

NEBRASKA STATE BOARD OF EDUCATION MEETING NOTIFICATION AND AGENDA

- Meeting Date:** Friday, March 7, 2025 9:00 AM
- Meeting Title:** State Board of Education Meeting Notification and Agenda
- Location:** NDE Office Building
Board Room
500 South 84th Street
Lincoln, NE 68510
- Agenda:** Except for emergency items added at the time of the meeting, the agenda will not be changed less than 24 hours prior to the start of the meeting and any changes will be immediately posted on the website. The Board will attempt to adhere to the sequence of the published agenda, but reserves the right to adjust the order of items if necessary and may elect to take action on any of the items listed.
- Interpreter:** If you need interpreter services or other reasonable accommodations, please contact the Nebraska Department of Education at (402) 471-5059 five (5) days prior to the meeting to coordinate arrangements.
- Website:** An electronic version of the agenda and support materials are available on the State Board of Education's Agenda page: www.education.ne.gov/stateboard/state-board-agendas/
- Lunch:** On Friday, March 7, 2025, the State Board of Education may also take a recess for lunch. The Board may resume work on the agenda at approximately 1:00 p.m.

1. CALL TO ORDER (The Board may take a recess)
President Tegtmeier
 - 1.1. Roll Call
President Tegtmeier
 - 1.2. Pledge of Allegiance
President Tegtmeier
 - 1.3. Announcement of the placement of the Open Meetings Act information
President Tegtmeier
2. SPECIAL PRESENTATIONS
President Tegtmeier
3. COMMISSIONER'S REPORT
Commissioner Maher

3.1. Agenda Overview and Consent Agenda Process
Commissioner Maher

3.1.A. Commissioner's recommendations and items to be removed from consent agenda
Commissioner Maher

3.2. Update on the Teacher of the Year Program
David Jespersen

4. PRESIDENT'S REPORT
President Tegtmeier

5. PUBLIC COMMENT PERIOD
President Tegtmeier

5.1. Public Comment

5.2. Written Public Comment (None Submitted)

6. CONSENT AGENDA
President Tegtmeier

6.1. Board Member Out-of-State Travel Approval

6.2. Committee Appointments

6.3. Contract Approvals

6.3.A. Authorize the Commissioner to Approve the Amendment of the Contract with Educational Service Unit 10 (ESU10)
Tobias Orr and Lindy Foley

6.4. Grant Approvals

6.5. Lease Approvals

6.6. Minutes of the Previous State Board of Education Meeting

6.7. Miscellaneous Approvals

6.7.A. Approve School Districts' Requests for Exclusions to the Budget Limitation in Accordance with the Provisions of the Tax Equity & Educational Opportunities Support Act (TEEOSA)
Bryce Wilson

6.7.B. Authorize the Commissioner to Accept Funds to Support the Prevention of Youth Tobacco Use and Prevention Education for Local Education Agencies

Across Nebraska
Zainab Rida

6.7.C. Appointment of Deputy Commissioner (EX.032025.001)
Commissioner Maher

7. STANDING COMMITTEE REPORTS
President Tegtmeier

7.1. Executive Committee
President Tegtmeier

7.1.A. Discussion Item: Review 2025 Proposed State Legislation

7.1.B. Discussion Item: Board Member Legislative Testimony on Education Bills
(EX.022025.003)
Deborah Neary

7.2. Budget and Finance Committee
Kristin Christensen

7.2.A. Monthly Board Travel Expense Reports (BF.032025.001)

7.2.B. Action Item: Authorize the Commissioner to amend the contract for
Agriculture, Food, and Natural Resources education and FFA
support (BF.022025.005)

7.2.C. Action Item: Authorize the Commissioner to Accept Funds to Support the
Stronger Connections Technical Assistance and Capacity Building Grant Program
(SCTAC) (BF.022025.006)

7.2.D. Action Item: Authorize the Commissioner to Accept Funds to Support the
Expansion of Farm to School and Walk to Unlock (BF.022025.007)

7.2.E. Action Item: Purchase of Replacement Survey Tool (BF.022025.010)

7.2.F. Discussion Item: Funding Recommendations for School Districts and
Educational Service Units to Support Schools in Delivering Mental Health Training
for Staff (BF.022025.002)
Commissioner Maher

7.3. Planning and Evaluation Committee
Lisa Schonhoff

7.3.A. Action Item: Approve Rule 11 Teacher Waiver Request from Schuyler
Community Schools (P.E. 022025.005)

- 7.3.B. Action Item: Approve the Pilot Process for Conducting Clinical Observations for Speech Language Pathology Virtually for the University of Nebraska Kearney (PE.022025.006)
- 7.3.C. Action Item: Approve the Pilot Process for Conducting Clinical Observations for School Psychology Virtually for the University of Nebraska Kearney (PE.022025.007)
- 7.3.D. Action Item: Authorize the Commissioner to Approve a Waiver Request from the Nebraska Correctional Youth Facility (NCYF) Regarding Media Specialist Requirements (PE.022025.004)
- 7.3.E. Discussion Item: Nebraska Council on Teacher Education (NCTE) Organizational Policies (PE.022025.015)
Sherry Jones
- 7.3.F. Discussion Item: Plan(s) of Correction for Schools (PE.022025.009)
- 7.3.G. Discussion Item: Approval of Nonpublic Schools for 2025-2026 (PE.022025.010)
- 7.3.H. Discussion Item: Approval of Interim-Program Schools for 2025-2026 (PE.022025.011)
- 7.3.I. Discussion Item: Pilot Process for Cooperating Teacher Qualifications in the Area of World Language (PE.022025.008)
- 7.3.J. Discussion Item: Model Behavioral Intervention Policy for Schools (PE.022025.013)

7.4. Rules and Regulations Committee
Maggie Douglas

- 7.4.A. Report On Rules

8. ADDITIONAL BUSINESS
President Tegtmeier

9. INFORMATION ITEMS AND REPORTS
President Tegtmeier

9.1. Contracts Approved by Commissioner

9.2. Grants Approved by Commissioner

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 Tegtmeier

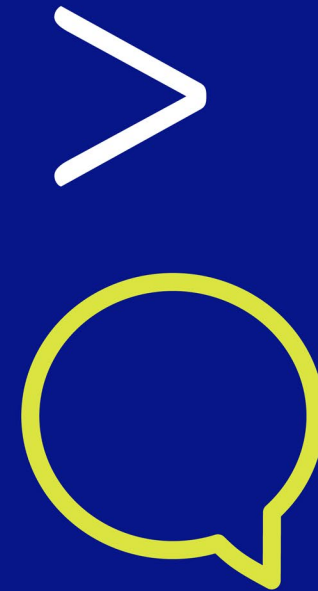
11. ADJOURNMENT

President Tegtmeier

The next regularly scheduled meeting of the State Board of Education will be held on Friday, April 4, 2025, at 9:00 a.m. in Lincoln, Nebraska. As needed, a work session will be held on Thursday, April 3, 2025 in Lincoln, Nebraska.

The agenda contains a list of subjects known at the time of its distribution on February 27, 2025. 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/state-board-agendas/. *Except for items of an emergency nature, the agenda will not be changed later than 24 hours before the scheduled commencement of the meeting.*

Nebraska Teacher of the Year Program



National Teacher of the Year Program



- CCSSO's National Teacher of the Year Program is the most prestigious teacher recognition program in the country.
- Each year, CCSSO provides State Teachers of the Year with a yearlong, one-of-a-kind professional learning and development experience designed to increase each educator's leadership skills while celebrating their talents and commitment as extraordinary teachers.
- One teacher is selected to be the National Teacher of the Year. That teacher brings national public attention to the importance of excellence in teaching.

Teacher of the Year Highlights

State Teachers of the Year are invited to a number of special events.

- A visit to Google
- NASA Space Camp
- White House visit
- College Football Championship





Nebraska's 2025 Teacher of the Year

Lindsey Wilson

Science and Social Studies Teacher
Bennington Middle School

Teacher of the Year Conference



2026 Teacher of the Year Nominations

State Board of Education Meeting



STATE BOARD OF EDUCATION INFORMATION

NOTIFICATIONS, AGENDAS, AND SUPPORT MATERIALS

WATCH LIVE

PUBLIC PARTICIPATION



- AQuESTT
- Calendar
- Certification Investigations
- Commissioner
- Contact
- Content Area Standards
- News Releases
- NDE Bulletins
- Nebraska Education Profile
- Portal
- Public Notices
- Rules & Regulations
- State Board of Education
- State Board Reports
- Statewide Assessment
- Educator Certification

Nominations for the 2026 Nebraska Teacher of the Year are now open.

