

NEBRASKA STATE BOARD OF EDUCATION MEETING NOTIFICATION AND AGENDA

- Meeting Date:** Friday, February 5, 2021 9:00 AM
- Meeting Title:** State Board of Education Meeting Notification and Agenda
- Location:** The Cornhusker, A Marriott Hotel, 333 South 13th Street, Lincoln, NE
PO Box 94987
Lincoln, NE 68509
- Web Streaming:** Live web streaming will be available through the State Board of Education website: www.education.ne.gov/StateBoard/
- 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/Agendas.html
- Lunch:** On Friday, February 5, 2021, if necessary, the State Board of Education may break for lunch at 12:00 p.m. The lunch will take place in Conference Room C at the State Office Building, Sixth Floor, 301 Centennial Mall South, Lincoln, Nebraska. The Board may resume work on the agenda at approximately 1:00 p.m.

1. CALL TO ORDER

President Nickels

1. Roll Call

President Nickels

2. Pledge of Allegiance

President Nickels

3. Announcement of the placement of the Open Meetings Act information

Executive Order 20-36 has been extended to expire on 5/1/21 (Executive Order 21-02)

President Nickels

4. COVID-19 Meeting Protocol
Ryan Foor
2. PUBLIC COMMENT PERIOD
President Nickels
 1. Request for 10-Minute Special Appearance
 2. Public Comment (5 Minutes)
 3. Written Public Comment
3. COMMISSIONER'S REPORT
Commissioner Blomstedt
 1. Agenda Overview and Consent Agenda Process
Commissioner Blomstedt
 - A. Commissioner's recommendations and items to be removed from consent agenda
Commissioner Blomstedt
 2. Report On Rules
Commissioner Blomstedt
 3. Board Operations Information
Ryan Foor
 4. Nebraska History Teacher of the Year Recognition
Ebony McKiver
 5. Career and Technical Education (CTE) Month Recognition
Sydney Kobza
 6. Information on Nebraska's Framework for School Renewal and Acceleration
Cory Epler and Shirley Vargas
 7. Provide an overview of the current AQuESTT System of Support – Accountability and School Improvement. Outline current supports and share 2020-21 updates
Shirley Vargas and Lane Carr
4. PRESIDENT'S REPORT
President Nickels
5. CONSENT AGENDA
President Nickels
 1. Board Member Out-of-State Travel Approval

2. Committee Appointments
3. Contract Approvals
 - A. Authorize the Commissioner to contract with Zearn to make available the "Zearn Math K-5 Summer Intensive Series" to public and non-public schools
Cory Epler and Shirley Vargas
 - B. Authorize the Commissioner to enter into new contracts for staff augmentation services in support of the NDE project and technology efforts
Dean Folkers
 - C. Authorize the Commissioner to contract with the Johns Hopkins University Institute for Education Policy to administer the "Teacher Survey of Curriculum Use" to Nebraska social studies teachers
Cory Epler
 - D. Authorize the Commissioner to amend the contract with the Nebraska Children and Families Foundation to provide communication materials to parents, families, and communities to underscore healthy habits and work towards the mitigation of community spread of COVID-19
Commissioner Blomstedt
 - E. Authorize the Commissioner to amend the current contract with TNTP
Cory Epler
 - F. Authorize the Commissioner to contract with Gregory Newport Architect, LLC, for the purpose of office space planning
Ryan Foor
 - G. Authorize the Commissioner to contract with a third party vendor for distribution and handling of federal Emergency Aids to Nonpublic Schools
Commissioner Blomstedt and Jen Utemark
4. Grant Approvals
5. Lease Approvals
6. Minutes of the Previous State Board of Education Meeting
7. Miscellaneous Approvals
6. STANDING COMMITTEE REPORTS
President Nickels
 1. Policy Committee
Patricia Timm

- A. Discussion Item: Proposed revisions to State Board Bylaw B2, Board Committees
Patricia Timm
- B. Discussion Item: Proposed revisions to State Board Bylaw B16, Board Member Expenses
Patricia Timm
- 2. Legislative Committee
Robin Stevens
 - A. Review 2021 Proposed State Legislation and Take Action on Board Positions
Deputy Commissioner Halstead
- 3. Commissioner's Appraisal Committee
Patricia Timm
- 4. AQuESTT Teaching, Learning and Serving Domain Committee
Lisa Fricke
 - A. Discussion Item: Content Area Standards Revision Update and Information
Cory Epler
- 5. AQuESTT Student Success, Access and Support Domain Committee
Patsy Koch Johns
 - A. **Approve the Rule11 waiver request from Santee Community Schools**
Melody Hobson
 - B. Discussion Item: Leading for Equity and Excellence Program (LEEP)
- 6. Budget and Finance Committee
Patricia Timm
 - A. Monthly Board Travel Expense Report
 - B. In-State Travel Authorization Reports
- 7. Strategic Planning, Performance, and Improvement Committee
Deborah Neary
- 7. ADDITIONAL BUSINESS
President Nickels
- 8. SPECIAL PRESENTATIONS AND DISCUSSIONS
President Nickels

9. INFORMATION ITEMS AND REPORTS

President Nickels

1. Monthly Board Reports
President Nickels

- A. Fricke
- B. Gubbels
- C. Koch Johns
- D. Morrison
- E. Neary
- F. Nickels
- G. Stevens
- H. Timm

2. Contracts Approved by Commissioner

3. Grants Approved by Commissioner

4. Contested Case Update

10. GOOD OF THE ORDER:

This section of the agenda is intended for Board members to offer informal observations of the work of the State Board. Board members may make brief announcements about attendance at future events for the purpose of informing other Board members. No business or motions, or suggested actions of the Board may be offered at this point in the agenda; nor should Board members engage in substantive discussion about other agenda items or introduce new agenda items.

President Nickels

11. ADJOURNMENT

President Nickels

The next regularly scheduled meeting of the State Board of Education will be held on Friday, March 5, 2021, at 9:00 a.m. at a time and location to be determined . A work session will be held as needed on Thursday, March 4, 2021 at a time and location to be determined. The agenda contains a list of subjects known at the time of its distribution on January 28, 2021. 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. *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.



STATE *of* NEBRASKA
OFFICE OF THE GOVERNOR
LINCOLN

EXECUTIVE ORDER No. 20-36

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 meetings of public bodies; and

WHEREAS, for public health purposes, meetings and gatherings have now been limited to no more than 10 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 public 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 Meetings Act shall continue to be complied with by all public bodies and are not waived by this executive order.
4. This waiver shall apply to all public governing body meetings that occur from December 1, 2020 through January 31, 2021.

IN WITNESS THEREOF, I have hereunto set my hand and caused the Great Seal of the State of Nebraska to be affixed on this 25th day of November, 2020.

ATTEST:



Pete Ricketts, Governor



Robert B. Evnen, Secretary of State



OPEN MEETING ACT

(2020)

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; method; contents; when available; right to modify; duties concerning notice; videoconferencing or telephone conferencing authorized; emergency meeting without notice; appearance before public body.

(1)(a) Each public body shall give reasonable advance publicized notice of the time and place of each meeting as provided in this subsection. Such notice shall be transmitted to all members of the public body and to the public.

(b)(i) Except as provided in subdivision (1)(b)(ii) of this section, in the case of a public body described in subdivision (1)(a)(i) of section 84-1409 or such body's advisory committee, such notice shall be published in a newspaper of general circulation within the public body's jurisdiction and, if available, on such newspaper's web site.

(ii) In the case of the governing body of a city of the second class or village or such body's advisory committee, such notice shall be published by:

(A) Publication in a newspaper of general circulation within the public body's jurisdiction and, if available, on such newspaper's web site; or

(B) Posting written notice in three conspicuous public places in such city or village. Such notice shall be posted in the same three places for each meeting.

(iii) In the case of a public body not described in subdivision (1)(b)(i) or (ii) of this section, such notice shall be given by a method designated by the public body.

(c) In addition to a method of notice required by subdivision (1)(b)(i) or (ii) of this section, such notice may also be provided by any other appropriate method designated by such public body or such advisory committee.

(d) Each public body shall record the methods and dates of such notice in its minutes.

(e) 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 (i) twenty-four hours before the scheduled commencement of the meeting or (ii) 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 as provided in subsection (1) of this section;

(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 as provided in subsection (1) of this section 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; Laws 2020, LB148, § 3.

Effective Date: November 14, 2020

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 instate 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 instate 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.



NEBRASKA

DEPARTMENT OF EDUCATION

Nebraska State Board of Education Meeting Protocol

Meeting date/time: Friday, February 5, 2020; 9:00 am.

Meeting location: The Cornhusker Hotel, 333 South 13th Street, Lincoln, NE 68508, Lancaster Room

Purpose

The purpose of this document is to outline and detail measures and protocols that seek to protect and ensure the health, welfare, and safety of the public in light of the COVID-19 pandemic. For the purposes of this protocol document, “attende” shall mean any individual person who is attending the meeting, but not limited to: state board members, Nebraska Department of Education staff members, other State of Nebraska employees, hearing respondents, and members of the public.

Maximum attendance

Maximum attendance at the meeting is limited to the rated capacity of the meeting room, which is regularly 200. However in order to maintain six feet of physical distancing between individuals, the room will be setup to accommodate seating for about 24 members of the public in addition to the eight state board members and limited NDE staff who will be in attendance. If there are more members of the public who attend than for which there is seating available, members of the public will be asked to wait in the lobby until seating becomes available.

Considerations for Attendees to Access Public Meetings

Attendees are asked to comply with the following directives:

- a. **Accessibility:** Entrance to the Lancaster Room will be restricted to the north entrance to the room. Members of the public will be asked to exit the meeting through the north double doors. Board members and NDE staff will be asked to exit through the north or east door. If the board enters executive session, the room will be vacated except for board members and select staff and counsel. Other attendees may exit directly to the lobby through the north door at this time.
- b. **Masks:** Masks that cover the mouth and nose are required per the City of Lincoln Directed Health Measure in all indoor spaces unless six feet of distancing can be maintained at all times. Attendees will be required to wear a mask unless they are in their seat or are at the microphone providing comment, where they are still strongly encouraged to wear a mask. A limited supply of masks will be provided for attendees who do not have a mask.
- c. **Hand sanitizer:** Hand sanitizer will be provided at the entrance to the room, and at other locations throughout the room. Use of hand sanitizer is strongly

recommended upon entrance to the meeting room and after attendees touch their face, cough, or sneeze.

- d. **Physical distancing:** The meeting room will be arranged to ensure that all attendees are able to practice physical distancing with a space of at least six feet between individuals. Arranged chairs and tables are not to be moved. Attendees should avoid shaking hands or making physical contact with other attendees. When members of the public leave the meeting room, occupied seats will be wiped with disinfecting sanitizer by an NDE staff member. After each use of the podium for public comment and other address to the board, an NDE staff person will wipe the surfaces with disinfecting sanitizer.
- e. **Personal questionnaire:** Attendees will be presented with the following questions on signage at the entrance to the meeting room and asked to self-identify responses of “Yes” or “No” to each question.
 1. Are you experiencing, or experienced any of the following symptoms in the last 14 days?
 - i. Fever or chills
 - ii. Cough
 - iii. Shortness of breath or difficulty breathing
 - iv. Fatigue
 - v. Muscle or body aches
 - vi. Headache
 - vii. New loss of taste or smell
 - viii. Sore throat
 - ix. Congestion or runny nose
 - x. Nausea or vomiting
 - xi. Diarrhea
 2. Have you been in physical contact with or in close proximity to anyone who tested positive for COVID-19 in the last 14 days?
 3. Have you traveled outside of the United States in the last 14 days?
 4. Have you been in physical contact with or in close proximity to anyone who has traveled outside of the country, or who has been ill?
 5. Do you have a temperature of greater than 100.4 degrees Fahrenheit?

Should an attendee be able to identify a “Yes” response to any of these question, the Attendee should self-select to not enter the meeting room and leave the hotel.

Matthew L. Blomstedt, Ph.D., Commissioner

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

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

FROM: Brenda Wid, Legal Services

DATE: January 20, 2021

SUBJECT: Report on Rules

NO PENDING RULES AT THIS TIME

STATE OF NEBRASKA



Proclamation

WHEREAS,

February 1-28, 2021, has been designated as Career and Technical and Education Month to be celebrated by the Nebraska Career and Technical Student Organizations (CTSO)s affiliated with the Center for Student Leadership and Expanded Learning of the Nebraska Department of Education, which represent over 24,000 middle level, secondary, and postsecondary students; and

WHEREAS,

CTSOs in local schools provide a unique opportunity for career and leadership development, motivation, and recognition for middle school, high school, and postsecondary students enrolled in Nebraska schools; and

WHEREAS,

CTSOs exist as an extension of the career education classroom/laboratory instructional program that combines classroom learning with real-world relevance; and

WHEREAS,

CTSOs provide instructional experiences used to develop, improve, and expand employability skills related to a career field and technical subject matter; and

WHEREAS,

CTSOs provide organized activities for students to gain personal, technical, career, and leadership skills that increase employability, enhance their contributions as productive citizens, and increase the experience of assuming positive roles in home and community.

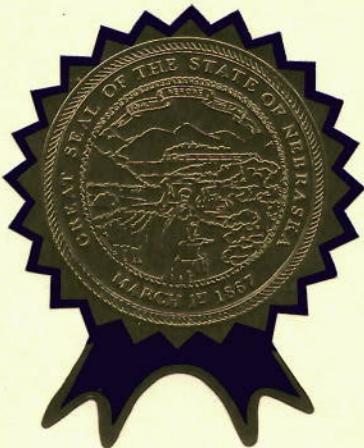
NOW, THEREFORE,

I, Pete Ricketts, Governor of the State of Nebraska, DO HEREBY PROCLAIM the month of February, 2021 as

CAREER & TECHNICAL EDUCATION MONTH

in Nebraska, and I do hereby urge all citizens to become familiar with the services and benefits offered by the Career and Technical Education Programs in our state and to support and participate in these programs to enhance their individual skills and productivity.

IN WITNESS WHEREOF, I have hereunto set my hand, and cause the Great Seal of the State of Nebraska to be affixed this Fourth day of January, in the year of our Lord Two Thousand Twenty-One.



Attest:

Secretary of State

Governor



PERKINS V

The Strengthening Career and Technical Education
for the 21st Century Act

In response to the Perkins V areas of emphasis, Nebraska CTE has established eight strategic priorities to realize its vision. The goal of these priorities is to build onto and catapult Nebraska's high-quality CTE system forward to respond to the state's workforce needs, labor market information, and economic development priorities.



Learning that works
for Nebraska



1

ALIGNED CTE PROGRAMS

The careers we prepare learners for are constantly emerging and changing. CTE programs afford learners the opportunity to explore career options, identify their interests, and develop the knowledge and skills that prepare them to transition to postsecondary education and into entry-level careers. These programs must be well aligned to the next opportunities learners will encounter and keep pace with the constant evolution found in the marketplace.

2

SYSTEMIC CAREER DEVELOPMENT

Career development is the process by which individuals get to know their strengths and interests, learn how different jobs connect with those interests, explore careers in current labor markets, and build career planning and management skills to achieve their goals. There are multiple pathways to rewarding careers, and the components to effective career development include self-awareness, career exploration, and career planning and management.

5

WORK-BASED LEARNING

Work-based learning strategies connect learners with employers to prepare them for success in an ever-changing workplace. Work-based learning is a planned program of meaningful experiences related to the career interests of a learner that enable him or her to acquire knowledge and skills in a real or simulated work setting. It requires strong partnerships between schools, colleges, and local employers. Work-based learning is learning through work, not simply learning about work.

6

SUSTAINED PROFESSIONAL DEVELOPMENT

Effective Nebraska CTE programs require highly-prepared instructors, administrators, staff, and support personnel who are supported by sustained, high-quality, and relevant professional development. Nebraska CTE professional development includes effective training at both the pre- and in-service levels and the pursuit of advanced credentials and degrees. It additionally supports those who have utilized an alternative pathway to certification and encourages the recruitment of new and diverse CTE teachers, especially in shortage areas.

3

STUDENT ACHIEVEMENT

Nebraska CTE provides an educational environment that integrates core academic and technical preparation for contextualized learning that increases engagement and supports improved academic, technical, and career readiness achievement for all students. Nebraska CTE is responsible for analyzing performance data to assess its effectiveness in achieving statewide progress in CTE, which is measured by core indicators of performance for both secondary and postsecondary education, and providing support for eliminating inequities in student access to and success in high-quality CTE programs of study.

4

DATA USE

Nebraska CTE will assist educators in making a more formal shift from collecting data to using data to ensure local CTE programs create success for students and employers. The quality and effectiveness of Nebraska CTE is dependent on the ability to constantly evaluate and improve. Through the newly updated reVISION process, all local recipients are required to analyze disaggregated student performance data to identify performance disparities across student groups, detect root causes, and direct resources towards addressing both.

7

INSTRUCTOR RECRUITMENT AND RETENTION

To deliver effective and relevant CTE programming, there must be an adequate supply of qualified instructors who are knowledgeable in pedagogy and technical areas as well as in academic competencies and workplace requirements essential to their CTE program areas. Innovative and bold strategies must be employed to recruit and retain CTE teachers, especially in those areas with critical teacher shortages.

8

MIDDLE SCHOOL CTE

CTE in the middle grades (5th – 8th) adds relevance to students' learning experiences by exposing them to real-world options and connecting academics to career and college possibilities. It equips students with needed transferrable skills as they transition to high school and beyond, and serves as a key dropout prevention strategy mitigating challenges such as disengagement and lack of preparation.

The Nebraska Department of Education (NDE) is established by the Constitution of the State of Nebraska and is governed by an elected State Board of Education. The Nebraska State Board of Education is designated as the sole state agency responsible for the administration of career and technical education (CTE) at the secondary and postsecondary levels. The State Board, through the Commissioner of Education, appoints an administrator for CTE (State Director for CTE) to serve as a part of the Department's Office of Career, Technical, and Adult Education. The CTE administrator and designated career field staff are responsible for providing leadership, professional development, and technical assistance for CTE in Nebraska, and the overall administration of The Strengthening Career and Technical Education for the 21st Century Act (Perkins V). The Nebraska State Board of Education does not delegate any of its responsibilities to any other state agency.

GUIDING ASSUMPTIONS

Perkins V maintains much of the program improvement emphasis of Perkins IV, but requires Nebraska CTE to focus on additional areas as well. The following guiding assumptions are instrumental in moving Perkins V forward:

- Federal Perkins V funding for Nebraska CTE is not an entitlement at either the state or local level.
- The use of Perkins V funds must be focused on school improvement and increased student achievement outcomes.
- CTE and academic core content must be integrated in a comprehensive way connecting the core academics in CTE courses.
- Students must participate in systemic career development at all levels of education.
- The skills needed for success in postsecondary education and careers are one and the same.
- CTE must be strategically positioned within the broader vision, mission, and goals for education within the state of Nebraska.

AREAS OF EMPHASIS

Perkins V requires Nebraska and local recipients to put emphasis in areas designed to result in program improvement and increased student achievement. These areas include:

- Driving program improvement through programs of study.
- Requiring data-driven decision making on local spending through the new comprehensive local needs assessment (reVISION), involving significant stakeholder consultation and a focus on disaggregated data.
- Using the increased statewide Perkins reserve fund to spur local innovation and implementation of programs of study.
- Supporting career exploration in the middle grades (grades 5-8).
- Enhancing program quality, including a new program quality performance indicator.
- Increasing the focus on serving special populations, including an expanded definition and required uses of statewide Perkins leadership funds.

It is the policy of the Nebraska Department of Education not to discriminate on the basis of sex, disability, race, color, religion, marital status, age, national origin, or genetic information in its educational programs, admission policies, employment, or other agency programs.

This project was funded through the Strengthening Career and Technical Education for the 21st Century Act (Perkins V), administered through the Nebraska Department of Education. However, the contents do not necessarily represent the policy of the United States Department of Education, and you should not assume endorsement by the Federal Government.



NEBRASKA

DEPARTMENT OF EDUCATION

PROPOSED AGENDA ITEM RATIONALE

DATE: January 20, 2021

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

FROM: Dr. Shirley Vargas
School Transformation Officer

Lane Carr
Director of Accountability

PROPOSED AGENDA ITEM: Provide an overview of the current AQuESTT system of support – accountability and school improvement. Outline current supports and share 2020-21 updates.

RATIONALE/BACKGROUND INFORMATION: The AQuESTT system was established in 2015 as both an accountability system and framework for support and school improvement. Since 2015, the NDE has clarified and expanded its impact through a tiered system of support for the intensification, differentiation, and focus of improvement efforts for schools classified and designated. This item seeks to provide an orientation to the AQuESTT system of accountability and school improvement.

PROPOSED BOARD MEETING (MONTH/YEAR): February 2021

ESTIMATED COST: N/A

FOR CONTRACTS AND GRANTS:

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



AQuESTT: Statewide System of Support

Dr. Shirley Vargas
School Transformation Officer

Lane Carr
Director of Accountability



February 5, 2021

Objectives



- Learn about AQuESTT classifications and designations
- Discern the difference between continuous and school improvement
- Develop an understanding of the statewide system of supports

Position Statement S2: AQuESTT

S2 - Accountability for Quality Education System, Today and Tomorrow (AQuESTT)

The Nebraska Department of Education (NDE), comprised of the State Board of Education and Commissioner of Education, is constitutionally charged with the general supervision and administration of the school system in the State of Nebraska (Nebraska Constitution, Article VII, Sec. 2). The State Board of Education is also to serve as the policy-forming, planning, and evaluative body for the state school program (Neb. Rev. Stat. §79-301-(2)). The State Board strives to set forth policy, planning, and evaluation systems to allow Nebraska's school program to meet the diverse needs of its learners.

Beyond this authority, the State Board seeks to 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. The clear cohesion of education systems is imperative for the good of Nebraska students and for the state to have a vibrant and economically successful future. It is upon this foundation that the framework of Accountability for a Quality Education System, Today and Tomorrow (AQuESTT) is implemented.

As part of its evaluative processes and duties, the State Board of Education leverages three separate, but interrelated systems to ensure equal operation of schools and equitable outcomes for all students: Approval, Accreditation, and Accountability.

- Approval denotes a school is meeting regulations and procedures outlined in rules promulgated by the State Board of Education and statutes outlining the legal operation, regulations, and procedures necessary to establish safe environments and access to educational opportunity for all students in public and nonpublic elementary and secondary schools (Neb. Rev. Stat. §79-703).
- Accreditation emphasizes quality of programming and a focus on continuous improvement. All public schools must be approved and accredited. (Neb. Rev. Stat. 79-703).
- Accountability uses student related outcomes (ex. Graduation rate, student growth and proficiency on assessments) to measure the performance of individual public schools and school districts. (Neb. Rev. Stat. 79-760.06).

