of the county in which the public body ordinarily meets shall enforce the Open Meetings Act.

(3) Any citizen of this state may commence a suit in the district court of the county in which the public body ordinarily meets or in which the plaintiff resides for the purpose of requiring compliance with or preventing violations of the Open Meetings Act, for the purpose of declaring an action of a public body void, or for the purpose of determining the applicability of the act to discussions or decisions of the public body. It shall not be a defense that the citizen attended the meeting and failed to object at such time. The court may order payment of reasonable attorney's fees and court costs to a successful plaintiff in a suit brought under this section.

(4) Any member of a public body who knowingly violates or conspires to violate or who attends or remains at a meeting knowing that the public body is in violation of any provision of the Open Meetings Act shall be guilty of a Class IV misdemeanor for a first offense and a Class III misdemeanor for a second or subsequent offense.

Revised 6-3-19



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Karen Flories

karen.flories@corwin.com

Karen is a full-time Professional Learning consultant for Corwin. In her role, she works with teachers and leaders across the nation to understand the Visible Learning research and use it as a guide to inform decisions about what best impacts student learning. Karen also facilitates professional learning centered on teacher clarity and formative assessment, and works hands on with teachers and leaders to drive learning at surface, deep and transfer levels. Prior to her role with Corwin, Karen was the Executive Director of Educational Services for 5 years and Director of Literacy and Social Studies in VVSD for 2 years, after serving as the English Department Chair for Romeoville high school. Karen's classroom experience includes high school English, special education, and alternative education. During her time at the district level, Karen led the implementation of Visible Learning as well as development on sound assessment practices and design. As a result, the district has seen steady gains in both English Language Arts and mathematics for the past four years. Karen's presentation style is highly engaging and focuses on participants being able to understand and apply specific practices in their school or classroom based on solid evidence.

Investment and Timeline

NE - ESUCC - Visible Learning - September 8-9, 2020

Currency: US Dollar

Resources	Author	Unit Price	Quantity	Discount	Resources Price	Total Price
Foundation Day						\$5,000.00
9/8/2020: <u>Karen Flories</u> - \$5,000.00						
Impact Series: Mindframes for Impact						\$5,000.00
9/9/2020: <u>Karen Flories</u> - \$5,000.00						
Resources						
	Foundation Day Resource Guide	\$22.00	120.00		\$2,640.00	\$2,640.00
	Mindframes for Success Resource Guide	\$22.00	120.00		\$2,640.00	\$2,640.00
Estimated Shipping						\$244.95
TOTAL						\$15,524.95

- Pricing for Consulting Service Days are inclusive of all travel expenses.
- Investment above includes an estimate of Shipping Fees for books and resources and may vary based on rates that are applied at the time the order is shipped. A separate PO for books and resources will be requested and are required without a signed contract. Resources and books will be invoiced separately from professional development services. Books and resources will be shipped approximately 30 days prior to engagement; please notify Corwin with specific delivery requests. Expedited shipping will apply should the client request it.
- Copying and distribution of any handouts is the Client's responsibility.
- Consultant will hold above date(s) on his/her calendar for 30 days, at which time he/she may need to release the hold for another Client. Corwin recommends moving to contract within 30 days, if possible, so as to secure this date on his/her calendar.
- All payments indicated above are exclusive of all federal, state, local and foreign taxes, levies and assessments. The Client will be responsible for the payment of all such taxes, levies and assessments imposed by any taxing authority, and taxes will be included at the time of invoice; tax exempt form should be included with PO and signed contract, if applicable.
- This proposal for services is intended to be a working document and is subject to change based on client needs.
- For any Survey product, Corwin will send a link for Customer to complete a survey and Customer has two (2) weeks to complete the survey in order for Corwin to generate a report for Customer. If Customer does not complete the survey within the two-week period and/or if less than five (5) survey responses are received, the survey will be considered invalid/incomplete and the related survey Product will be forfeited and no refunds or credits will be granted.
- Evaluation Services including Surveys and Assessments will be billed upon the delivery of the Client's subsequent report.



PDO Training Form

Contact Person/Affiliate Chair: Amy Schultz, Mark Brady

Affiliate: SDA

Email: amy.schultz@esu9.us, mbrady@esu7.org

Phone: 402-463-5611 (ESU 9), 402-564-5753 (ESU 7)

Contractor/Company: Corwin

Presenter: TBD

Email: Kelly.valentine@corwin.com

Phone: (805) 410-2661

Address: 2455 Teller Road City, State, Zip: Thousand Oaks, CA 91320

Point of Contact: Kelly Valentine

Workshop Title: Visible Learning Foundation and Mind frames for Visible Learning or Developing Visible Learners

Date of Workshop: September 8-9, 2020

Projected cost of workshop (include presenter fees, materials, expenses, etc): \$16,000

How does workshop align with ESU CC Goals and ESUCC/NDE priority areas?

The idea for this training was developed within the Educator Effectiveness PDO work group as members considered current needs in our schools. Members of this work group and other members of PDO identified this training as necessary in improving our knowledge-base and our capability to provide support for our schools in the area of evidence-based practices. Training in Visible Learning will positively impact PDO members' abilities to support schools in various AQuESTT tenets including Educator Effectiveness, Educational Opportunities and Access, and College, Career, and Civic Readiness. This training would be cost prohibitive for many schools across the state, so increasing the collective efficacy of our PDO group will ultimately allow districts to receive Visible Learning training and resources while saving a significant amount of money. In this way, the proposed Visible Learning PDO session supports the ESUCC Value-Add Bold Step.

Office Use:

Contract sent:

W-9/W4NA:

Date Received:

Date Received:

Trauma Focused – Cognitive Behavioral Therapy Training



2020 Dates

- **Omaha**
May 14-15
8:30am-4:30pm
- **Kearney**
July 16-17
8:30am-4:30pm

13 CEs offered

Target Audience

This training opportunity is available for licensed mental health practitioners (including those provisionally licensed).

Description

TF-CBT is an evidenced-based, structured, short-term therapeutic treatment model. It has been shown to be highly effective at improving posttraumatic stress disorder (PTSD) symptoms in children and adolescents ages 4 through 18. Parents or other caregivers are actively involved in the treatment. It effectively addresses other trauma impacts, including affective, cognitive, and behavioral problems; improves the caregiver's personal distress about the child's traumatic experience; and enhances supportive interactions with the child.

Learning Collaborative

This opportunity consists of a two-day in-person training course followed by monthly consultation calls over a twelve-month period to help providers implement trauma-focused components, interventions, and address areas where they need specific assistance. During this time, participants are expected to complete at least three full cases, beginning to end. Upon completion of all requirements, participants are eligible to apply for national certification as a TF-CBT therapist. Certification costs are separate.

Prerequisites

Prior to the training, all participants must complete the online TF-CBT course. (<https://tfcbt2.musc.edu>). Cost (\$35) is separate.

Cost

Registration is \$400 which includes the two-day training and 12 monthly consultation calls.

Scholarship opportunities are available for qualifying practitioners.

Registration

To be added to the registration list or for scholarship information, please contact Ree Reimers at rreimers@projectharmony.com.



Child Advocacy Center

11949 Q Street
402-595-1326
training@projectharmony.com
projectharmony.com

Join us at:

THE 2020 NDE TRANSITION CONFERENCE:

Dream It! Plan It! Do It!

February 18-19, 8:30 am – 3:30 pm

Younes Conference Center, 416 Talmadge Rd, Kearney, NE 68845



Keynotes:

Anthony Ianni, Motivational Speaker

Lori Peterson, University of Northern Colorado

Also:

Leena Jo Landmark and **Vickie Mitchell**, Garrett Center on Transition and Disability Studies

New:

Sessions for Parents of Secondary Youth with Disabilities with discounted registration fee

Registration:

<https://odie.esu10.org/workshops/SectionDetails.aspx?SectionID=5731>



2020 NDE Transition Conference

February 18-19, 2020 | Kearney, NE

AT A GLANCE AGENDA

Dream It! Plan It! Do It!



AT A GLANCE AGENDA

TUESDAY, FEBRUARY 18

- 7:30 Check In: Registration and Pre-Function Area
- 8:30 Welcome: Amy Rhone, Assistant Director of Special Education, NDE, Crystal 3-4
- 8:45 Keynote: Anthony Ianni, *Relentless: Dreams, Goals and Aspirations*, Crystal 3-4
- 10:00 Break: Crystal 2
- 10:15 Concurrent Sessions A

Diamond 1	Diamond 2	Diamond 3	Diamond 6	Diamond 7
<i>The Mysterious Functional Vocational Evaluation (This session is repeated in Concurrent Sessions B)</i>	<i>Using Assessment to Guide Transition Planning - Part 1</i>	<i>Improving Post School Outcomes with CTE Collaboration & Resources</i>	<i>The Young Adult Transition Plan of the IEP</i>	<i>Integrating Assistive Technology Meaningfully Into a Student's Transition Plan (This session repeated on Wednesday)</i>
Leena Landmark and Vickie Mitchell, The Eleanor and Charles Garrett Center for Transition and Disability Studies at Sam Houston State University	Pam Brezenski, ESU 13; Amy Slama, ESU7	Donna Hoffman & Therese Marzouk, NDE	Sandra Peterson, PTI-NE	Brian Wojcik, NE ATP

- 11:45 Lunch: Crystal 3-4
- 12:15 Luncheon Panel: *Successful Worksites: What Employers are Doing*, Crystal 3-4
- 1:00 Concurrent Sessions B

Diamond 1	Diamond 2	Diamond 3	Diamond 6	Diamond 7
<i>The Mysterious Functional Vocational Evaluation (This session is repeated from Concurrent Sessions A)</i>	<i>Using Assessment to Guide Transition Planning - Part 2</i>	<i>Why are Fun and Games on the IEP?</i>	<i>Supported Decision Making – An Alternative to Guardianship</i>	<i>Learn how a school district can implement a job site in your community and the pieces you need to be successful</i>
Leena Landmark and Vickie Mitchell, The Eleanor and Charles Garrett Center for Transition and Disability Studies at Sam Houston State University	Pam Brezenski, ESU 13; Amy Slama, ESU 7	Lou Cox-Fornander & Megan Lantis, ESU 16	Mary Phillips, ESU 6	Tonya Jolley, Lincoln Public Schools

- 2:00 Break: Crystal 2
- 2:15 Concurrent Sessions: C

Diamond 1	Diamond 2	Diamond 3	Diamond 6	Diamond 7
<i>Round Table Discussion Ready Tool; Along the Way, COPS Assessment, Common Grounds; Rural Business Partners</i>	<i>Changing Demographics and the Complexity of Cultural Perspectives</i>	<i>Strengthening the Process and Engaging the Team</i>	<i>Understanding the Process for Adult Services Applications</i>	<i>Building Your Team's Capacity: What is Out There</i>
Teresa Coonts, NDE; Lloya Fritz and Mary O'Hare, Fritz and O'Hare Assoc.; Rick Love, ESU 10; Megan Lantis, ESU 16 & Codi Lorensen, Hershey PS; Lou Cox- Fornander, ESU 16 & Lori Vinton, Mullen PS;	Oscar Pohirieth and Tonya Jolley, Lincoln Public Schools	Rebecca Stichler, La Vista MS; Stacy Johnson, Ashland-Greenwood HS; Jamie Love, ESU 11	Nina Baker, PTI-NE	Michele Rayburn, Casey Head, Nichole Wetjen & Michalla Schartz, ESU 6

- 3:15 Dismiss
- 3:30 Parent Networking Reception: Crystal 2 and NE CBI Networking Reception: Crystal 3-4
- 4:30 Adjourn

AT A GLANCE

WEDNESDAY, FEBRUARY 19

- 7:30 Check In: Registration and Pre-Function Area
- 8:30 Welcome: Steve Milliken, Director of Special Education, NDE, Crystal 3-4
- 8:45 Keynote: Lori Y. Peterson, University of Northern Colorado, *Using the TGAP for Greater Success*, Crystal 3-4
- 10:00 Break: Crystal 2
- 10:15 Concurrent Sessions D

Diamond 1	Diamond 2	Diamond 3	Diamond 6	Diamond 7
<i>From Assessment to IEP and Course of Study</i>	<i>Integrating Assistive Technology Meaningfully Into a Student's Transition Plan (This session repeated from Tuesday)</i>	<i>Educator Resilience</i>	<i>It's Not What You Say – It's How You Say It</i>	<i>Pre-Employment Transition Services – The Recipe Book for Preparing Students for the World of Work</i>
Lori Peterson, University of Northern Colorado	Brian Wojcik, NE ATP	Megan Harding, ESU 3	Jenn Miller, PTI-NE	Lupe Stevens, Tonisha Jorgensen, Ken Cuevas & Sarah Chapin, Nebraska VR

- 11:45 Lunch: Crystal 3-4
- 12:15 Luncheon Session: Madison Junker and Students, ESU 13, *“Stand Up and Speak Out”*, Crystal 3-4
- 1:00 Concurrent Sessions E