Nebraska has amazing teachers and being able to recognize their excellence is one of the highlights of the year. The Nebraska Department of Education is proud to provide an opportunity to recognize the best teachers in the state through the Nebraska Teacher of the Year Program. Do you know a teacher that should be our next Teacher of the Year?

2026 TEACHER OF THE YEAR NOMINATION FORM



APR 17 9:00 am - 3:00 pm



Out-State Travel Authorization Reports - March

<u>Name</u>	<u>Event Name</u>	<u>Date</u>	<u>Location</u>	<u>Trip Request (i.e. 1st, 2nd, Other)</u>
Kristin Christensen	(NONE)			
Lisa Schonhoff	(NONE)			
Sherry Jones	(NONE)			
Elizabeth Tegtmeier	(NONE)			

Out-State Travel Authorization Reports - March

<u>Name</u>	<u>Event Name</u>	<u>Date</u>	<u>Location</u>	<u>Trip Request (i.e. 1st, 2nd, Other)</u>
Maggie Douglas	(NONE)			
Liz Renner	(NONE)			
Kirk Penner	(NONE)			
Deborah Neary	(NONE)			



PROPOSED AGENDA ITEM RATIONALE

DATE: February 19, 2025

TO: Dr. Brian L. Maher
Commissioner of Education

FROM: Tobias Orr – Director – ATP
Lindy Foley – Office Administrator – Nebraska VR

PROPOSED AGENDA ITEM: Authorize the Commissioner to approve the amendment of the contract with Educational Service Unit 10 (ESU10).

AGENDA ITEM TYPE (contract/grant/rule/program/other): Contract Amendment

RATIONALE/BACKGROUND INFORMATION:

Annually ATP contracts with ESU10 to provide website hosting, maintenance, and support for the AT4ALL.com website. ESU10 was the original developer of the database and has hosted it for almost 20 years. ESU 10 was selected in the procurement process because of their history with the website. The current contract was done under the Small Purchase Procedure for procurement. The new amount for this contract normally would require a competitive bid or competitive negotiation but is exempt because of exemption iv. In the Miscellaneous Requirements for Procurement of Contract Services “Agreement for services to be performed for a state agency by another state or local government agency for the direct provision of services to the public”.

AT4ALL.com is an equipment database that the public can access to request demonstrations, loans and free assistive technology and durable medical equipment (DME). The annual cost is based on the number of instances the website has. ATP partners with other State AT Programs to provide AT4ALL.com in their state, charging them \$2500 for the first instance of the website and \$2000 for each extra instance (same cost paid to ESU10 by ATP). This year’s contract was signed on 9/23/24 in the amount of \$46,500.

Since the signing of the contract we have had 3 additional instances requested, along with specific website modifications to support the Deaf and Hard of Hearing network (paid for under an agreement with the Office of Special Education). Lastly, because of the Department of Justice’s ruling last year on website accessibility, ATP is wanting to purchase 50 hours (\$100 per hour) of ESU10 program staff time to ensure AT4ALL.com is in compliance with WCAG 2.0 accessibility standards by the deadline of June 2026.

PROPOSED BOARD MEETING (MONTH/YEAR): March 2025

ESTIMATED COST: Original Contract = \$46,500
Additional instances = \$4,500
DHH modifications = \$11,000
Accessibility upgrades = \$5,000

Total of amended contract = \$67,000

FOR CONTRACTS AND GRANTS:

- Indicate the Funding Source: Federal – Funds for this contract are included in ATP’s State AT Act award, along with funds being provided by Partners contracted to use the site, and an agreement with the Office of Special Education.
- New or Renewal: Renewal/Amendment
- If renewal, date of first approval: Current contract signed 9/23/24

FOR NEW CONTRACTS OR OTHER CONTRACTS REQUIRING PROCUREMENT:

- Indicate the method of procurement: The current contract was done under the Small Purchase Procedure for procurement. The new amount for this contract normally would require a competitive bid or competitive negotiation but is exempt because of exemption iv. In the Miscellaneous Requirements for Procurement of Contract Services “Agreement for services to be performed for a state agency by another state or local government agency for the direct provision of services to the public”.
- Rationale for method of procurement: The current contract was under the \$50,000 cap allowing ATP to use the Small Purchase Procedure. Because of exemption iv. ATP is continuing to use the same contractor without competitive bid or negotiation.
- Rationale for contractor selection: ESU10 was the original developer of the AT4ALL.com website and has hosted/maintained the site for almost 20 years.

**Updated 08.15.2023*

State Board of Education Business Meeting.

Friday, February 7, 2025

Nebraska Department of Education, State Board Room, 500 S 84th Street, Lincoln, NE 68508

[Link to Agenda and Attachments](#)

Publicized notice of the business meeting was given by posting notice on the Department's website and emailed to news media requesting notification, which gave the date, time, and location of the meeting.

STATE BOARD OF EDUCATION BUSINESS MEETING, Friday, February 7, 2025, 9:00 a.m.

1. CALL TO ORDER – President Elizabeth Tegtmeier called the meeting to order at 9:00 a.m.

1.1 Roll Call

Roll Call showed the following attendance:

Deborah Neary	Elizabeth Tegtmeier	Kirk Penner
Kristin Christensen	Lisa Schonhoff	Liz Renner
Maggie Douglas	Sherry Jones	

Commissioner Maher was also in attendance.

1.2. President Tegtmeier led the Pledge of Allegiance.

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

Deborah Neary left the meeting at 9:01 a.m.

2. SPECIAL PRESENTATIONS

Deborah Neary returned at 9:02 a.m.

2.1. CTE Month Recognition

NDE Representative, Katie Graham made a statement recognizing February as National CTE Month. York High School FFA Chapter Members, Reese Hirschfeld (President), Alexa Davis, Keagyn Linden, Maggie McCarthy spoke regarding York Ag Science, Biotechnology, York CTE Program and York Agri-Science Center, a York Public School Foundation Project.

3. COMMISSIONER'S REPORT

3.1. Agenda Overview and Consent Agenda Process

3.1.A. Commissioner Maher's recommendation and items to be removed from consent agenda.

No items were requested to be removed.

Commissioner Maher delivered the Commissioner's report.

3.2. Agency Budget Overview

NDE Representative, Bryce Wilson, provided an overview of the agency budget.

3.3. National Assessment of Educational Progress (NAEP) Results

NDE Representative, Polly Bowhay, presented the NAEP results to the Board. Commissioner provided remarks.

4. PRESIDENT’S REPORT

President Tegtmeier provided no President’s Report.

5. PUBLIC COMMENT PERIOD

5.1. Public Comment

The following individuals from the public spoke with regard to the Teresa Franks spoke with regards to Nebraska’s performance of NAEP and reading.

Joe Goddard spoke with regard to Dyslexia and the impact on literacy. Nebraska Literacy Plan.

Nancy Packard spoke with regard to NAEP score and library books and reading.

5.2. Written Public Comment

There was no Written Public Comment submitted.

President Tegtmeier called for a break at 10:15 a.m. The meeting resumed at 10:30 a.m.

6. CONSENT AGENDA

Motion by Kristin Christensen second by Sherry Jones to approve the Consent Agenda

Deborah Neary	Yes
Elizabeth Tegtmeier	Yes
Kirk Penner	Yes
Kristin Christensen	Yes
Lisa Schonhoff	Yes
Liz Renner	Yes
Maggie Douglas	Yes
Sherry Jones	Yes

The motion passed.

7. STANDING COMMITTEE REPORTS

7.1. **Executive Committee** – Elizabeth Tegtmeier, Chair, reported on the meeting of the Committee.

7.1.A. Discussion Item: Review 2025 Proposed State Legislation (EX.022025.001)

There was no further discussion on this item.

7.2. **Budget and Finance Committee** – Kristin Christensen, Chair, reported on the meeting of the Committee.

7.2.A. Monthly Board Travel Expense Reports (BF.022025.004)

There was no further discussion on this item.