The State Board intends for the AQuESTT to serve as a framework for approval, accreditation, and accountability. The tenets of AQuESTT fall within three broad domains: Leadership; Success, Access, and Support; and Teaching, Learning, and Serving.

AQuESTT Tenets

LEADERSHIP DOMAIN



Strong leaders, committed to achieving educational equity, are critical to the processes of approval, accreditation, accountability, and continuous improvement. Leaders, from school boards to superintendents, principals to teacher leaders, set a vision for achieving educational equity, offering students meaningful access to the educational resources they need at the right moment, at the right level, and with the right intensity to not only reach high expectations for learning, but also to discover and explore their passions and make meaningful connections within the context of their postsecondary interests, careers, and civic lives. Leaders must possess the knowledge, skills, and mindset to systematize equity.

SUCCESS, ACCESS, AND SUPPORT DOMAIN



Educational Opportunities and Access

Each student has access to effective, comprehensive, and continuous learning opportunities that prepare them for ongoing school success, postsecondary education, and career goals.



Transitions

Quality educational opportunities focus on effective supports and high quality collaborations for each student transitioning within, into, and between grade levels, programs, schools, districts, postsecondary education, and careers.



Positive Partnerships, Relationships, and Success

Schools and districts implement best practices in student, family, and community engagement to enhance experiences and opportunities that are culturally inclusive and relevant for each student. Student success and engagement relies on positive partnerships and relationships to fundamentally improve the outcomes for each student, school, district, and community.

TEACHING, LEARNING, AND SERVING DOMAIN



Educator Effectiveness

Each student is engaged by effective educators throughout their learning experiences, such that schools and districts develop effective teachers and school leaders who establish a culture of success.



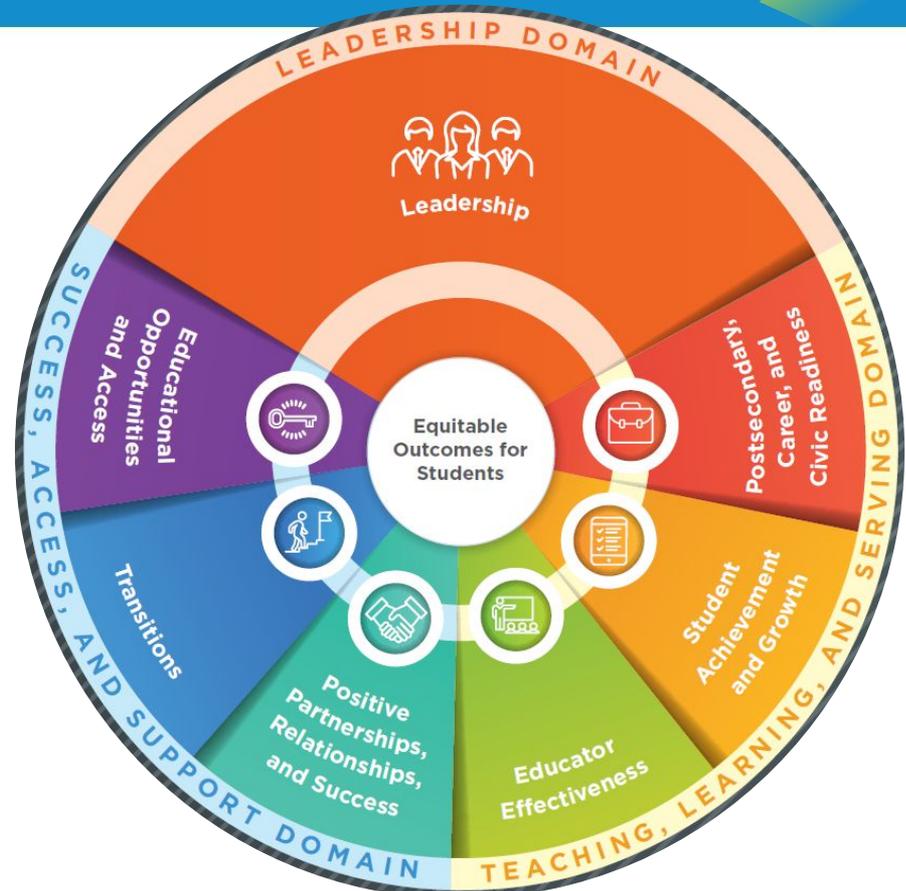
Student Achievement and Growth

A balanced assessment system that includes results from multiple sources is used to measure student growth and achievement towards Nebraska's content area standards. A balanced assessment system is a necessary component of the instructional process to improve learning and growth for each student.



Postsecondary, Career, and Civic Readiness

Each student, upon high school graduation, is prepared for success in postsecondary education, career, and life pursuits.

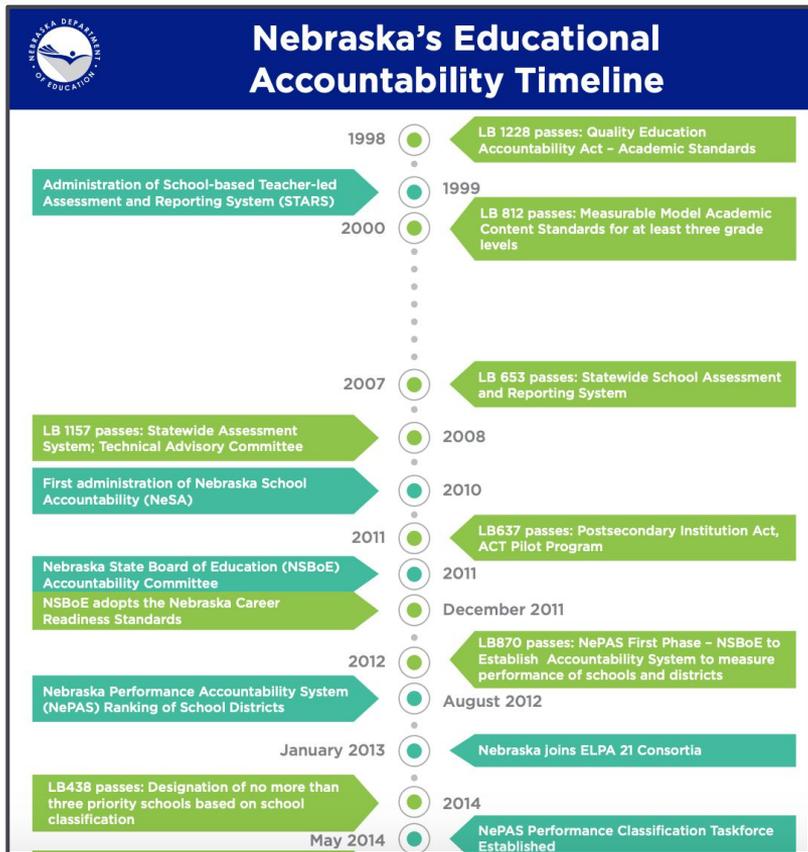




Why do we need an accountability system?

- State and federal mandates
- Set standards for all schools
- Ensure responsible use of taxpayer investment & focus funds for improvement
- Expose and close achievement gaps among student groups
- Create a framework for school improvement

Where have we been?



Many factors influence accountability decisions:

- Federal law
- State law
- State Board policy
- Local decisions
- Educational trends

What goes into the AQuESTT system?



Indicators

Status - Percent proficient on ELA and math (NSCAS for 3-8, ACT for 3rd Year Cohort)

Progress - Growth, Non-Proficiency Reduction, & Improvement

Graduation Rate - Four- and seven-year graduation rate

Progress Toward English Language Proficiency - English learners' progress toward proficiency

Chronic Absenteeism - Reduction in school chronic absence rates

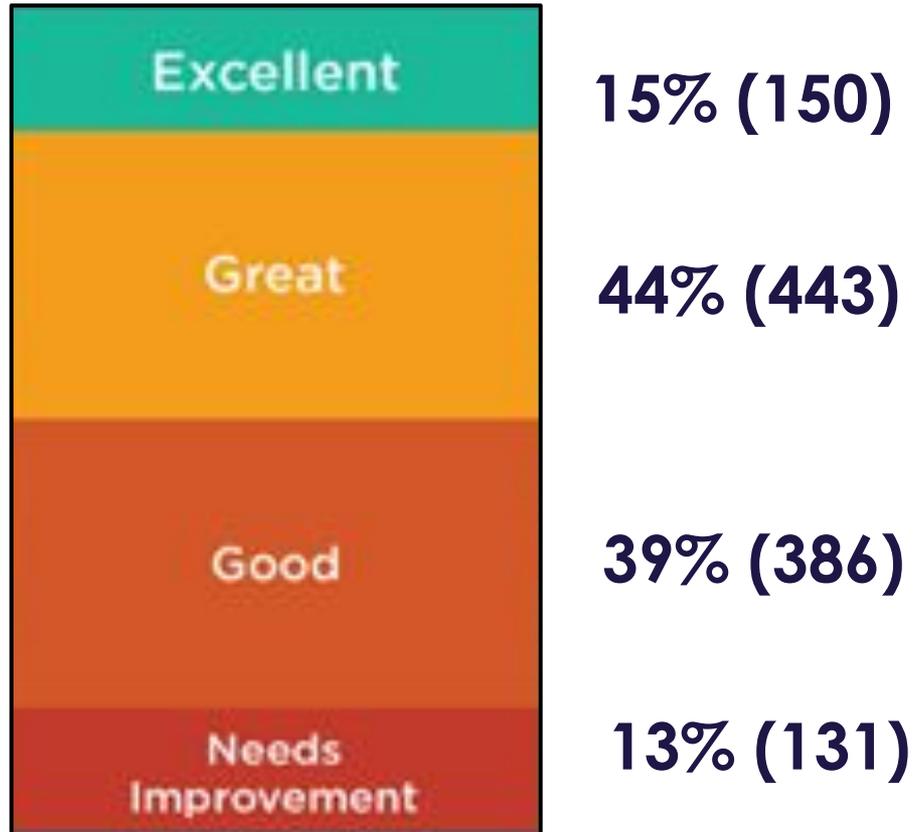
Science - Percent proficient

*An indicator is a “...measure of gain in **student achievement** or **element perceived to influence** those gains. Provide parents and communities with **richer picture** of school performance.”*

~CCSSO, 2017

Classifications

SY 2018-2019



Designation

27
schools

Comprehensive Support & Improvement (CSI)

- Lowest 5% of Title I schools
- High schools with grad rates below 67%
- Consistently low-performing student group

Priority Schools

Among the lowest performing schools AND demonstrate the greatest need to implement and sustain school improvement efforts



4
schools

Targeted Support and Improvement (TSI) & Additional Targeted Support and Improvement (ATSI)

Consistently low-performing student group

363
schools

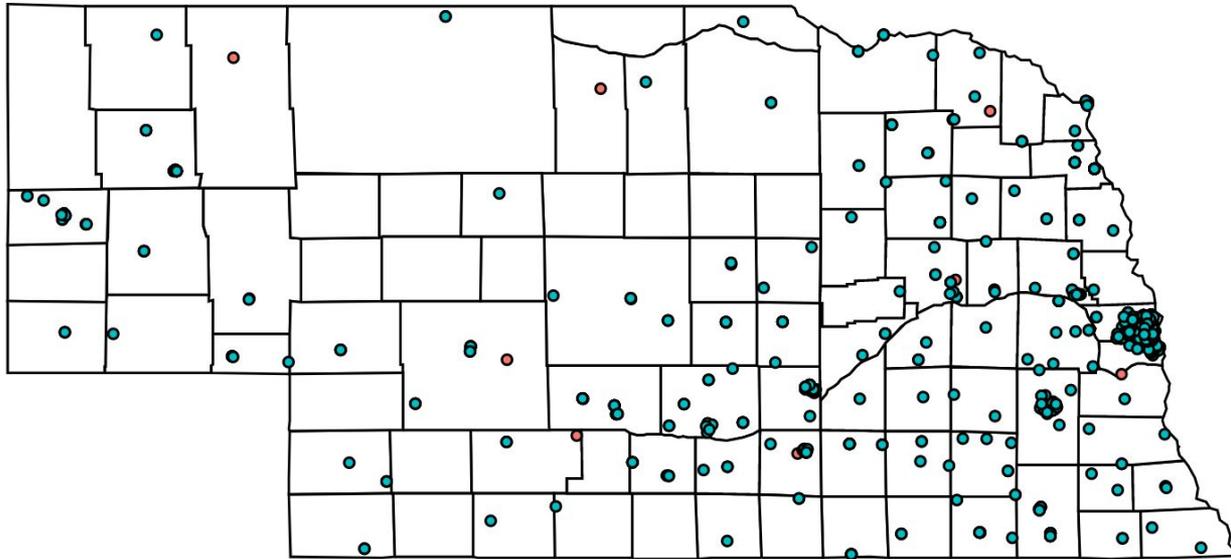
Student Groups for Targeted Support and Improvement



- Black/African American
- Latinx/Hispanic
- Asian
- Native Hawaiian/Pacific Islander
- American Indian/Alaska Native
- Two or More Races
- White
- Economically Disadvantaged
- English Learners
- Students with Disabilities

TSI/ATSI Distribution

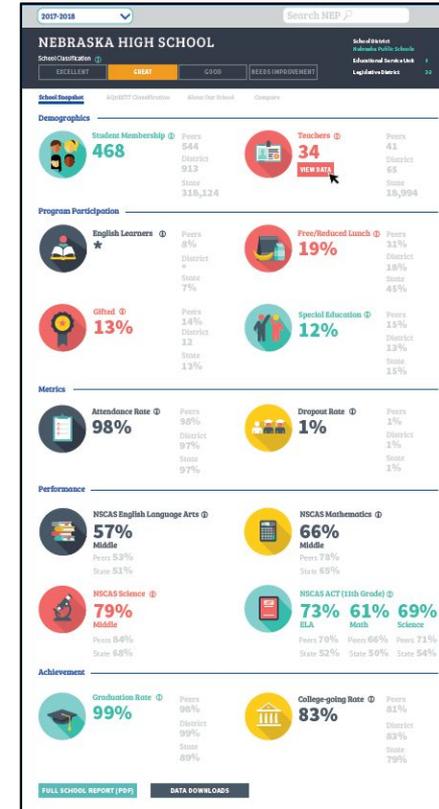
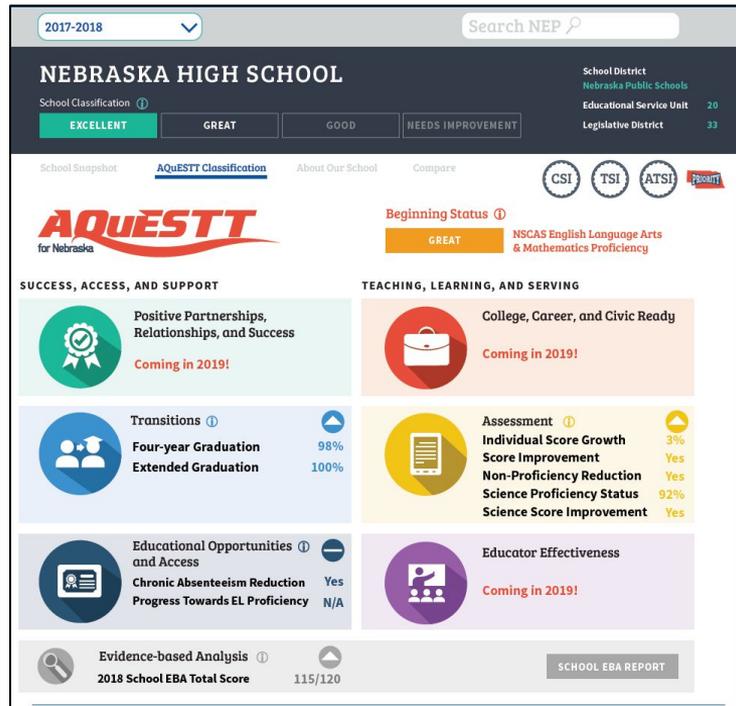
Map of TSI & ATSI Schools



Student Group	Number of Schools
American Indian or Alaska Native	16
Asian	12
Black or African American	65
Hispanic or Latinx	85
Multiple Races	25
White	36
Economically Disadvantaged	148
Students with Disabilities	274
English Learners	100

Nebraska Education Profile

- nep.education.ne.gov
- One-stop shop for education data
- Compare Feature
- Data Downloads



From Classification and Designation to Support

School Improvement Core Beliefs



We believe...

- In the value of work already taking place in schools.
- All schools can improve.
- Demography is not destiny.
- School improvement is fundamentally about equity.

Continuous Improvement & School Improvement

Continuous Improvement

Any school or instructional-improvement process that unfolds progressively, that does not have a fixed or predetermined end point, and that is sustained over extended periods of time. The concept also encompasses the general belief that improvement is not something that starts and stops, but it's something that requires an organizational or professional commitment to an ongoing process of learning, self-reflection, adaptation, and growth.

<http://edglossary.org/continuous-improvement/>

School Improvement

Dramatic and comprehensive intervention in low-performing schools. Involves turnaround leadership, culture shift, instructional transformation, and talent development.

https://centeronschoolturnaround.org/wp-content/uploads/2018/03/CST_Four-Domains-Framework-Final.pdf

Continuous vs. School Improvement



Headache

= **Symptom/signal for improvement
(ex. test scores)**

Doctor

= **Needs assessment/Root cause
analysis**

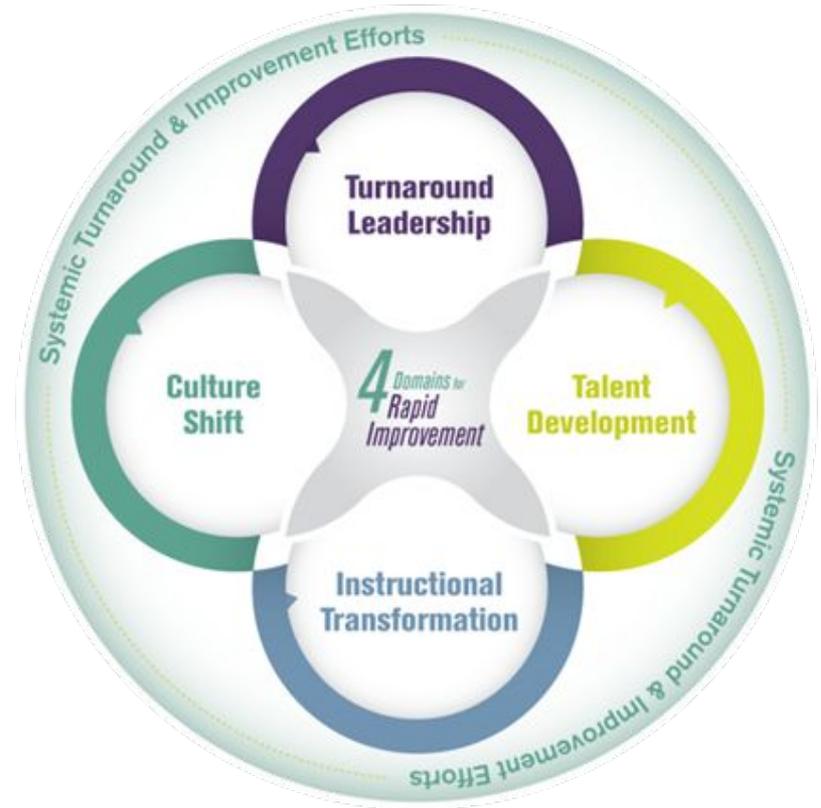
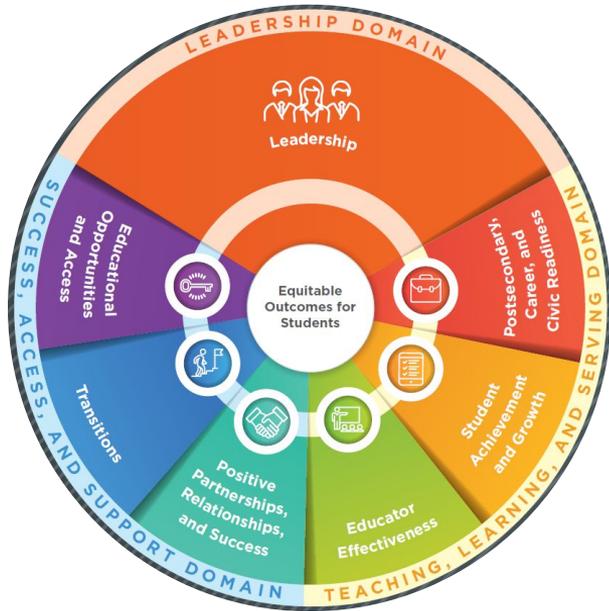
High blood pressure

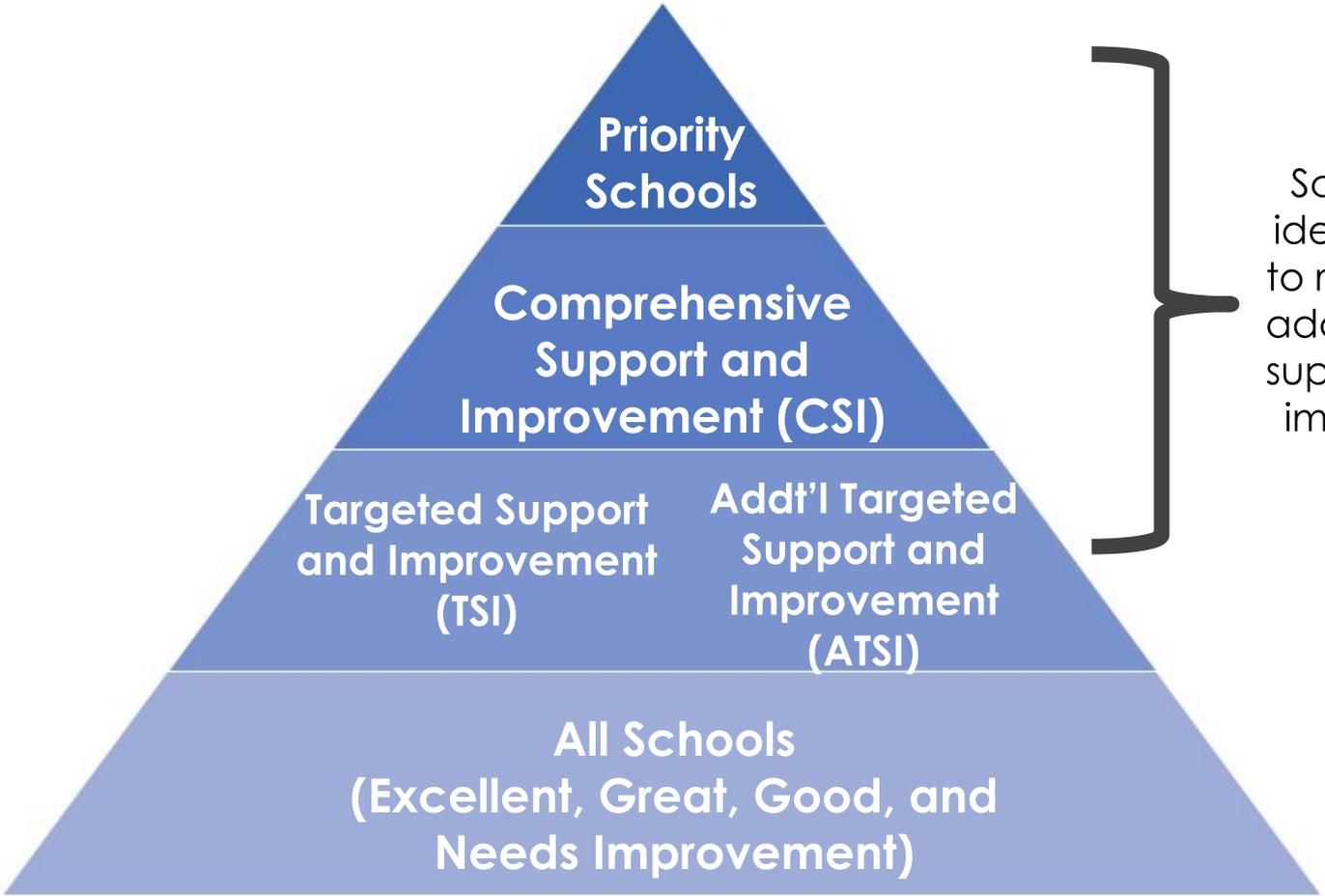
= **Diagnosis / identification of areas of
focus**

