

## NEBRASKA STATE BOARD OF EDUCATION MEETING NOTIFICATION AND AGENDA

- Meeting Date:** Friday, June 5, 2020 9:00 AM
- Meeting Title:** State Board of Education Meeting Notification and Agenda
- Location:** State Board Meeting Room State Office Building  
Sixth Floor  
301 Centennial Mall South  
Lincoln, Nebraska 68509-4987
- Agenda:** Except for emergency items added at the time of the meeting, the agenda will not be changed less than 24 hours prior to the start of the meeting and any changes will be immediately posted on the website. The Board will attempt to adhere to the sequence of the published agenda, but reserves the right to adjust the order of items if necessary and may elect to take action on any of the items listed.
- Interpreter:** If you need interpreter services or other reasonable accommodations, please contact the Nebraska Department of Education at (402) 471-5059 five (5) days prior to the meeting to coordinate arrangements.
- Website:** An electronic version of the agenda and support materials are available on the State Board of Education's Agenda page: [www.education.ne.gov/stateboard/state-board-agendas/](http://www.education.ne.gov/stateboard/state-board-agendas/)
- Lunch:** On Friday, June 5, 2020, the State Board of Education may also take a recess for lunch. The Board may resume work on the agenda at approximately 1:00 p.m.

1. CALL TO ORDER  
President Nickels
  - 1.1. Roll Call  
President Nickels
  - 1.2. Pledge of Allegiance  
President Nickels
  - 1.3. Announcement of the placement of the Open Meetings Act information  
President Nickels
2. COMMISSIONER'S REPORT  
Commissioner Blomstedt
  - 2.1. Agenda Overview and Consent Agenda Process  
Commissioner Blomstedt
    - 2.1.A. Commissioner's recommendations and items to be removed from consent agenda

Commissioner Blomstedt

2.2. Report On Rules  
Commissioner Blomstedt

2.3. Board Operations Information  
Ryan Foor

3. PRESIDENT'S REPORT  
President Nickels

4. CONSENT AGENDA  
President Nickels

4.1. Board Member Out-of-State Travel Approval

4.2. Committee Appointments (NONE)

4.3. Contract Approvals

4.3.A. Approve a contract with ESU #10 to maintain and operate the statewide assistive technology loan pool and to provide support to the ATP Education program  
Tobias Orr and Lindy Foley

4.3.B. Continue to contract with Utah State University, The Center for Technical Assistance for Excellence in Special Education (TAESE)  
Amy Rhone and Greg Prochazka

4.3.C. Approve a contract with the Office of the Chief Information Officer (OCIO) for staff augmentation services in support of the NDE technology projects  
Dean Folkers

4.3.D. Approve continuation contracts with identified Anchors for the program quality rating tools used in Results Matter and Step Up to Quality  
Melody Hobson

4.4. Grant Approvals

4.4.A. Continue to fund Adult Education and Family Literacy Act, Continuation of Services grants for a third year of the multi-year grant award under Title II of the Workforce Innovation and Opportunity Act  
Tate Lauer

4.4.B. Approve funding recommendations for One-Year Opportunity Grants funded by the Expanded Learning Opportunity Grant Program

Jan Handa and Beth Wooster

4.4.C. Approve a continuation grant to the Nebraska Association for the Education of Young Children (NAEYC) for the T.E.A.C.H. Early Childhood scholarship program  
Melody Hobson

4.4.D. Approve a continuation grant to the Nebraska Children and Families Foundation for the Nurturing Healthy Behaviors/Rooted in Relationships program  
Melody Hobson

4.4.E. Approve continuation grants to the specified Educational Service Units for the Early Childhood Coach Consultation Grants  
Melody Hobson

4.4.F. Approve awards for continuation of the Early Childhood Education Program grants to the identified public school districts  
Melody Hobson

4.4.G. Approve awards for new and expansion Early Childhood Education Program grants to the identified public school districts  
Melody Hobson

4.5. Lease Approvals (NONE)

4.6. Minutes of the Previous State Board of Education Meeting

4.7. Miscellaneous Approvals

4.7.A. Adopt the Prepared Order to Adjust the Boundaries for Educational Service Units No. 6 and 18  
Deputy Commissioner Halstead

4.7.B. Approve school districts' requests for exclusions to the budget limitation in accordance with the provisions of the Tax Equity & Educational Opportunities Support Act  
Bryce Wilson

4.7.C. Approve the attached addition to the Special Grant Fund List for 2020/21 School District Budgeting  
Bryce Wilson

4.7.D. Accept the 2019 Single Audit Report [reviewed by the Budget and Finance Committee]  
Bryce Wilson

4.7.E. Pay annual dues for National Association of State Board of Education (NASBE); Council of Chief State School Officers (CCSSO) and Collaborative

Groups; and Education Commission of the States (ECS) [reviewed by the Budget and Finance Committee]  
President Nickels

- 4.7.F. Approve accreditation for schools appearing on the accompanying list for the 2020-2021 school year in accordance with the provisions of Rule 10, (92 NAC 10), Regulations and Procedures for the Accreditation of Schools  
Don Loseke
- 4.7.G. Grant conditional approval under Rule 14 (92 NAC 14), Regulations & Procedures for the Legal Operation of Approved Nonpublic Schools, for Noor Academy to operate in the 2020-21 school year  
Don Loseke
- 4.7.H. Grant conditional approval under Rule 18 (92 NAC 18), Regulations and Procedures for the Approval of Interim-Program Schools in County Detention Homes, Institutions and Juvenile Emergency Shelters, for the Child and Adolescent Psychiatric Inpatient Center Interim Program to operate in the 2020-21 school year  
Don Loseke
- 4.7.I. Dismiss Enrollment Option Case No. 20-04, Boubin v. Norfolk Public Schools  
Scott Summers
- 4.7.J. Dismiss Enrollment Option Case No. 20-05, Fuhrman v. Palmer Public Schools  
Scott Summers
- 4.7.K. Continue to fund the Promoting Engagement and Knowledge Projects (PEaK)  
Amy Rhone and Kelly Wojcik
- 4.7.L. Continue to fund the Secondary Regional Transition Projects  
Amy Rhone and Theresa Hayes
- 4.7.M. Continue to fund the Autism Spectrum Disorder (ASD) Network Projects  
Amy Rhone and Teresa Coonts
- 4.7.N. Continue to fund the NeMTSS Regional Facilitator for Educational Service Unit #1  
Amy Rhone
- 4.7.O. Approve an agreement with the Nebraska Department of Health and Human Services (DHHS) for Federal Preschool Development Grant continuation funds and authorize a subgrant and/or subcontract to accomplish the Nebraska Early Childhood Integrated Data System (ECIDS)

Melody Hobson and Dean Folkers

- 4.7.P. Approve Rule 11 waiver request for ESU #13  
Melody Hobson

5. STANDING COMMITTEE REPORTS

President Nickels

5.1. Policy Committee

Patricia Timm

- 5.1.A. Resolution to Recognize Critical Infrastructure and Frontline Workers for their Efforts and Response to the COVID-19 Pandemic

Patricia Timm

- 5.1.B. Discussion Item: Proposed revisions/recommendations to State Board Bylaw B14, Staff Research and Assistance

Patricia Timm

5.2. Legislative Committee

Robin Stevens

5.3. Commissioner's Appraisal Committee

Patricia Timm

- 5.3.A. Approve the employment agreement between the State Board of Education and Matthew L. Blomstedt

Patricia Timm

5.4. AQUESTT Teaching, Learning and Serving Domain Committee

Lisa Fricke

- 5.4.A. Authorize the Commissioner to amend and extend the three current assessment contracts (NWEA, DRC, and ACT)

Jeremy Heneger

5.5. AQUESTT Student Success, Access and Support Domain Committee

Patsy Koch Johns

- 5.5.A. Leading for Equity and Excellence Program (LEEP)

5.6. Budget and Finance Committee

John Witzel

- 5.6.A. Monthly Board Travel Expense Report

Jen Utemark

5.6.B. In-State Travel Authorization Reports

5.7. Strategic Planning, Performance, and Improvement Committee  
Rachel Wise

5.7.A. Discussion Item: Annual review of Priority School Progress for Schuyler  
Central High School and Santee Community Schools  
Shirley Vargas

5.7.B. Grant the Commissioner the authority to contract with KLK Educational  
Services, Inc., Ann Mausbach Consulting, and PRISM Advisors for services and  
continuing support for identified Priority Schools for the period between July 1,  
2020 and June 30, 2021  
Shirley Vargas

6. ADDITIONAL BUSINESS  
President Nickels

6.1. Consider the Hearing Officer's Recommended Findings of Fact, Conclusions of Law  
and Decision in NDE Case No. 20-07, Chesley v. Adams County Public Schools.  
Scott Summers

6.2. Consider the Commissioner's Recommended Declaratory Order under NDE Rule 62  
in Response to THE MATTER OF THE COVID-19 PANDEMIC, NDE Case No.  
20-06  
Commissioner Blomstedt and President Nickels

6.3. Discussion on how the issuance of a declaratory order can inform revisions to Rule 10  
Commissioner Blomstedt

6.4. Appoint Dave Welsch as a member on the State Committee for the Reorganization of  
School Districts  
Bryce Wilson

7. SPECIAL PRESENTATIONS AND DISCUSSIONS  
President Nickels

8. INFORMATION ITEMS AND REPORTS  
President Nickels

8.1. Monthly Board Reports  
President Nickels

8.1.A. Fricke

8.1.B. Koch Johns

8.1.C. Neary

8.1.D. Nickels

8.1.E. Stevens

8.1.F. Timm

8.1.G. Wise

8.1.H. Witzel

8.2. Contracts Approved by Commissioner

8.3. Grants Approved by Commissioner

8.3.A. Office of Special Education - Monthly List - Grants Under \$50,000

8.4. Contested Case Update

8.5. Notification of Vacancies on the Special Education Advisory Council (SEAC)

8.6. Request nomination for member to fill vacancy for teacher voting member for Nebraska Council on Teacher Education (NCTE)

8.7. Public Comment Submitted

8.7.A. Reggan Simons

8.7.B. Carrie Stratman

8.7.C. Andrea Breci

8.7.D. Marian Holstein

8.7.E. A.W.

8.7.F. Crystal Stara

8.7.G. Trish Hazen

## 9. ADJOURNMENT

President Nickels

The next regularly scheduled meeting of the State Board of Education will be held on Friday, August 7, 2020, at 9:00 a.m. at the Nebraska State Office Building, Nebraska Department of Education, Sixth Floor, 301 Centennial Mall South, Lincoln, NE 68509. A work session will be held as needed on Thursday, August 6, 2020 at a time to be

determined at the Nebraska State Office building, Nebraska Department of Education, Sixth Floor, 301 Centennial Mall South, Lincoln, NE 68509.

The agenda contains a list of subjects known at the time of its distribution on May 27, 2020. A copy of the agenda reflecting any changes will be available for public inspection during the normal business hours in the Office of the Commissioner of Education and on the State Board of Education's Agenda

page: [www.education.ne.gov/StateBoard/Agendas.html](http://www.education.ne.gov/StateBoard/Agendas.html). *Except for items of an emergency nature, the agenda will not be changed later than 24 hours before the scheduled commencement of the meeting.*



*I pledge allegiance to the Flag of the*

**UNITED STATES OF AMERICA,**

and to the Republic for which it stands,  
one Nation under God, indivisible,  
with liberty and justice for all.

## **OPEN MEETING ACT (2019)**

### **84-1407. Act, how cited.**

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

**Source:**Laws 2004, LB 821, § 34.

### **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.

**Source:**Laws 1975, LB 325, § 1; Laws 1996, LB 900, § 1071; Laws 2004, LB 821, § 35.

### **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.

**Source:**Laws 1975, LB 325, § 2; Laws 1983, LB 43, § 1; Laws 1989, LB 429, § 42; Laws 1989, LB 311, § 14; Laws 1992, LB 1019, § 124; Laws 1993, LB 635, § 1; Laws 1996, LB 1044, § 978; Laws 1997, LB 798, § 37; Laws 2004, LB 821, § 36; Laws 2007, LB296, § 810; Laws 2011, LB366, § 2.

**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.

**Source:**Laws 1975, LB 325, § 3; Laws 1983, LB 43, § 2; Laws 1985, LB 117, § 1; Laws 1992, LB 1019, § 125; Laws 1994, LB 621, § 1; Laws 1996, LB 900, § 1072; Laws 2004, LB 821, § 37; Laws 2004, LB 1179, § 1; Laws 2006, LB 898, § 1; Laws 2011, LB390, § 29; Laws 2012, LB995, § 17.

**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, Nebraska Brand Committee, 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, committee'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 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.

**Source:**Laws 1975, LB 325, § 4; Laws 1983, LB 43, § 3; Laws 1987, LB 663, § 25; Laws 1993, LB 635, § 2; Laws 1996, LB 469, § 6; Laws 1996, LB 1161, § 1; Laws 1999, LB 47, § 2; Laws 1999, LB 87, § 100; Laws 1999, LB 461, § 1; Laws 2000, LB 968, § 85; Laws 2004, LB 821, § 38; Laws 2004, LB 1179, § 2; Laws 2006, LB 898, § 2; Laws 2007, LB199, § 9; Laws 2009, LB361, § 2; Laws 2012, LB735, § 1; Laws 2013, LB510, § 1; Laws 2017, LB318, § 1; **Laws 2019, LB212, § 5.**

**Effective Date: September 1, 2019**

#### **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 instate 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.

**Source:**Laws 1975, LB 325, § 5; Laws 1983, LB 43, § 4; Laws 1985, LB 117, § 2; Laws 1987, LB 324, § 5; Laws 1996, LB 900, § 1073; Laws 2001, LB 250, § 2; Laws 2004, LB 821, § 39; Laws 2006, LB 898, § 3; Laws 2008, LB962, § 1.

#### **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.

**Source:**Laws 1975, LB 325, § 6; Laws 1978, LB 609, § 3; Laws 1979, LB 86, § 9; Laws 1987, LB 663, § 26; Laws 2005, LB 501, § 1; Laws 2009, LB361, § 3; Laws 2015, LB365, § 2; Laws 2016, LB876, § 1.

#### **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.

**Source:**Laws 1975, LB 325, § 9; Laws 1977, LB 39, § 318; Laws 1983, LB 43, § 5; Laws 1992, LB 1019, § 126; Laws 1994, LB 621, § 2; Laws 1996, LB 900, § 1074; Laws 2004, LB 821, § 40; Laws 2006, LB 898, § 4.

# ATTORNEY GENERAL GUIDANCE ON EXECUTIVE ORDER NO. 20—03 CORONAVIRUS — PUBLIC MEETINGS REQUIREMENT LIMITED WAIVER

## **Posted:**

Tuesday, March 17, 2020

Nebraskans are facing unprecedented challenges to conduct open, public meetings in the face of the Coronavirus pandemic. Recommendations to limit social gatherings to fight the spread of the virus have generated several questions and concerns about the ability of public bodies to meet electronically. In response, earlier today Governor Ricketts issued Executive Order No. 20—03 (“Order”), which provides a limited waiver of certain requirements of the Nebraska Open Meetings Act, Neb. Rev. Stat. §§ 84-1407 to 84-1414 (2014, Cum. Supp. 2018, Supp. 2019). The Order permits all public bodies in the state to meet by videoconferencing, telephone conference call, and other telecommunications applications, so long as members of the public and the media are provided access to the meetings in some manner. The Order requires that any public body that elects to meet by these means (1) provide reasonable advance publicized notice of its meeting and (2) prepare an agenda of items to be discussed at the meeting. See Neb. Rev. Stat § 84-1411(1) (Supp. 2019). Provisions in Neb. Rev. Stat. § 84-1411(2) and (3) requiring public access to videoconference sites and telephone conference sites are waived by the Order. All other requirements of the Act relating to closed sessions, voting, minutes, etc., must be met. The Order applies to all public meetings beginning today through May 31, 2020.

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## **Updated Thursday, March 19, 2020**

Since the issuance of the Order, our office has received numerous calls about its meaning and application. Some callers have interpreted the Order to mean that they can continue to have regular “in-person” meetings, but exclude the public from such meetings. Some have indicated that they plan to close the meeting and post a sign on the door giving the public a call-in number to the meeting being conducted.

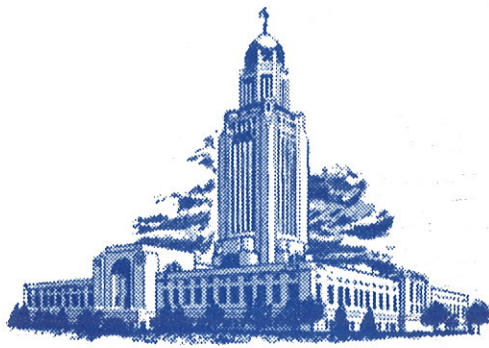
Please keep in mind that the Order is a *limited* waiver of some of the provisions of the Open Meetings Act, specifically relating to videoconference and telephone conference meetings. The Order permits all public bodies in the state to meet by videoconferencing, telephone conference call, and other telecommunications applications, so long as access to the meeting is provided to members of the public and the media. All other provisions of the Open Meetings Act have not been waived. If a public body elects to have an in-person meeting, there is no legal basis in the Open Meetings Act or the Order to close the meeting to the members of the public and press who wish to attend.

Our conclusion above is also applicable to instances where there is a “mixed meeting”—i.e., a portion of the public body meets in person and a portion participates electronically. This office has indicated on multiple occasions that a “meeting” subject to the Open Meetings Act occurs when there is a quorum present and the members of the quorum are engaged in any of the

activities included in the definition of “meeting” set out in Neb. Rev. Stat. § 84-1409(2) (2014). If a quorum of the public body elects to physically meet to discuss public business, even though other members may be participating electronically, then members of the public and media should be allowed physical access to the meeting.

The Attorney General highly recommends that public bodies that wish to conduct virtual meetings in accordance with the Order indicate this in the meeting notice. The notice should clearly state how the members of the public and media may access the meeting. The notice should also indicate that since the meeting will be held electronically, and no quorum of the public body will be physically present together, there will be no public in-person attendance.

The Attorney General urges members of public bodies in Nebraska to use their best judgment in deciding how to proceed in light of the Coronavirus pandemic and the Governor’s Order.



STATE *of* NEBRASKA  
OFFICE OF THE GOVERNOR  
LINCOLN

**EXECUTIVE ORDER NO. 20—03**  
**CORONA VIRUS – PUBLIC MEETINGS REQUIREMENT LIMITED WAIVER**

**WHEREAS**, In order to provide flexibility to assist in meeting the emergency conditions and subsequent impacts brought on from COVID-19, a state of emergency was declared in Nebraska on March 13, 2020; and

**WHEREAS**, the State of Nebraska is committed to providing seamless government operations to the people of Nebraska throughout the state of emergency; and

**WHEREAS**, state and local governmental boards, commissions and other public bodies must comply with the Open Meetings Act so that citizens may exercise their democratic privilege of participating in meeting of public bodies; and

**WHEREAS**, for public health purposes, meetings and gatherings have now been limited to no more than 50 people and may be further limited if the presence of COVID-19 warrants;

**NOW THEREFORE**, I, Pete Ricketts, Governor of the State of Nebraska, by virtue of the authority vested in me by the Constitution and laws of Nebraska, hereby issue this limited waiver of certain requirements of the Nebraska Open Meetings Act.


Pursuant to this declaration, I hereby order the following:

1. This executive order applies to all governing bodies as defined in Neb. Rev. Stat. §84-1409 (1) and to all public meetings as defined in Neb. Rev. Stat. § 84-1409 (2).
2. All governing bodies may meet by videoconference or by telephone conferencing or by conferencing by other electronic communication so long as there is made available at such meeting access to members of the public and to members of the media.

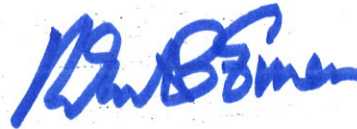
3. The advanced publicized notice and the agenda requirements for meetings that are set forth in Neb. Rev. Stat. §84-1411 and the remaining provisions of Nebraska's Open Meeting Act shall continue to be complied with by all governing bodies and are not waived by this executive order.
4. This waiver shall apply to all public governing body meetings that occur from today through May 31, 2020.

**IN WITNESS THEREOF**, I have hereunto set my hand and caused the Great Seal of the State of Nebraska to be affixed on this 17th day of March, 2020.

**ATTEST:**



\_\_\_\_\_  
Pete Ricketts, Governor



\_\_\_\_\_  
Robert B. Evnen, Secretary of State



STATE *of* NEBRASKA  
OFFICE OF THE GOVERNOR  
LINCOLN

**EXECUTIVE ORDER NO. 20-24  
CORONAVIRUS – CONTINUED LIMITED WAIVER OF  
PUBLIC MEETINGS REQUIREMENTS**

**WHEREAS**, in order to provide flexibility to assist in meeting the emergency conditions and subsequent impacts brought on from COVID-19, a state of emergency was declared in Nebraska on March 13, 2020; and

**WHEREAS**, the State of Nebraska is committed to providing seamless government operations that are open to the people of Nebraska throughout the state of emergency.

**NOW THEREFORE**, I, Pete Ricketts, Governor of the State of Nebraska, by virtue of the authority vested in me by the Constitution and laws of Nebraska, hereby issue this continued limited waiver of certain requirements of the Nebraska Open Meetings Act.

Pursuant to this declaration, I hereby order the following:

1. Executive Order No. 20-03, which is currently scheduled to end on May 31, 2020, shall remain in effect through June 30, 2020; and
2. The identical statutory waivers and conditions contained within Executive Order No. 20-03 shall continue through June 30, 2020.

**IN WITNESS THEREOF**, I have hereunto set my hand and caused the Great Seal of the State of Nebraska to be affixed on this 19th day of May, 2020.



Pete Ricketts, Governor  
State of Nebraska

Attest:

Robert B. Evnen,  
Secretary of State  
State of Nebraska



# NEBRASKA

## DEPARTMENT OF EDUCATION

[www.education.ne.gov](http://www.education.ne.gov)  
301 Centennial Mall South  
P.O. Box 94987  
Lincoln, NE 68509-4987  
TEL 402.471.2295  
FAX 402.471.0117

TO: Matthew L. Blomstedt, Ph.D.  
Commissioner

FROM: Brenda Wid, Legal Services

DATE: May 21, 2020

SUBJECT: Report on Rules

### **Rules Awaiting Approval by the Attorney General's Office:**

#### **Rule 24, Regulations for Certificate Endorsements**

**Sent to AGO: March 6, 2020**

#### **Rule 21, Regulations for the Issuance of Certificates and Permits to Teach, Provide Special Services, and Administer in Nebraska Schools**

**Sent to AGO: March 6, 2020**

**Out-State Travel Authorization Reports - June**

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<u>Name</u>	<u>Event Name</u>	<u>Date</u>	<u>Location</u>
Lisa Fricke	(NONE)		
Deborah Neary	(NONE)		
Patricia Timm	(NONE)		
John Witzel	(NONE)		

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**Out-State Travel Authorization Reports - June**

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<u>Name</u>	<u>Event Name</u>	<u>Date</u>	<u>Location</u>
Patsy Koch Johns	(NONE)		
Maureen Nickels	(NONE)		
Robin Stevens	(NONE)		
Rachel Wise	(NONE)		



# NEBRASKA

## DEPARTMENT OF EDUCATION

### PROPOSED AGENDA ITEM RATIONALE

**DATE:** May 18, 2020

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

**FROM:** Tobias J. Orr, Director, Assistive Technology Partnership (ATP)  
Lindy Foley, Office Administrator, Nebraska VR

**PROPOSED AGENDA ITEM:** Grant the Commissioner the authority to approve a contract with ESU #10 to maintain and operate the statewide assistive technology loan pool and to provide support to the ATP Education program.

**RATIONALE/BACKGROUND INFORMATION:** Through grants and contracts ESU #10 has operated and maintained the ATP Education statewide assistive technology loan pool for over twenty years. All of the equipment is housed in their location and they have the infrastructure in place to support it. Operation of the statewide loan pool is an integral part of the ATP Education program and the support provided by ESU #10 is needed to ensure its effectiveness. The contract is funded with Special Education IDEA Funds.

**PROPOSED BOARD MEETING (MONTH/YEAR):** June 2020

**ESTIMATED COST:** \$198,745.00

**FOR CONTRACTS AND GRANTS:**

- Indicate the Funding Source: IDEA Part B, IDEA Part C
- New or Renewal: Renewal
- If renewal, date of first approval: 7/1/2018 with the Program's current structure



# NEBRASKA

## DEPARTMENT OF EDUCATION

### PROPOSED AGENDA ITEM RATIONALE

**DATE:** May 19, 2020

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

**FROM:** Amy Rhone and Greg Prochazka, Office of Special Education

**PROPOSED AGENDA ITEM:** Continue to contract with Utah State University, The Center for Technical Assistance for Excellence in Special Education (TAESE)

**RATIONALE/BACKGROUND INFORMATION:** For over 30 years, the Center for Technical Assistance for Excellence in Special Education (TAESE) has been the technical assistance division of the Center for Persons with Disabilities. TAESE provides a variety of services such as event planning, training, and education-focused consultation. TAESE is the organization that administers the Mountain Plains Regional Resource Center, the TASK12 education interpreter training and certification program, and the national Dispute Resolution Consortium, which can only be gained through the contracted services provided by TAESE at this time. TAESE also provides a variety of other State and federal contracts and technical assistance agreements that are provided to numerous other states.

See attached supplemental material outlining specific activities included in the contract.

**PROPOSED BOARD MEETING (MONTH/YEAR):** June 2020

**ESTIMATED COST:** \$352,408.76

**FOR CONTRACTS AND GRANTS:**

- Indicate the Funding Source: General funds (Program 401); Federal IDEA Part B and C
- New or Renewal: Renewal
- If renewal, date of first approval: September 2018



# NEBRASKA

## DEPARTMENT OF EDUCATION

### PROPOSED AGENDA ITEM RATIONALE

**DATE:** May 20, 2020

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

**FROM:** Matt Hastings, Administrator for the Office of Data, Research & Evaluation  
Dean Folkers, Information Systems Officer, Commissioner's Office

#### PROPOSED AGENDA ITEM:

Grant the Commissioner the authority to approve a contract with the Office of the Chief Information Officer (OCIO) for staff augmentations services in support of the NDE technology projects.

#### RATIONALE/BACKGROUND INFORMATION:

The state of Nebraska operates an Information Technology (IT) Time and Materials Procurement system, entitled Covendis that provides access to pre-approved quality IT services suppliers. The process of requisition, interview, and contracting occurs through the system. The rates for different individuals hired for tasks and services through the system are based on market rates and provide a more efficient engagement of IT services. In addition to Covendis, the OCIO provide additional staff augmentation support as well.

The services would provide temporary IT staff augmentation for project support around deliverables/projects that support the State Board Vision and Direction Plan and those identified in the source of federal funding from the Preschool Development Grant (PDG) and State Longitudinal Data Systems (SLDS) Grant.

#### PROPOSED BOARD MEETING (MONTH/YEAR):

June 2020

#### ESTIMATED COST:

\$400,000.00

#### FOR CONTRACTS AND GRANTS:

- Indicate the Funding Source: PDG Grant, SLDS Grant, and Indirect Costs

- New or Renewal: New
- If renewal, date of first approval: NA



# NEBRASKA

## DEPARTMENT OF EDUCATION

### PROPOSED AGENDA ITEM RATIONALE

**DATE:** May 19, 2020

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

**FROM:** Melody Hobson, Administrator, Office of Early Childhood Education

**PROPOSED AGENDA ITEM:** Grant the Commissioner the authority to approve continuation contracts with identified Anchors for the program quality rating tools used in Results Matter and Step Up to Quality.

**RATIONALE/BACKGROUND INFORMATION:** Step Up to Quality and Results Matter rely on the accuracy of structured program quality observations to provide a basis for quality improvement. In the case of Step Up to Quality, also to earn points that determine the step rating of the program. The Office of Early Childhood Education contracts with a cadre of trained observers to accomplish the program quality scale ratings. The strength of the system is found in the training of observers. Part of that training includes achieving and maintaining a high level of reliability with “Anchors” (expert observers who have achieved reliability with the authors of the program quality tools). There are two Anchors for the Nebraska program quality system. Their contracts include conducting program quality observations, training others across the state to use the scales, and conducting observations with others to assist them to achieve/maintain reliability

**PROPOSED BOARD MEETING (June, 2020):**

**ESTIMATED COST:** \$132,500

Cynthia Jennett - \$66,500

Traci Strazdas-\$66,000

**FOR CONTRACTS AND GRANTS:**

- Funding Source: Cynthia Jennett – Federal CCDF funds  
Traci Strazdas – State general funds

- Renewal:
- If renewal, date of first approval: Traci Strazdas – 2014, Cynthia Jennett – 2015

The anchor contract for Traci Strazdas was let out for bid in 2019. The anchor contract for Cynthia Jennett was re-bid in 2020.



# NEBRASKA

## DEPARTMENT OF EDUCATION

[www.education.ne.gov](http://www.education.ne.gov)  
301 Centennial Mall South  
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Lincoln, NE 68509-4987  
TEL 402.471.2295  
FAX 402.471.0117

### PROPOSED AGENDA ITEM RATIONALE

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

**FROM:** Tate Lauer  
Director Adult Education

#### PROPOSED AGENDA ITEM:

Consent Agenda: Grant the Commissioner the authority to continue funding Adult Education and Family Literacy Act, Continuation of Services grants for a third year of the multi-year grant award under Title II of the Workforce Innovation and Opportunity Act.

#### RATIONALE/BACKGROUND INFORMATION:

Per Section 231(a) of the Workforce Innovation and Opportunity Act (WIOA), Public Law 113-128; funds made available under Section 222(a)(1), each eligible agency (NDE) shall award multiyear grants on a competitive basis, to eligible providers within the State to enable the eligible providers to develop, implement and improve adult education and literacy activities within the State.

Grant awards will be effective for Program Year 2021 beginning July 1, 2020 through June 30, 2021 to meet the multi-year grants requirement of the law. Only those current providers receiving Adult Education and Family Literacy Act funding in Program Year 2020 are eligible for funding in Program Year 2020.

<b>ESTIMATED COST:</b>	Not to Exceed total:	\$2,611,575.94*
	Crete Public Schools:	\$182,981.83
	Southeast Community College:	\$367,581.01
	Northeast Community College:	\$465,015.31
	Mid Plains Community College:	\$124,319.04
	Central Community College:	\$474,269.51
	NE Dept. of Correctional Services:	\$159,497.20
	Metropolitan Community College:	\$609,445.20

Plattsmouth Community Schools:	\$11,332.00
Western Nebraska Community College:	\$217,134.83

\*Final award amounts are contingent on amount of final federal award received by Nebraska Department of Education and final approved budgets to sub-recipients.

**FOR CONTRACTS AND GRANTS INDICATE THE FUNDING SOURCE** (e.g., state general funds, federal Perkins career and technical education funds; federal Title I funds):

Workforce Innovation and Opportunity Act, Title II; Public Law 113-128  
Adult Education and Family Literacy Act

Section 231: General Adult Education

Section 225: Corrections Education

Section 243: Integrated English Literacy and Civics Education



# NEBRASKA

## DEPARTMENT OF EDUCATION

### PROPOSED AGENDA ITEM RATIONALE

**DATE:** May 26, 2020

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

**FROM:** Jan Handa, 21<sup>st</sup> Century Community Learning Centers  
Beth Wooster, ESEA Federal Programs

**PROPOSED AGENDA ITEM:** Consent Item: Grant the Commissioner authority to approve funding recommendations for One-Year Opportunity Grants funded by the Expanded Learning Opportunity Grant Program.

**RATIONALE/BACKGROUND INFORMATION:** The Expanded Learning Opportunity Grant Program Act was created by the Nebraska Legislature to promote academic achievement in high-need schools during out-of-school time afterschool and during summer break. Beginning July 1, 2016, one percent of education proceeds from the Nebraska Lottery are transferred to this fund. Eligible sites must be receiving funding from a 21<sup>st</sup> Century Community Learning Center (21<sup>st</sup> CCLC) Continuation Grant for the 2020-2021 school year. The grant period will be June 5, 2020 – June 30, 2021. Grantees are required to have a 1:1 match. A list of recommended proposals is provided in the State Board Support Materials.

**PROPOSED BOARD MEETING (MONTH/YEAR):** June/2020

**ESTIMATED COST:** \$164,577

**FOR CONTRACTS AND GRANTS:**

- Indicate the Funding Source: Expanded Learning Opportunity Grant Fund, funded by proceeds from the Nebraska Lottery
- New or Renewal: New
- If renewal, date of first approval:

Expanded Learning Opportunity Grant Fund  
2020 -One-Year Opportunity Grant Proposals Recommended for Funding

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<b><u>Applicants</u></b>	<b><u>Amount*</u></b>	<b><u># of Sites</u></b>
Bayard Public Schools (Bayard Elementary School)	\$15,842.00	1
Cedar Bluffs Public Schools (Cedar Bluffs Elementary School)	\$7,192.00	1
Columbus Public Schools (Columbus Middle School)	\$17,590.00	1
Crete Public Schools (Crete Intermediate School)	\$19,642.00	1
Lexington Public Schools (Lexington Middle School)	\$20,000.00	1
Norfolk Public Schools (Norfolk Middle School, Norfolk Junior High School)	\$18,000.00	2
North Platte Public Schools (Jefferson Elementary School, Lincoln Elementary School, Washington Elementary School)	\$30,000.00	3
Police Athletics for Community Engagement (Omaha) (Castellar Elementary School, Central Park Elementary School, Field Club Elementary School, Gilder Elementary School, Hartman Elementary School, Highland Elementary School, Howard Kennedy Elementary School, Indian Hills Elementary School, Jackson Elementary School, Liberty Elementary School, Sherman Elementary School, Bryan Middle School, Lewis and Clark Middle School, Marrs Middle School, McMillan Middle School, Monroe Middle School, Morton Middle School, Milliken Park Elementary School [Fremont] and Schuyler Elementary School [Schuyler])	\$28,720.00	19
Wood River Rural Schools (Wood River Elementary School)	\$7,591.00	1
	<u>\$164,577.00</u>	<u>30</u>

\*Award amounts subject to finalization of grant budget.



# NEBRASKA

## DEPARTMENT OF EDUCATION

### PROPOSED AGENDA ITEM RATIONALE

**DATE:** May 19, 2020

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

**FROM:** Melody Hobson, Administrator, Office of Early Childhood Education

**PROPOSED AGENDA ITEM:** Grant the Commissioner the authority to approve a continuation grant to the Nebraska Association for the Education of Young Children ( NeAEYC) for the T.E.A.C.H. Early Childhood® scholarship program

**RATIONALE/BACKGROUND INFORMATION:** T.E.A.C.H. Early Childhood® Nebraska is a scholarship program for low-income professionals working in early childhood education and care programs who want to continue their education. T.E.A.C.H. is an acronym that stands for Teacher Education and Compensation Helps. The T.E.A.C.H. Early Childhood® program began in North Carolina and is operated, evaluated, and monitored by the T.E.A.C.H. Early Childhood National Center out of Chapel Hill, NC. T.E.A.C.H. programs operate in 21 states and assist early childhood educators to complete associate's degrees in early childhood education. T.E.A.C.H. scholars can eventually complete a bachelor's degree and obtain a Nebraska teaching certificate with an Early Childhood Inclusive endorsement. T.E.A.C.H. pays tuition, books, and release time for students who work at least 30 hours per week in an early childhood program.

The Nebraska Association for the Education of Young Children is the T.E.A.C.H. license holder for Nebraska. T.E.A.C.H. license holders follow the strict monitoring of the National TEACH center which includes financial auditing and compliance with policies and standards to protect students. There is only one T.E.A.C.H. licensee per state. This \$100,000 will support T.E.A.C.H. Early Childhood® scholarships, mentoring and assistance to nontraditional scholars to improve their success.

**PROPOSED BOARD MEETING (June, 2020):**

**ESTIMATED COST:** \$100,000

**FOR CONTRACTS AND GRANTS:**

- Funding Source: State General Funds appropriated for early education and care staff employed in programs participating in Step Up to Quality.
- Another grant sourced from federal funds will be presented to the board later in 2020.
- New or Renewal: Renewal



# NEBRASKA

## DEPARTMENT OF EDUCATION

### PROPOSED AGENDA ITEM RATIONALE

**DATE:** May 19, 2020

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

**FROM:** Melody Hobson, Administrator, Office of Early Childhood Education

**PROPOSED AGENDA ITEM:** Grant the Commissioner the authority to approve a continuation grant to the Nebraska Children and Families Foundation for the Nurturing Healthy Behaviors/Rooted in Relationships program.

**RATIONALE/BACKGROUND INFORMATION:** Nurturing Healthy Behaviors/Rooted in Relationships is a program designed to work with early childhood planning groups in local communities to support social/emotional learning in community based programs. This initiative uses multiple strategies in local communities, including implementation of the Pyramid for the promotion of social/emotional competence in young children. This is aligned with the Nebraska Department of Education early childhood MTSS system.

Nurturing Healthy Behaviors/Rooted in Relationships is funded through multiple funding sources. Two different grants are issued from the Nebraska Department of Education, Office of Early Childhood. One grant is issued using federal Child Care and Development funds and is granted on a federal fiscal year timeline and a second is funded through a direct appropriation of state funds. In December of 2019, a grant was approved by the State Board of Education for support of Nurturing Healthy Behaviors/Rooted in Relationships using state funds. The current grant is being funded with federal funds and based on a federal appropriation/liquidation schedule.

**PROPOSED BOARD MEETING (June, 2020):**

**ESTIMATED COST:** \$130,000

**FOR CONTRACTS AND GRANTS:**

- Indicate the Funding Source: Federal Child Care and Development funds.
- New or Renewal: Renewal
- If renewal, date of first approval: 2014



# NEBRASKA

## DEPARTMENT OF EDUCATION

### PROPOSED AGENDA ITEM RATIONALE

**DATE:** May 19, 2020

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

**FROM:** Melody Hobson

**PROPOSED AGENDA ITEM:** Grant the Commissioner the authority to approve continuation grants to the specified Educational Service Units for the Early Childhood Coach Consultation Grants

**RATIONALE/BACKGROUND INFORMATION:** Coaching is an evidence-based practice shown to be effective in improving early childhood program quality. Nebraska state and local entities have been fortunate to be able to implement coaching initiatives in public and private early childhood programs across the state. Like teachers, coaches benefit from reflection and support to improve their practice. During the Fall of 2018, the Nebraska Department of Education (NDE) Office of Early Childhood Education partnered with the Nebraska Department of Health and Human Services to allocate a portion of the Child Care and Development Fund money sub-granted to the NDE to for an Early Childhood Coach Consultation Pilot. Educational Service Units (ESUs) #3 and #6 were granted money to create this pilot program. Within the past 21 months, the Early Childhood Coach Consultant pilot has accomplished the following:

- Mapped the early childhood coaching initiatives throughout the eastern part of Nebraska.
- Provided support to coaches working in multiple coaching initiatives.
- Created a long term “roadmap” for building the Coach Consultant infrastructure state wide

At this point, the original pilot grants are ending and the two ESUs have applied to continue the coach consultation initiatives.

**PROPOSED BOARD MEETING (June, 2020)**

**ESTIMATED COST:** \$230,476

Educational Service Unit 3 \$115,238

Educational Service Unit 6 \$115,238

**FOR CONTRACTS AND GRANTS:**

- Funding source- Federal Child Care Development Funds
- Renewal:
- If renewal, date of first approval: 2018



# NEBRASKA

## DEPARTMENT OF EDUCATION

### PROPOSED AGENDA ITEM RATIONALE

**DATE:** May 19, 2020

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

**FROM:** Melody Hobson, Administrator, Office of Early Childhood

**PROPOSED AGENDA ITEM:** Grant the Commissioner the authority to approve awards for continuation of the Early Childhood Education Program grants to the identified public school districts.

**RATIONALE/BACKGROUND INFORMATION:** Districts are eligible for continuation funds based on the amount of state aid calculation for 4 year olds in the program subtracted from the original grant amount.

The purpose of the Early Childhood Education Grant Program is to improve equity of access to early childhood education/prekindergarten programs. Children of diverse characteristics will be served in inclusive environments and will be better prepared to enter school and be successful. Early Childhood programs are required to operate in compliance with *Rule 11 – Regulations for Approval of Prekindergarten Programs Established by School Boards or Educational Service Units and for the Issuance of Early Childhood Education Grants*.

Approximately 1,053 children are expected to be served in the 2020-2021 school year as a result of this funding

**PROPOSED BOARD MEETING (June, 2020):**

**ESTIMATED COST:** \$2,342,212

**FOR CONTRACTS AND GRANTS:**

- Funding Source: State General Funds
- Renewal: List of districts recommended for renewal:

• Adams Central Public Schools	• Nebraska City Public Schools
• Ashland Greenwood	• Norfolk Public Schools
• Auburn Public Schools	• North Platte Public Schools
• Bayard Public Schools	• Northwest Public Schools
• Beatrice Public Schools	• Oakland-Craig Public Schools
• Bertrand Public School	• Palmyra District OR 1
• Blair Community Schools	• Papillion-La Vista Community Schools
• Broken Bow Public Schools	• Ralston Public Schools
• Centennial Public Schools	• Scottsbluff Public Schools
• Clarkson Public Schools	• Shelton Public Schools
• Columbus Public Schools	• Sidney Public School
• Cozad Community Schools	• Stanton Community School
• Deshler Public Schools	• Stapleton Public Schools
• Elm Creek Public Schools	• Thayer Central Community
• Franklin Public Schools	• Tri-County Public Schools
• Grand Island Public Schools	• Valentine Community Schools
• Kenesaw Public Schools	• Waverly District 145
• Lincoln Public Schools	• Wayne Community Schools
• Lyons Decatur Northeast Schools	• York Public Schools
• Malcolm Public Schools	•

- If renewal, date of first approval: Varies by district



# NEBRASKA

## DEPARTMENT OF EDUCATION

### PROPOSED AGENDA ITEM RATIONALE

**DATE:** May 19, 2020

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

**FROM:** Melody Hobson, Administrator, Office of Early Childhood Education

**PROPOSED AGENDA ITEM:** Grant the Commissioner the authority to approve awards for new and expansion Early Childhood Education Program grants to the identified public school districts

**RATIONALE/BACKGROUND INFORMATION:** Funds for awarding new and expansion Early Childhood Education Program grants are available due to eligible districts rollover to state aid. Contingent upon the availability of state funds on July 1, grants will be provided to nine public school districts to provide collaborative early childhood programs to serve at-risk three and four-year-old children.

The purpose of the Early Childhood Education Grant Program is to improve equity of access to early childhood education/prekindergarten programs. Children of diverse characteristics will be served in inclusive environments and will be better prepared to enter school and be successful. Early Childhood programs are required to operate in compliance with *Rule 11 – Regulations for Approval of Prekindergarten Programs Established by School Boards or Educational Service Units and for the Issuance of Early Childhood Education Grants*.

Grants are awarded to two (2) districts in Congressional District #1, one (1) district in Congressional District #2, and six (6) districts in Congressional District #3.

In communities with a population under 5,000, three (3) districts are awarded a grant. In communities with a population between 5,000 and 25,000, four (4) districts are awarded a grant. In communities with a population over 25,000, two (2) districts are awarded a grant.

Approximately 229 children are expected to be served in the 2020-2021 school year as a result of this funding.

**PROPOSED BOARD MEETING (June, 2020):**

**ESTIMATED COST:** \$1,086,371

**FOR CONTRACTS AND GRANTS:**

- Funding Source: State General Funds
- These funds are funding new preschool classrooms or expanding the length of day for an existing early childhood program.

The following public school districts are recommended to receive an Early Childhood Education grant:

**Columbus Public Schools**

Grant Award: \$56,492

Number of Classrooms: 1 part-day

Proposed Number of Children: 17

**Grand Island Public Schools**

Grant Award: \$241,672

Number of Classrooms: 2 full-day

Proposed Number of Children: 36

**Kearney Public Schools**

Grant Award: \$80,000

Number of Classrooms: 1 full-day

Proposed Number of Children: 19

**Lakeview Community Schools**

Grant Award: \$125,000

Number of Classrooms: 2 part-day

Proposed Number of Children: 40

**North Platte Public Schools**

Grant Award: \$191,451

Number of Classrooms: 3 full-day

Proposed Number of Children: 54

**Papillion-La Vista Public Schools**

Grant Award: \$75,000

Number of Classrooms: 1 part-day  
Proposed Number of Children: 15

Valentine Community Schools  
Grant Award: \$50,000  
Number of Classrooms: 1 part-day  
Proposed Number of Children: 15

Wallace Public School Dist. 65 R  
Grant Award: \$111,756  
Number of Classrooms: 1 full-day  
Proposed Number of Children: 18

York Public Schools  
Grant Award: \$155,000  
Number of Classrooms: 1 full-day  
Proposed Number of Children: 15

**For Additional Information on this item:**

Melody Hobson; Administrator; 402-471-0263; melody.hobson@nebraska.gov  
Kristine Luebbe; Director of Programs and Partnerships; 402-471-1860; kristine.luebbe@nebraska.gov

## State Board of Education Business Meeting

Friday, May 8, 2020

Pursuant to the Governor's Executive Order 20-03 by a combination of videoconferencing and teleconferencing at

<https://www.education.ne.gov/live-video-stream/>

[Link to Agenda and Attachments](#)

[Link to Video of Meeting](#)

Publicized notice of the business meeting was given by posting notice on the Department's website; emailed to news media requesting notification, and posting a copy of the agenda in the Office of the Commissioner of Education, which gave the date, time, and location of the meetings.

### STATE BOARD OF EDUCATION MEETING, Friday, May 8, 2020, 9:00 AM.

#### 1. CALL TO ORDER – President Maureen Nickels called the meeting to order at 9:04 a.m.

##### 1.1 Roll Call

Roll Call showed the following attendance:

John Witzel

Maureen Nickels

Patricia Timm

Rachel Wise

Deborah Neary

Robin Stevens

Patsy Koch Johns

Lisa Fricke

Commissioner Blomstedt was also present.

##### 1.2 President Nickels led the Pledge of Allegiance.

##### 1.3 President Nickels announced that information regarding the Open Meetings Act is linked on the April Board Agenda in Sparq, the electronic meeting software and the Open Meetings Act is also posted on the State Board of Education's website: <https://www.education.ne.gov/stateboard/>.