- 7.2.B. Action Item: Amend the Previously Adopted Motion to Accept the Comprehensive Literacy State Development Grant Funds and Authorize the Commissioner to Enter into Contracts and Subawards to Carry Out Grant Activities (BF.022025.001)

Motion referred to the Budget and Finance Committee from January 10, 2025 meeting to amend the previously adopted motion to accept the Comprehensive Literacy State Development (CLSD) Grant Funds and Authorize the Commissioner to enter into contracts and subawards to Carry Out Grant Activities by striking, “**and Authorize the Commissioner to enter into contracts and Subawards and to Carry Out Grant Activities,**” so if that the motion, if amended, would read, “**To Accept Comprehensive Literacy State Development (CLSD) Grant Funds**” by Deborah Neary and second by Liz Renner. The Budget and Finance Committee recommended adoption.

Deborah Neary	Yes
Elizabeth Tegtmeier	Yes
Kirk Penner	Yes
Kristin Christensen	Yes
Lisa Schonhoff	Yes
Liz Renner	Yes
Maggie Douglas	Yes
Sherry Jones	Yes

The motion passed.

- 7.2.C. Action Item: Authorize the Commissioner to Approve Funding Recommendations for School Districts and Educational Service Units to Support Schools in Delivering Mental Health Training for Staff (BF.022025.002)

Motion by Kristin Christensen second by Maggie Douglas
To Approve Funding Recommendations for School Districts and Education Service Units to Support Schools in Delivering Mental Health Training for Staff.

Motion by Kirk Penner second by Lisa Schonhoff to Call To Question (end discussion).

Deborah Neary	No
Elizabeth Tegtmeier	Yes
Kirk Penner	Yes
Kristin Christensen	No
Lisa Schonhoff	Yes
Liz Renner	No
Maggie Douglas	No
Sherry Jones	Yes

The motion to end discussion was lost. Discussion continued.

Vote on main motion.

Deborah Neary	Yes
Elizabeth Tegtmeier	No
Kirk Penner	No
Kristin Christensen	Yes
Lisa Schonhoff	No

Liz Renner	Yes
Maggie Douglas	Yes
Sherry Jones	No

The main motion was lost.

- 7.2.D. Action Item: Authorize the Commissioner to contract for the Computer Science & Technology Education Fund Training and Support Expansion Program (BF.022025.003)

Motion by Kristin Christensen second by Liz Renner To Authorize the Commissioner to contract for the Computer Science & Technology Education Fund Training and Support Expansion Program.

Deborah Neary	Yes
Elizabeth Tegtmeier	Yes
Kirk Penner	Yes
Kristin Christensen	Yes
Lisa Schonhoff	Yes
Liz Renner	Yes
Maggie Douglas	Yes
Sherry Jones	Yes

The motion passed.

- 7.3. **Planning and Evaluation Committee Report** – Lisa Schonhoff, Chair, reported on the meeting of the Committee.

- 7.3.A. Action Item: Approve the Nebraska Literacy Project Plan (PE.022025.001)

Motion by Sherry Jones second by Kristin Christensen to Approve the Nebraska Literacy Project Plan.

Deborah Neary	Yes
Elizabeth Tegtmeier	Yes
Kirk Penner	Yes
Kristin Christensen	Yes
Lisa Schonhoff	No
Liz Renner	Yes
Maggie Douglas	Yes
Sherry Jones	Yes

The motion passed.

- 7.3.B. Discussion Item: Waiver Request from the Nebraska Correctional Youth Facility (NCYF) Regarding Media Specialist Requirements (PE.022025.004)

There was no further discussion on this item.

- 7.3.C. Discussion Item: Rule 11 Teacher Waiver Request from Schuyler Public Schools (PE.022025.005)

There was no further discussion on this item.

7.3.D. Discussion Item: Pilot Process for Conducting Clinical Observations for Speech Language Pathology Virtually for the University of Nebraska Kearney (PE.022025.006)

There was no further discussion on this item.

7.3.E. Discussion Item: Pilot Process for Conducting Clinical Observations for School Psychology Virtually for the University of Nebraska Kearney (PE.022025.007)

Committee members shared the board passed a similar pilot program within the past several months. Committee members discussed the student evaluation format with NDE staff.

7.3.F. Discussion Item: NCTE Organizational Policies (PE.0220205.015)

Committee members shared what was discussed in committee with regard to the Board Operating Policy 1.09 and review of the NCTE Organizational Policies, background, and membership. In September 2024, Board member Jones requested that the NCTE Organizational Policies item be added as an information item in committee to begin the review process.

7.4. **Rules and Regulations Committee** – Maggie Douglas, Chair reported on the meeting of the Committee.

7.4.A. Report on Rules

The report on rules is linked through Sparq in Board Agenda item 7.4.A.

8. ADDITIONAL BUSINESS

No additional business.

9. INFORMATION ITEMS AND REPORTS

Information items and reports are linked through Sparq under Board Agenda item 9.

10. GOOD OF THE ORDER

Board Member Jones: Governor Pillen Proclamation – January 26 – February 1 NE School Choice Week.

11. ADJOURNMENT

President Tegtmeier adjourned the meeting at 11:31 a.m.

The next regularly scheduled business meeting of the State Board of Education will be held on Friday, March 7, 2025, at 9:00 a.m. in Lincoln, Nebraska.



PROPOSED AGENDA ITEM RATIONALE

DATE: February 18, 2025

TO: Dr. Brian L. Maher
Commissioner of Education

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

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

AGENDA ITEM TYPE (contract/grant/rule/program/other): Other

RATIONALE/BACKGROUND INFORMATION:

1. Short-Term Borrowings

Proposed Board Action: Approve the Short-Term Borrowing listed on the attachment as a Special Grant Fund.

Rationale/Background Information: Section 79-1028.01(1)(m) provides for the State Board to permit a district to exceed its budget authority for the general fund budget of expenditures for amounts received for Short-Term Borrowings as a special grant fund for budget limitation purposes. The Short-Term Borrowing listed on the attachment has been reviewed by Department Staff and appears to qualify as a special grant fund per State Statute Section 79-1003(38). If approved, the school district may access additional budget authority. This request is applicable to the 2025/26 school district budget.

PROPOSED BOARD MEETING (MONTH/YEAR): March 2025

ESTIMATED COST: None

FOR CONTRACTS AND GRANTS: N/A

FOR NEW CONTRACTS OR OTHER CONTRACTS REQUIRING PROCUREMENT: N/A

FOR GRANT SUBAWARDS: N/A

**Updated 08.15.2023*

**Requests Relative to the Budgeting Provisions
of the Tax Equity & Educational Opportunities Support Act
For the 2025/26 School Year
March 7, 2025**

Recommendation 1

Short-Term Borrowings [Section 79-1003(38)]

County-District Number	School District Name	Amount to be Approved
13-0001	Plattsmouth Community Schools	\$4,982,910



PROPOSED AGENDA ITEM RATIONALE

DATE: February 14, 2025

TO: Dr. Brian L. Maher
Commissioner of Education

FROM: Zainab Rida, Ph.D.
Student Services Officer and Administrator
Office of Coordinated Student Support Services

PROPOSED AGENDA ITEM: Authorize the Commissioner to accept funds from the Nebraska Department of Health and Human Services to support the prevention of youth tobacco use and prevention education for local education agencies across Nebraska.

AGENDA ITEM TYPE (contract/grant/rule/program/other): Contract

RATIONALE/BACKGROUND INFORMATION:

To support a fulltime position to manage and coordinate the youth tobacco prevention programs and resources as part of Office of Coordinated Student Support Services. The program will work to accomplish the goals of the DHHS youth tobacco prevention program to educate school staff, parents, and youth on the negative impact of tobacco and offer prevention resources. This position is also responsible for assisting with the development of grant activities and leading implementation to assure all program goals and objectives are met. This Agreement may be renewed for two (2) additional one (1) year periods as mutually agreed upon in writing by the parties. A consent agenda request has been submitted for the March 2025 board meeting to gain approval.

PROPOSED BOARD MEETING (MONTH/YEAR): March 2025

ESTIMATED COST: The anticipated total amount of the contract to be paid to NDE is \$190,000 for a period of one year (4/29/2025 to 4/28/2026).

FOR CONTRACTS AND GRANTS:

- Indicate the Funding Source: Center for Disease Control and Prevention, Tobacco Prevention Funding through Nebraska Department of Health and Human Services
- New or Renewal: Renewal
- If renewal, date of first approval: 4/1/2022

FOR NEW CONTRACTS OR OTHER CONTRACTS REQUIRING PROCUREMENT:

- This is a grant award provided in the form of a contract and will follow all NDE contract processes to ensure that funds are received and obligated as per NDE regulations.