Eating Healthy, Brushing your
Teeth, Exercising

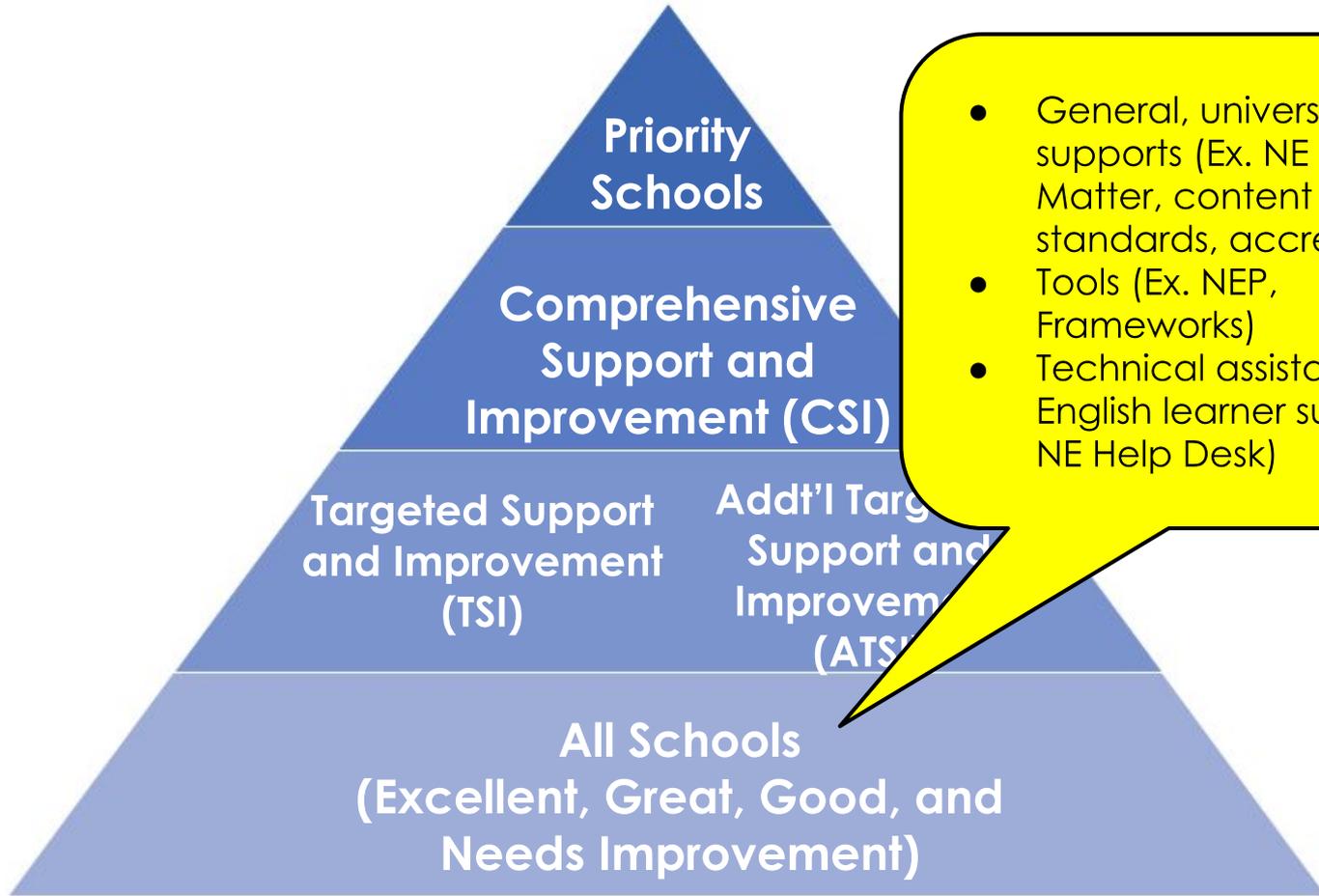
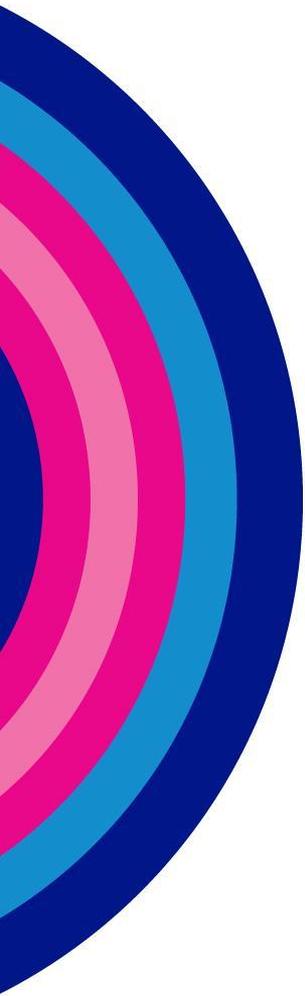
= **Continuous improvement**

Four Domains of Rapid School Improvement





Multi-tiered Improvement Model



Multi-tiered Improvement Model

Universal Supports

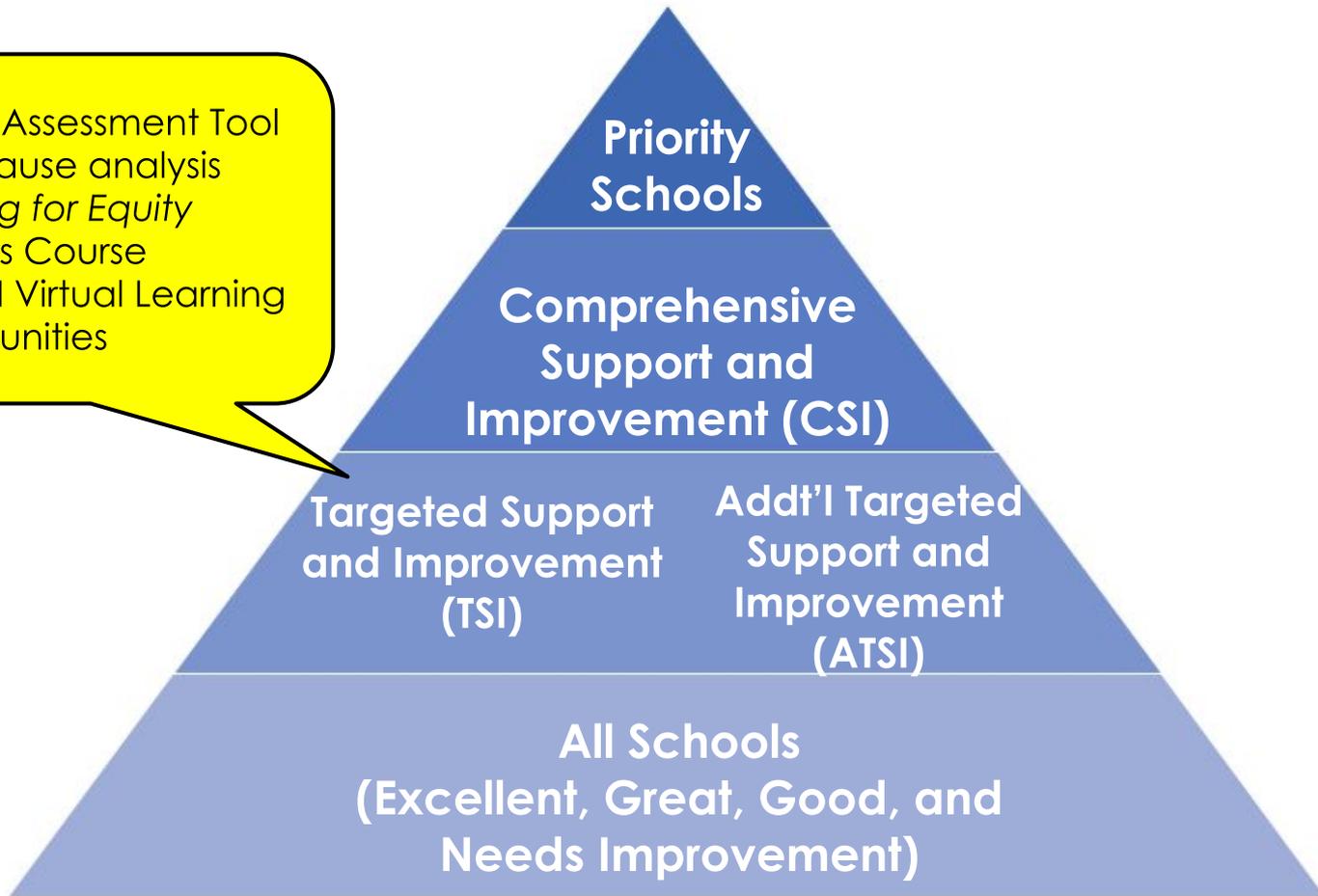


NEBRASKA INSTRUCTIONAL MATERIALS COLLABORATIVE

ELA ▾ MATH ▾ SCIENCE ▾ NEBRASKA RESOURCES ▾ ABOUT ▾ 🔍

BECAUSE
**Materials matter for all
Nebraska students**

- Needs Assessment Tool
- Root cause analysis
- *Leading for Equity* Canvas Course
- TSI/ATSI Virtual Learning Communities



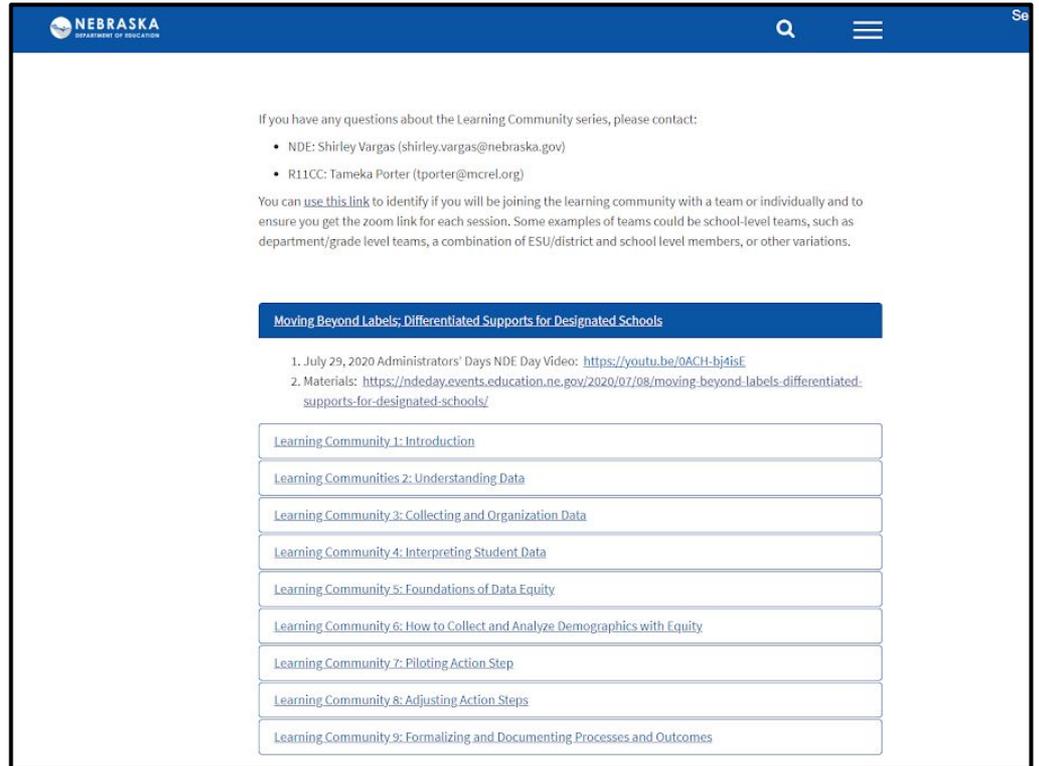
Multi-tiered Improvement Model

TSI/ATSI Support

Partnership with Region 11 Comprehensive Center

TSI/ATSI Virtual Learning Communities

- Engage with colleagues in a disciplined approach, drawing explicit connections between leading for equity and school improvement
- Build knowledge, skills, and mindsets for implementing evidence-based practices for English learners, students with disabilities, and economically disadvantaged students



The screenshot shows a webpage from the Nebraska Department of Education. At the top, there is a blue header with the Nebraska Department of Education logo and name. Below the header, there is a search bar and a menu icon. The main content area contains the following text:

If you have any questions about the Learning Community series, please contact:

- NDE: Shirley Vargas (shirley.vargas@nebraska.gov)
- R11CC: Tameka Porter (tporter@mcrcel.org)

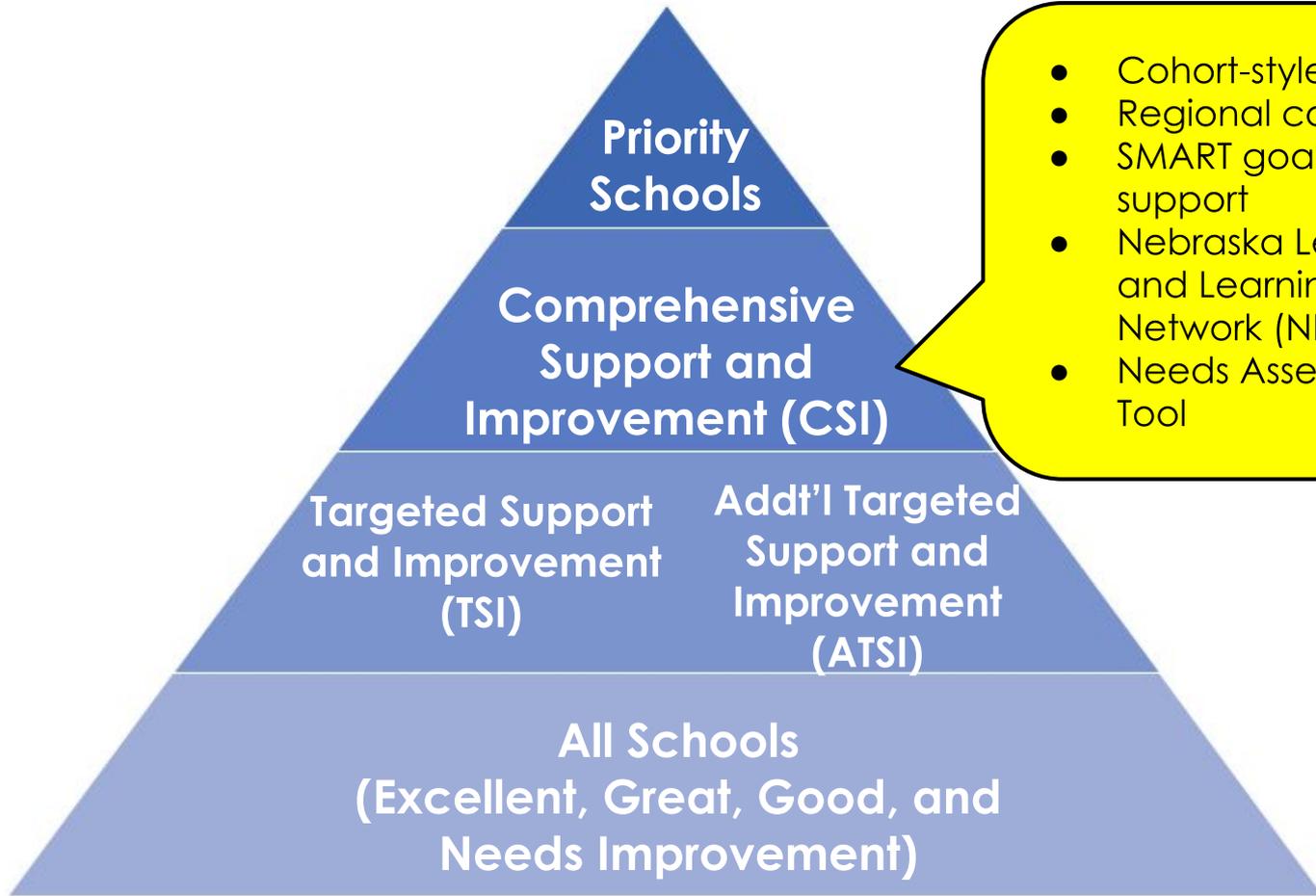
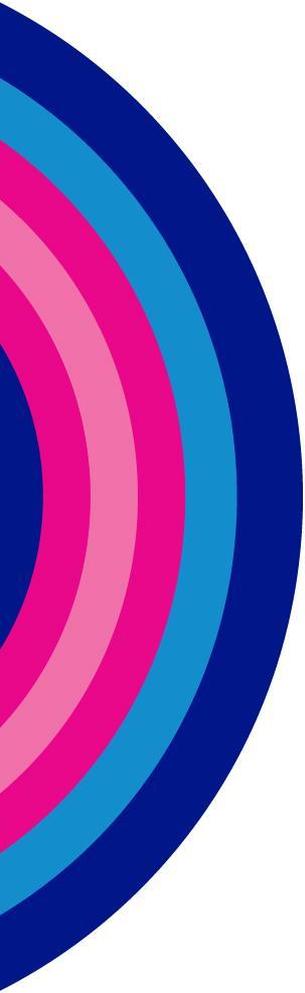
You can [use this link](#) to identify if you will be joining the learning community with a team or individually and to ensure you get the zoom link for each session. Some examples of teams could be school-level teams, such as department/grade level teams, a combination of ESU/district and school level members, or other variations.

Moving Beyond Labels; Differentiated Supports for Designated Schools

1. July 29, 2020 Administrators' Days NDE Day Video: <https://youtu.be/0ACH-bj4isE>
2. Materials: <https://ndeday.events.education.ne.gov/2020/07/08/moving-beyond-labels-differentiated-supports-for-designated-schools/>

Below the list, there is a vertical list of links for Learning Communities 1 through 9:

- [Learning Community 1: Introduction](#)
- [Learning Communities 2: Understanding Data](#)
- [Learning Community 3: Collecting and Organization Data](#)
- [Learning Community 4: Interpreting Student Data](#)
- [Learning Community 5: Foundations of Data Equity](#)
- [Learning Community 6: How to Collect and Analyze Demographics with Equity](#)
- [Learning Community 7: Piloting Action Step](#)
- [Learning Community 8: Adjusting Action Steps](#)
- [Learning Community 9: Formalizing and Documenting Processes and Outcomes](#)



Multi-tiered Improvement Model

CSI Support





Overview of the NDE Comprehensive Needs Assessment (CNA) Tool

This document includes an OVERVIEW tab, ADMINISTRATION INSTRUCTIONS tab, SCREENERS tab (optional), SELECT TENETS tab (optional), RUBRIC tab, RESULTS tab, and GLOSSARY tab.

1. Introduction
2. What is the purpose of the CNA?
3. How can your school use the CNA? How long will it take?
4. How is the CNA organized?

**Click a topic above to automatically jump to information on that topic.*

Upon opening the

- ! Excel file, if prompted, click any of the following:
- ✓ "Enable editing"
- ✓ "Enable content"
- ✓ "Enable macros"

These must be enabled for the tool to work properly.

1. Introduction

The Nebraska Department of Education (NDE) developed the Comprehensive Needs Assessment (CNA) based on quality education practices for student success. Because the tool aligns to AQUESTT, it articulates the expected education practices under each of the six tenets and the areas of focus supporting each tenet. When implemented fully, these education practices are intended to help your school achieve the following AQUESTT long-term outcomes:



Positive Partnerships, Relationships, and Success: Students have enhanced and sustained educational experiences and opportunities as a result of positive student, family, and community engagement.

Transitions: Students have quality educational opportunities that promote successful transitions between grade levels, programs, schools, postsecondary institutions, and careers.

Education Opportunities and Access: All students have access to equitable and comprehensive instructional opportunities that prepare them for postsecondary education and careers.

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

Assessment: School staff effectively use assessments to measure and improve student achievement and to inform instruction.

Educator Effectiveness: Students are supported by qualified/credentialed, effective teachers and leaders throughout their learning experiences.