#### 2. COMMISSIONER'S REPORT

Commissioner Blomstedt noted the importance of maintaining the monthly State Board Meetings via Zoom, pursuant to the Governor's Executive Order 20-03 surrounding the COVID-19 pandemic. The NDE is continuing to operate with most staff working remotely. The NDE staff is doing remarkable work across the agency and an equity theme has been maintained throughout the work of the agency.

##### 2.1 Agenda Overview and Consent Agenda Process

Commissioner Blomstedt reviewed the process for consent agenda items.

##### 2.1.A. Commissioner's Recommendations and items to be removed from the consent agenda.

No consent agenda items were removed.

##### 2.2. Report on Rules

Commissioner Blomstedt provided a report on the status of Rules 21 and 24. Rule 21 and Rule 24 are waiting on approval from the Attorney General's Office.

2.3 Invited Presentation

2.3.A. Equitable Education Opportunities

Elizabeth Eynon-Kokrda and Lauren Micek Vargas from the Education Rights Counsel, presented on educational equity for special education students during the COVID-19 pandemic.

2.4 Quarterly report from the 2020 Nebraska Teacher of the Year, Megan Helberg, Burwell Junior-Senior High School, Burwell, Nebraska.

Megan Helberg, 8<sup>th</sup>, 11<sup>th</sup> and 12<sup>th</sup> grade English at Burwell Junior/Senior High School, provided an update on the activities she has been involved with as Teacher of the Year.

**3. PRESIDENT'S REPORT**

President Maureen Nickels asked for attention to the State Board of Education President's Priorities. Board Members had an opportunity to submit thoughts for priorities at the beginning of the year and President Nickels and Vice President Koch Johns narrowed it down to three: AQuESTT Framework, Early Childhood Education and Educator Preparation and Certification.

President Nickels did not want this to be overlooked during this time of pandemic, but is realistic that there are things on the priority list that will not be accomplished this year.

**4. CONSENT AGENDA**

Approval of the Consent Agenda passed with a motion by Rachel Wise, second by Patricia Timm.

Lisa Fricke:	Yea
Patsy Koch Johns:	Yea
Deborah Neary:	Yea
Maureen Nickels:	Yea
Robin Stevens:	Yea
Patricia Timm:	Yea
Rachel Wise:	Yea
John Witzel:	Yea

**5. STANDING COMMITTEE REPORTS**

5.1 **Policy Committee** – Patricia Timm, Chair reported on the meeting of the Committee. The Committee reviewed State Board Bylaw B7, Special Meetings, Emergency Meetings and Meetings Held by Videoconferencing, which was approved under the consent agenda.

5.1.A. Discuss proposed revisions/recommendations to State Board Bylaw B14, Staff Research and Assistance

The Committee reviewed and discussed State Board Bylaw, B14, Staff Research and Assistance, which was scheduled for a four-review in April 2020.

5.2 **Legislative Committee** – Robin Stevens, Chair reported on the meeting of the Committee. The Legislature has not met and it does not appear the Legislature will reconvene in the near future to complete the current session. The Committee has no action items to report to the Board and will be monitoring the Legislature from this point forward in the session.

5.3 **Commissioner's Appraisal Committee** – Patricia Timm, Chair reported on the meeting of the Committee.

5.3.A. Discuss Commissioner's 2019-2020 Performance

All Board members completed the Commissioner's performance evaluation for 2019-20 on a timely basis, which the Commissioner again received an overall rating of "Highly Effective," which is the highest rating on the scale. The Commissioner's employment contract was reviewed by the Attorney General's office and some minor changes will be recommended. A vote on the contract will take place at the June business meeting.

5.4 **AQuESTT Teaching, Learning and Serving Domain Committee** – Lisa Fricke, Chair, reported on the meeting of the Committee. The Committee had no agenda items. The Committee did informally discuss issues of concern related to the pandemic and asked staff to share with the Committee information on how educator preparation programs are working with teacher candidates during this time.

5.5 **AQuESTT Student Success, Access and Support Domain Committee** – Patsy Koch Johns, Chair reported on the meeting of the Committee. The Committee reviewed the Interim-Program Schools to operate for the 2020-2021 school year under Rule 18, Regulations and Procedures for the Approval of Interim-Program Schools in County Detention Homes, Institutions and Juvenile Emergency Shelters, which was approve under the consent agenda.

5.5.A. Leading for Equity and Excellence Program (LEEP)

The Committee had one discussion item on LEEP. Kimberly Charis has left the position as NASBE's Director of School Equity, however, the Committee was interested in the continuation of the work plan that NE submitted to LEEP last fall. The Nebraska LEEP group will continue working on creating a tool to guide leaders to consider, collaborate and commit to advancing education equity in Nebraska.

5.6 **Budget and Finance Committee** – John Witzel, Chair reported on the meeting of the Committee.

5.6.A. Monthly Board Travel Expense Report

The Committee reviewed the Monthly Board Travel Expense report and had no concerns.

5.6.B. In-State Travel Authorization Reports

The Committee had no concerns.

5.7 **Strategic Planning, Performance and Improvement Committee** – Rachel Wise, Chair reported on the meeting of the Committee. The Committee reviewed the ESU accreditation (Rule 84) item, approved under the consent agenda. Shirley Vargas, Department of Education representative, provided a brief update on priority school progress and the Committee requested reports from contractors working with priority schools regarding supports provided during the pandemic. The Committee asked that staff consider a plan that focuses on growth for the 2020-2021 school year assessments. Considerations for school accreditation was informally discussed as the Board reviews Rule 10 revisions.

## 6. ADDITIONAL BUSINESS

### 6.1. Petition for Declaratory Order

Approval to set the matter of the Petition for Declaratory Order in the matter of the COVID-19 Pandemic filed on May 4, 2020, for proceedings under NDE Rule 62 Section 005.01 passed with a motion by Patsy Koch Johns, second by Lisa Fricke.

Lisa Fricke:	Yea
Patsy Koch Johns:	Yea
Deborah Neary:	Yea
Maureen Nickels:	Yea
Robin Stevens:	Yea
Patricia Timm:	Yea
Rachel Wise:	Yea
John Witzel:	Yea

## 7. SPECIAL PRESENTATIONS AND DISCUSSIONS

None

## 8. INFORMATION ITEMS AND REPORTS

President Nickels referred Board Members to review information items and reports.

## 9. ADJOURNMENT

President Nickels adjourned the meeting at 11:08 a.m.

The next regularly scheduled business meeting of the State Board of Education will be held on Friday, June 5, 2020, at 9:00 a.m. at the Nebraska State Office Building, Nebraska Department of Education, Sixth Floor, 301 Centennial Mall South, Lincoln, NE 68509. A work session will be held as needed on Thursday, June 4, 2020 at a time to be determined at the Nebraska State Office building, Nebraska Department of Education, Sixth Floor, 301 Centennial Mall South, Lincoln, NE 68509.

BEFORE THE STATE BOARD OF EDUCATION  
STATE OF NEBRASKA

IN THE MATTER OF:	)	ORDER
	)	Case No. 20-08
Adjustment of the Boundaries of Educational	)	
Service Unit Numbers 6 and 18	)	

On June 5, 2020, the State Board of Education (Board) met via videoconferencing using technology from the State Office Building, 301 Centennial Mall South, 14th and M Streets, Lincoln, Nebraska. Pursuant to Neb. Rev. Stat. Section 79-1205, the Board is required to adjust the boundaries of educational service units which do not align with the boundaries of member school districts as such school district boundaries exist on August 1, 2020.

The Board finds that the boundaries for Educational Service Unit Number 6 and 18 currently do not align with the boundaries of their member school districts of said educational service units in Lancaster County for the reason that the City of Lincoln annexed territory that was within the boundaries of Lancaster County School District No. 145 (Waverly School District 145), and Lancaster County School District No. 148 (Malcolm Public School District 148) and pursuant to Neb. Rev. Stat. Sections 79-408 and 79-475 said territories became part of Lancaster County School District No. 1 (Lincoln Public Schools).

Therefore, the Board adjusts the boundaries of Educational Service Unit Number 18 to align with the school district boundaries of Lancaster County School District No. 1 (Lincoln Public Schools), and adjusts the boundaries of Educational Service Unit Number 6 to align with the school district boundaries of Lancaster County School District No. 145 (Waverly School District 145), and Lancaster County School District No. 148 (Malcolm Public School District 148) as such school district boundaries exist on August 1, 2020.

The County Clerk, Treasurer, and Assessor of Lancaster County are directed to implement the necessary changes in the educational service unit maps and tax records as required pursuant to this order and applicable law, with an effective date of August 1, 2020. A copy of this order shall also be provided to the appropriate educational service unit officials and to the Election Division in the office of the Secretary of State.

Dated this 5th day of June 2020.

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Maureen Nickels, President  
State Board of Education



# Lincoln Educational Service Unit No. 18

P.O. Box 82889 • Lincoln, NE 68501 • (402) 436-1636 • Fax (402) 458-3285

20-08



May 13, 2020

State Board of Education  
Lincoln, NE

State Board:

Pursuant to Section 79-1205, Educational Service Unit 18 is requesting that its boundaries be adjusted so that the boundaries match those of Lancaster County School District 001.

Please contact me at 402-436-1645 if you need any additional information.

Sincerely,

A handwritten signature in cursive script that reads 'Sarah Salem'.

Dr. Sarah Salem  
ESU 18 Administrator

# City of Lincoln Annexation & Affected LPS Boundaries

## Assigned LPS Schools

- Norwood Park Elementary School
- Dawes Middle School
- Northeast High School

## LPS School Board District

District 1

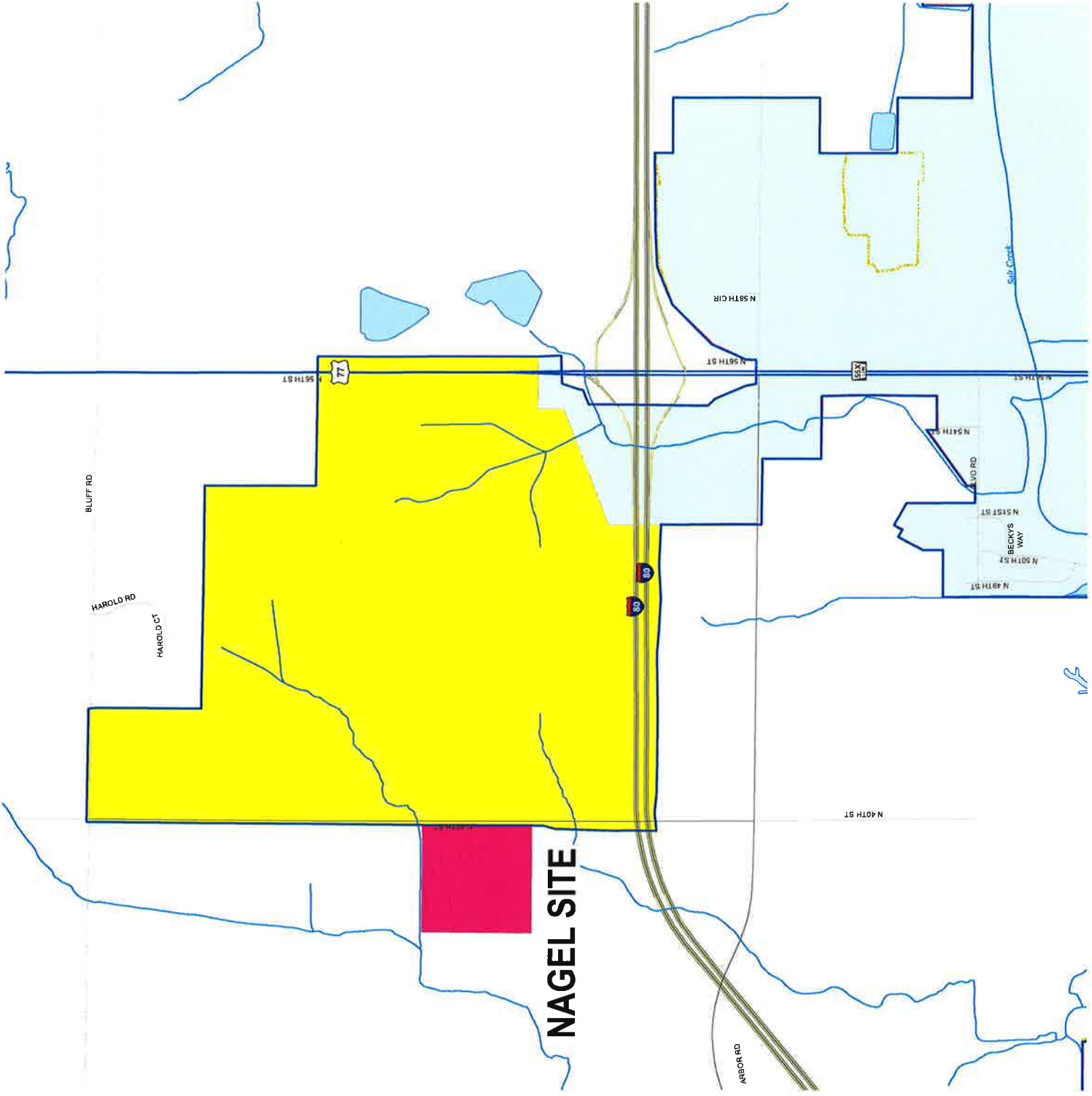
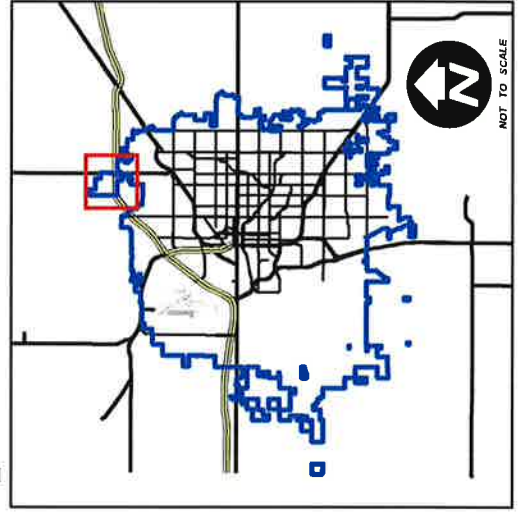
## City of Lincoln Information

Annexation Number: 19007  
 Ordinance Number: 20822  
 Name: US Hwy 77 & I-80  
 Effective: November 8, 2019  
 Size: 641.34 Acres

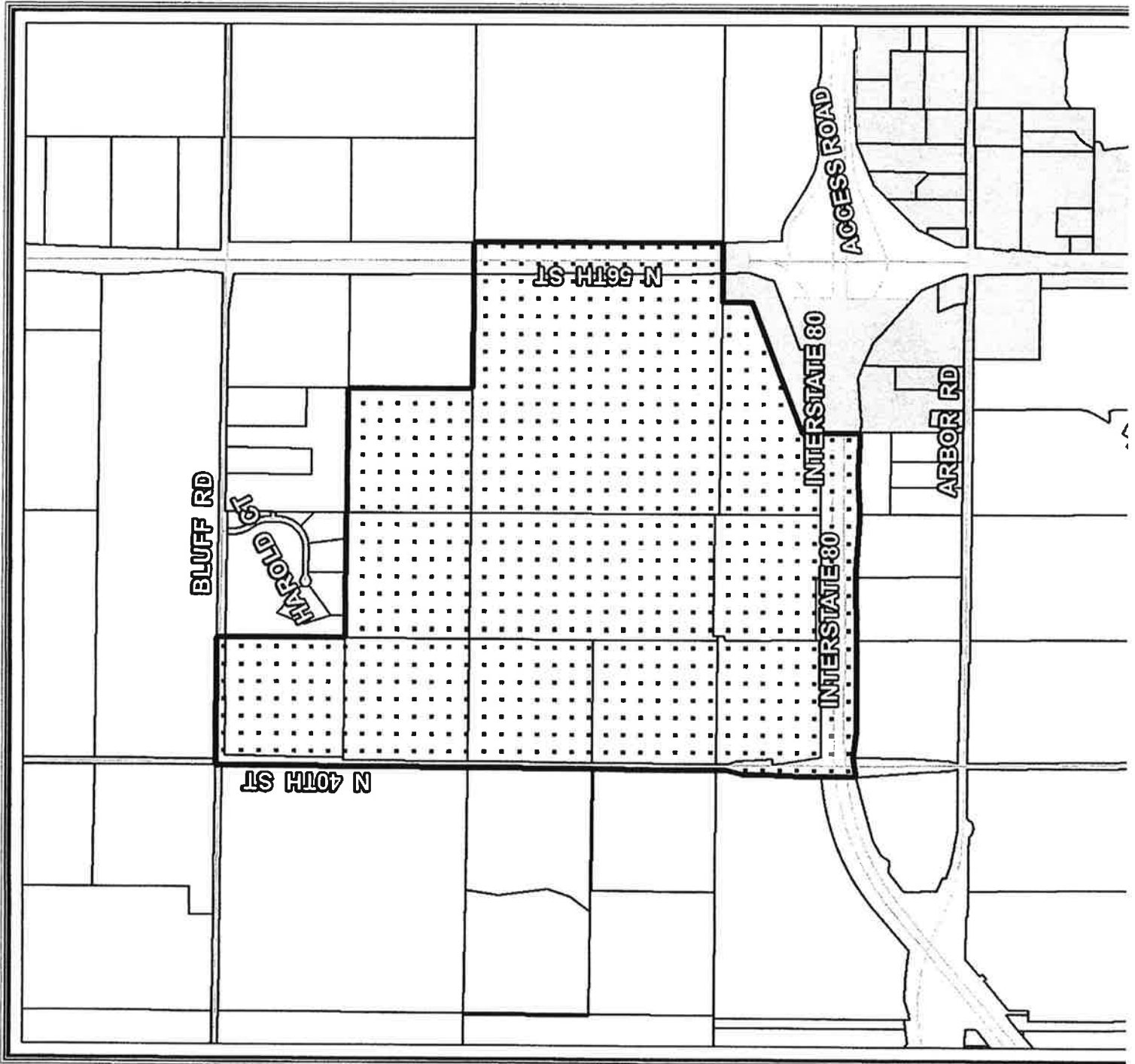
## Previous School District

#145 - Waverly

- Area of Annexation
- LPS District Boundary
- Lincoln City Limits
- Elementary Attendance Area
- High School Attendance Area
- Middle School Attendance Area



**NAGEL SITE**



## City of Lincoln Annexation & Affected LPS Boundaries

### Assigned LPS Schools

- Norwood Park Elementary School
- Dawes Middle School
- Northeast High School

### LPS School Board District

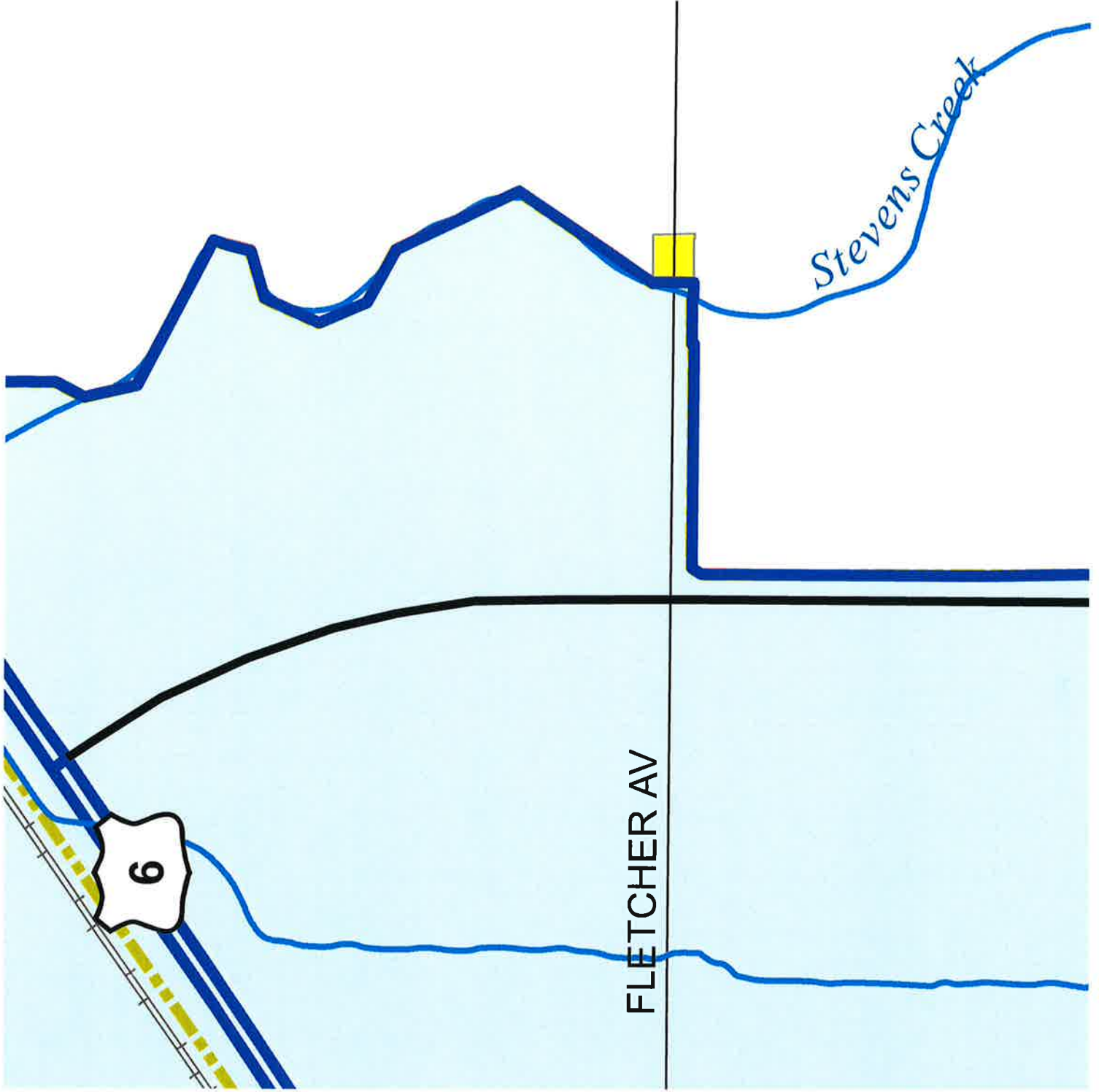
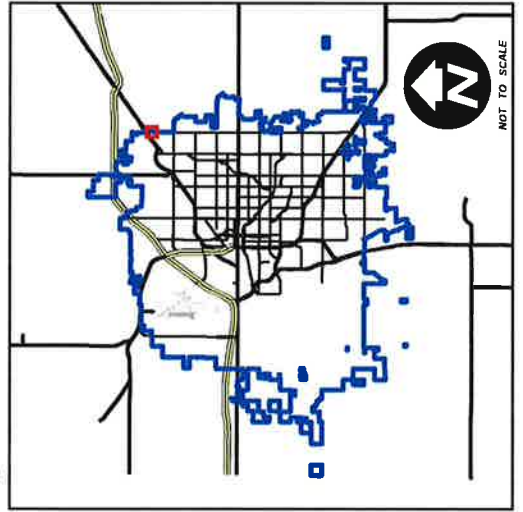
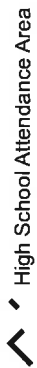
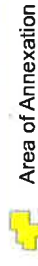
District 1

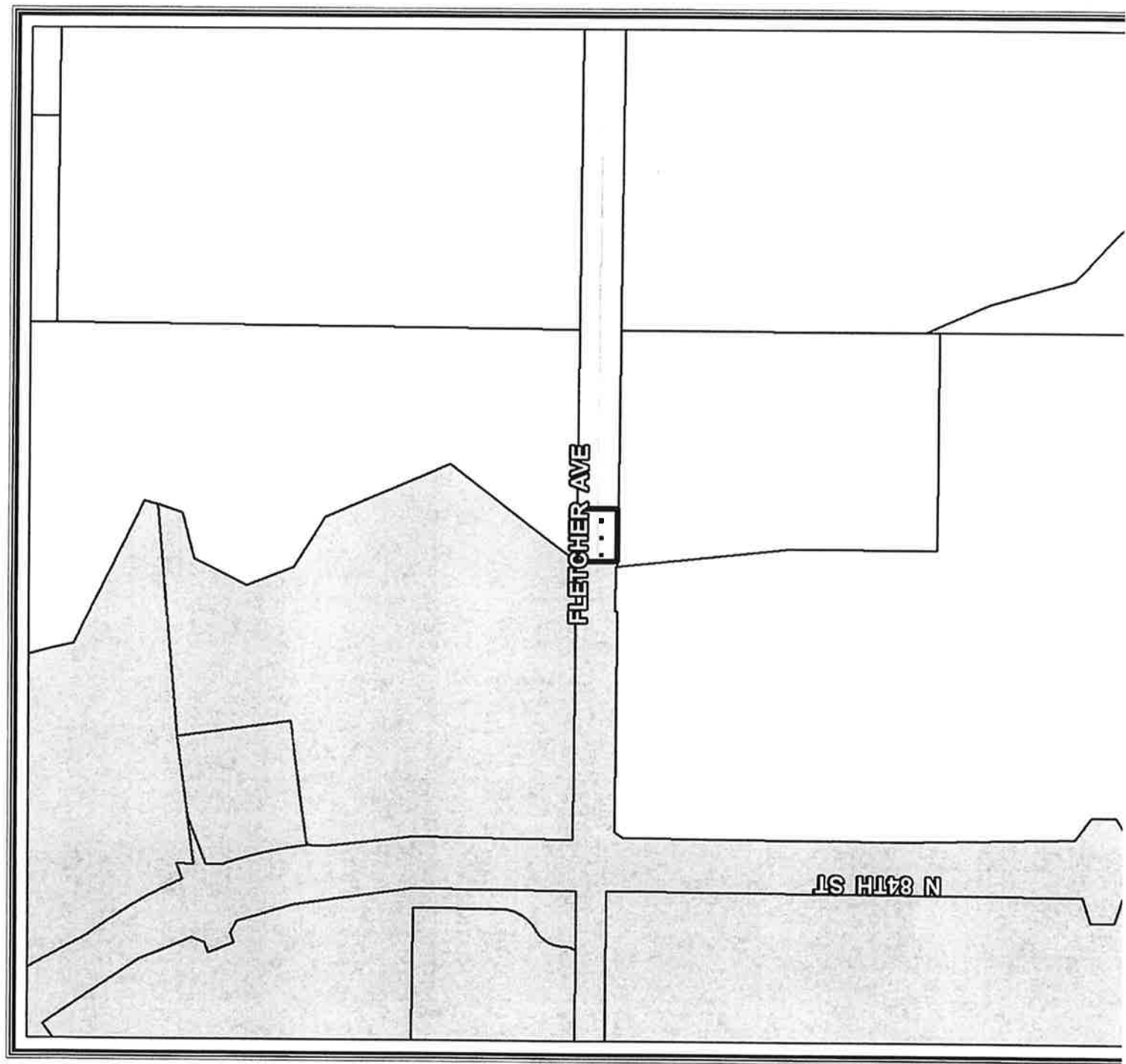
### City of Lincoln Information

Annexation Number: 19009  
 Ordinance Number: 20877  
 Name: Fletcher Avenue Bridge  
 Effective: February 11, 2020  
 Size: 0.25 Acres

### Previous School District

#145 - Waverly





FLETCHER AVE

N 24TH ST

## City of Lincoln Annexation & Affected LPS Boundaries

### Assigned LPS Schools

- Pershing Elementary School
- Mickle Middle School
- Northeast High School

### LPS School Board District

District 1

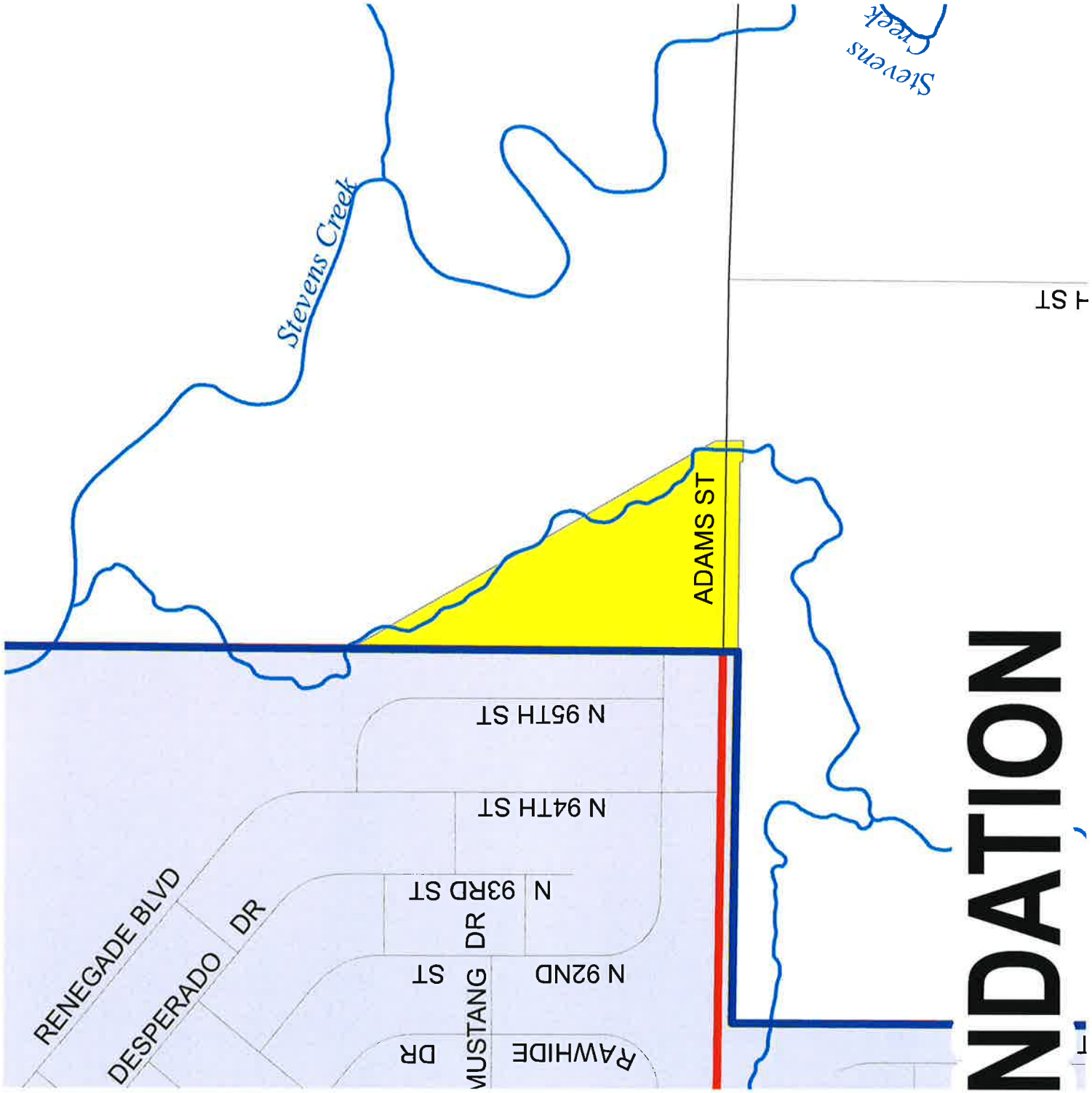
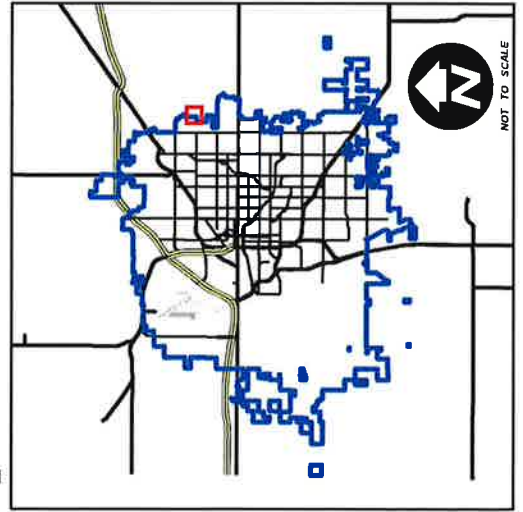
### City of Lincoln Information

Annexation Number: 20002  
 Ordinance Number: 20898  
 Name: Stevens Creek Villas  
 Effective: April 7, 2020  
 Size: 12.71 Acres

### Previous School District

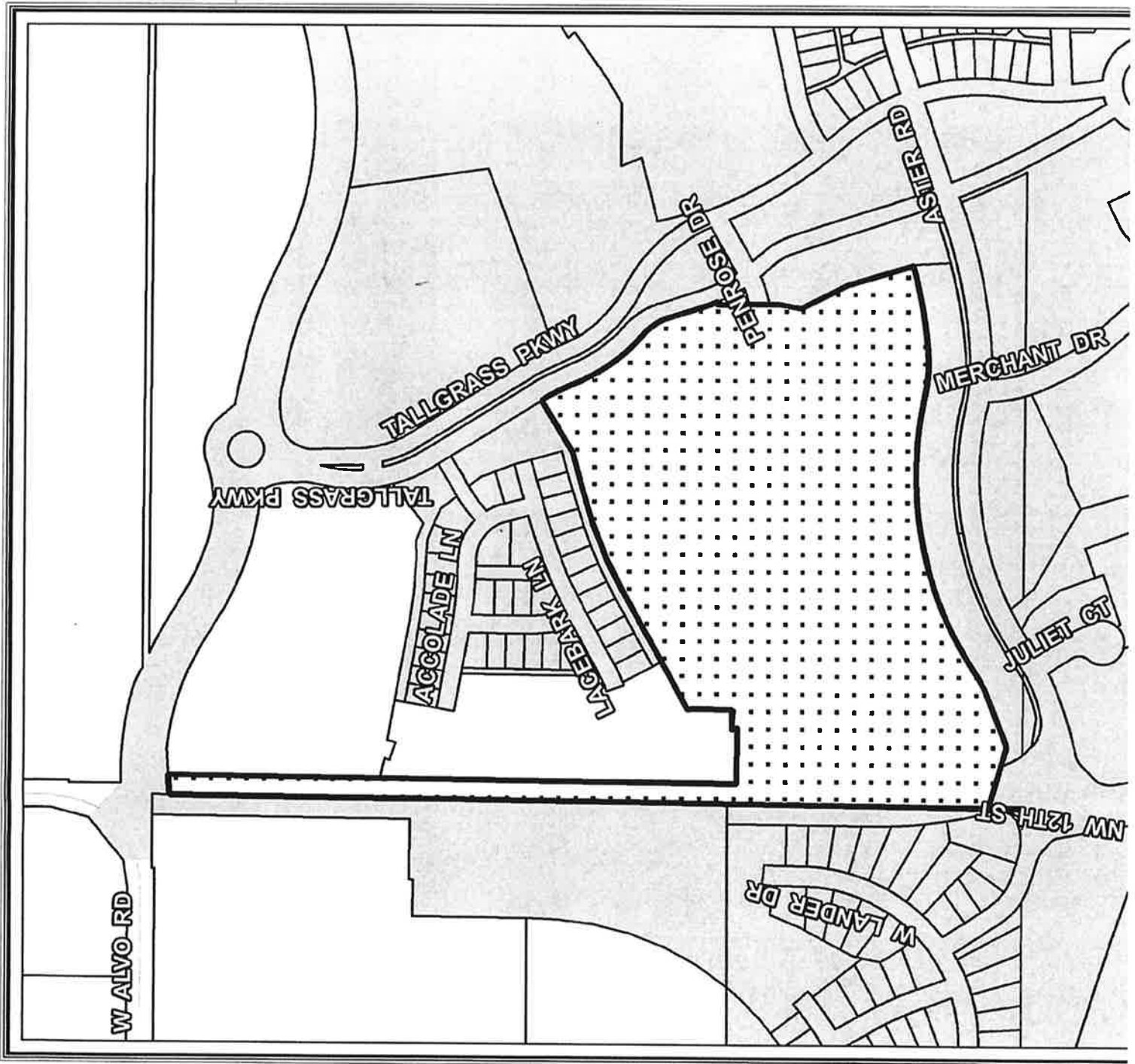
#145 - Waverly

- Area of Annexation
- LPS District Boundary
- Lincoln City Limits
- Elementary Attendance Area
- High School Attendance Area
- Middle School Attendance Area



# ANNEXATION





# City of Lincoln Annexation & Affected LPS Boundaries

## Assigned LPS Schools

- Kooser Elementary School
- Schoo Middle School
- North Star High School

## LPS School Board District

District 4

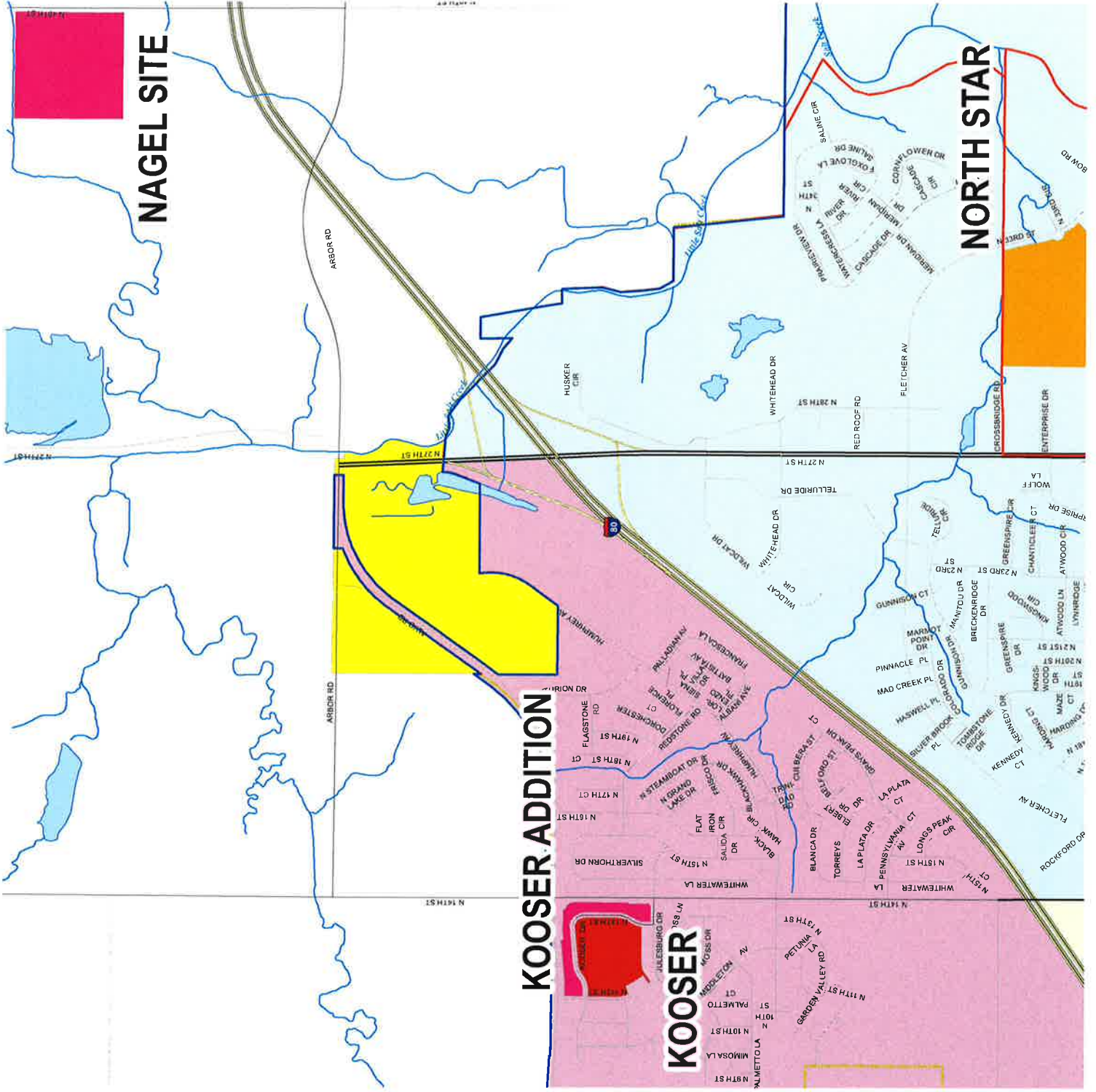
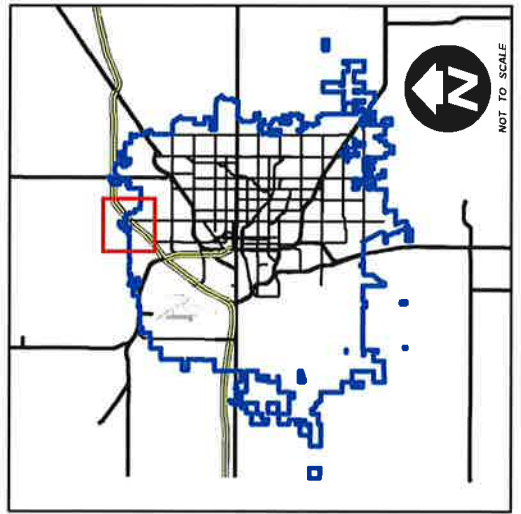
## City of Lincoln Information

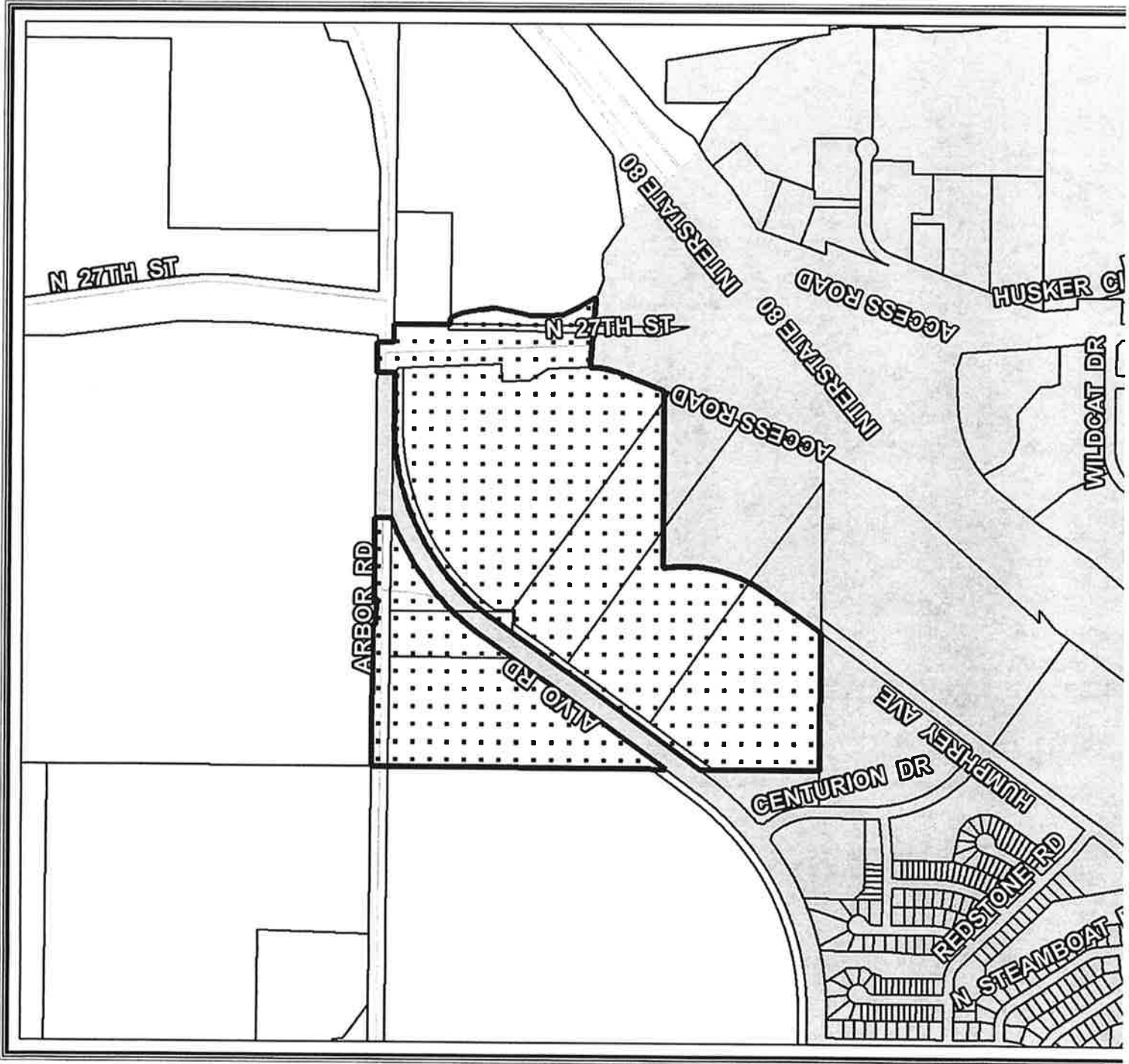
Annexation Number: 19001  
 Ordinance Number: 20842  
 Name: Stone Bridge Creek Commercial  
 Effective: December 3, 2019  
 Size: 118.54 Acres

## Previous School District

#145 - Waverly

- Area of Annexation
- LPS District Boundary
- Lincoln City Limits
- Elementary Attendance Area
- High School Attendance Area
- Middle School Attendance Area





**79-1205. Annual adjustment to boundaries; State Board of Education; duties.**

On or before August 1 of each year, the State Board of Education shall adjust the boundaries of any educational service unit the boundaries of which do not align with the boundaries of the member school districts on August 1 of such year. Such boundary adjustments shall align the boundaries of the educational service unit with the boundaries of the member school districts as the boundaries of the member school districts existed on August 1 of such year. Such boundary adjustments shall be referred to the appropriate county and educational service unit officials, and such officials shall implement the adjustments and make the necessary changes in the educational service unit maps and tax records.

**Source:** Laws 2007, LB603, § 10; Laws 2015, LB525, § 25.



# NEBRASKA

## DEPARTMENT OF EDUCATION

### PROPOSED AGENDA ITEM RATIONALE

**DATE:** May 19, 2020

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

**FROM:** Bryce Wilson, Director of Finance & Organizational Services

**PROPOSED AGENDA ITEM:** Approve school districts' requests for exclusions to the budget limitation in accordance with the provisions of the Tax Equity & Educational Opportunities Support Act.