FOR GRANT SUBAWARDS:

- Panhandle Public Health Department and Northeast District Health Department

**Updated 08.15.2023*



PROPOSED AGENDA ITEM RATIONALE

DATE: March 7, 2025

TO: State Board of Education

FROM: Dr. Brian L. Maher
Commissioner of Education

PROPOSED AGENDA ITEM: Appointment of Deputy Commissioner

AGENDA ITEM TYPE (contract/grant/rule/program/other): Other

RATIONALE/BACKGROUND INFORMATION:

Appoint Jane Stavem as Deputy Commissioner at the rate of \$204,486.28 (pay grade 18, step 12) per year effective after July 1, 2025 (Replacing Brian Halstead).

PROPOSED BOARD MEETING (MONTH/YEAR): March/2025

ESTIMATED COST: see above

FOR CONTRACTS AND GRANTS: not applicable

- Indicate the Funding Source: (*--e.g., Federal, State*)
- New or Renewal:
- If renewal, date of first approval:

FOR NEW CONTRACTS OR OTHER CONTRACTS REQUIRING PROCUREMENT: not applicable

- Indicate the method of procurement:
- Rationale for method of procurement:
- Rationale for contractor selection:

FOR GRANT SUBAWARDS: not applicable

- Describe the grantee selection process:

**Updated 08.15.2023*



STATE BOARD OF EDUCATION EXECUTIVE COMMITTEE REPORT

Date: March 7, 2024

The Executive Committee reports on its March 6, 2025, meeting. Members present were chair Elizabeth Tegtmeier, vice chair Deb Neary, Sherry Jones, and Liz Renner.

The committee had two discussion items. First, the committee reviewed proposed legislation scheduled for hearings next week and advised the Commissioner on the NDE positions on legislative bills. The committee continues to meet weekly through the legislative session to advise the Commissioner on legislative matters. Second, the committee had discussion on Board member legislative testimony on education bills and recommends this item for full Board discussion.

The committee reviewed one information item. The committee was informed on the status of the NDE Personnel Rules and was provided a summary of changes. A timeline for this work and the necessary milestones were shared; a brief discussion followed.

Finally, the committee began discussion on the Commissioner's performance review and associated process and vendor.

This concludes the Executive Committee report.

Elizabeth Tegtmeier, Chair

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



STATE BOARD OF EDUCATION BUDGET AND FINANCE COMMITTEE REPORT

Date: March 6, 2025

The Budget and Finance Committee reports that at its Thursday, March 6th meeting, members present were Kristin Christensen, Maggie Douglas, Lisa Schonhoff, and Kirk Penner. The Committee reviewed four action items. The first item was to amend a contract to extend work related to Agricultural Food and Natural Resources education and FFA support. The Committee recommends the board's approval. The Committee then reviewed a grant to support stronger connections technical assistance and capacity building programs. No committee recommendation was established. The third action item reviewed was the support the expansion of farm to school and walk to unlock funds. The Committee recommends the board approval. The last action item reviewed was a contract for a new survey tool. The Committee recommends the board's approval of this item.

The Committee reviewed two discussion items that included the monthly board travel expenses with no concerns noted and the Commissioner provided an update regarding the Mental Health Training for Staff funds.

Last, the Committee reviewed seven information items including the following: a School Emergency Response Mapping Grant, the Nebraska Improvement Grant funds and potential uses for 2025/26, the 2024 Annual Comprehensive Financial Report Audit, a contract for the Child, Program, and Family Outcomes Measurement System, contracts for the support of the Children who are Deaf and Hard of Hearing, and updates on the Comprehensive Literacy State Development Grant including the grant expenditure update.

This concludes the Budget and Finance Committee report.

Kristin Christensen, Chair

*Submit a printed copy to the Committee Chair and email to the Recording Secretary.
Updated 02.02.2023



2024-2025 Board Travel

At-A-Glance

Budgeted

\$19,754

Monthly Spending

\$3,125
Average

Annual Spending

\$37,500
Projected

Expenditures

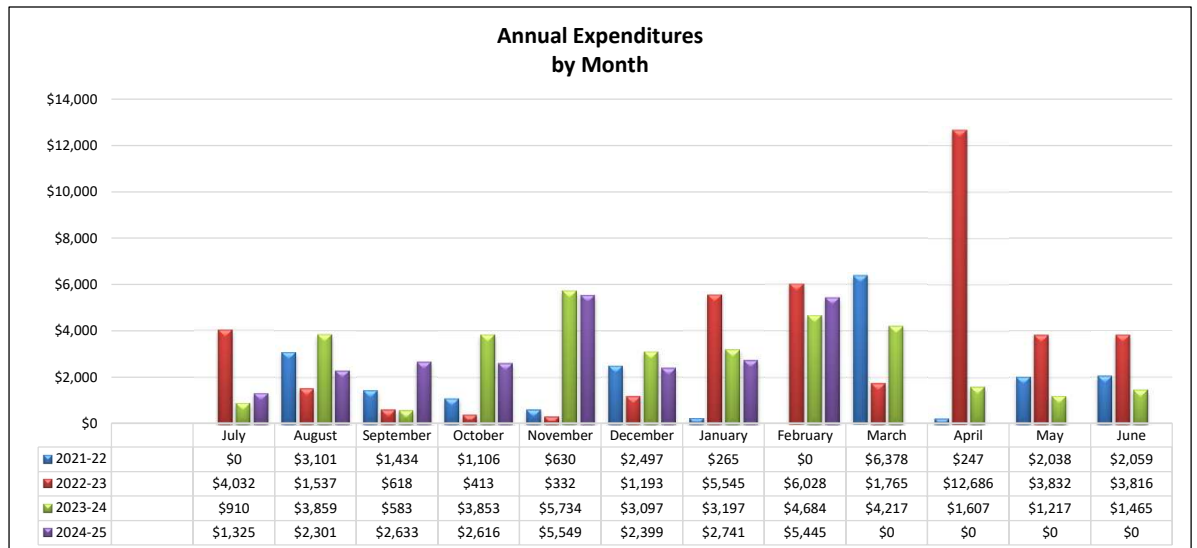
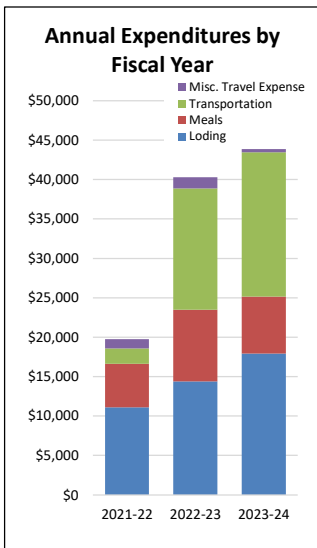
Lodging
Meals
Mileage



Board Member Activity

District	Board Member
1	Patsy Koch Johns <i>Incumbent</i>
1	Kristin Christensen <i>Appointed Dec. 2024</i>
2	Lisa Fricke <i>Incumbent</i>
2	Maggie Douglas <i>Appointed Dec. 2024</i>
3	Patti Gubbels <i>Incumbent</i>
3	Lisa Schonohoff <i>Appointed Dec. 2024</i>
4	Jacquelyn Morrison <i>Incumbent</i>
4	Liz Renner <i>Appointed Dec. 2024</i>
5	Kirk Penner
6	Sherry Jones
7	Elizabeth Tegtmeier - President
8	Deborah Neary - Vice President

	Current Year July 2024-June 2025			Prior Year July 2023-June 2024			Variance	
	February	Year-To-Date		February	Year-To-Date		February	Year-To-Date
1	\$0	\$376		\$358	\$1,309		-\$358	-\$933
1	\$58	\$58		\$0	\$0		\$58	\$58
2	\$279	\$2,833		\$476	\$5,919		-\$197	-\$3,085
2	\$458	\$458		\$0	\$0		\$458	\$458
3	\$0	\$3,108		\$1,121	\$6,652		-\$1,121	-\$3,543
3	\$937	\$937		\$0	\$0		\$937	\$937
4	\$0	\$956		\$590	\$2,080		-\$590	-\$1,124
4	\$0	\$0		\$0	\$0		\$0	\$0
5	\$58	\$606		\$0	\$620		\$58	-\$14
6	\$2,355	\$5,387		\$162	\$3,638		\$2,193	\$1,749
7	\$1,174	\$9,357		\$1,764	\$6,655		-\$590	\$2,701
8	\$128	\$583		\$214	\$3,005		-\$86	-\$2,422
	\$5,445	\$24,658	124.8%	\$4,684	\$29,877	151%	\$761	-\$5,219
Annual Budget		\$19,754			\$19,754			
Over/(Under) Budget		\$4,904	-24.8%		\$10,123	-51%		