2. What is the purpose of the CNA?

The purpose of this tool is to help your school assess current practices, determine your areas of strength, and identify your priority needs for improvement. Because the tool defines practices for school improvement under AQUESTT, it should be an integrated, ongoing part of the continuous improvement process. Your school team can use the needs assessment results to

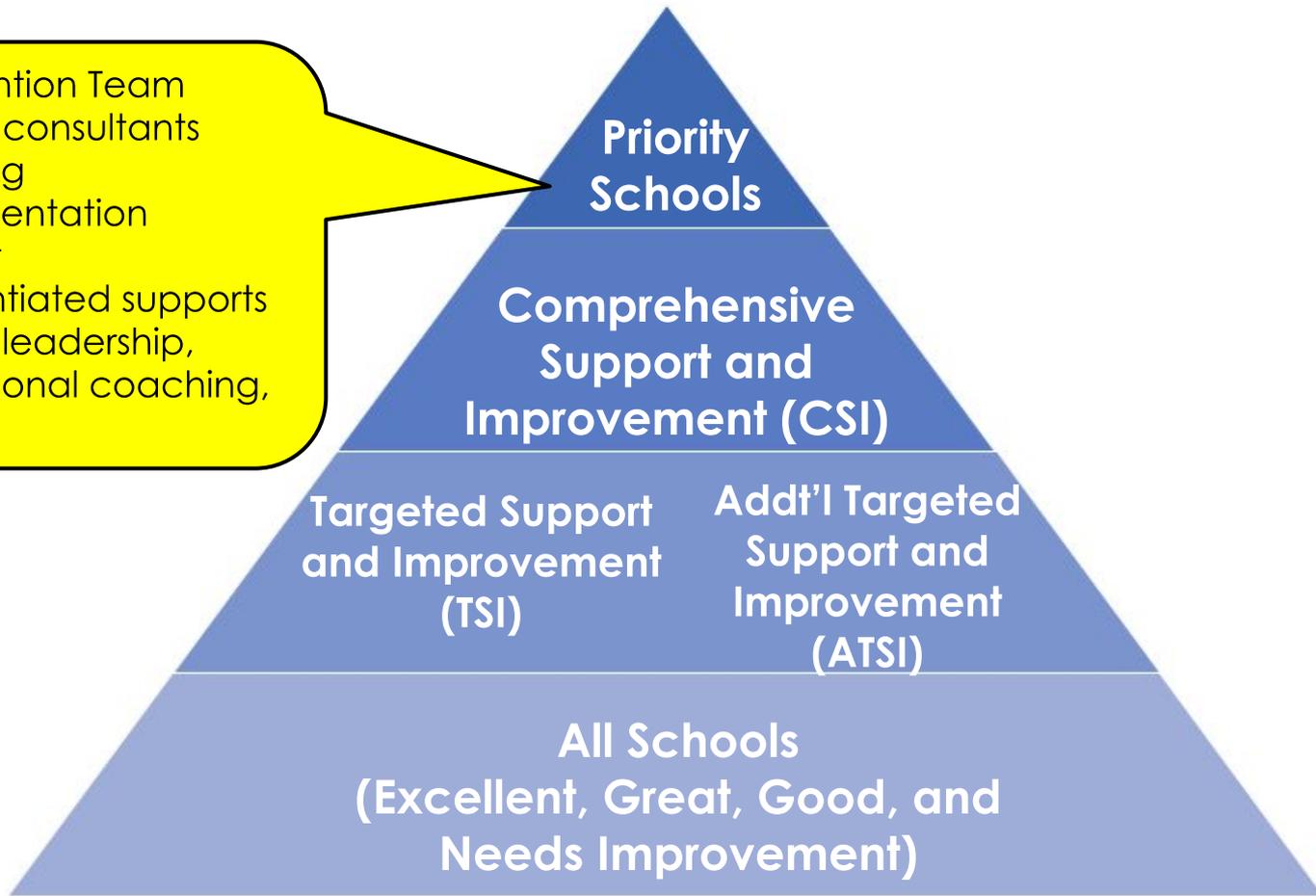
- examine root causes of areas in need of improvement,
- identify strategies and interventions to address root causes,
- determine action steps for implementing strategies and interventions,
- identify areas for professional learning, technical assistance, and resources to support implementation of strategies and interventions,

Overview
Administration Instructions
Rubric
Results
Glossary
+

STEP 5: Complete Rubric							
 <p>To complete the rubric for these tenets, provide your rating for each dimension in the corresponding dropdown menu in the Select Score Here column. You can select N/A, if available, to show that the dimension is not relevant to your school. Cumulative average values will automatically update. Additionally, check all sources of evidence in the List Supporting Evidence column. The sources of evidence listed in this column are examples. If you have other sources of evidence, check the Other box and type those sources in the space below.</p>							
Tenet: Positive Partnerships, Relationships, and Success							
Long-Term Outcome: Student, family, and community engagement enhances educational experiences and opportunities.							
Dimension	Rate Each Dimension				Select Score Here	List Supporting Evidence (Check all that apply)	Area of Focus Average Score (Optimal = 4)
	4	3	2	1			
Area of Focus: School culture and climate							
Vision and mission of learning	School leaders have developed a vision and mission of learning collaboratively with staff and the community using qualitative and quantitative data to inform the process. School leaders regularly communicate the vision and mission to local stakeholders (community-based organizations, local school board, family members, etc.) to inform decisions that align with local school improvement goals.	School leaders have developed a vision and mission of learning with some stakeholders, using some data. School leaders occasionally communicate the vision and mission to local stakeholders (community-based organizations, local school board, family members, etc.) to inform decisions that align with local school improvement goals.	School leaders have developed a vision and mission of learning in isolation, with little or no data. School leaders rarely communicate the vision and mission to local stakeholders (community-based organizations, local school board, family members, etc.) to inform decisions that align with local school improvement goals.	There is no vision or mission of learning.	4	<input type="checkbox"/> Written vision, mission and core belief statements <input type="checkbox"/> Notes/minutes from stakeholder Leadership Team & staff meetings <input type="checkbox"/> Evidence of vision, mission and core beliefs posted in office areas, classrooms. <input type="checkbox"/> Staff and stakeholder surveys <input type="checkbox"/> Other (enter below)	3,2
	School culture and climate plan	School leaders and staff fully implement a comprehensive plan for building a school culture and climate conducive to learning based on collaboration, egalitarianism , student voice, and collegiality.	School leaders and staff partially implement a comprehensive plan for building a school culture and climate conducive to learning.	School leaders are developing plans for building a school culture and climate conducive to learning. No plans have been implemented.	This school has no clear plan for building a school culture and climate conducive to learning.	4	<input type="checkbox"/> PIC notes showing inclusive practices and building culture through conversations <input type="checkbox"/> Progress reports of all students <input type="checkbox"/> Communication: points of praise/newsletters <input type="checkbox"/> Observations between teachers & students <input type="checkbox"/> Collaborations of learning/attendance/ growth behavior <input type="checkbox"/> LEA identifies resources that provide guidance on school environment <input type="checkbox"/> LEA uses an evidence-based model to intentionally promote mutual respect among all stakeholders <input type="checkbox"/> Other (enter below)
Safety and security plan	School leaders and staff fully implement a safety and security plan with some communication of expectations for creating a safe, clean, and healthy learning environment. The plan addresses physical, emotional, social, and academic safety.	School leaders and staff partially implement a safety and security plan with some communication of expectations for creating a safe, clean, and healthy learning environment.	School leaders and staff are developing a safety and security plan for creating a safe, clean, and healthy learning environment.	The school lacks a safety and security plan.	4	<input type="checkbox"/> Procedures and plans relative to emergency responsiveness <input type="checkbox"/> List of school environment resources <input type="checkbox"/> Written school health policies and procedures <input type="checkbox"/> Documentation of comprehensive support services, including health and social services, that are available to students and their families <input type="checkbox"/> Documentation of information outreach to families	3,2

Overview
Administration Instructions
Rubric
Results
Glossary
+

- Intervention Team
- On-site consultants
- Ongoing implementation support
- Differentiated supports (board leadership, instructional coaching, etc.)



Multi-tiered Improvement Model

Priority School Support



Diagnostic review

- Comprehensive
- Led by external team
- Highlights success and opportunities for improvement

AQUESTT
for Nebraska

2019-2020

▸ Priority School Progress Plans



Objectives



- Learn about AQuESTT classifications and designations
- Discern the difference between continuous and school improvement
- Develop an understanding of the statewide system of supports

Thank you!

Dr. Shirley Vargas

School Transformation Officer

shirley.vargas@nebraska.gov

Lane Carr

Director of Accountability

lane.carr@nebraska.gov



Out-State Travel Authorization Reports - February

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

Out-State Travel Authorization Reports - February

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



NEBRASKA

DEPARTMENT OF EDUCATION

PROPOSED AGENDA ITEM RATIONALE

DATE: January 27, 2021

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

FROM: Cory Epler, Ph.D.
Academic Officer

Shirley Vargas, Ed.L.D.
School Transformation Officer

PROPOSED ACTION ITEM:

Authorize the commissioner to contract with Zearn to make available the "Zearn Math K-5 Summer Intensive Series" to public and non-public schools.

RATIONALE/BACKGROUND INFORMATION:

Zearn provides high-quality instructional materials for K-5 mathematics. Zearn is the only set of instructional materials for K-5 mathematics rated “green” on EdReports that includes a strong digital learning component ideal for remote or hybrid schedules. Because of the strong digital learning component, Zearn Math can be utilized for students in remote learning or schools utilizing hybrid schedules. Zearn Math is ideal for blended learning environments but also works for fully remote or face-to-face instruction.

Zearn Summer Intensive Series are 12-week programs for students rising into grades 1-6, with daily lessons designed to catch students up on their math learning and build a strong foundation for next school year. Each Series includes digital lessons that students complete independently and resources for teachers and tutors to use alongside each lesson. Materials can be accessed 24/7 from school, home, or anywhere in between. The lessons take about 30 minutes to complete, and students can work through each component at their own pace.

This contract would provide the Zearn Math Summer Intensive Series to each public and non-public elementary and middle school statewide.

PROPOSED BOARD MEETING (MONTH/YEAR): February 2021

ESTIMATED COST: Not to exceed \$1,400,000

FOR CONTRACTS AND GRANTS:

- Indicate the Funding Source: CARES Act Funds
- New or Renewal: New contract



NEBRASKA

DEPARTMENT OF EDUCATION

PROPOSED AGENDA ITEM RATIONALE

DATE: February 2, 2021

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

FROM: Dr. Dean Folkers, Information Systems Officer

PROPOSED AGENDA ITEM:

Authorize the Commissioner to obligate resources for contracts, fixed term, and employer/employee relationships for staff augmentation services in support of the NDE project and technology efforts.

RATIONALE/BACKGROUND INFORMATION:

The COVID-19 pandemic has increased the need for an expanded responsiveness to address a number of supports for communication, technology, programs, services, administrative, and other unusual issues brought about by the challenges of the pandemic and expanded work.

In an effort to address the challenges, resources have been identified to provide temporary staffing, augmentation, or contract supports. This motion intends to provide the Commissioner authority to address the issues with the most appropriate and fiscally responsible approach to address the issues.

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, the Department of Education uses the Human Resource systems for recruitment and hiring, and has access to the temporary employee service through the Department of Administrative Services.

The different services or approaches would provide temporary staff augmentation for the continued support for project support around deliverables/projects that support the State Board Vision and Direction Plan and those identified in the source of funding primary from Federal CARES Act Resources, but in addition may utilize the Federal (IDEA, SLDS, ESEA) Funds, and general funds.

The authority to enter into contracts with the Office of the Chief Information Officer (OCIO) and other agencies and individuals to accomplish the capacity is not planned to exceed \$2,500,000 for this series of staff capacity and support contracts.

Targeted areas of staffing capacity:

Educational Supports (Digital Learning Specialists, Reading Assessment (K-3) Support Specialist, Regional Instructional Coaches, YRTC Support Specialist, Community School Coordinator)

Technology (Web Support Specialist, Infrastructure Specialist, Virtual Conferences Specialist.)

Administrative (Programs Application Support, Legal Investigative Support)

PROPOSED BOARD MEETING (MONTH/YEAR):

February 2021

ESTIMATED COST:

Up to \$2,500,000.00

FOR CONTRACTS AND GRANTS:

- Indicate the Funding Source: Federal CARES Act Resources, Federal SLDS Grant, IDEA Federal Funds, Lottery, and General funds
- New or Renewal: New
- If renewal, date of first approval:



NEBRASKA

DEPARTMENT OF EDUCATION

PROPOSED AGENDA ITEM RATIONALE

DATE: January 18, 2021

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

FROM: Cory Epler, Ph.D.
Academic Officer

Ebony McKiver
Social Studies Education Specialist

PROPOSED ACTION ITEM: Grant the commissioner the authority to contract with the Johns Hopkins University Institute for Education Policy to administer the “Teacher Survey of Curriculum Use” to Nebraska social studies teachers.

RATIONALE/BACKGROUND INFORMATION:

National and international research suggests that a coherent, systematic knowledge-build across students’ educational experience can drive strong academic outcomes. Given this research, district leaders, teachers, and parents across Nebraska have an interest in understanding which materials teachers use, and why. The “Teacher Survey of Curriculum Use” will explore Nebraska social studies teachers understanding of the social studies standards, implementation of high-impact practices, use of instructional materials, and recourse to on-line and ancillary instructional materials. The teacher survey serves as evidence of teacher sentiment about existing practices, and offers a baseline against which school or system leaders can measure initiatives in the coming years. The Nebraska study will focus on the state’s social studies teachers, of whom there are 8,600 in elementary and secondary schools.

PROPOSED BOARD MEETING (MONTH/YEAR): February 2021

ESTIMATED COST: Not to exceed \$61,750

FOR CONTRACTS AND GRANTS:

- Indicate the Funding Source: General Funds
- New or Renewal: New contract



NEBRASKA

DEPARTMENT OF EDUCATION

PROPOSED AGENDA ITEM RATIONALE

DATE: January 26, 2021

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

FROM: Lane Carr
Director of Accountability

PROPOSED AGENDA ITEM: Authorize the Commissioner to amend the contract with the Nebraska Children and Families Foundation to provide communication materials to parents, families, and communities to underscore healthy habits and work towards the mitigation of community spread of COVID-19.

RATIONALE/BACKGROUND INFORMATION: Launch NE provided resources for schools on protocols and procedures to protect students and staff during the school day and in activities, and local health departments report schools following these protocols have been largely successful in reducing the spread of COVID-19.

This contract seeks to leverage CARES Act funding to elevate key public health messages, and create a unified theme, repository for materials, and tools to localize the message through the Do Right Right Now (DRRN) campaign. In its first several months, the DRRN campaign has broadened to a statewide reach including print, social media, TV, and radio.

The Nebraska Children and Families Foundation has agreed to serve as the fiscal agent, soliciting additional public and private funds, handling all subcontracts, and processing all further payments.

PROPOSED BOARD MEETING (MONTH/YEAR): February 2021

ESTIMATED COST: Not to exceed \$100,000

FOR CONTRACTS AND GRANTS:

- Indicate the Funding Source: CARES Act
- New or Renewal: Renewal
- If renewal, date of first approval: December 11, 2020



NEBRASKA

DEPARTMENT OF EDUCATION

PROPOSED AGENDA ITEM RATIONALE

DATE: January 27, 2021

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

FROM: Cory Epler, Ph.D.
Academic Officer

Shirley Vargas, Ed.L.D.
School Transformation Officer

PROPOSED ACTION ITEM: Authorize the Commissioner to amend the current contract with TNTP

RATIONALE/BACKGROUND INFORMATION: In their current contract, TNTP has provided a professional learning series aligned to the Nebraska Reading Improvement Act and is conducting a statewide academic diagnostic for literacy and mathematics. With this amendment, TNTP will provide eight (8) virtual professional learning sessions aligned to Nebraska's Framework for School Renewal and Acceleration.

PROPOSED BOARD MEETING (MONTH/YEAR): February 2021

ESTIMATED COST: Contract is amended not to exceed \$313,143 (from \$243,372)

FOR CONTRACTS AND GRANTS:

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



NEBRASKA

DEPARTMENT OF EDUCATION

PROPOSED AGENDA ITEM RATIONALE

DATE: February 3, 2021

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

FROM: Ryan M. Foor, State Board Relations Officer

PROPOSED AGENDA ITEM: Authorize the Commissioner to contract with Gregory Newport Architect, LLC, for the purpose of office space planning.

RATIONALE/BACKGROUND INFORMATION: The Nebraska Department of Education offices will be moving from the Nebraska State Office Building to a different location in the city of Lincoln. The NDE has previously contracted with the vendor to develop a conceptual office space plan with a contract amount of \$36,800. Additional services are needed to continue the new office space planning efforts, requiring a contract amount over \$50,000, thus requiring board approval.

PROPOSED BOARD MEETING (MONTH/YEAR): February/2021

ESTIMATED COST: Not to exceed \$60,000.

FOR CONTRACTS AND GRANTS:

- Indicate the Funding Source: State funds, indirect cost funds, federal funds, or a combination.
- New or Renewal: New
- If renewal, date of first approval:



NEBRASKA

DEPARTMENT OF EDUCATION

PROPOSED AGENDA ITEM RATIONALE

DATE: February 5, 2021

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

FROM: Jen Utemark, Office of Budget & Grants Management Administrator

PROPOSED AGENDA ITEM: Grant the Commissioner the authority to contract for services and support for the Nebraska Emergency Assistance for Non-Public Schools (EANS) program, which is part of the Governor's Emergency Education Relief Fund (GEER) for the period March 1, 2021, through February 28, 2024.

RATIONALE/BACKGROUND INFORMATION: The Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSA Act) provides Nebraska with \$17,272,129 for the Emergency Assistance for Non-Public Schools (EANS) program and delegates the Nebraska Department of Education administrative responsibilities. Under the EANS program, the Department will provide services or assistance to eligible non-public schools to address the impact that the Coronavirus Disease 2019 (COVID-19) has had, and continues to have, on non-public school students and teachers in the State.

PROPOSED BOARD MEETING (MONTH/YEAR): February 2021

ESTIMATED COST: \$17,272,129

FOR CONTRACTS AND GRANTS:

- Indicate the Funding Source: 100% Federal Funds
- New or Renewal: New Formula Grant
- If renewal, date of first approval: First Approval

State Board of Education Annual Orientation and Business Meeting;

Thursday-Friday, January 7-8, 2021

Pursuant to the Governor's Executive Order 20-36 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 meeting.

STATE BOARD ANNUAL ORIENTATION, Thursday, January 7, 2021, 1:00 PM.

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

1.1 Roll Call

Roll Call showed the following attendance:

Maureen Nickels

Patti Gubbels

Deborah Neary

Robin Stevens

Patsy Koch Johns

Lisa Fricke

Jacquelyn Morrison

Patricia Timm

Commissioner Blomstedt was also in attendance.

1.2 President Nickels announced the placement of the Open Meetings Act.

1.3 COVID-19 Meeting Protocol

Ryan Foor, Department of Education representative, shared information on the COVID-19 Meeting Protocol.

2. ANNUAL BOARD ORIENTATION

Ryan Foor, Department of Education representative, facilitated the orientation discussion.

Ryan Foor and Commissioner Blomstedt provided an overview of the State Board of Education.

Scott Summers, Department of Education representative, reviewed the Board's legal responsibilities related to Contested Cases, Executive Sessions, and Records Retention. Board members are encouraged to contact Mr. Summers with questions about these topics.

Ryan Foor, Department of Education representative, reviewed the parliamentary procedures, consent agenda process, public comment protocol and staff presentations for meetings, and the agenda structure.

3. ADJOURNMENT

President Nickels adjourned the meeting at 5:11 p.m.

The regularly scheduled business meeting of the State Board of Education will reconvene on Friday, January 8, 2021, at 9:00 a.m.

STATE BOARD OF EDUCATION MEETING, Friday, January 8, 2021, 1:00 PM.

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

1.1. Roll Call

Roll Call showed the following attendance:

Maureen Nickels	Patti Gubbels	Deborah Neary
Robin Stevens	Patsy Koch Johns	Lisa Fricke
Jacquelyn Morrison	Patricia Timm	

Commissioner Blomstedt was also in attendance.

1.2. President Nickels led the Pledge of Allegiance.

1.3. President Nickels announced the placement of the Open Meetings Act.

1.4. COVID-19 Meeting Protocol

Ryan Foor, Department of Education representative, shared information on the COVID-9 Meeting Protocol.

2. PUBLIC COMMENT PERIOD

2.1. Request for 10-Minute Special Appearance

There were no requests for 10-minute Special Appearance

2.2. Public Comment (5 Minutes)

There were no requests for Public Comment.

3. 2021 ORGANIZATION OF THE STATE BOARD OF EDUCATION

3.1. Election Process and Procedures

A four part motion indicating that the Commissioner, as Secretary of the State Board, will preside over the nomination and election process; that secret ballots will be used during the election; that the results of each round of voting will be announced by the Teller and recorded in the minutes after which the Commissioner, will declare the result; and that the ballots and tally sheets will be placed in the custody of the Commissioner, who will keep them under seal until the time period for a recount expires and then destroy them passed with a motion by Patti Gubbels and a second by Patricia Timm.

Commissioner Blomstedt appointed Scott Summers and Lora Sypal as Tellers to disseminate and count the ballots.

Commissioner Blomstedt opened nominations for President of the State Board of Education.

DRAFT

3.2. Election of Board President

Patricia Timm nominated Maureen Nickels. There being no further nominations, the Commissioner closed the nominations.

Reporting Teller, Scott Summers, read the vote results and delivered the tally to the Commissioner who announced the results of 8 votes for Maureen Nickels as president.

3.3. Election of Board Vice President

Commissioner Blomstedt opened nominations for Vice President of the State Board of Education.

Robin Stevens nominated Patsy Koch Johns. There being no further nominations, the Commissioner closed the nominations.

Reporting Teller, Scott Summers, read the vote results and delivered the tally to the Commissioner who announced the results of the 8 votes for Patsy Koch Johns as vice president.

President Nickels and Vice President Koch Johns offered words of appreciation to the Board members for their trust and confidence in their abilities to lead the Board.

3.4. Discuss Board Committee Membership

President Nickels reminded Board Members to fill out the committee sheet and hand it in.

5. COMMISSIONER'S REPORT

5.1. Agenda Overview and Consent Agenda Process

Commissioner Blomstedt reviewed the process for consent agenda items.

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

No agenda items were requested for removal.

5.2. Report on Rules

Commissioner Blomstedt stated that all rules that were sent for approval, have been approved.

5.3. Strategic Plan Report

Commissioner Blomstedt reflected on the efforts of 2020 and talked of the direction for 2021. Discussed the strategic priorities and reviewing what the NDE wants to accomplish in 2021. He noted the work of the Strategic Planning, Performance and Improvement Committee through 2020. The delaying of the two-year review is an opportunity for the new committee coming in, to review what wasn't completed and the impacts of the pandemic.

5.4. Board Priorities and Policy Research

Nothing to report.

5.5. Legislative Priorities

Brian Halstead, Deputy Commissioner, provided a review of the Board's Regulatory and Legislative Priorities for the 107th Legislative Session. Hearings on the legislative bills begin January 13, 2021.

6. CONSENT AGENDA

Approval of the Consent Agenda passed with a motion by Patricia Timm, second by Patti Gubbels.

Lisa Fricke:	Yea
Patsy Koch Johns:	Yea
Deborah Neary:	Yea
Maureen Nickels:	Yea
Robin Stevens:	Yea
Patricia Timm:	Yea
Patti Gubbels:	Yea
Jacquelyn Morrison:	Yea

7. ADDITIONAL BUSINESS

7.1. Authorize the Commissioner to contract with Student1 for technology services supporting the Early Childhood Integrated Data System (ECIDS) project passed with a motion by Robin Stevens, second by Patricia Timm.

Lisa Fricke:	Yea
Patsy Koch Johns:	Yea
Deborah Neary:	Yea
Maureen Nickels:	Yea
Robin Stevens:	Yea
Patricia Timm:	Yea
Patti Gubbels:	Yea
Jacquelyn Morrison:	Yea

7.2. Authorize the Commissioner to contract with LVL Consulting for the purpose of the development and implementation of the vision, mission, and goals and accompanying instructional system for the Nebraska Teacher and Principal Performance Standards passed with a motion by Deborah Neary, second by Lisa Fricke.