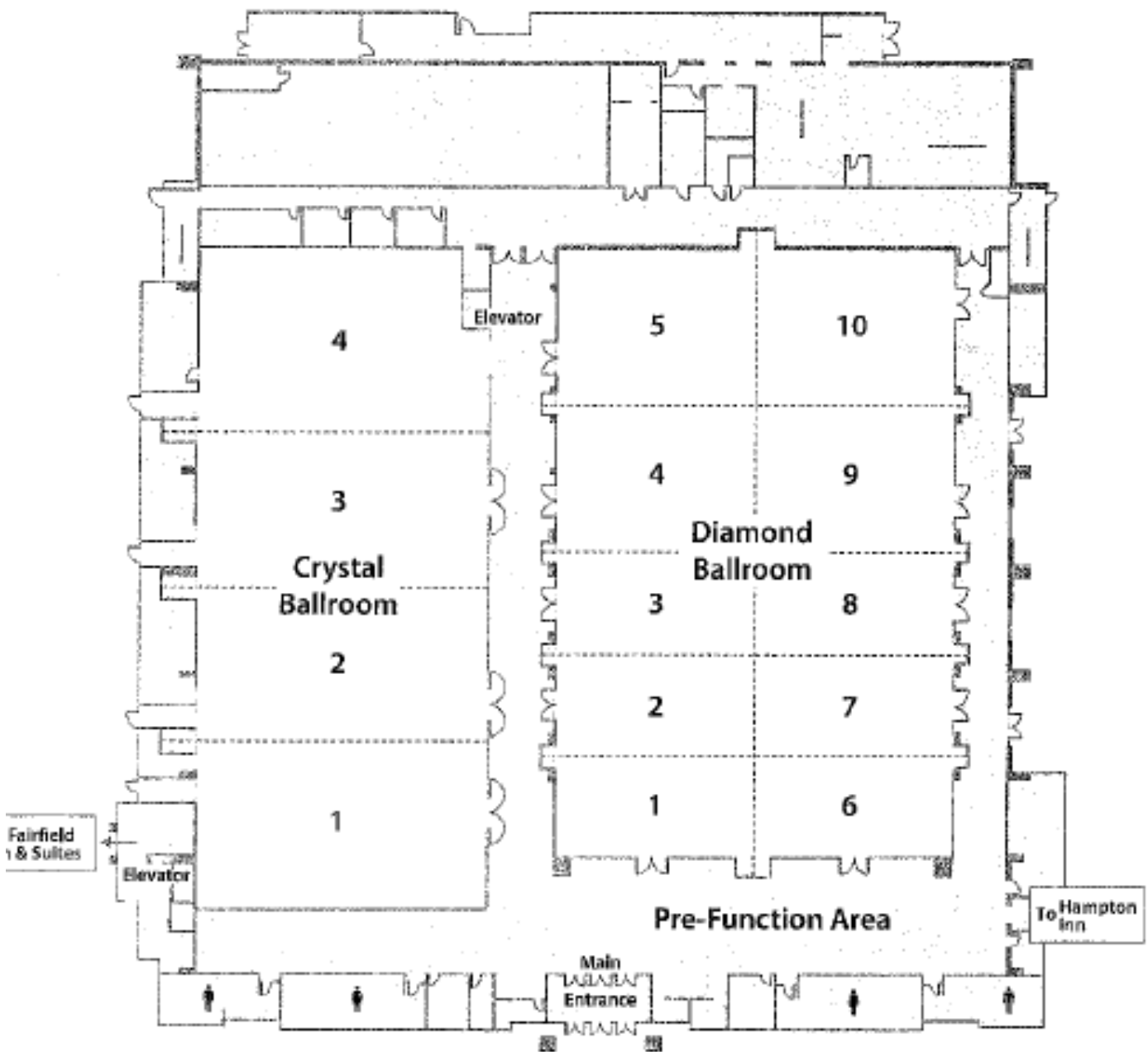
Diamond 1	Diamond 2	Diamond 3	Diamond 6	Diamond 7
<i>Increasing Post-Secondary Success: Programs to Support Students in Reaching their Goals</i>	<i>E Sports – The Newest Legit School Activity</i>	<i>The Power of Transition Ready IEP Goals: Meaningful, Measurable, Manageable</i>	<i>Let's Talk About Employment</i>	<i>Our Journey with Professional Learning: We Dreamt It, Planned It, and Did It!</i>
Jessica Broderick and Diane Reinhardt, ESU 13	Adam Ebbeka, Darwin, Jasmyn, Jayden, & James, David City Public Schools	Michalla Schartz, ESU 6	Holly Schwietz, PTI-NE	Allison Kelberlau, ESU 3; Jenny Brockman, Westside Community Schools; Nicki Pechous, Papillion LaVista Community Schools; Hayley Mentzer, Millard Public Schools

- 2:00 Break: Crystal 2
- 2:15 Concurrent Sessions F

Diamond 1	Diamond 2	Diamond 6	Diamond 7
NE Capacity Building Institute	<i>Social Security Considerations for Transition Age Youth</i>	Summary Discussion/ Q & A	<i>IEP and Social/Emotional support through transition of Deaf students</i>
This is a closed session specifically for NE CBI participants	Shauna Dahlgren, Easterseals of Nebraska	Sandra Peterson, Holly Schwietz, & Jenn Miller, PTI-NE and Mary Phillips, ESU 6	Jessica Larrison and Carly Weyers, Nebraska Commission for the Deaf and Hard of Hearing

3:15 Adjourn

YOUNES CONFERENCE CENTER LAYOUT



Save The Date!

The NDE 2021 Transition Conference Will Be Held On February 23-24
At the Younes Conference Center in Kearney, Nebraska

#NETransition

Join us at:

THE 2020 NDE TRANSITION CONFERENCE:

Dream It! Plan It! Do It!

February 18-19, 8:30 am – 3:30 pm

Younes Conference Center, 416 Talmadge Rd, Kearney, NE 68845



Keynotes:

Anthony Ianni, Motivational Speaker

Lori Peterson, University of Northern Colorado

Also:

Leena Jo Landmark and **Vickie Mitchell**, Garrett Center on Transition and Disability Studies

New:

Sessions for Parents of Secondary Youth with Disabilities with discounted registration fee

Registration:

<https://odie.esu10.org/workshops/SectionDetails.aspx?SectionID=5731>





NeMTSS
FRAMEWORK



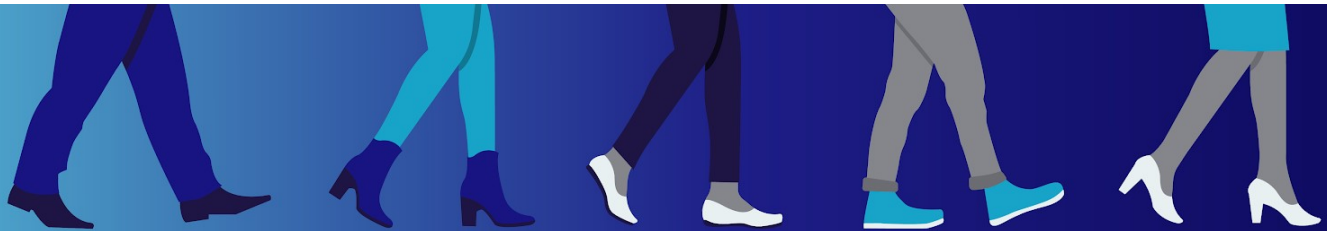
Nebraska Department of Education Mission

To lead and support the preparation of all Nebraskans for learning, earning, and living.

NeMTSS Newsletter

The purpose of this NeMTSS newsletter is to keep all Nebraska Educators and Stakeholders informed of the work and progress of identified development teams and alignment efforts related to Multi-Tiered Systems of Support in Nebraska.

2020 NeMTSS Summit SAVE THE DATE!



Moving Forward Together

2020 NeMTSS Summit



September 21-23, 2020

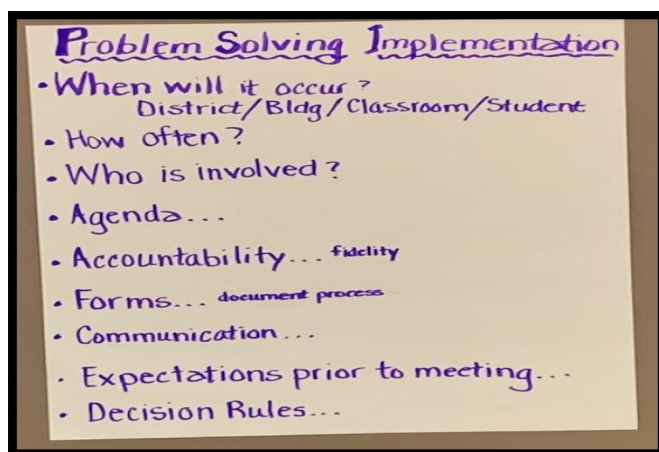
Younes Conference Center | Kearney, NE

New Resources are now available on the NeMTSS Website (<http://nemtss.unl.edu>). The **NeMTSS Funding** and **NeMTSS SLD Verification Q and A** documents are available for download on page 79 of the **Framework Document**. The NeMTSS Framework Document can be found on the landing page of the NeMTSS website.

Special Topic: MTSS in Secondary Settings

Multi-tiered systems of support have the same fundamental goals that span across age and grade levels. What are those goals? To provide early and powerful academic and behavioral core instruction, implement high-quality interventions of increasing intensity matched to specific student needs, and subsequently improve learning for ALL students. In education, we tend to avoid conversations about MTSS in Middle and High School settings because we think they are too fundamentally different from Early Childhood and Elementary settings to even know where to begin building and implementing the system! This is fixed mindset thinking...we know a deeply implemented problem solving process combined with the right evidence-based tools and resources to "do the work" is at the heart of MTSS...and these elements are very much alive and well in our Secondary settings. In fact, many of our Nebraska schools are already engaging in these practices. It is a matter of aligning practices within a larger system--a multi-tiered system of supports.

What mechanism exists in your Secondary buildings to review data and engage in a productive problem solving process? Chances are, you are already reviewing attendance data, number of credits earned, discipline referrals, and individual student grades. Do you do this within a Professional Learning Community (PLC) or other meeting structure? Can you answer the following questions in regard to your existing teams:



If you don't have a systematic way to review data and engage in problem solving, your NeMTSS Regional Lead can support you by

collaborating with you and your ESU to analyze your unique needs and connect you with System training. For more information regarding problem solving at the Secondary level, please see <http://rtinetwork.org/learn/rti-in-secondary-schools/579>. The May 2019 Educational Leadership publication from ASCD is dedicated to meeting the needs of teens in schools (www.ascd.org). There is a persistent message that problem solving teams need to consider student engagement. Do you regularly gather student perceptual data regarding engagement? Providing ALL students access to engaging learning environments and activities is a key factor in improving student outcomes (<https://tntp.org/publications/view/student-experiences/the-opportunity-myth>). Consider adding this valuable perceptual data to your balanced assessment system. One example of a (free) engagement survey can be found at <https://tntp.org/student-experience-toolkit/view/student-engagement-survey>.

Here's a radical idea related to problem solving proposed by Eric Hardie in the ASCD publication (2019): Invite students to participate in your data review and analysis. "Students are the only ones who really understand their experiences at school, and the ways that those experiences affect them, both positively and negatively" (p. 23). What opportunities do students currently have at your school to voice their opinions for change? Increasing student voice in your problem solving and continuous improvement process can have a tremendous impact on overall climate, potentially decrease student anxiety and depression, and increase student engagement (Hardie, 2019).

In closing, Cathy Vatterott (ASCD 2019) states "That message [let kids be kids] seems to disappear when students reach middle or high school even though those students have developmental needs too. What about letting teens be teens? Teens after all are becoming. They form their identities, values, and views of the world. They need a balance of intellectual, emotional, and dare I say, spiritual experiences to help them grow into happy and well-adjusted adults, not just to prepare them to be college students" (p.14).

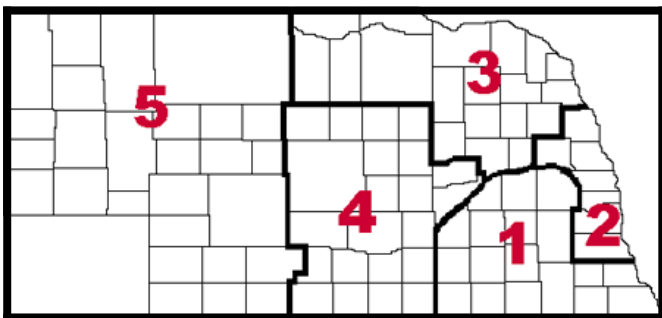
We owe it to our teens to create deeply implemented systems of support that allow ALL of them to access quality, engaging, rigorous learning opportunities within our schools. Many of you already have a foundation in place...when you adopt the commitment to make deeply implemented problem solving “the way you do business,” you will allow a sustainable environment where “ALL students can learn” to flourish.

NeMTSS Newsletter, Issue #7
For further information, contact:
Amy Rhone
NDE Assistant Director of
Special Education
amy.rhone@nebraska.gov

NeMTSS Team Update

The NeMTSS Team has been busy building relationships with Nebraska ESUs and School Districts. It is a privilege to collaborate with educators across the state! During the months of October, November, and December, there have been 18 System Training days and 17 customized support meetings/trainings in districts and ESUs across Nebraska. As a reminder, the Regional Leads are as follows:

Lindsee Fryatt (lfryatt2@unl.edu), Regions 1 & 2
Kristy Feden (kfeden@esu3.org), Regions 1 & 2
Mary Jo McElhose (mjmcelhose@gmail.com), Region 3
Claudine Kennicutt (ckennicutt@esu10.org), Region 4
George Toman (gtoman@esu13.org), Region 5



NeMTSS Upcoming Events

Please visit the official NeMTSS calendar for training opportunities that may be held within your region (<http://nemtss.unl.edu/events-calendar/>). Please consider joining these professional development opportunities.

You will find the appropriate contact person when you click on the event details. Feel free to reach out to them directly if you have questions about the event!

Additional Professional Learning Opportunities:

Nebraska State Literacy Association Conference Kearney (February 20-21, 2020) www.nereads.org

Nebraska School Mental Health Conference Omaha (June 4-5, 2020) [NE School Mental Health Conference](#)

Professional Learning Communities at Work Institute Omaha (July 20-22, 2020) ([PLC At Work Institute](#))

MTSS is defined as an instructional system based on the concept that ALL students require early and powerful academic and behavioral core instruction with the potential for high-quality interventions of increasing intensity.

NeMTSS Builders Group

Higher Education Update:

The NeMTSS Team is continuously making connections with departments of higher education in an effort to collaborate and share information regarding NeMTSS with educator, administrator, and specialist preparation programs.

More information coming soon!