In-State Travel Authorization Reports - March

Name	Event Name	Date	Location	Board Bylaw B16 Code A-F
Kristin Christensen	Administrators' Days <i>(revised from February)</i>	July 22-25, 2025	Kearney, NE	E
Lisa Schonhoff	School District Visit	January 13, 2025	Lyons, NE	E
	School District Visit	January 14, 2025	Fremont, NE	E
	School District Visit	January 16, 2025	Oakland, NE	E
	School District Visit	January 17, 2025	Elkhorn, NE	E
	Administrators' Days	July 22-24, 2025	Kearney, NE	E
Sherry Jones	Milken Winner	February 11, 2025	Neligh, NE	E
Elizabeth Tegtmeier	Administrators' Days	July 24, 2025	Kearney, NE	E

In-State Travel Authorization Reports - March

Name	Event Name	Date	Location	Board Bylaw B16 Code A-F
Maggie Douglas	NRCSA Spring Conference	March 20-21, 2025	Kearney, NE	E
Liz Renner				
Kirk Penner				
Deborah Neary				



PROPOSED AGENDA ITEM RATIONALE

DATE: February 18, 2025

TO: Dr. Brian L. Maher
Commissioner of Education

FROM: Dr. Katie Graham
Administrator, Office of Career, Technical, & Adult Education

PROPOSED AGENDA ITEM: Authorize the Commissioner to amend contract for Agriculture, Food, and Natural Resources education and FFA support.

AGENDA ITEM TYPE (contract/grant/rule/program/other): Contract

RATIONALE/BACKGROUND INFORMATION:

Background:

Agriculture Food and Natural Resources is one of the largest content areas under Career and Technical Education. It also includes oversight and programming for the Career and Technical Student Organization FFA. Currently, programming is supported by an independent contractor to develop, coordinate, and manage FFA Leadership Development events (e.g., EDGE, Pathways 2 Careers, Chapter Visit program), assist with facilitating the State FFA Convention, coordinate and manage the FFA awards program (e.g., State degrees, Proficiency awards, and the AET tracking system), and coordinate and manage the FFA division programming at the Nebraska State Fair.

Due to a planned NDE staff member's maternity leave, this contractor will be utilized to carry out their necessary work during the leave. In addition to the originally contracted work and extending the contract by six months, additional duties will include

- Serving as the point of contact and onsite supervision for the FFA State Officers, FFA interns, and providing requested updates to the FFA Board of Directors and the FFA Foundation.
- Support State FFA Officers with logistics, communication, supplies, and leadership development.
- Complete National FFA Organization responsibilities, including event registration, new chapter paperwork, charter new chapters, certification of National Qualifying competitive events, and obtain access for new and changing FFA Advisors.
- Managing the Nebraska FFA Chapter in Good Standing process.
- Assist with the coordination of the AFNR strand of the Nebraska Career Education Conference.

PROPOSED BOARD MEETING (MONTH/YEAR): March 2025

ESTIMATED COST: Work added to the independent contractor's original contract will increase the total contracted amount from \$48,750.00 to \$81,250.00 and add six months of time to the duration of the contract (covering original duties and adding the duties covered during the maternity leave).

FOR CONTRACTS AND GRANTS:

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

FOR NEW CONTRACTS OR OTHER CONTRACTS REQUIRING PROCUREMENT:

- Indicate the method of procurement: Small Purchase Procedures (original contract was for less than \$50,000); Non-competitive negotiation for amendment.
- Rationale for method of procurement: Contract period and duties involved matched the requirements for Small Purchase Procedure. The contract does not create an employer/employee relationship. Non-competitive negotiation was used for the amendment given the unique circumstances, the expertise and experience of the contractor, and the urgency of meeting this need.
- Rationale for contractor selection: Contractor has over 20 years of experience as a CTE instructor and FFA advisor. The contractor has demonstrated expertise through past service and contracted work. They are a past State FFA Officer, FFA Advisor, and have assisted with successfully leading statewide FFA training.

FOR GRANT SUBAWARDS:

- Describe the grantee selection process: N/A



PROPOSED AGENDA ITEM RATIONALE

DATE: February 24, 2025

TO: Dr. Brian L. Maher
Commissioner of Education

FROM: Zainab Rida, Ph.D.
Student Services Officer and Administrator
Office of Coordinated Student Support Services

PROPOSED AGENDA ITEM: Action Item: Authorize the Commissioner to accept funds from the US Department of Education to support the Stronger Connections Technical Assistance and Capacity Building Grant Program (SCTAC) aimed at local education agency engagement, student support, and staff and student mental health.

AGENDA ITEM TYPE (contract/grant/rule/program/other): Grant

RATIONALE/BACKGROUND INFORMATION:

NDE will work with high-need school districts within ESU 13 and other rural school districts to address chronic absenteeism and increase student engagement. In response to several Nebraska schools that have utilized Value-Up training, along with interest from neighboring schools, NDE will partner with Value-Up to expand these services statewide. The project is designed to promote safer, and positive school environments that increase student engagement through education, training, and the distribution of resources proven to build relationships while increasing student academic success. Additionally, this project will address teacher retention efforts by working to support educator and school staff well-being by implementing training and providing resources to rural high-risk LEAS that promote and support positive school climate strategies.

PROPOSED BOARD MEETING (MONTH/YEAR): March 2025

ESTIMATED COST: The anticipated total amount to be paid to NDE is \$153,000

FOR CONTRACTS AND GRANTS:

- Indicate the Funding Source: US Department of Education
- New or Renewal: **New, the project period is from January 1, 2025, to December 17, 2027**
- If renewal, date of first approval:

FOR NEW CONTRACTS OR OTHER CONTRACTS REQUIRING PROCUREMENT:

FOR GRANT SUBAWARDS:

**Updated 08.15.2023*



PROPOSED AGENDA ITEM RATIONALE

DATE: February 24, 2025

TO: Dr. Brian L. Maher
Commissioner of Education

FROM: Zainab Rida, Ph.D.
Student Services Officer and Administrator
Office of Coordinated Student Support Services

PROPOSED AGENDA ITEM: Action Item: Authorize the Commissioner to accept funds from the Nebraska Department of Agriculture to support the expansion of farm to school and Walk to Unlock.

AGENDA ITEM TYPE (contract/grant/rule/program/other): Grant

RATIONALE/BACKGROUND INFORMATION:

This grant project builds upon already existing programs (Walk to Unlock and Harvest of the Month). NDE has dedicated staff and support for managing these programs and will utilize an existing Farm to School network with other agencies (like the Nebraska Farm Bureau Foundation and UNL Extension) to provide support for project development, alignment with other statewide efforts, promote literacy connections within these programs for educators and families. Grant funds will be utilized to expand existing program resources to effectively meet the needs of educators, parents, and out of school time professionals across the state.

The project will also provide a student-led framework to collect feedback from youth on lessons, resources, and activities. This process is intended to be shared as a model beyond the grant project period for implementation of future programming expansion without grant support. Further, the project aligns with growing momentum with the Local Foods in Schools program from USDA and provides resources to aid schools in utilizing that program more effectively through standardized recipes and educational materials.

PROPOSED BOARD MEETING (MONTH/YEAR): March 2025

ESTIMATED COST: The anticipated total amount to be paid to NDE is \$54,454

FOR CONTRACTS AND GRANTS:

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

FOR NEW CONTRACTS OR OTHER CONTRACTS REQUIRING PROCUREMENT:

FOR GRANT SUBAWARDS:

**Updated 08.15.2023*



PROPOSED AGENDA ITEM RATIONALE

DATE: February 24, 2025

TO: Dr. Brian L. Maher
Commissioner of Education

FROM: Kristin Yates, Information Systems Officer

PROPOSED AGENDA ITEM: Action Item: Purchase of Replacement Survey Tool (BF.022025.010)

AGENDA ITEM TYPE (contract/grant/rule/program/other): Contract

RATIONALE/BACKGROUND INFORMATION:

NDE has used a survey software tool for many years that is utilized across the agency for both fielding traditional surveys and for data collection for multiple programs. Advances in the development of software as a service (or “SAAS”) applications over the years has led to the development of several new survey software products. The NDE research team reviewed multiple survey products and participated in product demonstrations and determined that Question Pro survey software will meet our existing survey needs for approximately ¼ the cost of our current yearly subscription.