Lisa Fricke:	Yea
Patsy Koch Johns:	Yea
Deborah Neary:	Yea
Maureen Nickels:	Yea
Robin Stevens:	Yea
Patricia Timm:	Yea
Patti Gubbels:	Yea
Jacquelyn Morrison:	Yea

7.3. Authorize the Commissioner to fund the ESU #1 Pyramid Model and Early Learning Coach Consultant passed with a motion by Lisa Fricke, second by Patsy Koch Johns.

Lisa Fricke:	Yea
Patsy Koch Johns:	Yea
Deborah Neary:	Yea
Maureen Nickels:	Yea
Robin Stevens:	Yea
Patricia Timm:	Yea
Patti Gubbels:	Yea
Jacquelyn Morrison:	Yea

8. SPECIAL PRESENTATIONS AND DISCUSSION

None

9. BOARD REPORTS, DATES AND DISCUSSION ITEMS

9.1. President Nickels referred Board Members to review reports.

At 10:34 a.m., President Nickels called for a break. At 10:47 a.m., President Nickels called the meeting back to order.

10. INFORMATION ITEMS AND REPORTS

10.1. President Nickels referred Board Members to review information items.

11. ADJOURNMENT

President Nickels adjourned the meeting at 10:54 a.m.

The next regularly scheduled business meeting of the State Board of Education will be held on Friday, February 5, 2021, at 9:00 a.m. at a time and location to be determined. A work session will be held as needed on Thursday, February 4, 2021 at a time and location to be determined.

Matthew L. Blomstedt, Ph.D., Commissioner

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NEBRASKA

DEPARTMENT OF EDUCATION

POLICY COMMITTEE BOARD REPORT

Date: February 5, 2021

The Committee on POLICY reports that the Committee reviewed and discussed State Board Bylaw, B2, *Board Committees*, which will be presented to the full Board next month as an action item to approve recommended revisions.

The Committee reviewed and discussed proposed revisions to State Board Bylaw B16, *Board Member Expenses*. The proposed revisions are in response to LB 381 from last legislation session. The Committee will continue discussion next month.

This concludes the POLICY COMMITTEE report.

 <p>Nebraska Department of Education Policy and Reference Manual</p>	<p>Bylaw Number B2 (formerly B5)</p>	<p>Page Number 1 of 4</p>
<p>State Board Bylaw B2 (formerly B5) Board Committees</p>	<p>Created: 1977 Last Revised: 2016 Reviewed: 1984, 1995, 2000, 2003, 2006, 2015, 2016, <u>2020</u> Approved: 12/2/2016</p>	

The State Board of Education hereby establishes standing committees of Board members for the purpose of delegating specific issues or tasks for initial study, review and/or recommendation. Standing Committees of the Board will meet at the direction of the Committee Chair or on the request of a Committee Member. In addition, the Board President may request a Committee to meet and deliberate on a specific topic or activity. The Commissioner of Education may request an opinion from a Standing Committee regarding a proposal he is preparing for recommendation to the State Board. Committees shall undertake specific tasks upon approval of the State Board or the Board President. Committees may present proposals to the Board or the Board President to be designated as priority activities for their committee.

Upon completion of the assigned activity or task, the committee shall report to the full Board their deliberations and recommendations. ~~All~~ Any recommendations of ~~the a~~ committee are subject to the approval of the Board.

Board appointments to the Standing Committees will be made by the Board President. Requests for membership on the committees may be made by individual Board members. The Committee chair will be appointed by the Board President. The Board President serves as an ex-officio member to all committees. Each standing committee shall be assigned Nebraska Department of Education staff to assist and/or advise the committee. The Commissioner of Education will assign staff.

Policy Committee

The Policy Committee may be directed to review proposed policies, bylaws or position statements of the Board and report their review or make recommendations for revisions to the Board. The Committee may be requested to develop policy, bylaw or position statement proposals for consideration by the Board.

 <p>Nebraska Department of Education Policy and Reference Manual</p>	<p>Bylaw Number B2 (formerly B5)</p>	<p>2 of 4</p>
<p>State Board Bylaw B2 (formerly B5) Board Committees</p>	<p>Created: 1977 Last Revised: 2016 Reviewed: 1984, 1995, 2000, 2003, 2006, 2015, 2016, <u>2020</u> Approved: 12/2/2016</p>	

Legislative Committee

The Legislative Committee shall be given the specific responsibility of reviewing legislative proposals and ~~making recommendations to the Board for possible action. The Committee shall also be charged with~~ advising the Commissioner on legislative matters. ~~The Committee is also charged with keeping the Board informed, and requesting action of the Board on any legislative proposal at any meeting of the Board. at times when the Board is unable to meet or when emergency issues arise.~~

Commissioner’s Appraisal

The Appraisal Committee shall, when directed by the Board or the Board President, review or recommend policies and procedures for the review of performance of the Commissioner of Education. Proposals for procedures and instruments to review the performance of the Commissioner of Education shall be approved by the Board. Any Board Member may request a copy of the current appraisal instrument from the Commissioner’s Office.

AQuESTT Teaching, Learning and Serving Domain Committee

The AQuESTT Teaching, Learning and Serving Domain Committee may be directed to advise and make recommendations to the Board for possible action in connection with College, Career and Civic Ready, Assessment, and Educator Effectiveness tenets.

AQuESTT Student Success, Access and Support Domain Committee

The AQuESTT Student Success, Access and Support Domain Committee may be directed to advise and make recommendations to the Board for possible action in connection with Positive Partnerships and Student Success; Transitions; and Educational Opportunities and Access tenets.

	<p>Bylaw Number</p>	<p>Page Number</p>
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 <p>Nebraska Department of Education Policy and Reference Manual</p>	<p>B2 (formerly B5)</p>	<p>3 of 4</p>
<p>State Board Bylaw B2 (formerly B5) Board Committees</p>	<p>Created: 1977 Last Revised: 2016 Reviewed: 1984, 1995, 2000, 2003, 2006, 2015, 2016, <u>2020</u> Approved: 12/2/2016</p>	

Budget and Finance Committee

The Budget and Finance Committee may be directed to advise and make recommendations to the Board for possible action in connection with the Department budget and finance proposals.

The Budget and Finance Committee shall be given the additional responsibility to review the budgets for the NDE Trust Funds. The proposed budget for the Trust Funds shall be approved by the Board.

Strategic Planning, Performance and Improvement Committee

The Strategic Planning, Performance and Improvement Committee may be directed to advise and make recommendations to the Board for possible action on the development of accountability plans, program or activity performance reviews, and general oversight of outcomes and goals set forth in the Board's strategic plan. From time to time, the Committee will review matters brought forth by the Commissioner of Education for performance review. This may include submissions of plans and the like from other entities including plans for school accreditation or improvement required by any NDE ~~Rule 10~~ Regulation and other plans that by law or regulation require State Board approval or review. The Committee also reviews and makes recommendations to the Board for actions on Community Achievement Plans of Learning Communities which the Board is required by law to review and approve or reject. The Committee will annually review progress on the strategic planning goals and make recommendations for improvement to the plan.

 <p>Nebraska Department of Education Policy and Reference Manual</p>	<p>Bylaw Number B2 (formerly B5)</p>	<p>Page Number 4 of 4</p>
<p>State Board Bylaw B2 (formerly B5) Board Committees</p>	<p>Created: 1977 Last Revised: 2016 Reviewed: 1984, 1995, 2000, 2003, 2006, 2015, 2016, <u>2020</u> Approved: 12/2/2016</p>	

Ad Hoc Committee

Ad hoc committees may be appointed by the President or by the Board, as the need arises. Ad hoc committees are formed to carry out specified tasks. After the committee presents its final report to the Board, the committee will disband unless the President and/or Board gives new direction.

Board Action History

- 8/19/77 – Prior BBC
(Discussed temporary committee appointments, actions not binding unless approved by Board, listed 3 committees.)
- 12/7/84 – Prior 9131 BOP
(Same text as BBC, renumbered.)
- 12/8/95 – Prior B5
(Same text as 9131 BOP, except for deletion of reference to 3 committees.)
- 5/12/00 – Prior B5
(Complete revision. Discussed and listed 5 standing committees and committee meeting procedures.)
- 10/3/03 – Prior B5
(Complete revision. Different list of 4 committees. Added space for cross-references and Legislative history.)
- 9/7/06 – B5
(Minor changes. Deleted Curriculum Committee from list.)
- 9/4/15 – B5
(Added language that any Board member may request a current copy of the appraisal instrument from Commissioner’s Office.)
- 5/6/2016 – B5
(Added three standing committees – AQuESTT Teaching and Learning Domain/AQuESTT Student Success and Access Domain/Budget and Finance.)
- 12/2/2016 – B5
(Added the Strategic Planning, Performance and Improvement Standing Committee.)
- 03/03/2017 – B2(B5)
(Reorganized Board Policy Reference Manual with new designated letters for categories of policy [P], bylaws [B] and position statements [S]. B5 is now B2.)

Cross-References

- 79-315 R.R.S. – State Board’s power to organize itself

 <p>Nebraska Department of Education Policy and Reference Manual</p>	<p>Bylaw Number B16</p>	<p>Page Number 1 of 4</p>
<p>State Board Bylaw B16 Reimbursement for Expenses</p>	<p>Created: 1979 Last Revised: 2019 Reviewed: 1984, 1999, 2006, 2012, 2019, <u>2021</u> Approved: 09/06/2019</p>	

Reimbursement for Expenses

~~Actual and essential e~~Expenses for State Board members incurred in attending meetings or incurred in the performance of their duties as directed by the State Board of Education as provided in Sections 81-1174 to 81-1177 R.R.S. shall be paid according to rules and procedures established by the Department of Administrative Services (DAS) for state officials.

In determining proper expense items for members of the State Board of Education, the Board has adopted the following policy in compliance with Section 3 of 79-317 R.R.S.

1. Out-of-state travel and conference expenses:

~~Actual and essential e~~Expenses incurred in attending meetings shall be construed to cover all reasonable expenses for such out-of-state meetings.

- A. Each Board member is limited to two (2) out-of-state events or conferences that serve a direct purpose associated with the State Board and/or Nebraska Department of Education per calendar year unless they are serving in a leadership role representing the State Board of Education or their expenses are covered by the National Association of State Boards of Education (NASBE) or another organization.
- B. Attendance at any out-of-state event must be approved by the Board. ~~Actual and essential expenses for authorized trips will also be approved by the Board before being reimbursed.~~ For any event outside the contiguous 48 states, additional justification may be required and must also be approved by the Board.

2. Reimbursement for in-state travel expenses is authorized for:

- A. Regular and special meetings of the Board.
- B. Hearings conducted before the Board and rule-making hearings conducted by a Department hearing official.
- C. Hearings of legislative committees on matters concerning the Department of Education.
- D. Meetings of advisory committees to the Board.

 <p>Nebraska Department of Education Policy and Reference Manual</p>	<p>Policy/Position Statement Number</p> <p>B16</p>	<p>Page Number</p> <p>2 of 4</p>
<p>State Board Policy B16</p> <p>Reimbursement for Expenses</p>	<p>Created: 1979 Last Revised: 2019 Reviewed: 1984, 1999, 2006, 2012, 2019, <u>2021</u> Approved: 09/06/2019</p>	

E. Meetings and conferences that are Department of Education sponsored events or that are held by organizations that have a direct relationship to the work of the State Board and the Nebraska Department of Education such as: schools, school boards, administrator and teacher organizations, educational service units, postsecondary education, and organizations that serve and support children and schools.

F. Any other ~~actual and essential~~ expense for in-state travel specifically related to Board functions.

~~G. Generally Board members living less than 50 miles away from a one-day meeting or event may not receive reimbursement for lodging. There may be reasons to pay for lodging for distances less than fifty (50) miles. Such reasons include, but are not limited to work requirements, medical conditions or weather; in those instances the reason must be clearly stated on the disbursement document.~~

~~H. Actual and essential expenses and mileage will be reimbursed.~~

3. Lodging expenses: Actual expenses shall be paid for lodging specifically related to Board functions. Business telephone calls and parking charges incurred at the lodging site may be included on the lodging bill. Lodging expenses may either be directly billed to the Nebraska Department of Education or claimed on an expense reimbursement. If claimed on an expense reimbursement, detailed receipts for lodging are required to be filed with the claim. Meals should not be charged to a hotel room and will only be reimbursed through the per diem process.

Generally Board members living less than 50 miles away from a one-day meeting or event may not receive reimbursement for lodging. There may be reasons to pay for lodging for distances less than fifty (50) miles. Such reasons include, but are not limited to Board duty requirements, medical conditions or weather; in those instances the reason must be clearly stated on the disbursement document.

4. Meal expenses: Meal expenses incurred during travel shall be reimbursed on a per diem basis pursuant to Section 81-1174 R.R.S., based on the destination of the travel, in accordance with the rules and procedures established by the DAS for state officials. Receipts are not required and should not be submitted. Board members attending one day events per this policy are approved to for one-day travel meal expenses.

5. Mileage expenses: Reimbursement for use of a personal vehicle will be at the prevailing standard rate as established by the Internal Revenue Service through its Revenue Procedures.

 <p style="text-align: center;">Nebraska Department of Education Policy and Reference Manual</p>	<p style="text-align: center;">Policy/Position Statement Number</p> <p style="text-align: center;">B16</p>	<p style="text-align: center;">Page Number</p> <p style="text-align: center;">3 of 4</p>
<p style="text-align: center;">State Board Policy B16</p> <p style="text-align: center;">Reimbursement for Expenses</p>	<p>Created: 1979</p> <p>Last Revised: 2019</p> <p>Reviewed: 1984, 1999, 2006, 2012, 2019, <u>2021</u></p> <p>Approved: 09/06/2019</p>	

6. Air travel expenses: Air travel expenses may be reimbursed when it is more economical than surface transportation. Reimbursement for commercial air travel will be limited to “coach” fare, if such seating is available at the time of ticket purchase. For out-of-state travel, Board members may have air travel pre-paid by the Nebraska Department of Education.

37. Reimbursement for other actual and essential expenses: Reimbursement for other actual and essential expenses is authorized for: phone, postage, car rental, and other expenses incurred in connection with statutory duties as a Board member. An itemized statement (e.g., receipts) must accompany every request for reimbursement.

~~4. Reimbursement amounts for travel related expenses should generally be within the per diem rate by the United States General Services Administration (GSA) for the travel destination. The established GSA per diem rate may be exceeded with a written explanation and approval of the Board. No reimbursement will be made for alcoholic beverages or for entertainment.~~

58. Timeframe for submission of requests for reimbursement

In accordance with Sections 79-317(3) and 81-1174 R.R.S., Board members need to submit requests for reimbursement together with the necessary documentation to NDE ~~staff (Central Accounting)~~ by 3:30 p.m. within sixty (60) 45 days after the final day on which the expenses were incurred or which reimbursement is sought.

69. Reporting Expenses:

~~At regular meetings, Monthly~~ the Board will receive a summary report on all Board member travel expenses.

~~7. Board Member Reports~~

~~Board members will provide a brief report to the Board on meetings that they have attended.~~

810. DAS/Board Policy Review/Approval

All actual and essential expenses will be reimbursed in accordance with Board and DAS policy.

911. Publications/Equipment

Any publications or equipment purchased for Board members’ use is property of the Department.

 <p style="text-align: center;">Nebraska Department of Education Policy and Reference Manual</p>	Policy/Position Statement Number B16	Page Number 4 of 4
State Board Policy B16 Reimbursement for Expenses	Created: 1979 Last Revised: 2019 Reviewed: 1984, 1999, 2006, 2012, 2019, <u>2021</u> Approved: 09/06/2019	

Board Action History

- 7/2/79 – Prior BBBE
(Listed 7 categories of in-state expenses, using DAS rules, and required Board approval for out- of-state expense.)
- 12/7/84 – Prior 9250 BOP
(Renumbered BBBE, no text changes.)
- 6/11/99 – Prior B7
(Contained references to NASBE meetings, meeting reports, and publications/equipment owned by NDE.)
- 9/7/06 – B7
(Changed reference to length of reports and deleted approval by Commissioner.)
- 6/3/2016 – B7
(Changed out-of-state expense reimbursement as well as in-state expense reimbursement.)
- 3/03/2017 – B7(B16)
(Reorganized Board Policy Reference Manual with new designated letters for categories of policy [P], bylaws [B] and position statements [S]. B7 is now B16)
- 09/06/2019 – B16
(Added language regarding submitting expenses no later than 60 days after the incurrence of expense and travel related expenses should generally be within the per diem rate by GSA.)

Cross-References

- 79-317(3) R.R.S. – Reimbursement of State Board members’ expenses
- Nebraska Constitution, Article VII, Section 3.
- State Board Policy P9, Ethics/Accountability & Disclosure
- 81-1174 – 81-1177 R.R. S.

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NEBRASKA

DEPARTMENT OF EDUCATION

STATE BOARD OF EDUCATION LEGISLATIVE COMMITTEE REPORT

Date: January 21, January 28, and February 4, 2021

“The Legislative Committee reports that it has met on three occasions since the Nebraska Legislature convened and has spent almost five (5) hours reviewing bills introduced by Senators and advising the Commissioner and Board of how the NDE should appear at any hearings before the Legislature. The Committee has used the Strategic Plan along with the Legislative and Regulatory Priorities established by the Board to guide our work. The Committee will continue to meet each week to review the status of any legislation and continue to advise the Commissioner on matters before the Legislature.

You will find attached to this Agenda Item in SPARQ the list of bills which the Committee recommends that the NDE be a proponent at hearings before the Legislature. Therefore, I move that the Board adopt the recommendations of the Legislative Committee as shown in the attachment.

This concludes the Legislative Committee report.”

Robin Stevens, Chair

State Board Legislative Committee

*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 STATE BOARD OF EDUCATION
2021-2022 LEGISLATIVE AND REGULATORY PRIORITIES
ADOPTED 10/2/2020**

The foundation for the Nebraska State Board of Education 2021-2022 Legislative and Regulatory Priorities aligns with the Nebraska State Board of Education's Strategic Vision and Direction.

The 2017-2026 Nebraska State Board of Education's Strategic Vision and Direction describes multiple roles assumed by the Nebraska Department of Education (NDE) in carrying out the complex work of supporting a state education system. These roles include Champion, Regulator, Capacity Builder, Connector, and Change Agent. NDE will lead for educational equity through intentional and data-informed operationalization of these agency roles. Because of the NDE commitment to leading educational equity intentionally and through multiple agency roles, districts and educational partners will be better equipped to advance educational equity, and increase the number of Nebraskans who are ready for success in postsecondary education, career, and civic life. The following themes frame the Legislative Priorities.

LEGISLATIVE PRIORITIES

Behavioral and Mental Health

The State Board supports policy that ensures there are sufficient and equitable services for behavioral and mental health needs for all Nebraskans. The State Board supports and advocates for efforts to ensure a solid system of care is developed statewide and will support legislation and appropriations for:

- Investment and coordination of behavioral and mental health supports through DHHS, regional public health districts, school districts, ESUs, and non-profit organizations
- Incentives for entry into fields of counseling and social work for children and families
- School districts in professional development for trauma informed practices
- Systems of support for teachers and practitioners as they deal with trauma
- Coordinate behavioral and mental health efforts between and among partners and break down barriers to information and resources sharing
- Coordinated school health including a specialist at the NDE to provide assistance to schools and communities
- Investment and coordination of social and emotional supports for youth that have been impacted by isolation and other traumas during the COVID-19 pandemic

Early Childhood Education

The State Board supports policy that promotes high quality early childhood experiences. The Board supports legislation that changes statutes that would address the equitable access to early childhood opportunities that:

- Allow flexibility in PreK early childhood laws to allow 5 year olds to attend PreK if it is determined by parents, school officials, program funding, based on the best developmental interest of the child
- Establish and ensure local funding is allowed to expand capacity of local programs through laws and regulation that allow local school districts to meet full requirements under the law

**NEBRASKA STATE BOARD OF EDUCATION
2021-2022 LEGISLATIVE AND REGULATORY PRIORITIES
ADOPTED 10/2/2020**

Equitable and Value Added and Alignment of Services and Supports

The State Board supports policy that scales certain services and supports at the regional and statewide levels that will equitably serve schools across the state. The value-added proposition of such services and supports should be in alignment with partner entities including ESUs, school districts, and other educational and human services partners. The Board supports legislation that:

- Secures appropriations to create a digital content repository to provide equitable access to high quality digital content efficiently and effectively to all Nebraska students
- Secures state resource investment in personal learning plans, student engagement, and climate surveys
- Ensures ESU core services meet the needs of member school districts in an efficient and effective manner
- Supports implementation of the Reading Improvement Act, secures appropriations for a specialist at the NDE and to scale up evidence-based assessments, interventions, and strategies on early literacy to ensure students are on grade level in reading
- Secures appropriations for specialists at the NDE to scale up improvement and turnaround efforts to ensure priority schools are increasing student achievement

School Finance and School Organization

The State Board supports policy that promotes a stable, reliable, and equitable system of funding that addresses both the equity of available funding for schools, as well as the equity of burden on taxpayers.

School Safety

The State Board supports policy that sets standards and promotes partnerships with other state and local level organizations for safe school environments. The Board supports legislation that:

- Addresses coordination and sharing of information and resources that address issues pertaining to school security and safety
- Dedicates resources to school safety

Workforce Development

The State Board supports policy that promotes workforce development activities within the PK-12 school system. The State Board supports legislation and appropriations for:

- Expanded resources for reVision to further develop business, community and school linkages at a local level and support statewide efforts with Economic Development, Labor, and other agencies
- Resources for Nebraska Career Connections as part of the personal learning plan and scaled services for college, career, and civic readiness
- Expanded use of the ACT and assessment products that would better inform and prepare students about career opportunities
- Expanded access to dual credit with colleges and efforts that improve the number of career and technical educational opportunities for students in elementary, middle, and high school
- Expand value added resources to support Career Academies

**NEBRASKA STATE BOARD OF EDUCATION
2021-2022 LEGISLATIVE AND REGULATORY PRIORITIES
ADOPTED 10/2/2020**

REGULATORY PRIORITIES

Accountability and Accreditation

The State Board supports policy that continues to connect a well-aligned accountability and accreditation system for schools in Nebraska. The State Board respects the Legislature's support for the development of a well-aligned system of accountability and accreditation. The State Board continues to review and refine accreditation strategies to better identify and support the schools most in need of improvement. Areas of Regulatory focus by the Board include:

- Defining the role of the State Board and the NDE when priority schools are not making progress
- Expanding a level of flexibility and innovation in processes for accreditation

College, Career, and Civic Readiness

The State Board supports policy that promotes civic engagement to ensure that students are prepared for postsecondary education, career, and civic opportunities. The State Board supports regulations that includes a comprehensive approach to defining and measuring civic readiness aligned to Social Studies Standards adopted under Quality Education Accountability Act.