NeMTSS Builders' Group Update

The NeMTSS Builders' Group met December 3, 2019 to continue working toward established Priorities for 2019-2020. Those Priorities are as follows:

- From Awareness to Implementation: Build out Regional Support and consistency of training
- Meet capacity for highly qualified trainers in specific interventions and ensure state-wide access
- Beyond Systems Training: Module Development for deep implementation:
 - Reading/English Language Arts (ELA)
 - Mathematics
 - Social Emotional Learning (SEL)/Behavior
 - Early Childhood and Culturally Responsive embedded throughout all modules
- Refinement of Tiered Regional Support Model: Who gets what, when?
- Continued commitment from Stakeholders for building out equitable MTSS supports
- NeMTSS Program Evaluation

The Builders' Group listened to presentations from the SEL and ELA module build-out teams (NeMTSS Regional Leads) and provided feedback regarding proposed content and resources. Development of modules will be completed based on feedback and guidance from the Builders' Group.




ESUCC Educational Resources

SRS Update

Scott Isaacson
February, 2020

The team continues to address fixes and improvements to the system, especially in the areas of ADVISER reporting, bugs in completing forms, and improving helpdesk response times. The team has released 13 fixes into the live system since our last board meeting. Helpdesk tickets are down, with 141 currently open. January 31, 2020 was the first in a pattern of short monthly check-in calls with the advisory team between their quarterly full-length meetings. A few key user representatives are beginning to meet this week to plan for adding 504 plan support to the SRS application. Another key enhancement coming will be an administrative dashboard or checklist to help administrative users see a concise list of problems such as errors reporting students to ADVISER, expired forms, or incomplete data.



*To lead and support the preparation of all
Nebraskans for learning, earning, and living.*

2017-2026 STRATEGIC VISION AND DIRECTION

Nebraska State Board of Education and Nebraska
Department of Education

12/02/16

Nebraska State Board of Education

The State Board of Education is an elected, constitutional body that is the policy forming and evaluative body for the state school program (79-301 (2) R.R.S.) in addition to ensuring the State Department of Education functions effectively within the framework developed by the state Legislature and the Board. The Board is elected on a non-partisan ballot, with one member from each district. Board members serve four-year terms.

District 3: Rachel Wise, President

District 1: Lillie Larsen, Vice President

District 2: Glen Flint

District 4: John Witzel

District 5: Patricia Timm

District 6: Maureen Nickels

District 7: Molly O 'Holleran

District 8: Patrick McPherson

Nebraska Department of Education

The Nebraska Department of Education (NDE) is a constitutional agency comprised of services, programs, Vocational Rehabilitation (Nebraska VR), and Disabilities Determination Section (DDS). The NDE operates under the authority of an elected State Board of Education (Board) and the Commissioner of Education (Commissioner). The NDE is organized into teams that carry out the duties assigned by state and federal statutes and the policy directions of the Board. Teams are organized around distinct functions and responsibilities that encompass leadership and support for Nebraska's system of early childhood, primary, secondary, and postsecondary education; direct services to clients; and internal support to the agency.

The NDE carries out its duties on behalf of Nebraska students and parents involved in public and nonpublic school systems. The NDE staff interacts with schools, parents, businesses, community partners, and institutions of higher education to develop, coordinate, and improve educational programs and services.

Commissioner of Education: Matthew L. Blomstedt, Ph.D.

Strategic Vision and Direction – 2017-2026

Introduction

In January of 2016, the Board and the NDE initiated the development of a Strategic Plan to guide the vision and direction of education in Nebraska for the next ten years. Nebraska's Strategic Plan to be known as **Nebraska Quality Education Systems for Today and Tomorrow (NEQuESTT)** represents the evolution of a philosophical and practical approach to supporting education in Nebraska. This commitment unifies and strengthens positive outcomes for each and every Nebraskan through bold and achievable goals. **NEQuESTT** not only outlines the critical needs and strengths within the system, but also reflects innovative approaches to ensure each Nebraskan has equitable access to opportunities and are ready for success in postsecondary, career, and civic life. **NEQuESTT** is the educational journey that puts forth a new vision and bold agenda for the system of education in Nebraska. This vision will require new and different ways of working together, stretching beyond the status quo, and engaging stakeholders through collaborative processes. The strategic plan defines a direction for accountability and a system of services and supports without losing sight of the importance of ensuring compliance with state and federal policies.

NEQuESTT guides the Board and the NDE to address some of the most urgent priorities within Nebraska. With an intentional and comprehensive focus on ensuring a reduction in educational inequities for the most vulnerable populations, this strategic plan directs focus on student- or client-centered outcomes, high quality opportunities, and a strong system of support **for every student, every day**.

NEQuESTT and AQuESTT

NEQuESTT aligns with Nebraska's accountability system, Accountability for a Quality Education System Today and Tomorrow (**AQuESTT**). The six critical tenets of **AQuESTT** holistically address accountability and quality education in Nebraska. Originally designed to meet statutory accountability requirements, **AQuESTT** has quickly grown beyond and guides the NDE and its work.

AQuESTT provides a fundamental focus on achievement and opportunity gaps and ensures strategies produce equitable outcomes for each and every learner. As a result, **NEQuESTT** includes goals with benchmarks that measure disaggregated data to ensure equity and access.

Roles:

In order to support strategic priorities, a suite of approaches is utilized that reflects the nuance of the work and the many stakeholders, systems, and partners that intersect to support a state education system. The various roles are:

Champion - NDE actively leads the strategic vision, goals, and policy direction to support learning, earning, and living by:

- Engaging key stakeholders and partners on emerging needs in the educational landscape and corresponding policy advocacy approach
- Exercising policy leadership and proactively engaging and partnering with the Unicameral and Governor on priority issues
- Advocating for necessary resources to meet needs and/or address issues to execute the vision

Regulator - NDE leverages policy authority to ensure delivery of high-quality, equitable education and services, beyond compliance with state and federal regulations by:

- Assuring access to fair, equitable, and high-quality education and services
- Monitoring school and districts to ensure adherence to regulations and setting expectations beyond compliance for accountability and growth in learning
- Promoting best practices for leadership and using data and resources to ensure effective continuous improvement

Capacity Builder - NDE directs technical assistance and professional development opportunities and promotes the sharing of best practices by:

- Providing technical assistance and professional development opportunities for educators, staff, and community providers
- Actively engaging with priority and needs improvement schools as well as continuing to support the improvement of all schools
- Identifying schools and districts across the state with effective educational practices to gather data on successful practices
- Acting as a facilitator to connect schools to highlight learnings, share lessons learned, and communicate best practices
- Developing, maintaining, and leveraging strong working relationships with education and community partners to extend and enhance capacity across the state

Connector - NDE helps bridge the divide between learning, earning, and living, connecting schools, families, business, and communities by:

- Connecting, convening, and partnering with schools, businesses, out-of-school programs, postsecondary education, state agencies, and community providers to create a more comprehensive approach to education and service delivery
- Supporting other agencies and organizations in active engagement and relationship building amongst individuals, parents, and families

Change Agent - NDE explores and supports promising new innovations by:

- Researching, promoting, and providing support for promising new initiatives and innovations in education across the state and nation (e.g., promising activities in rural areas, blended learning, personalized learning, adult basic education)
- Providing ongoing training, support, and resources to drive the adoption of new practices and to assure implementation

Strategic Direction:

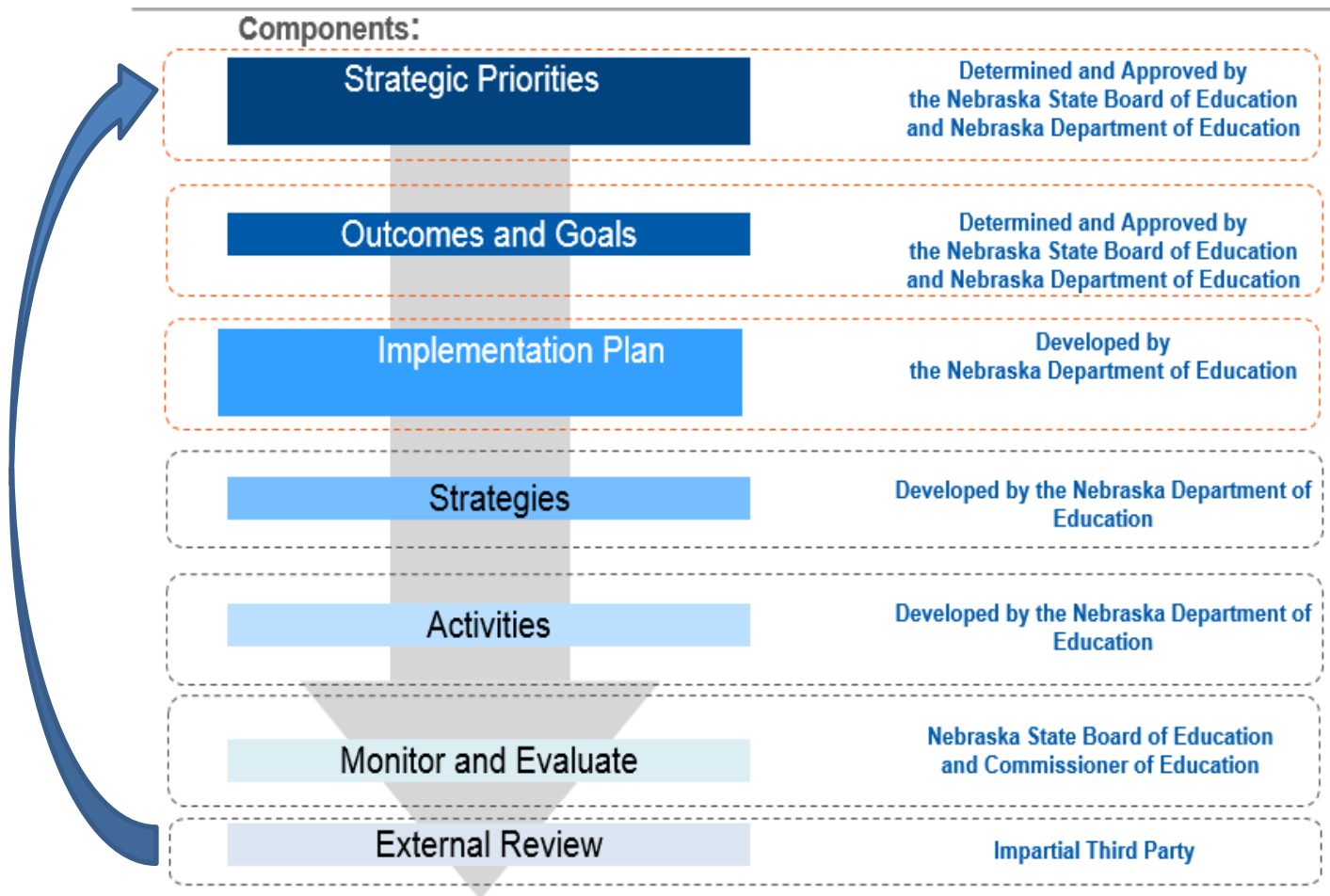
To realize the new strategic vision it can no longer be business as usual.

	FROM	TO
ORGANIZATIONAL STRUCTURE	<ul style="list-style-type: none"> Organizational structure primarily oriented around subject area silos Decision-making authority mostly concentrated in hands of senior agency leadership 	<ul style="list-style-type: none"> More cross-functional, with collaboration and communication across teams More distributed decision-making authority, where staff closer to the issue is empowered to make relevant decisions
PERSONNEL & STAFFING	<ul style="list-style-type: none"> Staff with very specific skills focused primarily on content knowledge Traditional focus on regulation and compliance 	<ul style="list-style-type: none"> Broader staff expertise, including both content knowledge and breadth of experiences (e.g., relationship building, background in business, work with underserved communities) Focus on leadership, innovation, and learning
STAKEHOLDER ENGAGEMENT	<ul style="list-style-type: none"> Sporadic engagement on an as-needed basis Limited engagement with specific populations or cultural communities 	<ul style="list-style-type: none"> Consistent and tailored stakeholder engagement plans for specific audiences, allowing authentic relationships and dialogue to develop
DATA & SYSTEMS	<ul style="list-style-type: none"> Limited publicly accessible data Focus on accountability and compliance Cumbersome website 	<ul style="list-style-type: none"> Readily available data for all stakeholders from an easy to use, up-to-date platform Focus on performance management User-friendly website and an online portal with lessons learned and best practices for practitioners

Moving Forward:

The Board has taken into account the multiple roles of the NDE in the development of this strategic plan and in the expectations set forth for the NDE. This recognition is coupled with the expectation of providing quality, equitable support through a multi-faceted system under the charge of the NDE. The shared responsibility of leadership between the Board and the Commissioner includes developing this plan, monitoring goals, and implementing strategies through the NDE's programs and supports for schools, students, systems and clients across the state. The Board carries out this strategic plan through direction to the Commissioner. The Commissioner has the responsibility to build an implementation plan that makes **NEQUESTT** a living document utilizing the aforementioned roles and strategic direction outlined for organizational structure; personnel and staffing; stakeholder engagement; and data and systems.

The strategic plan is multi-layered.



Operational Approach:

NEQUESTT provides a framework for measuring multiple levels and processes to ensure success through standard, quantifiable metrics, artifacts, and evidence-based analyses utilizing a three-tiered approach:

- **NDE Accountability** – Process, regulations, support, interagency collaboration, data systems, fiscal responsibility, and evaluation
- **Service Accountability** – Quality and success of services provided by the agency
- **District and School Accountability** – School and agency progress and improvement

Strategic Priorities, Outcomes, and Goals:

The Board and Commissioner will regularly review these goals as organized by the strategic priorities and outcomes. The NDE goals will include Commissioner and Board activities necessary to build the department's system of accountability and support for services and schools. The NDE will track progress on these goals and other metrics required by state and federal law. The Commissioner will annually report progress on these goals and other measures to report progress and performance to the Board.

Implement, Monitor, and Evaluate:

The Board and the Commissioner share the responsibility to:

- champion and lead the strategic vision and goals.
- serve as change agents and capacity builders.
- ensure progress on the strategic priorities.

The Board and the Commissioner will be responsible for implementing this plan including the development of strategies, and activities, and monitoring on an annual basis. A review will be presented by the Commissioner and appropriate NDE personnel annually or as directed. An objective external review of **NEQUESTT** will be conducted by an impartial third-party reviewer two years after adoption and thereafter as determined by the Board with results being presented to stakeholders.