PROPOSED BOARD MEETING (MONTH/YEAR): March, 2025

ESTIMATED COST: Not to exceed \$60,000

FOR CONTRACTS AND GRANTS:

- Indicate the Funding Source: State. The funds for this contract are currently budgeted in the Office’s annual allocation of state funds.
- New or Renewal: New
- If renewal, date of first approval: N/A

FOR NEW CONTRACTS OR OTHER CONTRACTS REQUIRING PROCUREMENT:

- Indicate the method of procurement: Survey software will be purchased from another state agency contract (DAS) and RFP process is not required.
- Rationale for method of procurement: N/A
- Rationale for contractor selection: N/A

FOR GRANT SUBAWARDS:

- Describe the grantee selection process: N/A



STATE BOARD OF EDUCATION PLANNING AND EVALUATION COMMITTEE REPORT

Date: March 6, 2025

The Planning and Evaluation Committee reports on their committee meeting on March 6, 2025. The members present were Lisa Schonhoff, Sherry Jones, Deborah Neary, and Kristin Christensen.

The committee reviewed four action items related to a media specialist requirements waiver request, Rule 11 teacher waiver request, and pilot processes for clinical observations of speech-language pathology and school psychology candidates. The committee recommends board approval on these items.

The committee reviewed discussion items with NDE staff providing summaries and answering questions related to NCTE organizational policies, plans of corrections for schools, the approval of non-public and interim program schools, a pilot process for cooperating teachers of world languages, and a model behavioral intervention policy for schools.

The committee also reviewed informational items related to approval of Rule 11 teacher waiver requests, conditional approval of new Rule 14 schools, accreditation of public schools, non-public schools, and ESU systems, and the social studies standards review process. NDE staff will bring these items to a future meeting for discussion and subsequent approval.

This concludes the Planning and Evaluation report.

Lisa Schonhoff, Chair

*Submit a printed copy to the Committee Chair and email to the Recording Secretary.
Updated 02.02.2023



PROPOSED AGENDA ITEM RATIONALE

DATE: February 21, 2025

TO: Dr. Brian L. Maher
Commissioner of Education

FROM: Melody Hobson

PROPOSED AGENDA ITEM: Action Item: Approve Rule 11 teacher waiver request from Schuyler Community Schools (P.E.022025.005)

AGENDA ITEM TYPE: Action

RATIONALE/BACKGROUND INFORMATION:

- Operation of school district and educational service unit (ESU) early childhood programs are governed by the Nebraska Department of Education Rule 11: Regulations for the Approval of Prekindergarten Programs Established by School Boards and Educational Service Units and for the Issuance of Early Childhood Education Grants (Title 92, Nebraska Administrative Code, Chapter 11).
- The Nebraska State Board of Education is charged with approving prekindergarten (early childhood education and care programs for children birth to compulsory attendance age) programs operated by school districts and educational service units annually.
- Teachers in school district and ESU prekindergarten classrooms are required to hold a valid Nebraska Teaching Certificate with an early childhood endorsement.
- School districts that hire individuals with a valid teaching certificate, but no early childhood endorsement must ensure that the teacher work toward earning an early childhood endorsement.
- School districts that cannot hire one or more teacher(s) who hold a valid teaching certificate of any kind must apply for a Rule 11 waiver for the teacher(s).
- Nebraska State Board has the authority/responsibility to either approve or deny the Rule 11 waiver.
- Schuyler public schools is adding an infant toddler classroom as part of their Sixpence (Early Childhood Education Endowment) grant.
- The district has been unable to find a certificated teacher to fill the teacher position in this new grant classroom.
- They have identified an internal candidate who has been a paraprofessional in their preschool and elementary school who is willing to complete her degree and obtain certification.
- The teacher has an associate degree in early childhood education from Central Community College and is pursuing her bachelor's degree in early childhood education working toward a teaching certificate with an Early Childhood Inclusive Endorsement.

PROPOSED BOARD MEETING: Information – December 2024, January 2025, Discussion – February 2025, Action – March 2025.

ESTIMATED COST: NA

FOR CONTRACTS AND GRANTS: NA

- Indicate the Funding Source: (*--e.g., Federal, State*)
- New or Renewal:
- If renewal, date of first approval:

FOR NEW CONTRACTS OR OTHER CONTRACTS REQUIRING PROCUREMENT: NA

- Indicate the method of procurement:
- Rationale for method of procurement:
- Rationale for contractor selection:

FOR GRANT SUBAWARDS: NA

- Describe the grantee selection process:

**Updated 08.15.2023*



PROPOSED AGENDA ITEM RATIONALE

DATE: February 19, 2025

TO: Dr. Brian L. Maher
Commissioner of Education

FROM: Brad Dirksen, Administrator, Accreditation, Certification, & Approval
Jim Kent, Director, Educator Preparation Program Approval

PROPOSED AGENDA ITEM: Pilot Process for conducting clinical observations for Speech Language Pathology virtually for the University of Nebraska Kearney (PE.022025.006)

AGENDA ITEM TYPE (contract/grant/rule/program/other): other

RATIONALE/BACKGROUND INFORMATION:

Section 009 of Rule 20, Regulations for the Approval of Educator Preparation Programs (EPP), was added in the most recent revision to the Rule, effective June 2, 2024. This section of Rule allows for an EPP to submit a request to the Board for a pilot program or processes that would provide flexibility to one or more regulations found in Rule 20.

The Rule allows the Board to approve requested pilot programs or processes for up to three years if the plan demonstrates high likelihood that the requested flexibility related to applicable regulations of the Chapter will promote quality learning, equity and/or accountability. If approved, the University of Nebraska Kearney will provide annual progress reports to the Board.

At the end of the approved time period for the pilot program or process, the educator preparation program may request, and be granted, Board approval to continue the pilot program for a period of up to three additional years if the educator preparation program demonstrates that the pilot program or process is meeting the objectives for which flexibility related to applicable regulations of this Chapter was granted.

The University of Nebraska Kearney has submitted information in their request for a pilot process related to section 005.03C. Starting with Spring Semester 2025, UNK proposes that all required observations for Speech-Language Pathology students seeking initial certification be completed virtually. This request is driven by the widespread geographic locations of our students' placements, which often span across Nebraska and into other states, making in-person visits both logistically difficult and make faculty less available to on-campus students.

UNK is dedicated to maintaining the high standards established by the Nebraska Department of Education (NDE) and the Council on Academic Accreditation of Audiology and Speech-Language Pathology (CAA) for our Speech-Language Pathology program. They plan to utilize HIPAA-compliant video observation software to ensure secure and encrypted visual and audio interactions between faculty and students during virtual observations. The UNK Speech-Language Pathology program has already implemented this technology and methodology for pre-



student teaching field experiences and clinical internships occurring in the medical setting. This method adheres to the technology-based observation guidelines permitted for teaching certification programs. Additionally, national CAA accreditation does not mandate in-person site visits for field experience students.

The Speech-Language Pathology program at UNK collects a variety of data throughout the year to assess student competencies and clinical performance. To gather data on the impact of virtual visits during student teaching, the UNK Speech-Language Pathology program will disseminate short, anonymous Qualtrics surveys (attached) to the cooperating SLPs and UNK students at the end of the placement. The focus of the surveys will be on effective implementation of virtual visits to support student progress in their placements.

The Communication Disorders (CDIS) department, which houses the Speech-Language Pathology graduate program, collects data from student clinical performance, alumni and employer surveys, comprehensive exam results, and Praxis pass rates to gauge program effectiveness. These programmatic assessment measures are reviewed annually by the department faculty at the Fall Retreat, which initiates data-driven conversations about program modifications. The CDIS department will include the new virtual visit survey to systematically analyze the impact on students and feasibility for continued use. All data are systematically reported at the University level to reflect the prior academic year after being reviewed by department faculty.

Current 92 NAC 20 005.03C Speech Language Pathology and School Psychologist Preparation Programs at the Initial Teacher Certification Level Field Experience requires that the educator preparation program must ensure that a minimum of three (3) formal onsite observations by faculty are conducted.

The request and supporting materials from the University of Nebraska Kearney are attached as well as updated Assessment Measures.