Educator Preparation and Certification

The State Board supports policy that ensures students have access to qualified, credentialed, and effective educators throughout their learning experiences. As such, the State Board of Education is engaged in regulatory changes in the following areas:

- Alternate and non-traditional certification paths for educators consistent with Nebraska's high expectation for effective educators
- Consideration of reciprocity with and between states that remove barriers for educators entering the State of Nebraska to teach with minimal additional requirements
- Eliminating barriers for individuals entering the education profession that represent racial, cultural, economic, and social diversity consistent with Nebraska's high expectations for effective educators
- Shifting from multicultural content minimums to capacity for respect of the multiple cultures with an equity perspective

STATE BOARD OF EDUCATION
February 5, 2021
107th Legislature, First Session

State Board Legislative Committee Recommendation to be Proponent at Hearings

LB5.....Hearing date: TBD – Education Committee
INTRODUCED BY: Senator Blood

ONE-LINER: Adopt the Purple Star Schools Act

LB135 Hearing Date: January 25, 2021 – Education Committee
INTRODUCED BY: Senator Wishart

ONE-LINER: Change special education reimbursements

LB137 Hearing Date: January 25, 2021 – Education Committee
INTRODUCED BY: Senator Vargas

ONE-LINER: Require reporting to the Nebraska Early Childhood Professional Record System

LB322Hearing Date: February 9, 2021 – Education Committee
INTRODUCED BY: Senator Williams

ONE-LINER: Adopt the School Safety and Security Reporting System Act

LB323 Hearing Date: January 25, 2021 – Education Committee
INTRODUCED BY: Senator Walz

ONE-LINER: Change provisions of the Tax Equity and Educational Opportunities Support Act relating to pandemics

LB359Hearing Date: TBD – Education Committee
INTRODUCED BY: Senator Pansing Brooks

ONE-LINER: Change provisions regarding multicultural education as prescribed and provide powers for the State Board of Education

LB396Hearing Date: TBD – Education Committee
INTRODUCED BY: Senator Brandt

ONE-LINER: Adopt the Nebraska Farm-to-School Program Act

LB428Hearing Date: February 3, 2021 – DHHS Committee
INTRODUCED BY: Health & Human Services Committee

ONE-LINER: Entitlement of juveniles at youth rehabilitation and treatment centers to receive an appropriate educational equivalent to educational opportunities offered in public schools and maintain accreditation, similar to public school districts, at Youth Rehabilitation and Treatment Centers (YRTC)

LB527Hearing Date: TBD – Education Committee
INTRODUCED BY: Senator Walz

ONE-LINER: Change provisions relating to transition services for students with a developmental disability

LB528 **Hearing Date: February 2, 2021 – Education Committee**
INTRODUCED BY: Senator Walz

ONE-LINER: Change, eliminate, and add provisions relating to education

LB529 **Hearing Date: February 2, 2021 – Education Committee**
INTRODUCED BY: Senator Walz

ONE-LINER: Change provisions for the distribution of lottery funds used for education, transfer powers and duties, create new acts and funds, and change education provisions

LB538 **Hearing Date: TBD - Education Committee**
INTRODUCED BY: Senator Walz

ONE-LINER: To adopt the Community Schools Act

LB565 **Hearing Date: TBD - Education Committee**
INTRODUCED BY: Senator McDonnell

ONE-LINER: Requires the NDE develop and implement a youth initiated mentoring pilot program

LB568 **Hearing Date: February 5, 2021 – Judiciary Committee**
INTRODUCED BY: Senator Pansing Brooks

ONE-LINER: Change provisions relating to truancy, juvenile courts, the Community-based Juvenile Services Aid Program, the Commission Grant Program, and compulsory education

LB587 **Hearing Date: February 1, 2021 - Education Committee**
INTRODUCED BY: Senator McDonnell

ONE-LINER: Adopt the Career Mentoring Grant Act

LB642 **Hearing Date: February 9, 2021 - Education Committee**
INTRODUCED BY: Senator Day

ONE-LINER: Provide for reimbursements to school districts and educational service units for mental health expenditures

Bills Discussed by State Board Legislative Committee

LB117Hearing date: February 2, 2021 – Education Committee
INTRODUCED BY: Senator M. Cavanaugh

ONE-LINER: Adopt the Hunger-Free Schools Act

LB132Hearing date: February 2, 2021 – Education Committee
INTRODUCED BY: Senator DeBoer

ONE-LINER: Create the School Financing Review Commission

LB200Hearing Date: TBD – Education Committee
INTRODUCED BY: Senator Vargas

ONE-LINER: Requires each student in a public high school student to complete the Free Application for Federal Student Aid (FAFSA) prior to graduation

LB210Hearing Date: January 25, 2021 – Education Committee
INTRODUCED BY: Senator Murman

ONE-LINER: Change provisions relating to part-time enrollment and extracurricular activities

LB327Hearing Date: February 1, 2021 – Education Committee
INTRODUCED BY: Senator Slama

ONE-LINER: Require a personal finance or financial literacy course for high school graduation

LB389Hearing Date: February 8, 2021 – Education Committee
INTRODUCED BY: Senator Sanders

ONE-LINER: Require the issuance of teaching certificates and permits to military spouses

LB452Hearing Date: February 1, 2021 – Education Committee
INTRODUCED BY: Senator McKinney

ONE-LINER: Adopt the Financial Literacy Act

LB473Hearing Date: February 8, 2021 – Education Committee
INTRODUCED BY: Senator DeBoer

ONE-LINER: Adopt the Extraordinary Increase in Special Education Cost Act

LB558Hearing Date: February 8, 2021 - Education Committee
INTRODUCED BY: Senator Vargas

ONE-LINER: Adopt the Alternative Certification for Quality Teachers Act

LB639Hearing Date: TBD - Education Committee
INTRODUCED BY: Senator Day

ONE-LINER: Adopt the Seizure Safe Schools Act



Matthew L. Blomstedt, Ph.D., Commissioner

NEBRASKA

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STATE BOARD OF EDUCATION

AQuESTT Teaching, Learning and Serving Domain COMMITTEE REPORT

Date: February 3, 2021

“The Committee on AQuESTT Teaching, Learning and Serving Domain reports on one discussion item. The committee received an overview of the content area standards process including a timeline for board action on approving content area standards this year. The committee has asked NDE staff member Cory Epler to share more information with the board in the discussion item following this report.

The committee also reviewed consent agenda contracts and received an update on the Nebraska Reading Improvement Act and Nebraska READS. The NDE staff will bring a report to the board on this topic at the March 2021 meeting.

This concludes the AQuESTT Teaching, Learning and Serving Domain Committee report.”

Lisa Fricke, Chair

*Submit a printed copy to the Committee Chair and email to the Recording Secretary.



NEBRASKA

DEPARTMENT OF EDUCATION

PROPOSED AGENDA ITEM RATIONALE

DATE: January 20, 2021

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

FROM: Cory Epler, Ph.D.
Academic Officer

PROPOSED AGENDA ITEM: Content Area Standards Revision Update and Information (Discussion Item)

RATIONALE/BACKGROUND INFORMATION: In 2021, the Nebraska Department of Education (NDE) will revise the following content area standards:

- Health Education
- English Language Arts
- Fine Arts

- Agriculture, Food, and Natural Resources
- Business, Marketing, and Management
- Communication & Information Systems
- Health Sciences
- Human Sciences and Education
- Skilled and Technical Sciences

The NDE uses a consistent process to develop and revise content area standards. The goal of this process is to develop K-12 content area standards that, when mastered, would allow a student to succeed in entry-level, credit-bearing postsecondary coursework without the need for remediation. The collaborative writing process utilizes the expertise of Nebraska educators and includes representation from all stages of Nebraska's educational system (i.e. early childhood education, K-12 education, and postsecondary education). The department ensures that the educators reflect all sizes of schools and all parts of the state. In addition, representatives from the regional Educational Service Units (ESUs) are included as part of the writing teams. The development process includes opportunities for feedback from business and industry representatives as

well as local community members, parents, school administrators, and educators not part of the writing process.

Upon approval by the Nebraska State Board of Education and pursuant to Nebraska Revised Statute 79-7601.01, school districts have one year to adopt the state-approved content standards or adopt standards deemed as equal to or more rigorous than the state-approved content standards in the subject areas of reading and writing (English Language Arts), mathematics, science, and social studies. School districts are encouraged to adopt the state-approved standards in other content areas (Fine Arts, Physical Education, Health Education, World Languages and Career and Technical Education) within one year of being adopted by the State Board of Education.

For more information about Content Area Standards:

[Content Area Standards Webpage](#)

[Content Area Standards Revision Timeline](#)

[Content Area Standards Reference Guide](#)

PROPOSED BOARD MEETING (MONTH/YEAR): February 2021

ESTIMATED COST: TBD - (General Funds – Teaching, Learning, and Assessment; Federal Funds - Perkins)



Content Area Standards: Revision Update

February 4, 2021

Our mission...

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

Nebraska Revised Statute: 79-760.01

- Requires the State Board of Education to:
 - Adopt measurable academic content standards for at least the grade levels required for statewide assessment.
 - Cover the subject areas of reading, writing, mathematics, science, and social studies.
 - Develop a plan to review and update standards for each subject area every seven years.

Nebraska Revised Statute: 79-760.01

- For reading, writing, mathematics, science, and social studies, the statute requires districts to:
 - Adopt state-approved content standards
 - OR**
 - Adopt content standards deemed **equal to** or **more rigorous** than the state-approved standards

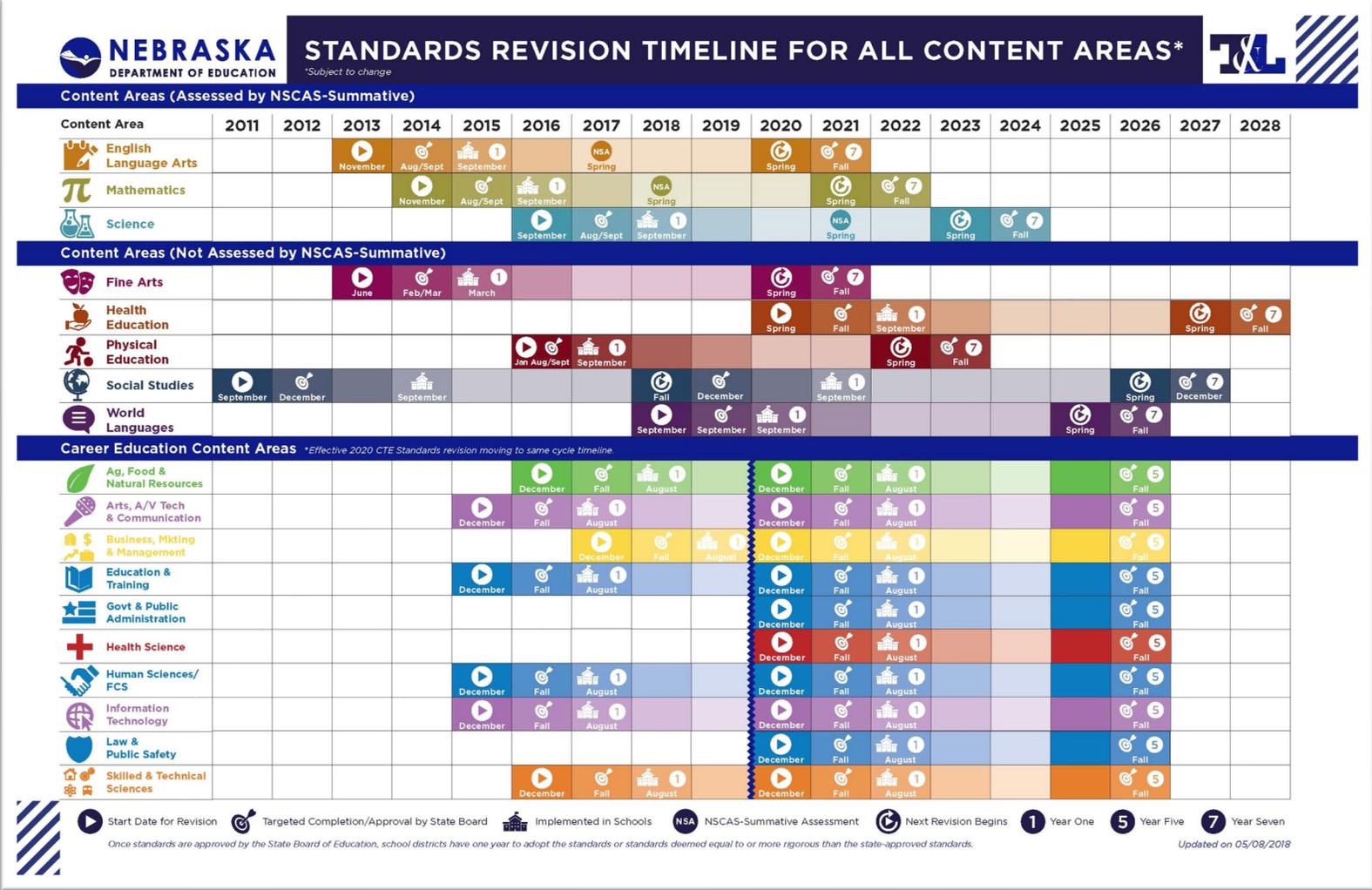
An abstract graphic consisting of two overlapping circles of different shades of blue. A white arc is positioned above the circles, curving from the left side of the larger circle towards the right side of the smaller circle. The text "Moving beyond the minimums..." is centered horizontally across the middle of the circles.

Moving beyond the minimums...

Content Area Standards

- NDE has developed content area standards beyond those required by law.
 - Fine Arts, Physical Education, World Languages, Health Education, Career and Technical Education
- Districts are also encouraged to adopt these state-approved content standards

Content Area Standards: Revision Timeline



<https://www.education.ne.gov/contentareastandards/>

Nebraska's Process

- Utilize Nebraska educators
 - PK-16 Expertise
 - Writing and editing teams
 - Editing team
- Designation from Nebraska's postsecondary institutions that the standards reflection postsecondary expectations.
- Review and utilize nationally recognized resources, best practices, and subject matter experts (as needed).
- Engage employers to ensure standards reflect the skills needed for the workplace.
- Maintain on-going communication with State Board of Education
- Consider and incorporate public input and feedback, as appropriate.

Content Area Standards Reference Guide



Content Area Standards Reference Guide

What Are Content Area Standards?

Content area standards reflect the knowledge and skills students are expected to learn in a given content area. Because these standards create a framework for teaching and learning, they articulate a trajectory for knowledge acquisition across all grade levels so student learning builds on prior knowledge, becoming more in-depth over time. By setting clear benchmarks for learning, content area standards provide guidance to teachers as they develop learning experiences. Additionally, these standards allow teachers to highlight students' progress towards learning goals, rather than relying on predetermined time and schedule factors (Rubin & Spady, 1984).

How Did Content Standards Develop?

Standards-based education (also known as outcome-based education) has many roots, but the modern push to define what all students should know and be able to do began in the U.S. during the 1970s. During this era, an agenda for "back-to-basics" and minimum competency testing pushed educators to define measurable learning targets required of all students (Raizen, 1998). These initial efforts to define content-specific expectations were led by teachers and local school districts. Eventually, national organizations dedicated to the teaching of specific content areas began to identify content area standards. The first notable set of national content area standards was published in 1989 by the National Council of Teachers of Mathematics. These standards emphasized conceptual understanding and mathematical sense-making and were developed as a backlash to the algorithmic focus of the "back-to-basics" movement. The publication of these national mathematics standards influenced the development of other K-12 content area standards by state-level departments of education, school districts, and other subject-specific organizations (Ferrini-Mundy, 1998).

For two decades, states and school districts across the U.S. have identified content area standards to guide teaching and learning, with nearly every state and local school district adopting a standards-based education system by the year 2000 (Marran 2001; Tucker and Codding 1998). Content-specific teacher organizations, the National Science Foundation, and the National Governors Association have all published sets of standards that serve as guideposts for state departments of education and writers of local standards and curriculum. While content area standards have many names (e.g. benchmarks, outcomes, goals, expectations, indicators, etc.), all are designed to make clear what knowledge and skills are most important for students to learn in a given content area.

Content Area Standards

- Standard:
 - A broad, content-based statement that describes the cognitive, affective, or psychomotor expectations of a student
 - Thinking, feeling, doing
 - Defined by a series of indicators

Content Area Standards

- **Indicator:**
 - A performance-based statement that specifies what a student must know and be able to do to meet a standard
 - Provides guidance for the assessment of learning

An Example...

- Standard (SS 4.1.1):
 - Synthesize and justify the structure and function of Nebraska's government.
- Indicator (SS 4.1.1.e):
 - Justify the importance of roles that leaders and citizens serve in Nebraska government.

For Example:

- Governor, state senators, judiciary, tribal leaders, advocacy, group participants.

A decorative graphic consisting of two overlapping circles in shades of blue and a white arc above them. The text is centered over the circles.

How do we ensure that we develop quality learning standards?

Quality Checklist

- Are the standards:
 - Measurable?
 - Appropriately Challenging?
 - Connected?
 - Clearly worded?
 - Scaffolded?
 - Specific?

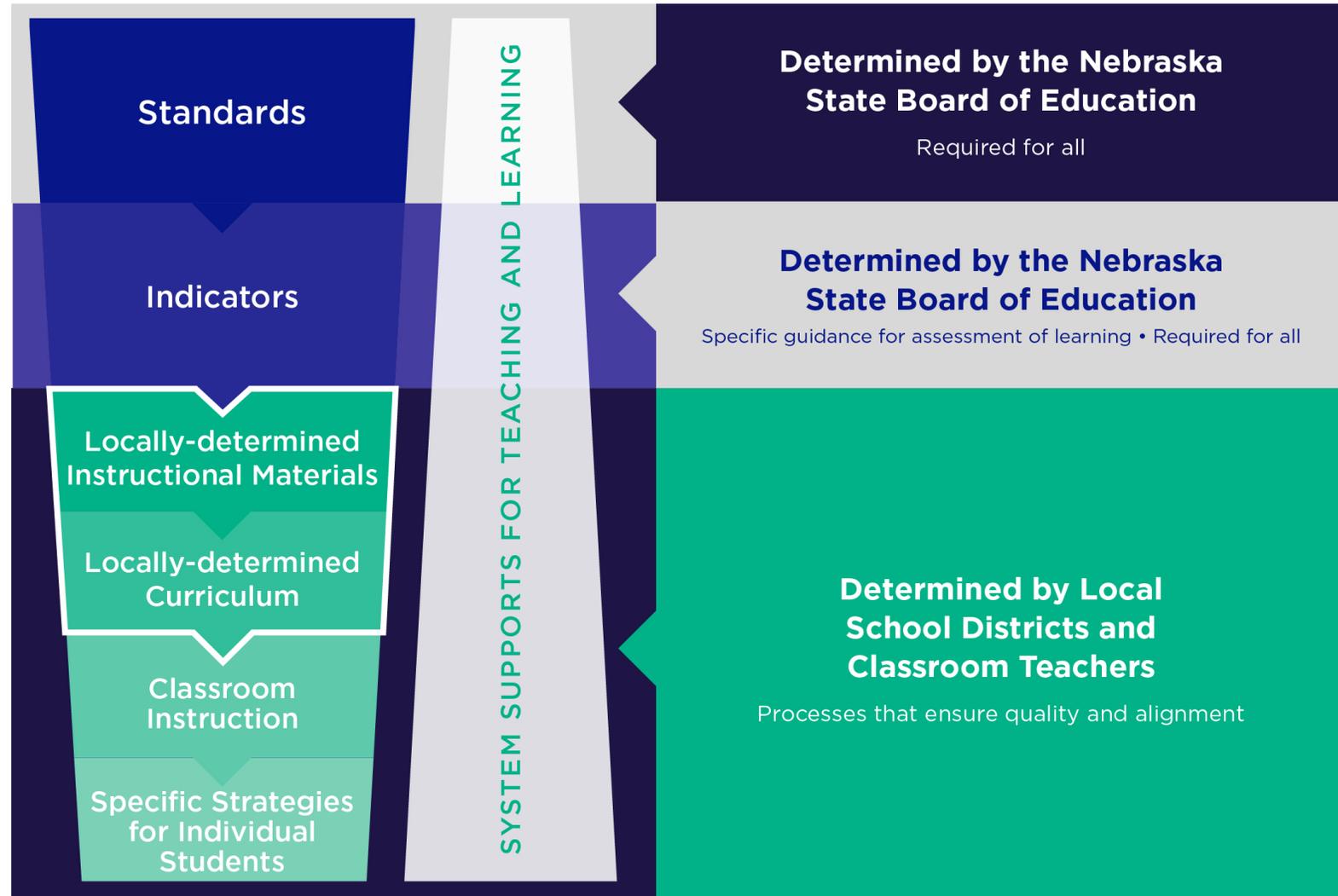
Appendix A	Checklist for Standards and Indicators
Measurable	<ul style="list-style-type: none"><input type="checkbox"/> Do the standards and indicators start with an action verb at the appropriate level in the relevant learning domain (cognitive, affective, or psychomotor)?<input type="checkbox"/> Can an assessment of learning be designed from the indicator?<input type="checkbox"/> Do the standards/indicators emphasize what students will learn or demonstrate as opposed to how they will learn or demonstrate?
Appropriately Challenging	<ul style="list-style-type: none"><input type="checkbox"/> Are the standards and indicators developmentally appropriate for the intended group of learners?<input type="checkbox"/> Do the standards and indicators prepare students for higher levels of thinking, feeling, or doing?<input type="checkbox"/> Are the standards and indicators written at the highest level of thinking, feeling, or doing for the intended group of learners?
Connected	<ul style="list-style-type: none"><input type="checkbox"/> Are the standards and indicators connected to future learning?<input type="checkbox"/> Have the Nebraska Career Readiness Standards been embedded, when appropriate?<input type="checkbox"/> Do the standards and indicators allow for connections to other content areas (e.g. English Language Arts, Mathematics, etc.)?
Clearly Worded	<ul style="list-style-type: none"><input type="checkbox"/> Do the standards and indicators start with an action verb?<input type="checkbox"/> Are the standards and indicators written concisely? Is consistent language used?<input type="checkbox"/> Does the writing of the standards and indicators follow appropriate conventions of writing and grammar?<input type="checkbox"/> Does each indicator include only one topic or thought?<input type="checkbox"/> Has the use of multiple topics or thoughts in one indicator been avoided (e.g. double-barreled statements)?
Scaffolded	<ul style="list-style-type: none"><input type="checkbox"/> Does the content in the standards and indicators reflect a content-based learning progression?<input type="checkbox"/> Does the content in the standards and indicators build off of previously mastered content or concepts?<input type="checkbox"/> Is the content in the standards and indicators a prerequisite for future learning?<input type="checkbox"/> Is the learning progression free of gaps?<input type="checkbox"/> Does the verb level the standard reflects the highest level of thinking, feeling, and doing (i.e. The verb level of the indicator should not supersede the verb level of the standard)?
Specific	<ul style="list-style-type: none"><input type="checkbox"/> Do the indicators provide a benchmark for identifying student mastery of the standard?<input type="checkbox"/> Can the standard/indicator be made less ambiguous or less obscure?<input type="checkbox"/> Are the standards and indicators measurable?