MISSION

To lead and support the preparation of all Nebraskans for learning, earning, and living

GUIDING PRINCIPLES

NDE will:

- Create a dynamic vision that drives change through proactive leadership to support learning;
 - Build connections amongst stakeholders to take action in support of success for all learners;
 - Provide all Nebraskans significant opportunity to receive fair, equitable, and high-quality education and services to close achievement gaps;
 - Allow all learners to achieve their fullest potential in transitioning through phases of school and into civic life;
 - Ensure all educators are effective in instructional strategies and monitoring student progress using multiple measures of proficiency; and
 - Prepare all learners to be college, career, and civic-ready.
-

STRATEGIC PRIORITIES

Ensure that all Nebraskans, regardless of background or circumstances, have equitable access to opportunities for success

Increase the number of Nebraskans who are ready for success in postsecondary education, career, and civic life

OUTCOME STATEMENTS

Leadership

Provide leadership and high quality services in processes, regulations, interagency collaboration, data systems, fiscal responsibility and evaluation that enhance the success of educational systems in Nebraska.

Success, Access, and Support

Positive Partnerships and Student Success – Increase student, family, and community engagement to enhance educational experiences and opportunities.

Transitions – Provide quality educational opportunities for student success through transitions between grade levels, programs, schools, postsecondary institutions, and careers.

Educational Opportunities and Access – Ensure that all students have access to comprehensive instructional opportunities to be prepared for postsecondary education and career.

Teaching, Learning, and Serving

College, Career, and Civic Ready – Ensure every student upon completion of secondary education is prepared for postsecondary education, career, and civic opportunities.

Assessment – Use assessments to measure and improve student achievement and inform instruction.

Educator Effectiveness – Assure that students are supported by qualified/credentialed, effective teachers and leaders throughout their learning experiences.

Leadership

Strategic Priority: Ensure that all Nebraskans, regardless of background or circumstances, have equitable access to opportunities for success.

Strategic Priority: Increase the number of Nebraskans who are ready for success in postsecondary education, career, and civic life.

Outcome Statement: Provide leadership and high-quality services in processes, regulations, interagency collaboration, data systems, fiscal responsibility, and evaluation that enhance the success of educational systems in Nebraska.

- Goal 1.1** By 2018, the NDE will be organized through personnel and processes to provide leadership in school support systems, regulations, interagency collaboration, data systems, fiscal responsibility, and evaluation that will enhance the success of educational systems in Nebraska.
- Goal 1.2** By 2018, the Board and Commissioner will have a process in place to evaluate and ensure timely, high-quality services and systems of support provided by the Nebraska Department of Education.
- Goal 1.3** By 2020, 100% of teachers, service providers, school leaders and local school board members will have access to quality professional learning opportunities through an NDE facilitated professional learning directory.
- Goal 1.4** By 2020, the NDE will collaborate with the Governor, Legislature, postsecondary institutions, and the Educational Service Units (ESUs) to create a uniform process to align dual credit opportunities for students across the state.

Success, Access, and Support

Positive Partnerships, Relationships, and Success

Strategic Priority: Ensure that all Nebraskans, regardless of background or circumstances, have equitable access to opportunities for success.

Outcome Statement: Increase student, family, and community engagement to enhance educational experiences and opportunities.

Goal 2.1 By 2019, the NDE will develop a system to regularly engage and survey clients, schools, and stakeholders to gather input, and measure engagement and satisfaction.

Goal 2.2 By 2026, the dropout rate of all Nebraska students including subgroups will be less than 1%.

Goal 2.3 By 2026, 100% of Nebraska schools will have all students in grades 7-12 create and utilize a personal learning plan.

Goal 2.4 By 2026, there will be a reduction in the percentage of students who are absent more than 10 days per year from 27.46% to 15%.

Success, Access, and Support

Transitions

Strategic Priority: Ensure that all Nebraskans, regardless of background or circumstances, have equitable access to opportunities for success.

Outcome Statement: Provide quality educational opportunities for student success through transitions between grade levels, programs, schools, postsecondary institutions, and careers.

- Goal 3.1** **By 2018, a baseline and benchmarks will be developed to track all students with a disability having access to participate in career counseling, explorations, self-advocacy training, and work-based learning experiences.**

- Goal 3.2** **By 2026, the 4-year cohort graduation rates for all Nebraska students will be greater than 92% and not less than 85% for any one subgroup.**

- Goal 3.3** **By 2026, the 7-year cohort graduation rates for all Nebraska students will be greater than 95% and not less than 90% for any one subgroup.**

- Goal 3.4** **By 2026, 100% of Nebraska schools will fully implement a systematic process for supporting the needs of highly-mobile students.**

Success, Access, and Support
Educational Opportunities and Access

Strategic Priority: Ensure that all Nebraskans, regardless of background or circumstances, have equitable access to opportunities for success.

Outcome Statement: Ensure all students have access to comprehensive instructional opportunities to be prepared for postsecondary education and career.

Goal 4.1 **By 2020, NDE will develop a statewide digital course and content repository.**

Goal 4.2 **By 2026, 85% of all Nebraska students, upon graduation from high school, will have completed Advanced Placement coursework, earned dual credit and/or obtained industry certification.**

Goal 4.3 **By 2026, 95% of Nebraska elementary schools would be able to identify at least one high-quality early childhood educational program accessible to all of the school's resident preschool age population.**

Teaching, Learning, and Serving
College, Career, and Civic Ready

Strategic Priority: Increase the number of Nebraskans who are ready for success in postsecondary education, career, and civic life.

Outcome Statement: Ensure every student upon completion of secondary education is prepared for postsecondary education, career, and civic opportunities.

- Goal 5.1** **By 2018, the State Board will adopt a comprehensive approach to define and measure civic readiness.**

- Goal 5.2** **By 2020, all Nebraska elementary schools will provide evidence-based interventions for any students not on grade level in reading and/or math.**

- Goal 5.3** **By 2026, 100% of Nebraska schools will provide all students with a program for career awareness, exploration, and preparation.**

- Goal 5.4** **By 2026, at least 50% of all Nebraska high school students from any given cohort year, will have earned a college degree, credential, or certificate within five years of graduating from high school.**

Teaching, Learning, and Serving

Assessment

Strategic Priority: Increase the number of Nebraskans who are ready for success in postsecondary education, career, and civic life.

Outcome Statement: Use assessments to measure and improve student achievement and inform instruction.

- Goal 6.1** **By 2018, utilizing baseline data from the ACT, long-term goals will be developed for 11th grade achievement, including goals for subgroups.**

- Goal 6.2** **By 2018, the NDE will implement an assessment system to measure achievement and growth in grades 3-8 that meets the requirements of federal and state law and is timely for instructional purposes.**

- Goal 6.3** **By 2026, the percent of Nebraska students in grades 3-8 and 11 proficient in reading will increase from 79% to 89%.**

- Goal 6.4** **By 2026, the percent of Nebraska students in grades 3-8 and 11 proficient in math will increase from 72% to 82%.**

- Goal 6.5** **By 2026, the percent of Nebraska students in grades 3-8 and 11 proficient in science will increase from 72% to 82%.**

Teaching, Learning, and Serving

Educator Effectiveness

Strategic Priority: Increase the number of Nebraskans who are ready for success in postsecondary education, career, and civic life.

Outcome Statement: Assure students are supported by qualified/credentialed, effective teachers and leaders throughout their learning experiences.

Goal 7.1 By 2018, NDE will develop and implement a statewide teacher equity plan.

Goal 7.2 By 2020, 100% of Nebraska schools will utilize performance standards and a research-based evaluation system for all certificated staff as aligned to Rule 10.

Goal 7.3 By 2022, 100% of Nebraska schools will be staffed by teachers who have or are actively pursuing a teaching certificate with the appropriate endorsement for the subject(s) and grade level(s) of the course(s) being taught.

ACKNOWLEDGMENT

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Physical Education for Individuals with Disabilities

*A Guide for
Best Practices*

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LEARNING, AND ASSESSMENT

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Overview

Philosophy

The philosophy of the Nebraska Department of Education (NDE) is to assist districts and educators with providing educational equity among all students. An appropriate physical education program ensures that individuals with disabilities have access to a program that enables them to achieve the same goals in physical education as their peers without disabilities. Students identified by an individualized education program (IEP) team who do not meet [age appropriate curricular benchmarks](#)¹ should be provided the necessary supplementary aids and support services in the least restrictive environment. Instruction, equipment, activity rules, and the environmental set-up should be modified as necessary to provide an appropriate, safe, and comfortable educational setting.

Purpose

The purposes of this document are to provide parents, adapted physical education teachers, physical education teachers, special education teachers, and administrators the following:

1. Adapted Physical Education best practice information that includes:

- Compliance with federal and state laws and regulations.
- NE adapted physical education service delivery options.
- Collaboration for plans, procedures and program development.

2. Adapted Physical Education resources for program development that include:

- Sample goals and objectives.
- Suggested assessment and evaluation tools.
- Skills progression, modifications and adaptations.

Adapted versus Adaptive

Adapted physical education is the proper term, used in federal and state guidelines and in all current major texts, journals, and Internet sites in the field. The basic idea is that service delivery is adapted, while behaviors are adaptive. The program is adapted to meet the needs of each student through modifications and accommodations. The student is not required to adapt to the conditions of the program as would be implied with adaptive physical education.²

¹ SHAPE America, "Grade Level Outcomes for K-12 Physical Education." Published 2013.

<https://www.shapeamerica.org/standards/pe/upload/Grade-Level-Outcomes-for-K-12-Physical-Education.pdf>

² Maryland Department of Education, "Adapted Physical Education: A Guide for Serving Students with Disabilities." Published September 2015.

<http://www.marylandpublicschools.org/about/Documents/DCAA/PE/MDAPEStateGuide.pdf>

Rationale for Quality Physical Education Programs

Physical activity (PA) provides many health benefits beyond increased physical fitness. Research shows regularly engaging in physical activity reduces risk of chronic diseases, lowers tension and anger, reduces anxiety and depression, and builds self esteem alongside social skills. According to the 2014 [Health and Academic Achievement Report](#)³ from the CDC, key evidence also includes:

- Students who are physically active tend to have better grades, school attendance, cognitive performance and classroom behaviors (pp. 24-30).
- Higher physical activity and physical fitness levels are associated with improved cognitive performance among students (pp. 30-35).
- More participation in physical education class has been associated with better grades, standardized test scores, and classroom behavior among students (pp. 36-39).
- Increased time spent for physical education does not negatively affect students' academic achievement (pp. 2,32).

Physical Education, as defined by the Society of Health and Physical Education (SHAPE) America, provides a planned, sequential, K-12 standards-based program of curricula and instruction designed to develop motor skills, knowledge and behaviors for healthy, active living, physical fitness, sportsmanship, self-efficacy and emotional intelligence. The standards ([Nebraska](#)⁴ and/or [National](#)⁵) are used to assist with modifications and adaptations within physical education for all ability levels. Physical education develops a physically literate individual who has acquired the skills necessary to participate in a variety of PA, is regularly physically active, knows the implications and benefits of involvement in various types of PA, and values PA and its contributions to a healthy lifestyle.

SHAPE America identifies a well-designed physical education program:

- Meets the needs of all students;
- Keeps students active for most of physical education class time;
- Teaches self-management;
- Emphasizes knowledge and skills for a lifetime of physical activity; and
- Is an enjoyable experience for all students.

³ CDC, "Health and Academic Achievement." Published May 2014.

https://www.cdc.gov/healthyyouth/health_and_academics/pdf/health-academic-achievement.pdf

⁴ Nebraska Department of Education, "Nebraska Physical Education Standards." Adopted October 2016.

https://cdn.education.ne.gov/wp-content/uploads/2017/09/NE_PE-Standards_Final-USE.pdf

⁵ SHAPE America, "National PE Standards." Published 2013. <https://www.shapeamerica.org/standards/pe/>

Laws & Regulations

Federal and state laws and regulations define special education and physical education, as well as, provide guidance on the delivery of physical education to students with disabilities. These laws and regulations protect and ensure the rights of children with disabilities to receive a free appropriate public education, based on individual needs and appropriate related services, in the least restrictive environment.

Federal Law

[IDEA - Individuals with Disabilities Education Act, 2004](#)⁶

Special education is defined as:

- specially designed instruction, at no cost to parents, to meet the unique needs of a child with a disability
- includes instruction conducted in the classroom, home, in hospitals and institutions, and in other settings
- and **instruction in physical education.**

Physical education is the development of:

- Physical and motor skills
- Fundamental motor skills and patterns
- Skills in aquatics, dance, and individual and group games and sports
- Special physical education, **adapted physical education**, movement education, and motor development

[Section 504 of the Rehabilitation Act of 1973](#)⁷

No otherwise qualified individual with a disability in the United States... shall solely by reason of her or his disability, be **excluded** from the participation in, be **denied** the benefits of, or be **subjected to discrimination** under any program or activity receiving Federal financial assistance.

[Americans with Disabilities Act, 1990](#)⁸

Prohibits discrimination against qualified individuals with disabilities **in all programs, activities, and services of public entities.** It applies to all state and local governments, and any other instrumentalities or special purpose districts of state or local governments.

⁶ Individuals with Disabilities Education Act. <https://sites.ed.gov/idea/regs/b/b/300.108>
<https://sites.ed.gov/idea/regs/b/a/300.39/a/1>

⁷ Rehabilitation Act of 1973; Section 504. <https://sites.ed.gov/idea/about-idea/#Rehab-Act>

⁸ Americans with Disabilities Act National Network. <https://adata.org/factsheet/ADA-overview>

Nebraska Law

[Rule 51](#)⁹

Special education services, specially designed if necessary, must be made available to every child with a verified disability receiving a free, appropriate public education, unless the school district or approved cooperative enrolls children without disabilities and does not provide physical education to children without disabilities in the same grades.