PROPOSED BOARD MEETING (MONTH/YEAR):

Information Item January 2025
Discussion Item February 2025
Action Item March 2025

ESTIMATED COST: \$0

FOR CONTRACTS AND GRANTS: N/A

FOR NEW CONTRACTS OR OTHER CONTRACTS REQUIRING PROCUREMENT: N/A

FOR GRANT SUBAWARDS: N/A

**Updated 08.15.2023*

September 18, 2024

Mr. Jim Kent
Director, Educator Preparation Program Approval
Nebraska Department of Education
P.O. Box 94987
Lincoln, NE 68509-4987

Dear Mr. Kent,

I am writing to formally request the initiation of a pilot process concerning the field experience observation requirement (005.03C) for University of Nebraska Kearney (UNK) Speech-Language Pathology master's degree candidates.

According to Rule 20, initial certification speech-language pathology candidates are required to have a minimum of three (3) formal, on-site observations during their initial teacher certification field experience. Given the increasing travel costs and the changing educational landscape, we propose that these observations be conducted virtually. Starting in the spring of 2025, UNK proposes that all required observations for Speech-Language Pathology students seeking initial certification be completed virtually. This request is driven by the widespread geographic locations of our students' placements, which often span across Nebraska and into other states, making in-person visits both logistically difficult and make faculty less available to on-campus students.

Resource Optimization and Benefits

At UNK, full-time faculty are responsible for supervising Speech-Language Pathology candidates. The advantages of virtual visits are substantial:

Increased Time for Class Instruction and Student Support

1. Enhanced Teaching Availability:
 - Eliminating travel allows faculty to recover several hours each week, which can be redirected toward improving class instruction. This extra time enables faculty to create more thorough lesson plans, engage more deeply with students, and provide prompt feedback on assignments. Over time, this could result in better prepared graduate student clinicians when completing the field experience.
2. Better Student Access to Faculty:
 - With additional time available, faculty can extend office hours, be more accessible for consultations, and engage in extracurricular activities that benefit

student learning. This increased availability can enhance the overall educational experience for all students, not just those in the Speech-Language Pathology program.

Flexibility and Accessibility

1. Scheduling Flexibility:

- Virtual visits can be arranged at times that suit both faculty and students, leading to more frequent and consistent supervision sessions. This flexibility allows for better responsiveness to student needs. Past student teachers have requested a visit during the opening sessions of the day, however, the time necessary for travel prohibited the UNK supervisor from meeting this request. Virtual visits support faculty engagement with student teachers during times of successes and challenges according to the student's request. This also provides opportunity to build support for cooperating SLPs to encourage their continued hosting of student teachers.

2. Adaptability to Unexpected Events:

- Virtual visits are unaffected by weather conditions, transportation issues, or other unforeseen circumstances that might disrupt travel. Additionally, virtual visits are more easily rescheduled when illness or scheduling dilemmas arise. This ensures that supervision remains consistent and reliable, providing a stable support system for students.

Reduced Travel Time and Costs

1. Elimination of Travel Barriers:

- Travel for supervision often involves significant time commitments, particularly if placements are distant from the institution. Virtual visits remove the need for travel, freeing up faculty time and allowing them to focus more on student and site needs.

2. Cost Savings for the Institution:

- Travel expenses, including transportation, accommodation, and meals, can be substantial. Virtual visits eliminate these costs, enabling the institution to allocate resources more effectively. This helps prevent potential tuition or fee increases for students due to travel-related expenses.

Enhanced Use of Technology

1. Integration of Digital Tools:

- Virtual visits utilize digital tools such as video conferencing platforms, which offer features like screen sharing, session recording, and real-time document collaboration. These tools enhance the supervision experience and provide additional learning opportunities for students.

2. Development of Digital Competencies:

- Conducting virtual supervision helps both faculty and students develop valuable digital skills that are increasingly important in the modern educational and

professional environments. Familiarity with these tools prepares students for roles where virtual interactions are common.

In summary, the greatest benefit of this proposal is time gained by faculty to be re-invested in students. The time currently dedicated to windshield time traveling to in-person visits could be directed toward student learning in preparation for field experiences, while maintaining high-quality visits of SLP student field experiences.

Maintaining Educational Standards

UNK is dedicated to maintaining the high standards established by the Nebraska Department of Education (NDE) and the Council on Academic Accreditation of Audiology and Speech-Language Pathology (CAA) for our Speech-Language Pathology program. We plan to utilize HIPAA-compliant video observation software to ensure secure and encrypted visual and audio interactions between faculty and students during virtual observations. The UNK Speech-Language Pathology program has already implemented this technology and methodology for pre-student teaching field experiences and clinical internships occurring in the medical setting. This method adheres to the technology-based observation guidelines permitted for teaching certification programs. Additionally, it is important to highlight that national CAA accreditation does not mandate in-person site visits for field experience students.

Timeline: UNK is asking for three years, January 2025-December 2027, to pilot this process.

Reporting: The Speech-Language Pathology program at UNK collects a variety of data throughout the year to assess student competencies and clinical performance. To gather data on the impact of virtual visits during student teaching, the UNK Speech-Language Pathology program will disseminate short, anonymous Qualtrics surveys (attached) to the cooperating SLPs and UNK students at the end of the placement. The focus of the surveys will be on effective implementation of virtual visits to support student progress in their placements.


The Communication Disorders (CDIS) department, which houses the Speech-Language Pathology graduate program, collects data from student clinical performance, alumni and employer surveys, comprehensive exam results, and Praxis pass rates to gauge program effectiveness. These programmatic assessment measures are reviewed annually by the department faculty at the Fall Retreat, which initiates data-driven conversations about program modifications. The CDIS department will include the new virtual visit survey to systematically analyze the impact on students and feasibility for continued use. All data are systematically reported at the University level to reflect the prior academic year after being reviewed by department faculty.

Allowing virtual visits for Speech-Language Pathology supervision offers a strategic advantage for UNK faculty by addressing the challenges associated with in-person visits.

This transition not only boosts the efficiency and effectiveness of the supervision process but also frees up valuable time for faculty to focus on teaching and student support. Embracing virtual visits enables the institution to optimize resource allocation, enhance the overall educational experience, and better prepare both faculty and students for a future where digital interactions are increasingly important. Thank you for considering our request. We value your commitment to upholding high educational standards and look forward to working together to ensure the success of our Speech-Language Pathology graduate candidates.

Thank you for your time and consideration of this proposal.

Sincerely,

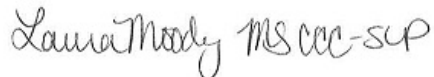


Whitney Schneider-Cline, Ph.D., CCC-SLP

Associate Professor

Department Chair, Communication Disorders Department

University of Nebraska Kearney



Laura Moody, M.S.Ed., CCC-SLP

Senior Lecturer

Clinic & Internship Coordinator, Communication Disorders Department

University of Nebraska Kearney

UNK SLP Pilot Assessment Measures

Surveys of Cooperating SLPs & Students

- Cooperating SLP Survey
 1. How many UNK SLP student teachers have you hosted for their student teaching experience?
 - 0
 - 1-3
 - 5-10
 - 10+
 2. When the UNK faculty supervisor completed their visits of your previous SLP students, those visits were completed ...
 - in person
 - virtually
 - both in-person and virtually
 - Comments: [text box]
 3. The virtual visits were as effective as on-site visits during the student teaching experience.
 - Strongly Agree
 - Agree
 - Neutral
 - Disagree
 - Strongly Disagree
 - Comments: [text box]
 4. The UNK faculty supervisor was more available for virtual visits compared to in person visits.
 - Strongly Agree
 - Agree
 - Neutral
 - Disagree
 - Strongly Disagree
 - Comments: [text box]

- SLP Student Survey
 1. The virtual visit with my UNK supervisor (Clinic & Internship Coordinator) meet my needs to progress through my school internship teaching experience.
 - Strongly Agree
 - Agree
 - Neutral
 - Disagree
 - Strongly Disagree
 - Comments: [text box]
 2. The UNK faculty supervisor was available for virtual visits during a preferable timeframe to support my school internship teaching experience.

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree
- Comments: [text box]

Time Savings of UNK Faculty Supervisor

- Comparison data of in person visits to virtual visits
 1. Time savings
 2. Cost savings
 3. Investment of above savings (reallocation of time savings)



PROPOSED AGENDA ITEM RATIONALE

DATE: February 19, 2025

TO: Dr. Brian L. Maher
Commissioner of Education

FROM: Brad Dirksen, Administrator, Accreditation, Certification, & Approval
Jim Kent, Director, Educator Preparation Program Approval

PROPOSED AGENDA ITEM: Pilot Process for conducting clinical observations for School Psychology virtually for the University of Nebraska Kearney (PE.022025.007)

AGENDA ITEM TYPE (contract/grant/rule/program/other): other

RATIONALE/BACKGROUND INFORMATION:

Section 009 of Rule 20, Regulations for the Approval of Educator Preparation Programs (EPP), was added in the most recent revision to the Rule, effective June 2, 2024. This section of Rule allows for an EPP to submit a request to the Board for a pilot program or processes that would provide flexibility to one or more regulations found in Rule 20.