Revised 3/29/2016

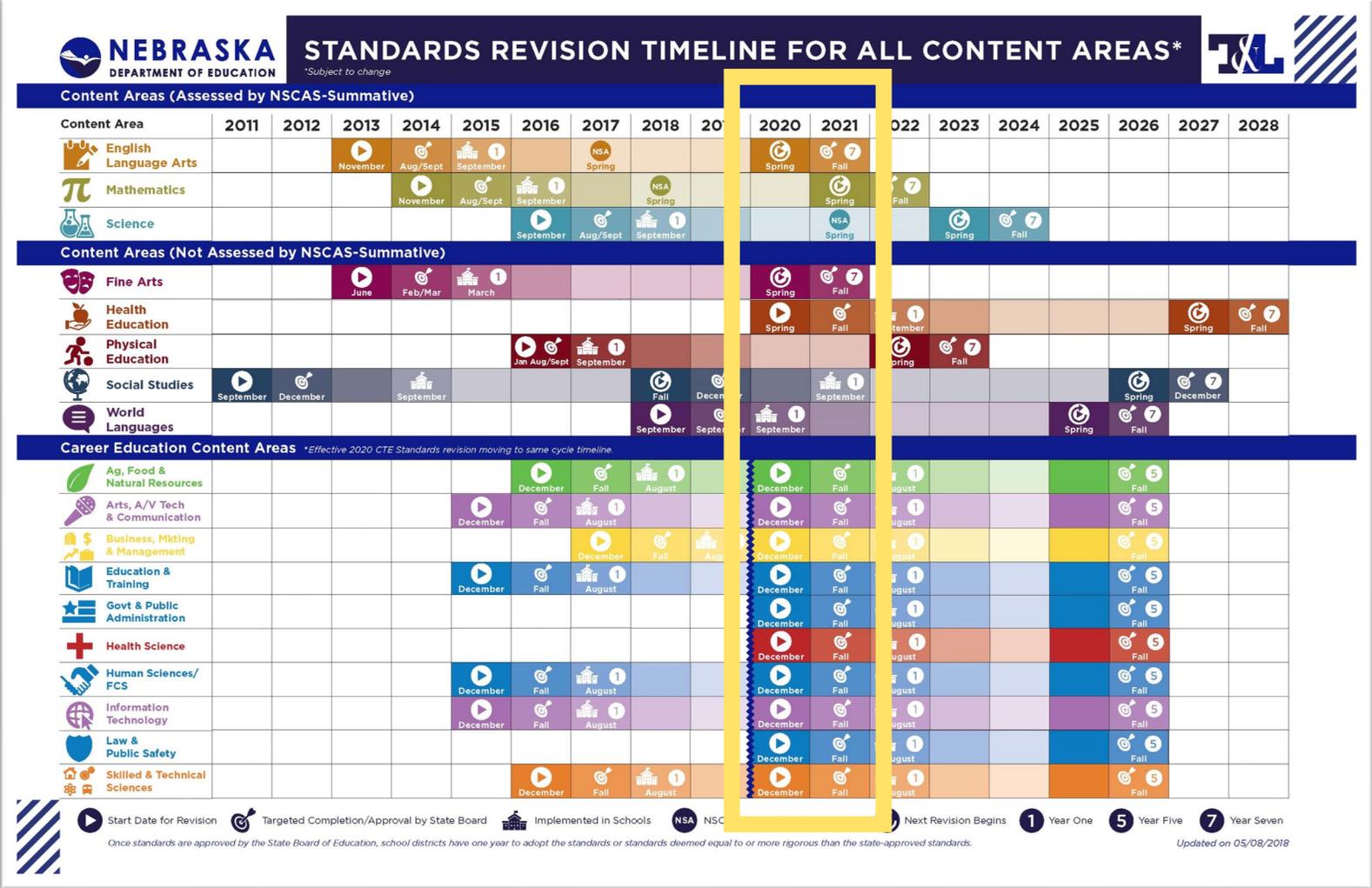
Standards vs. Curriculum

- **Content Area Standards:**
 - Describe what students are expected to know and be able to do
- **Curriculum:**
 - Determined locally and reflects how teachers help students learn the content within content area standards
- **Instructional Materials:**
 - Tools and resources that are used as part of a locally-determined curriculum.

Standards → Curriculum



Content Area Standards: Revision Timeline



<https://www.education.ne.gov/contentareastandards/>

Content Area Standards: Revision Status

- Health Education
 - Writing Meetings: November 2019, March 2020, June 2020
 - Advisory Committee Review: September 2020
 - Anticipated Draft #1: March 2021
 - ***Anticipated Approval by SBOE: September 2021***
- English Language Arts (2014)
 - National Expert Review: April 2020
 - Advisory Committee Meeting: June 2020
 - Writing Meetings: October - December 2020; January 2021
 - ***Anticipated Approval by SBOE: September 2021***
- Fine Arts (2014)
 - ***NEW: DELAYING UNTIL 2022***

Content Area Standards: Revision Status

- Career & Technical Education

- Agriculture, Food, & Natural Resources
- Business, Marketing, & Management
- Communication & Information Systems
- Health Sciences
- Human Sciences & Education
- Skilled & Technical Sciences

- Business and Industry Stakeholder Engagement: March 2021
- Educator/Partner Stakeholder Engagement: April 2021
- Writing Meetings: May-July 2021
- Public Input/Review: September 2021
- **Anticipated Approval by SBOE: December 2021**



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Content Area Standards Reference Guide

What Are Content Area Standards?

Content area standards reflect the knowledge and skills students are expected to learn in a given content area. Because these standards create a framework for teaching and learning, they articulate a trajectory for knowledge acquisition across all grade levels so student learning builds on prior knowledge, becoming more in-depth over time. By setting clear benchmarks for learning, content area standards provide guidance to teachers as they develop learning experiences. Additionally, these standards allow teachers to highlight students' progress towards learning goals, rather than relying on predetermined time and schedule factors (Rubin & Spady, 1984).

How Did Content Standards Develop?

Standards-based education (also known as outcome-based education) has many roots, but the modern push to define what all students should know and be able to do began in the U.S. during the 1970s. During this era, an agenda for "back-to-basics" and minimum competency testing pushed educators to define measurable learning targets required of all students (Raizen, 1998). These initial efforts to define content-specific expectations were led by teachers and local school districts. Eventually, national organizations dedicated to the teaching of specific content areas began to identify content area standards. The first notable set of national content area standards was published in 1989 by the National Council of Teachers of Mathematics. These standards emphasized conceptual understanding and mathematical sense-making and were developed as a backlash to the algorithmic focus of the "back-to-basics" movement. The publication of these national mathematics standards influenced the development of other K–12 content area standards by state-level departments of education, school districts, and other subject-specific organizations (Ferrini-Mundy, 1998).

For two decades, states and school districts across the U.S. have identified content area standards to guide teaching and learning, with nearly every state and local school district adopting a standards-based education system by the year 2000 (Marran 2001; Tucker and Coddling 1998). Content-specific teacher organizations, the National Science Foundation, and the National Governors Association have all published sets of standards that serve as guideposts for state departments of education and writers of local standards and curriculum. While content area standards have many names (e.g. benchmarks, outcomes, goals, expectations, indicators, etc.), all are designed to make clear what knowledge and skills are most important for students to learn in a given content area.

Why Do We Need Content Area Standards?

There are several reasons content area standards are developed and adopted. They include:

1. **Setting Expectations for Student Learning**
Content area standards clearly describe what students need to know and be able to do, placing student learning at the center of schooling. By setting clear expectations for learning, content area standards offer a framework for teachers when designing teaching and learning experiences, and provide a means for students to set personal learning goals associated with academic success (Downing, 2005).
2. **Understanding Strengths and Gaps in Student Learning**
Content area standards help educators understand and share information about specific strengths and/or gaps in student knowledge and ability, which can inform decisions to improve teaching and learning. This knowledge can help teachers differentiate instruction and thus meet the learning needs of all students (Wertheim & Leyser, 2002).
3. **Establishing Rigorous Expectations for Student Learning**
The identification of content area standards provides a means to set higher expectations for student learning. With increasing demands in the job market for highly-skilled workers (Hanushek, Woessmann & Peterson, 2012), it is incumbent on state departments of education to ensure rigorous learning expectations. Rigorous expectations for learning ensure that students are prepared for postsecondary education and careers upon high school graduation.
4. **Providing Continuity and Setting High Standards in All Schools**
Drawing from a common set of standards ensures that students who may change schools or classrooms do not miss or repeat particular content and stay on a trajectory towards college and career readiness (Kendall, 2011). As students are increasingly mobile (Ihrke, 2014), it is vital that schools develop curriculum from a common set of content area standards so students have equal access to an effective education regardless of their mobility.
5. **Promoting Educator Collaboration**
Adopting a common set of content area standards allows teachers to collaborate on lesson planning and assessment development. This collaboration can result in more effective lessons, alignment between instruction and assessment, and can positively impact professional growth (Fabilliar & Jones, 2002).

Content Area Standards in Nebraska

Development process. Nebraska Revised Statute 79-760.01 requires the Nebraska State Board of Education to "adopt measurable academic content

standards for at least the grade levels required for statewide assessment" (Academic Content Standards, 2015). The statute specifies that those standards shall cover the subject areas of reading, writing, mathematics, science, and social studies, and, that the State Board of Education shall develop a plan to review and update standards for those subject areas every seven years. The revised statute is effective as of August 30, 2015. In addition to the content area standards required by statute, the Nebraska Department of Education (NDE) developed content area standards for Fine Arts, Physical Education, Health Education, and World Languages, as well as course-based content standards for Career and Technical Education. Although not required by law, the standards provide schools a framework for ensuring quality teaching and learning for all content areas offered in Nebraska schools.

The Nebraska Department of Education uses a consistent process to develop and revise content area standards. The goal of this process is to develop K-12 content area standards that, when mastered, would allow a student to succeed in entry-level, credit-bearing postsecondary coursework without the need for remediation. The collaborative writing process utilizes the expertise of Nebraska educators and includes representation from all stages of Nebraska's educational system (i.e. early childhood education, K-12 education, and postsecondary education). The department ensures that the educators reflect all sizes of schools and all parts of the state. In addition, representatives from the regional Educational Service Units (ESUs) are included as part of the writing teams. The development process includes opportunities for feedback from business and industry representatives as well as local community members, parents, school administrators, and educators not part of the writing process.

Upon approval by the Nebraska State Board of Education and pursuant to Nebraska Revised Statute 79-7601.01, school districts have one year to adopt the state-approved content standards or adopt standards deemed as equal to or more rigorous than the state-approved content standards in the subject areas of reading and writing (English Language Arts), mathematics, science, and social studies (Academic Content Standards, 2015). School districts are encouraged to adopt the state-approved standards in other content areas (Fine Arts, Physical Education, Health Education, World Languages and Career and Technical Education) within one year of being adopted by the State Board of Education.

Structure. Nebraska has content area standards in a wide variety of subjects. While these standards have unique characteristics that capture aspects particular to each subject area, the standards have a consistent structure that allows educators, parents, and students to easily make sense of their organization. This is particularly advantageous at the elementary level, as this consistent organizing structure allows teachers to move seamlessly across content area standards when creating lessons and units that address more than one subject area.

To ensure that the standards for each content area are well-organized and internally coherent, NDE articulates a construct that guides the overall structure of the content

area standards across subjects. While not all of the state’s content standards documents currently reflect this two-tier structure, the scheduled standards’ updates will result in the consistent formatting of all standards documents:

Standards. At the highest level of generality, Nebraska’s content area standards include a set of broad, overarching content-based statements that describe the basic cognitive, affective, or psychomotor expectations of students. They reflect long-term goals for learning.

Indicators. Under each standard are indicators, which further describe what a student must know and be able to do to meet the standard. Indicators are performance-based statements that provide educators with a clear understanding of the expected level of student learning and guidance. Indicators provide guidance for an assessment of student learning

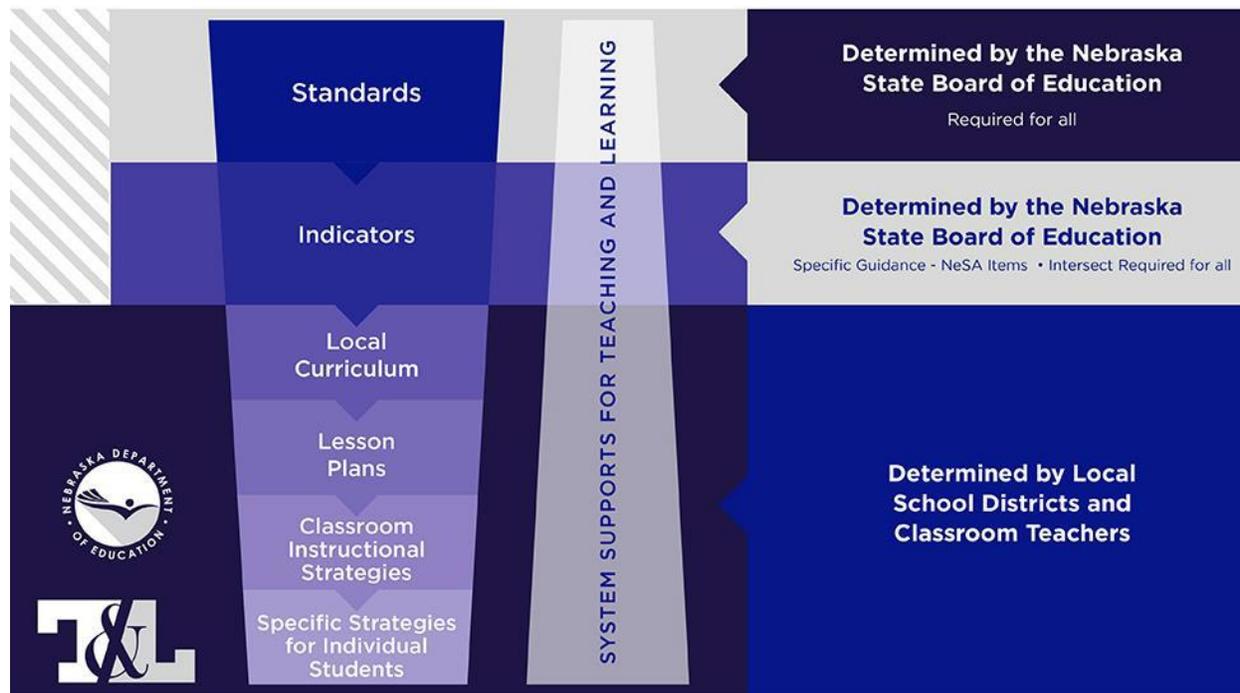
Content Area Standards vs. Curriculum. The Nebraska content area standards describe the knowledge and skills that students should learn, but they do not prescribe particular curriculum, lessons, teaching techniques, or activities. Standards describe *what* students are expected to know and be able to do, while the local curriculum describes *how* teachers will help students master the standards. A wide variety of instructional resources may be used to meet the state content area standards. Decisions about curriculum and instruction are made locally by individual school districts and classroom teachers. The Nebraska Department of Education does not mandate the curriculum used within a local school.

Nebraska Content Area Standards:

- Agriculture, Food, and Natural Resources
- Business, Marketing, and Management
- Communication and Information Systems
- English Language Arts
- Fine Arts
- Health Education
- Health Sciences
- Human Sciences and Education
- Mathematics
- Physical Education
- Science
- Social Studies
- World Languages
- Skilled and Technical Sciences

Figure 1 (below) provides a model that shows the flow of how learning goals are established through Nebraska content standards and are then addressed through indicators and multiple levels of local curriculum decisions.

Figure 1: Content Area Standards and Curriculum in Nebraska



The top two tiers of this model—standards and indicators—are identified through Nebraska’s collaborative process of bringing educators and experts together from across the state; they provide goals for learning in each content area throughout a students’ K–12 education. At the local level, districts select or develop a curriculum that best meets the expectations of the content standards and indicators, as well as meets the unique needs of students and families in the local community. Curricula is selected at the local level and can vary significantly from school to school. Most curricula include pacing guidance, lesson plans, and instructional resources/materials (e.g. textbooks, etc.) to guide the organization and planning of units and lessons across the school year.

The third tier of this model, which encompasses classroom instruction and individual student needs, illustrates the increasingly critical role of teachers. Teachers know best the instructional strategies, approaches, and types of help that will support the particular needs of their students. Guidance and data provided by formative, summative, authentic, and diagnostic assessments help teachers identify gaps in student knowledge and skills. The identification of these learning gaps allows teachers to adapt their lessons and best help students learn the required content.

High-Quality Content Standards

Because the Nebraska content area standards provide the framework that guides instructional decisions at the local level, their quality is very important. Drawing from the

research-base of human cognition, motivation, and teaching/learning, NDE identified criteria that describe the characteristics of high-quality standards. Throughout the writing process, NDE ensures that standards and indicators meet these expectations. The characteristics NDE identified for quality content area standards are (1) measurable, (2) appropriately challenging, (3) connected, (4) clearly worded, (5) scaffolded, and (6) specific. These characteristics are described further in the sections that follow. Appendix A includes a checklist for standards and indicators.

Measurable. By describing the knowledge and skills for student learning, content area standards help determine what students have learned and what they still need to learn. Standards provide benchmarks against which student progress toward learning goals can be measured. Thus, it is crucial that content area standards describe measurable content (Izumi, 1999). Content area standards which are generally stated may help introduce or frame the topics for student learning, but do not adequately help teachers plan instruction. Teachers need a clear sense of what students must know and be able to do in order to measure their progress. Likewise, high-quality area content standards must be constructed in a manner that allows students to demonstrate this knowledge and skill. When writing measurable content area standards, the following criteria are considered:

- *Purposeful verbs communicate clear expectations.* The use of clear, actionable verbs within standards and indicators is necessary to ensure that they communicate the intended expectation for student learning (Landgon, 1999). Taxonomies of Learning, such as Webb's Depth of Knowledge (Webb, 1997) and Bloom's Taxonomy (Anderson & Krathwohl, 2001), help categorize verbs into levels of cognitive difficulty, which can help standards writers ensure high levels of thinking.

Examples:

- | | |
|--------------------------------------|---------------------------------------|
| <u>Not Measurable</u> | <u>Measurable</u> |
| – Demonstrate an understanding of... | – Compare the branches of government. |
| – Build knowledge of fractions. | – Count to 120 by ones and tens. |

- *Instructional strategies and learning opportunities are used to teach content area standards. They are not included in the content area standards.* Content area standards highlight the knowledge and skills that instructional experiences are designed to teach, rather than describe the experience itself. Descriptions of how the learning experiences are designed are part of the curriculum and instructional decisions, which are made at the local level.

Examples:

- | | |
|-----------------------------------|----------------------------------------------|
| <u>Does not measure learning</u> | <u>Measures learning</u> |
| – Read in class daily. | – Read grade-level texts with comprehension. |
| – Visit museums to study fossils. | – Explain how fossils are formed. |

- *Content area standards create expectations for consistent assessment of student learning.* In some cases, inconsistent measurement of a content area standard might result from language that describes degrees of performance (e.g., students *begin to*, or *creatively* perform a task) or how often students perform a skill (*occasionally*).

Examples:

Promotes inconsistent measurement

- *Use some correct spelling.*
- *Begin to sound out words.*
- *Frequently use maps to locate geographical areas.*
- *Creatively mold 3D sculptures using mixed-media and tools.*

Promotes consistent measurement

- *Correctly spell common sight words.*
- *Decode the initial sound of words.*
- *Use maps to locate geographical areas.*
- *Mold 3D sculptures using mixed-media and tools.*

When no consistent baseline for performance is established, teachers do not share a common understanding of what “creatively” looks like or how often “frequently” represents. Such language is more appropriate for rubrics that describe multiple levels of performance. In cases when a skill is developed over multiple grade levels, content area standards should identify the prerequisite knowledge and skills that students need to learn before they can advance to a more complex skill.

Appropriately Challenging. Ensuring that content area standards are appropriately challenging is key when setting high expectations that are developmentally appropriate. Standards must build in complexity so that by the end of grade 12, students are prepared for postsecondary education and the workforce. At the same time, it must be considered that students—especially young children—develop skills and conceptual understandings at different rates (National Scientific Council on the Developing Child, 2007). Indicators must be carefully sequenced to meet the rigor within the context of typical human development.

Standards and indicators outline the level of thinking that is appropriate for the content and expected developmental level. The degree of rigor in content area standards typically builds over time, yet even young children are capable of in-depth analysis of topics that are very familiar to them. When addressing the academic performance of U.S. students on international assessments, authors of the Third International Mathematics and Science Study (Schmidt, McKnight, & Raizen, 1997) state that the U.S. “preoccupation with breadth rather than depth, with quantity rather than quality, probably affects how well U.S. students perform in relation to their counterparts in other countries” (p. 2). To avoid this pitfall, content area standards must identify only the content that is critical for students to learn, and students should be required to apply critical thinking to that content.

Moreover, content area standards often include a subset of process skills. These skills describe processes that students use to think critically, apply learning, solve problems, and conduct investigations or research. Mastery of these skills is associated with greater student engagement and higher academic achievement (Cobern, Schuster, Adams, et.al., 2010; Harlen, 2000). Embedding process skills within standards and indicators ensures that these processes are considered when developing instructional strategies and practices. In Nebraska, process skills are often represented by the Nebraska Career Readiness Standards. The knowledge and skills within the Nebraska Career Readiness Standards are embedded within all content area standards highlighting a true intentionality to develop “college and career ready standards.”

In addition to the Nebraska Career Readiness Standards, content areas may have an articulated set of content-specific process skills essential to student learning and understanding. While there is substantial overlap between these content-specific process skills and the Nebraska Career Readiness Standards, some skills are unique. For example, in science, an essential skill is asking questions for science and defining problems for engineering. This skill aligns with the Nebraska Career Readiness Standard “Applies Appropriate Academic and Technical Skills” but is specific to science. As such, it is important that content area standards identify and articulate these content-specific skills within their standards.

Connected. Student learning is most effective when it connects knowledge and skills to related topics and real-world applications. A person truly comprehends new information by being able to “connect the new to the known” and determining the information’s importance (Keene & Zimmerman, 1997). Additionally, deeper understanding is developed when individuals are able to better process information when they connect new information to other knowledge or experiences (Beane, 1996; Brooks & Brooks, 1993). This deeper understanding develops when students make connections across content areas (Blumenfeld & Krajcik, 2006).