- Each child with a verified disability must be afforded the opportunity to participate in the **regular physical education program** available to nondisabled children unless the child is enrolled in a separate facility or the child needs specially designed physical education as prescribed in the child's IEP.
- If **specially designed physical education** is prescribed in a child's IEP, the school district or approved cooperative responsible for the education of that child shall provide the services directly or make arrangements for those services to be provided through other public or private programs.
- The school district or approved cooperative responsible for the education of a child with a disability who is enrolled in a separate facility must ensure that the child receives appropriate **physical education services** in compliance with this section.

Options for Students with Disabilities in a Physical Education Setting

Proper placement of students with disabilities is important to a student's overall success in physical education. Placement should always be in the least restrictive environment (LRE). **The least restrictive** environment is the educational placement where a student with a disability is attending classes and learning alongside their non-disabled peers to the maximum extent appropriate. This placement may require the use of supplementary aids and services that enable the student to be educated in the general education classroom. A student should only be placed in a separate learning environment if it is determined by an IEP team, the student is unable to be taught successfully in the general education setting with appropriate support.¹⁰ Student placement is determined by the student's IEP team and not an individual teacher, it is

⁹ Nebraska Department of Education, "Rule 51." Last modified January 2017.

https://cdn.education.ne.gov/wp-content/uploads/2017/10/Rule51_2017.pdf

¹⁰ Least-Restrictive Environment (LRE), Nebraska Department of Education, Published August 2018. Pp. 3.

<https://cdn.education.ne.gov/wp-content/uploads/2017/09/Least-Restrictive-Environment-LRE-Guidance-Document-Aug-2018.pdf>

recommended best practice to include the GPE or APE teacher as part of the IEP team. There are several options available to students depending on their present level of performance, functional performance and needs.

There are some students with disabling conditions, who are not identified as students with disabilities under IDEA, yet are not meeting grade level outcomes set by each local school system. These students may have a Section 504 Plan as defined under the Rehabilitation Act of 1973. The Section 504 Plan should identify the services, supports, accommodations, and/or modifications. These students should be provided additional support to meet grade level outcomes.

It is important to note that many students with disabilities do not require or need adapted physical education services. These students should participate in general physical education and in the required curriculum when appropriate. Below is a description of each method of providing physical education to students with disabilities.

1. **General Physical Education (GPE) is a standards-based curriculum that builds sequentially¹¹ from year to year around grade level outcomes¹. GPE provides varying levels of skill development for the differing abilities (higher or lower) within the traditional range of those grade level outcomes. Participation in this course does not require large scale modifications or adaptations for an individual.**

If a student has a disability that affects their ability to successfully participate in activities in a GPE setting then *they must be verified and the IEP team should determine appropriate services.*

Nebraska Rule 51 states, Physical education services, ***specialty designed*** if necessary, must be made available to every child with a verified disability receiving a free, appropriate public education, unless the school district or approved cooperative enroll children without disabilities and does not provide physical education to children without disabilities in the same grades. (92 NAC 007.07C2) Each child with a verified disability must be afforded the opportunity to participate in the regular physical education program available to nondisabled children (92 NAC 007.07C2a) unless: the child needs ***specialty designed physical education*** as prescribed in the child's individualized education program. (92 NAC 007.07C2a(2))

¹¹ SHAPE America, "Scope & Sequence for K-12 Physical Education." Last modified 2013. https://cdn.ymaws.com/www.chronicdisease.org/resource/resmgr/school_health/shapescopecart.pdf

GPE with modifications and/or Accommodations such as Paraprofessionals and/or Peer Helpers is a service where students who have disabilities can participate in GPE with adaptations to the activity and/or with the assistance of a paraprofessionals and/or peer helper. If a student with disabilities is in GPE, all of the activity modifications or assistance needed from a teacher's aide should be included in their Individualized Education Plan (IEP). The GPE teacher can refer to the student's IEP, case manager, and APE teacher, if applicable, for questions and support. An example of an accommodation could be, **Peer Model Helper** is a general education student who assists and supports students with disabilities in GPE or self contained APE. With guidance from the teacher, a peer helper encourages the student with a disability and helps them participate in physical activities. The teacher should [prepare the peer models](#)¹² for a range of disabilities they might encounter in class. The teacher should discuss modifications that will be made for activities to help the peer and the student with the disability be successful.

2. **Adapted Physical Education (APE)** is a direct **service** of special education. It is federally mandated by IDEA and at the state level by Rule 51. APE provides adaptations and modifications to physical education in order to make activities as appropriate for students with verified disabilities as it is for students without disabilities. APE is provided separately from PT/OT to students with disabilities. APE services provide a diversified program of developmentally appropriate activities, games, sports skills, and rhythms. It is suited to the capacities and abilities of the students receiving special education services.

Self Contained Adapted PE is a specially designed, separate class setting that is used for students with disabilities who are not able to participate fully and/or successfully in the GPE setting. This would be included on a student's IEP.

Examples of the delivery of General Physical Education and Adaptive Physical Education combinations would be:

Unified Physical Education is a concept that brings approximately an equal number of students with disabilities and their typically developing peers together in a general physical education setting. A [Unified Physical Education](#)¹³ course is

¹² Maryland Department of Education, "Adapted Physical Education: A Guide for Serving Students with Disabilities," *Instructional Strategies for Working with Peers Working with Students with Disabilities*. P.21. Published September 2015.

<http://www.marylandpublicschools.org/about/Documents/DCAA/PE/MDAPEStateGuide.pdf>

¹³ Special Olympics, "Unified Physical Education Resources, 2nd Edition." Published July 2019.

http://media.specialolympics.org/resources/community-building/youth-and-school/unified-champion-schools/Unifed%20Champion%20School-Unifed-Physical-Education-Resources-v2.pdf?_ga=2.87557085.414026992.1565010701-557370348.1547143351

structured around physical education standards and grade-level outcomes. Additionally, the class supports the development of leadership skills for all students as well as the empowerment of ALL students to foster an inclusive class and school-wide environment.

Dual Class Enrollment occurs when students with disabilities are placed in more than one class. These cases are usually students who are able to participate in GPE activities, but it may not be the LRE all of the time. This placement is on a case by case individual basis determined by the IEP team.

Examples when this placement may be appropriate:

- A student has needs that require more practice and skill breakdown than what is available in the GPE setting but is able to participate in GPE activities if given this extra time.
- A student is close to being dismissed from APE services and being introduced to the GPE setting.
- A student with physical skills to be successful in GPE but behaviors impair their ability to be successful in all activities.
- Self contained-APE placement is not available often enough to provide the students with the minutes of APE services on the IEP.

Individualized Instruction focuses on the needs of the individual student. Teaching is specific and targets one need at a time. Individualized instruction is about using teaching strategies that connect with individual student's learning strategies. The ultimate goal is to provide a learning environment that will maximize the potential for student success.

Collaboration of Services

Collaboration of services among all individuals involved is essential to student success. If a district or collaborative does not have an APE specialist then these roles may become the role of the special education teacher and/or the physical educator. The IEP team members, per [Rule 51](#)⁶, are summarized below. See full document for additional roles and details.

The school district or approved cooperative shall ensure and document that each IEP team includes the following: [If the representative cannot attend, other methods shall be used to ensure participation, including electronic communication, individual or conference telephone calls.]

- The parents and/or guardians of a child with a disability,
- Not less than one regular education teacher of the child,
- not less than one special education teacher, or where appropriate, not less than one special education provider of the child,
- a representative of the school district or approved cooperative
- an individual who can interpret the instructional implications of evaluation results,
- Other individuals who have knowledge or special expertise regarding the child, including related services personnel as appropriate.
- Whenever appropriate, the child with a disability.
- For a child attending a nonpublic school, a representative of the nonpublic school the child attends.
- For children receiving services from an approved service agency, a representative of the service agency.
- If the purpose of the meeting is to consider postsecondary goals for the child and the transition services needed to assist the child in reaching those goals. The school district or approved cooperative must invite the child.
 - To the extent appropriate, with the consent of the parents or a child who has reached the age of majority, the school district or approved cooperative must invite a representative of any participating agency that is likely to be responsible for providing or paying for the transition services.
- For a child verified in the category of hearing impairment, an educator endorsed to teach a child with hearing impairments.
- For a child verified in the category of visual impairment, an educator endorsed to teach a child with visual impairments.

Role of the physical educator:

Essential learner outcomes should be the same for all students participating in physical education class. Students with an IEP do not require a separate set of outcomes. A student's IEP team determines if a student's abilities limit independent participation in a GPE class. The role of the adapted/general physical educator is to progress students towards those goals with modifications if needed. These modifications may include equipment, adult support, modified placement, smaller class size integrated with peer models or other modifications deemed appropriate by the student's IEP team.

Responsibilities of the physical educator may include:

- Determination of instructional needs and effectiveness of instruction as part of the IEP process.
- Development of instructional objectives appropriate for the student.

- [Consultation](#)¹⁴ with the parent, nurse, physical therapist, special education teachers, occupational therapist, and classroom teachers to learn about the child's medical condition and physical limitations. Consultation with the adult support staff on roles and responsibilities in the physical education environment.
- Obtaining recommendations from specialists on the student's IEP team concerning proposed activities in order to coordinate the needs of the child with the physical education programs and activities. These specialists may include physical therapy, occupational therapy, speech therapy, teacher of the visually impaired, deaf educator, augmentative specialist, nurse, or others listed on the IEP/MDT.
- Promotion of normal social development and behavioral control for a student's special needs.
- Identify within the district or building who is responsible for scheduling IEP meetings. Adapted/general physical educators will notify them of desired attendance on students that require modifications/adaptations for safe and successful participation in their physical education program. If you are unable to attend the meeting, as per 007.04B2 of Rule 51, an excusal form with a current level of performance is submitted to the IEP case manager prior to the IEP meeting.
- Identify and if needed request access to MDT/IEP's of students that require modifications for safe and successful participation in their physical education program.

Developing Goals and Objectives

IDEA 2004 at the Federal level and Rule 51 at the State level dictate the requirements for development of the Individualized Education Plan (IEP). The Multidisciplinary Team (MDT) identifies the student's needs and the next step is writing goals and objectives which may be specific to the individual's disability but mostly related to the needs of the student identified in the present level of performance. The person responsible for writing the goals may vary from district to district. Ideally the teacher or teachers who will be implementing the instruction should be involved with the development and execution of the goals. *Not all students with disabilities may require or need goals specific to adapted physical education services.* The purpose of this section will be to

¹⁴ Maryland Department of Education, "Adapted Physical Education: A Guide for Serving Students with Disabilities," *Collaboration of Services for Students with Disabilities in Physical Education*. P.87. Published September 2015.

<http://www.marylandpublicschools.org/about/Documents/DCAA/PE/MDAPEStateGuide.pdf>

identify the requirements in writing goals/objectives and provide examples of those goals that could be used at the elementary, middle school and high school level.

IEP Goals

Goal writing roles may vary based on each school district. [IEP goals](#)¹⁵ are determined by the entire IEP team, not one individual.

The goal is derived from an area of difficulty that has been identified and explained in the student's present levels. It should be aligned to National and/or State Physical Education Standards. Goals are written with the S.M.A.R.T acronym in mind. **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime sensitive. IDEA 2004 requires that goals are measurable. The goal should be written for achievement in one year. They should include a situation or given (specific environmental scenario and supports), the task (achievable performance), criteria (method of measure), and outcome (results expected from the goal). The dates for reporting progress will be dictated by each local school system.

Goals...

- Must be specific, measurable, attainable, realistic and timed.
- IEP Goals are reviewed at the student's IEP meeting, and progress must be reported.
- Must have knowledge of the student's present level of performance. This is gained through an assessment of the student's skills and abilities.

Tips for Writing goals

Student centered: Student (name) will develop/demonstrate/improve/increase

Skill centered: Fitness related/ locomotor/object control skill/balance/ coordination/motor planning/ social skills/ leisure and recreation skills/ aquatics skills

Observable Outcome Centered: successful completion may include Percentage, number of successful trials, distance for completion, criterion completed.

User Centered: Anyone should be able to pick up and read the IEP and know what to work on with that student.

Please refer to **Appendix A- Sample IEP Goals** for varying examples of IEP goals for elementary, middle and high school students.

¹⁵ Nebraska Department of Education " Setting Goals...Achieving Results: Nebraska IEP Technical Assistance Guide" Last Modified March 2014.
<https://www.education.ne.gov/wp-content/uploads/2017/07/Setting-Goals-Achieving-Results-3-11-14.pdf>

Assessment vs. Observation for Adapted Physical Education:

Assessment is a vital part of determining a student's needs for adapted physical education services. Assessments measure specific skills and abilities and look for any deficits or impairments. They help ensure that students with disabilities are receiving the most developmentally appropriate physical education program in the least restrictive environment. Observation only allows for the teacher to see the skills that are being used at the time of the observation. Observational results are more subjective than objective in most cases. Administering an assessment using a criterion or norm referenced assessment tool allows the APE teacher to see the student's potential and abilities as well as any deficits or impairments in several areas of physical education. Assessments are necessary to ensure proper services are offered to students, and to properly write IEP goals and objectives for the student receiving APE services. For a list of possible assessments, please see **Appendix B- Commonly Used Assessment Tools**.

Who Administers Assessments?

- If a standardized test is administered it should be given only by those trained in the administration of the test. If there is not an APE teacher available then the GPE teacher can assess the student's skills. If neither is available then the special education teacher can administer assessments.
- Information from the assessment should then be presented to the student's MDT /IEP team to determine proper physical education services in the least restrictive environment and to assist in writing IEP Goals.

Resources for Appropriate Progression, Skills Assessments, Modifications, and Adaptations

Quality physical education involves the physical educator differentiating instruction to meet the needs, interests, and abilities of each individual student. That differentiation might involve the teacher adapting/modifying the content, process, environment, and/or student assessment. Physical educators must be committed and prepared to make appropriate adjustments in the curriculum to meet the unique needs of the learner. Making appropriate modifications to the curriculum to meet individual needs allows for meaningful and relevant experiences provided in a safe and secure environment. The below links are resources to utilize when determining appropriate progression, making modifications and adaptations, and administering assessments.