#### **RATIONALE/BACKGROUND INFORMATION:**

##### **Early Childhood Education Grants**

Proposed Board Action: 1: Approve the amount for the 2019/20 Early Childhood Education Grants Expenditure Exclusion for the district shown on the attachment.

##### Rationale/Background Information 1:

Section 79-1028.01(2)(c) provides for the State Board to permit a district to exceed its budget authority for the general fund budget of expenditures for the amount received by the district for 2019/20 Early Childhood Education Grants if 2020/21 is the first year early childhood membership is included in the district's formula students. Department Staff have reviewed the request listed on the attachment and recommend approval. If approved, the school district may access additional budget authority. This request is applicable to the 2020/21 school district budget.

### **Native American Impact Aid**

Proposed Board Action: 2: Approve the exclusion amount for Native American Impact Aid Exclusion for the district shown on the attachment.

Rationale/Background Information 2:

Section 79-1028.01(1)(n) provides for the State Board to permit a district to exceed its budget authority for the general fund budget of expenditures for Federal Impact Aid received by the district. Districts that have land within its boundaries that is federal property classified as Indian lands under and have children in attendance who reside on Indian lands in accordance with 20 U.S.C. 7703(7) and have received funds in accordance with 20 U.S.C. 7703(a)(1)(c) are eligible for this exclusion. Department Staff have reviewed the request listed on the attachment and recommend approval. If approved, the school district may access additional budget authority.

### **Retirement Contribution Increase**

Proposed Board Action 3: Approve the exclusion amount for a Retirement Contribution Increase for the district shown on the attachment.

Rationale/Background Information 3: Section 79-1028.01(1)(e)&(f) provides for the State Board to permit a district to exceed its budget authority for the general fund budget of expenditures for a retirement contribution increase. Department Staff have reviewed the request listed on the attachment and recommend approval. If approved, the school district may access additional budget authority. This request is applicable to the 2020/21 school district budget.

### **Special Supplementary Grant**

Proposed Board Action: 4: Approve the grant listed on the attachment as a Special Supplementary Grant.

Rationale/Background Information 4: The State Board, pursuant to State Statute Section 79-1003(39), has designated Special Supplementary Grants from Corporations, Foundations, or Other Private Interests as special grant funds for budget limitations purposes. The individual grant listed on the attachment has been reviewed by Department Staff and appears to qualify as a special supplementary grant. If approved, the school district may access additional budget authority. This request is applicable to the 2020/21 school district budget.

### **Voluntary Termination Agreements**

Rationale/Background Information 5: Approve the exclusion amount for Voluntary Termination Agreements for the district shown on the attachment.

Rationale/Background Information 5:

Section 79-1028.01(1) (g), (i), (j), (k), provides for the State Board to permit a district to exceed its budget authority for the general fund budget of expenditures for expenditures for voluntary termination agreements. Department Staff have reviewed the request listed on the attachment and recommend approval. If approved, the school district may access additional budget authority. This request is applicable to the 2020/21 school district budget.

**PROPOSED BOARD MEETING (MONTH/YEAR):** June 2020

**ESTIMATED COST:** \$0

**Requests Relative to the Budgeting Provisions  
of the Tax Equity & Educational Opportunities Support Act  
For the 2020/21 School Year  
June 5, 2020**

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**Recommendation 1**

**Early Childhood Education Grants [Section 79-1028.01(2)(c)]**

County-District Number	School District Name	Amount to be Approved
59-0002	Norfolk Public Schools	\$186,288

**Recommendation 2**

**Native American Impact Aid [Section 79-1028.01(1)(n)]**

County-District Number	School District Name	Amount to be Approved	School Year
87-0016	UMO N HO N Nation Schools	\$6,500,000	2020-21
54-0505	Santee Community Schools	\$2,300,000	2020-21
87-0013	Walthill Public Schools	\$1,577,000	2020-21

**Recommendation 3**

**Retirement Contribution Increase [Section 79-1028.01(1)(e)&(f)]**

County-District Number	School District Name	Amount to be Approved
45-0007	O'Neill Public Schools	\$163,591
50-0503	Minden Public Schools	\$160,908
26-0001	Ponca Public Schools	\$91,437
34-0001	Southern Public Schools	\$85,433
40-0002	Grand Island Public Schools	\$1,960,750
37-0030	Elwood Public Schools	\$49,992
23-0002	Chadron Public Schools	\$187,339
84-0003	Stanton Community Schools	\$87,553
88-0021	Arcadia Public Schools	\$41,295
87-0016	UMO N HO N Nation Schools	\$204,630
54-0505	Santee Community Schools	\$110,308
59-0002	Norfolk Public Schools	\$806,960
55-0161	Raymond Central Public Schools	\$138,685
78-0072	Mead Public Schools	\$58,809
34-0100	Diller-Odell Public Schools	\$59,040
87-0013	Walthill Public Schools	\$100,874

**Recommendation 4**

**Special Supplementary Grant [Section 79-1003(40)]**

County-District Number	School District Name	Amount to be Approved	Source
45-0007	O'Neill Public Schools	\$89,137	School Violence Prevention Program

**Recommendation 5**

**Voluntary Termination Agreements [Section 79-1028.01(1)(g), (i), (j), (k)]**

<b>County-District Number</b>	<b>School District Name</b>	<b>Amount to be Approved</b>
85-2001	Bruning Davenport Unified Schools	\$93,342
37-0030	Elwood Public Schools	\$9,000



Matthew L. Blomstedt, Ph.D., Commissioner

# NEBRASKA

## DEPARTMENT OF EDUCATION

[www.education.ne.gov](http://www.education.ne.gov)  
301 Centennial Mall South  
P.O. Box 94987  
Lincoln, NE 68509-4987  
TEL 402.471.2295  
FAX 402.471.0117

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

**FROM:** Bryce Wilson, Administrator, Office of Financial & Administrative Services

**PROPOSED AGENDA ITEM:**

Approve the attached addition to the Special Grant Fund List for 2020/21 School District Budgeting.

**RATIONALE/BACKGROUND INFORMATION:**

Section 79-1003(40) requires the State Board of Education to identify special grant funds that are excluded from the definition of general fund budget of expenditures for purposes of calculating budget limitations of local school districts. Such funds would be treated as exclusions from school districts' general fund budget of expenditures for purposes of calculating budget limitations in accordance with state law.

For each school budget year, the list is revised and State Board approval is requested. This request is applicable to the 2020/21 school district budget.

**ESTIMATED COST:**

None.

**Addition to the 2020/21 SPECIAL GRANT FUND LIST**

71. Elementary & Secondary School Emergency Relief Funding (ESSERF)



# NEBRASKA

## DEPARTMENT OF EDUCATION

[www.education.ne.gov](http://www.education.ne.gov)  
301 Centennial Mall South  
P.O. Box 94987  
Lincoln, NE 68509-4987  
TEL 402.471.2295  
FAX 402.471.0117

### PROPOSED AGENDA ITEM RATIONALE

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

**FROM:** Bryce Wilson, Administrator of Finance & Organizational Services

**PROPOSED AGENDA ITEM:** Accept the 2019 Single Audit Report

**RATIONALE/BACKGROUND INFORMATION:** A single audit, is an organization-wide financial statement and federal awards' audit of a non-federal entity that expends \$750,000 or more in federal funds in one year as required by OMB Uniform Guidance. It is intended to provide assurance to the Federal Government that a non-federal entity has adequate internal controls in place, and is generally in compliance with program requirements. Non-federal entities typically include states, local governments, Indian tribes, universities, and non-profit organizations.

The attached Single Audit Management Letter notes the findings related to the Department of Education.

**ESTIMATED COST:**\$0

**FOR CONTRACTS AND GRANTS INDICATE THE FUNDING SOURCE:** N/A



## NEBRASKA AUDITOR OF PUBLIC ACCOUNTS

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Charlie Janssen  
State Auditor

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March 3, 2020

Matthew Blomstedt, Commissioner of Education  
Nebraska Department of Education  
301 Centennial Mall South  
PO Box 94987  
Lincoln, Nebraska 68509

Dear Commissioner Blomstedt:

Attached are the draft Single Audit Report findings for the Nebraska Department of Education for the fiscal year ended June 30, 2019. These findings have been discussed with Agency staff and corrective action plans are included.

We would like you to respond to this draft to advise us whether the findings contain any errors of any kind or if there are any responses or corrective action plans you would like to revise for the published version. If you choose to respond, we would appreciate it if you provide the response to us by **March 9, 2020**.

If we do not receive your response by **March 9, 2020**, the findings and corrective action plans will be issued in the Single Audit Report as written. Please send your response to the draft in Microsoft Word format (via email or on CD), to facilitate our typing process. You have the option of not responding.

Sincerely,

Charlie Janssen  
Auditor of Public Accounts

Enclosure

cc: Bryce Wilson, Senior Administrator  
Sheryl Hesseltine, Financial Systems and Reports Manager, DAS – Accounting

**1. Program:** CFDA 84.010 – Title I Grants to Local Educational Agencies – Subrecipient Monitoring & Special Tests and Provisions

**Grant Number & Year:** S010A180027, FFY 2019

**Federal Grantor Agency:** U.S. Department of Education

**Criteria:** Per 20 USC 6311(h)(1)(C) (2018), “Each State report card required under this subsection shall include the following information: . . . (iii)(II) high school graduation rates, including four-year adjusted cohort graduation rates . . . .”

Per 2 CFR § 200.303(a) (January 1, 2019) the non-Federal entity must do the following:

*Establish and maintain effective internal control over the Federal award that provides reasonable assurance that the non-Federal entity is managing the Federal award in compliance with Federal statutes, regulations, and the terms and conditions of the Federal award.*

Per 2 CFR § 200.331:

*All pass-through entities must: . . . (d) Monitor the activities of the subrecipient as necessary to ensure that the subaward is used for authorized purposes, in compliance with Federal statutes, regulations, and the terms and conditions of the subaward . . . .*

**Condition:** The Agency does not have adequate procedures to ensure local educational agencies (LEAs) maintain appropriate documentation for removing students from the regularly adjusted cohort rate.

**Repeat Finding:** No

**Questioned Costs:** None

**Statistical Sample:** No

**Context:** A State educational agency (SEA) and its LEAs must report graduation rate data for all public high schools at the school, LEA, and State levels using the four-year adjusted cohort rate. To remove a student from the cohort, a school or LEA must confirm, in writing, that the student transferred out, emigrated to another country, transferred to a prison or juvenile facility, or is deceased. To confirm that a student transferred out, the school or LEA must have official written documentation that the student enrolled in another school or in an educational program that culminates in the award of a regular high school diploma. A student who is retained in grade, enrolls in a GED program, or leaves school for any other reason may not be counted as having transferred out for the purpose of calculating graduation rate and must remain in the adjusted cohort. Title I Federal regulations require the SEA to ensure LEAs are maintaining appropriate documentation for removing students from the regularly adjusted cohort rate.

The Agency has guidance for the LEAs to complete the appropriate documentation for removing students from the regularly adjusted cohort rate, but no procedures to ensure the LEAs are following this guidance.

**Cause:** The Agency was unaware that such procedures needed to be implemented.

**Effect:** When the Agency is not monitoring appropriate documentation for removing students from the regularly adjusted cohort rate, there is an increased risk the LEAs will not be in compliance with the Federal requirements.

**Recommendation:** We recommend the Agency implement review procedures to ensure LEAs are maintaining appropriate documentation for removing students from the regularly adjusted cohort rate correctly in accordance with Federal guidance.

**Management Response:** NDE agrees and added a step in our monitoring process to address the removal of students from the graduation cohort.

**Corrective Action Plan:** The ESEA/ESSA Monitoring Checklist was updated on 11/13/19 to include this item: Schools and LEAs have implemented appropriate policies and procedures for documenting the removal of a student from the regular adjusted Graduation Cohort.

**Contact:** Beth Wooster

**Anticipated Completion Date:** Completed on 11/13/19

**2. Program:** CFDA 84.027 and 84.173 – Special Education Cluster (IDEA) – Allowability & Subrecipient Monitoring

**Grant Number & Year:** H027A170079, FFY 2018; H027A180079, FFY 2019

**Federal Grantor Agency:** U.S. Department of Education

**Criteria:** 2 CFR § 200.403 (January 1, 2019) requires costs charged to Federal programs to be reasonable, necessary, and adequately documented.

2 CFR § 200.430(i)(1) (January 1, 2019) states, in relevant part, the following:

*Charges to Federal awards for salaries and wages must be based on records that accurately reflect the work performed. These records must:*

\* \* \* \*

*(vii) Support the distribution of the employee's salary or wages among specific activities or cost objectives if the employee works on more than one Federal award; a Federal award and non-Federal award; an indirect cost activity and a direct cost activity; two or more indirect activities which are allocated using different allocation bases; or an unallowable activity and a direct or indirect cost activity.*

2 CFR § 200.331(d) (January 1, 2019) requires pass-through entities to do the following:

*Monitor the activities of the subrecipient as necessary to ensure the subaward is used for authorized purposes, in compliance with Federal statutes, regulations, and the terms and conditions of the subaward[.]*

2 CFR § 200.511(b) (January 1, 2019) states, in relevant part, the following:

*The summary schedule of prior audit findings must report the status of all audit findings included in the prior audit's schedule of findings and questioned costs . . . .*

\* \* \* \*

*(2) When audit findings were not corrected or were only partially corrected, the summary schedule must describe the reasons for the finding's recurrence and planned corrective action, and any partial corrective action taken. When corrective action taken is significantly different from corrective action previously reported in a corrective action plan or in the Federal agency's or pass-through entity's management decision, the summary schedule must provide an explanation.*

A good internal control plan requires that adequate documentation be maintained to support amounts claimed by and paid to subrecipients. Good internal control also requires procedures to ensure subrecipients are utilizing Federal funds passed through for authorized purposes and in compliance with all applicable regulations.

**Condition:** The Agency did not have adequate subrecipient monitoring procedures. For 16 of 25 subrecipient aid payments tested, documentation was not adequate to support that the amounts paid were in accordance with Federal requirements. A similar finding was noted in the prior audit.

Additionally, the Summary Schedule of Prior Audit Findings states, “Detailed accounting records have been collected to support all subrecipient aid payments.” However, as noted during testing, adequate support was not obtained for all subrecipient aid payments.

**Repeat Finding:** 2018-012

**Questioned Costs:** \$871,433 known (H027A170079, \$660,525; H027A180079, \$210,908)

**Statistical Sample:** No

**Context:** We tested 25 subrecipient payments, totaling \$4,148,180, and noted that \$871,433 did not have adequate documentation to support that expenditures were allowable and in accordance with Federal cost principles. Documentation provided with the reimbursement request usually included a general ledger printout and invoices for some expenses. The Agency did not have time-and-effort logs, time certifications, or other payroll documentation on file for all reimbursement requests. In some cases, time-and-effort logs were on file, but there was not adequate support to verify that the correct amount was charged to the program, as there was no documentation to support the employees’ full salary. In addition, some invoices did not have adequate support to verify that the purchases were for the Special Education program. For example, transportation services for \$118,698, college training for \$11,408, and the purchase of three vehicles for \$123,243 did not have adequate support to ensure the costs were for Special Education students.

Federal payment errors noted within the sample were \$871,433. The total Federal sample tested was \$4,148,180, and total subrecipient aid expenditures paid with Federal funds during the fiscal year were \$61,575,867. The Federal dollar error rate for the sample was 21.01% ( $\$871,433/\$4,148,180$ ), which estimates the potential dollars at risk for fiscal year 2019 to be \$12,937,090 (dollar error rate multiplied by population).

**Cause:** Inadequate procedures. The Agency hired two individuals to perform fiscal monitoring of the school districts on a three-year rotation, with the goal of helping the school districts improve their documentation. However, as of December 19, 2019, the Agency had completed the fiscal monitoring for only seven schools.

**Effect:** Without adequate supporting documentation and monitoring procedures, there is an increased risk that Federal awards could be used for unallowable costs.

**Recommendation:** We recommend the Agency improve procedures to monitor subrecipients, including a review of payroll documentation from each subrecipient. We further recommend adequate documentation be maintained to support that expenditures are allowable and in accordance with Federal cost principles.

**Management Response:** The Department of Education continually evaluates policies and procedures to ensure compliance with Federal and State guidance. We will review procedures to monitor adequate documentation be maintained to support that expenditures are allowable and in accordance with Federal cost principles.

**Corrective Action Plan:** We have started a new a fiscal review department which will be conducting in-depth onsite reviews and collecting the required documentation. Additionally, NDE has been working with the APA office to ensure these fiscal reviews meet all necessary requirements.

**Contact:** Jen Utemark

**Anticipated Completion Date:** July 2020

**3. Program:** CFDA 84.027 and 84.173 – Special Education Cluster (IDEA) – Earmarking

**Grant Number & Year:** H027A160079, FFY 2017; H027A180079, FFY 2019; H173A180077, FFY 2019

**Federal Grantor Agency:** U.S. Department of Education

**Criteria:** 34 CFR § 300.705 and 300.816 (July 1, 2018) describe how funds are to be allocated to the Local Education Agencies (LEAs) for the IDEA Part B and IDEA Preschool Grant Programs.

34 CFR § 300.705(b) (July 1, 2018) states, in relevant part, the following:

*For each fiscal year for which funds are allocated to States under §300.703, each State shall allocate funds as follows:*

\* \* \* \*

*(3) After making allocations under paragraph (b)(1) of this section, as adjusted by paragraph (b)(2) of this section, the State must – (i) Allocate 85 percent of any remaining funds to those LEAs on the basis of the relative numbers of children enrolled in public and private elementary schools and secondary schools within the LEA’s jurisdiction; and (ii) Allocate 15 percent of those remaining funds to those LEAs in accordance with their relative numbers of children living in poverty, as determined by the SEA.*

34 CFR § 300.816(c) (July 1, 2018) states, in relevant part, the following:

*After making allocations under paragraph (a) of this section, the State must – (1) Allocate 85 percent of any remaining funds to those LEAs on the basis of the relative numbers of children enrolled in public and private elementary schools and secondary schools within the LEA’s jurisdiction; and (2) Allocate 15 percent of those remaining funds to those LEAs in accordance with their relative numbers of children living in poverty, as determined by the SEA.*

Good internal controls require procedures to ensure that membership counts are correct for the public school district, which includes ensuring that the non-public school counts are included in the correct public school district.

**Condition:** The Agency did not allocate funds correctly for 5 of 25 subrecipients tested.

**Repeat Finding:** No

**Questioned Costs:** None

**Statistical Sample:** No

**Context:** Allocations are made to the LEAs based on the total membership counts of the public school districts and the number of children living in poverty in the public school district. The membership counts must also include the number of children who attend non-public schools within the public school district.

We tested the allocation for 25 school districts that were paid during the fiscal year ended June 30, 2019. We tested the 2017-2018 school year allocation for 16 school districts, and the 2018-2019 allocation for 9 school districts. The Agency did not include the non-public school membership counts within the correct public school districts for 2 of the 16 schools tested for the 2017-2018 allocation and 3 of the 9 schools tested for the 2018-2019 allocation. As a result of including the non-public schools membership counts in the incorrect public school districts, the allocations to the public school districts were incorrect. Variances ranged from \$3,375 over-allocated to \$57,073 under-allocated.

The total dollar error noted for school year 2017-2018 for the schools tested was \$9,302 for grant H027A160079. The total dollar error noted for school year 2018-2019 for the schools tested was \$60,250 for grant H027A180079 and \$68 for grant H173A180077.

**Cause:** Employee error.

**Effect:** Without adequate procedures to ensure the allocation to school districts is correct, there is an increased risk the LEAs will not be allocated the correct amount.

**Recommendation:** We recommend the Agency implement procedures to ensure that the allocation of funds to the LEAs is correct.

**Management Response:** The Nebraska Department of Education Special Education Office will implement additional procedures to verify the accuracy of non-public school membership totals applied to the appropriate public school district Individuals with Disabilities Education Act (IDEA) allocation calculations.

**Corrective Action Plan:** The Nebraska Department of Education Special Education Office will implement additional procedures to verify the accuracy of non-public school membership totals applied to the appropriate public school district Individuals with Disabilities Education Act (IDEA) allocation calculations. An additional person will review and verify the accuracy of the initial calculation of non-public school membership totals to the appropriate public school district allocation calculations. This additional procedure will be included in calculating FFY2020 IDEA grant allocations and documented by June 1, 2020.

**Contact:** Greg Prochazka

**Anticipated Completion Date:** June 1, 2020

**4. Program:** CFDA 84.126 – Rehabilitation Services Vocational Rehabilitation Grants to States – Allowability

**Grant Number & Year:** H126A190039, FFY 2019

**Federal Grantor Agency:** U.S. Department of Education

**Criteria:** Per 2 CFR § 200.403 (January 1, 2019), allowable costs must be necessary, reasonable, and adequately documented.

Per Title 92 NAC 72-005.01, “The program shall retain a vested interest in any items of equipment in which its share of the current market value is \$5,000 or more.”

2 CFR § 200.302(b) (January 1, 2019) states, in relevant part, the following:

*The financial management system of each non-Federal entity must provide for the following . . . (4) Effective control over, and accountability for, all funds, property, and other assets. The non-Federal entity must adequately safeguard all assets and assure that they are used solely for authorized purposes.*

**Condition:** The Agency did not have documentation showing that the program retained a vested interest in equipment in which its share of the current market value is at least \$5,000. A similar finding was noted in the prior audit.

**Repeat Finding:** 2018-013

**Questioned Costs:** None

**Statistical Sample:** No

**Context:** All three equipment expenditures tested lacked documentation of vested interest, as follows:

- For one client tested, the Agency did not have an agreement to establish the Agency's vested interest in equipment. The client received a Silencer Hydraulic Chute for \$19,500 to assist him with his farm duties.
- For two clients tested, the Agency had an agreement, but the contract did not establish the Agency's vested interest in the equipment. The clients received a driving system modification for \$34,842 and \$58,890 to assist with driving.

The equipment cost more than \$5,000 for each of these clients, yet the Agency did not have equipment agreements that formally established the Agency's vested interest in these items. However, we did not consider these costs to be questioned, as it appeared the equipment was still in use.

Per the Summary Schedule of Prior Audit Findings, Nebraska VR implemented a process on April 1, 2019, within their case management system to ensure equipment agreements are completed for all equipment purchases going forward that exceed \$5,000. For one of the contracts observed, signed April 1, 2019, the agreement did not establish the Agency's vested interest in the equipment. Per discussion with the Agency, exceptions are carved out in the program manual for personalized equipment that is not traced in the VR's system. However, there are no provisions for exceptions in the NAC regulations.

Total Federal aid expenditures for the fiscal year was \$2,611,900.

**Cause:** The Agency implemented a new process on April 1, 2019; however, the Agency is excluding certain items due to the personalized nature of the equipment. There are no exclusions provided for in State regulations, and there is no evidence that the equipment would not have any salvage value.

**Effect:** The Agency is not in compliance with State and Federal regulations. Additionally, when policies and procedures are not followed, there is an increased risk for the loss or misuse of funds.

**Recommendation:** We recommend the Agency comply with State and Federal regulations and maintain a vested interest in all equipment over \$5,000.

**Management Response:** Nebraska VR implemented a process on April 1, 2019 in their case management system to ensure equipment agreements are completed. The three purchases reviewed during this audit were all authorized prior to the new process being implemented.

**Corrective Action Plan:** Nebraska VR will review its policy regarding the exclusion of certain items due to the personalized nature of the equipment to ensure they are in compliance with State and Federal regulations and make changes to the policy. Programming changes will be made to Nebraska VR's data system to support the changes in policy. Additional programming will include a report for monitoring all equipment purchases to ensure compliance.

**Contact:** Lindy Foley

**Anticipated Completion Date:** April 1, 2020

**5. Program:** CFDA 84.126 – Rehabilitation Services Vocational Rehabilitation Grants to States – Eligibility

**Grant Number & Year:** H126A190039, FFY 2019

**Federal Grantor Agency:** U.S. Department of Education

**Criteria:** 29 USC § 722(b)(3)(F) (2018) states, in relevant part, the following:

*The individualized plan for employment shall be developed as soon as possible, but not later than a deadline of 90 days after the date of the determination of eligibility described in paragraph (1), unless the designated State unit and the eligible individual agree to an extension of that deadline to a specific date by which the individualized plan for employment shall be completed.*

Per the Vocational Rehabilitation (VR) Program Manual:

*The IPE is to be completed within 90 days of the date the client was determined eligible for VR. If the IPE is approved 91 days or more after the Eligibility Decision VR must:*

- *Obtain the client's agreement to the extension*
- *Identify the date when the IPE will be completed*
- *Provide an explanation as to why the time required for IPE Approval has exceeded 90 days must be documented.*

A good internal control plan requires procedures to ensure Individual Plans for Employment (IPEs) are developed within 90 days of eligibility determination.

**Condition:** For 5 of 5 clients tested, the IPE was not developed within 90 days of eligibility determination. Additionally, there was no documentation of an agreement allowing for the extensions of the deadline to a specific date. A similar finding was noted in the prior audit.

**Repeat Finding:** 2018-014

**Questioned Costs:** None

**Statistical Sample:** No

**Context:** For 5 of 5 clients tested, the IPE was not developed within 90 days of eligibility determination; the IPEs were 948 to 1,587 days late. There was no documentation of an agreement allowing for the extensions of the deadline to a specific date.

**Cause:** The system function to require IPE extensions past 90 days was implemented on October 2, 2019. Prior to this date, offices were not documenting extensions.

**Effect:** The IPE's purpose is to document the client's goal for employment, the services needed, and the job being pursued. When the IPE is not completed timely, the client is left without a formal plan for success, jeopardizing his or her opportunity to succeed in the program. Additionally, the Agency is not in compliance with 29 USC § 722(b)(3)(F), as well as its own program manual.

**Recommendation:** We recommend the Agency implement procedures to ensure that IPEs are developed within 90 days of eligibility.

**Management Response:** During October 2019 Nebraska VR implemented a change to their case management system that requires an IPE be completed within 90 days or an extension be completed. The IPE's reviewed during this audit were for clients that applied prior to the system change being put into place.

**Corrective Action Plan:** Nebraska VR will continue to monitor both the timely completion of IPE's and the IPE extensions as part of the team Compliance Review that are completed annually.

**Contact:** Lindy Foley

**Anticipated Completion Date:** Completed

**6. Program:** CFDA 84.287 – Twenty-First Century Community Learning Centers – Allowability & Subrecipient Monitoring

**Grant Number & Year:** S287C160027, FFY 2017 and S287C170027, FFY 2018

**Federal Grantor Agency:** U.S. Department of Education

**Criteria:** Per 2 CFR § 200.403 (January 1, 2019), allowable costs must be necessary, reasonable, and adequately documented.

2 CFR § 200.430(i)(1) (January 1, 2019) states, in relevant part, the following:

*Charges to Federal awards for salaries and wages must be based on records that accurately reflect the work performed. These records must:*

\* \* \* \*

*(vii) Support the distribution of the employee's salary or wages among specific activities or cost objectives if the employee works on more than one Federal award; a Federal award and non-Federal award; an indirect cost activity and a direct cost activity; two or more indirect activities which are allocated using different allocation bases; or an unallowable activity and a direct or indirect cost activity.*

2 CFR § 200.331 (January 1, 2019) states, in relevant part, the following:

*All pass-through entities must:*

\* \* \* \*

*(d) Monitor the activities of the subrecipient as necessary to ensure that the subaward is used for authorized purposes, in compliance with Federal statutes, regulations, and the terms and conditions of the subaward; and that subaward performance goals are achieved. Pass-through entity monitoring of the subrecipient must include:*

*(1) Reviewing financial and performance reports required by the pass-through entity.*

*(2) Following-up and ensuring that the subrecipient takes timely and appropriate action on all deficiencies pertaining to the Federal award provided to the subrecipient from the pass-through entity detected through audits, on-site reviews, and other means.*

*(3) Issuing a management decision for audit findings pertaining to the Federal award provided to the subrecipient from the pass-through entity as required by §200.521 Management decision.*

\* \* \* \*

*(f) Verify that every subrecipient is audited as required by Subpart F—Audit Requirements of this part when it is expected that the subrecipient's Federal awards expended during the respective fiscal year equaled or exceeded the threshold set forth in §200.501 Audit requirements.*

A good internal control plan requires that adequate documentation be maintained to support amounts claimed by and paid to subrecipients. Good internal control also requires procedures to ensure subrecipients are utilizing Federal funds passed through for authorized purposes and in compliance with applicable regulations. Finally, good internal control requires procedures to ensure audits are reviewed.

**Condition:** The Agency did not have adequate support on file for 15 of 19 subrecipient aid payments tested. Additionally, subrecipient Single audits were not obtained timely.

**Repeat Finding:** No

**Questioned Costs:** \$449,034 known (S287C160027, \$61,564; S287C170027, \$387,470)

**Statistical Sample:** No

**Context:** We tested 19 subrecipient payments, totaling \$722,311, and noted that \$449,034 did not have adequate supporting documentation to support that expenditures were allowable and in accordance with Federal cost principles. Supporting documentation was provided with the reimbursement request; however, this was usually a general ledger printout and some invoices. Some reimbursement requests included a time-and-effort log or time certification for one employee; however, several employees' salaries were included in the reimbursement requests. In addition, the payroll documentation did not contain adequate detail for allocated payroll to determine the amounts claimed were proper. The monitoring performed by the Agency did not include adequate support to ensure the subrecipients used the subaward for allowable activities.

Subrecipient aid payments for the fiscal year ended June 30, 2019, totaled \$6,543,605. Based on the sample tested, the case error rate was 78.94% (15/19). The dollar error rate for the sample was 62.17% (\$449,034/\$722,311), which estimates potential dollars at risk for fiscal year 2019 to be \$4,068,159 (dollar error rate multiplied by population).

We also noted that the Agency did not monitor non-profit subrecipients' to ensure: 1) Single audits were completed when required; 2) the audits were reviewed timely; and 3) findings contained therein were followed-up and management decisions issued. Total payments to the three non-profit subrecipients during fiscal year 2019 were \$1,806,994.

**Cause:** Inadequate procedures.

**Effect:** Without adequate supporting documentation and adequate monitoring procedures, there is an increased risk that Federal awards could be used for unallowable costs.

**Recommendation:** We recommend the Agency improve procedures to monitor subrecipients, including reviewing both detailed supporting documentation for expenditures and payroll documentation for each subrecipient. We further recommend adequate documentation be maintained to support that expenditures are allowable and in accordance with Federal cost principles. Finally, we recommend the Agency ensure subrecipient audits are reviewed timely.

**Management Response:** The fiscal analyst and 21<sup>st</sup> CCLC director conduct a desk review of each reimbursement request, which includes the grantee general ledger, to assure expenditures are allowable, reasonable and within the budget and performance period. If there are any unusual or questionable expenditures, sub-grantees are contacted to provide additional documentation or justification. Virtual visits and desk monitoring are additional strategies we use to provide oversight. All programs receive an on-site monitoring visit in year 3 of the 5-year grant where the director reviews selected financial documentation and employee time and effort information. The Nebraska 21<sup>st</sup> CCLC program utilizes a risk-assessment instrument to identify programs that may require interim monitoring or additional oversight. A revised Nebraska 21<sup>st</sup> CCLC monitoring checklist was implemented for the 2019-20 school year and includes a section that identifies the uniform federal program requirements that in the future will be monitored by the NDE Grant Compliance office every 3 years.

**Corrective Action Plan:** We have started a new a fiscal review department which will be conducting in-depth onsite reviews and collecting the required documentation. Additionally, NDE has been working with the APA office to ensure these fiscal reviews meet all necessary requirements.

**Contact:** Jan Handa

**Anticipated Completion Date:** July 2020

**APA Response:** A general ledger shows that costs were charged to the Program, but it does not provide support that the costs charged were proper and allowable per Federal guidelines. The on-site monitoring provided during the audit did not contain sufficient documentation to ensure that the subrecipient expenditures were reasonable and allowable.

**7. Program:** CFDA 84.287 – Twenty-First Century Community Learning Centers – Special Tests and Provisions

**Grant Number & Year:** S287C160027, FFY 2017; S287C170027, FFY 2018

**Federal Grantor Agency:** U.S. Department of Education

**Criteria:** Title 34 CFR § 299.7(a)(1) (July 1, 2018) states, in relevant part, the following:

*Expenditures of funds . . . for services for eligible private school children and their teachers and other educational personnel must be equal on a per-pupil basis to the amount of funds expended for participating public school children and their teachers and other educational personnel . . . .*

20 U.S.C. § 7881(a)(1) (2018) provides the following:

*Except as otherwise provided in this chapter, to the extent consistent with the number of eligible children in areas served by a State educational agency, local educational agency, educational service agency, consortium of those agencies, or another entity receiving financial assistance under a program specified in subsection (b), who are enrolled in private elementary schools and secondary schools in areas served by such agency, consortium, or entity, the agency, consortium, or entity shall, after timely and meaningful consultation with appropriate private school officials provide to those children and their teachers or other educational personnel, on an equitable basis, special educational services or other benefits that address their needs under the program.*

A good internal control plan requires procedures to ensure services provided are equal on a per-pupil basis in accordance with Federal regulations.

**Condition:** The Agency did not have procedures to ensure expenditures were equal on a per-pupil basis for private school and public school children.

**Repeat Finding:** No

**Questioned Costs:** None

**Statistical Sample:** No

**Context:** The Agency required annual consultations between public schools and the non-public schools within each school district, but it failed to review or maintain appropriate documentation to support that expenditures were, in fact, equal on a per-pupil basis for private and public school children.

The Agency required participating entities to have 10% of their openings available for non-public schoolchildren. The percentage was an approximation for the State, not based on the actual percentage per school district. If the openings were not filled, the participating entities were allowed to offer them to public school children; however, the State did not monitor this process or verify that equitable services were provided for compliance with Federal regulations.

**Cause:** Lack of procedures to monitor and document compliance with participation requirements.

**Effect:** Noncompliance with Federal regulations could result in sanctions. There is an increased risk for inequitable funding for public and private school children.

**Recommendation:** We recommend the Agency implement procedures to ensure expenditures for public and private school children are equal on a per-pupil basis, and adequate documentation is maintained to support the Agency's compliance with Federal regulations.

**Management Response:** The Nebraska 21<sup>st</sup> CCLC program follows the guidance provided by staff at the US Department of Education to all SEAs regarding participation of eligible students attending a nonpublic school. The Nebraska 21<sup>st</sup> CCLC Grantee Assistance Guide includes a section on "Nonpublic School Participants" and describes the annual consultation requirement. It specifically notes "students who reside within the geographic boundaries of an eligible public school building receiving services from a 21st CCLC grant but attend a nonpublic school outside these boundaries or are home schooled are also eligible to attend the 21<sup>st</sup> CCLC program". Under the "Equitable Access" section of this guide it clearly states "A public school or other public or private organization that is awarded a grant must offer to provide equitable services to nonpublic or home-schooled students and their families, if those students reside within the attendance area of the qualified public school buildings served by the grant." All students (public and private) receive the same opportunities for academic support, enrichment and an afterschool snack.

**Corrective Action Plan:** No Corrective Action Needed

**Contact:** Jan Handa

**Anticipated Completion Date:** N/A

**APA Response:** There is no documentation that the subrecipients complied with the guidelines established by the State. Furthermore, there is no documented Federal guidance to support that the State's practice meets the requirement of equitable funding between public and non-public schoolchildren.

8. **Program:** CFDA 84.367 – Supporting Effective Instruction State Grant – Allowability & Subrecipient Monitoring

**Grant Number & Year:** S367A170026, grant period 7/1/2017 to 9/30/2019, and S367A180026, grant period 7/1/2018 to 9/30/2020

**Federal Grantor Agency:** U.S. Department of Education

**Criteria:** 2 CFR § 200.403 (January 1, 2019) requires costs charged to Federal programs to be reasonable, necessary, and adequately documented.

2 CFR § 200.430(i)(1) (January 1, 2019) states, in relevant part, the following:

*Charges to Federal awards for salaries and wages must be based on records that accurately reflect the work performed. These records must:*

\* \* \* \*

*(vii) Support the distribution of the employee's salary or wages among specific activities or cost objectives if the employee works on more than one Federal award; a Federal award and non-Federal award; an indirect cost activity and a direct cost activity; two or more indirect activities which are allocated using different allocation bases; or an unallowable activity and a direct or indirect cost activity.*

2 CFR § 200.331 (January 1, 2019) states, in relevant part, the following:

*All pass-through entities must:*

\* \* \* \*

*(d) Monitor the activities of the subrecipient as necessary to ensure that the subaward is used for authorized purposes, in compliance with Federal statutes, regulations, and the terms and conditions of the subaward[.]*

A good internal control plan requires that adequate documentation be maintained to support amounts paid to subrecipients. Good internal control also requires procedures to ensure subrecipients are utilizing Federal funds for authorized purposes and in compliance with all applicable regulations.

**Condition:** The Agency did not have adequate subrecipient monitoring procedures. For three of five subrecipient payments tested, documentation was not adequate to support that the amounts paid were in accordance with Federal requirements. A similar finding was noted in the prior audit.

**Repeat Finding:** 2018-015

**Questioned Costs:** \$1,802,192 known (S367A170026, \$1,531,578; S367A180026, \$270,614)

**Statistical Sample:** No

**Context:** The Agency awards subgrants to schools for the Supporting Effective Instruction State Grant (Title IIA), and these subrecipients request reimbursement periodically during the fiscal year. The Agency requires supporting documentation to be provided with the reimbursement request. However, for payroll expenditures, the Agency required only a report from the subrecipients' accounting system that showed the amount paid with Title IIA funds to each employee. The Agency did not require time-and-effort logs, time certifications, or other payroll documentation.

Subrecipient payments made by the Agency for the fiscal year totaled \$9,031,171. We tested five subrecipient payments, totaling \$2,231,473, and reviewed the monitoring for each. We noted that four of these payments tested included reimbursement for payroll expenses. Three of those payments did not have adequate documentation on file to support that payroll costs were allowable and in accordance with Federal cost principles, nor did the on-site reviews include documentation that Title IIA payroll records were adequately tested.

**Cause:** Corrective action procedures were not fully implemented during the fiscal year. The Agency hired two individuals to perform fiscal monitoring of the school districts on a three-year rotation, with the goal of helping the school districts improve their documentation. As of December 19, 2019, the Agency had completed the fiscal monitoring for seven schools.

**Effect:** Without adequate supporting documentation and adequate monitoring procedures, there is an increased risk that Federal awards could be used for improper/unallowable costs.

**Recommendation:** We recommend the Agency continue to improve procedures to ensure subrecipient payments are in accordance with Federal requirements.

**Management Response:** The Department of Education continually evaluates policies and procedures to ensure compliance with Federal and State guidance. We will review procedures to ensure subrecipient payments are in accordance with Federal requirements.

**Corrective Action Plan:** We have started a new a fiscal review department which will be conducting in-depth onsite reviews and collecting the required documentation. Additionally, NDE has been working with the APA office to ensure these fiscal reviews meet all necessary requirements.

**Contact:** Jen Utemark

**Anticipated Completion Date:** July 2020

DRAFT

# NASBE

National Association of  
State Boards of Education

## Benefits of NASBE Membership

The National Association of State Boards of Education (NASBE) develops, supports, and empowers citizen leaders on state boards of education to strengthen public education systems so students of all backgrounds and circumstances are prepared to succeed in school, work, and life. For more than 60 years, NASBE has been the only organization focused on state boards.

**Attending Events Designed for State Boards.** NASBE hosts meetings each year for board members to engage with national experts and network with peers from other states. Membership includes the following:

- two free registrations to the New Member Institute, including travel and lodging (in 2020 only, available free to all state board members on a virtual platform due to covid lockdown)
- discounted registration for NASBE's Annual Conference
- discounted registration for NASBE's Legislative Conference

**Building the Knowledge and Elevating the Role of State Boards.** Throughout the year, members may take advantage of opportunities to learn more about trending education topics, explore the latest research and evidence available for policymaking, learn about initiatives in other states, and share their successes with the wider membership. NASBE offerings include the following:

- special interest meetings and convenings that bring together state board members and national policy experts to examine key policy issues affecting state boards
- webinars and publications on topics of high interest to state board members
- regularly scheduled virtual "office hours" for members to join with fellow board members across the country to gain insight into shared state policy issues.

**Leveraging a Trusted, Knowledgeable, and Expert Staff.** At a state board's request, NASBE's team will identify best practices, share policy lessons learned from other states, and provide a national landscape on a specific issue. NASBE's team can also offer personalized support, including needs assessment, a policy audit, or a goal-setting process.

**Empowering State Boards and Capacity Building.** NASBE offers member boards tools and resources to enable them to create the conditions for students to achieve excellence:

- state board strategic planning
- boardsmanship
- board self-evaluation
- leading for equity and excellence

**Receiving NASBE Publications.** Members turn to NASBE for accurate and research-based information about the latest issues in education.

- *State Education Standard.* Our journal, written by subject-matter experts, provides cover-to-cover insight into select education policy issues of the day.

- *Education Leaders Reports* cover hot topics as well as over-the-horizon thinking on education. They provide background on policy issues, relevant research, and practical steps that the research findings imply for state policymaking.
- *State Innovations* provide concise examples of the policymaking experiences of particular state boards of education. These reports serve as a source of new ideas for other states' policymaking, contacts to enable cross-state networking on key issues, and benchmarking.
- *Policy Updates* are two-page briefs on changes in federal education policy, state policy impacts, and trends in education.
- *Power of the Question*. Questions are a powerful policy lever. These brief publications help boards know what to ask on particular policy topics on their agendas.
- *State Board Insight*. Data and trend analysis drawn directly from state boards' monthly meeting agendas and minutes.
- *Boardsmanship Reviews* offer practical ideas on how to become a better member of a state board of education.

**Applying for State Stipends.** On selected board issues, NASBE offers competitive grant stipends to member state boards to further their state work. Stipends may be used to cover in-state meetings, technical assistance, and board professional development.

**Elevating a National Voice.** As the national voice of state board members in the United States and U.S. territories, NASBE has long represented its membership on critical education issues before Congress, the U.S. Department of Education, and other federal agencies. Member states are entitled to name one individual to serve on the Government Affairs Committee, which coordinates this work, and one individual to serve on the Public Education Positions committee, which develops NASBE's policy positions to guide this work.

**Conducting Executive Searches.** NASBE will assist state boards that are seeking a new chief state school officer. Member states receive a substantial discount.

**Supporting Affiliated Organizations.** NASBE recognizes two affiliate organizations whose members do not vote for NASBE officers but are otherwise entitled to the full benefits of membership.

- The National Council of State Boards of Education Executives (NCSBEE) is the national organization serving individuals who provide administrative and other support to state boards.
- The National Council of State Education Attorneys (NCOSEA) is composed of attorneys who represent and advise state boards.

**Engaging in Governance Opportunities.** State boards are encouraged to nominate their members to serve on NASBE committees and the national Board of Directors.

## OUR MISSION

A nonpartisan, nonprofit organization, NASBE elevates state board members' voices in national and state policymaking, facilitates the exchange of informed ideas, and supports members in advancing equity and excellence in public education for all students regardless of race, gender, or circumstance.

Contact Robert Hull, NASBE's president and CEO, at [robert.hull@nasbe.org](mailto:robert.hull@nasbe.org) with membership questions.

*"NASBE was instrumental in designing the process for evaluating our state superintendent, leading us to identify goals and metrics based on our strategic plan. The partnership with NASBE enabled us to set up an effective means of self-evaluation and holding state leadership accountable."*

—Dr. John Kelly, Mississippi State Board of Education

*"I am a better state board member because of the training, counsel, and interaction with NASBE. NASBE has also been a direct support to our state. The Kansas State Board of Education developed stronger relationships with our school administrators, especially those in small school districts, through activities and programs underwritten by a NASBE stipend. NASBE provides state board members with the supports necessary to meet the challenges of our times. I cannot imagine serving my state without the support and fellowship of NASBE."*

—Jim McNiece, Kansas State Board of Education

*"NASBE provides a wealth of benefits that stretch from top-notch, unbiased policy research to professional development and a prominent voice in shaping national education policy. More crucially, NASBE offers a forum where state education leaders from diverse regions and backgrounds can come together and not only learn from one another but create a common vision for public education and what's best for children, regardless of whether they come from rural, urban, red, blue, north, south, or even non-states like the District of Columbia. Not only is NASBE great bang for the (minimal) buck, it is an amazing group of people."*

—Mary Lord, past member of the DC State Board of Education

*"With the passage of ESSA, which gives states important new opportunities but also important new responsibilities in the field of public education, it is important that state boards of education remain engaged in fully understanding the changing federal landscape and also in advocating for an implementation to that new federal law that does right by all of our students across this diverse country."*

—Jay Barth, member of the Arkansas State Board of Education

# NASBE

National Association of  
State Boards of Education

## Invoice

National Association of State Boards of Education  
123 North Pitt Street NEW!  
Suite 350  
Alexandria, VA 22314  
(703) 740-4824  
FED ID # 46-0282694

**Invoice Number:** 0020112-IN  
**Invoice Date:** May 1, 2020

Ryan Foor  
Nebraska Department of Education  
P.O. Box 94987  
Lincoln, NE 68509

Item	Description		Amount
2021 STATE DUES	2021 NASBE Membership Dues		23,406.00
2021 PUBS	2021 Publications Annual		20.00
2021 NCOSEA Dues	2021 NCOSEA Membership Dues		130.00
<b>Total Due</b>			<b>23,556.00</b>

For wire transfer information, contact Sharon Cannon ([sharon.cannon@nasbe.org](mailto:sharon.cannon@nasbe.org))



Council of Chief State School Officers  
One Massachusetts Ave, NW  
Suite 700  
Washington, DC 20001

Nebraska Department of Education  
301 Centennial Mall S  
P.O. Box 94987  
Lincoln, NE 68508-2529  
(402)471-2295

**Contact: Matthew Blomstedt**

<b>Description</b>	<b>Terms of Service</b>
CCSSO Membership Renewal L3	7/1/2018 - 06/30/2019

FEIN: 53-0198090

**Invoice Number:** 249389

**Invoice Date:** 04/09/18

**Terms:** 7/1/2018 - 06/30/2019

**Contact Person:**  
Michelle.Singleton@ccsso.org

**Customer Number:** 87949

**PO Number:**

<b>Qty</b>	<b>Price</b>	<b>Amount</b>
1	\$45,000.00	\$45,000.00

**Invoice Total: \$45,000.00**

MAKE CHECK PAYABLE TO CCSSO & REFERENCE THE  
INVOICE NUMBER \*\*ENCLOSE A COPY WITH PAYMENT\*\*

Amount Enclosed: \_\_\_\_\_

April 2018

The Council of Chief State School Officers

# Annual Report

FY 2017 – 2018



**NEBRASKA**

## THE COUNCIL OF CHIEF STATE SCHOOL OFFICERS

The Council of Chief State School Officers (CCSSO) is a nonpartisan, nationwide nonprofit organization of public officials who head departments of elementary and secondary education in the states, the District of Columbia, the Department of Defense Education Activity, and five U.S. extra-state jurisdictions. CCSSO provides leadership, advocacy, and technical assistance on major educational issues. The Council seeks member consensus on major educational issues and expresses their views to civic and professional organizations, federal agencies, Congress, and the public.