While many cross-content linkages will be made within the local curriculum, content area standards should support those connections. For example, science standards must not require students to apply mathematics skills that are not yet required by the math standards for the same grade or level. Similarly, literacy skills are required across all content areas. The literacy learning progression should be considered when developing standards in other content areas. For example, science standards may require students to write about scientific investigations. To support this learning expectation, the English Language Arts standards should include organizational patterns that students apply when producing informational-type writing products. Understanding the connections across content areas and the progression of knowledge and skills within a content area will allow standards writers to write content area standards that are connected to other content areas.

Embedding the knowledge and skills within the Nebraska Career Readiness Standards is also an effective way to make connections between content area standards and authentic workplace skills. These connections and links embed opportunities for students to develop career readiness skills while learning the knowledge and skills in content area standards (Share & Rogers, 1997).

Clearly Worded. Content area standards must effectively communicate what students should know and be able to do (Izumi, 1999; Lerner, et. al, 2012). The language used within standards and indicators should be clear. Language that is unclear or vague cannot communicate directly the content that should be taught and learned. To help clarify standards, optional examples within parentheses (sometimes expressed as an “e.g.”) may be included to provide clarity around learning expectations. Clearly worded content area standards begin with action verbs that identify the level of cognitive demand expected of students. Standards and indicators should be written concisely and include only one expectation within a single indicator. Including more than one expectation within an indicator may confuse readers as to the intended focus and may confound assessment if a student demonstrates mastery on the only part of the indicator. For example, an indicator that requires students to demonstrate balance and endurance during physical activity may be problematic if a student has balance, but not endurance, or vice versa.

The language used in content area standards should also be free of word or expressions that are difficult for educators to understand (Rutherford & Boehm, 2004). Technical terms should be avoided; if technical terms are used, a glossary should be provided. Content area standards can, and perhaps should in some cases, use technical terminology to explicate accurately and precisely what students should know and be able to do. However, when technical terms are used, they should be explained in such a way that they can be understood by those who do not have a technical background in the field.

Scaffolded. Indicators in the Nebraska content area standards scaffold student learning by sequencing connected knowledge and skills across grades so that students build and deepen understanding and ability over time. In other words, the content included in content area standards represents a learning progression that builds as students move through the educational system. Scaffolded standards help students make new connections with prior learning, support research-based learning progressions, and help teachers differentiate instruction for individual students.

Scaffolding the knowledge and skills that students learn through a careful sequence of indicators encourages them to make new connections with their prior learning. Previous studies illustrate that people learn by making such connections (Brown & King, 2000; Kostons & Werf, 2015) and that students are able to attain higher levels of understanding when they connect prior and new knowledge (Planas & Nelson, 2008; Vygotsky, 1978). When standards effectively scaffold student learning they reflect

the relationship between categories of information that help students make connections and create the schema.

Indicators provide a clear progression—sometimes called “learning trajectories”—across grade levels and course sequences, and they provide guidance about how children learn specific knowledge and skills (Smith, Wiser, Anderson, & Krajcik, 2006). When appropriate, indicators should increase in complexity and depth over multiple grades to ultimately meet the level expected by the overarching standard statement. It is important that indicators never exceed the level of demand described in the standard, as the standard reflects the highest level required of all students.

To effectively scaffold student learning—or support students in attaining the goals identified in the overarching content standards—indicators differentiate specific knowledge and skills that students learn at different times. When indicators are virtually the same within two or more sequential grades or courses, they do not provide meaningful instruction or assessment information for teachers. For example, when indicators are duplicated rather than scaffolded, it becomes unclear whether the content’s first appearance in the standards is intended for introduction or for mastery, and whether its subsequent appearances in the standards are intended for mastery or for review. Content that is repeated without a clear indication of how the knowledge or skill builds in complexity increases the overall number of indicators, which tends to make standards documents unfocused and cumbersome.

Traditionally, indicators indicate the grade or course in which the knowledge or skill is intended to be mastered. However, teachers can determine that a student is performing at a higher or lower level in relation to a specific knowledge or skill by referring to the progression of learning described in the standards (Clements & Sarama, 2004). Teachers can then use the learning progression evident to scaffold and differentiate instruction, ensuring that each indicator is mastered by students before they move onto the next piece of knowledge or skill that builds on attained learning (Guskey, 2007).

Specific. Specificity addresses whether the language used in standards and indicators is detailed enough to be accurately interpreted. If the language of an indicator does not adequately specify the knowledge or skills that students need to learn, it cannot be consistently assessed and aligned with instructional approaches. To determine whether an indicator is adequately specific, two questions might be asked:

1. Will teachers know what students should know and be able to do?
2. Will teachers know what students have learned previously in order to develop an instructional approach that meets the needs of each learner?

The content described in content area standards should also be of a consistent or similar grain size—that is, readers should be able to anticipate how large or small a scope of content will be addressed in any one indicator (Marzano & Kendall, 1997). When the level of specificity is inconsistent, the purpose of the standards becomes less clear. If one indicator describes knowledge or skills that would take a student several weeks to master, and another indicator describes knowledge that would just take minutes to learn, the document becomes unwieldy to users who seek to consult it as they plan a unit or lesson.

Summary

As described, Nebraska places an emphasis on developing content area standards that are measurable, appropriately challenging, connected, clearly worded, scaffolded, and specific. When content area standards have these qualities they provide the guidance needed for local school districts and educators to build effective curricular programs that provide students with the education they need to be successful in postsecondary education and the workplace.

This guidance document is advisory in nature but is binding on an agency until amended by such agency. A guidance document does not include internal procedural documents that only affect the internal operations of the agency and does not impose additional requirements or penalties on regulated parties or include confidential information or rules and regulations made in accordance with the Administrative Procedure Act. If you believe that this guidance document imposes additional requirements or penalties on regulated parties, you may request a review of the document.

It is the policy of the Nebraska Department of Education not to discriminate on the basis of sex, disability, race, color, religion, marital status, age or national origin in its educational programs, admission policies, employment, or other agency programs.

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Checklist for Standards and Indicators

Measurable

- Do the standards and indicators start with an action verb at the appropriate level in the relevant learning domain (cognitive, affective, or psychomotor)?
- Can an assessment of learning be designed from the indicator?
- Do the standards/indicators emphasize *what* students will learn or demonstrate as opposed to *how* they will learn or demonstrate?

Appropriately Challenging

- Are the standards and indicators developmentally appropriate for the intended group of learners?
- Do the standards and indicators prepare students for higher levels of thinking, feeling, or doing?
- Are the standards and indicators written at the highest level of thinking, feeling, or doing for the intended group of learners?

Connected

- Are the standards and indicators connected to future learning?
- Have the Nebraska Career Readiness Standards been embedded, when appropriate?
- Do the standards and indicators allow for connections to other content areas (e.g. English Language Arts, Mathematics, etc.)

Clearly Worded

- Do the standards and indicators start with an action verb?
- Are the standards and indicators written concisely? Is consistent language used?
- Does the writing of the standards and indicators follow appropriate conventions of writing and grammar?
- Does each indicator include only one topic or thought?
- Has the use of multiple topics or thoughts in one indicator been avoided (e.g. double-barreled statements)?

Scaffolded

- Does the content in the standards and indicators reflect a content-based learning progression?
- Does the content in the standards and indicators build off of previously mastered content or concepts?
- Is the content in the standards and indicators a prerequisite for future learning?
- Is the learning progression free of gaps?
- Does the verb level the standard reflects the highest level of thinking, feeling, and doing (i.e. The verb level of the indicator should not supersede the verb level of the standard)?

Specific

- Do the indicators provide a benchmark for identifying student mastery of the standard?
- Can the standard/indicator be made less ambiguous or less obscure?
- Are the standards and indicators measurable?

Matthew L. Blomstedt, Ph.D., Commissioner

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NEBRASKA

DEPARTMENT OF EDUCATION

STATE BOARD OF EDUCATION

AQuESTT STUDENT SUCCESS, ACCESS AND SUPPORT COMMITTEE REPORT

Date: February 4, 2021

The Committee on AQuESTT Student Success, Access and Support domain met on February 4, 2021. The committee reviewed and received information from NDE staff in regards Rule11 waiver request from Santee Community Schools. The Committee had questions that requested further research by the NDE staff to be presented in March.

Recommendation: The Committee will take action on this item in March Board meeting.

The Committee had one discussion item on Leading for Equity and Excellence Program (LEEP) State Policy Network. The committee was informed about the LEEP background/history and the workplan that was completed last year by NE LEEP committee.

The Committee had one Consent Item to authorize the Commissioner to contract with a third party vendor for distribution and handling of federal Emergency Aids to Nonpublic Schools. The Committee received information from the NDE staff in regards to this item and recommended to have further discussion at the Board Meeting on Friday, February 5.

This concludes the AQuESTT Student Success, Access and Support committee report.

Patsy Koch Johns, Chair



NEBRASKA

DEPARTMENT OF EDUCATION

PROPOSED AGENDA ITEM RATIONALE

DATE: January 22, 2021

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

FROM: Melody Hobson

PROPOSED AGENDA ITEM: Approve Rule 11 waiver request from Santee Community Schools

RATIONALE/BACKGROUND INFORMATION: Santee Community Schools operates an early childhood education and care program with five classrooms. They have an infant classroom (children birth to 18 months), two toddler classrooms (18 months to 3 years), a classroom for 3-year-olds, and a classroom for 4-year-olds. Currently, their infant classroom, one of the toddler rooms, and the 4-year-old classroom are taught with teachers who have valid teaching certificates with early childhood endorsements. Those classrooms meet the requirements for Rule 11.

The district is requesting a waiver two teachers. One teacher has a degree in education but has not yet passed the Praxis II. The other teacher needing a waiver has some college credits and is enrolled at the University of Nebraska – Kearney. This teacher does not have an associate's degree.

Santee has had difficulty hiring staff. When the positions for the two classrooms that don't have appropriately qualified staff opened, no applicants applied. Both of the individuals for which the schools is seeking a waiver were former para educators already employed with the district who stepped in to cover the vacancies.

The regulations regarding waivers for early childhood teachers as listed in the Nebraska Department of Education [Rule 11: Regulations for the Approval of Prekindergarten Programs established by School Boards or Educational Service Units and for the Issuance of Early Childhood Education Grants](#) are listed below.

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.

Document attached: Checklist of materials required by Rule 11 submitted to NDE by Santee Community Schools.

PROPOSED BOARD MEETING (February, 2021)

ESTIMATED COST: Not applicable

**Nebraska Department of Education,
Office of Early Childhood Education
Rule 11 Waiver Request – Internal Document Checklist**

School District/ESU: Santee Community Schools

Request Date: 2/2021

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.

		Notes
Number of positions requiring waiver	2	Santee has 5 early childhood classrooms. Three classrooms are taught by certificated teachers with early childhood endorsements. The fourth teacher is eligible for a waiver. All coursework has been completed, teacher has not yet completed the Praxis II. The fifth teacher has completed a number of college credits, is enrolled at UNK, but does not have an associate's degree.
003.02A1 Job posting/Salary	Not available	Job was posted when prior Superintendent was leading the district. He is no longer employed by the district and these records can't be found.
003.02A2 List of all other applicants for the position along with their resume and/or application	N/A	There were no other applicants for these positions.
003.02A3 Resume of person(s) hired	Yes	Resumes of teachers for which a waiver is sought.
003.02A4 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	Yes	<ol style="list-style-type: none"> 1. Teacher with a degree has submitted documentation to Teacher Certification, but can't be awarded a certificate until she completes the Praxis II 2. Program of study has been submitted for teacher without a degree. However, applicant has some college credit hours but is attending a four-year college and does not have an associate's degree.



NEBRASKA

DEPARTMENT OF EDUCATION

STATE BOARD OF EDUCATION BUDGET AND FINANCE COMMITTEE REPORT

Date: February 4, 2021

“The Committee on Budget and Finance reports that...

3.2.A. In-State Travel Authorization Reports

Discussion:

The in-state travel authorization review process was described by NDE. Board members that have concerns should bring those concerns to this committee. No further discussion.

3.2.B Monthly Board Travel Expense Report

Speaker(s): Jen Utemark

Discussion:

NDE reviewed the role of the Budget and Finance Committee in regard to reviewing the monthly board travel expenses. NDE also reviewed the attached report showing monthly, year to date and year to year comparisons. The Committee discussed how this report should be constructed when board members change for year-to-year comparisons.

3.3. Committee Update

Discussion:

No discussion.

3.3.A. Consent Item: Authorize the Commissioner to contract with Gregory Newport Architect, LLC, for the purpose of office space planning

Speaker(s): Ryan Foor

Discussion:

NDE reviewed the process for new contracts and when they are included as consent agenda items.

Other items discussed as follows:

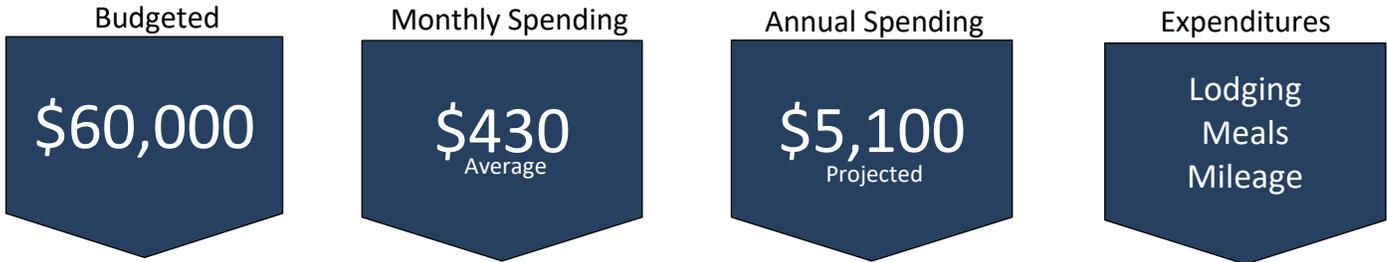
This concludes the Budget and Finance Committee report.”

Pat Timm, Chair

*Submit a printed copy to the Committee Chair and email to the Recording Secretary.



2020-2021 Board Travel
At-A-Glance

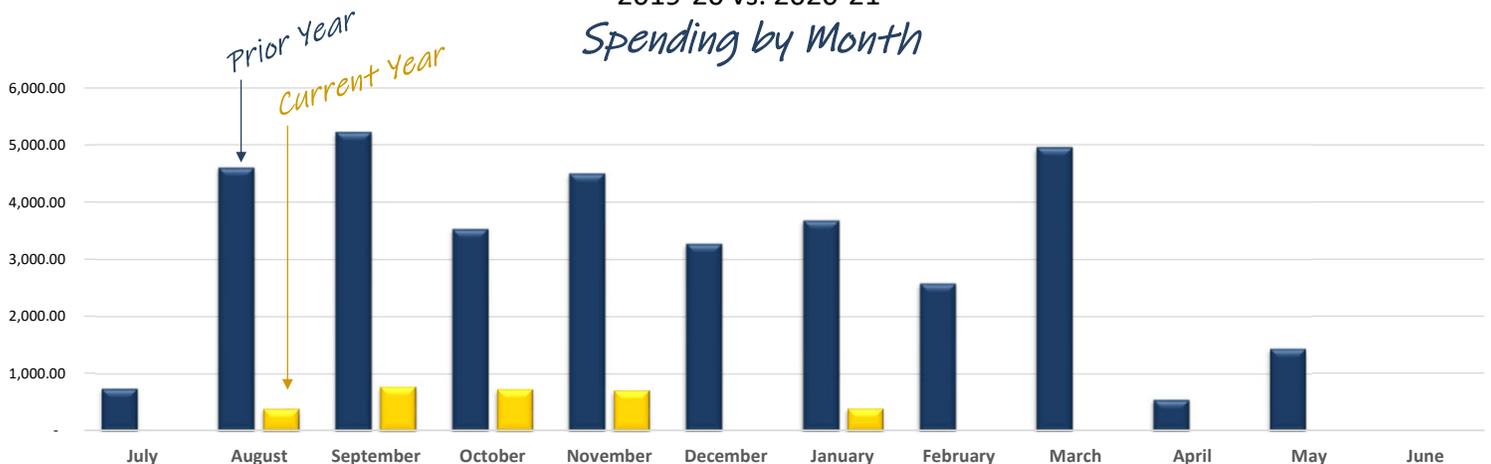


Even under pandemic conditions, the Nebraska Board of Education has retained the ability to attend meetings, conferences and conventions, sustain meaningful and dynamic work in addition to engaging in new opportunities provided through innovation and virtual technology during these unexpected circumstances.

Board Member Activity

Board Member	Current Year 2020-2021		Prior Year 2019-2021		Variance	
	January	Year-To-Date	January	Year-To-Date	January	Year-To-Date
Fricke, Lisa	0	294	406	1,781	(406)	(1,487)
Koch Johns, Patsy	0	58	64	510	(64)	(452)
Neary, Deborah	0	63	252	407	(252)	(344)
Nickels, Maureen	0	648	618	2,947	(618)	(2,299)
Stevens, Robin	132	649	760	3,329	(628)	(2,680)
Timm, Patricia	0	288	574	1,465	(574)	(1,177)
Wise, Rachel	264	962	740	2,139	(476)	(1,177)
Witzel, John	0	30	261	737	(261)	(706)
Annual Budget	\$396	2,992	5%	\$3,673	\$13,315	22%
Over/(Under) Budget		\$60,000		\$60,000	(\$3,277)	(\$10,323)
		(\$57,008)	95%		(\$46,685)	78%

2019-20 vs. 2020-21
Spending by Month



In-State Travel Authorization Reports - January and February

Name	Event Name	Date	Location	Board Bylaw B16 Code A-F
Lisa Fricke	Education Rights Counsel w/speaker Amy Rhone	January 21, 2021	Virtual	E
	Race and Belonging Monthly Meeting	January 21, 2021	Virtual	F
	NASBE Learning Loss Conference	February 11, 2021	Virtual	E
	Arts Confernce	February 17, 2021	Virtual	F
	NASBE Whole Child Meeting	February 19, 2021	Virtual	E
	Pandora Whole Child Summit	February 22, 2021	Virtual	F
	NASBE Legislative Conference	March 22-23, 2021	Virtual	E
Jacquelyn Morrison	(NONE)			
Deborah Neary	NASBE Legislative Conference	March 22-23, 2021	Virtual	E
Patricia Timm	(NONE)			

In-State Travel Authorization Reports - January and February - Updated

<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)			
Patti Gubbels	NASB Legislative Issues Conference	February 1, 2021	Virtual	E
Patti Gubbels	Addressing Learning loss through acceleration (Webinar)	February 11, 2021	Virtual	E
Maureen Nickels	(NONE)			
Robin Stevens	(NONE)			



Matthew L. Blomstedt, Ph.D., Commissioner

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STATE BOARD OF EDUCATION

Strategic Planning, Performance and Improvement COMMITTEE REPORT

Date: February 3, 2021

“The Committee on Strategic Planning, Performance and Improvement has no discussion or action items to report on this month.

The committee did review the scope of work of the committee, specifically the strategic plan and the board’s responsibilities around priority schools. The committee received information from NDE staff on the priority school process and will be bringing further discussion to the board at a future meeting.

This concludes the Strategic Planning, Performance and Improvement Committee report.”

Deborah Neary, Chair

*Submit a printed copy to the Committee Chair and email to the Recording Secretary.

**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 in your 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: Robin Stevens

MONTH and YEAR of REPORT: January, 2021

Updated: August 30, 2019

EVENT #1

Event #1 Name: **Electronic Communications via ZOOM and TV...**

Event #1 Date (**January 1st, 2021** first day): Click or tap to enter a date.

Last day of event (**January 31, 2021** if applicable): Click or tap to enter a date.

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 #1 Description; describe this event in relation to the scope of work of the State Board of Education:

The following is a list of ZOOM meetings, phone calls and TV programing of which I was a participant or observer in January - 2021

Governor Ricketts Television News conferences

- Bits and pieces of numerous TV news conferences

Commissioner Blomstedt’s Pandemic ZOOM

- 1/5/2021
- 1/19/2021

ESU ZOOM Meetings

- ESU 17 – 1/14/2021
- ESU 17 – 1/21/2021
- ESU 17 – 1/28/2021
- ESU 16 – 1/5/2021
- ESU 16 – 1/19/2021
- ESU 10 – 1/19/2021
- ESU 13 – 1/27/2021
- ESU 15 – 1/26/2021
- ESU 11 – 1/14/2021

NDE State Board Zoom Meetings

- Regular Meeting – 1/7 and 8/2021

NDE Teacher Certification Meeting w/ NRCSA, NASB, ESUCC – 1/4/2021

NDE Legislative Committee Meetings

- **1/14/2021**
- **1/21/2021**
- **1/28/2021**

Numerous phone calls, articles read and other media materials related to my position as a State Board of Education Representative for the 7th District

TO: MATTHEW L. BLOMSTEDT, PH.D.
FROM: BRYCE WILSON, DENISE THEGE
DATE: February 5, 2021
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): Educational Service Unit Coordinating Council
Contract Amount: \$25,000
Funding Source: Federal
Scope of Services: Coordinate and support training at Educational Service Units or virtually across the state, to ESU, public and non-public school staff on the preparation and submission of data to statewide NDE data systems.
Date of Contract: 1/8/21-1/7/22
Contact Person: Dean Folkers
2. Contractor(s): Office of Chief Information Officer
Contract Amount: \$42,000
Funding Source: Federal
Scope of Services: Provide project management support for NDE move.
Date of Contract: 1/15/21-6/15/21
Contact Person: Ryan Foor
3. Contractor(s): Whispering Roots
Contract Amount: \$22,272.50
Funding Source: Federal
Scope of Services: Assist with online training.
Date of Contract: 1/20/21-3/31/21
Contact Person: Zainab Rida
4. Contractor(s): Jared Stevens
Contract Amount: \$31,700.68
Funding Source: Federal
Scope of Services: Project support related to data for the Early Childhood Integrated Data System Project.
Date of Contract: 1/4/21-4/30/21
Contact Person: Dean Folkers
5. Contractor(s): Lrene Braun
Contract Amount: \$10,000
Funding Source: Federal
Scope of Services: Provide coaching and training services.
Date of Contract: 3/1/21-2/28/22
Contact Person: Melody Hobson

6. Contractor(s): NCSA
Contract Amount: \$16,000
Funding Source: Federal
Scope of Services: Assist with NCE Summer Conference.
Date of Contract: 1/27/21-9/30/21
Contact Person: Katie Graham

7. Contractor(s): UNL
Contract Amount: \$36,812
Funding Source: Federal
Scope of Services: Purchase customized content videos to enhance our Emergency Operations Planning training.
Date of Contract: 2/5/21-6/30/21
Contact Person: Zainab Rida