¹⁶ Baert, Helena, "Fundamental Movement Patterns Skill Cards," 2015.
<https://drive.google.com/file/d/14WWDrd0SDU59ImWkrOtMwMjypcBQ7ZQB/view>

Resources:

- [Fundamental Movement Skill Cards](#)¹⁶
This resource provides teachers with skill cards complete with appropriate progressions, skill assessments, and modifications that can be made based on what the teacher observes. The skill cards also include a QR link to a video demonstration of each skill.
- [Learn. Practice. Play. UNIFIED](#)¹⁷
This resource provides instructional strategies for a unified approach to adapted physical education, including equipment space, game and skill development, and rule modifications. It also includes fundamental movement skill progressions (manipulative, balance, locomotor) and modified activities for sports (soccer, basketball, track and field).
- [Special Olympics Unified Physical Education Resources](#)¹⁸
This resource focuses on a unified approach to physical education with an emphasis on Standards 4 and 5 (leadership and wellness). It also includes a fitness assessment and bocce ball/basketball unit plans.
- [Special Olympics Activity Guide](#)¹⁹
This resource aims at teaching the young athlete. Covered are the fundamental movement skills and progressive sports skills.
- [Teaching, Responding, and Communicating Inclusive Physical Education](#)²⁰
This resource provides teachers with suggestions for adapting activities, modifications for selected activities, communicating with students with disabilities, and helpful hints about teaching materials.
- [Curriculum and Instruction in Adaptive Physical Education](#)²¹
Chapter 10
This resource provides teachers with curriculum guidelines when teaching adaptive physical education. Also included are fitness testing and best practice for different types of exemptions.

¹⁷ Special Olympics, "Learn. Practice. Play. Unified: A Guide to Inclusive Physical Education and Sports Activities."
<https://1j538h1sajzp39nmw6le8zcg-wpengine.netdna-ssl.com/wp-content/uploads/2017/10/guide-to-inclusive-physical-education-and-sports-activities.pdf>

¹⁸ Special Olympics, "Unified Physical Education Resources" Published January 2017.
<https://1j538h1sajzp39nmw6le8zcg-wpengine.netdna-ssl.com/wp-content/uploads/2017/10/unified-physical-education-resources.pdf>

¹⁹ Special Olympics, "Young Athletes Activity Guide,"
<https://media.specialolympics.org/resources/community-building/young-athletes/young-athletes-activity-guide/YoungAthletes-Activity-Guide-Print.pdf>

²⁰ North Carolina Public Schools, "Teaching, Responding, Communicating Inclusive Physical Education".
<http://www.ncpublicschools.org/docs/curriculum/healthfulliving/resources/instructional/bestpractices/inclusivepe.pdf>

²¹ California State Council on Adapted Physical Education. Published 2012.
<https://www.califstatecouncilape.org/california-ape-guidelines.html>

Appendix F

This resource provides teachers with grade-level guidelines, categorized by standard.

- [Skill Adaptations and Modifications for Students with Disabilities \(Pages 44-57\)](#)²

This resource provides teachers with a comprehensive list of skill adaptations and modifications for students with disabilities. Included are both locomotor skills, manipulative skills, rhythmic activities, health-related physical fitness, and postural tone/core stability. Best practices for teaching students with autism is also highlighted.

- [PE Central - Differentiating Instruction for Students with Disabilities](#)²²

This resource focuses on adaptations for specific activities. General suggestions for equipment, boundaries/playing field, time, rules/prompts/cues, and actions are highlighted. Adaptations for bowling, basketball, soccer, volleyball, golf, softball, and tennis are also included.

- [Understanding Adapted Physical Education](#)²³

This presentation takes teachers through all components of adapted physical education; including everything from definitions, assessments focusing on student strengths, creating a positive environment, using appropriate language and terminology, sport modifications, and the process of teaching adaptive physical education. Several additional links to useful resources are also provided in the presentation.

- [Assessment in Adapted Physical Education](#)²⁴

This resource provides teachers with assessment strategies for determining eligibility for adapted physical education. Locomotor, manipulative, body/spatial awareness, and balance skills are covered.

- [Assistive Technology Partnership](#)²⁵

This resource provides equipment, training, and funding for individuals with disabilities and schools. This partnership is between the Nebraska Department of Education and At4All technology company.

²² PE Central, "Differentiating Instruction for Students with Disabilities." 2016
<https://www.pecentral.org/adapted/adaptedactivities.html>

²³ Georgia Department of Education, "Understanding Adapted Physical Education Webinar and Powerpoint." <https://register.gotowebinar.com/register/5655022881441055233>

²⁴ Louisiana Department of Education, "Determining Eligibility for Adapted Physical Education," Published 2015. <https://www.wrightslaw.com/info/ape.la.elig.crit.pdf>

²⁵ Assistive Technology Partnership. <https://atp.nebraska.gov/>

Glossary of Physical Education Terms and Definitions

Accommodation	A change in teaching strategies, standards, test presentations, location, timing, scheduling, student responses, environmental structuring and/or other attributes that does not fundamentally alter or lower standards or expectations in either the instructional or assessment phases of a course of study ²⁰
Adaptation	A change permissible in educational environments that allows the student equal opportunity to obtain access, results, benefits and levels of achievement. Adaptations consist of both accommodations and modifications ²⁰
Adapted Physical Activity	Encompasses the comprehensive and interdisciplinary study of physical activity for the education, wellness, sport participation, and leisure of individuals with unique needs ²⁶
Adapted Physical Education	Programs designed to develop physical and motor fitness; fundamental motor skills and patterns; and skills in aquatics, dance and individual and group games and sports so that the individual with a disability can ultimately participate in community-based physical activity programs to enjoy an enhanced quality of life. Diversified programs generally have the same goals and objectives as general physical education, but are modified when necessary to meet the unique needs of each individual ²
Adapted Sport	Sport modified or created to meet the unique needs of individuals ²⁶
Affective Domain	The Domain in which the focus is on personal-social development, attitudes, values, feelings, motivation and emotions ¹
Age Appropriate	Within the child's chronological age ²
Agility	The ability to change direction of the entire body quickly and accurately while moving from one

²⁶ Adapted Physical Education and Sport, Sixth Edition, Joseph P. Winnick, David L. Porretta Editors, Human Kinetics

	point to another ²
Alternative/Augmentative Communication	Refers to supplemental communication techniques that are used in addition to any naturally acquired speech and vocalization that exists ²
Americans with Disabilities Act (ADA)	1990 Title II - Prohibits discrimination against qualified individuals with disabilities in all programs, activities, and services of public entities. It applies to all state and local governments, their departments and agencies, and any other instrumentalities or special purpose districts of state or local governments ⁸
Applied Behavioral Analysis	Techniques derived from the principles of behavior systematically applied to meaningfully enhance socially significant behavior and demonstrate experimentally that the technique used caused the improved behavior ²⁷
Assessment	A process used to gather information about the participant's achievement and to make decisions and judgments based on that evidence ²
Assistive Technology Device	Any item or piece of equipment or product system, commercial, modified, customized, high tech or low tech, that is used to increase, maintain, or improve the functional capabilities of a child with a disability ⁹
Ataxia	Greek word meaning "lack of order" is defective muscular coordination, especially in relation to reaching and walking. Both balance and coordination are affected ²
Athetoid	Unwanted jerky repetitive movements ²
Athletics	Focus primarily on a specific skill set, sport, competition, and/or prize ¹
Atrophy	Degeneration of the muscles ²
Authentic Assessment	An assessment that takes place in a realistic situation as opposed to an artificial, contrived setting ²

²⁷ Adapted Physical Education National Standards, Third Edition, National Consortium for Physical Education and Recreation for Individuals with Disabilities, Luke E. Kelly Editor

Autism	A developmental disability significantly affecting verbal and nonverbal communication and social interaction, generally evident before the age of three, that adversely affects the child's educational performance ⁹
Balance	The ability to maintain one's equilibrium in relation to the force of gravity. Balance may be static or dynamic ²
Behavior Management	Encompasses all of the strategies that educators utilize to develop effective and appropriate student behaviors ²
Bilateral Movements	Two body parts working in unison and performing the same movements. Arms and legs simultaneously reaching, spreading, or closing ²
Body Awareness	The ability to derive meaning from the body. Developing capacity to accurately discriminate among body parts and to gain a greater understanding of the nature of the body ²
Body Composition	The amount of fat cells compared with lean cells in the body mass. Measured by skinfold thickness ²
Catching	Involves using the hands to stop and gain control of an object ²
Child-Centered	Focuses on the active involvement of students in the learning process. Students are encouraged to make decisions in their learning process. Students are encouraged to develop their own ideas, and creativity is valued. Child initiated and teacher facilitated ²
Child with a Disability	A child who has been verified with one of the following; autism, behavior disorder (emotional disturbance, deaf-blindness, a developmental delay, a hearing impairment including deafness, an intellectual disability, multiple impairment, an orthopedic impairment, an other health impairment, a specific learning disability, a speech language impairment, a traumatic brain injury or a visual impairment including blindness, who because of this impairment needs special education and related services. ⁹

Closed Skill	Repetitive activities in a predictable environment ²
Cognitive Domain	Domain in which the focus is on knowledge and information (facts and concepts), with an emphasis on the understanding and application of knowledge and information through higher-order thinking ¹
Competence	One's actual ability to meet particular achievement demands at an adequate performance level in all three learning domains ²
Congenital	Condition is present at birth ²
Contractures	Permanent shortening and tightening of muscle or muscle group caused by spasticity, paralysis, or disuse ²
Contralateral Pattern	A movement pattern (generally creeping and walking) in which the arm and leg on the opposite side of the body move in unison ²
Coordination	The ability to integrate separate motor systems with varying sensory modalities into efficient movement ²
Criteria	How the behavior will be measured ¹⁴
Criterion-Referenced Test	Compares an individual's performance against a predetermined standard of performance ²
Cross-disciplinary Model	The integration of knowledge from many academic disciplines in the creation of a distinct, unique body of knowledge that focuses on the identification and remediation of psychomotor problems ²
Cross-Lateral Movements	Movements in which the limbs work in opposition. (i.e.: left leg moves forward with right arm like the natural walking pattern) ²
Daily Living Activities	Movement oriented tasks that individuals carry out throughout their lives that are required for basic everyday needs ²
Deaf-Blindness	A con-committant hearing and visual impairment, the combination of which causes: severe communication needs and other developmental and educational needs. The severity of these needs is such that they can not be

	accommodated in special education programs solely for children with deafness or blindness. ⁹
Deafness & Hard of Hearing	A hearing impairment so severe that the child is impaired in processing linguistic information through hearing, with or without amplification, or is permanent or fluctuating, and adversely affects the child's educational performance. ⁹
Development	Changes in an individual's level of functioning over time ²
Developmental Approach	Instruction that emphasizes the acquisition of movement skills and increased physical competency based on the unique developmental level of the individual ²
Developmentally Delayed	A significant delay, in a child age three to the school year the child turns eight, as measured by appropriate diagnostic instruments and procedures in one or more of the following areas and by reason thereof, needs special education and related services: cognitive development, physical development, communication development, social and emotional development, adaptive behavior or skills development, or a diagnosed physical or mental condition that has a high probability of resulting in a substantial delay in function in one or more such areas. ⁹
Diplegia	Lower extremities are much more involved than upper ones ²
Direct Service (Physical Education)	Delivery of Physical Education services by an adapted physical educator including screening, evaluation, assessment, and implementing education programs ²⁷
Directional Awareness	Common directional movement elements include forward, backward, sideways, up, down, clockwise, and counterclockwise ²⁸
Early Childhood Special Education	Special education programs and related services designed to serve children below age five with verified disabilities. ⁹

²⁸ Teaching Movement Education, Foundation for Active Lifestyles, Karen Weiller Abels and Jennifer M. Bridges

Every Student Succeeds Act (ESSA)	The reauthorization of the Elementary and Secondary Education Act focused on equal opportunity, ensuring a quality education for all students regardless of race, zip code, language proficiency or disability. ²⁹
Exercise	Is any physical activity that is planned, structured and repetitive for the purpose of improving or maintaining one or more components of fitness ¹
Exploratory-Based	An indirect teaching approach that encourages child-centered movement ²
Extension	Stretching or lengthening muscles ²
Fine Motor	Small muscle movements that require precise movement performance ²
Flexibility	The ability to use joints fully; the capacity of a joint to move through its potential range of motion ²
Flexion	Shortening or contracting muscles ²
Formative Assessment	Gathering and evaluating data about participants' progress throughout the program ²
Free Appropriate Public Education (FAPE)	Special Education and related services are provided at public expense, under public supervision and direction, and without charge ⁹
Frontal Plane	Plane in which lateral movements of the body and body segments occur ²
Fundamental Movement	An organized series of related movements used to perform basic movement tasks such as running, jumping, throwing, and catching ²
Fundamental Movement Patterns	The observable performance of a basic locomotor, manipulative, or stability movement that involves combining movement patterns of two or more body segments ²
Gait	An individual's walking pattern. It consists of the swing phase and support phase ²
Gallop	Similar to slide, but the movement is performed in a