### **COUNCIL OF CHIEF STATE SCHOOL OFFICERS**

Carey M. Wright (Mississippi), President

Carissa Moffat Miller, Executive Director

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## EXECUTIVE SUMMARY

The Council of Chief State School Officers Annual Report highlights the Council's work on behalf of all states and specifically on behalf of your state over the last fiscal year, June 30, 2017, to July 1, 2018. The Annual Report contains information about the Council's strategic plan, achievements over the past year, and updates on the organization. The Annual Report also contains a snapshot of the services CCSSO delivered directly to your state as part of your membership, as well as a summary of the additional services your state elected to receive over the past year.

## CCSSO BOARD PRESIDENT AND EXECUTIVE DIRECTOR'S MESSAGE



Carissa Moffat Miller



Carey M. Wright

Dear Chiefs,

We are approaching a new era in education. States are now busy implementing plans under the Every Student Succeeds Act (ESSA), making progress on their commitment to advance equity for all students, and demonstrating their leadership to ensure every child graduates prepared for college, careers, and life.

CCSSO's Annual Report features successes we have achieved as a membership over the past year. Most noticeably, we launched the [States Leading campaign](#) to highlight the progress underway in states through ESSA plans and far beyond. From high-quality career pathways and innovative accountability systems to improving access to quality PreK-3 options, we continue to witness state efforts shift paradigms to move education forward for all kids. CCSSO will continue to make it a priority to communicate examples of your leadership.

We are also inspired by the continued commitment from our members to advance equity. The one-year anniversary event of the foundational [Leading for Equity: Opportunities for State Education Chiefs](#) featured promising practices from across the nation, which were chronicled in the [States Leading for Equity: Promising Practices Advancing the Equity Commitments](#) report. Although it's only been a year since we started to track progress against our 10 equity commitments, it is evident that states are committed and on track to create more equitable outcomes for all kids.

Finally, as we approach the end of the first year of our [2020 strategic plan](#), CCSSO is proud of the progress made to continue to build on this strong vision to meet the needs of our members within their own state contexts. Developing specific goals anchored in equity has helped our organization guide us in supporting states to create better learning opportunities for all students, especially those who have been historically underserved, such as students of color, English learners, and students with disabilities. To date, we have done this in several ways, and as you review your customized state report, we hope you will see the significant strides we have made as an organization to meet your individual needs. As we embark on the implementation of state ESSA plans and continue to execute CCSSO's strategic plan, we invite you to engage more deeply to strengthen your state visions.

It has been a very promising year, and we look forward to the next year and our continued work to provide a more equitable education for every student in every classroom.

Sincerely,

Carissa Moffat Miller  
Executive Director  
The Council of Chief State School Officers

Carey M. Wright  
Superintendent of Education  
Mississippi Department of Education  
President of CCSSO Board of Directors



## CCSSO BOARD OF DIRECTORS, LEADERSHIP TEAM AND FINANCIAL SUMMARY

The CCSSO Board of Directors manages the overall business affairs of the Council and is the governing body of the organization.

### Officers



President:  
Carey M. Wright  
Mississippi



President-Elect:  
Pedro Rivera  
Pennsylvania



President Pro Tempore:  
Brenda Cassellius  
Minnesota

### Directors



Jillian Balow  
Wyoming



Matthew Blomstedt  
Nebraska



Steve Canavero  
Nevada



Stephen Pruitt  
Kentucky



Candice McQueen  
Tennessee



Tony Smith  
Illinois

### CCSSO Leadership Team

Carissa Moffat Miller, Executive Director, [Carissa.Miller@ccsso.org](mailto:Carissa.Miller@ccsso.org)

**Student Expectations (Goal 1):** Kirsten Carr, Senior Program Director, [Kirsten.Carr@ccsso.org](mailto:Kirsten.Carr@ccsso.org)

**Critical Student Transitions (Goal 2):** Carrie Heath Phillips, Senior Program Director, [Carrie.Phillips@ccsso.org](mailto:Carrie.Phillips@ccsso.org)

**Teachers (Goal 3):** Paul Ferrari, Senior Program Director, [Paul.Ferrari@ccsso.org](mailto:Paul.Ferrari@ccsso.org)

**School and District Leaders (Goal 4):** Monica Taylor, Senior Program Director, [Monica.Taylor@ccsso.org](mailto:Monica.Taylor@ccsso.org)

**Programs (Goals 1-4):** Scott Norton, Deputy Executive Director, [Scott.Norton@ccsso.org](mailto:Scott.Norton@ccsso.org)

**State Leaders (Goal 5):** Stephen Bowen, Interim Deputy Executive Director, [Stephen.Bowen@ccsso.org](mailto:Stephen.Bowen@ccsso.org)

**Our Organization (Goal 6):** Melissa Zack Johnston, Deputy Executive Director, [Melissa.Johnston@ccsso.org](mailto:Melissa.Johnston@ccsso.org)

### Financial Summary

For information on CCSSO's audited financial statements, please visit our [website](#).

## CCSSO MEMBERSHIP

The Council of Chief State School Officers (CCSSO) is a nonpartisan, nationwide, nonprofit organization of public officials who head departments of elementary and secondary education in all 50 states, the District of Columbia, the Department of Defense Education Activity, the Bureau of Indian Education, and the five U.S. extra-state jurisdictions including American Samoa, the Commonwealth of the Northern Mariana Islands, Guam, Puerto Rico, and the U.S. Virgin Islands.

As an organization, we are committed to ensuring that all students – regardless of background – are prepared for college, careers, and life. To realize this, CCSSO brings together dedicated leaders from across the country to achieve measurable progress for every student. Our work includes supporting states as they implement new standards and accountability systems, reinvent systems that develop effective teachers and leaders, and navigate federal policy in the pursuit of helping students succeed.

Together with our members, we form a community of peers and experts that provides states with guidance as they navigate their biggest challenges. The Council supports states by developing networks, meetings, and resources to:

CCSSO membership dues cover meeting expenses for all chiefs attending an annual member meeting.

CCSSO waives the registration fee for a state’s primary deputy (listed in our records) or the first deputy sent by a state to attend an annual member meeting.



### FOSTER COLLABORATION

CCSSO provides an environment of collaboration to allow our members to learn from each other while identifying best practices to shared challenges within the education system.

Member Voice: “I find the networking invaluable to my profession; CCSSO is a wonderful resource.”

- ▶ Connected members through more than 65 [meetings](#) to focus on state leadership around equity and implementation under ESSA and beyond.
- ▶ Held 2 Regional Chiefs meetings to foster relationships between chiefs in similar regions and discuss common topics, share resources, and identify solutions.
- ▶ 49 states and territories joined a [CCSSO Collaborative Group](#) to advance programmatic work in the agency and provide professional development to its agency staff members.

### EMPOWER STATE EDUCATION AGENCY (SEA) LEADERSHIP

Role-alike forums allow SEAs to identify needs and discuss solutions to pressing priorities, while also enabling chiefs to take advantage of mentorship, connections, and the collective wisdom provided through our Leadership Academy.

Member Voice: “I continue to find the support and services from CCSSO to be of tremendous value to my state and to me as a leader.”

- ▶ Oriented 5 new chiefs with CCSSO’s [Leadership Playbook](#) and [New Chiefs Guide](#) to support their new role.
- ▶ CCSSO’s [Leadership Academy](#) provided 3 states with strategic planning support, established a system to monitor strategic plan implementation in 1 state, and reviewed an agency’s organizational capacity to deliver on its vision.

### ADVOCATE FOR MEASURABLE PROGRESS

CCSSO advocates effective policies and practices that represent the shared interests of every state and every child.

Member Voice: “Thank you for your great leadership and advocacy on our behalf!”

- ▶ Scheduled more than 30 state Hill visits for state members to meet with members of Congress and their congressional delegations during the 2018 Legislative Conference.
- ▶ Staffed 7 chiefs on Capitol Hill for scheduled events, hearings, and testimonies.
- ▶ Advocated pressing issues such as reauthorization of HEA and DACA on behalf of states.
- ▶ Supported all states with the development and submission of ESSA plans by providing tools, resources, and peer-convening time.

### ACT COLLECTIVELY

The power of state collective action has led to considerable progress in helping students succeed.

Member Voice: “Please do not back off the commitment to equity and public schools...”

- ▶ Celebrated the anniversary of chiefs collectively taking action to advance equity and released [States Leading for Equity: Promising Practices Advancing the Equity Commitments](#) to share progress made towards equitable education.
- ▶ Established a [working group](#) of chiefs to find solutions on behalf of students to improve school climate and safety.



### Leading for Equity: Opportunities for State Education Chiefs

*Leading for Equity* outlines 10 commitments state chiefs and their state education agencies can make to advance educational equity for all students, regardless of background.

#### Why does educational equity matter?

Every student deserves an education that prepares him or her for lifelong learning and success in the world today. Educational equity means that every student has access to the resources and educational rigor they need at the right moment in their education, regardless of their race, gender, ethnicity, language, disability, family background, or income. If we are successful in driving greater educational equity, we all gain from the shared economic growth and civic engagement.



#### What can state education leaders do?

State education chiefs are uniquely positioned to lead their state toward achieving educational equity. *Leading for Equity* articulates specific actions state education leaders can take to accomplish each commitment.

1. **Prioritize Equity:** Set and Communicate an Equity Vision and Measurable Targets
2. **Start from Within:** Focus on the State Education Agency
3. **Measure What Matters:** Create Accountability for Equity
4. **Go Local:** Engage Local Education Agencies to Provide Tailored and Differentiated Support
5. **Follow the Money:** Allocate Resources to Achieve Fiscal Equity
6. **Start Early:** Invest in the Youngest Learners
7. **Engage More Deeply:** Monitor Equitable Implementation of Standards and Assessments
8. **Value People:** Focus on Teachers and Leaders
9. **Improve Conditions for Learning:** Focus on School Culture, Climate, and Social-Emotional Development
10. **Empower Student Options:** Ensure Families Have Access to High-Quality Educational Options that Align to Community Needs

For more information, visit [www.ccsso.org/equity](http://www.ccsso.org/equity).

**NEW!** Download the [States Leading for Equity: Promising Practices Advancing the Equity Commitments](#) report to see the progress states have made against the Leading for Equity commitments in the first year of implementation.



# 2017-2020 Strategic Plan

## Overview

State education agencies (SEAs), and those who lead them, play a critical role in ensuring that our schools and educators meet the needs of each student they serve. State chiefs are committed to ensuring that **each child—across every background—graduates ready for college, a career, and life.**

State education chiefs are taking actions each and every day to ensure that all children, regardless of race, gender, ethnicity, language, disability, sexual orientation, family background, and/or family income, have access to the educational resources and rigor they need at the right moment in their education.

[\*Leading for Equity: Opportunities for State Education Chiefs\*](#) articulates the clear commitments chiefs have made to advance equity, and the Council's [\*2017–2020 Strategic Plan\*](#) provides a roadmap to keeping those promises.

Chiefs bring together diverse stakeholders to pursue high-quality educational opportunities to improve learning outcomes for all students. As the national, nonpartisan organization representing all state chiefs, CCSSO is committed to this work in service of chiefs, their agencies, and children across the nation.

The 2017–2020 CCSSO Strategic Plan focuses on:

- 1 Students:** *Each student deserves* an education that prepares him or her for lifelong learning and success in the world today. Therefore, CCSSO supports states as they

  - a. Implement college- and career-ready (CCR) standards
  - b. Ensure each student benefits from CCR expectations
  - c. Implement assessment systems
  - d. Leverage accountability systems
- 2 Critical Student Transitions:** *Each student deserves* to access and experience a high-quality education, from the earliest years through postsecondary education. Therefore, CCSSO supports states as they

  - a. Manage transitions into K-12
  - b. Provide multiple pathways within K-12
  - c. Ensure students are career-ready
  - d. Promote seamless transitions to postsecondary education
- 3 Teachers:** *Each student deserves* great teaching and great teachers. Therefore, CCSSO supports states as they

  - a. Build a diverse pipeline
  - b. Support teachers to improve practice
  - c. Recognize and engage teachers
- 4 School and District Leaders:** *Each student deserves* strong school and district leadership. Therefore, CCSSO supports states as they

  - a. Elevate and support school leaders
  - b. Deploy strategies to improve struggling schools
  - c. Implement continuous improvement models
  - d. Provide choice and options
- 5 State Leaders:** *Each student deserves* effective and responsive state leadership dedicated to improving outcomes for the community, state, and nation. Therefore, CCSSO focuses on

  - a. Chief and SEA leadership
  - b. Collective action
  - c. Advocacy
  - d. Communications
  - e. Federal funding
- 6 Our Organization:** *State chiefs deserve* an organization that is committed to modeling equity from within and supporting their work to advance equitable opportunities for all students. To support chiefs in accomplishing these goals, CCSSO is committed to embodying the behaviors and practices we hope to see in states and in the K-12 system at large. This means being an effective organization that puts equity front and center—both in our own internal operations and in the way we prioritize our work.

*Educational equity means that all students have access to the educational resources and rigor they need at the right moment in their education across race, gender, ethnicity, language, disability, sexual orientation, family background, and/or family income.*

## 2017-2018 COUNCIL HIGHLIGHTS

### APRIL 2017

#### CCSSO RANKS AMONG THE BEST PLACES TO WORK

The Council of Chief State School Officers was named one of the Best Nonprofits to Work for 2017, according to [The Nonprofit Times](#). This is the third consecutive year that CCSSO has made the prestigious list. This year, CCSSO was highlighted for its culture of diversity, equity and inclusion, ability to adequately follow through on departmental objectives, and opportunities for employees to provide input on organizational activities.

### SEPTEMBER 2017

#### PLAYBOOK FOR TRANSFORMING EDUCATOR PREPARATION

CCSSO's Network for Transforming Educator Preparation, a network of states committed to raising expectations and strengthening policies for teacher preparation, shared

lessons learned and key recommendations for states to take steps to improve educator preparation in [Transforming Educator Preparation: Lessons Learned from Leading States](#).



### OCTOBER 2017

#### STATE CHIEFS DISCUSS HOW STATES ARE LEADING IN THE AGE OF ESSA

Chiefs from Connecticut, Louisiana, North Dakota, and Pennsylvania shared how they are working to implement ESSA in their states during a [panel discussion](#) on Capitol Hill.

### APRIL 2017

#### MASSACHUSETTS TEACHER NAMED 2017 NATIONAL TEACHER OF THE YEAR

Sydney Chaffee, a high school teacher in Boston, MA, was named the 2017 [National Teacher of the Year](#). Over the last year, Sydney has participated in national conversations on how education can be a tool for social justice and empower students to stand up for themselves and create change. The 2018 National Teacher of the Year will be announced in late April.



**Sydney Chaffee**  
2017 National Teacher of the Year, MA

### JULY 2017

#### CCSSO 2017 ANNUAL MEMBER SURVEY SHOWS EQUITY PRIORITIZATION

The annual CCSSO membership survey assesses member satisfaction and is critical to measuring the success of the implementation of our strategic plan and informing our programs and services. Survey questions this year particularly focused on collecting feedback on our member services and collecting data on the implementation of the goals in our 2017-2020 strategic plan and the Leading for Equity commitments. In the 2017 member survey, the results indicated 73% of chiefs and deputies reported that the [Leading for Equity: Opportunities for State Education Chiefs](#) report informed their work and all states are prioritizing at least one equity action. CCSSO has since used these results to provide individualized technical support on equity to our members.

### OCTOBER 2017

#### CCSSO RECEIVES NASDSE AWARD OF EXCELLENCE

The National Association of State Directors of Special Education (NASDSE) awarded CCSSO with the Martha J. Fields Award of Excellence, which honors individuals or organizations that have made extraordinary contributions to the NASDSE organization, its mission, and goals.

### OCTOBER 2017

#### ALL STATES SUCCESSFULLY COMPLETE ESSA PLANS

By the beginning of October, all states, DC, and Puerto Rico had successfully submitted their state plans pursuant to the Every Student Succeeds Act (ESSA). CCSSO worked closely with states at every stage of development on a range of key issues, including stakeholder engagement, accountability, school improvement, supporting English language learners and students with disabilities, and key issues in reporting. CCSSO continued to provide support during the year as states moved through the approval process.

## JANUARY 2018

### PROMOTING HIGH-QUALITY PREK

CCSSO launched the Promoting High-Quality Prekindergarten Network to improve the quality of [early childhood education](#) across the country. The network of eight states will work together closely over the next 18 months as state leaders and with experts at the national level to advance Leading for Equity Commitment Number 6, which focuses on creating more equitable opportunities through early

childhood education. The goal is for these states to use their role as state K-12 chiefs to improve the funding, access, and policies that support state-funded preschool programs for all students.



## FEBRUARY 2018

### NEW EDUCATION CAMPAIGN TO SHOW HOW STATES ARE LEADING

Through a partnership with the Education Commission of States (ECS), the National Association of State Boards of Education (NASBE), the National Conference of State Legislatures (NCSL), and the National Governors Association (NGA), the [States Leading campaign](#) highlights examples of state leadership to improve the nation's schools.



## MARCH 2018

### CARISSA MOFFAT MILLER NAMED EXECUTIVE DIRECTOR OF CCSSO

Carissa Moffat Miller was [named Executive Director of CCSSO](#). Miller, the former Deputy Executive Director of Membership and Outreach, is the first woman to serve as the organization's executive director in its 90-year history.

## NOVEMBER 2017

### STRATEGIES FOR BUILDING TEACHER PIPELINES

CCSSO produced an [online guide](#) to assist states in building stronger pipelines of diverse and talented teacher candidates. The tool provides guidance for state chiefs and their leadership teams to recruit and retain a high-quality educator workforce and support them throughout their careers, and it shares best practices among states.

## FEBRUARY 2018

### STATES SHOW PROMISING PRACTICES ON LEADING FOR EQUITY

CCSSO partnered with America's Promise Alliance and the Aspen Institute and Education Society Program to recognize how states have made significant progress to advance equity just a year after publishing the Leading for Equity commitments. Coming out of the event, [States Leading for Equity: Promising Practices to Advance the Equity Commitments](#) was published to highlight specific actions states have taken.



## FEBRUARY 2018

### FIRST 100 DAYS

CCSSO's [Leadership Academy](#) collaborated with current and former chiefs to develop guidance to support new chiefs as they begin to identify where to prioritize and focus their energy during their first 100 days in office. The first three months are critical and a commonly used timeframe during which leaders are held accountable for making initial progress toward their [goals](#).

## MARCH 2018

### DIVERSE & LEARNER READY TEACHER INITIATIVE

CCSSO launched a new initiative that will help state education agencies develop a vision for how to collaborate with teacher preparation programs, school districts, and other key stakeholders to diversify the future teaching workforce and to ensure all teachers are prepared to use their students' racial and cultural identity as an asset in their learning.

## STATE SNAPSHOT: NEBRASKA



In addition to serving as the collective voice of state education agencies and bringing leaders together to solve challenging issues, CCSSO also provides direct support to each member. Below is a snapshot of some of the specific ways CCSSO served your state in the past year.

- Throughout 2017, CCSSO's [Leadership Academy](#) served as a thought partner to the Nebraska state education agency as it considered how to implement the Strategic Vision and Direction plan developed in collaboration with the Nebraska State Board of Education. The Leadership Academy facilitated two workshops with the agency's leadership team and staff at the department to articulate aspirational goals and align the department's work to those goals.
- In March 2018, Nebraska joined the [Diverse and Learner-Ready Teachers Initiative](#), a new effort to diversify the education workforce and support educators in effectively teaching students of different cultural backgrounds. Nebraska joins a network of nine states that over the next year will connect with one another and with national experts to receive individualized support as they create plans to address challenges in their states. Through this work, participating states hope to revise, enact, or remove state policies that will address specific challenges for both diversifying the educator workforce and ensuring all educators are culturally responsive in practice by 2020.
- Through its membership in CCSSO's Teaching, Leading, and Learning Collaborative, Nebraska participated in a workgroup on *School Leadership Development and Supports*. The Nebraska team identified a strategy to provide principals with an evidence-informed statewide system of supports grounded in an improvement framework. The goal is to increase the capacity of principals to lead improvement, benefitting both teachers and learners. By the end of its first year in the collaborative, Nebraska aims to create a system for developing leadership capacity to lead improvement. Nebraska has also been able to connect with other states that are using the Title II-A 3 percent set-aside for school leadership.
- As part of the High-Quality Instructional Materials and Professional Development Network, Nebraska developed a strategic plan to significantly increase the number of districts procuring high-quality standards-aligned materials and professional development for pre-service and in-service teachers grounded in the use of these materials. Throughout the fall and winter, Nebraska worked with a CCSSO-provided coach to help develop the plan. At a network meeting in January 2018, Nebraska received feedback from colleagues in other states and experts in the field on its draft plan, which will be useful as the state begins implementation strategies. Nebraska is focused on developing a process to identify quality materials and make this information available to districts.
- CCSSO commissioned Dr. Soyoung Park of the University of Texas at Austin to conduct a study investigating what criteria and procedures currently exist across states for exiting English learners (ELs) with disabilities. A total of 24 states, including Nebraska, participated in this study, scheduled to be released in June 2018. It aims to develop a framework to address educators' need for research-based guidance on exiting ELs with disabilities. State education agencies may use this framework to collaborate with their local education agencies, developing state policies and practices that ensure ELs with disabilities exit in a reasonable timeframe and are granted the appropriate opportunity to learn.

## MEMBERSHIP REPORT: NEBRASKA

### Nebraska's Chief State School Officer

The Council of Chief State School Officers (CCSSO) provides core services and support to chief state school officers as part of general membership to the organization, including:

- rapid responses to member requests;
- advocacy services on behalf of chief state school officers to the U.S. Department of Education, the administration and related education policy affiliates;
- new chief mentorship and support for successful transitions;
- professional learning and networking opportunities to enhance leadership abilities; and
- expertise and resources available to all members in policy areas such as standards, assessment, accountability, students with disabilities, English language learners, innovation, data and information systems, and teacher and leader quality.

These services are provided to Nebraska's present chief: **Matthew Blomstedt**, Commissioner of Education

### Nebraska's SEA Leadership

CCSSO supports networks of senior leaders within state education agencies as part of the general membership to the organization. In particular, CCSSO supports three networks for deputy chiefs, federal liaisons, and communication directors from every state. Below are the individuals CCSSO has on record for these positions as of March 19, 2018.

**Primary Deputy:** Deborah Frison

**Additional Deputy:** Brian Halstead

**Federal Liaison:**

**Communications Director:** Katie Bieber

## OVERVIEW OF NEBRASKA'S MEMBERSHIP IN CCSSO ACTION NETWORKS

CCSSO action networks are convened to achieve specific goals, and states are invited to apply to participate in these networks. CCSSO action networks are grant-funded, and state membership within networks is limited to ensure participating states are prepared to take concrete action steps in line with the overall objective of the network. Below is an overview of Nebraska's involvement in each network, followed by an expanded description of each network.

CCSSO Action Networks	Number of Participating States	Representatives
Diverse and Learner-Ready Teachers Initiative	9	Janine Theiler
High-Quality Instructional Materials and Professional Development	7	Cory Epler
<b>Early Childhood–Focused Action Networks:</b>		
Early Learning Network Improvement Communities	5	Melody Hobson

## **Diverse and Learner-Ready Teachers Initiative**

As the demographics in public schools continue to shift, states recognize that more work needs to be done to ensure that all teachers are ready on day one to meet the needs of all learners. CCSSO's Diverse and Learner-Ready Teachers Initiative will help state education agencies develop a vision for how to collaborate with teacher preparation programs, school districts, and other key stakeholders to diversify the future teaching workforce and to ensure teachers are culturally responsive in practice. A network of nine states will work together, with experts in the field, and at the national level to develop a state-specific action plan for how to diversify their workforce and support their current and future workforce to meet the needs of diverse learners.

## **High-Quality Instructional Materials and Professional Development**

A critical component of ensuring that students are receiving strong, standards-aligned instruction is ensuring that districts equip teachers with high-quality instructional materials aligned to those standards and with professional development grounded in the use of those materials. CCSSO is leading a High-Quality Instructional Materials and Professional Development Network to address these challenges. This two-year project will provide intensive support to states as they develop and implement a plan to significantly increase the use of standards-aligned, high-quality instructional materials across the state. It will also ensure that teachers have access to professional development that is grounded in the use of instructional materials.

## **Innovation Lab Network (ILN)**

The Innovation Lab Network (ILN) is a network of states that pilot, scale, and improve student-centered approaches to public education. States collaborate in learning communities to implement policies and improve practices to support underserved students, and they receive differentiated support to achieve their state's vision for student-centered learning.

Guided by our vision of system transformation for deeper learning opportunities, state leaders collaborate in learning communities to inform the implementation of policies and to improve practices that prioritize equity, access, quality, and rigor. The ILN has no cost associated with it, but it does require a commitment from states and their chiefs to join; states select one of three "pathways" through which they receive support from CCSSO on their ILN work.

## **New Skills for Youth (NSFY)**

The [New Skills for Youth](#) initiative enhances state efforts to increase the number of kids across the country who are prepared for success in both college *and* a career. Every child—particularly students from low-income communities, students of color, English learners, and students with disabilities—should have access to a high-quality education that provides pathways into college and a career. New Skills for Youth supports a cohort of 10 states in developing and executing plans to increase the number of kids who participate in career pathways and who graduate from high school with an industry-recognized credential and have clear options to pursue a rewarding career. Cohort states include Delaware, Kentucky, Louisiana, Massachusetts, Nevada, Ohio, Oklahoma, Rhode Island, Tennessee, and Wisconsin. These states will uncover the practices and policies most effective at advancing career readiness and will share lessons learned with their peers in states across the country.

## State Consortium on Family Engagement

CCSSO established the State Consortium on Family Engagement to support state education agencies with developing a systemic and strategic approach to family engagement. There are currently seven states participating in the consortium, and each state team is comprised of members from early childhood education, school improvement/Title I, and other units charged with impacting family engagement policies and practices. The goal of the consortium is to develop a statewide Family Engagement Framework that spans birth to grade 12 to enable states to guide and work with early childhood providers and local districts in a coordinated and seamless outreach to families. CCSSO has partnered with the National Association for Family, School, and Community Engagement (NAFSCE); the Mid-Atlantic Equity Consortium, Inc. (MAEC); and the Campaign for Grade-Level Reading (GLR) to engage the leading experts in family engagement research and practice. The states included in this effort include Arkansas, Connecticut, Massachusetts, Mississippi, New York, Pennsylvania, and South Carolina. This consortium was launched in June 2017 and will proceed through December 2018.

## Early Childhood–Focused Action Networks:

- **Implementing Statewide Kindergarten Entry Assessment**

CCSSO established an action network on Implementing Statewide Kindergarten Entry Assessments with 12 state teams. CCSSO partnered with the Center on Enhancing Early Learning Outcomes (CEELO), the Early Learning Challenge Technical Assistance (ELCTA), and AEM Education Services. States included in this action network were Arkansas, California, Connecticut, District of Columbia, Louisiana, Maryland, North Carolina, Ohio, Oklahoma, New Mexico, Pennsylvania, and South Carolina. This action network launched in May 2017 and concluded in December 2017.

- **Early Learning Network Improvement Communities**

CCSSO formed a Networked Improvement Community (NIC) with five states to provide support to states in implementing evidence-based practices in early literacy, early math, and social emotional learning. CCSSO is supporting states with access to content experts and mini-grants to support successful implementation of policies to improve the use of evidence-based instruction in pre-K to third grade. States in the NIC will focus implementation efforts within three to four schools in one district in order to frequently measure the implementation of small- to larger-scale initiatives and changes. The states included in this network include Maryland, North Carolina, Nebraska, New Jersey, and Vermont. This network was launched in June 2017 and proceeds through April 2019.

- **Promoting High-Quality Prekindergarten Network**

As part of Dr. Carey M. Wright’s presidential platform for the CCSSO Board of Directors, CCSSO launched a new network of nine states working closely together to support state-funded preschool programs, as measured by the annual [State of Preschool Yearbook](#). Through a series of meetings, webinars, and other supports, participating states will address critical issue areas in their states, such as evidence-based pedagogy, improving the quality of the teacher workforce, identifying funding models to improve the quality of prekindergarten programs or expand them, and embedding high-quality prekindergarten within a pre-K to grade 3 system. The states included in this effort are Colorado, Delaware, Maine, Minnesota, Mississippi, New Mexico, New York, Oklahoma, and Tennessee. This network was launched in January 2018 and will proceed through June 2019.

## OVERVIEW OF NEBRASKA'S CCSSO COLLABORATIVES

In addition to general membership to CCSSO, states annually have the option to pay to join CCSSO collaboratives to advance programmatic work in the state education agency and provide professional development to agency staff members. Collaboratives connect to CCSSO's strategic plan and offer state education agency leaders an opportunity to focus on equity and the commitments in [Leading for Equity: Opportunities for State Education Chiefs](#). Membership in each collaborative is offered annually, from the CCSSO fiscal year of July 1 to June 30, and requires a fee to cover the costs of participants' flights and travel to meetings throughout the year, meeting materials, and support from expert advisors. Below is an overview of Nebraska's involvement in each group, followed by an expanded description of each group.

### Nebraska's CCSSO 2017-2018 Collaborative Memberships

CCSSO Collaborative Group	Representatives
Education Information Management Advisory Consortium (EIMAC)	CIO: Dean Folkers Bill Blevin Scott Isaacson SuAnn Witt
Assessing Special Education Students (ASES) SCASS	Denise Wright Sharon Heater
Accountability Systems and Reporting (ASR) SCASS	Lane Carr Jeremy Heneger Matt Hastings
Early Childhood Education (ECE) SCASS	Kim Texel Melody Hobson
English Language Arts (ELA) SCASS	Marissa Payzant
English Learners (EL) SCASS	Brooke David Terri Schuster
Math SCASS	Deb Romanek
Social Studies, Assessment, Curriculum, and Instruction (SSACI) SCASS	Harris Payne
Science SCASS	Sara Cooper
Technical Issues in Large Scale Assessment (TILSA) SCASS	Valorie Foy
Teaching, Leading, and Learning Collaborative (TLLC)	Cory Epler Janine Theiler Chris Stogdill Kim Snyder Rich Katt Sharon Katt

## OVERVIEW OF COLLABORATIVE GROUPS

An overview of each collaborative, as well as the contact information for each group, is provided below. The 2018–2019 collaborative offerings will be announced by May 2018 and may vary from what is described below. For more information or to join additional collaboratives, please email CCSSO Collaboratives Manager Layla Bonnot at [Layla.Bonnot@ccsso.org](mailto:Layla.Bonnot@ccsso.org).

### Education Information Management Advisory Collaborative (EIMAC)

EIMAC provides state education agency leaders with the opportunity to work collaboratively with peer states and with national experts to implement policies and systems that address critical issues states are facing in using technology and information to enhance student learning. States that join EIMAC will receive automatic enrollment in the Chief Information Officer (CIO) Network, and each participant can join up to two action groups. All participants work collaboratively within the following focus areas: Financial Transparency, Teacher Preparation and Licensure, and Reporting within each of the EIMAC action groups: Data Standards, Quality, and Use; Data Privacy; and Education Technology. EIMAC currently includes 32 member states.

### Teaching, Leading, and Learning Collaborative (TLLC)

CCSSO's TLLC collaborative focuses on teacher and leader development, and college- and career-ready standards. The Implementing College and Career Ready Standards (ICCS) and National and State Consortium on Educator Effectiveness (NSCEE) no longer exist independently. Instead, the two networks merged in order to make stronger connections across standards and talent management departments. The TLLC emphasizes the connection between standards implementation and the teacher and leader talent pipeline required to provide high-quality instruction to each student. The TLLC supports states as they identify and take action on policies aimed at comprehensive approaches to improving teachers' and leaders' instructional practices. TLLC currently includes 23 member states.

### State Collaboratives on Assessment and Student Standards (SCASS)

The SCASS collaboratives provide professional development and opportunities for collaboration among state education agency professionals focused on implementing college- and career-ready standards and high-quality assessment systems. Some SCASS groups focus on specific content areas, like science, math, social studies, or English language arts. Others focus on policy, psychometric issues, or technology. The SCASS groups include:

- **Accountability Systems and Reporting (ASR)**

Building capacity and promoting innovation in education accountability has never been more important. With the passage of ESSA, states have an opportunity to exercise considerably more choice and control over their school accountability systems. With these exciting opportunities come challenges to design fair, valid, and effective accountability systems. In this context, ASR SCASS members work to identify and share strategies that improve the effectiveness and technical quality of state education accountability models. ASR also works to improve practices related to data management and reporting. ASR SCASS currently includes 32 member states. The group is led by Chris Domaleski, Associate Director of the Center for Assessment.

- **Assessing Special Education Students (ASES)**

The ASES SCASS supports states as they enhance their 21st century assessment, accountability, and curriculum and instruction systems to provide full equity for students with disabilities. As the only national collaborative bringing together assessment and special education professionals, ASES addresses the inclusion of students with disabilities in standards, policy development and implementation, curriculum, instruction, assessment, and accountability systems, and the effects of these systems on education reform efforts. Members have a deep commitment to addressing the unique issues facing students with disabilities participating in general assessments as well as those participating in alternate assessments linked to alternate achievement standards. ASES SCASS currently includes 32 member states. Sandra Hopfengardner Warren, Professor at East Carolina University, is the advisor.

- **Early Childhood Education (ECE)**

The ECE SCASS supports the work of state education agencies on issues of standards, instruction, assessment, data systems, and program design and accountability for children from birth to grade 3. High-quality early education programs can improve outcomes, narrow achievement gaps, and convey long-term benefits for children in school and life, and the ECE SCASS is dedicated to supporting states' efforts to ensure their early childhood programs are of the highest quality. ECE SCASS currently includes 17 member states. ECE is led by Rolf Grafwallner, CCSSO's Director for Early Childhood Initiatives.

- **English Language Arts (ELA)**

The ELA SCASS is composed of member states from across the country that come together to leverage their collective expertise to support effective implementation of college- and career-ready ELA/literacy standards. The ELA SCASS member states share best practices and create high-quality tools and resources. In 2013, the ELA SCASS launched Navigating Text Complexity, a web-based collection of resources to help educators in all states navigate the text complexity demands critical to college- and career-ready standards. Engagement with leading experts in the literacy field is also a consistent part of ELA SCASS meetings. The ELA SCASS currently includes 19 member states. Sue Pimentel, founder of Student Achievement Partners, is the group's advisor.

- **English Learners (EL)**

The EL SCASS constitutes the only national, sustained forum among state education agencies, researchers, and policy experts on issues of standards and assessment for English learners. The EL SCASS explores issues of policy implementation, particularly focusing on college- and career-ready academic standards and state English language proficiency standards, their aligned assessment systems, and state policies that affect instruction, curriculum, professional supports, and leadership for English learners. The EL SCASS currently includes 36 member states. Kenji Hakuta, Emeritus Professor at the Stanford Graduate School of Education, is the group's advisor.

- **Formative Assessment for Students and Teachers (FAST)**

The FAST SCASS supports states in establishing formative assessment as a component of a balanced assessment system so that teachers have the ongoing information they need to guide student learning day-by-day. The FAST SCASS supports state members by creating a range of resources for state use, building member capacity to be the primary experts in their state on formative assessment, and serving as a network for members to share ideas and experiences related to implementing formative assessment. The FAST SCASS currently includes 16 member states. Margaret Heritage, Senior Scientist with WestEd and an international figure in formative assessment, is the advisor for the FAST SCASS.

- **Math**

The Math SCASS focuses specifically on implementation of college- and career-ready standards, mathematics curriculum, standards review, and high-quality assessments. Engagement with experts in the field of math is a regular part of Math SCASS meetings. Math SCASS currently includes 18 member states and is led by Ashley Cheung Dooley, Senior Program Associate at CCSSO.

- **Science**

The Science SCASS is dedicated to ensuring the highest quality of instructional materials and assessments are available to state and local education agencies across the country. Members have access to guest speakers presenting on cutting-edge research and information; professional learning opportunities; and innovative projects relevant to science standards, curricula, instruction, and assessments. State collaboration and content experts guide the Science SCASS toward development of assessment products that represent high-quality science education. Science SCASS currently includes 23 member states. This group is led by Peter McLaren, Director of Next Gen Education, LLC.

- **Social Studies Assessment, Curriculum, and Instruction (SSACI)**

The SSACI SCASS brings together state leaders and national experts to explore opportunities and address challenges within the field of social studies. The SSACI SCASS focuses on identifying, developing, and sharing high-quality educational resources that support student and professional learning through rigorous standards, engaging curriculum, balanced assessments, and effective professional learning. SSACI also raises awareness of legislative trends and policy issues that are likely to impact social studies, so state leaders are equipped to plan and respond effectively. SSACI SCASS currently includes 14 member states. SSACI is led by Fran O'Malley, Associate Director of the Professional Development Center for Educators and a policy scientist for the Institute for Public Administration's Democracy Project at the University of Delaware.

- **School and District Improvement (SDI)**

The SDI SCASS supports members as they work with struggling schools and districts, turn around the lowest-performing schools, and close achievement gaps for all students and for specific subgroup populations. With the passage of the Every Student Succeeds Act (ESSA), state education agencies (SEAs) have an opportunity and responsibility to rethink how they support and intervene in their lowest-performing schools, and how their SEA structures do that work. The role that SEAs play in addressing these challenges continues to increase, along with the responsibility for making and monitoring progress. For many states, this work requires new roles, skill sets, and systems, and for all states, the challenges of figuring out how to help schools and districts advance are complex and daunting. The SDI SCASS provides an opportunity for states to collaborate, share best practices, and problem solve together to address these challenges. The discussions include learning about new research-based strategies, engaging with experts in the field, and working together across states to address shared problems. The SDI SCASS currently includes 16 member states. Julie Corbett, the President and Founder of Corbett Education Consulting LLC, is the group's advisor.

- **Technical Issues in Large Scale Assessment (TILSA)**

The TILSA SCASS is comprised primarily of state assessment directors, data analysts, and psychometricians. The group works on a variety of technical topics states are facing with their summative assessments. Expert speakers are invited to present on topics such as scoring technology-enhanced items and moving toward automated-item generation. As technical issues intersect with federal policy, the group also discusses the local assessment option in the Every Student Succeeds Act and the peer review submissions. The group shares resources and discusses successes and challenges. The TILSA SCASS currently includes 34 member states. Juan D'Brot, Senior Associate at the Center for Assessment, and Scott Marion, Executive Director at the Center for Assessment, are the group's co-advisors.

## ENGAGE WITH US

**Redesigned!** CCSSO Website // [www.ccsso.org](http://www.ccsso.org)

States Leading Campaign // [www.statesleading.org](http://www.statesleading.org)



@CCSSO



[bit.ly/StateSpotlightVideos](http://bit.ly/StateSpotlightVideos)



[www.facebook.com/ccsso/](http://www.facebook.com/ccsso/)



@CCSSO

### SAVE THE DATE: MEMBER MEETINGS

CCSSO hosts three Annual Member Meetings to meet ongoing and emerging professional development and technical assistance needs of chief state school officers and state education agencies. Attendance is by **invitation only** unless otherwise denoted. Please direct member meeting inquires to Margaret Millar at [Margaret.Millar@ccsso.org](mailto:Margaret.Millar@ccsso.org).

### SUMMER LEADERSHIP CONVENING

July 8-10, 2018  
Salt Lake City, UT

### ANNUAL POLICY FORUM

November 12-14, 2018  
Long Beach, CA

### LEGISLATIVE CONFERENCE

April 7-9, 2019  
Washington, DC

### SAVE THE DATE: COLLABORATIVES MEETINGS

CCSSO Collaboratives meet in-person three times each program year to provide a venue for state members and partners to connect and collaborate with each other and national experts around specific areas of work. These meetings are **invitation only** for state members who have joined the respective collaborative. Please direct collaborative meeting inquires to Layla Bonnot at [Layla.Bonnot@ccsso.org](mailto:Layla.Bonnot@ccsso.org).

### EDUCATION INFORMATION MANAGEMENT ADVISORY COLLABORATIVE (EIMAC)/ TEACHING, LEADING, AND LEARNING COLLABORATIVE (TLLC)

May 22-24, 2018  
New Orleans, LA

### STATE COLLABORATIVES ON ASSESSMENT AND STUDENT STANDARDS (SCASS) MEETING

*Includes Assessing Special Education Students (ASES); Accountability Systems and Reporting (ASR); English Language Arts (ELA); English Learners (EL); Formative Assessment for Students (FAST); Math, Science, School and District Improvement (SDI); Social Studies Assessment, Curriculum, and Instruction (SSACI); and Technical Issues in Large Scale Assessment (TILSA).*

June 25-26, 2018  
Los Angeles, CA

### EARLY CHILDHOOD EDUCATION (ECE) MEETING

June 4-6, 2018  
Austin, TX



One Massachusetts Avenue, NW, Suite 700  
Washington, DC 20001-1431  
voice: 202.336.7000 | fax: 202.408.8072



# EDUCATION COMMISSION OF THE STATES

Your education policy team.

700 Broadway, Suite 810  
Denver, CO 80203-3442

303.299.3600  
Fax: 303.296.8332

ecs.org | @EdCommission

## OFFICERS 2019-21

### CHAIR

**Tom Wolf**

*Governor*

Commonwealth of Pennsylvania

### VICE CHAIR

**Wendy Horman**

*Representative*

Idaho

### TREASURER

**Margie Vandeven**

*Commissioner*

Department of Elementary and Secondary Education

Missouri

### PRESIDENT

**Jeremy Anderson**

## Four Years in a Row!



**Trusted advisors.**

Because we love what we do.

May 15, 2020

Dr. Matthew Blomstedt  
Commissioner  
Nebraska Department of Education  
PO Box 94987  
Lincoln, Nebraska 68509

Dear Commissioner Blomstedt,

This year, states have faced unprecedented challenges in how to best provide continuity of education and support services to their students and communities. Education Commission of the States remains fully committed to serving as your education policy partner and supporting efforts to advance education in your state. We continue to provide our traditional supports and services outlined below and are building capacity to support all of you in what's next, after states reopen schools and pick up where they left off: the business of educating the next generation of Americans.

Education Commission of the States was founded more than 50 years ago on the belief that there is great power in learning from experience and from one another. This belief is perhaps more vital than ever today.

Your participation with Education Commission of the States provides you with an invaluable resource to meet your state's education policy goals. Education Commission of the States has kept state dues consistent for the past decade while continuously increasing our level of service.

You will find enclosed Nebraska's annual state dues invoice and a 2019-20 state service and support report.

With funding from state dues, Education Commission of the States works to research, report, counsel and convene:

- **Research:** We review the latest academic research and summarize it into concise, reader-friendly findings and policy implications for key education issues. We also maintain databases and resources that allow policymakers to quickly research policies in other states. Our [State Education Policy Tracking](#) resource features more than 45,000 education laws from 1996 to present. The database is updated daily and users can search by state, topic and year.
- **Report:** We regularly issue useful policy analyses, trends reports and comparisons of state policies — enacted or pending — on a wide variety of education topics. These reports provide concise, factual overviews of specific state education policies.

- **Counsel:** We provide unbiased advice on policy plans, review and consult on proposed policies, provide expert knowledge for state education work groups and testify at legislative hearings as third-party experts.
- **Convene:** We bring education leaders together both within states and across states. Through our two annual national convenings, regional meetings and issue-specific or role-specific meetings, we create opportunities for policymakers to interact, learn and collaborate.

While providing these services, Education Commission of the States remains nonpartisan and unbiased. We do not advocate for specific policies and we only provide impartial, factual information and resources. These unique qualities make Education Commission of the States a trusted and valued education policy partner.

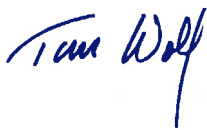
We also believe the most effective policy occurs when all state education leaders are involved. That is why we are the only national education policy organization to work with the full range of education leaders. Rather than focus on a single constituent group, we work with governors, legislators, chief state school officers, state board members, higher education officials, business leaders, and teachers.

Lastly, we cover all education issues from early learning through postsecondary and the workforce. Challenges like funding or accountability do not affect just one level of education; they cross the full range. Education Commission of the States is uniquely positioned to help you and your state policymakers craft the best education policy for your students.

Your dues allow students in your state to benefit from better education policy — policy informed by the power of experience — and we appreciate your prompt payment.

As your partner in education policy, we look forward to further conversations about how we can continue to serve your state.

Sincerely,



Tom Wolf  
Governor, State of Pennsylvania  
2019-2021 Chair, Education Commission of the States



Jeremy Anderson  
President

cc: Hon. Pete Ricketts



Dr. Matthew Blomstedt  
Commissioner  
Nebraska Department of Education  
PO Box 94987  
Lincoln, Nebraska 68509

**INVOICE # 2021 NE**

**DATE: 05/15/2020**

cc: Hon. Pete Ricketts

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**Annual State Dues  
For Nebraska  
Interstate Compact for Education**

**Dues for Fiscal Year 2021:** 07/01/20 - 06/30/21 \$ 60,500.00

**Due and payable by July 1, 2020**

Please return a copy of the invoice with payment to ECS, Attention: Accounting Dept.—Dues  
Invoice # 2021 NE  
Education Commission of the States  
700 Broadway, Suite 810  
Denver, CO 80203

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**State Statutory Reference: NEB. REV. STAT. §§ 79-1501 to 79-1504**

***Fed. I.D. No. 31-0722194***

Please direct inquiries on billing, including electronic payments, to: Matt Padilla, 303-299-3693.