²⁹ Every Student Succeeds Act, ESSA Nebraska. 10/16/2017.
<https://cdn.education.ne.gov/wp-content/uploads/2017/10/essasummary101617.pdf>

	forward direction. A forward step followed by a closing of the rear foot ²
Glide	Move along smoothly, evenly and easily. The phase of movement through water without effort of the swimmer ²
Gross Motor	Large muscle movements of the body ²
Guided Discovery Method	A teaching approach in which the instructor poses problems in the form of questions or challenges ²
Head Control	Ability to position head in space to work against gravity ²
Health-Related Fitness	The development and maintenance of fitness components that can enhance health and well-being. Includes: cardiorespiratory endurance, muscular strength, muscular endurance, body composition, and flexibility ²
Hard of Hearing	A hearing impairment so severe that the child is impaired in processing linguistic information through hearing, with or without amplification, or is permanent or fluctuating, and adversely affects the child's educational performance. ⁹
Hemiplegia	The entire right side or left side is involved ²
Homolateral Pattern	A movement pattern (generally creeping and walking) in which the arm and leg on the same side of the body move in unison ²
Hop	Forcefully pushing off the ground from one foot, a brief suspension in the air, and landing on the same foot ²
Hydrodynamics	The science that studies the motion of fluids and forces on solid bodies in water ²
Hydrotherapy	Water exercises for therapeutic purposes ²
Hypotonia	Insufficient muscle tone, muscle weakness. Often associated with children with Down Syndrome ²
Immersion	Dip or lower into water until covered by it ²
Inclusion	An educational procedure and process for children with disabilities based on the ethical and

	legal requirements that each child be educated in the least restrictive environment in which the child's education and related needs can be satisfactorily met ²
Individualized Education Plan (IEP)	A written statement for each child or youth with a disability that describes their educational program and is developed, reviewed, revised, and implemented in accordance with special education laws and regulations ⁹
Individuals with Disabilities Education Act (IDEA)	A law that makes available a free appropriate public education to eligible children with disabilities throughout the nation and ensures special education and related services to those children ⁶
Inertia	Tendency of a body to resist a change in its state of motion ²
Intellectual Disability	Significantly subaverage general intellectual functioning existing concurrently with deficits in adaptive behavior, manifested during the developmental period, that adversely affects a child's educational performance. ⁹
Interdisciplinary Model	Individuals from many different professions interact in service delivery and share knowledge and skills ²
Isometric	Contraction involving no change in muscle length ²
Jump	Two-foot takeoff and two-foot landing; one-foot takeoff and two-foot landing, or two-foot take-off and one-foot landing ²⁸
Kick	Imparting force to an object by the foot and the leg ²
Leap	Similar to a run, a long step forward to cover a distance or to go over an obstacle. An exaggerated running step with a takeoff from one foot, landing on the other foot ²
Least Restrictive Environment (LRE)	To the maximum extent appropriate, children with disabilities, including children in public and non-public schools and approved service agencies, are educated with children who are not disabled, and that special classes, separate

	schooling, or other removal of children with disabilities from the regular education environment occurs only when the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily. ⁹
Locomotion	Movement patterns that permit exploration through space (i.e.: walking, running, jumping, hopping, skipping, galloping, sliding, marching, leaping, etc.) ²
Manipulation	Movement patterns that permit gross and fine motor contact with objects (i.e.: throwing, catching, kicking, striking) ²
Moderate Physical Activity	Activity that is easily maintained and is performed at an intensity that increases heart rate and breathing ²
Moderate to Vigorous Physical Activity (MVPA)	A category of activity intensity that has been consistently shown to benefit and/or reduce the risk of many chronic disease states ³⁰
Modification	A change in course content, teaching strategies, test presentation, location, timing, scheduling, expectations, student responses, environmental structuring and/or other attributes which provides access for a student with a disability to participate in a course/standard/test. The modification does fundamentally alter or lower the standard or expectations for the course/standard/test ²⁰
Motor	Underlying biological and mechanical factors that influence movement ²
Motor Development	Continuous change in motor behavior throughout the life cycle brought about by interaction among the requirements of the task, the biology of the individual, and the conditions of the environment ²
Motor Fitness	The aspect of physical fitness that refers to genetically dependent characteristics that is relatively stable and related to athletic skills ²

³⁰ World Health Organization, "What is Moderate-Intensity and Vigorous-Intensity PA?" https://www.who.int/dietphysicalactivity/physical_activity_intensity/en/

Motor Planning	The organizational activity of the neural system that commands coordinated movement patterns. It is the child's thought process about his/her movements ²
Movement Concepts	Analogous to adverbs (i.e., they describe how an action is performed). Sub-divided into three categories: space awareness, effort, and relationships ³¹
Movement Education	Uses problem-solving approach to help children develop body awareness and use their bodies in an effective manner unique to their own physical resources ²
Movement Patterns	An organized series of related isolated movements, such as an underhand or overhand movement pattern ²
Movement Skills	A fundamental movement pattern performed with accuracy, precision, and control ²
Multiple Impairments	Concomitant impairments, the combination of which causes such severe educational needs that they cannot be accommodated in special education programs solely for one of the impairments. This does not include children with deaf-blindness. ⁹
Muscular Endurance	The ability of the muscle or a group of muscles to perform force related work repeatedly against moderate resistance ²
Muscular Strength	The amount of force the muscles can produce ²
Multidisciplinary Model	Individuals from many professions participate in service delivery ²
Norm-Referenced Test	Compares an individual's performance against established standards for a population group with similar characteristics ²
Occupational Therapy (OT)	A form of therapy primarily concerned with the components of performance to maintain the individual's self-care, work, and leisure activities. Major components include motor functioning,

³¹ Graham, George. (2010), McGraw-Hill Education Learning Technology.
http://33202576.weebly.com/uploads/1/4/6/8/14680198/graham8_sample_ch03.pdf

	sensory integrative functioning, and cognitive functioning ²⁷
Open Skill	Practice of skills in an authentic unpredictable environment ²
Orientation and Mobility	Services provided to blind or visually impaired by qualified personnel to enable those students to attain orientation to and safe movement within their environments in school, home, and community; and includes teaching children the following: as appropriate; Spatial and environmental concepts and use of information used by the senses to establish, maintain, or regain orientation and line of travel; to use the long cane or service animal to supplement visual travel skills or as a tool for safely negotiating the environment for children with no available travel vision; to understand and use remaining vision and distance low vision aids; and other concepts, techniques, and tools. ³²
Orthopedic Impairment	Adversely affects the child's educational performance. Includes children with impairments caused by congenital anomaly, impairments caused by disease (eg. bone tuberculosis, poliomyelitis), impairments from other causes (cerebral palsy, amputations and fractures, or burns that cause contractures). ⁹
Other Health Impairments	A child will have limited strength, vitality or alertness, including a heightened alertness to environmental stimuli that results in limited alertness with respect to the educational environment that is due to chronic or acute health problems which adversely affects the child's educational performance such as: asthma, attention deficit hyperactivity disorder, diabetes, epilepsy, a heart condition, hemophilia, lead poisoning, leukemia, nephritis, rheumatic fever, sickle cell anemia, and Tourette syndrome. ⁹
Palmer Grasping Reflex	Upon stimulation of the palm, the hand will close strongly around the object without using the thumb ²

³² Individuals with Disabilities Education Act, Sec 300.34 (c) (7).
<https://sites.ed.gov/idea/regs/b/a/300.34/c/7>

Paraplegia	Partial or complete involvement of two similar limbs either the legs or trunk ²
Paralympics	The worldwide sport movement for elite athletes with orthopedic disabilities ²
Perceptual - Motor	The process of organizing incoming information with stored information that leads to a movement response ²
Performance-Related Fitness	The development and maintenance of fitness components that can enhance performance in physical activity such as sport. It includes: agility, balance, coordination, power, reaction time, and speed. Also known as "skill-related fitness" ²
Physical Activity	Any bodily movement that results in energy expenditure ¹
Physical Education	An academic subject that provides a planned, sequential, K-12 standards-based program of curricula and instruction designed to develop motor skills, knowledge and behaviors for healthy, active living, physical fitness, sportsmanship, self-efficacy and emotional intelligence ¹
Physical Fitness	A measure of the body's ability to carry out daily tasks with vigor and alertness, without undue fatigue and with ample energy to enjoy leisure-time pursuits and respond to emergencies ³³
Physical Literacy	The ability to move with competence and confidence in a wide variety of physical activities in multiple environments that benefit the healthy development of the whole person ¹
Physical Therapy (PT)	The identification, prevention, remediation, and rehabilitation of acute to prolonged movement dysfunction. Treatment occurs by physical means and treatment through physical therapeutic measures as opposed to medicines or surgery ²⁷
Present Level of Academic and Functional Performance (PLAAFP)	A summary describing the child or youth's current achievement in the areas of need as determined by an evaluation. It specifically addresses their strengths, effective teaching approaches, and

³³ The President's Council on Physical Fitness and Sports, Last Modified September 2019. https://web.archive.org/web/20120712201046/http://www.fitness.gov/digest_mar2000.htm

	interventions to enable their success. It contains current specific, measurable, objective baseline information for each area of need affected by the disability. In addition, it links the evaluation results, the expectations of the general education curriculum, and the goals for the child or youth. It summarizes the child's current performance and provides the foundation upon which all other decisions in the IEP will be made. ¹⁵
Proficient	One's actual ability to master particular achievement demands at or above expectations across all three learning domains ²
Prone	Lying in a horizontal position with front of the body facing down ²
Propulsion	The action or process of moving forward ²
Psychomotor Domain	Domain in which focus is on motor skills. Includes physical movement, coordination and the use of the motor-skills areas. Development of these skills requires practice and is measured in terms of speed, precision, distance, procedures or techniques in execution ¹
Push-Off	Creating a certain amount of force by pressing against an object in order to produce a certain amount of speed or movement away from it (Law of Acceleration) ²
Quadriplegia	All four extremities are involved. Partial or total lack of voluntary motor movements and sensations ²
Qualitative	Involving non-numerical description of quality ²
Quantitative	Involving the use of numbers ²
Range of Motion	The angle through which a joint moves from anatomical position to the extreme limit of segment motion in a particular direction ²
Reflexes	Involuntary changes in muscle tone elicited by certain stimuli or conditions ²
Rehabilitation Act of 1973 - Section 504	A federal law designed to protect the rights of individuals with disabilities in programs and activities that receive Federal financial assistance

	from the Department of Education. ⁷
Related Service	Transportation and such developmental Supportive services as are required to assist an individual with a disability to benefit from special education and includes speech-language pathology and audiology services, interpreting services, psychological services, physical and occupational therapy, recreation, including therapeutic recreation, early identification and assessment of disabilities in children, counseling services, including rehabilitation counseling, orientation and mobility services, and medical services for diagnostic or evaluation purposes. Also includes school health services and school nurse services, social work services in schools, and parent counseling and training. ⁹
Rhythm	The synchronous recurrence of events related in such a manner that they form recognizable patterns ²
Rosa's Law	Bill signed in 2010 by President Obama. It replaced the term "mental retardation" with the term "intellectual disability" ³⁴
Rotation	Turning round a center or axis; turning in a circle, revolving ²
Run	Alternating steps (right, left, right, left, and so on) with flight and arm-leg opposition at a fast pace ²⁸
Sagittal Plane	Plane in which forward and backward movements of the body and body segments occur ²
Self-Concept	An individual's awareness of personal characteristics, attributes, and limitations, and the ways in which these qualities are both like and unlike those of others ²
Self-Confidence	An individual's belief in his or her ability to carry out a mental, physical, or emotional task ²
Self-Efficacy	A situation-specific form of self-confidence based on the conceptual framework proposed by Bandura ²

³⁴ Rosa's Law, July 2017. <https://www.govinfo.gov/app/details/FR-2017-07-11/2017-14343/summary>

Self-Esteem	The value that one attaches to his or her unique characteristics, attributes, and limitations ²
Emotional Disturbance	A child exhibits the following characteristics over a long period of time and to a marked degree that adversely affects the child's educational performance: an inability to learn that cannot be explained by intellectual, sensory, or health factors; an inability to build or maintain satisfactory interpersonal relationships with peers and teachers; inappropriate types of behavior or feelings under normal circumstances; a general pervasive mood of unhappiness or depression; or a tendency to develop physical symptoms or fears associated with personal or school problems. Includes schizophrenia. ⁹
Shunt	Device implanted in the body to remove excess cerebrospinal fluid ²
Skill-Based	Fundamental movements that are later modified into the more specialized patterns on which activities of increasing complexity are built ²
Skip	Alternating step, hop, step, hop ²⁸
Slide	A side step followed by a closing of the trailing foot ²⁸
Spasticity	Caused by pyramidal system malfunction, is primarily a problem of over excitation or too much tightness in muscles. Impairment of voluntary movement ²
Spatial Awareness	The movement concept which focuses on where the body moves. It has six categories: location, direction, level, pathway, plane, and extension ²⁸
Special Education	Specially designed instruction, at no cost to parents, to meet the unique needs of a child with a disability, including instruction conducted in the classroom, in the home, in hospitals and institutions, and in other settings, including instruction in physical education ⁹
Special Olympics	A worldwide sport movement for athletes with intellectual disabilities ²

Specific Learning Disability	A disorder in one or more of the basic psychological processes involved in understanding or in using language (spoken/written) that may manifest itself in an imperfect ability to listen, think, speak, read, write, spell, or do mathematical calculations. Includes conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. Does not include children with learning problems that are primarily the result of visual, hearing, or motor disabilities; intellectual disabilities; emotional disturbance; or of environmental, cultural, or economic disadvantage. ⁹
Speech or Language Impairment	A communication disorder that adversely affects the child's educational performance such as: stuttering; impaired articulation; language impairment; or a voice impairment. ⁹
Speed	The ability to move from one point to another in the shortest time possible. Speed is the total of reaction time and movement time ²
Stability	Movement patterns that place a premium on gaining and maintaining one's equilibrium (i.e.: static and dynamic balance abilities) ²
Strike	Making contact with an object using an implement ²⁸
Summative Assessment	Assessment that occurs at the conclusion of the program ²
Supine	Lying in a horizontal position with front of the body facing up ²
Supplementary Aids & Services	Aids, services, and other supports that are provided in regular education classes or other education-related settings and in extracurricular and non-academic settings to enable children with disabilities to be educated with nondisabled children to the maximum extent appropriate. ⁹
Teacher-Directed	A more formal and direct style of teaching in which the teacher commands the class in a more controlling environment ²

Temporal Awareness	The ability to derive meaning in relation to speeds, distances, time, and/or flow. It is intersensory, primarily visual-auditory ²
Temporary Disability	A disability incurred while an individual was in a regular education class and which at the termination of the temporary physical disability, the individual can, without special intervention, reasonably be expected to return to his or her regular education class ²⁰
Throw	Hand release object, sending it through the air ²⁸
Transdisciplinary Model	Individuals of different domains work collaboratively in all aspects of the educational process including assessing, designing, and determining goals jointly ²
Transition	A coordinated set of activities for a child with a disability that is designed to be within a results-oriented process that is focused on improving the academic and functional achievement of the child with a disability to facilitate the child's movement from school to post-school activities, including post-secondary education, vocational training, integrated employment, continuing and adult education, adult services, independent living, or community participation. ⁹
Traumatic Brain Injury	Acquired injury to the brain caused by an external physical force, resulting in total or partial functional disability or psychosocial impairment, or both, that adversely affects the child's educational performance. ⁹
Triplegia	Three extremities, usually both legs and one arm are involved ²
Unified Physical Education	A separate class setting with peers ³⁵
Unilateral Movements	One body part performing a movement. Reaching of one arm to grasp a toy ²
Vigorous Physical Activity	Physical activity that can produce fatigue in a

³⁵ Minnesota DAPE Best PRactices Operational Guide 2012.
<http://nebula.wsimg.com/63ba04bae1bf7a737fa0914557de16dc?AccessKeyId=D82A4572EFF056DB2B1E&disposition=0&alloworigin=1>

	short period of time and is performed at an intensity in which heart rate and breathing are elevated quickly ²
Visual Impairment	An impairment in vision that, even with correction, adversely affects a child's educational performance. Includes blindness or partial sight. ⁹
Visual-Motor Coordination	The ability to visually track and make interception judgments about a moving object ²
Vocational Skills	Includes a variety of educational programs intended to prepare students for employment and for life after high school ²

Appendix A-Sample IEP Goals

The sample IEP goals have been provided using different formats to better reflect the varying requirements from school district to school district. A tool for writing IEP goals, provided by the Nebraska Department of Education, Office of Special Education, is "Setting Goals... Achieving Results, A Technical Assistance Guide.