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## NEBRASKA: 2019-20

Report date: April 15, 2020

Serving as partners to state policymakers, Education Commission of the States provides nonpartisan information, personalized support and opportunities for collaboration. We believe that informed policymakers create better education policy. As the essential, indispensable member of your state education policy team, we:

- **Remain nonpartisan and unbiased.**
- **Serve all education leaders** including governors, legislators, chief state school officers, state board members, higher education officials, business leaders, and teachers.
- **Cover the full education spectrum** from early learning through postsecondary and the workforce.

Education Commission of the States receives most of our funding from the states and territories we serve. With funding from state dues, Education Commission of the States works to research, report, counsel and convene. This state support summary outlines the direct services provided to Nebraska by Education Commission of the States.

### Current Education Commission of the States Commissioners

Each state appoints seven Commissioners who help guide our work and their own state's education agendas. Commissioners provide strategic information to our staff regarding key state education policy issues. One Commissioner in each state is appointed to serve as the Steering Committee member to provide leadership among their state's Commissioners.

Nebraska Statute Authorizing the Compact for Education: **R.S.N. Secs. 79-1501 to 79-1504**

### Nebraska Appointed Commissioners (bold denotes Steering Committee member):

**Matthew Blomstedt**, Commissioner, Nebraska Department of Education

Pete Ricketts, Governor, State of Nebraska

Michael Baumgartner, Executive Director, Nebraska Coordinating Commission for Postsecondary Education

John Bonaiuto, Government Relations Consultant, Nebraska Association of School Boards

Mike Groene, Chair, Senate Education Committee, Nebraska Legislature

Adam Morfeld, State Senator, Nebraska Legislature

Dave Murman, State Senator, Nebraska Legislature

### Counsel

In 2019-20, Nebraska ECS Commissioners and other key state education leaders reached out to Education Commission of the States and received the following support:

- **State visits** with Education Commission of the States Commissioners and other state education leaders.
- **Technical assistance** provided to the Joint State Board of Education and Coordinating Commission on Postsecondary Education Work Group on Dual Credit.
- **Technical assistance** provided to state teams at the Council of Chief State School Officers Diverse and Learner-Ready Teachers Meeting on teacher diversity and culturally responsive practice in state policy.

## ECS Services & Supports

### Counsel

Education Commission of the States provides personalized state support, including unbiased advice on policy plans, consultation on proposed legislation, and testimony and presentations as third-party experts.

### Research

Many states face similar education challenges. By sharing research about what has worked and what has not, states learn from each other without recreating the wheel. Education Commission of the States compiles information on education policies from early childhood through postsecondary education and the workforce so state policymakers can make informed decisions.

### Reports

Education Commission of the States believes in the power of learning from experience. Our reports highlight state policy examples so policymakers in all states gain the insight needed to create effective education policy.

### Convenings

Education Commission of the States brings education leaders together within states and across states. Through two annual, national convenings, regional meetings and issue-specific or role-specific meetings, we create opportunities for policymakers to interact, learn and collaborate.



## EDUCATION COMMISSION OF THE STATES

Your education policy team.

# State Support

- **Information Requests:** Answered fourteen requests for information on the following topics: accountability, financial aid, governance, leadership, school climate and safety, school funding, special populations and teacher quality.

### Research

In 2019-20, Education Commission of the States monitored, compiled and shared the following research that included examples of state education policy in Nebraska:

- **50-State Comparisons:** In 2019-20, we released eighteen 50-State Comparisons covering the full spectrum of education policy issues, including [High School Graduation Requirements](#), [State K-3 Policies](#), [Charter School Policies](#) and [State Postsecondary Governance Structures](#). To view all of our 50-state comparisons, click [here](#).
- **COVID-19 State Policy Resources:** ECS provides you with timely information, and the [COVID-19 Update: State Policy Responses and Other Executive Actions to the Coronavirus in Public Schools](#) resource on our website is updated weekly.
- **State Education Policy Tracking:** In 2019-20, we tracked, summarized and entered eight enacted and/or vetoed Nebraska bills in our [state education policy tracking](#) resource. Additionally, ECS closely monitors policy actions, including pending, enacted and vetoed bills on several key education issues in our [2020 State Education Policy Watch List](#).
- **Governors' State of the State Addresses:** This was our 15th year tracking education-related proposals from governors' annual State of the State addresses. We provide ongoing, up-to-date analysis in an [online resource](#), and later, we compile top trends and other findings in [a report](#).

### Reports Highlighting State

In 2019-20, Nebraska was highlighted in the following reports:

- [529 Education Savings Plans: Federal Action and State Policy Trends](#)
- [Governors' Top Education Priorities in 2019 State of the State Addresses](#)

To view all Education Commission of the States' resources mentioning **Nebraska**, click [here](#).

### Convenings

In 2019-20, Education Commission of the States welcomed attendees from Nebraska at the following convenings:

#### 2019 Winter Commissioners Meeting (3 attendees)

Mike Baumgartner, Executive Director, Nebraska Coordinating Commission for Postsecondary Education

*Speaker: Strengthening Dual Enrollment in Nebraska*

Matthew Blomstedt, Commissioner, Nebraska Department of Education

*Speaker: Strengthening Dual Enrollment in Nebraska*

John Bonaiuto, Government Relations Consultant, Nebraska Association of School Boards

#### 2019 National Forum on Education Policy (11 attendees)

Nicole Barrett, Research Analyst, Nebraska Legislature; Education Committee

Mike Baumgartner, Executive Director, Nebraska Coordinating Commission for Postsecondary Education

Matthew Blomstedt, Commissioner, Nebraska Department of Education

Ryan Foor, Director of State Board Relations, Nebraska Department of Education

Lisa Fricke, State Board of Education Member, District #2, Nebraska State Board of Education

Mike Groene, Chair, Senate Education Committee, Nebraska Legislature

Sydney Jensen, Nebraska Teacher of the Year

Deborah Neary, State Board of Education Member, District #8, Nebraska Department of Education

W. LaMont Rainey, Legal Counsel, Legislative Research, Nebraska Legislature

Rachel Wise, State Board of Education Member, Nebraska Department of Education

John Witzel, State Board of Education President, District #4, Nebraska Department of Education



**EDUCATION COMMISSION  
OF THE STATES**  
Your education policy team.

# State Support

**2019 Arts Education Partnership Annual Convening (3 attendees)**

Shauna Benjamin-Brice, Education Consultant, Gallup

Patsy Koch Johns, State Board Member, District #1, Nebraska Department of Education

Suzanne Wise, Executive Director, Nebraska Arts Council



# NEBRASKA

## DEPARTMENT OF EDUCATION

### PROPOSED AGENDA ITEM RATIONALE

**DATE:** June 5, 2020

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

**FROM:** Don Loseke, Accreditation Director, Office of Accountability, Accreditation & Program Approval

**PROPOSED AGENDA ITEM:** Approve accreditation for schools appearing on the accompanying list for the 2020-2021 school year in accordance with the provisions of Rule 10, (92 NAC 10), *Regulations and Procedures for the Accreditation of Schools*.

**RATIONALE/BACKGROUND INFORMATION:** All public school districts and accredited nonpublic schools submitted a Statement of Assurance indicating compliance (or areas of noncompliance) with Rule 10 for the 2019-2020 school year. Any school having a violation has documented the needed corrections by February 1, 2020. Accreditation staff members also reviewed other materials, NSSRS data, and conducted visits to a sampling of schools to verify compliance.

Based on information reviewed, the schools on the attached list were found to be in compliance with accreditation regulations in Rule 10, and the State Accreditation Committee has recommended that the schools listed be accredited for the 2020-2021 school year.

**PROPOSED BOARD MEETING (MONTH/YEAR):** June 2020

**ESTIMATED COST:** None

**FOR CONTRACTS AND GRANTS:**

- Indicate the Funding Source:
- New or Renewal:
- If renewal, date of first approval:

## Nebraska Accredited School Systems

In Accordance with Rule 10  
*“Regulations and Procedures for the Accreditation of Schools”*

(Any schools dissolving, merging, or unifying for the 2020-21 school year will be accredited under the new name.)

### Class II through V School Districts Total 244

Adams Central	Bruning-Davenport	Elkhorn
Ainsworth	Burwell	Elkhorn Valley
Allen	Callaway	Elm Creek
Alliance	Cambridge	Elmwood-Murdock
Alma	Cedar Bluffs	Elwood
Amherst	Centennial	Emerson-Hubbard
Anselmo-Merna	Central City	Eustis-Farnam
Ansley	Central Valley	Ewing
Arapahoe	Centura	Exeter-Milligan
Arcadia	Chadron	Fairbury
Arlington	Chambers	Falls City
Arnold	Chase County	Fillmore Central
Arthur County	Clarkson	Fort Calhoun
Ashland Greenwood	Cody-Kilgore	Franklin
Auburn	Columbus	Freeman
Aurora	Conestoga	Fremont
Axtell	Cozad	Friend
Bancroft-Rosalie	Crawford	Fullerton
Banner County	Creek Valley	Garden County
Battle Creek	Creighton	Gering
Bayard	Crete	Gibbon
Beatrice	Crofton	Giltner
Bellevue	Cross County	Gordon-Rushville
Bennington	David City	Gothenburg
Bertrand	Deshler	Grand Island
Blair	Diller-Odell	Gretna
Bloomfield	Doniphan-Trumbull	Hampton
Blue Hill	Dorchester	Hartington-Newcastle
Boone Central	Douglas County West	Harvard
Boyd County	Dundy County-Stratton	Hastings
Brady	East Butler	Hay Springs
Bridgeport	Elba	Hayes Center
Broken Bow	Elgin	Heartland

Hemingford	Minatare	Sandhills
Hershey	Minden	Santee
High Plains	Mitchell	Sargent
Hitchcock County	Morrill	Schuyler
Holdrege	Mullen	Scottsbluff
Homer	Nebraska City	Scribner-Snyder
Howells-Dodge	Nebraska Unified #1	Seward
Humboldt Table Rock Steinauer	Neligh-Oakdale	Shelby
Humphrey	Newman Grove	Shelton
Hyannis	Niobrara	Shickley
Johnson County Central	Norfolk	Sidney
Johnson-Brock	Norris	Silver Lake
Kearney	North Bend Central	Sioux County
Kenesaw	North Platte	South Central NE Unified
Keya Paha County	Northwest	South Platte
Kimball	Oakland Craig	South Sioux City
Lakeview	Ogallala	Southern
Laurel-Concord-Coleridge	Omaha	Southern Valley
Leigh	O'Neill	Southwest
Lewiston Consolidated	Ord	Springfield Platteview Schools
Lexington	Osceola	St Edward
Leyton	Osmond	St Paul
Lincoln	Overton	Stanton
Litchfield	Palmer	Stapleton
Logan View	Palmyra Dist OR 1	Sterling
Loomis	Papillion-LaVista	Stuart
Louisville	Pawnee City	Sumner-Eddyville-Miller
Loup City	Paxton	Superior
Loup County	Pender	Sutherland
Lyons-Decatur Northeast	Perkins County	Sutton
Madison	Pierce	Syracuse-Dunbar-Avoca
Malcolm	Plainview	Tekamah-Herman
Maxwell	Plattsmouth	Thayer Central
Maywood	Pleasanton	Thedford
McCook	Ponca	Tri County
McCool Junction	Potter-Dix	Twin Rivers
McPherson County	Ralston	Umo Ho Nation
Mead	Randolph	Valentine
Medicine Valley	Ravenna	Wahoo
Meridian	Raymond Central	Wakefield
Milford	Red Cloud	Wallace
Millard	Riverside	Walthill
	Rock County	Wauneta-Palisade

Wausa  
 Waverly  
 Wayne  
 Weeping Water  
 West Holt  
 West Point

Westside  
 Wheeler Central  
 Wilber-Clatonia  
 Wilcox-Hildreth  
 Winnebago  
 Winside

Wisner-Pilger  
 Wood River Rural  
 Wynot  
 York  
 Yutan

**Accredited Nonpublic Schools**

**Total 83**

All Saints Catholic	(K-8)	Mary Our Queen Elem	(K-8)	St Isidore Elem	(K-6)
Aquinas-St Mary Catholic	(K-12)	Mercy High	(9-12)	St James-Seton Elem	(K-8)
Archbishop Bergan	(7-12)	Mount Michael High	(9-12)	St Joan of Arc Elem	(K-8)
Archbishop Bergan Elem	(K-6)	Nebraska Christian Schools	(K-12)	St John Neumann Elem	(1-6)
Bishop Neumann High	(7-12)	Nebraska City Lourdes Central	(K-12)	St Joseph's Elem	(K-8)
Boys Town	(K-12)	Nelson Mandela	(K-6)	St Leonard's Elem	(K-6)
Brownell Talbot	(K-12)	Norfolk Catholic	(K-12)	St Ludger Elem	(K-6)
Cedar Catholic High	(7-12)	North Platte Catholic	(K-12)	St Margaret Mary Elem	(K-8)
Central Catholic High	(6-12)	Omaha Christian Academy	(K-12)	St Mary Elem	(K-8)
Christ the King School	(K-8)	Our Lady of Lourdes Elem	(K-8)	St Mary Elem	(K-8)
Creighton Prep	(9-12)	Parkview Christian	(K-12)	St Mary's Catholic School	(K-6)
Daniel J Gross High	(9-12)	Pius X High	(9-12)	St Mary's	(K-12)
Duchesne Academy	(9-12)	Pope John XXIII High	(7-12)	St Matthew the Evangelist	(K-8)
East Catholic Elem	(K-8)	Roncalli Catholic High	(9-12)	St Michael Elem	(K-8)
Guardian Angels Central Cath	(K-12)	Sacred Heart Elem	(K-8)	St Michael's Elem	(K-8)
Hastings Catholic	(K-12)	Sacred Heart	(K-12)	St Patrick's Catholic	(K-8)
Holy Cross Catholic	(K-8)	Scotus Central Jr/Sr Cath	(7-12)	St Philip Neri Elem	(K-8)
Holy Family	(1-12)	Skutt High	(9-12)	St Pius X / St Leo Elem	(K-8)
Holy Name	(K-8)	St Anthony Elem	(K-6)	St Robert Bellermino Elem	(K-8)
Holy Trinity Elem	(K-6)	St Augustines Elem	(K-8)	St Rose of Lima Elem	(1-8)
Howells Community Catholic	(1-6)	St Bernadette Elem	(K-8)	St Stephen the Martyr	(K-8)
Jesuit Academy	(4-8)	St Bernard Elem	(K-8)	St Thomas More Elem	(K-8)
Kearney Catholic	(6-12)	St Bonaventure Elem	(K-8)	St Vincent dePaul Elem	(K-8)
Lincoln Christian	(K-12)	St Boniface Elem	(K-6)	St Wenceslaus Elem	(K-6)
Lincoln Lutheran	(6-12)	St Cecilia Cathedral	(K-8)	St Wenceslaus	(K-8)
Lutheran High Northeast	(9-12)	St Columbkille Elem	(K-8)	Sts Peter & Paul Elem	(K-8)
Madonna	(K-8)	St Francis	(K-12)	West Catholic Elem	(K-6)
Marian High	(9-12)	St Gerald Elem	(K-8)		

**Special Purpose Schools**

**Total 5**

Geneva North  
 Nebraska Correctional Youth Facility  
 Pine Ridge Job Corps  
 University of Nebraska High School  
 Kearney West High



# NEBRASKA

## DEPARTMENT OF EDUCATION

### PROPOSED AGENDA ITEM RATIONALE

**DATE:** June 5, 2020

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

**FROM:** Don Loseke, Accreditation Director, Office of Accountability, Accreditation & Program Approval

**PROPOSED AGENDA ITEM:** Grant conditional approval under Rule 14 (92 NAC 14), *Regulations & Procedures for the Legal Operation of Approved Nonpublic Schools*, for the following applicant nonpublic school to operate in the 2020-21 school year:

-Noor Academy, Omaha

**RATIONALE/BACKGROUND INFORMATION:** Representatives of the school have complied with the application procedures of Rule 14. Staff members of the Accountability, Accreditation, and Program Approval Office completed an on-site visit and reviewed requirements of the Rule with school representatives. On the basis of these discussions and observations, NDE representatives have determined that the school is prepared to meet Rule 14 requirements in the 2020-21 school year. Visitations will be conducted after the opening of the school to verify compliance with Rule 14.

**PROPOSED BOARD MEETING (MONTH/YEAR):** June 2020

**ESTIMATED COST:** None

**FOR CONTRACTS AND GRANTS:**

- Indicate the Funding Source:
- New or Renewal:
- If renewal, date of first approval:



# NEBRASKA

## DEPARTMENT OF EDUCATION

### PROPOSED AGENDA ITEM RATIONALE

**DATE:** June 5, 2020

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

**FROM:** Don Loseke, Accreditation Director, Office of Accountability, Accreditation & Program Approval

**PROPOSED AGENDA ITEM:** Grant conditional approval under Rule 18 (92 NAC 18), *Regulations and Procedures for the Approval of Interim-Program Schools in County Detention Homes, Institutions and Juvenile Emergency Shelters*, for the following applicant Interim Program to operate in the 2020-21 school year:

-Child and Adolescent Psychiatric Inpatient Center, Boys Town

**RATIONALE/BACKGROUND INFORMATION:** Interim-Program (Rule 18) schools serve students who are in residence at such sites and who are unable to attend the local public school due to reasons of health or safety. Interim-Program schools permit students to continue to make academic progress toward grade promotion or graduation while in residence. The program being recommended for conditional approval has submitted documentation and has been visited by Department Staff and found to be in compliance with the requirements of Rule 18.

**PROPOSED BOARD MEETING (MONTH/YEAR):** June 2020

**ESTIMATED COST:** None

**FOR CONTRACTS AND GRANTS:**

- Indicate the Funding Source:
- New or Renewal:
- If renewal, date of first approval:

BEFORE THE STATE BOARD OF EDUCATION  
STATE OF NEBRASKA

GARY and CRYSTAL BOUBIN )  
As parents of )  
EMERY BOUBIN )  
55088 835 Road )  
Norfolk, NE 68701 )  
 )  
Petitioners, )  
 )  
vs. )  
 )  
NORFOLK PUBLIC SCHOOLS )  
510 W. Pasewalk Avenue )  
Norfolk, NE 68701 )  
 )  
Respondent. )

CASE NO. 20-04

**FINAL ORDER**

This matter was filed by the Petitioner in accordance with Title 92, Chapter 61 of the Nebraska Administrative Code, pursuant to Neb. Rev. Stat. §79-239. On May 11, 2020, the Petitioner sent an email to the hearing officer and Respondent’s counsel advising that Petitioner wished to withdraw their appeal. The Hearing Officer has recommended withdrawal of the appeal and dismissal of this case.

WHEREFORE, the Nebraska State Board of Education finds and orders that the Petitioner’s Petition should be and hereby is dismissed.

DATED this \_\_\_\_\_ day of June, 2020.

NEBRASKA STATE BOARD OF  
EDUCATION

By: \_\_\_\_\_  
Maureen Nickels, President  
Nebraska State Board of Education

## CERTIFICATE OF SERVICE

I hereby certify that a copy of the above Order was mailed by regular United States mail to all affected parties on this \_\_\_\_\_ day of June, 2020, at the following addresses:

Gary and Crystal Boubin  
55088 835 Road  
Norfolk, NE 68701

Justin Knight, Esq.  
Perry, Guthery, Haase & Gessford, PC, LLO  
233 South 13th Street, Suite 1400  
Lincoln NE 68508

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## CERTIFICATE OF SERVICE

I hereby certify that a copy of the above Order was mailed by regular United States mail to all affected parties on this \_\_\_\_\_ day of June, 2020, at the following addresses:

Neely L. Fedde, Esq.  
Spethman Pallesen Law Office, LLC  
14301 FNB Pkwy #100  
Omaha, NE 68154

Jordan Johnson, Esq.  
KSB School Law, PC, LLO  
301 South 13th Street, Ste 210  
Lincoln NE 68508

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# NEBRASKA

## DEPARTMENT OF EDUCATION

### PROPOSED AGENDA ITEM RATIONALE

**DATE:** May 19, 2020

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

**FROM:** Amy Rhone and Kelly Wojcik, Office of Special Education

**PROPOSED AGENDA ITEM:** Continue to fund the Promoting Engagement and Knowledge Projects (PEaK).

**RATIONALE/BACKGROUND INFORMATION:** The NDE Office of Special Education is committed to supporting districts in improving results for children with disabilities. To meet this purpose, funding is available annually to support implementation and evaluation of Targeted Improvement Plans (TIPs) through a PEaK (Promoting Engagement and Knowledge) project. The PEaK Project funding is supplemental to, and is not intended to supplant or duplicate, any other funding source(s). Districts or consortiums of districts supported by an ESU may apply for projects funded with IDEA discretionary dollars for the specific purpose of improving learning for children with disabilities.

As part of Nebraska's Results Driven Accountability (RDA) System, all school districts must participate in ongoing review of their special education program utilizing the Improving Learning for Children with Disabilities (ILCD) process. The process includes an analysis of district data to study Impact Area data, district infrastructure, and other pertinent district data to identify target areas for improvement. This is followed by identifying measurable results (goals) and coherent improvement strategies that will be the focus for improvement. Next, the district reviews the current infrastructure and capacity to implement, scale-up and sustain evidence-based practice. Finally, based upon strengths and challenges, a comprehensive, multi-year TIP detailing coherent improvement strategies focused on improving results for children with disabilities is created. The state plan directs districts to implement phases of the ILCD improvement process over several years. The PEaK projects for 2020-2021 support Phase III: Implementation and Evaluation.

**PROPOSED BOARD MEETING (MONTH/YEAR):** June 2020

**FOR CONTRACTS AND GRANTS:**

- Indicate the Funding Source: Federal IDEA-Part B
- New or Renewal: Renewals
- If renewal, date of first approval: August 2018

**ESTIMATED COSTS:**

Recipient:	ESU 1
Project Amount:	\$86,159
Recipient:	ESU 2
Project Amount:	\$94,542
Recipient:	ESU 3
Project Amount:	\$131,036
Recipient:	ESU 4
Project Amount:	\$53,693
Recipient:	ESU 5
Project Amount:	\$59,312
Recipient:	ESU 6
Project Amount:	\$99,126
Recipient:	ESU 7
Project Amount:	\$65,047
Recipient:	ESU 8
Project Amount:	\$79,992
Recipient:	ESU 10
Project Amount:	\$80,698
Recipient:	ESU 11
Project Amount:	\$58,654
Recipient:	ESU 13
Project Amount:	\$144,945
Recipient:	LPS
Project Amount:	\$313,028
Recipient:	Bellevue
Project Amount:	\$73,508

Recipient: Papillion La Vista  
Project Amount: \$90,135

Recipient: Elkhorn  
Project Amount: \$70,103

Recipient: OPS  
Project Amount: \$396,270

Recipient: Millard  
Project Amount: \$180,135

Recipient: Grand Island  
Project Amount: \$74,228

Total Projects Amount: \$2,150,611



# NEBRASKA

## DEPARTMENT OF EDUCATION

### PROPOSED AGENDA ITEM RATIONALE

**DATE:** May 20, 2020

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

**FROM:** Amy Rhone and Theresa Hayes, Office of Special Education

**PROPOSED AGENDA ITEM:** Continue to fund Secondary Regional Transition Projects

#### **RATIONALE/BACKGROUND INFORMATION:**

The NDE Office of Special Education is committed to supporting schools in improving results for children with disabilities. To meet this purpose funding is available for the 2020-2021 school year to support Secondary Transition Regional Projects and to fund a part-time Regional Transition Facilitator.

The purpose of the Regional Projects is to increase local capacity and facilitate implementation of evidence-based and promising practices identified by the National Technical Assistance Center on Transition (NTACT) to improve transition-focused education and improve post school outcomes for youth with disabilities. Professional development and technical assistance will focus on developing educators and other transition service providers in the use and implementation of practices that will have a high likelihood of improving post school outcomes for students with disabilities: increasing the graduation rate, decreasing the dropout rate, increasing competitive employment and increase the rate of enrollment in post-secondary education or training.

The purpose of the Part-time Regional Transition Facilitator will be to assist in the coordination of technical assistance and professional development focused on transition within the region. This individual will work closely with the NDE Coordinator of Transition Supports to develop a consistent system of capacity building and professional development within regions and statewide. The purpose of this system is to increase and build strong supports for transition educators and create positive outcomes for transition aged students.

**PROPOSED BOARD MEETING (MONTH/YEAR):** June 2020

**ESTIMATED COST:**

Recipient: ESU 3  
Project Amount: \$68,700

Recipient: ESU 6  
Project Amount: \$68,000

Recipient: ESU 7  
Project Amount: \$68,700

Recipient: ESU 13  
Project Amount: \$68,700

Total Projects Amount: \$274,100

**FOR CONTRACTS AND GRANTS:**

- Indicate the Funding Source: Federal IDEA-Part B
- New or Renewal: Renewal
- If renewal, date of first approval: July 2019



# NEBRASKA

## DEPARTMENT OF EDUCATION

### PROPOSED AGENDA ITEM RATIONALE

**DATE:** May 19, 2020

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

**FROM:** Amy Rhone and Teresa Coonts, Office of Special Education

**PROPOSED AGENDA ITEM:** Continue to fund the Autism Spectrum Disorder (ASD) Network Projects

**RATIONALE/BACKGROUND INFORMATION:** In 2002, five (5) ASD Regions were established across Nebraska to provide support for Nebraska schools and families impacted by autism spectrum disorders. In addition to the five ASD Regional Coordinators, an ASD Network State Coordinator is housed at the University of Nebraska - Lincoln to coordinate the services of the ASD Network. The Nebraska ASD Network is funded by the Nebraska Department of Education (NDE), Office of Special Education through Individuals with Disabilities Act (IDEA) funds.

The Nebraska Department of Education developed the ASD network to provide training and technical assistance to local early childhood providers, school districts, educational service units and parents of children with autism spectrum disorders for children birth to age 21. The ASD Network works to build school district capacity in providing quality, individualized programming for students with autism using evidence based practices and interventions; however, the network does not provide direct services. It is the responsibility of Nebraska school districts to assure that all children with ASD have a free and appropriate public education (FAPE), which includes special education and related services that meet their unique needs.

Each of the ASD regions covers specific ESUs within that region (see estimated cost section for details). This is a collaborative partnership with five ESUs, and UNL with the proposed allocated amounts for each agency listed in the estimated cost section.

**PROPOSED BOARD MEETING (MONTH/YEAR):** June 2020

**ESTIMATED COSTS:** All projects are Federal IDEA Part B/Federal IDEA Part C funds, all are renewals and all run from September 1, 2020 through August 31, 2021

**Recipient:** UNL- ASD State Coordinator and Behavioral consultant (covers statewide support to network)

**Project Amount:** \$337,995

**Recipient:** ESU13-Western ASD Region (covers ESUs 13, 14, and 16)  
**Project Amount:** \$219,490 (includes coordinator and Behavioral consultant)

**Recipient:** ESU10- Central ASD Region (covers ESUs 9, 10, 11, 15, parts of 16 and 17)  
**Project Amount:** \$162,064 (includes coordinator)

**Recipient:** ESU6- Southeast ASD Region (covers ESUs 4, 5, 6, and 18)  
**Project Amount:** \$169,580 (includes coordinator)

**Recipient:** ESU7- Northeast ASD Region (covers ESUs 1, 7, and 8)  
**Project Amount:** \$140,399 (includes coordinator)

**Recipient:** ESU3- Metro ASD Region (covers ESUs 2, 3, and 19)  
**Project Amount:** \$358,579 (includes coordinator and Behavioral consultant)

Total awarded for ASD Network projects: \$1,388,107



# NEBRASKA

## DEPARTMENT OF EDUCATION

### PROPOSED AGENDA ITEM RATIONALE

**DATE:** May 20, 2020

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

**FROM:** Amy Rhone, Office of Special Education

**PROPOSED AGENDA ITEM:** Continue to fund NeMTSS Regional Facilitator for Educational Service Unit #1

**RATIONALE/BACKGROUND INFORMATION:** NeMTSS is a framework that promotes an integrated system connecting general education and special education, along with all components of teaching and learning, into a high quality, standards-based instruction and intervention system that is matched to a student's academic, social-emotional and behavior needs. The goal of the NeMTSS State Plan is to provide an overview for MTSS practices in Nebraska and provide supports to Nebraska Schools in the development of their MTSS Framework and Systems. As such, it will chart the course for school-wide implementation from Pre-Kindergarten through graduation. The supports are devoted to explaining the essential elements of MTSS and the systematic implementation in schools. It is intended to help Nebraska Districts increase understanding of the various aspects of the system and to identify areas that warrant future professional development within a school setting. NeMTSS has been working to provide supports to school systems for over 12 years now. What began as a small grant within the University of Nebraska - Lincoln from the Department of Education has begun to build out a tiered system of support that now includes the grant with the University of Nebraska-Lincoln as well as NDE Consultants, a State Team, and Stakeholders informing decisions to build out Nebraska MTSS Support for schools.

The NeMTSS Regional Facilitator will provide coordination, technical assistance, training, and support to Nebraska Schools and ESUs through a regional support, dividing the state into three sections. The Facilitator will serve on the NeMTSS State Team (PLC) and build out the trainings and technical assistance needed throughout the region and state that is identified as needed. The coordination, technical assistance, training, and support will be provided through on-site training, building meetings, module development, webinars, etc. to Nebraska's School District and ESU personnel.

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

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

**PROPOSED BOARD MEETING (MONTH/YEAR):** June 2020

**ESTIMATED COST:** \$162,000

**FOR CONTRACTS AND GRANTS:**

- Indicate the Funding Source: Federal IDEA-Part B
- New or Renewal: Renewal
- If renewal, date of first approval: December 2019



# NEBRASKA

## DEPARTMENT OF EDUCATION

### PROPOSED AGENDA ITEM RATIONALE

**DATE:** May 20, 2020

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

**FROM:** Melody Hobson, Administrator, Office of Early Childhood Education  
Dean Folkers, Chief Information Officer,

**PROPOSED AGENDA ITEM:** Grant the Commissioner the authority to approve an agreement with the Nebraska Department of Health and Human Services for the use of up to \$2.5 million of Federal Preschool Development Grant continuation funds and authorization to sub grant and/or subcontract up to \$500,000 initially to accomplish the Nebraska early childhood integrated data system (ECIDS).

**RATIONALE/BACKGROUND INFORMATION:** The Preschool Development Birth through Five (PDG B-5) is a competitive federal grant program established as part of the Every Student Succeeds Act (ESSA) passed in 2015. Funding from this grant will allow the Department of Health and Human Services (DHHS) to continue collaboration with the Nebraska Department of Education (NDE) and other public and private partners to further develop existing programs that benefit children statewide.

Last year, Nebraska was awarded \$4.1 million in PDG B-5 funds. This grant allowed Nebraska to complete a comprehensive Statewide Needs Assessment and Strategic Plan. Supporting this work, Nebraska has been awarded a renewal grant. As a result, the state will receive \$8.9 million for each of the next three years with contributing partners pledging \$2.7 million in matched funds.

The funds will be awarded directly to DHHS, which will serve as the lead agency. The NDE will be entering into an agreement with DHHS for use of up to \$2.5 million for a number of projects, including; strengthening of the statewide early childhood coaching infrastructure, offering an additional cohort of the National Association of Elementary School Principals' Early Childhood Leadership Academy, and the buildout of the Nebraska Early Childhood Integrated Data Systems (ECIDS).

As part of the resources provided through the PDG, authority for the Commissioner to approve specific contracts/grants to accomplish aspects of the grant is requested. The contracts needed to begin the ECIDS work include:

- An ECIDS Product owner (contractor position, up to \$150,000),
- Project manager (up to \$150,000), and
- IT consulting services (up to \$200,000).

**PROPOSED BOARD MEETING (June 2020):**

**ESTIMATED REVENUE:** Up to \$2.5 million

**ESTIMATED COST:** Beginning information technology contracts – up to \$500,000.

**FOR CONTRACTS AND GRANTS:**

- Funding Source: Federal Preschool Development Grant
- New or Renewal: Contracts will be new



# NEBRASKA

## DEPARTMENT OF EDUCATION

### PROPOSED AGENDA ITEM RATIONALE

**DATE:** May 27, 2020

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

**FROM:** Melody Hobson, Administrator, Office of Early Childhood Education

**PROPOSED AGENDA ITEM:** Approve the Rule 11 waiver request from ESU #13

**RATIONALE/BACKGROUND INFORMATION:** Educational Service Unit (ESU) 13 is a Federal Head Start Grantee. History of the ESU 13 as a Head Start Grantee is included in narrative documentation. Federal Head Start Performance Standards do not require each Grantee to have all classroom teachers to hold a teaching certificate. ESU 13 is in compliance with Federal Head Start Requirements but not in compliance with Rule 11 Section 005.05A which requires each classroom teacher to have a valid Nebraska Teaching Certificate with appropriate early childhood endorsement. Legislation enacted in 2018 allowed districts and ESU operating an early childhood program to apply for a waiver enabling them to be approved while employing one or more teachers who do not have a teaching certificate, but meet requirements set in Rule 11 for a waiver.

The minimum education needed to be eligible for a district/ESU to request a waiver approval follows:

003.02A4a Twelve graduate hours in early childhood education; or

003.024b Bachelor's degree or higher including 12 undergraduate hours in early childhood education, or

003.02A4c Associate's degree in early childhood education.

Documents attached are:

Historical and status narrative from ESU 13, Checklist of materials required by Rule 11 submitted to NDE by ESU 13.

**PROPOSED BOARD MEETING** June, 2020:

**ESTIMATED COST:** N/A



### **Background of ESU 13 Becoming the Grantee for Head Start**

- Community Action Partnership of Western Nebraska (CAPWN) had held the Head Start grant for 49 years and was forced to relinquish it on November 1, 2014.
- Community Development Institute (CDI), as an interim agency, contracted with the Office of Head Start to administer programs without a named grantee to ensure that services continue in the community until a new grantee was awarded. CDI administered the grant for seven months.
- Two weeks prior to the grant submission deadline a group from the community approached then ESU 13 Administrator Dr. Jeff West about writing for the Head Start five-year grant in order to keep \$14 million dollars in the Panhandle. At that point in time, there had been no other local entities who had expressed any interest in taking on the grant. Dr. West and representatives of the community presented the opportunity to the ESU 13 Board of Education and they agreed to write for the grant. ESU 13 was awarded the Head Start grant from the Office of Head Start on April 1, 2015 and began operation of the program on June 1, 2015.
- When ESU 13 became the grantee, Head Start had partnerships with five ESU 13 member school districts. Over the course of the last five years, and as recent as May 2020, ESU 13 has increased the number of public school partnerships to seven. Through the expansion of school district partnerships, the number of students in partnership classrooms has increased from 76 in April 2015 to 136 in June 2020.
- ESU 13 Head Start provides jobs to 65 Panhandle residents.
- 136 Head Start children are served in seven school district partnership programs.
- 66 children are served in four Head Start classrooms.
- 84 infants and toddlers are served through Early Head Start - 64 in eight center-based classrooms and 20 through home-based services.

### **Certification Needs and Waiver Request**

- In June of 2016, the Nebraska Department of Education Office of Early Childhood contacted Dr. West and Donna Jenne, ESU 13 Head Start Director, to provide notification that the Head Start program was bound by the Rule 11 teacher certification requirement. All teachers were currently in compliance with the Head Start Program Performance Standards and many were regularly enrolled in college classes as part of their individual professional development plan. However, in order to work toward meeting Rule 11 compliance, ESU 13 Head Start teachers would have to enroll in a course of study targeting certification. In addition, the Head Start program would be required to hire certificated teachers to fill any vacant teacher positions in the future.
- Dr. West participated in a number of meetings and conversations with Nebraska Commissioner of Education Dr. Matthew Blomstedt and with District 48 Nebraska State Senator John Stinner in support of the ESU 13 Head Start program. He expressed his concern for the impact that meeting Rule 11 certification requirements would have on the Head Start program.

- ESU 13 worked with Senator Stinner as he introduced LB 803, which, in part, would propose changes to Rule 11 by implementing a waiver process for teachers who do not currently hold Nebraska certification in early childhood education. In the spring of 2018, Dr. West testified before the Education Committee in support of this legislation. The legislation passed in March of 2018.
- For the 2017-2018 program year, ESU 13 Head Start employed three certified teachers. None of the teachers held an endorsement in early childhood education and required many additional supports throughout the school year.
- Since January 2017, ESU 13 Head Start teachers have been required to maintain enrollment in college courses towards teacher certification, and the program has provided an annual update to the NDE on the teachers' progress. The ESU 13 Administration and the Head Start Management Team have held ongoing meetings with the teachers to keep them informed of the progress of proposed changes to Rule 11. On February 7, 2020, teachers who did not meet the waiver requirements in the proposed change were informed that their positions would be advertised for hire in an effort to meet the guidelines set forth in Rule 11.
- The Head Start Program Performance Standards include relevant information regarding employment practices. Performance Standard 1302.90 (b) (6) Personnel Policies states, "(a) program must consider current and former program parents for employment vacancies for which such parents apply and are qualified." The number of Head Start parents employed is annually compiled and reported by each Head Start program nationally on the Program Information Report (PIR). The ESU 13 Head Start program is proud of its success in promoting the Head Start value of family well-being by employing 34 current and former Head Start or Early Head Start parents, as reported in the program's 2019 PIR.
- Head Start teacher compensation currently starts at \$16.40 per hour for a teacher holding a bachelor's degree. With ESU 13 as the grantee, any certificated teacher that is hired must be placed on the certificated salary schedule, per a 2002 Nebraska Commission of Industrial Relations Order. Educational Service Units do not receive funding for 4-year-olds to provide financial support for certified teachers in preschool classrooms, and there are no options to expand Head Start grant funding to accommodate the varying credential and experience levels of 12 certificated teaching positions. As a result, ESU 13 will continue to explore alternative approaches for keeping the grant operational in western Nebraska.

### **Training for Head Start Staff**

- All Head Start staff receive a minimum of 72 hours of professional development annually provided by community trainers, internal program specialists, and through collaboration with national Head Start training specialists.
- The Head Start program utilizes Training and Technical Assistance funds awarded annually by Head Start in order to provide professional development hours and to financially support staff who are working towards their certification. Staff may receive payment for up to two college courses annually.

### **Number of Positions Needed for Programming (as of May 20, 2020)**

- 12 classrooms (4 - Head Start and 8 - Early Head Start) needed for the 2020-2021 school year. Below is the status of our staffing:

#### **Head Start Classrooms**

- One certified teacher endorsed in Early Childhood Inclusive (B-3).
- One Social Science (7-12) certified teacher who is enrolled in a program to complete their Early Childhood Education (current HS employee).
- One current teacher meets requirements for the waiver as permitted by Rule 11 and is continuing their education towards completion of an Early Childhood endorsement.
- One classroom is located in Bridgeport (36 miles from Scottsbluff). There were no applicants or current teachers interested in traveling to Bridgeport for work. The current teacher does not meet requirements for the waiver as permitted by Rule 11, but is continuing their education towards completion of an Early Childhood endorsement. The teacher currently holds an AAS in Health Management and is scheduled to obtain her Associate's Degree in Early Childhood in September of 2021.

#### **Early Head Start Classrooms**

- Two of the current teachers meet requirements for the waiver as permitted by Rule 11 and are continuing their education towards completion of an Early Childhood endorsement.
- Five current teachers do not meet the requirements for the waiver as permitted by Rule 11. All five teachers are enrolled in a minimum of one class per semester.
- One classroom is currently open. If we do not receive a qualified application, the position will be filled from within by a staff member who does not meet the requirements for the waiver as permitted by Rule 11. This staff member will be enrolled in a minimum of one class per semester.

**\*\* Please see attachment Section 3 003.02A4 for additional supporting details.**

### **Evidence of Job Posting - Please see attachment Section 1 003.02A1**

- 3/4/20, 3/8/20, 3/11/20 & 3/15/20 - Advertisement in Star-Herald for Early Childhood Education Teacher.
- 3/2/20 - Early Childhood Education Teacher posted on ESU 13 website/applicant tracking system - has remained posted.
- 3/2/20 - Uploaded to SchoolSpring (national job board) with posting to ESU 13 website/applicant tracking.

- 3/2/20 - ESU 13 Advertisement for Early Childhood teacher positions was posted on the ESU 13 Facebook Page, 275 people were reached with the post. The post was shared 18 times with the link to the job descriptions and the application being accessed 86 times.
- 3/4/20 - Posted to NDE Teach in Nebraska website.

**List of All Other Applicants for the Vacant Positions (as of May 20, 2020) - Please see attachment Section 2 003.02A2-003.02A3**

- 3/9/20 - Nikita McConnell (ESU 13 current employee-Early Childhood Special Education) - is certificated in B-3 Early Childhood SPED - accepted position 4/14/20.
- 3/20/20 - Stephanie Reynaga (ESU 13/Head Start current employee - Enrollment Manager) - is certificated in Social Science (7-12) - accepted position 4/16/20.
- 4/12/20 - Emily Lauck (external application) - rescinded application, had accepted another position already.
- 5/1/20 - Brandy Johnson (external application) - disclosed on her application was the following:
  - *Have you ever been involuntarily terminated or asked to resign, or resigned in lieu of termination from the employment of another school district? Yes - If yes, please give the name of the district, the date and the reason for the resignation or termination. Gering Public Schools, May 2020. The principal and I had different expectations for my role.*
- 5/2/20 - Cary Laucomer (external application) - reached out to interview, but not interested in pursuing any longer.
- 5/12/20 - Judy Cuthbertson (external application) - BA in Early Childhood Education, not certificated; interview scheduled for Wednesday 5/20/2020.

**Efforts Made by ESU 13 to Attract Applicants**

- 1/8/20 - ESU 13 Administrator, Dr. Andrew Dick met with Western Nebraska Community College (WNCC) Leadership regarding Early Childhood Education certification and the growing need for Early Childhood teachers in western Nebraska.
- ESU 13 Human Resource Manager and Head Start Education Manager had conversations with WNCC Early Childhood Education Instructor, Patsy Yager, in hopes of generating additional applicants.
- 2/28/20 - ESU 13 representation at Chadron State College (CSC) Teacher Interview Day - no Early Childhood Teachers attended.
- 3/3/20 - WNCC Job Fair - no certificated Early Childhood Teachers attended; visited with current Early Childhood majors in the the current WNCC program about going on to get their certification.

**Nebraska Department of Education,  
Office of Early Childhood Education  
Rule 11 Waiver Request – Internal Document Checklist**

**School District/ESU: ESU #13  
Request Date: 5/21/2020**

**11.003.02** Approval Requirements Prekindergarten programs established by school boards or educational service units will be approved by the Board pursuant to this chapter upon the recommendation of the Commissioner. Approval requires compliance with the requirements identified in this Chapter.

**11.003.02** A school systems may submit a request for a waiver for subsections 004.07 and 005.05A of this Chapter listing each staff member that does not meet those requirements. To be eligible for a waiver the following minimum information is required and must be submitted within 30 days of the hire date of each staff.

<b>Criteria</b>	<b>Checklist</b>	<b>Notes</b>
Number of positions for which district is requesting a waiver	3	ESU 13 has 12 classroom teaching positions. There are currently 2 classrooms with certificated teachers. There are 3 teachers who meet the educational requirements for the waiver. There are also 6 six classrooms with adults who do not meet the educational requirements for the waiver process. There is one unfilled position, if that position cannot be filled by a qualified applicant then a current employee who does not have the prerequisites needed to qualify for a waiver.
003.02A1 Job posting/Salary	Yes	Open positions were posted on two state and national job search boards as well as the local newspaper and ESU 13 website. Documentation was submitted to NDE. Salary information was submitted in materials to NDE.
003.02A2 List of all other applicants for the position along with their resume and/or application	Yes	ESU submitted list of applicants who applied for the teaching positions and the results of the application. ESU 13 also supplied the names of the adults assigned to the classrooms and their educational transcripts.
003.02A3 Resume of person(s) hired,	Yes	Resumes of new applicants and currently employed certificated teachers.
003.02A4	Yes	College transcripts of teachers who qualify for the waiver were submitted to NDE as well as currently

<p>Copy of an approved course of study from a cooperating college or university showing the staff member will be able to achieve a teaching certification with an early childhood endorsement within four years. Such course of study should also include a copy of the Staff member's current Transcripts that shows qualifications</p>		<p>employed adults not with enough college coursework to qualify for waiver.</p>
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Matthew L. Blomstedt, Ph.D., Commissioner

# NEBRASKA

## DEPARTMENT OF EDUCATION

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P.O. Box 94987  
Lincoln, NE 68509-4987  
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FAX 402.471.0117

### STATE BOARD OF EDUCATION POLICY COMMITTEE REPORT

Date: June 5, 2020

The Committee on POLICY met on May 28, 2020 and reports that it reviewed and discussed State Board Bylaw, B14, Staff Research and Assistance. For the August Board meeting, the Committee plans to recommend that B14 and B11 be combined into one Bylaw, B14, Staff Research and Assistance/Legal Assistance.

The Committee recommends the adoption of a Resolution recognizing critical infrastructure and frontline workers for their efforts and response to the COVID-19 pandemic at their June business meeting.

This concludes the POLICY COMMITTEE report.

PATRICIA TIMM, Chair



# NEBRASKA

## DEPARTMENT OF EDUCATION

### Resolution to Recognize Critical Infrastructure and Frontline Workers for their Efforts and Response to the COVID-19 Pandemic

**WHEREAS,** The world is experiencing a pandemic of the coronavirus disease 2019 (COVID-19), affecting at least 188 countries and regions with over six million confirmed cases and over 391,136 global deaths resulting from this novel virus; the United States has the highest number of confirmed cases of any country, with at least 1,872,660 confirmed cases and at least 391,136 deaths; in Nebraska, there are at least 15,117 confirmed cases and 186 deaths;

**WHEREAS,** Many Nebraskans have stayed home and have been able to work from home starting around the time of the first Directed Health Measure, issued March 18, 2020;

**WHEREAS,** A functioning critical infrastructure for our communities and the state has been crucial during the response to the COVID-19 pandemic for both public health and safety as well as community well-being. To maintain this critical infrastructure, many Nebraskans have not been able to work from home and have had to put their personal and family health at risk working on the frontlines in order to serve and support others;

**WHEREAS,** The Cybersecurity and Infrastructure Security Agency of the United States Department of Homeland Security has identified 16 critical infrastructure sectors whose assets, systems, and networks, whether physical or virtual, are considered so vital to the United States that their incapacitation or destruction would have a debilitating effect on security, national economic security, national public health or safety, or any combination thereof. The 16 critical infrastructure sectors include the following sectors: chemical; commercial facilities; communications; critical manufacturing; dams; defense industrial base; emergency services; energy; financial services; food and agriculture; government facilities; healthcare and public health; information technology; nuclear reactors, materials, and waste; transportation systems; and water and wastewater systems;

**WHEREAS,** The State Board of Education values all workers through the Nebraska Department of Education mission statement, “To lead and support the preparation of all Nebraskans for earning, learning, and living;” now, therefore, be it

**RESOLVED,** That the State Board of Education recognizes the importance of a functioning critical infrastructure workforce, including frontline workers, during the COVID-19 pandemic, and during ordinary times, to serve and support our communities and the state, which includes the operation of schools and other education facilities, ensuring a successful future for students, families, and clients; and

**RESOLVED,** That the State Board of Education extends deep gratitude to workers in the critical infrastructure sectors, and frontline workers, including but not limited to, healthcare workers, protective service workers (police and emergency medical technicians), cashiers in grocery and general merchandise stores, production and food processing workers, janitors and maintenance workers, agricultural workers, and truck drivers, as well as the military including the Nebraska National Guard, who continue to selflessly serve and support all Nebraskans during this extraordinary time.

Signed on behalf of the Nebraska State Board of Education, this 5th day of June 2020.

\_\_\_\_\_  
Maureen Nickels, President

\_\_\_\_\_  
Patsy Koch Johns, Vice President



# NEBRASKA

## DEPARTMENT OF EDUCATION

### Resolution to Recognize Critical Infrastructure and Frontline Workers for their Efforts and Response to the COVID-19 Pandemic

**WHEREAS,** The world is experiencing a pandemic of the coronavirus disease 2019 (COVID-19), affecting at least 188 countries and regions with over six million confirmed cases and over 391,773 global deaths resulting from this novel virus; the United States has the highest number of confirmed cases of any country, with at least 1,874,411 confirmed cases and at least 108,238 deaths; in Nebraska, there are at least 15,117 confirmed cases and 186 deaths;

**WHEREAS,** Many Nebraskans have stayed home and have been able to work from home starting around the time of the first Directed Health Measure, issued March 18, 2020;

**WHEREAS,** A functioning critical infrastructure for our communities and the state has been crucial during the response to the COVID-19 pandemic for both public health and safety as well as community well-being. To maintain this critical infrastructure, many Nebraskans have not been able to work from home and have had to put their personal and family health at risk working on the frontlines in order to serve and support others;

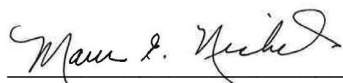
**WHEREAS,** The Cybersecurity and Infrastructure Security Agency of the United States Department of Homeland Security has identified 16 critical infrastructure sectors whose assets, systems, and networks, whether physical or virtual, are considered so vital to the United States that their incapacitation or destruction would have a debilitating effect on security, national economic security, national public health or safety, or any combination thereof. The 16 critical infrastructure sectors include the following sectors: chemical; commercial facilities; communications; critical manufacturing; dams; defense industrial base; emergency services; energy; financial services; food and agriculture; government facilities; healthcare and public health; information technology; nuclear reactors, materials, and waste; transportation systems; and water and wastewater systems;

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Signed on behalf of the Nebraska State Board of Education, this 5th day of June 2020.

  
\_\_\_\_\_

Maureen Nickels, President

  
\_\_\_\_\_

Patsy Koch Johns, Vice President

 <p>Nebraska Department of Education Policy and Reference Manual</p>	<p>Bylaw Number B14 <del>(formerly B19)</del></p>	<p>Page Number 1 of 1</p>
<p>State Board Bylaw B14 <del>(formerly B19)</del>  Staff Research and Assistance</p>	<p>Created: 1995 Last Revised: 2015 Reviewed: 1998, 2006, 2016, <u>2020</u> Approved: 04/08/2016</p>	

All requests by Board members for research or other assistance by staff should be routed through the Commissioner's Office.

In cases where the individual Board member requires assistance from staff for research, creation of information or documents, or other preparation to assist the Board member in his or her official duties, those requests should be handled as follows:

- Requests requiring less than four hours of staff time, and minimal other costs, should be completed by the staff as directed by the Commissioner, including the preparation of a brief report of the staff time and costs involved.
- For requests requiring more than four hours of staff time and/or more than minimal other costs, such requests shall be submitted by the Board member in writing and routed through the Commissioner's office or through the Board President. The requesting Board member will be provided with a written response identifying the specific request and the activities required to complete it, the estimated staff time required, the estimated total cost of staff time and related expenses, and the estimated timeline for completion. The requesting Board member may authorize the initiation of the activity for up to four hours of time and minimal related cost. The total project will require approval of the Board for completion of the balance of the project.

In consultation with the Board President, the Commissioner shall determine the appropriateness of providing the same request for the benefit of other Board members. Board members may request copies of the projects/activities completed for other Board members.


#### Board Action History

- 12/8/95 – Prior B19  
(Requests for research go through Commissioner with copies of research provided to all members.)
- 4/10/98 – Prior B19  
(Completely revised)
- 9/7/06 – B19  
(Same Bylaw text)
- 4/3/16 – B19  
(Removed sentence saying Commissioner shall provide reports to the full Board of the requests made of staff.)
- 03/03/2017 – B19(B14)  
(Reorganized Board Policy Reference Manual with new designated letters for categories of policy [P], bylaws [B] and position statements [S]. B19 is now B14)

#### Cross-References

- State Board Policies P2 ~~and B3~~ , and B11



 <p>Nebraska Department of Education Policy and Reference Manual</p>	<p>Bylaw Number B14 <del>(formerly B19)</del></p>	<p>Page Number 1 of <del>12</del></p>
<p>State Board Bylaw B14 <del>(formerly B19)</del> Staff Research and Assistance/<u>Legal Assistance</u></p>	<p>Created: 1995 Last Revised: 2015 Reviewed: 1998, 2006, 2016, <u>2020</u> Approved: 04/08/2016</p>	

#### A. STAFF RESEARCH AND ASSISTANCE

All requests by Board members for research or other assistance by staff should be routed through the Commissioner's Office.


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In consultation with the Board President, the Commissioner shall determine the appropriateness of providing the same request for the benefit of other Board members. Board members may request copies of the projects/activities completed for other Board members.

#### B. LEGAL ASSISTANCE

The State Board may request legal opinions from the Attorney General and/or the Legal Services Office by forwarding their request to the Commissioner. The Commissioner is responsible for preparing the question and necessary background information and forwarding the question to the Attorney General and/or Legal Services Office. The Commissioner shall provide all State Board Members with copies of the request. Any written opinion provided by the Attorney General or Legal Services Office as a result of a question by the State Board shall be provided by the Commissioner to all of the members of the State Board.

 <p>Nebraska Department of Education Policy and Reference Manual</p>	<p>Bylaw Number B14 <del>(formerly B19)</del></p>	<p>Page Number <del>± 2</del> of <del>2 ±</del></p>
<p>State Board Bylaw B14 <del>(formerly B19)</del> Staff Research and Assistance/<u>Legal Assistance</u></p>	<p>Created: 1995 Last Revised: 2015 Reviewed: 1998, 2006, 2016, <u>2020</u> Approved: 04/08/2016</p>	

The Legal Services Office represents the Department and not individual State Board members or NDE staff members. The General Counsel or one of his or her assistant attorneys shall serve as legal advisor to the State Board and Commissioner at State Board meetings. When the Legal Services Office will be representing the Commissioner of Education in a contested case in which the State Board is the decision maker, the Commissioner will notify the State Board President and Attorney General, so that the State Board may secure alternate legal representation from the Attorney General's Office or another source approved by the Attorney General.

The primary role of the Legal Services Office shall be to provide day-to-day legal assistance to the Department, including the State Board, Commissioner and NDE staff. The Commissioner and General Counsel are responsible for making certain that the State Board is fully informed of all pending legal matters and legal issues affecting the Department.

#### Board Action History

- 12/8/95 – Prior B19  
(Requests for research go through Commissioner with copies of research provided to all members.)
- 4/10/98 – Prior B19  
(Completely revised)
- 9/7/06 – B19  
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- 03/03/2017 – B19(B14)  
(Reorganized Board Policy Reference Manual with new designated letters for categories of policy [P], bylaws [B] and position statements [S]. B19 is now B14)

#### Cross-References

- State Board Policies P2 and-B3



Matthew L. Blomstedt, Ph.D., Commissioner

# NEBRASKA

## DEPARTMENT OF EDUCATION

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### STATE BOARD OF EDUCATION APPRAISAL COMMITTEE REPORT

Date: June 5, 2020

“The Appraisal Committee reports that...

- The Commissioner will continue to have goals in the areas of communication, NDE as a policy leader, budget, and strategic leadership. Subgoals, or strategies, will be added to reflect priorities for the 2020-2021 contract year.
- The Appraisal Committee recommends that the board renew and approve the Commissioner’s contract of employment with the following as the major revised terms:
  - Extend the contract period by one year, and
  - At the Commissioner’s request, freeze the current salary level and add 40 hours of vacation leave to use or lose by June 30, 2021. This concludes the Appraisal Committee report.”

Patricia Timm, Chair

\*Submit a printed copy to the Committee Chair and email to the Recording Secretary.

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



# EMPLOYMENT AGREEMENT

**THIS EMPLOYMENT AGREEMENT** ("Agreement") is entered into by and between the STATE BOARD OF EDUCATION, a Nebraska public body corporate (hereinafter, the "State Board") and MATTHEW L. BLOMSTEDT, Ph.D., an individual ("Dr. Blomstedt" or "Employee"), effective as of the 1<sup>st</sup> day of July, 201920 ("Effective Date").

## RECITALS

A. The State Board is established by art. VII, § 2 of the Nebraska Constitution and operates subject to and in accordance with the Constitution and the Revised Statutes of Nebraska.

B. The Commissioner of Education ("Commissioner") is established under art. VII, § 4 of the Nebraska Constitution and serves as the executive officer of the State Board and the administrative head of the State Department of Education ("Department").

C. Under express provisions in Neb. Rev. Stat. § 79-315 (2014), the State Board is authorized to appoint and contract for a Commissioner of Education, whose appointment may be for a three-year period.

D. Subject to and in accordance with the terms and conditions hereof and the Constitution and the Revised Statutes of Nebraska, the State Board wishes to employ Dr. Blomstedt, and Dr. Blomstedt wishes to be employed by the State Board as the Commissioner of Education for the State of Nebraska.

**NOW, THEREFORE**, for and in consideration of the mutual premises and covenants hereof, and for other good and valuable consideration the receipt and sufficiency of which are hereby acknowledged, the parties hereby agree as follows:

Section 1. Term of Agreement. Unless otherwise extended by written agreement duly executed by the parties, the term of this Agreement and Dr. Blomstedt's employment hereunder shall commence on the Effective Date and shall terminate at 11:59 p.m. on the 30<sup>th</sup> day of June, 20223 ("Term").

Section 2. Duties of the Commissioner.

(a) The State Board hereby employs Dr. Blomstedt and Dr. Blomstedt hereby accepts employment as Commissioner of Education as of the Effective Date. In this capacity, Dr. Blomstedt shall be responsible for performance of those duties generally described herein or as are otherwise assigned to Dr. Blomstedt by the State Board from time to time. Dr. Blomstedt shall faithfully utilize his best efforts on a full-time basis to perform the responsibilities and duties of his position. Dr. Blomstedt shall report directly to and take direction from the State Board. Dr. Blomstedt shall faithfully adhere to, execute and fulfill all policies and directives of the State Board as are communicated to

him, as such policies and directives may be established or changed from time to time by the State Board.

(b) Dr. Blomstedt shall perform the duties prescribed for the Commissioner of Education as set forth in the Revised Statutes of Nebraska and the Nebraska Administrative Code, as they now exist or as they may be changed from time to time, which duties are incorporated by reference into this Agreement as if fully set forth herein.

(c) Subject to the other provisions of this Section 2, Dr. Blomstedt may undertake speaking engagements, writing, lecturing, or other professional activities which do not interfere with the performance of his duties hereunder. Dr. Blomstedt may not receive remuneration for any speaking engagements, writing, lecturing, or other professional activities which are part of his duties as Commissioner of Education, or receive any remuneration which violates the laws and regulations of the Nebraska Accountability and Disclosure Commission or any other provision of law. In the event that Dr. Blomstedt wishes to accept remuneration for any activities during the Term hereof, he shall notify the President of the State Board in each instance and obtain written approval of same in advance.

Section 3. Compensation. For the performance of all duties and responsibilities in his capacity of Commissioner, Dr. Blomstedt shall be compensated as follows during the Term hereof:

(a) Salary. On the Effective Date of this Agreement, Dr. Blomstedt shall be paid a full-time annual salary in the gross amount of \$232,620.89 (Two Hundred Thirty-Two Thousand Six Hundred Twenty Dollars and Eighty-Nine Cents), which shall be paid pro rata at normal payroll intervals and shall be subject to normal payroll deductions. ~~Effective July 1, 2020, Dr. Blomstedt shall be paid a full-time annual salary of \$237,971.17 (Two Hundred Thirty Seven Thousand Nine Hundred Seventy One Dollars and Seventeen Cents).~~ The State Board retains the option to further adjust Dr. Blomstedt's salary during the Term hereof.

(b) Benefits. Dr. Blomstedt shall ~~receive be eligible for~~ vacation leave and sick leave as set forth in Neb. Rev. Stat. §§ 81-1320 through 81-1328 as they currently exist or as they may be amended in the future. Dr. Blomstedt shall otherwise be eligible to receive all benefits made available to permanent full-time employees of the Department. For the period July 1, 2020 through June 30, 2021, Dr. Blomstedt shall receive an additional forty (40) hours of vacation leave; any unused balance of this additional leave shall be forfeited as of 11:59 p.m. on June 30, 2021.

(c) Expenses. Dr. Blomstedt shall be reimbursed for expenses in accordance with applicable policies, regulations and directives of the State of Nebraska and the State Board. Eligible professional travel outside the city limits shall be reimbursed at the state-approved rate.

Section 4. Annual Report to the State Board. No later than April 15 of each year in the Term hereof, Dr. Blomstedt shall prepare and provide to each member of the State Board a written report setting forth in detail his performance with respect to the performance standards and target goals established by the State Board for the preceding period beginning July 1 through June 30 ("Evaluation Period").

Section 5. Annual Evaluation of Performance. On or before June 15 of each year of the Term hereof, the State Board shall communicate to Dr. Blomstedt the State Board's evaluation of his performance during the Evaluation Period. The State Board shall conduct the evaluations utilizing an appraisal instrument, a copy of which shall be provided to Dr. Blomstedt on the Effective Date. In the event the State Board modifies the appraisal instrument during the Term, Dr. Blomstedt shall receive a copy of the revised instrument as soon as reasonably practicable. The results of the evaluations and any documents prepared and used in the evaluation process shall be kept confidential unless the parties mutually agree to their disclosure.

Section 6. Termination of Employment. Notwithstanding the Term hereof, this Agreement and Dr. Blomstedt's employment may be ~~sooner~~ terminated sooner as follows:

(i) *For Cause.* Pursuant to Neb. Rev. Stat. § 79-318(2) (~~Cum.~~Supp. 2019~~8~~), the State Board shall "[r]emove the commissioner from office at any time for conviction of any crime involving moral turpitude or felonious act, for inefficiency, or for willful and continuous disregard of his or her duties as commissioner or of the directives of the board . . . ."

(ii) *Death.* In the event of Employee's death, this Agreement and Employee's employment by the State Board shall immediately and automatically terminate.

(iii) *Disability.* Should Employee be unable to perform any or all of the essential functions of Commissioner by reason of disability for a continuous period in excess of ninety (90) calendar days, or for an aggregate total of sixty (60) business days (whether continuous or consecutive) during any period of ninety (90) consecutive business days, or if such disability is permanent, irreparable, or of such nature as to make the performance by Employee of his essential duties as Commissioner impossible, the State Board may at its option terminate this Agreement. On such termination, the respective duties, rights and obligations of the parties shall terminate. Nothing herein is intended to interfere with or limit Employee's entitlement to workers' compensation benefits or benefits under any disability insurance coverage provided in whole or in part by the State Insurance Program.

(iv) *No Appropriation.* The State Board may terminate this Agreement in accordance with the provisions of Section 10 hereinafter.

Section 7. Professional Development; Expenses. Dr. Blomstedt may attend appropriate professional conferences and meetings at the local, state, and national levels, and participate in professional activities related to the duties and responsibilities of the Commissioner of Education, provided that such attendance does not interfere with Dr. Blomstedt's performance of his duties under this Agreement. Dr. Blomstedt will be reimbursed for actual and necessary travel and business expenses related to the performance of his official duties in accordance with applicable state law and policies and State Board policies.

Section 8. No Penalty for Release or Resignation. In the event that Dr. Blomstedt desires to resign his employment hereunder and be released from the terms of this Agreement, the terms for release or resignation by Dr. Blomstedt from this Agreement shall be subject to the mutual agreement of the parties hereto. In the event such mutual agreement is reached, there shall be no financial penalty assessed as a condition for release or resignation.

Section 9. Compensation Upon Termination and Credit for Accrued Vacation. Upon termination of this Agreement for any reason, Dr. Blomstedt shall receive only the salary accrued as of the date of termination or the date that Dr. Blomstedt ceases to perform his duties under this Agreement, whichever occurs first. Any portion of the salary paid but not earned prior to the date of termination of this Agreement shall be refunded by Dr. Blomstedt. Upon termination or expiration of this Agreement, Dr. Blomstedt shall be entitled to compensation for all unused accrued vacation and sick leave, if any, in accordance with state law.

Section 10. Agreement Funding. The Department's obligation to pay compensation and benefits provided under this Agreement that come due in fiscal years beyond the fiscal year in which this Agreement is executed by the State Board is contingent upon legislative appropriation of funds for the Agreement. In the event that funds are not appropriated in future fiscal years for the payment of the obligations under this Agreement, or that the appropriation of funds is not approved by the Governor, the State Board may terminate the Agreement effective on the last date for which previously appropriated funds are available. The State Board will give Dr. Blomstedt as much written notice as is practicable prior to the effective date of any termination under this Section. All obligations of the State Board to make payments for compensation or benefits or expenses after the termination date will cease. In no event shall Dr. Blomstedt be entitled for a loss of anticipated financial benefit under this Agreement in the event of the termination of this Agreement and Dr. Blomstedt's employment under this Section.

Section 11. Notices. Whenever any notice is required or permitted hereunder, it shall be given in writing addressed to each party as follows:

To State Board: President  
Nebraska State Board of Education  
301 Centennial Mall South  
P.O. Box 94987  
Lincoln, NE 68509-4987

and Nebraska Attorney General  
Room 2115, State Capitol  
Lincoln, NE 68509

To Dr. Blomstedt: Matthew L. Blomstedt, Ph.D.  
3204 17<sup>th</sup> Avenue  
Central City, NE 68826

Notice shall be deemed given and effective on the earlier of three (3) days after the deposit in the U.S. mail of a writing addressed as above and sent first class mail either certified with return receipt requested or with delivery notification requested; or when actually received by means of hand delivery, delivery by Federal Express or other courier service; or upon facsimile transmission when such transmission has been verified as successful by sender's transmission mechanism. Either party may change the address for notice by notifying the other party of such change in accordance with this Section 11.

Section 12. Governing Law. This Agreement shall be governed by the laws of the State of Nebraska.

Section 13. Amendment. This Agreement may be amended at any time in writing upon the agreement of both parties.

Section 14. Waiver. No party hereto shall be deemed to waive any rights or remedies under this Agreement unless such waiver is in writing and is signed by such party. No delay or omission on the part of either party in exercising any right or remedy shall operate as a waiver of such right or remedy or any other rights or remedies. A waiver on any one occasion shall not be construed as a bar to or waiver of any right or remedy on any other occasion.

Section 15. Entire Agreement. This Agreement constitutes the entire understanding and agreement between the State Board and Dr. Blomstedt with respect to the matters referred to herein. No other representations, covenants, undertakings or other prior or contemporaneous agreements, oral or written, respecting such matters, which are not specifically incorporated herein, shall be deemed in any way to exist or bind any of the parties hereto.

Section 16. Severability. If any portion of this Agreement shall be declared invalid or unenforceable by a court of competent jurisdiction, such declaration shall not affect the validity or enforceability of the remaining provisions of this Agreement.

**IN WITNESS WHEREOF**, the parties have duly executed this Agreement on the dates set forth below.

**STATE BOARD OF EDUCATION**

**MATTHEW L. BLOMSTEDT, Ph.D.**

By: \_\_\_\_\_  
John Witzel Maureen Nickels, President

By: \_\_\_\_\_

Date: \_\_\_\_\_

Date: \_\_\_\_\_

Matthew L. Blomstedt, Ph.D., Commissioner

[www.education.ne.gov](http://www.education.ne.gov)  
301 Centennial Mall South  
P.O. Box 94987  
Lincoln, NE 68509-4987  
TEL 402.471.2295  
FAX 402.471.0117



# NEBRASKA

## DEPARTMENT OF EDUCATION

### STATE BOARD OF EDUCATION

#### AQuESTT Teaching, Learning and Serving Domain COMMITTEE REPORT

Date: May 28, 2020

The Committee on AQuESTT Teaching, Learning and Serving met with one agenda item, on the statewide assessment contracts. The Committee received information from staff and discussed bringing the item forward to the board. The Committee recommends action on this item and has asked Jeremy Heneger to provide more information on this item as part of the Committee report.

This concludes the Committee report.

Lisa Fricke, Chair

\*Submit a printed copy to the Committee Chair and email to the Recording Secretary.

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



# NEBRASKA

## DEPARTMENT OF EDUCATION

### PROPOSED AGENDA ITEM RATIONALE

**DATE:** May 28, 2020

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

**FROM:** Jeremy Heneger

**PROPOSED AGENDA ITEM:** Authorize the Commissioner to amend and extend the three current assessment contracts (NWEA, DRC, and ACT).

**RATIONALE/BACKGROUND INFORMATION:** The three contracts required amendments when statewide assessment was suspended due to the COVID Pandemic. The extensions of the contracts will allow additional time for the 2020-21 contracts to be finalized and approved later in the calendar year.

ACT currently requires no additional funds.

DRC currently requires additional funds of approximately \$700,000. (Original contract total \$1,217,932)

NWEA currently requires additional funds of approximately \$3,600,000. The majority of this total are in an Optional category and will only be spent if additional funding is secured (Original contract total \$5,932,630)

**PROPOSED BOARD MEETING (MONTH/YEAR):** June 2020

**ESTIMATED COST:**

Varies by contract. Working on additional documentation for each.

**FOR CONTRACTS AND GRANTS:**

- Indicate the Funding Source: Varies by contract
- New or Renewal: Amend
- If renewal, date of first approval:





Matthew L. Blomstedt, Ph.D., Commissioner

# NEBRASKA

## DEPARTMENT OF EDUCATION

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### STATE BOARD OF EDUCATION

#### AQuESTT STUDENT SUCCESS, ACCESS AND SUPPORT COMMITTEE REPORT

Date: May 27, 2020

The Committee on AQuESTT Student Success, Access and Support domain met on May 27, 2020 and had one discussion item on Leading for Equity and Excellence Program (LEEP) State Policy Network. The committee participated this month in a learning event provided by Ruth Cross from CASEL. The event focused on social and Emotional Learning (SEL) and how this framework is critical for creating a foundation for academic learning. The committee also provided an update on NE LEEP work plan and the importance of moving forward with developing an equity toolkit to be utilized by the school districts in NE.

This concludes the AQuESTT Student Success, Access and Support committee report.

Patsy Koch Johns, Chair



# NEBRASKA

## DEPARTMENT OF EDUCATION

### STATE BOARD OF EDUCATION BUDGET AND FINANCE COMMITTEE REPORT

Date: May 27, 2020

“The Committee on Budget and Finance reports that...

1.2.B. Consent Item: Grant the Commissioner the authority to pay annual dues for National Association of State Board of Education (NASBE); Council of Chief State School Officers (CCSSO) and Collaborative Groups; and Education Commission of the States (ECS)

Summary: The Committee reviewed all three associations and the related costs. Discussion on the benefits of each association were covered and if we were receiving enough benefit to justify the cost. The Committee supported continued membership in all three associations.

1.2.C. Consent Item: Accept the 2019 Single Audit Report

Speaker(s): Bryce Wilson

NDE covered the 2019 Single Audit report going through each finding and describing what occurred and how NDE has already addressed the finding or the plans that are being adopted to address the finding. NDE noted no concerns around fraud or mismanagement of funds. Findings were around procedures and additional safeguards on Federal funds. The Committee is in support of accepting the 2019 single audit.

1.3.A. Monthly Board Travel Expense Report

Speaker(s): Jen Utemark

Summary:

The Committee reviewed the monthly board travel expense report and had no concerns.

1.3.B. In-State Travel Authorization Reports

Summary:

The Committee had no concerns.

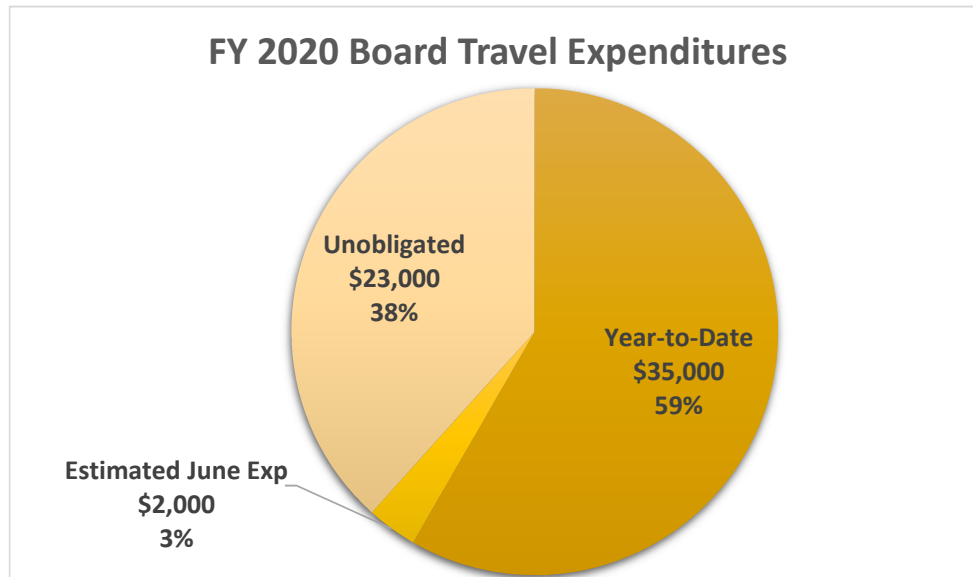
This concludes the Budget and Finance Committee report.”

John Witzel, Chair

\*Submit a printed copy to the Committee Chair and email to the Recording Secretary.

Nebraska Department of Education  
**State Board Members' Travel Expenses**  
 May 1, 2020 to May 31, 2020

Board Member	CURRENT YEAR 2019-2020		PRIOR YEAR 2018-2019		VARIANCE	
	Current Month	Year-To-Date	Current Month	Year-To-Date	Current Month	Year-To-Date
Fricke, Lisa	-	4,682	779	6,034	(779)	(1,352)
Koch Johns, Patsy	-	2,674	48	2,723	(48)	(49)
McPhearson, Patrick*	-	-	-	1,347	-	(1,347)
Neary, Deborah	718	2,745	239	1,354	479	1,391
Nickels, Maureen	-	5,601	661	5,609	(661)	(7)
O'Holleran, Molly*	-	-	-	5,641	-	(5,641)
Stevens, Robin	-	7,200	613	3,750	(613)	3,450
Timm, Patricia	-	3,054	133	4,221	(133)	(1,167)
Wise, Rachel	-	4,647	598	7,117	(598)	(2,470)
Witzel, John	718	4,398	363	4,099	355	299
	<b>\$1,435.92</b>	<b>\$35,000.86</b>	<b>\$3,435.54</b>	<b>\$41,894.02</b>	<b>(\$1,999.62)</b>	<b>(\$6,893.16)</b>
Annual Budget		\$60,000.00		\$60,000.00		
<b>Over/(Under) Budget</b>		<b>(\$24,999.14)</b>		<b>(\$18,105.98)</b>		



March 2020	\$2,891.25
April 2020	(\$7,759.85)
May 2020	(\$1,999.62)
<b>3 Month Variance</b>	<b>(\$6,868.22)</b>

\*Prior year Board Members - Included to compare total month and year-to-date expenditures

**In-State Travel Authorization Reports - June**

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<b>Name</b>	<b>Event Name</b>	<b>Date</b>	<b>Location</b>	<b>Board Bylaw B16 Code A-F</b>
Lisa Fricke	(NONE)			
Deborah Neary	(NONE)			
Patricia Timm	(NONE)			
John Witzel	(NONE)			
	(NONE)			

**In-State Travel Authorization Reports - June**

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<u>Name</u>	<u>Event Name</u>	<u>Date</u>	<u>Location</u>	<u>Board Bylaw B16 Code A-F</u>
Patsy Koch Johns	(NONE)			
Maureen Nickels	(NONE)			
Robin Stevens	(NONE)			
Rachel Wise	(NONE)			

Matthew L. Blomstedt, Ph.D., Commissioner



# NEBRASKA

## DEPARTMENT OF EDUCATION

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### STATE BOARD OF EDUCATION

#### Strategic Planning, Performance and Improvement COMMITTEE REPORT

Date: May 28, 2020

The Committee on Strategic Planning, Performance and Improvement met with the focus on priority schools and considering contracts to support priority schools for the next year. The Committee received information from NDE staff on the status of each priority school and has asked Shirley Vargas to provide this information to the board as part of our report.

Related to the priority school status, the committee also reviewed the proposed contracts in item 5.7.B. related to priority school work and recommends these contracts come before the board for action.

This concludes the Committee report.

Rachel Wise, Chair

\*Submit a printed copy to the Committee Chair and email to the Recording Secretary.

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



# NEBRASKA

## DEPARTMENT OF EDUCATION

### PROPOSED AGENDA ITEM RATIONALE

**DATE:** May 20, 2020

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

**FROM:** Dr. Shirley Vargas, Administrator, Office of Coordinated School and District Support

**PROPOSED AGENDA ITEM:** Update on annual review of Priority School Progress for Schuyler Central High School and Santee Community Schools

**RATIONALE/BACKGROUND INFORMATION:** Priority Schools identified through AQuESTT are required to submit an annual review of the progress plan to the Nebraska State Board of Education. This review illustrates the level of progress as evidenced by measurable indicators and identifies whether modifications are needed (79-760.07 R.R.S.). This update also contains the school and district response to the Covid-19 pandemic and plans for upcoming school year.

**PROPOSED BOARD MEETING (MONTH/YEAR):** June 2020

**ESTIMATED COST:** N/A

**FOR CONTRACTS AND GRANTS:**

- Indicate the Funding Source:
- New or Renewal:
- If renewal, date of first approval:



# NEBRASKA

## DEPARTMENT OF EDUCATION

### PROPOSED AGENDA ITEM RATIONALE

**DATE:** May 20, 2020

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

**FROM:** Dr. Shirley Vargas, Administrator, Office of Coordinated School and District Support

**PROPOSED AGENDA ITEM:** Grant the Commissioner the authority to contract with KLK Educational Services, Inc. for services and continuing support for Schuyler Central High School for the period between July 1, 2020 and June 30, 2021.

**RATIONALE/BACKGROUND INFORMATION:** In May 2019, the NDE deployed a school improvement Request for Proposal (RFP), seeking bids on supporting current and future Priority Schools, for one year, with an option of renewal for the second year. KLK Educational Services, Inc. was awarded the contract to work with Schuyler Central High School.

The contractor will continue to provide instructional leadership coaching and support related to the contents of the Priority School Progress Plan, while adjusting to the changing demands of the Covid-19 pandemic.

**PROPOSED BOARD MEETING (MONTH/YEAR):** June 2020

**ESTIMATED COST:** Not to exceed \$120,000

**FOR CONTRACTS AND GRANTS:**

- Indicate the Funding Source: General Funds
- New or Renewal: Renewal
- If renewal, date of first approval: June 2019



# NEBRASKA

## DEPARTMENT OF EDUCATION

### PROPOSED AGENDA ITEM RATIONALE

**DATE:** May 20, 2020

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

**FROM:** Dr. Shirley Vargas, Administrator, Office of Coordinated School and District Support

**PROPOSED AGENDA ITEM:** Grant the Commissioner the authority to contract with Ann Mausbach Consulting for services and continuing support for Santee Community Schools for the period between July 1, 2020 and June 30, 2021.

**RATIONALE/BACKGROUND INFORMATION:** In May 2019, the NDE deployed a school improvement Request for Proposal (RFP), seeking bids on supporting current and future Priority Schools, for one year, with an option of renewal for the second year. Ann Mausbach Consulting was awarded the contract to work with Santee Elementary, Middle, and High Schools.

The contractor will continue to provide instructional leadership coaching and support related to the contents of the Priority School Progress Plan, while adjusting to the changing demands of the Covid-19 pandemic.

**PROPOSED BOARD MEETING (MONTH/YEAR):** June 2020

**ESTIMATED COST:** Not to exceed \$87,400

**FOR CONTRACTS AND GRANTS:**

- Indicate the Funding Source: General Funds
- New or Renewal: Renewal
- If renewal, date of first approval: June 2019



# NEBRASKA

## DEPARTMENT OF EDUCATION

### PROPOSED AGENDA ITEM RATIONALE

**DATE:** May 20, 2020

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

**FROM:** Dr. Shirley Vargas, Administrator, Office of Coordinated School and District Support

**PROPOSED AGENDA ITEM:** Grant the Commissioner the authority to contract with PRISM Advisors for services and continuing support for the local school board of Santee Community Schools for the period between July 1, 2020 and June 30, 2021.

**RATIONALE/BACKGROUND INFORMATION:** In May 2019, the NDE deployed a school improvement Request for Proposal (RFP), seeking bids on supporting current and future Priority Schools, for one year, with an option of renewal for the second year. PRISM Advisors was awarded the contract to work with the local school board of Santee Community Schools.

The contractor will continue to provide local school board leadership coaching and support related to the contents of the Priority School Progress Plan, while adjusting to the changing demands of the Covid-19 pandemic.

**PROPOSED BOARD MEETING (MONTH/YEAR):** June 2020

**ESTIMATED COST:** Not to exceed \$50,400

**FOR CONTRACTS AND GRANTS:**

- Indicate the Funding Source: General Funds
- New or Renewal: Renewal
- If renewal, date of first approval: June 2019

BEFORE THE STATE BOARD OF EDUCATION  
STATE OF NEBRASKA

Paige Chesley,  
P.O.B Box 60  
4090 W McNair Avenue  
Ayr, NE 68925

Petitioner,

ADAMS CENTRAL PUBLIC SCHOOLS  
Shawn Scott, Superintendent  
1090 S. Adams Central Road  
Hastings, NE 68901,

Respondent.

CASE NO. 20-07

**FINAL ORDER**

Petitioner filed this appeal pursuant to Neb. Rev. Stat. § 79-239 (R.R.S. 2014) and Title 92, NAC, Chapter 61, effective October 1, 1997. Petitioner requests that the State Board of Education reverse the Respondent School District's decision to deny Petitioner's application to option enroll their child, Teagan Chesley, in the Adams Central Public Schools for the 2020-21 school year.

The State Board of Education, having considered the record in the case and the Hearing Officer's Proposed Findings of Fact, Recommended Conclusions of Law and Recommended Decision, and having been fully advised in the matter, finds that it should adopt and incorporate by reference in its Order as its Findings of Fact and Conclusions of Law and Decision, the Hearing Officer's Findings of Fact and Conclusions of Law and Recommended Decision.

WHEREFORE, the Nebraska State Board of Education orders as follows:

1. The Hearing Officer's Proposed Findings of Fact, Recommended Conclusion of Law and Recommended Decision are hereby adopted in all respects and made a part of this Order by this reference to the same extent and like effect as though such Findings of Fact, Conclusions of Law and Decision were fully set forth verbatim herein.

2. Respondent Adams Central Public Schools's decision to deny the Petitioner's option enrollment application is affirmed and the Petitioner's appeal to this Board is denied.

Dated this \_\_\_\_ day of August, 2020.

NEBRASKA STATE BOARD OF EDUCATION

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Maureen Nickels, President  
State Board of Education

The vote by the State Board of Education to approve the Final Order in Case No. 20-07 on June 5, 2020, was \_\_\_\_ in favor, \_\_\_\_ against, \_\_\_\_ abstaining, and \_\_\_\_ absent.

Individual State Board members voted as follows:

IN FAVOR: \_\_\_\_\_

\_\_\_\_\_

ABSTAINING: \_\_\_\_\_

ABSENT: \_\_\_\_\_

**CERTIFICATE OF SERVICE**

The undersigned hereby certifies that a copy of the foregoing Final Order was served upon Paige Chesley, P.O. Box 60, Ayr, NE 68925; Gregory Perry, Esq., Perry, Guthery, Hasse & Gessford, 233 South 13th Street, Suite 1400, Lincoln, NE 68508 via United States mail, certified mail, return receipt requested, hand delivered to Scott Summers, General Counsel, Nebraska Department of Education, 301 Centennial Mall South, 6th floor, Lincoln, NE and electronically to paigeazure@gmail.com and gperry@perrylawfirm.com on this \_\_\_\_\_ day of JUNE, 2020.

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BEFORE THE NEBRASKA STATE BOARD OF EDUCATION

IN THE MATTER OF	)	NDE Case No. 20-20
THE COVID-19 PANDEMIC	)	
	)	DECLARATORY
	)	ORDER
	)	
	)	

This matter comes before the Board as a result of a Petition for Declaratory Order filed on May 4, 2020, by Dr. Kraig J. Lofquist, Executive Director of the Educational Service Unit Coordinating Council.

On May 8, 2020, the Board determined the matter was properly filed in accordance with 92 NAC 62, the Department of Education's regulations governing declaratory orders, and entered an order directing the Commissioner of Education to prepare an order for the Board to consider in this matter under the provisions of said Rule.

A. NAMES OF ALL PARTIES TO THE PROCEEDINGS

The Petitioner is Dr. Lofquist, and upon request of the Commissioner, Petitioner's Counsel supplied documentation of serving a copy of the Petition by electronic means, (emails), through the various ESUs to school districts and private schools within their geographic boundaries. This documentation is attached to this Order as Exhibit 1, and contains the names of such entities. Petitioner has indicated to the Department that this method of service was used in large part due to the COVID Pandemic.

B. THE FACTS UPON WHICH THE PETITION IS BASED

i. On March 13, 2020, President Trump declared a national emergency and Governor Ricketts declared a state emergency over the COVID-19 pandemic.

ii. On March 13, 2020, Chief Medical Officer/Director of Public Health Dr. Gary Anthonie entered “Directed Health Measure Order 2020-001” that prohibited “gatherings” at schools in Cass, Douglas, Sarpy and Washington Counties.

iii. Between March 13, 2020 and the date of filing this petition, Dr. Anthonie and Governor Ricketts entered various other Executive Orders and Directed Health Measures that either limited “gatherings” in schools or closed precluded in-person student instruction and other activities.

iv. On April 1, 2020, Dr. Anthonie issued Directed Health Measure 2020-008, which ordered all schools “to cease all in-person instruction through May 31, 2020 . . .”

v. On April 3, 2020, the State Board adopted a resolution supporting and authorizing the Commissioner of Education, as the executive officer of the Board, and as administrative head of the Department, to facilitate broad flexibility for the operation of schools during this emergency.

vi. On April 20, 2020, Governor Ricketts issued “Executive Order No. 20-20,” which waives certain assessment, accountability, and Reading Improvement Act requirements.

vii. At the time of the filing of this Petition, Nebraska school districts and Educational Service Units have been prevented from having students physically present in attendance centers and have shifted to remote or distance learning or enrichment activities for the remainder of the 2019-2020 school year, and may similarly have such arrangements for at least some of the 2020-2021 school year.

### C. General Authority of the Department

The State Board, Commissioner of Education, and the Department are created and provided with the general supervision and administration of the school system of this state by sections 2, 3, and 4 of Article VII of the Nebraska Constitution, and assigned duties by the Legislature generally found in Article 3 of Chapter 79 of the Reissue Revised Statutes of Nebraska.

The intent of . . . the Constitution, was to confer powers upon the state board, which it did not and could not previously have. If this is not so there would have been no purpose in adopting it as an amendment to the Constitution in 1952. The Legislature was already authorized to delegate administrative authority to the state board and the constitutional grant of the general supervision and administration of the school system of the state, and such other activities as the Legislature may direct, necessarily included authority by the Legislature to grant purely legislative power if it was to have any added meaning at all. School Dist No. 8. v. State Board of Education, 176 Neb. 722, 723, 127 N.W.2d 458, 460, (1964).

Generally, for purposes of construction, a rule or order of an administrative agency or political subdivision is treated like a statute. Absent a statutory or regulatory indication to the contrary, language contained in a rule or regulation is to be given its plain and ordinary meaning. A rule is open for construction only when the language used requires interpretation or may reasonably be considered ambiguous. Deference is accorded to an agency or political subdivision's interpretation of its own rules unless plainly erroneous or inconsistent. Prokop v. Lower Loup Nat. Res. Dist., 302 Neb. 10, 13, 921 N.W.2d 375, 383, (2019).

In certain circumstances, administrative agencies are permitted to depart from their own regulations. It is within the discretion of an administrative agency to relax or modify its procedural rules adopted for the orderly transaction of business before it when in a given case the ends of justice require it. Jantzen v. Diller Tel. Co. (In re Application of Jantzen), 245 Neb. 81, 83, 511 N.W.2d 504, 508, (1994). An agency must have sufficient latitude in its operations and in matters under its jurisdiction to exercise that jurisdiction fairly. *Id.*

The Board issues this Order consistent with the purpose of its existing emergency authority resolution conferring authority to the Commissioner and his delegees, and the Board remains committed to using the full scope of its authority to provide relief, flexibility, and clarity to schools and educational service units, to the maximum extent permitted by law. In addition to the items contained in this Order and including those contained in this Order, the Board and Commissioner intend to provide flexibility to the fullest extent permitted by law, pursuant to sections 79-305, 79-703, 79-318 & 79-319 and other laws, regulations, and rules, that will benefit any Nebraska school, ESU, and ESUCC impacted by COVID-19, unless such school, ESU, or ESUCC has acted in bad faith.

The Board finds that the Commissioner has exercised proper authority in considering the petition, requesting additional information, and presenting recommendations to the Board. The Board desires for

this Order to be wholly severable, such that any specific words, clauses, sentences, or provisions deemed unenforceable do not render the entire Order unenforceable.

#### D. Conclusions and Order

Consistent with the authority to issue this Order declaring the “applicability,” as described in sec.003.03 of Rule 62, of existing statutes, rules and regulations in light of COVID-19 emergency, the Board finds, orders, and declares as follows:

1. The April 3, 2020, resolution of the Board is reaffirmed, and continues into the 2020-21 school year;
2. With respect to 92 NAC 3 (Rule 3) Secs. 004.04, 004.05 and 004.06 t are “procedural rules” adopted by the Board intended to provide timely information that can be accomplished electronically by schools, and the Commissioner shall provide reasonable flexibility to any school demonstrating the need for such flexibility in these rules during the 2019-20, and 2020-2021 school years. The Board will consider requests for waivers under Rule 10, Sec, 013 regarding any noncompliance with Rule 3 due to COVID-19 since noncompliance with Rule 3 constitutes a violation of a mandatory provision of Rule 10;
3. With regard to Rule 4, these are duties of school districts under *Neb. Rev. Stat, Sec. 79-734* and Rule 4 itself, and can be accomplished during the 2020-2021 school year without unreasonable impediment. Districts may provide flexibility to parents/guardians concerning the return of textbooks within 15 days after the end of the 2019-2020 school year for the return of textbooks without penalty from NDE.
43. With respect to 92 NAC 10, (Rule 10), and 92 NAC 14 (Rule 14), the Board has already granted accreditation to school districts and school systems for the 2020-21 school year, and granted approval of schools for the 2020-21 school year, under the provisions of these Rules with knowledge that section 79-213 already provides these schools with a means to have the Board waive provisions due to “epidemic sickness”. The Board directs the Commissioner to provide reasonable flexibility and guidance on the provisions of Rule 10 and Rule 14 for the 2020-21 school year to school systems and school districts.
4. With respect to 92 NAC 11 (Rule 11) which permits school systems to utilize the same affidavit process contained in section 79-213 for epidemic sickness, the Commissioner shall provide similar relief as provided under Rules 10 and 14. The Commissioner shall provide reasonable flexibility to any school demonstrating the need for such flexibility in this rule during the 2019-20, and 2020-2021 school years.
5. With respect to 92 NAC 15 (Rule 15), the Commissioner will provide as much flexibility as authorized by law in implementing the Rule for the 2019-2020 and 2020-2021 school years which includes electronic communications accomplishing any of the requirements. The Board will not consider any noncompliance of this rule due to COVID-19 to constitute a violation of a mandatory provision of Rule 10; The federal requirement for participation in the State ELP assessment was waived for the 2019-2020 school year by the U.S. Department of Education.
6. With respect to 92 NAC 47 (Rule 47), the curriculum requirements related to work-based learning and career exploration opportunities do not require physical presence, and may be accomplished anywhere along the workplace experiences continuum, including awareness, exploration, and/or work-based

learning activities. Advisory Board meetings may be delayed as long as necessary to prevent the continued spread of COVID-19, and all prior work and guidance provided by the Advisory Board may be utilized during the 2020-2021 school year if the Advisory Board does not meet prior to the conclusion of the 2020-2021 school year. No Career Academy Program will be subjected to a loss of approval for continued operation based on disruptions and/or limitations due to COVID-19, and the Commissioner is encouraged to utilize maximum flexibility under section 005.03 of the Rule.

7. With respect to special education and any rule adopted by the Board, the Board recognizes the regulations in the rules are governed by federal laws for which any rights must not be prejudiced. The Board reaffirms the work of the Commissioner to date and expect the Commissioner to permit flexibility in compliance to the extent provided by Congress or the U.S. Department of Education considering the impact of COVID-19 on any Complaints made pursuant to Rules 51 or 52. The right of the person or entity to file such a Complaint shall not be infringed, but no person or entity is entitled to any particular remedy in response to such Complaints.