<https://www.education.ne.gov/wp-content/uploads/2017/07/Setting-Goals-Achieving-Results-3-11-14.pdf>

- **Elementary Student: {Student Name}, 11 year old male, wheelchair bound student with lower functioning Autism.**

Student has limited use of left side but can power his own wheelchair to access his educational environment. He can perform the following object control skills but his performance falls well below that of his peers: catch using hands and arms from 10 feet, overhand throw to a target from 8 feet, two hand strike. He is just beginning to work on stationary dribble. The in-balance of function/strength between left and right sides of his body as well as the level of his skill adversely affect his interactions with his peers during physical education and recess. Improving these areas will help him to be more successful in his education.

- **Goal 1:** By the end of the IEP period, student will demonstrate essential skills by meeting the objectives below.
 - Given a verbal cue and demonstration, student will be able to catch using hands and arms 5 of 10 times to a 10 foot distance.
 - Student will be able to demonstrate and recite cues of an overhand throw 2 of 3 times with dominant hand to a target up to 8 feet.
 - Student will be able to demonstrate a 2 hand strike of an object using a long implement. Student will progress from a stationary object being able to hit it 3 out of 5 times.
 - Student will be able to demonstrate cues for stationary dribbling (pushing not slapping, use of the finger pads) and continually dribble for 10 seconds or more.
 - Student will progressively work towards using non-dominant hand for 5 times.
 - Student will be able to demonstrate appropriate physical education behavior in accordance with the rules and expectations set forth by the instructor and school building. Student will have no more than 1 redirection on 3 consecutive days per quarter.
 - Student will progress in interaction with peers and be fully inclusive within groups at least 3 times per class period.

- **Middle School Student: {Student Name}, 12 year old male, ADHD/Impulsivity/ED, ELL, able to verbally communicate needs.**
 - **Student Overview:** {Student Name} is very friendly and enjoys physical activity. He has age appropriate motor skills. He struggles with understanding verbal directions, waiting his turn and completing tasks. He exhibits very impulsive behaviors such as throwing or kicking a ball across the playing area; which can be a safety risk to other students in large class settings.

Locomotor Skills: Majority are age appropriate, some modeling needed due to lack of understanding verbal directions.

Object control: Age appropriate. Able to throw, catch, strike and kick to self, target or partner given only verbal cues.
 - **Goal #1 (Behavior):** By {completion date}, given verbal cues at the beginning of class, student will demonstrate proper use of equipment by not kicking or throwing anything unless directed for activity. He will have 1 or less instances of impulsivity during a 40 minute class.
 - **Objective:** by the end of first quarter, given verbal cues before each activity and transition, student will have 3 or less instances of impulsivity during a 40 minute class.

- **High School Student: {Student name}, 16 year old male, Cerebral Palsy, wheelchair bound.**
 - **Student Overview:** {Student name} is able to participate with peers with varying levels of need of support by powering their own chair but cannot do so quickly enough to participate 100% of the time in certain activities.
 - **Goal #1:** By {certain date}, {student name} should be able to grasp and manipulate or move an object such as a ball independently on command or with little assistance.

- **High School Student: {Student Name}, 16 year old female, Visually impaired.**

The student is able to participate in her general physical education Personal Fitness Class.

 - **Goal 1:** Given a sighted guide, the student will demonstrate improvement in aerobic capacity from (baseline or final number from first year) to (desired baseline or final number) on the following fitness assessments given during the current school year: pacer test (laps) and the shuttle run (time).

Appendix B-Commonly Used Assessment Tools

Name of Assessment Tool	Age of Students Assessed	Skills Assessed	Additional Information
Competency Testing for Adapted Physical Education (CTAPE)	6-15 yrs	Locomotor, manipulative, spatial awareness, balance, sports skills, gymnastics skills and fitness skills	https://www.wrightslaw.com/info/ape.la.elig.crit.pdf
Test of Gross Motor Development 2 (TGMD2)	3-10 yrs	Locomotor skills, object control skills	https://www.therapro.com/Browse-Category/Gross-Motor-Fine-Motor/Test-of-Gross-Motor-Development-TGMD-2.html
Brockport Physical Fitness Test Manual	10-17 yrs	Aerobic Functioning, Body Composition, Musculoskeletal Functioning	https://www.topendsports.com/testing/brockport.htm
Adapted Physical Education Assessment Scale (APEAS)	4-17 yrs	Perceptual motor function, object control, locomotor skills, physical fitness and adaptive behaviors	

**Nebraska Office of Special Education
Transition Summer Program
Release date: January 31, 2020
Submission deadline: March 16, 2020**

Purpose

The Nebraska Department of Education - Office of Special Education requests proposals for the development and implementation of innovative short-term programs to provide career exploration and personal development opportunities for transition students with disabilities during the summer of 2020. Funding is contingent upon the availability of federal dollars. The Office of Special Education intends to establish a cooperative agreement with a limited number of qualified applicants for a period of up to 4 months (May 2020 - August 2020) to provide supports through a summer project for students with disabilities, aged 14-21 years, to be enrolled in school during the 2020-2021 school year that would align with their post secondary goals and pre-employment transition services being offered throughout the school year.

Request for Proposal Schedule

Notice of Request for Proposals: January 31, 2020
Pre-proposal Meeting by Zoom: March 3, 2020
Proposal Due Date: March 16, 2020
Notification of Selected Proposals: April 15, 2020

Transition Summer Program Schedule

Summer program implementation: May 1, 2020- August 31, 2020
Final Report Due: September 30, 2020

A signed cooperative agreement will be required for all proposals before services can begin. All proposed services must be provided within the cooperative agreement dates. No expenses will be paid for outside of cooperative agreement dates including preparation costs.

Eligible Applicants

Any Nebraska agency, business or organization with either non-profit or for-profit status with experience in providing services to individuals with significant disabilities is eligible to submit a proposal. Applicants must demonstrate they are able to deliver community-based, culturally competent services in environments accessible to individuals with physical, mental, and/or sensory impairments.

Targeted Population, Service Area and Definition

The goal of the Transition Summer Program is to develop innovative programs across the state using best practices to provide opportunities for career exploration, employment preparation, and work experiences using such techniques as short-term internships, job shadowing, and hands-on learning activities for students with disabilities, to increase the likelihood of successfully transitioning to competitive integrated employment. According to the NDE, there were 14,048 students aged 14 to 21 years verified for special education services in 2018-19.

NDE intends to establish a cooperative agreement with several qualified applicants for a period, up to 4 months, to develop and implement Pre-Employment Transition Services for eligible students with disabilities, aged 14-21 years, to be enrolled in school during the 2020-2021 school year. The program budget cannot exceed \$30,000. The program budget per award is based upon available funds.

NDE is seeking proposals to provide one or more of the following pre-employment transition services for students with verified disabilities age 14-21 during the summer of 2020 during school vacation:

1. Job Exploration Counseling. Examples of eligible activities include job shadowing, workplace site visits, interest and/or career inventories, exploration of relevant career fields and potential jobs, and learning about career opportunities.
2. Work-based Learning Experiences. Examples of eligible activities include work opportunities, paid or unpaid internships, obtaining transferable skills, and summer employment provided in an integrated setting.
3. Workplace Readiness Training. Possible activities include training to develop interpersonal skills, independent living skills and leadership abilities. This could include managing disclosure and how to request accommodations, instruction in employability skills and transportation training.
4. Postsecondary Training/College Exploration, Preparation and Planning services. This includes postsecondary readiness training to develop social and independent living skills to facilitate transition of students with disabilities into post-secondary education to improve the likelihood of successful post-secondary education experience.
5. Instruction in Self Advocacy. Possible activities include training on how to identify positive supports, how to self advocate independently, as well as, in the presence of support.

These summer programs cannot replace extended school year services, therefore working on goals and activities specific to individual student IEPs is not allowed.

Proposals will be accepted that:

- A. Demonstrate a strong connection among Special Education, Nebraska Vocational Rehabilitation and Career and Technical Education transition partners.

- B. Develop and improve strategies for individuals with intellectual disabilities and individuals with significant disabilities to live independently and prepare to obtain and retain competitive integrated employment.

Application Requirements

Applicants must use the prescribed format. Applications are due on Friday, March 16, 2020 by 5:00 p.m. CT. Incomplete or late applications will not be considered for funding. Awarded applicants will be notified no later than April 15, 2020.

Successful applicants must provide final progress reports of project activities and outcomes. Final claims will be approved following receipt of the project Final Report.

Projects must submit accounting statements which are aligned with project activities for reimbursements. Claims for expenditures outside of approved activities will not be funded, unless an amendment to the project has been submitted and approved by NDE in advance. No expenditures before or after the project year (May 1, 2020 - August 31, 2020) will be allowed.

For more information, contact Theresa Hayes, Coordinator of State Transition Supports, theresa.hayes@nebraska.gov, 402-471-4304.

Required Forms

- Letter of Intent
- Project Narrative
- Budget Form and Attachment(s)
- Certifications Regarding Lobbying; Debarment, Suspension and Other Responsibility Matters

**** Disregard reporting schedule in attached grant package. *Transition Summer Program Reports are due September 30, 2020.***

Review Criteria and Selection Process

Applicant proposals must meet or exceed requirements described in this RFP. Review team members will evaluate and score submitted proposals using the attached ***Transition Program RFP Scoring Sheet***. Questions about this RFP will be addressed at the pre-proposal meeting.

All proposals will be evaluated using the same criteria and scoring process. Nebraska Department of Education will evaluate proposals on a variety of quantitative criteria and reserves full discretion to determine the competence and responsibility, professionally and/or financially of all vendors. All assignment of points shall be at the sole discretion of the Nebraska Department of Education. The Nebraska Department of Education has the sole right to select

the successful vendor(s) for award, as a result of the RFP, after which a cooperative agreement will be executed.

Project Narrative Instructions

Applicant Proposals should present information in the following order:

1. Project Narrative: Brief summary description of the project:
 - If applicable, provide some historical context around the project.
 - What services/programs are proposed?
 - How will they be provided?
 - To whom will they be provided? (The number of students with disabilities to be provided services and proposed service area)
 - Include strategies to accomplish the project.
2. Why is project needed?
 - How does this project support Results Driven Accountability (RDA) by improving outcomes for children with disabilities?
 - What data supports the need?
3. Goals/Objectives: Include clear and realistic work plan with estimated timelines for all service development and implementation activities.
 - Provide goals/objectives that are specific, measureable, and attainable.
 - Include activities and timelines that support each of the goals and objectives listed.
4. Method(s) of evaluation to measure success of the goals and objectives:
 - Describe methods of evaluation for each goal and objective and include the intended annual result for each.
5. What supports are in place to ensure project sustainability?
6. Staff responsibilities and qualifications in relation to each goal and objective listed in the project are described.
 - Include a brief overview of the organization and the experience and qualifications of key personnel involved in the activity or service(s).
 - Describe the process for coordination with Nebraska VR and/or Career and Technical Education staff on student referral and progress reporting activities.

Budget Narrative and Budget Form Instructions

Describe an appropriate and realistic budget for all activities. Include clear and concise justifications for expenses for the full time period of the proposal. If funds from other sources will be leveraged, describe those partnerships or resources.

In addition to the budget narrative, provide a line item budget using the following categories (See Budget Form):

- Salaries (___FTE): Amounts paid to project staff

- Employee Benefits (include FICA, worker's comp., etc.)
- Purchased Services
- Supplies & Materials(list separately with itemized costs)
- Capital Outlay: Not Applicable
- Other and/or indirect expenses (printing, postage, etc.)
- Total amount requested

Project Funds May Not be Used for the Following

- To purchase equipment including computers
- Ongoing operating expenses
- Construction or renovation costs
- Direct IEP services for transition students
- Door prizes/drawings, incentives, reinforcer
- Food (unless related to curriculum delivery)
- Travel expenses for students
- 1:1 worksite skills trainer support for students involved in work based learning experiences

Submittal Instructions

- Submit an electronic copy with a signed cover letter via email with any supporting documentation by 5:00 pm Central Time on February 28, 2020 to Katherine Williamson, NDE at ndesped@nebraska.gov
- All proposals should be submitted under a subject title: NDE RFP 2020 Transition Summer Program
- Proposals should be written in 12 point font and double spaced with a maximum of 10 pages

Attachments

Grant Package

- Letter of Intent
- Project Narrative
- Budget Form and Attachment(s)
- Certifications Regarding Lobbying; Debarment, Suspension and Other Responsibility Matters
- [Transition Summer Program RFP Scoring Sheet](#)

**** Disregard reporting schedule in attached grant package. Transition Summer Program Reports are due September 30, 2020.**