8. With respect to 92 NAC 84 (Rule 84), the Board has already accredited educational service units for the 2020-21 school year, and the Commissioner shall provide reasonable flexibility and guidance on the provisions of Rule 84 for the 2020-21 school year. The Board will not consider any noncompliance of this rule due to COVID-19 to constitute a violation resulting in loss of accreditation under the rule;

9. With respect to 92 NAC 91 (Rule 91), the Commissioner has already issued guidance on the topic of driver training requirements which the Board supports. The Commissioner shall continue to provide reasonable flexibility and guidance on the provisions of this rule.

10. With respect to state statutory provisions identified in the petition, the Board to the maximum extent permitted by law will not pursue adverse action with regard to any provision of the law that cannot be reasonably addressed due to disruptions caused by the pandemic. However, provisions of the law that can reasonably be addressed by a school district should be addressed. The Commissioner shall continue to provide reasonable flexibility and guidance and may proceed with requests for executive orders from the Governor as appropriate.

11. With respect to all other matters not expressly addressed in this order or under the express authority of the Commissioner of Education, whether raised in the Petition in this matter or otherwise, the Board reaffirms the resolution adopted on April 3, 2020 supporting and authorizing the Commissioner of Education, as the executive officer of the Board, and as administrative head of the Department, to facilitate broad flexibility for the operation of schools during this emergency. The Board is declining to address by way of a Declaratory Order all such matters raised in the Petition and not addressed by the foregoing for the following reasons: \_\_\_\_\_

12. The Commissioner shall from time to time during the pandemic and as appropriate continue to address matters presented through guidance in accordance with this order and publish such guidance on the Department's web site.

Signed this \_\_\_ day of June 2020.

---

President, State Board of Education

DRAFT 6-4-2020



**PROPOSED AGENDA ITEM RATIONALE**

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

**FROM:** Bryce Wilson

**PROPOSED AGENDA ITEM:** Approve the appointment of Dave Welsch to the State Committee for the Reorganization of School Districts.

**RATIONALE/BACKGROUND INFORMATION:**

Per State Statute §79-435, "...The State committee shall be composed of six members ...Three members of the state committee shall at all times be laypersons, and two members shall at all times be persons holding teachers' certificates issued by the authority of the State of Nebraska..."

Dave Welsch is a farmer from the Milford school district. Dave has served on the school board in Milford for 22 years and currently serves as the President. Prior to serving on the Milford School Board, Dave served on the Star School I School Board and helped lead the effort to affiliate and dissolve the Class I school. Dave has also been involved in school finance related issues for many years.

Mr. Welsch is recommended for the vacated position scheduled to end on 12/31/2024.

The membership and terms of office of the State Committee for the Reorganization of School Districts are as follows:

Dale Fornander, Chappell, Lay person -12/31/2020  
Alan Garey, Curtis, Educator - 12/31/2021  
Ted DeTurk, Papillion, Educator -12/31/2022  
Shad Stamm, Benkelman, Lay person -12/31/2023  
Vacant, Lay person, - 12/31/2024

**ESTIMATED COST:** \$0



# NEBRASKA

## DEPARTMENT OF EDUCATION

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FAX 402.471.0117

### STATE BOARD OF EDUCATION MONTHLY BOARD MEMBER MEETING REPORT

Per State Board Policy B16, Reimbursement for Expenses (6):  
*Board members will provide a brief report to the Board on meetings that they have attended.*

Effective with the May 2018 meeting, Board members will submit reports using this report form. The preferred method to share individual reports is to email the completed report to the Director of State Board Relations in advance of the Work Session (see instructions below). Reports will be compiled in the electronic meeting software for Board member and public review.

#### Instructions:

1. Board members may include up to 10 events in the monthly report. If a Board member intends to report on more than 10 events in a given month, additional reports should be completed. If not reporting on 10 events, leave fields blank.
2. Please include relevant meeting attendance that occurred since the previous Board meeting (see State Board Policy B16).
3. Enter Board member name and date of report at the end of these instructions:
  - a. Board member name: Type name.
  - b. Date of report: Type the month and year of the upcoming board meeting.
4. For each event, including the following information:
  - a. Event name: Type the event name.

- b. Event date: Use the dropdown calendar or type the date of the event in dd/mm/yyyy format. If the event was more than one day, enter the last day of the event in dd/mm/yyyy format.
  - c. Event type: Select the event type from the dropdown menu.
  - d. Event goal alignment: Select the goal(s) that align(s) with the objectives of the event.
  - e. Event description: Briefly describe the event as it relates to the scope of work of the State Board of Education.
5. When finished entering event information, save the document to your computer. Email the document to the Director of State Board Relations as an attachment, or print the document and bring with you to the Board meeting.
  6. For assistance completing this form, contact the Director of State Board Relations.

**BOARD MEMBER NAME: Lisa Fricke**

**MONTH and YEAR of REPORT: May 2020**

*Updated: August 30, 2019*

**EVENT #1**

Event #1 Name: NASBE Zoom meeting

Event #1 Date (first day): 5/11/2020

Last day of event (if applicable): Click or tap to enter a date.

Event #1 Type (from Policy B16): Choose an item.

Event #1 Goal alignment (select all that apply):

<input checked="" type="checkbox"/>	Ensure the education system, including the Nebraska Department of Education, is taking charge of its roles and responsibilities to provide leadership and enhance support systems in the state.
<input type="checkbox"/>	Ensure all Nebraskans, regardless of background or circumstances, have equitable access to opportunities for success.
<input type="checkbox"/>	Increase the number of Nebraskans who are ready for success in postsecondary education, career, and civic life.

Event #1 Description; describe this event in relation to the scope of work of the State Board of Education:

This informational meeting covered numerous topics. The first was mental health during this crisis and ways to address concerns. A discussion included the challenges of opening for summer school and the new school year. The special guest was Naha Kennedy from the CDC who shared what should be considered when opening schools.

**EVENT #2**

Event #2 Name: Commissioner’s weekly update

Event #2 Date (first day): May 11, 2020 Click or tap to enter a date.

Last day of event (if applicable): Click or tap to enter a date.

Event #2 Type (from Policy B16): Choose an item.

Event #2 Goal alignment (select all that apply):

<input checked="" type="checkbox"/>	Ensure the education system, including the Nebraska Department of Education, is taking charge of its roles and responsibilities to provide leadership and enhance support systems in the state.
<input type="checkbox"/>	Ensure all Nebraskans, regardless of background or circumstances, have equitable access to opportunities for success.
<input type="checkbox"/>	Increase the number of Nebraskans who are ready for success in postsecondary education, career, and civic life.

Event #2 Description; describe this event in relation to the scope of work of the State Board of Education:

The commissioner shared information about Launch Nebraska, the Federal Cares Act Funding, summer school, and the emergency needs from Covid 19. Lane Carr talked about the accountability of Launch NE: Leadership and planning; conditions for learning; continuity of learning; governance and operations; wellness and facilities; instructions and transitions, and Phase II-Guiding Principles.

**EVENT #3**

Event #3 Name: NASBE Zoom-May 14, 2020

Event #3 Date (first day): Click or tap to enter a date.

Last day of event (if applicable): Click or tap to enter a date.

Event #3 Type (from Policy B16): Choose an item.

Event #3 Goal alignment (select all that apply):

<input checked="" type="checkbox"/>	Ensure the education system, including the Nebraska Department of Education, is taking charge of its roles and responsibilities to provide leadership and enhance support systems in the state.
<input type="checkbox"/>	Ensure all Nebraskans, regardless of background or circumstances, have equitable access to opportunities for success.
<input type="checkbox"/>	Increase the number of Nebraskans who are ready for success in postsecondary education, career, and civic life.

Event #3 Description; describe this event in relation to the scope of work of the State Board of Education:

During this meeting we had information shared from NWEA. We discussed how schools will be reimagining education and serving students and how flexibility will be needed. Schools will need to create very clear strategic restart plans beginning right now.

Assessment data will be needed to know student gaps that will drive the education direction. Students will likely need SEL support. How to make up instructional time will vary: extended learning days; a combination of school building days and e-learning; blended learning options; and professional learning for teachers. We also discussed ending the federally mandated End of the Year Report.

**EVENT #4**

Event #4 Name: Commissioner’s Weekly Update

Event #4 Date (first day): 5/18/2020

Last day of event (if applicable): Click or tap to enter a date.

Event #4 Type (from Policy B16): Choose an item.

Event #4 Goal alignment (select all that apply):

<input checked="" type="checkbox"/>	Ensure the education system, including the Nebraska Department of Education, is taking charge of its roles and responsibilities to provide leadership and enhance support systems in the state.
<input type="checkbox"/>	Ensure all Nebraskans, regardless of background or circumstances, have equitable access to opportunities for success.
<input type="checkbox"/>	Increase the number of Nebraskans who are ready for success in postsecondary education, career, and civic life.

Event #4 Description; describe this event in relation to the scope of work of the State Board of Education:

The commissioner shared the efforts of Jack Moles, NRCSA, to promote Launch NE: Roles for schools; leaders; teachers; and stakeholders. We discussed concerns about SPED needs, bus drivers, flexibility, governor’s executive order, cleaning supply issues, PPE, and policy adjustments by July. Further concerns were health security guidelines sent from Dr. Pour, how to serve school lunches, worries about student and teacher individual health needs. Information from NSAA was also shared.

**EVENT #5**

Event #5 NASBE Zoom

Event #5 Date (first day): 5/21/2020

Last day of event (if applicable): Click or tap to enter a date.

Event #5 Type (from Policy B16): Choose an item.

Event #5 Goal alignment (select all that apply):

<input checked="" type="checkbox"/>	Ensure the education system, including the Nebraska Department of Education, is taking charge of its roles and responsibilities to provide leadership and enhance support systems in the state.
<input type="checkbox"/>	Ensure all Nebraskans, regardless of background or circumstances, have equitable access to opportunities for success.
<input type="checkbox"/>	Increase the number of Nebraskans who are ready for success in postsecondary education, career, and civic life.

Event #5 Description; describe this event in relation to the scope of work of the State Board of Education:

Alex Perry shared information about the 5<sup>th</sup> stimulus package, the Heroes Act, which includes \$100 billion for education. Dr. Kelly Foster from KY shared information about Covid 19 from her state's perspective. The success story from South Carolina's process and product was discussed as well.

**EVENT #6**

Event #6 Name: Commissioner’s Weekly Update

Event #6 Date (first day): 6/1/2020

Last day of event (if applicable): Click or tap to enter a date.

Event #6 Type (from Policy B16): Choose an item.

Event #6 Goal alignment (select all that apply):

<input checked="" type="checkbox"/>	Ensure the education system, including the Nebraska Department of Education, is taking charge of its roles and responsibilities to provide leadership and enhance support systems in the state.
<input type="checkbox"/>	Ensure all Nebraskans, regardless of background or circumstances, have equitable access to opportunities for success.
<input type="checkbox"/>	Increase the number of Nebraskans who are ready for success in postsecondary education, career, and civic life.

Event #6 Description; describe this event in relation to the scope of work of the State Board of Education:

The commissioner shared that the summer school guidelines are now available on Launch NE including what to expect from students in summer school and working with special education students. Next steps include conditions for learning, timeline, risk analysis data that schools will access to provide feedback and protocol.

**EVENT #7**

Event #7 Name: Click or tap here to enter text.

Event #7 Date (first day): Click or tap to enter a date.

Last day of event (if applicable): Click or tap to enter a date.

Event #7 Type (from Policy B16): Choose an item.

Event #7 Goal alignment (select all that apply):

<input type="checkbox"/>	Ensure the education system, including the Nebraska Department of Education, is taking charge of its roles and responsibilities to provide leadership and enhance support systems in the state.
<input type="checkbox"/>	Ensure all Nebraskans, regardless of background or circumstances, have equitable access to opportunities for success.
<input type="checkbox"/>	Increase the number of Nebraskans who are ready for success in postsecondary education, career, and civic life.

Event #7 Description; describe this event in relation to the scope of work of the State Board of Education:

Click or tap here to enter text.

**EVENT #8**

Event #8 Name: Click or tap here to enter text.

Event #8 Date (first day): Click or tap to enter a date.

Last day of event (if applicable): Click or tap to enter a date.

Event #8 Type (from Policy B16): Choose an item.

Event #8 Goal alignment (select all that apply):

<input type="checkbox"/>	Ensure the education system, including the Nebraska Department of Education, is taking charge of its roles and responsibilities to provide leadership and enhance support systems in the state.
<input type="checkbox"/>	Ensure all Nebraskans, regardless of background or circumstances, have equitable access to opportunities for success.
<input type="checkbox"/>	Increase the number of Nebraskans who are ready for success in postsecondary education, career, and civic life.

Event #8 Description; describe this event in relation to the scope of work of the State Board of Education:

Click or tap here to enter text.

**EVENT #9**

Event #9 Name: Click or tap here to enter text.

Event #9 Date (first day): Click or tap to enter a date.

Last day of event (if applicable): Click or tap to enter a date.

Event #9 Type (from Policy B16): Choose an item.

Event #9 Goal alignment (select all that apply):

<input type="checkbox"/>	Ensure the education system, including the Nebraska Department of Education, is taking charge of its roles and responsibilities to provide leadership and enhance support systems in the state.
<input type="checkbox"/>	Ensure all Nebraskans, regardless of background or circumstances, have equitable access to opportunities for success.
<input type="checkbox"/>	Increase the number of Nebraskans who are ready for success in postsecondary education, career, and civic life.

Event #9 Description; describe this event in relation to the scope of work of the State Board of Education:

Click or tap here to enter text.

**EVENT #10**

Event #10 Name: Click or tap here to enter text.

Event #10 Date (first day): Click or tap to enter a date.

Last day of event (if applicable): Click or tap to enter a date.

Event #10 Type (from Policy B16): Choose an item.

Event #10 Goal alignment (select all that apply):

<input type="checkbox"/>	Ensure the education system, including the Nebraska Department of Education, is taking charge of its roles and responsibilities to provide leadership and enhance support systems in the state.
<input type="checkbox"/>	Ensure all Nebraskans, regardless of background or circumstances, have equitable access to opportunities for success.
<input type="checkbox"/>	Increase the number of Nebraskans who are ready for success in postsecondary education, career, and civic life.

Event #10 Description; describe this event in relation to the scope of work of the State Board of Education:

Click or tap here to enter text.



# NEBRASKA

## DEPARTMENT OF EDUCATION

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### STATE BOARD OF EDUCATION MONTHLY BOARD MEMBER MEETING REPORT

Per State Board Policy B16, Reimbursement for Expenses (6): *Board members will provide a brief report to the Board on meetings that they have attended.*

Effective with the May 2018 meeting, Board members will submit reports using this report form. The preferred method to share individual reports is to email the completed report to the Director of State Board Relations in advance of the Work Session (see instructions below). Reports will be compiled in the electronic meeting software for Board member and public review.

#### Instructions:

1. Board members may include up to 10 events in the monthly report. If a Board member intends to report on more than 10 events in a given month, additional reports should be completed. If not reporting on 10 events, leave fields blank.
2. Please include relevant meeting attendance that occurred since the previous Board meeting (see State Board Policy B16).
3. Enter Board member name and date of report at the end of these instructions:
  - a. Board member name: Type name.
  - b. Date of report: Type the month and year of the upcoming board meeting.
4. For each event, including the following information:
  - a. Event name: Type the event name.
  - b. Event date: Use the dropdown calendar or type the date of the event in dd/mm/yyyy format. If the event was more than one day, enter the last day of the event in dd/mm/yyyy format.
  - c. Event type: Select the event type from the dropdown menu.
  - d. Event goal alignment: Select the goal(s) that align(s) with the objectives of the event.
  - e. Event description: Briefly describe the event as it relates to the scope of work of the State Board of Education.
5. When finished entering event information, save the document to your computer. Email the document to the Director of State Board Relations as an attachment, or print the document and bring with you to the Board meeting.
6. For assistance completing this form, contact the Director of State Board Relations.

BOARD MEMBER NAME: Patsy Koch Johns

MONTH and YEAR of REPORT: June 3, 2020

*Updated: August 30, 2019*

STATE BOARD OF EDUCATION  
MONTHLY BOARD MEMBER MEETING RFEPORT

EVENT #1

Event #1 Name: Governor Rickett’s Daily Meetings

Event #1 Date (first day): 6/1/2002

Last day of event (if applicable): Click or tap to enter a date.

Event #1 Type (from Policy B16): Choose an item.

Event #1 Goal alignment (select all that apply):

X	Ensure the education system, including the Nebraska Department of Education, is taking charge of its roles and responsibilities to provide leadership and enhance support systems in the state.
<input type="checkbox"/>	Ensure all Nebraskans, regardless of background or circumstances, have equitable access to opportunities for success.
<input type="checkbox"/>	Increase the number of Nebraskans who are ready for success in postsecondary education, career, and civic life.

Event #1 Description; describe this event in relation to the scope of work of the State Board of Education:

I have attended by ZOOM as many of these meetings as possible to connect with what is happening in my District and across Nebraska. We are all in this together and it is evident in each of the meetings because we hear statistical information from the Governor’s team including Matt Blomstedt, the Commissioner of Education. He often offers information concerning the future plans for opening schools and places for the public to seek information such as the NDE website, Launch Nebraska and more.

EVENT #2

Event #2 Name: Commissioner’s Meeting with Superintendents

Event #2 Date (first day): Each Monday at 4:00 pm

Last day of event (if applicable): Click or tap to enter a date.

Event #2 Type (from Policy B16): Choose an item.

x	Ensure the education system, including the Nebraska Department of Education, is taking charge of its roles and responsibilities to provide leadership and enhance support systems in the state.
<input type="checkbox"/>	Ensure all Nebraskans, regardless of background or circumstances, have equitable access to opportunities for success.
<input type="checkbox"/>	Increase the number of Nebraskans who are ready for success in postsecondary education, career, and civic life.

Event #2 Goal alignment (select all that apply):

Event #2 Description; describe this event in relation to the scope of work of the State Board of Education:

Each Monday afternoon the Commissioner of Education and Governor spend an hour along with guests providing updates to Superintendents across the Nebraska. Special guests from ESUs and school district leaders, health officials from school districts present information concerning all of the aspects affecting the present and future of education for their students in hopes of

STATE BOARD OF EDUCATION  
MONTHLY BOARD MEMBER MEETING RFEPORT

providing ideas and strategies for other educational leaders. This meeting allows for Q and A at the end for the leaders and for citizens.

EVENT #3

Event #3 Name: CASEL Meeting

Event #3 Date (first day): 5/22/2020

Last day of event (if applicable): Click or tap to enter a date.

Event #3 Type (from Policy B16): Choose an item.

Event #3 Goal alignment (select all that apply):

Event #3 Description; describe this event in relation to the scope of work of the State Board of Education:

This meeting and the speaker were made possible by NASBE. We participated in a round table discussion with other LEEP representatives from New York and Nevada describing what is happening in our State concerning with the Corona virus and the opportunities and effects it is having on the education of all students in Nebraska. The guest speaker also presented information on Social Emotional Learning and the available materials for all States to use.

<input checked="" type="checkbox"/>	Ensure the education system, including the Nebraska Department of Education, is taking charge of its roles and responsibilities to provide leadership and enhance support systems in the state.
<input type="checkbox"/>	Ensure all Nebraskans, regardless of background or circumstances, have equitable access to opportunities for success.
<input type="checkbox"/>	Increase the number of Nebraskans who are ready for success in postsecondary education, career, and civic life.

STATE BOARD OF EDUCATION  
MONTHLY BOARD MEMBER MEETING RFEPORT

EVENT #4

Event #4 Name: LEEP Check in Meeting

Event #4 Date (first day): May 15, 2020 1-2 Click or tap to enter a date.

Last day of event (if applicable): Click or tap to enter a date.

Event #4 Type (from Policy B16): Choose an item.

Event #4 Goal alignment (select all that apply):

Event #4 Description; describe this event in relation to the scope of work of the State Board of Education:

This meeting was a discussion of where we should go in the development of the Equity LENS.

STATE BOARD OF EDUCATION  
MONTHLY BOARD MEMBER MEETING RFEPORT

EVENT #5

Event #5 Name: NASBE Webinars

Event #5 Date (first day): 5/21/2020

Last day of event (if applicable): 6/2/2020

Event #5 Type (from Policy B16): Choose an item.

Event #5 Goal alignment (select all that apply):

<input checked="" type="checkbox"/>	Ensure the education system, including the Nebraska Department of Education, is taking charge of its roles and responsibilities to provide leadership and enhance support systems in the state.
<input type="checkbox"/>	Ensure all Nebraskans, regardless of background or circumstances, have equitable access to opportunities for success.
<input type="checkbox"/>	Increase the number of Nebraskans who are ready for success in postsecondary education, career, and civic life.

Event #5 Description; describe this event in relation to the scope of work of the State Board of Education:

I listened to of the webinars live and the last webinars I listened to the recording. The June 2<sup>nd</sup> recording was certainly a timely topic about “Student Voice” in governing. The focus was on educational justice and equity. Our last week has certainly revealed the importance of this topic as we watched so many of our youth demonstrate the courage to protest for the rights of minorities. I hope we include our youth in future discussions of equity in our educational processes. They have much to teach us.

STATE BOARD OF EDUCATION  
MONTHLY BOARD MEMBER MEETING RFEPORT

EVENT #6

Event #6 Name: June Agenda Review

Event #6 Date (first day): 5/1/2020

Last day of event (if applicable): Click or tap to enter a date.

Event #6 Type (from Policy B16): Choose an item.

<input checked="" type="checkbox"/>	Ensure the education system, including the Nebraska Department of Education, is taking charge of its roles and responsibilities to provide leadership and enhance support systems in the state.
<input type="checkbox"/>	Ensure all Nebraskans, regardless of background or circumstances, have equitable access to opportunities for success.
<input type="checkbox"/>	Increase the number of Nebraskans who are ready for success in postsecondary education, career, and civic life.

Event #6 Goal alignment (select all that apply):

Event #6 Description; describe this event in relation to the scope of work of the State Board of Education: This is part of the process for preparing for each monthly meeting.

EVENT #7

Event #7 Name: Commissioner Appraisal Meeting

Event #7 Date (first day): 5/22/2020

Last day of event (if applicable): Click or tap to enter a date.

Event #7 Type (from Policy B16): Choose an item.

Event #7 Goal alignment (select all that apply):

<input checked="" type="checkbox"/>	Ensure the education system, including the Nebraska Department of Education, is taking charge of its roles and responsibilities to provide leadership and enhance support systems in the state.
<input type="checkbox"/>	Ensure all Nebraskans, regardless of background or circumstances, have equitable access to opportunities for success.
<input type="checkbox"/>	Increase the number of Nebraskans who are ready for success in postsecondary education, career, and civic life.

Event #7 Description; describe this event in relation to the scope of work of the State Board of Education: The committee reviewed the contract, requests and goals for the year.

STATE BOARD OF EDUCATION  
MONTHLY BOARD MEMBER MEETING RFEPORT

EVENT #8

Event #8 Name: State Board Committee Meeting

Event #8 Date (first day): 5/27/2020

Last day of event (if applicable): Click or tap to enter a date.

Event #8 Type (from Policy B16): Choose an item.

Event #8 Goal alignment (select all that apply):

<input checked="" type="checkbox"/>	Ensure the education system, including the Nebraska Department of Education, is taking charge of its roles and responsibilities to provide leadership and enhance support systems in the state.
<input type="checkbox"/>	Ensure all Nebraskans, regardless of background or circumstances, have equitable access to opportunities for success.
<input type="checkbox"/>	Increase the number of Nebraskans who are ready for success in postsecondary education, career, and civic life.

Event #8 Description; describe this event in relation to the scope of work of the State Board of Education:

The Finance Committee, the Access and Equity Committee, and the Legislative Committee met in preparation and discussion for the June 5 Board Meeting.

STATE BOARD OF EDUCATION  
MONTHLY BOARD MEMBER MEETING RFEPORT

EVENT #9

Event #9 Name: Click or tap here to enter text.

Event #9 Date (first day): Click or tap to enter a date.

Last day of event (if applicable): Click or tap to enter a date.

Event #9 Type (from Policy B16): Choose an item.

Event #9 Goal alignment (select all that apply):

<input type="checkbox"/>	Ensure the education system, including the Nebraska Department of Education, is taking charge of its roles and responsibilities to provide leadership and enhance support systems in the state.
<input type="checkbox"/>	Ensure all Nebraskans, regardless of background or circumstances, have equitable access to opportunities for success.
<input type="checkbox"/>	Increase the number of Nebraskans who are ready for success in postsecondary education, career, and civic life.

Event #9 Description; describe this event in relation to the scope of work of the State Board of Education:

Click or tap here to enter text.

STATE BOARD OF EDUCATION  
MONTHLY BOARD MEMBER MEETING RFEPORT

EVENT #10

Event #10 Name: Click or tap here to enter text.

Event #10 Date (first day): Click or tap to enter a date.

Last day of event (if applicable): Click or tap to enter a date.

Event #10 Type (from Policy B16): Choose an item.

Event #10 Goal alignment (select all that apply):

<input type="checkbox"/>	Ensure the education system, including the Nebraska Department of Education, is taking charge of its roles and responsibilities to provide leadership and enhance support systems in the state.
<input type="checkbox"/>	Ensure all Nebraskans, regardless of background or circumstances, have equitable access to opportunities for success.
<input type="checkbox"/>	Increase the number of Nebraskans who are ready for success in postsecondary education, career, and civic life.

Event #10 Description; describe this event in relation to the scope of work of the State Board of Education:

Click or tap here to enter text.



# NEBRASKA

## DEPARTMENT OF EDUCATION

www.education.ne.gov  
301 Centennial Mall South  
P.O. Box 94987  
Lincoln, NE 68509-4987  
TEL 402.471.2295  
FAX 402.471.0117

### STATE BOARD OF EDUCATION MONTHLY BOARD MEMBER MEETING REPORT

Per State Board Policy B16, Reimbursement for Expenses (6): *Board members will provide a brief report to the Board on meetings that they have attended.*

Effective with the May 2018 meeting, Board members will submit reports using this report form. The preferred method to share individual reports is to email the completed report to the Director of State Board Relations in advance of the Work Session (see instructions below). Reports will be compiled in the electronic meeting software for Board member and public review.

#### Instructions:

1. Board members may include up to 10 events in the monthly report. If a Board member intends to report on more than 10 events in a given month, additional reports should be completed. If not reporting on 10 events, leave fields blank.
2. Please include relevant meeting attendance that occurred since the previous Board meeting (see State Board Policy B16).
3. Enter Board member name and date of report at the end of these instructions:
  - a. Board member name: Type name.
  - b. Date of report: Type the month and year of the upcoming board meeting.
4. For each event, including the following information:
  - a. Event name: Type the event name.
  - b. Event date: Use the dropdown calendar or type the date of the event in dd/mm/yyyy format. If the event was more than one day, enter the last day of the event in dd/mm/yyyy format.
  - c. Event type: Select the event type from the dropdown menu.
  - d. Event goal alignment: Select the goal(s) that align(s) with the objectives of the event.
  - e. Event description: Briefly describe the event as it relates to the scope of work of the State Board of Education.
5. When finished entering event information, save the document to your computer. Email the document to the Director of State Board Relations as an attachment, or print the document and bring with you to the Board meeting.
6. For assistance completing this form, contact the Director of State Board Relations.

**BOARD MEMBER NAME: Maureen Nickels**

**MONTH and YEAR of REPORT: May 2020**

*Updated: August 30, 2019*

STATE BOARD OF EDUCATION  
MONTHLY BOARD MEMBER MEETING RFEPORT

**EVENT #1**

Event #1 Name: Commissioner’s Weekly Zoom Mtg with Administrators

Event #1 Date (first day): 5/4/2020

Last day of event (if applicable): Click or tap to enter a date.

Event #1 Type (from Policy B16): Choose an item.

Event #1 Goal alignment (select all that apply):

<input checked="" type="checkbox"/>	Ensure the education system, including the Nebraska Department of Education, is taking charge of its roles and responsibilities to provide leadership and enhance support systems in the state.
<input type="checkbox"/>	Ensure all Nebraskans, regardless of background or circumstances, have equitable access to opportunities for success.
<input type="checkbox"/>	Increase the number of Nebraskans who are ready for success in postsecondary education, career, and civic life.

Event #1 Description; describe this event in relation to the scope of work of the State Board of Education:

Logged on each Monday afternoon to the Commissioner’s weekly conversation with administrators across the state. Always interesting to hear what the different guest panelists shared that included ESU Administrators along with the Governor being included each week.

**EVENT #2**

Event #2 Name: NASBE Office Hours

Event #2 Date (first day): 5/7/2020

Last day of event (if applicable): Click or tap to enter a date.

Event #2 Type (from Policy B16): Meeting or conference that was held by an organization that serves and supports children and schools (in-state)

Event #2 Goal alignment (select all that apply):

<input checked="" type="checkbox"/>	Ensure the education system, including the Nebraska Department of Education, is taking charge of its roles and responsibilities to provide leadership and enhance support systems in the state.
<input checked="" type="checkbox"/>	Ensure all Nebraskans, regardless of background or circumstances, have equitable access to opportunities for success.
<input checked="" type="checkbox"/>	Increase the number of Nebraskans who are ready for success in postsecondary education, career, and civic life.

Event #2 Description; describe this event in relation to the scope of work of the State Board of Education:

NASBE held it's weekly Office Hours with various keynote speakers each week. Various topics of interest that dealt with Covid 19 issues were always the center of conversation. Was not able to sit in on the last meeting in May but did watch & listen to the recording of the session.

**EVENT #3**

Event #3 Name: Casel Cares Webinar

Event #3 Date (first day): 5/29/2020

Last day of event (if applicable): Click or tap to enter a date.

Event #3 Type (from Policy B16): Choose an item.

Event #3 Goal alignment (select all that apply):

<input type="checkbox"/>	Ensure the education system, including the Nebraska Department of Education, is taking charge of its roles and responsibilities to provide leadership and enhance support systems in the state.
<input checked="" type="checkbox"/>	Ensure all Nebraskans, regardless of background or circumstances, have equitable access to opportunities for success.
<input type="checkbox"/>	Increase the number of Nebraskans who are ready for success in postsecondary education, career, and civic life.

Event #3 Description; describe this event in relation to the scope of work of the State Board of Education:

Casel's Weekly Friday Webinar: 'The Urgency of Educational Equity Now'. Equity was the focus of he seminar featuring Dr. John King & Karen J. Pitman.

**EVENT #4**

Event #4 Name: Click or tap here to enter text.

Event #4 Date (first day): Click or tap to enter a date.

Last day of event (if applicable): Click or tap to enter a date.

Event #4 Type (from Policy B16): Choose an item.

Event #4 Goal alignment (select all that apply):

<input type="checkbox"/>	Ensure the education system, including the Nebraska Department of Education, is taking charge of its roles and responsibilities to provide leadership and enhance support systems in the state.
<input type="checkbox"/>	Ensure all Nebraskans, regardless of background or circumstances, have equitable access to opportunities for success.
<input type="checkbox"/>	Increase the number of Nebraskans who are ready for success in postsecondary education, career, and civic life.

Event #4 Description; describe this event in relation to the scope of work of the State Board of Education:

Click or tap here to enter text.

**EVENT #5**

Event #5 Name: Click or tap here to enter text.

Event #5 Date (first day): Click or tap to enter a date.

Last day of event (if applicable): Click or tap to enter a date.

Event #5 Type (from Policy B16): Choose an item.

Event #5 Goal alignment (select all that apply):

<input type="checkbox"/>	Ensure the education system, including the Nebraska Department of Education, is taking charge of its roles and responsibilities to provide leadership and enhance support systems in the state.
<input type="checkbox"/>	Ensure all Nebraskans, regardless of background or circumstances, have equitable access to opportunities for success.
<input type="checkbox"/>	Increase the number of Nebraskans who are ready for success in postsecondary education, career, and civic life.

Event #5 Description; describe this event in relation to the scope of work of the State Board of Education:

Click or tap here to enter text.

**EVENT #6**

Event #6 Name: Click or tap here to enter text.

Event #6 Date (first day): Click or tap to enter a date.

Last day of event (if applicable): Click or tap to enter a date.

Event #6 Type (from Policy B16): Choose an item.

Event #6 Goal alignment (select all that apply):

<input type="checkbox"/>	Ensure the education system, including the Nebraska Department of Education, is taking charge of its roles and responsibilities to provide leadership and enhance support systems in the state.
<input type="checkbox"/>	Ensure all Nebraskans, regardless of background or circumstances, have equitable access to opportunities for success.
<input type="checkbox"/>	Increase the number of Nebraskans who are ready for success in postsecondary education, career, and civic life.

Event #6 Description; describe this event in relation to the scope of work of the State Board of Education:

Click or tap here to enter text.

**EVENT #7**

Event #7 Name: Click or tap here to enter text.

Event #7 Date (first day): Click or tap to enter a date.

Last day of event (if applicable): Click or tap to enter a date.

Event #7 Type (from Policy B16): Choose an item.

Event #7 Goal alignment (select all that apply):

<input type="checkbox"/>	Ensure the education system, including the Nebraska Department of Education, is taking charge of its roles and responsibilities to provide leadership and enhance support systems in the state.
<input type="checkbox"/>	Ensure all Nebraskans, regardless of background or circumstances, have equitable access to opportunities for success.
<input type="checkbox"/>	Increase the number of Nebraskans who are ready for success in postsecondary education, career, and civic life.

Event #7 Description; describe this event in relation to the scope of work of the State Board of Education:

Click or tap here to enter text.

**EVENT #8**

Event #8 Name: Click or tap here to enter text.

Event #8 Date (first day): Click or tap to enter a date.

Last day of event (if applicable): Click or tap to enter a date.

Event #8 Type (from Policy B16): Choose an item.

Event #8 Goal alignment (select all that apply):

<input type="checkbox"/>	Ensure the education system, including the Nebraska Department of Education, is taking charge of its roles and responsibilities to provide leadership and enhance support systems in the state.
<input type="checkbox"/>	Ensure all Nebraskans, regardless of background or circumstances, have equitable access to opportunities for success.
<input type="checkbox"/>	Increase the number of Nebraskans who are ready for success in postsecondary education, career, and civic life.

Event #8 Description; describe this event in relation to the scope of work of the State Board of Education:

Click or tap here to enter text.

**EVENT #9**

Event #9 Name: Click or tap here to enter text.

Event #9 Date (first day): Click or tap to enter a date.

Last day of event (if applicable): Click or tap to enter a date.

Event #9 Type (from Policy B16): Choose an item.

Event #9 Goal alignment (select all that apply):

<input type="checkbox"/>	Ensure the education system, including the Nebraska Department of Education, is taking charge of its roles and responsibilities to provide leadership and enhance support systems in the state.
<input type="checkbox"/>	Ensure all Nebraskans, regardless of background or circumstances, have equitable access to opportunities for success.
<input type="checkbox"/>	Increase the number of Nebraskans who are ready for success in postsecondary education, career, and civic life.

Event #9 Description; describe this event in relation to the scope of work of the State Board of Education:

Click or tap here to enter text.

**EVENT #10**

Event #10 Name: Click or tap here to enter text.

Event #10 Date (first day): Click or tap to enter a date.

Last day of event (if applicable): Click or tap to enter a date.

Event #10 Type (from Policy B16): Choose an item.

Event #10 Goal alignment (select all that apply):

<input type="checkbox"/>	Ensure the education system, including the Nebraska Department of Education, is taking charge of its roles and responsibilities to provide leadership and enhance support systems in the state.
<input type="checkbox"/>	Ensure all Nebraskans, regardless of background or circumstances, have equitable access to opportunities for success.
<input type="checkbox"/>	Increase the number of Nebraskans who are ready for success in postsecondary education, career, and civic life.

Event #10 Description; describe this event in relation to the scope of work of the State Board of Education:

Click or tap here to enter text.



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  - b. Date of report: Type the month and year of the upcoming board meeting.
4. For each event, including the following information:
  - a. Event name: Type the event name.
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  - c. Event type: Select the event type from the dropdown menu.
  - d. Event goal alignment: Select the goal(s) that align(s) with the objectives of the event.
  - e. Event description: Briefly describe the event as it relates to the scope of work of the State Board of Education.
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**BOARD MEMBER NAME: Robin Stevens**

**MONTH and YEAR of REPORT: May 2020**

*Updated: August 30, 2019*

**EVENT #1**

**Event #1 Name: ZOOM meetings**

**Event #1 Date (first day): 5/1/2020**

**Last day of event (if applicable): 5/31/2020**

**Event #1 Type (from Policy B16): Meeting or conference that was held by an organization that serves and supports children and schools (in-state)**

Event #1 Goal alignment (select all that apply):

<input checked="" type="checkbox"/>	Ensure the education system, including the Nebraska Department of Education, is taking charge of its roles and responsibilities to provide leadership and enhance support systems in the state.
<input checked="" type="checkbox"/>	Ensure all Nebraskans, regardless of background or circumstances, have equitable access to opportunities for success.
<input checked="" type="checkbox"/>	Increase the number of Nebraskans who are ready for success in postsecondary education, career, and civic life.

**Event Description; describe this event in relation to the scope of work of the State Board of Education:**

**All of the Activities that I am reporting were held via ZOOM this month. Below is a list of these ZOOM Meetings:**

**Commissioner's Panel Discussions**

-5/4/2020

-5/11/2020

-5/18/2020

**Governor's Daily News Conferences**

-I did not listen to each of these news conferences, but I did watch excerpts from many of them

-5/11/2020 Commissioner Blomstedt presented on "Launch Nebraska"

**Governor's Town Hall Meeting featuring the Governor and special guest on occasion featuring the Commissioner. There are sponsored by NET Education TV**

-Nearly every Thursday at 8:30 p.m.

**NDE Ad Hoc Committee Meetings:**

-5/20/2020

-5/27/2020

**Gothenburg Community Town Hall:**

-The reason I list this is because during each of these Town Halls, the

Superintendent (Todd Rhodes) at Gothenburg gave an educational update.

**ESU 17 Weekly Superintendent Meetings:**

-5/21/2020

-5/28/2020

-I was invited to listen in and respond to the issues as they relate to the Northern most ESU...ESU 17. This was an enjoyable give and take about the issues that most concern the school superintendents and the ESU in this region.

On 5/2/2020 I received a call from Tricia Scholz. Tricia and her husband Steve run a feedlot. While the conversation was long, I mention it because it reflects the concern about starting school this fall. There is a growing vocal movement that wants the State Board to know they want school to start up again this fall. If school does not open this fall, they are "looking for other options".

TO: MATTHEW L. BLOMSTEDT, PH.D.  
FROM: BRYCE WILSON, DENISE THEGE  
DATE: JUNE 5, 2020  
SUBJECT: MONTHLY LIST OF CONTRACTS \$10,000 TO \$50,000

RATIONALE: As stated in the Nebraska State Board of Education Policy Manual P5 the Commissioner shall provide the Board each month with a list of contracts between \$10,000 and \$50,000.

1. Contractor(s): Dennis Tegtmeier  
Contract Amount: \$10,000  
Funding Source: Federal  
Scope of Services: Serve as Special Education hearing officer.  
Date of Contract: 7/1/20-6/30/21  
Contact Person: Amy Rhone
2. Contractor(s): Torsh, Inc.  
Contract Amount: \$27,540  
Funding Source: Federal  
Scope of Services: Video subscription  
Date of Contract: 9/18/20-9/17/21  
Contact Person: Amy Rhone
3. Contractor(s): William Morris Law Firm  
Contract Amount: \$20,000  
Funding Source: Federal  
Scope of Services: Serve as Special Education hearing officer.  
Date of Contract: 7/1/20-6/30/21  
Contact Person: Amy Rhone
4. Contractor(s): Dennis Tegtmeier  
Contract Amount: \$10,000  
Funding Source: Federal  
Scope of Services: Serve as Nutrition Services hearing officer.  
Date of Contract: 7/1/20-6/30/21  
Contact Person: Sharon Davis
5. Contractor(s): Morris & Titus Law Firm  
Contract Amount: \$20,000  
Funding Source: General  
Scope of Services: Serve as hearing officer for teacher education appeals, educator certification case appeals and option enrollment cases.  
Date of Contract: 7/1/20-6/30/21  
Contact Person: Brad Dirksen
6. Contractor(s): Apex Learning  
Contract Amount: \$25,000  
Funding Source: Cash  
Scope of Services: Provide digital curriculum solutions.  
Date of Contract: 5/1/20-4/30/21  
Contact Person: Ryan Foor

7. Contractor(s): UNMC  
Contract Amount: \$59,531  
Funding Source: Federal  
Scope of Services: Develop procedures to train and provide on-going child outcome data monitoring alerts; assure fidelity of the OSEP reporting of child outcomes; provide trainings as requested by NDE & serve as a resource to community of providers; analyze child outcome data in collaboration with the NDE as required by federal and state regulations; complete the data validation at the end of the fiscal year; assist NDE in continuous improvement plans based on information from the child outcomes data.  
Date of Contract: 7/1/20-6/30/21  
Contact Person: Amy Rhone
8. Contractor(s): Rebecca Dunlap-Morton  
Contract Amount: \$16,600  
Funding Source: Federal  
Scope of Services: Coaching and training services.  
Date of Contract: 7/1/20-6/30/21  
Contact Person: Melody Hobson
9. Contractor(s): Teaching Strategies  
Contract Amount: \$20,000  
Funding Source: Federal  
Scope of Services: Provide access and technical assistance supports to NDE and subscribing programs for the Teaching Strategies GOLD online platform in order to provide the ongoing documentation and evaluation of child outcomes across all developmental domains and content areas for Subscribing Programs as designated eligible by NDE.  
Date of Contract: 8/1/20-7/31/21  
Contact Person: Amy Rhone
10. Contractor(s): Opportunity Labs Foundation Inc  
Contract Amount: \$49,999  
Funding Source: Federal  
Scope of Services: Development of a public health framework and logic model for multiple school opening scenarios.  
Date of Contract: 5/18/20-8/21/20  
Contact Person: Zainab Rida
11. Contractor(s): Mrs. Joni's Cuddle Bugs  
Contract Amount: \$12,000  
Funding Source: Federal  
Scope of Services: Training services.  
Date of Contract: 7/1/20-12/31/20  
Contact Person: Melody Hobson

12. Contractor(s): Amy Wilson  
Contract Amount: \$34,876.86  
Funding Source: Cash  
Scope of Services: Manage all processes for Excellence in Teaching Act (ETA) and manage the Teach In Nebraska website.  
Date of Contract: 5/20/20-5/10/21  
Contact Person: Shirley Vargas
13. Contractor(s): KLK Educational Services  
Contract Amount: \$18,000  
Funding Source: Cash  
Scope of Services: Provide school support.  
Date of Contract: 6/1/20-8/31/20  
Contact Person: Ryan Foor
14. Contractor(s): Anderson & Creager & Wittstruck  
Contract Amount: \$40,000  
Funding Source: Federal  
Scope of Services: Serve as Special Education & Nutrition Services hearing officer.  
Date of Contract: 7/1/20-6/30/21  
Contact Person: Amy Rhone
15. Contractor(s): Keisha McHargue  
Contract Amount: \$22,162.89  
Funding Source: Federal  
Scope of Services: Assist with the development of Educator Effectiveness System.  
Date of Contract: 6/1/20-12/31/20  
Contact Person: Shirley Vargas
16. Contractor(s): UNL  
Contract Amount: \$35,317  
Funding Source: General  
Scope of Services: Provide graduate student.  
Date of Contract: 5/18/20-5/14/21  
Contact Person: Matt Hastings
17. Contractor(s): American Institutes for Research  
Contract Amount: \$25,781  
Scope of Services: Assist with the development of Educator Effectiveness System.  
Date of Contract: 5/26/20-8/31/20  
Contact Person: Shirley Vargas
18. Contractor(s): Pam Uhl  
Contract Amount: \$10,000  
Funding Source: Federal  
Scope of Services: Training services.  
Date of Contract: 7/1/20-12/31/20  
Contact Person: Melody Hobson

19. Contractor(s): Tracy Went  
Contract Amount: \$20,000  
Funding Source: General  
Scope of Services: Coaching and training services.  
Date of Contract: 7/1/20-6/30/21  
Contact Person: Melody Hobson
20. Contractor(s): Kristi Albrecht  
Contract Amount: \$15,000  
Funding Source: General  
Scope of Services: Coaching and training services.  
Date of Contract: 6/15/20-6/14/21  
Contact Person: Melody Hobson
21. Contractor(s): Kathleen Miller  
Contract Amount: \$10,000  
Funding Source: Federal  
Scope of Services: Training services.  
Date of Contract: 7/1/20-12/31/20  
Contact Person: Melody Hobson
22. Contractor(s): Leah Merkwon  
Contract Amount: \$35,000  
Funding Source: General  
Scope of Services: Coaching and training services.  
Date of Contract: 7/1/20-6/30/21  
Contact Person: Melody Hobson
23. Contractor(s): Chuck Elley  
Contract Amount: \$12,000  
Funding Source: Federal  
Scope of Services: Conduct school safety assessments.  
Date of Contract: 7/1/20-6/30/21  
Contact Person: Beth Wooster



# NEBRASKA

## DEPARTMENT OF EDUCATION

### PROPOSED AGENDA ITEM RATIONALE

**DATE:** May 19, 2020

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

**FROM:** Amy Rhone, Office of Special Education

**PROPOSED AGENDA ITEM:** Monthly List – Grants Under \$50,000

The following grants listed all have the same Rationale and Funding Source. Except for those marked “New”, these are renewals, originally approved June 2018.

**RATIONALE/BACKGROUND INFORMATION:** PBiS is designed to improve systems for providing education and early intervention services for children with and without disabilities. PBiS has two goals related to the implementation/continuation of Positive Behavior Intervention and Support: (1) professional development activities that support positive behavior and strive toward improved performance and increased achievement for children with disabilities and their non-disabled peers; and (2) coordinate related professional development efforts across systems. These goals will be achieved through continued Positive Behavioral Intervention and Support training of students, staff, parents and community.

**PROPOSED BOARD MEETING (MONTH/YEAR):** June 2020

**FUNDING SOURCE:** U.S. Department of Education – IDEA Part D – State Personal Development Grant

**ORGANIZATION and ESTIMATED COST:**

Hastings Alcott – \$2,250  
Aurora – \$1,000  
Bancroft Rosalie – \$1,000  
Bellevue – \$25,000  
Bruning-Davenport- \$5,000  
Cambridge – \$5,000  
Chadron PS – \$8,000  
Chase County – \$5,000  
DC West – \$2,250  
ESU 1 – \$1,000 New

ESU 4 – \$11,000 New  
ESU 7- \$6,000 New  
ESU 8 – \$9,000 New  
ESU 10 – \$1,000 New  
ESU 11 – \$1,000 New  
ESU 13 – \$1,000 New  
ESU 16 – \$9,000 New  
ESU 17 – \$1,000 New  
Lincoln Everett - \$1,000  
Freeman – \$5,000  
Hastings High School – \$2,250  
Hastings Lincoln – \$2,250  
Hastings Hawthorne – \$5,000  
Hay Springs – \$5,000  
Heartland – \$5,000  
Hitchcock County – \$2,000  
Keya Paha – \$5,000  
Kimball – \$2,000  
Lexington – \$8,000  
Logan View – \$1,000  
McCook Central – \$1,500  
McCook Elementary – \$1,500  
North Bend – \$1,000  
North Platte – \$35,000  
Ogallala - \$8,000  
OPS Bryan HS – \$2,250  
Papillion La Vista – \$49,000  
Shelton – \$5,000  
Shickley – \$5,000  
St. Paul – \$1,000  
Superior – \$5,000  
Thayer Central – \$5,000  
Tri County – \$5,000  
Unified South Central - \$8,000  
Westside – \$35,000









# NEBRASKA

## DEPARTMENT OF EDUCATION

### PROPOSED AGENDA ITEM RATIONALE

**DATE:** May 19, 2020

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

**FROM:** Amy Rhone – Office of Special Education

**PROPOSED AGENDA ITEM:** Notification of Vacancies on the Special Education Advisory Council (SEAC).

**RATIONALE/BACKGROUND INFORMATION:** This federally required Council is composed of 30 members who serve four-year terms (i.e., approximately one-fourth of the terms of members of SEAC expire in August of each year). In addition to the five members who completed their four year terms in the spring of 2020, one member, who represented Nebraska students with a disability has completed her one year term. Two additional SEAC members have resigned their positions after two years due to newly acquired conflicts of interest, bringing the total number of member vacancies to eight. All SEAC members are approved by the State Board of Education. Securing Board approval in August of new and reappointed members will allow adequate time to provide background information and training to new members in preparation for the first meeting in September 2021. The Office of Special Education continues to seek new SEAC members through an application process reflecting the categorical representation required by federal regulations, geographical balance based on State Board of Education districts, and the diverse population of Nebraska.

**PROPOSED BOARD MEETING (MONTH/YEAR):** June 2020

**ESTIMATED COST:** N/A



# NEBRASKA

## DEPARTMENT OF EDUCATION

### PROPOSED AGENDA ITEM RATIONALE

**DATE:** May 26, 2020

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

**FROM:** Brad Dirksen, Administrator, Kelly Heineke, Director

**PROPOSED AGENDA ITEM:** Nominations for the appointment of 2020-2021 State Board approved teacher as voting member to Nebraska Council on Teacher Education (NCTE).

**RATIONALE/BACKGROUND INFORMATION:** The Nebraska Council on Teacher Education is an advisory body to the State Board of Education. They develop and recommend standards related to the following: approval of Nebraska teacher education programs, teaching endorsements, and issuance of educator's certificates. There is a vacancy for a voting member position for teacher on the NCTE Council. We submit a request for the appointment of a teacher to fulfill the vacancy of voting member to the NCTE Council.

**PROPOSED BOARD MEETING (MONTH/YEAR):** June 2020

**ESTIMATED COST:** N/A

**FOR CONTRACTS AND GRANTS:**

- Indicate the Funding Source:
- New or Renewal:
- If renewal, date of first approval:



# NEBRASKA COUNCIL ON TEACHER EDUCATION 2019-2020 MEMBERSHIP

08/\_\_/19 – State Board Approved

❖ Indicates members with NCATE Training

⌘ Indicates members with CAEP training

D1 - D8 Indicates State Board District

\*New NCTE Members

Shaded members have new terms – includes both returning and new members

## HIGHER EDUCATION

### Chadron State College

Don King (2020) - D7

1000 Main St.

Chadron, NE 69337

308-432-6442 (office)

[dking@csc.edu](mailto:dking@csc.edu)

### Chadron State College

⌘Patti Blundell *alternate* (2020) - D7

1000 Main St.

Chadron, NE 69337

308-432-6469 (office)

[pblundell@csc.edu](mailto:pblundell@csc.edu)

### College of Saint Mary

Paula Peal (2020) - D8

7000 Mercy Rd.

Omaha, NE 68106

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### Concordia University

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### Creighton University

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### Creighton University

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## HIGHER EDUCATION (continued)

### Doane University

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### Hastings College

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### Hastings College

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### Midland University

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### Midland University

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### Nebraska Wesleyan University

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### Nebraska Wesleyan University

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### Peru State College

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### Peru State College

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## HIGHER EDUCATION (continued)

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### Union College

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### University of NE - Kearney

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### University of NE – Kearney

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### University of NE - Lincoln

Sara Skretta (2020) - D1  
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### University of NE - Lincoln

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### University of NE - Omaha

⌘Paul Barnes (2020) – D8  
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### University of NE - Omaha

⌘Sarah Edwards *alternate* (2020) – D8  
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### Wayne State College

Phyllis Spethman (2020) - D3  
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### Wayne State College

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## HIGHER EDUCATION (continued)

### York College

Erin DeHart (2020) - D6  
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[edehart@york.edu](mailto:edehart@york.edu)

### York College

Sarah Van Gomple *alternate* (2020) - D6  
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## NEBRASKA COMMUNITY COLLEGE ASSOCIATION

### Paul Illich (2023)

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### Greg Adams *alternate* (2021)

Nebraska Community College Association  
1320 Lincoln Mall, Suite 100c  
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## NEBRASKA ASSOCIATION OF SCHOOL BOARDS

### Jim Vlach (2023) – D3

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### Dana Blakely (2023) – D8

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## NEBRASKA COUNCIL ON AMERICAN PRIVATE EDUCATION

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## NEBRASKA COUNCIL OF SCHOOL ADMINISTRATORS

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## NEBRASKA COUNCIL OF SCHOOL ADMINISTRATORS (continued)

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## TEACHERS

### State Board Appointed

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## TEACHERS

### Nebraska State Education Association Representatives

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# TEACHERS

## Nebraska State Education Association Representatives (continued)

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❖ ❧ Caroline Rice (2023) – D5  
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# TEACHERS

## Nebraska State Education Association Representatives (continued)

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## NEBRASKA DEPARTMENT OF EDUCATION

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Dr. Deborah Frison *alternate* (2020) - D1  
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**APPLICATION FOR MEMBERSHIP  
ON STATE BOARD OF EDUCATION COMMITTEES, COUNCILS, AND CONSORTIUMS**

The purpose of this form is to obtain general information for use in appointing members of committees, councils, and consortiums approved by the State Board of Education. If you have recently prepared a biography or resume, please attach it to this form.

COMMITTEE, COUNCIL, OR CONSORTIUM  
APPOINTMENT DESIRED: \_\_\_\_\_

**PERSONAL INFORMATION**

NAME \_\_\_\_\_ (first) \_\_\_\_\_ (middle initial) \_\_\_\_\_ (last)

RESIDENCE \_\_\_\_\_ (street) \_\_\_\_\_ (city) \_\_\_\_\_ (zip) \_\_\_\_\_ (county)

BUSINESS/SCHOOL ADDRESS \_\_\_\_\_ (street) \_\_\_\_\_ (city) \_\_\_\_\_ (zip)

TELEPHONE \_\_\_\_\_ (residence) \_\_\_\_\_ (business/school)

Email Address: \_\_\_\_\_ Occupation: \_\_\_\_\_

Do you hold a current Nebraska teaching certificate?  yes  no

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**If the box at the left is checked, please provide the following information, check the category(ies) which you can represent, and complete pages 2 and 3 of this form.** The legislation authorizing creation of this council or committee directs that the membership reflect the diversity of the population of the state with regard to race, ethnicity, gender, and disability characteristics. Information provided in this section will assist our staff and the State Board in making selections.

Gender:  male  female Racial/Ethnic background: \_\_\_\_\_

Disability: \_\_\_\_\_

Check category(ies) which you can represent:

Teachers:	<input type="checkbox"/> Elementary	<input type="checkbox"/> Parents/Patrons
	<input type="checkbox"/> Middle school/Junior high	<input type="checkbox"/> Organizations serving young children
	<input type="checkbox"/> Secondary	<input type="checkbox"/> Local boards of education
	<input type="checkbox"/> Postsecondary	<input type="checkbox"/> Community-based organizations
	<input type="checkbox"/> Private Schools	<input type="checkbox"/> Other(s) (describe): _____

---

Administrators:	<input type="checkbox"/> Superintendent	<input type="checkbox"/> Principal
	<input type="checkbox"/> Other	

**OR**

**If the box at the left is checked, please complete the attached SUPPLEMENTAL QUALIFICATIONS FORM in addition to pages 2 and 3 of this form.** The legislation authorizing creation of this council or committee directs that the membership meet certain qualifications relevant to the charge of the council.

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**ADDITIONAL INFORMATION**

Please provide additional supportive information about yourself and your experiences. Include membership of organizations related to this position, membership of any board, commission, council, or committee you have served in the past; honors or awards received; other volunteer activities.

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Please explain your interest in serving on this council/committee:

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**EMPLOYMENT**

List employment history, beginning with current experience; include volunteer activities. A resume or additional information is optional. ***If you are a parent/patron applicant, completion of this section is optional.***

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**EDUCATION**

List schools attended (including high school); include location, dates, major field of study or degree received. ***If you are a parent/patron applicant, completion of this section is optional.***

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**REFERENCES**

List names, addresses, and telephone numbers of at least three persons who may be contacted for references. ***If you are a parent/patron applicant, completion of this section is optional.***

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Signature of applicant

---

Date

Return completed form by \_\_\_\_\_ to:

(Section)  
Nebraska Department of Education  
301 Centennial Mall South  
PO Box 94987  
Lincoln, NE 68509-4987

Questions concerning this form should be directed to (Staff Member) at 402/471-\_\_\_\_\_.

---

**STATE STAFF USE ONLY**

STATE BOARD OF EDUCATION REPRESENTATIVE AND DISTRICT

RECOMMENDING STAFF PERSON

Appointment *approved* at \_\_\_\_\_ State Board of Education meeting.

Appointment *not approved* at \_\_\_\_\_ State Board of Education meeting.

ORGANIZATIONAL POLICIES  
OF THE  
NEBRASKA COUNCIL ON TEACHER EDUCATION

1.00 THE NEBRASKA COUNCIL ON TEACHER EDUCATION.

The Nebraska Council on Teacher Education (NCTE) is an advisory body to the Nebraska State Board of Education. Its membership is appointed by the State Board from representatives of state-wide organizations which have a direct involvement or interest in teacher and administrative preparation, and from higher education institutions in Nebraska which are approved by the State Board of Education to prepare and recommend for certification teachers, administrators, and counselors; and those people recommended for special services endorsements. The State Board of Education reserves unto itself sole authority over college program approval and certification.

2.00 PURPOSE.

As an advisory body to the State Board of Education (Board), NCTE will develop and recommend for State Board approval and adoption:

2.01 Standards relating to state approval of higher education institutions providing teacher, counselor, and/or administrative preparatory programs; and programs leading to a special services certificate.

2.02 Standards relating to admission into and retention in an approved professional education program leading to teacher, counselor, administrative, or special services certification.

2.03 Standards relating to the issuance of teacher counselor, administrative, and special services certificates.

2.04 Standards relating to certificate endorsements.

2.05 Standards relating to the relationships of Nebraska teacher, counselor, administrator, and special services certification with other states and national bodies.

Further, NCTE will, at the request of the Nebraska Department of Education (NDE), and pursuant to NDE regulations, participate in educator program approval reviews and associated campus visits to those institutions seeking approval for their programs leading to teacher, counselor, administrative, and/or special services certification and endorsements, and may recommend approval or non-approval of those programs in compliance with regulations adopted by the State for such purposes.

Additionally, NCTE, through its regular meetings, shall provide a forum where representatives of educator preparation, practicing educators, the Nebraska Department of Education, and other educator preparation and certification stakeholders can meet and discuss those issues affecting professional preparation, and seek solutions to problems impacting on the quality of preparation of certified professionals in school settings. The goal of the college approval and professional certification process is to ensure the citizens of Nebraska, in particular, and citizens of the United States, in general, that the teachers and administrators in this state are well qualified and meet all state laws governing certification. The ultimate goal is to provide children and youth with the best educational opportunities possible.

### 3.00 STATUTORY AUTHORITY

Appointments to the NCTE are made by the Board pursuant to its authorization. Sections 79-318(9), R.R.S., 1943, and 79-808, R.R.S., 1943.

### 4.00 MEMBERSHIP

The State Board of Education shall appoint all members of the NCTE. Membership shall include equal representation of Higher Education, School Governance, and Teachers as specified in Sections 4.01, 4.02, and 4.03. Terms shall begin August 1 in the year in which the members are appointed and shall continue until July 31 in the year in which their terms expire.

Members are expected to act as liaisons between the Council and the groups they represent.

Organizations submitting nominations for members and alternates shall give consideration to balancing the representation with regard to geographic location and state board district, gender, ethnicity, grade level, academic subject area, and school enrollment size. Selection of members shall be in accordance with the following provisions:

#### 4.01 Higher Education.

One (1) representative shall be nominated from each Board approved teacher preparation college or university. The representatives shall be nominated by the university or college chancellor or president.

#### 4.02 School Governance.

The number of persons representing School Governance shall equal the number of Board approved teacher preparation institutions, and nominated as follows:

4.02A NCAPE Representative. One (1) administrator shall be nominated by the Nebraska Council of American Private Education (NCAPE) to represent private schools

4.02B School Board Membership. Two (2) School Governance members shall be nominated by the Nebraska Association of School Boards (NASB).

4.02C Administrative/Supervisory Membership. Ten (10) members shall be nominated by the Nebraska Council on School Administrators (NCSA). Those nominated shall include individuals who perform in administrative or supervisory roles in public school or agency settings and include School Administrators, Curriculum Directors, Human Resources and ESU personnel.

4.02D Community College Representative. One (1) individual representing Community Colleges shall be nominated by the Nebraska Community College Association.

4.02E Nebraska Department of Education (NDE). Two (2) representatives of the Nebraska Department of Education shall be nominated by the Nebraska Commissioner of Education.

#### 4.03 Teachers.

The number of persons representing practicing teachers shall equal the number of Board approved teacher preparation institutions, and shall be nominated as follows:

4.03A Two (2) shall be nominated by the State Board of Education, and

4.03B The remaining shall be nominated by the Nebraska State Education Association (NSEA).

#### 5.00 ALTERNATES.

Each category of membership shall nominate alternates to the Council. The alternates may serve as voting members when members of the official delegation are unable to attend. Names of alternates shall be submitted at the same time as proposed NCTE nominations.

5.01 The NCSA may nominate six (6) alternates; NASB, one (1); NSEA, six (6); NDE, one (1); NCAPE, one (1); State Board of Education, one (1); and Educator Preparation institutions, one (1) each.

5.02 Alternates may attend meetings of NCTE at times other than when serving as an official delegate but under such circumstances shall not have voting privileges. When not replacing an official delegate, expenses of alternates in attendance are eligible for state reimbursement since they provide input to the business of NCTE.

#### 6.00 METHOD OF SELECTING MEMBERS AND ALTERNATES.

Nominations for members and alternates shall be submitted to the Executive Committee of NCTE, which shall review the nominees to determine if a reasonably balanced representation has been achieved as described in Section 4.00. If necessary the Executive Committee will ask a nominating group to modify its list so that the balance can be created. The Executive Committee shall submit the final list of nominees to the Commissioner of Education for State Board action prior to the first meeting of the membership year.

When NCTE members are no longer in the position which qualified them for appointment to NCTE, they shall immediately resign from the NCTE. If an approved alternate cannot be utilized for the remaining membership year, the Executive Committee will ask the nominating group or institution for an immediate replacement. Interim replacements made after the annual State Board of Education approval will be approved by NDE staff and formally approved by the State Board if they continue to serve as an NCTE member in the next membership year.

#### 7.00 LENGTH OF TERM.

Representatives from the School Governance and the Teachers categories shall serve a term of four years. Representatives of Higher Education and the Department of Education serve as a function of office or position and shall be appointed annually.

#### 8.00 NCTE OFFICERS.

NCTE officers shall consist of President and President-Elect, who shall serve for a term of two years. Nominations for President-Elect shall be presented at the spring meeting of odd numbered years, and elected by the membership of NCTE at the summer meeting. The President-Elect shall serve two years as President-Elect and two years as President. The President and President-Elect shall assume office August 1 of the odd numbered years. A representative of the Nebraska Department of Education or his/her designee shall serve as the recording secretary in a non-voting capacity.

The President and President-Elect shall be representative of different membership groups, i.e., Governance, Higher Education, Teachers.

The President and/or President-Elect, or the President's designee, shall serve as the presiding officer of NCTE and liaison to the Board.

#### 9.00 EXECUTIVE COMMITTEE.

The President, President-Elect, Chairpersons of the Standing Committees, and the two NDE representatives shall constitute the Executive Committee. In the event that any of the following groups: Governance, Higher Education, or Teachers are not represented on the Executive Committee by virtue of office or serving on a Standing Committee, the Executive Committee shall appoint a representative of that unrepresented group to serve for a one-year term.

9.01 Duties. The duties of the Executive Committee shall include the following:

9.01A Meet at least thirty (30) days prior to each regular meeting of the NCTE to prepare an agenda.

9.01B Provide guidance and leadership in conducting the business of NCTE.

9.01C Coordinate the work of the Standing Committees and *ad hoc* committees.

9.01D Review the list of nominees and alternates for appointment to NCTE as provided under the provisions governing membership (Section 6.00) and transmit a final list of nominees to the Commissioner of Education for Board action. The Executive Committee is responsible for determining reasonable balance in the NCTE as described in Section 4.00

9.01E Appoint a nominating committee of three members: one each from school governance, higher education, and teacher delegates who shall seek candidates for the office of President-Elect. This committee will prepare a slate of nominees to be presented at the March meeting of the odd numbered years and voted on at the June meeting. Nominations may also be made from the floor.

9.01F Appoint the President-Elect as President if the President fails to complete his/her term. The Executive Committee shall then appoint, from the membership of NCTE, an individual to fill the office of President-Elect until the office can be filled by election at the next June meeting.

9.01G Appoint the President and President-Elect if both offices should simultaneously become vacant, until the offices can be filled by election at the next June meeting

9.01H Assign members of NCTE to Standing Committees of NCTE and make reassignments to fill vacancies as they occur.

9.01I Annually approve a calendar of anticipated endorsement reviews.

9.01J Review proposed endorsements as presented by the *ad hoc* committee chair. The Executive Committee may return the proposed endorsement to the *ad hoc* committee with recommendations for modification, make minor changes in

the proposed endorsement with the approval of the *ad hoc* committee chair, and/or forward it to the appropriate Standing Committee

9.01K Review every proposed endorsement as presented by the *ad hoc* committee chair for requests to change the number of semester credit hours, grade levels, and undergraduate or graduate status. Any changes in these three areas must be approved by the Executive Committee.

9.01L Initiate, receive, and/or evaluate proposals for new endorsements. The Executive Committee will refer any proposed new endorsement to the full Council. The full Council will decide whether such a proposed endorsement shall be recommended for addition to Rule 24. If the Council decides favorably, an *ad hoc* committee will be set up under the normal procedures.

9.01M The Executive Committee may initiate, receive and/or evaluate proposals for endorsement revisions and will refer those proposals to the appropriate *ad hoc* or Standing Committee for action under the normal procedures.

9.01N Act on behalf of the full Council when there is a need for a decision which cannot be postponed to a subsequent regular meeting of the full Council. When such action is taken, a report will be made to the membership at the next regular meeting. The Executive Committee may make a decision on any topic except to reverse a recent decision of the Council.

#### 10.00 STANDING COMMITTEE OFFICERS.

During the spring meeting of each even numbered year, each Standing Committee, from its membership, shall elect a Chairperson, Vice Chairperson, and Secretary who shall serve for a term of two years. The officers may be re-elected once. Succeeding officers for each position must be elected from a different representational group. The term shall begin August 1<sup>st</sup> of the same year. In the event of a resignation or vacancy, the Standing Committee shall elect a successor at the next regularly scheduled meeting

The Secretary shall provide a copy of the minutes to NDE within 14 days of the meeting for inclusion in the published minutes of the Council.

#### 11.00 STANDING COMMITTEES.

There shall be three Standing Committees with membership drawn from the members of NCTE. Membership on each Standing Committee shall consist of one-third of the NCTE membership, and each committee shall include a balanced number of representatives from Higher Education, Governance, and Teachers. The Executive Committee will determine, to the extent possible, the priority agenda items for the membership year for each Standing Committee at their meeting preceding the first annual NCTE meeting. Additional agenda items may be identified throughout the membership year.

##### 11.01 Responsibilities of the Standing Committees shall be to:

Conduct periodic review of educator certification requirements and recommend changes to NCTE for consideration and adoption. Such recommendations, when approved, shall constitute recommendations to the Board for revision in applicable educator preparation and certification Rules.

Deliberate and make recommendations to the full Council on such special issues as assigned.

Review the requirements for endorsements on a schedule determined by the Executive Committee in collaboration with NDE staff and shall recommend revisions in such requirements to the full Council. Action taken by the full Council shall constitute a recommendation to the Board. The committee, in conducting such reviews, shall utilize the expertise of *ad hoc* committees which shall meet the requirements set forth under Section 17.00. Recommend the names and addresses of appropriate persons to serve on the *ad hoc* committees according to the categories stipulated in the *Ad Hoc* Committee Guidelines. Such names will be submitted to the Nebraska Department of Education who will create a balanced *ad hoc* committee according to the guidelines in Section 17.00.

If, in the opinion of the Executive Committee, extra meetings of a Standing Committee need to occur in order to process the endorsements in an expeditious manner, special meetings may be called. In such cases, the State of Nebraska will cover the usual expenses as described in Section 16.00.

#### 12.00 COLLEGE APPROVAL

The full Council shall act as a committee of the whole to recommend college approval. Using the standards adopted by the Board for approval of educator preparation programs, the Department of Education shall schedule and provide for folio review teams and college visits. The visitation teams will include NCTE representatives who have participated in NDE-sponsored college approval process training.

- A. The number of persons serving on State folio review and visitation teams will be determined by the size of the institution.
- B. Areas of expertise for persons nominated to serve on state approval teams will be reviewed by NDE prior to appointment to a review team.
- C. Persons selected to serve on visitation teams must verify that they do not have a conflict of interest with that institution.
- D. College program approval training for the Council membership shall be provided on a schedule recommended by the Executive Committee.
- E. NDE staff will report the results of the state program approval to NCTE. The unit head, or his/her designee, shall be afforded an opportunity to respond to a visitation report before a recommendation is made by the full Council to the Department of Education. The rejoinder will be made to the Executive Committee prior to the commencement of the morning business meeting. A recommendation for action by the NCTE will be made by the Executive Committee during the afternoon business meeting.
- F. The President of the NCTE shall forward NCTE recommendations to the Commissioner of Education for State Board of Education action

### 13.00 MEETINGS OF NCTE

There shall be three regular meetings of NCTE – one during the fall, one during the spring, and one during the summer. Meetings of the NCTE shall be subject to the open meetings law and public notice of said meetings shall be made by NDE.

The meeting agenda and associated materials for Council action will be posted to the website thirty (30) days prior to the meeting date.

Special meetings of the Council may be called by the President when authorized by the Executive Committee and approved by the Commissioner of Education.

### 14.00 VISITORS COMMENT PERIOD

In conjunction with each meeting of NCTE, there shall be a visitors' comment period at which time those members of the public wishing to address NCTE shall have an opportunity to do so, subject to procedures adopted by NCTE. The presiding officer shall have the right to limit discussion in order to facilitate the work of NCTE.

In conjunction with debate on specific recommendations being considered by NCTE, the Chairperson of a Standing Committee or the President may request that a non-member be allowed to address the membership regarding that issue. The request shall be granted unless there is an objection. In such event, the non-member shall be granted speaking privileges only by an affirmative vote of a majority of the membership present.

### 15.00 AMENDMENTS TO THESE ORGANIZATIONAL POLICIES.

These Organizational Policies may be recommended for changes by majority vote of the membership present provided that such recommended changes shall have been provided to the membership at least 30 days prior to the date of the business meeting at which a vote to amend is taken. The NCTE President, or his/her designee, shall present the recommendations to the State Board of Education. Such recommended changes shall become effective when approved by the State Board of Education.

### 16.00 EXPENSES.

Expenses for Program Reviews, Approval Visits; NCTE, Executive Committee, Task Force, and *ad hoc* committee meetings; and NCTE member and alternate expenses for such meetings shall be borne by the State of Nebraska in accordance with state approved expense guidelines.

Members of *ad hoc* committees will be reimbursed for expenses by the State of Nebraska in accordance with state approved expense guidelines. School districts may be reimbursed for the cost of a substitute for teachers serving on *ad hoc* committees.

### 17.00 PROCEDURES FOR ENDORSEMENT REVISION.

17.01 Ad Hoc Committee Overview. The *ad hoc* committee membership is selected to give representation to professional teacher educators; scholars in the field; PK-12 educators; the general public; administrators; and the Nebraska Department of Education. Members are selected to reflect balanced representation with regard to geographic location and state board district, gender, ethnicity, grade level, academic subject area, and school enrollment size. It is the responsibility of the *ad hoc* committee to review and update the criteria for endorsement in the specified area, such that teacher, administrator, and special services educator requirements reflect the best of current knowledge and are responsive to special needs in Nebraska.

17.02 Ad Hoc Chairs. Chairs of the *ad hoc* committees shall be collaboratively determined by the NDE Team Leader responsible for the endorsement area, and the NDE designee with responsibilities for NCTE coordination.

17.03 Ad Hoc Membership. The membership of an *ad hoc* committee shall include representation from the categories below. *Ad hoc* committees will generally include 10-12 members. Members may fulfill more than one of the categories listed below:

17.03A practitioners currently endorsed and employed in approved or accredited public or private schools in the endorsement area at the grade levels under consideration.

17.03B faculty members from a college or department of education who are teaching professional education courses or serve as the certification official at an approved educator preparation institution.

17.03C specialists in the content area which might include Arts and Science college faculty or persons drawn from professional practice in the endorsement area.

17.03D administrative or supervisory personnel from approved or accredited public or private schools with responsibility for supervision, leadership or personnel functions at the grade levels and/or in the content area.

17.03E representation from the NCTE Standing Committee to which the endorsement has been assigned.

17.03F a Nebraska Department of Education representative who has responsibilities related to the endorsement area and who may also serve as the *Ad Hoc Committee* chair.

17.03G representatives of national/state specialty professional associations or professionals drawn from areas of employment related to the content areas.

17.03H additional PK-12 school practitioners or higher education faculty members to equalize the representation between these two groups.

17.03I a Nebraska Department of Education designee, who will be a non-voting member and serve as a consultant for the *ad hoc* committee.

#### 17.04 Ad Hoc Procedures.

17.04A Review Nebraska endorsement requirements for the specific area.

17.04B Review guidelines from other regulating bodies such as learned societies/specialty professional associations, national accrediting bodies, Nebraska K-12 Content Standards/Frameworks and the National Board for Professional Teaching Standards.

17.04C Review Nebraska and national supply and demand data.

17.04D Review current trends and research for educator preparation in the specified areas.

17.04E Determine if there is a need to continue the endorsement area.

17.04F Act as liaison persons between *ad hoc* committee deliberations and the groups they represent.

17.04G At the request of the Executive Committee or after the proposed endorsement is completed to the satisfaction of the *ad hoc* committee members, the chair of the *ad hoc* committee or appropriate representative will present the proposed endorsement to the NCTE membership and appropriate Standing Committee for review and subsequent approval.

17.05 NCTE Endorsement Approval. The chair of the *ad hoc* committee or the individual(s) requesting consideration of an endorsement revision will present the endorsement (Rule 24 and Guidelines) to the Executive Committee for review. Upon approval by the Executive Committee, the revised endorsement will move through NCTE utilizing the following process.

17.05A First Hearing. The proposed endorsement (Rule 24 and Guidelines) is presented to the full Council at the morning general session. The *ad hoc* committee chair (or the individual(s) proposing a revision) presents the proposed endorsement and also leads discussion from the NCTE membership regarding questions and concerns identified by the membership, including those submitted prior to the meeting.

17.05B Second Hearing. The Standing Committee assigned to the endorsement continues discussion of the endorsement immediately following the 1<sup>st</sup> general session of the NCTE meeting. The Standing Committee may:

1. recommend changes before the next regularly scheduled NCTE meeting. If major changes are needed before the Standing Committees will approve the endorsement, it is usually sent back to the *ad hoc* committee. However, the appropriate Standing Committee reserves the right to make any and all final changes before presentation to the full Council. If substantive changes or further clarification or discussion is needed prior to a final vote, the proposed endorsement will be moved to consideration at the next NCTE full Council meeting;
2. accept the proposed endorsement at this second reading, and if no changes are needed, recommend a final vote at the 2<sup>nd</sup> General Session; or
3. recommend the endorsement be held for final vote until the next full Council meeting.

17.05C Presentation to the Full Council. The proposed endorsement with the approval of the Standing Committee is presented to the full Council by the Chair

of the Standing Committee for a roll call vote. If a majority vote to accept the endorsement is not achieved, the endorsement will remain in Second Hearing and return to the Standing Committee for additional discussion and revision. Upon approval by the full Council, the recommendations are forwarded to the State Board.

#### 17.06 State Board and Governor Approval

17.06A Proposed endorsement(s) to be included in Rule 24 and the associated Guidelines will be presented to the State Board of Education by the Commissioner or his/her designee. The State Board, after appropriate Hearings, will take action on the revised Rule 24 and Guidelines. They may amend any portion or approve it as presented. Upon approval of the Guidelines, they become effective when the accompanying version of the rule has been filed with the Secretary of State. Upon Board approval of Rule 24, it is forwarded to the Attorney General's office.

17.06B Attorney General Review. The Attorney General's office will review the Rule for constitutionality, and then forward his/her comments to the Governor.

17.06C Signed by the Governor. The proposed revisions to Rule 24, upon the signature of the Governor, become effective five days after filing with the Secretary of State and are implemented by August 1 following the effective date.

**From:** R Simons  
**Sent:** Thursday, June 4, 2020 2:21 PM  
**To:** Foor, Ryan  
**Subject:** Public Comment

Many parents are in favor of opening the schools in the fall as normal with optional masks. The community is watching and wondering if the board will listen to parents.

Questions to consider:

Masks

What about kids who have had a traumatic experience related to covering their mouth and nose and can't wear a mask?

How will my kids understand their teacher if she is speaking through a mask especially kids who read lips or have hearing issues?

What is the psychological impact of kids wearing masks and getting in trouble for touching someone in their formative years?

What if a parent says their child will not wear a mask are you going to refuse an education for that child?

Kids touch their face more when they wear a mask increasing their risk of transmission.

Remote learning issues

Kids fall way behind

Parents aren't able to go to work and pay bills

Food insecurity that comes with schools being closed

Kids with an IEP get left by the wayside

For some kids school is the place they are safest

What about high school kids who rely on sports scholarships to get into college? Without fall sports thousands of kids lose their hopes of ever going to college. Think about that impact on our society.

Thank you for sharing this with the committee on behalf of hundreds of concerned parents.

Reggan Simons

**From:** Carrie Stratman  
**Sent:** Friday, June 5, 2020 7:39 AM  
**To:** Foor, Ryan  
**Subject:** public comments

I respectfully submit the following public comment for today's NDE board meeting.

As a parent, I am deeply concerned by the recommendations currently floating around for the reopening of school in August. This virus is mild for most people, and children have not shown a high rate of severe infection. To enforce such draconian measures all because of adult fears creates an environment that is not conducive to learning. Masks are not the answer, nor is there a need for separating children. Kids need social interaction and fresh air to aid in their learning process. Teaching children things like good hand hygiene, cough/sneeze into your shoulder, and avoid touching your face are much more effective in creating an environment conducive to learning. Furthermore, enforcing things like masks and social distancing will disrupt class work, further diminishing a good learning environment.

I respectfully ask that you make decisions that are truly in the best interest of creating an optimal learning environment for our children, not ones based in fear of something that is mild for most people, especially children. If such harsh measures are enforced on schools, I will sadly have no other option than to pull my children out of that toxic environment and home school them. I do not wish to do that, as they attend a wonderful school and I would much prefer to send them there. However, I will not put my children into an environment that teaches them fear, isolation, and division (not the math kind). Our children's futures are shaped by their experiences in these formative years. Please help shape them in positive ways to build up our future leaders.

Thank you.  
Carrie Stratman  
Lincoln, NE

-----Original Message-----

From: Andrea Breci

Sent: Friday, June 5, 2020 8:31 AM

To: Foor, Ryan

Subject: NDE board meeting comments

Good morning,

I'd like to add my notes to the Nebraska Dept of Education Board Meeting -

As a parent of young school children, I am concerned about some recommendations floating around for reopening our schools in the fall. As a taxpayer, I believe my opinion should be heard and weighed heavily in the decision making.

I have young children going into First Grade and Preschool. I will NOT send them to public school if Nebraska Dept of Education decides to enforce masking and partitions at desks, no recess or playground time, and forcing them to sit 6 feet from their friends or in their classroom all day. This will be traumatizing. I refuse to send my children to an environment that will instill them with fear and isolation. I firmly believe this will severely hinder their learning and social development. Their experiences are shaped so prominently by their young years in school. They need interaction with their peers and plenty of time outside in the fresh air to aid in their learning and development. I would love to be able to send them back to class in the Fall, as they attend wonderful schools full of great teachers and staff. But I will make the decision to homeschool instead if these measures are enforced.

I have also hear some information regarding teaching our students about racism.

I do agree equality needs to be taught in school. I am strongly opposed to racism and teach my children that all people are created equal no matter their skin color. This curriculum should be thought about VERY carefully and should not make ANY children to believe they are better or worse than any other children in any way.

Thank you for your consideration of my comments,

Parent in Gretna Public School District

COMMENTS TO THE NEBRASKA STATE BOARD OF EDUCATION  
FROM THE NEBRASKA INDIAN EDUCATION ASSOCIATION

JUNE 5, 2020 MEETING

The Nebraska Indian Education Association (NeIEA) appreciates the opportunity to share our concerns and believes our comments will be received in the continuing spirit of cooperation and collaboration NeIEA has experienced with the Board in the recent past. By working together, the Board, Nebraska Department of Education (NDE) and NeIEA have made progress in helping Nebraska educators with a beginning awareness of the contributions the Indigenous people of North America have made and continue to make to this society.

NeIEA also hopes these comments find all Board members in good health and thanks each of you for your time and commitment to Nebraska's children.

First, NeIEA wishes to call your attention to a basic tenet of education-to ensure students are engaged in the classroom. Each of the schools located on tribal lands experience teacher attrition at a higher rate than many schools. NeIEA has identified current barriers and challenges in the recruitment of teachers with out of state licenses who desire to teach in Nebraska. For example, teachers licensed in another state (no matter their years of experience) must: complete a Human Relations class; a Special Education class; a Praxis Test; and prohibitive costs often as much as \$1,500.

Since all schools on tribal lands are identified as either Priority or Comprehensive Support Schools it is in everyone's best interest to assist and support these schools. An immediate response to this concern would be to grant these schools waivers to current licensing regulations so we may begin active recruitment for out of state Native American teachers, or teachers with a real desire to teach Native students. This might also be accomplished by expanding current reciprocity efforts. It is critical for the department to consider our specific needs, as we identify them, in its upcoming efforts toward Educator Effectiveness. All too often we find ourselves working with contractors who themselves need to be versed on our needs-and frankly we do not have the time to waste.

NeIEA also believes if we are consulted before decisions on services to our schools are made, we could ensure higher and more effective results. For example, NDE efforts in July 2019 reached a minimal number of teachers and virtually had no impact to other front line staff. NeIEA could have used the \$70,000 plus funds through a more relevant strategy. As I stated in an AQuESTT work group in December 2018, "You cannot continue to teach our children as if they were just white children with brown skin."

NeIEA's Board Directors consist of Native educators who have strategies to effect change developed throughout the years. If consulted, we will share these strategies and our insights. I want to share my words when speaking with one of our non-Native administrator's within the past six months: "You must work with us when planning, because we (Native peoples) don't think, feel or act as you."

Secondly, NeIEA has historically identified a need for accurate, current and more revealing data about our schools, staff and children. We support NDE in its Statewide Longitudinal Data Systems Grant and wish to share and connect NDE with our current collaborative efforts with the Kansas Native American Education Association and NeIEA.

Currently school census data identifies over 12,000 students as two or more races. We find if mothers of Native children are white, they are less likely to identify their child's Native heritage and I believe we can agree it is normally the mother filling out enrollment forms. It is difficult to say how many of the 12,000 plus children will identify as Native American; however we estimate this number to be approximately 500 Native students, or 12 percent of the current total. NeIEA's suggestion is to increase more accurate reporting is a revision in enrollment forms and supporting staff members who assist families in the enrollment process.

Our last comment touches on an area so timely we believe it is best expressed in a letter sent to the Niobrara School Board in March 2020. The letter is attached.

NeIEA also plans to submit letters of concern to the Nebraska School Activities Association (NSAA). After racial comments experienced by our basketball boys in 2015 from fans, one would have hoped NSAA would take a 'no tolerance' stance on racially motivated actions from fans or officials. Last year, we received complaints from parents calling attention to continued inequalities experienced by their children/grandchildren. Once we document these concerns we will write a letter.

The efforts and actions by the SBOE, NDE, and NeIEA have made a difference. In these trying times, we must all continue to communicate and be tolerant of each other. Personally, I can't help but feel this 'time-out' works in our student's favor and allows us all more time to plan, develop and initiate strategies to achieve the equity we all strive for in Nebraska.

We understand much of the multi-cultural sensitivity a teacher employs in the classroom must now come from each district's ability to provide this professional development.



# Kansas–Nebraska Indian Education Study and Community Building Project Summary

*A Collaboration between The Kansas Association for Native American Education (KANAE) and the Nebraska Indian Education Association (NeIEA)*

## Project Summary

With the rich American Indian histories found in Kansas and Nebraska (formerly Indian Territory), there is a significant presence of Indigenous people and their children in these states today – the 2010 Census shows 59,130 Native American people residing in Kansas and 29,816 in Nebraska. Despite these numbers, there is a lack of basic geographic, demographic, and student success data for American Indian students, which represents a significant boundary to creating state-wide improvement plans, building partnerships, guiding research, soliciting external funding for specialized programming, and more. Additionally, though there are a large number of American Indian education programs and institutions operating across tribal, federal, state, and local contexts, many Indian education leaders—and their student success data—remain isolated from one another. Conducting a comprehensive Indian education study across Kansas and Nebraska will help build a more complete understanding of the status of Indian education in the region. This will also allow stakeholders to make more data informed decisions, improve conditions for future collaborations, and allow Indian education leaders across these states to access and deploy state-wide research when seeking external funding for the purpose of improving education for American Indian students.

With support from the Kansas Health Foundation and Kansas State University's College of Education, and Indian education leaders from the University of Nebraska–Lincoln's College of Education and Human Sciences, this project is aimed at making American Indian students, educators and programs more visible by listening to local leaders in Indian education as they describe their communities, programs, successes, struggles, and areas of need. Additionally, this project will work with Indian education program leaders to compile student success information across multiple programs in an effort to build a comprehensive understanding about how American Indian students are performing across our states. Through these efforts, we hope to create a foundation to build a stronger regional community of practice as we search for ways to improve education for American Indian students.

**This effort will culminate with a report expected to be published by the end of the December 2020.**

## Project Objectives

1. Build a comprehensive understanding of the Indian education landscape in Kansas and Nebraska so that stakeholders will have foundational research and data that can be used to improve practice and seek additional resources and grants.
2. Build a community of practice that breaks down the silo effect experienced by Indian education practitioners who work in federal, tribal, state, and local contexts. This community of practice, which will connect researchers and Indian education leaders across all forms of government, can be used to develop and share promising practices across Kansas and Nebraska. Relationships will be built through the project interviews and a directory will be developed to sustain communication between and among educators and researchers across the region.

## Project Timeline

### **Phase 1 - Introductory Interviews (January–June):**

Across both states, researchers will personally reach out to Indian education leaders of known programs and institutions associated with Indian education (*BIE schools, Title VI, JOM, Tribal Ed Departments/ programs, etc.*) and set up individual or small group interviews to gain a basic understanding of the community, student clientele, their programs, and leaders perspectives about Indian education in their community.

### **Phase 2 - Follow up Visits and Focused Data Collection (June–November):**

After an initial visit with leaders from each site, the research team will then analyze the information gained from the first round of visits to construct a more specific and focused data collection plan for a second round of visits. This will likely include survey data collection, and will be built in a manner that can capture more specific information on various topics related to answers provided in Phase 1, in order to produce data that can be compared across programs to gain a more complete understanding about the status of Indian education in Kansas and Nebraska.

## Anticipated Topics to be Included in the Final Report

- Featured success stories of programs that demonstrate positive developments in Indian education
- A list of key concerns and/or areas needing improvement
- A complete list of programs found in Kansas and Nebraska, along with enrollment numbers and any other relevant demographic information
- A directory of program and institutional leaders and their contact information
- Various breakdowns of student success data (as best as it can be compiled, compared and analyzed across tribal, federal, state, and local databases)

## Lead Research Team

### **Dr. Alex Red Corn (Osage)**

*Assistant Professor of Educational Leadership  
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# Nebraska Indian Education Association

March 4, 2020

Niobrara Board of Education  
Niobrara Public Schools  
247 North Highway 12, PO Box 31  
Niobrara, NE 68760

School Board Members:

One of the greatest concerns of all parents is whether or not their child is safe at school. Consider the history of Native Americans. Our children were consistently brutalized, mistreated and traumatized in government run boarding schools for over 100 years. Public schools have not fared much better for students of color. The boarding school mistreatment was experienced by many who are now parents or are descendants of those boarding school students. Those stories of mistreatment are still told in homes today.

Just as we believe we are making gains, a teacher physically assaults a Santee tribal youth and everyone experiences a great setback. We don't know all the facts, but there should never be an instance of violence against a student on school grounds or school sponsored events.

Educators and those in decision making roles are called to examine their own biases. As parents and community members we want to believe teachers are there because they have respect for all children. For all children of color, respect includes efforts in trying to understand centuries of trauma. Respect includes the understanding of the importance of relationship building between student and teacher.

We want to believe an atmosphere of ignorance will no longer be tolerated. We want to believe there is a pathway to equity and justice for our children. Our children should be as precious to you as they are to us.

The Nebraska Indian Education Association desires to assist all schools in Nebraska in developing an understanding of how this unresolved trauma affects children in the classroom. The latest cognitive and neuroscience studies make us aware the stress caused by any type of

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trauma, and experienced by any student, inhibits the pathways to learning by affecting memory and emotional stability.

We are aware of and appreciate the efforts the Niobrara school has made to ameliorate the effects of trauma and stress, and in their attempts to create a culturally sensitive school environment; however, this paradigm shift does not happen overnight or even within a year. We must all put our best efforts forward to tackle a problem that is greater than any one teacher, any one school, any one association, any one tribe, or any one family.

The Nebraska Indian Education Association extends an invitation to all Nebraska schools as we create a path forward together making use of all of resources available and making our schools better for all students.

“We have to dramatically improve the quality of education in Indian country and for Native American students, whether they live on reservations or not.”

—Arne Duncan, Secretary, U.S. Department of Education

U.S. Department of Education town hall meeting with senior officials, Dec. 15, 2010

We cannot afford to wait another ten years before we take meaningful and effective action. We cannot afford lost time thinking we can do it alone.

With respect,

Marian Holstein, Executive Director  
Nebraska Indian Education Association

Cc: Santee Sioux Nation Tribal Council  
Denny Family

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**From:** A W  
**Sent:** Friday, June 5, 2020 8:54 AM  
**To:** Foor, Ryan  
**Subject:** Public Comment for Meeting

Nebraska Board of Education  
Meeting June 5, 2020

I am a very concerned parent who does not agree with forcing the children to wear masks at any time, or the idea of isolation with the social distancing. My children will not be indoctrinated with fear and isolation. Nor will they be forced to submit to other violations of their privacy, as protected by the Constitution of the United States.

The data on this is vastly different from what we knew in the beginning and for Nebraska to continue to ignore that and pay homage instead to the CDC instead of listening to it's taxpaying citizens, is a detriment to my children. I will not accept masking or isolating/social distancing for my children. We will gather a group of people to vote out the upcoming elected board members in November if necessary. We will not accept this "new normal" for our children.

Sincerely,  
A.W.  
Gretna School District

**From:** Crystal Stara

**Sent:** Friday, June 5, 2020 8:57 AM

**To:** Foor, Ryan

**Subject:** RE: questions for live internet broadcast- pick me

**At what percentage does the death rate have to go down to stop the social distancing and wearing of the face masks?** We are at 1% or less now. No children have died in the state of Nebraska – very few across the whole country. Age 45 and under 0 deaths –**PLEASE COMPARE FLU STATS TO THIS VIRUS** (and remember, the flus have a vaccine and it still kills people) **Last years flu shot was 29% effective**

<https://www.webmd.com/cold-and-flu/news/20190628/last-flu-seasons-vaccine-only-29-effective-cdc>

> -----Original Message-----

> From: Trish Hazen

> Sent: Friday, June 5, 2020 8:44 AM

> To: Foor, Ryan

> Subject: Masks and alternating days

>

> I am a parent in Blue Hill. We have had 5 total cases in our whole county! I am opposed to alternating school days. We have a very rural community. Parents work 20 miles away. This would really be a safety issue!

> I am also very opposed to masks! Those things are filthy! Did you know you can breath in bacteria from your own teeth? That has actually caused lung infections! These kids have been hanging out together since April! Exactly what is the point of making them have masks? My daughter has asthma and she needs to take deep oxygen filled breaths! Wearing a mask makes you take shallow breaths. Masks cause headaches! What a great learning environment that creates! Sarcasm.

> Tricia Hazen

>

> Sent from my iPhone