The Rule allows the Board to approve requested pilot programs or processes for up to three years if the plan demonstrates high likelihood that the requested flexibility related to applicable regulations of the Chapter will promote quality learning, equity and/or accountability. If approved, the University of Nebraska Kearney will provide annual progress reports to the Board.

At the end of the approved time period for the pilot program or process, the educator preparation program may request, and be granted, Board approval to continue the pilot program for a period of up to three additional years if the educator preparation program demonstrates that the pilot program or process is meeting the objectives for which flexibility related to applicable regulations of this Chapter was granted.

The University of Nebraska Kearney has submitted information in their request for a pilot process related to section 005.03C. Starting with Spring Semester 2025, UNK proposes that all required observations for School Psychology students seeking initial certification be completed virtually. This request is driven by the widespread geographic locations of our students' placements, which often span across Nebraska and into other states, making in-person visits both logistically difficult and make faculty less available to on-campus students.

The University of Nebraska Kearney School Psychology Program is committed to upholding the high standards set by the Nebraska Department of Education (NDE) and the National Association of School Psychologists (NASP) accreditation board. They intend to use the secure, University based Zoom accounts for faculty and students with a password protected meeting created for all visits and supervision meetings. This approach allows for the ability to observe, communicate and collaborate in a similar method as an onsite visit, but due to the nature of a virtual visit, allows for greater flexibility and increased frequency of visits and supervision, if needed. It is also important to note

DR. BRIAN L. MAHER, COMMISSIONER



TEL 402.471.2295
FAX 402.471.0117



P.O. Box 94987
Lincoln, NE 68509-4987



education.ne.gov



that NASP accreditation does not require in-person site visits for field experience students.

The UNK School Psychology Program collects data throughout the year reflecting student competencies and performance in a variety of areas. The program will continue to use the field experience evaluations (practicum and internship) to assess and report on student performance and create an additional anonymous Qualtrics survey to send to supervising school psychologists and school psychology students at the end of the placement (i.e. end of the academic year) to gather data on the impact of virtual visits during the field experience. The focus of the survey will be on the effective implementation of virtual visits and supervision to support school psychology student progress during the field experience. Additionally, the University faculty supervisor will document all virtual visits and supervision meetings with goals and outcomes.

School Psychology Program faculty collects data through a variety of measures throughout the academic year to assess student outcomes, i.e. field experience evaluations, annual reviews, comprehensive exams, graduate exit surveys, Praxis scores, etc. These assessments are reviewed annually by program faculty to initiate data-driven conversations about strengths and needs of the program. The School Psychology Program will include the new virtual visit survey in the assessment process to analyze and determine the impact on students and feasibility of continued use. All data are reported at the University level in the fall to reflect the prior academic year. The program faculty will also create a report specific to the impact and continued use of virtual visits for the NDE.

Current 92 NAC 20 005.03C Speech Language Pathology and School Psychologist Preparation Programs at the Initial Teacher Certification Level Field Experience requires that the educator preparation program must ensure that a minimum of three (3) formal onsite observations by faculty are conducted.

The request and supporting materials from the University of Nebraska Kearney are attached as are revised Assessment Measures.

PROPOSED BOARD MEETING (MONTH/YEAR):

Information Item January 2025
Discussion Item February 2025
Action Item March 2025

ESTIMATED COST: \$0

FOR CONTRACTS AND GRANTS: N/A

FOR NEW CONTRACTS OR OTHER CONTRACTS REQUIRING PROCUREMENT: N/A

FOR GRANT SUBAWARDS: N/A

**Updated 08.15.2023*



September 25, 2024

Mr. Jim Kent
Director, Educator Preparation Program Approval Nebraska Department of Education
P.O. Box 94987
Lincoln, NE 68509-4987

Dear Mr. Kent,

Please accept this letter as an official request for the initiation of an official pilot process considering the recent Rule 20 changes which permit pilot program and process requests. This specific request focuses on the field experience observation requirements (Section 005.03C) for the University of Nebraska at Kearney School Psychology, Education Specialist degree candidates.

009.01 It is our understanding per section 005.03C that a minimum of three (3) formal onsite observations by faculty are conducted for school psychology candidates. We are requesting flexibility in meeting this requirement for two primary reasons. The first is to respond to extenuating circumstances that limit the educator preparation program's ability to meet the formal onsite, field experience observation requirement, and the second is to optimize the resources and benefits for students through an alternative means of meeting this requirement.

009.02A The extenuating circumstances that limit the program's ability to meet the field experience onsite observation requirement relate to faculty availability to meet the logistical challenges created by the field experience sites/locations. The UNK School Psychology program has three full-time faculty positions and enrolls students from rural Nebraska as well as the metro areas in the eastern part of the state (Lincoln and Omaha). As the shortage of school psychologists continues, the UNK program has sought to help address the shortage by being more accessible and accommodating for students. Our goal is to provide high quality training for students and allow them gain experiences in and serve schools across the state. We do not want to limit a school districts access to trained school psychology students based on location and distance from the UNK school psychology training program. This does however create some challenges in terms of faculty being able to conduct the formal onsite field experience visits.

The need for full-time faculty members to travel several hours to conduct formal onsite field experience visits limits the faculty members availability to all students as well as their availability to complete the roles and responsibilities they fulfill within the training program. These extenuating circumstances have led the UNK School Psychology program to rely more on school psychology adjunct instructors and site supervisors with virtual meetings for field experience observations. The ongoing connection and collaboration the full-time faculty have with the adjunct instructors and supervisors have allowed the program to continue providing high-quality training and support for the graduate students.

009.02B The UNK School Psychology program will be able to optimize resources and benefits for both students and faculty by allowing the field experience visits and supervision to be conducted virtually. Full-time, experienced faculty members will be responsible for the supervision of field experiences at the practicum and internship levels and will complete a minimum of three virtual field experience visits and supervision meetings for all school psychology graduate students. By allowing them to be conducted virtually, the UNK School Psychology Program could continue enrolling students and serving school districts across Nebraska.

The benefits to faculty members include spending less time traveling and having more time to dedicate to course preparation, prompt and thorough grading/feedback, responding to student questions and needs, and program related activities. Faculty would also be more accessible to all graduate students (both in person and virtually as needed) and to field supervisors as virtual meetings and visits would allow for more frequent and flexible scheduling since the time, costs, and conditions for travel would not need to be considered. The increased time devoted to training and availability for engaging with students can enhance the overall training and educational experience for all students in the program. Over time, this could result in a higher level of training and better prepared graduate students in school psychology.

Finally, the integration and use of technology for virtual visits and supervision allows the faculty member, student, and if needed, field supervisor to connect, share, collaborate, and work through real-time situations or documents that need reviewed and completed. The flexibility virtual visits and supervision allow mean the faculty member can have more frequent contact and “be there” virtually during some of the best and most challenging times of their experience. The use of this technology not only benefits the students while completing the field experience but also provides them with skills and experiences to use in the future where virtual interactions are needed.

009.02C The University of Nebraska Kearney School Psychology Program is committed to upholding the high standards set by the Nebraska Department of Education (NDE) and the National Association of School Psychologists (NASP) accreditation board. We intend to use the secure, University based Zoom accounts for faculty and students with a password protected meeting created for all visits and supervision meetings. This approach allows for the ability to observe, communicate and collaborate in a similar method as an onsite visit, but due to the nature of a virtual visit, allows for greater flexibility and increased frequency of visits and supervision, if needed. It is also important to note that NASP accreditation does not require in-person site visits for field experience students.

009.02D Not applicable

009.02E The University of Nebraska Kearney, School Psychology Program is requesting for three years, January 2025 – December 2027 to pilot this process.

009.02F The UNK School Psychology Program collects data throughout the year reflecting student competencies and performance in a variety of areas. The program will continue to use the field experience evaluations (practicum and internship) to assess and report on student performance and create an additional anonymous Qualtrics survey to send to supervising school psychologists and school psychology students at the end of the placement (i.e. end of the academic year) to gather data on the impact of virtual visits during the field experience. The focus of the survey will be on the effective implementation of virtual visits and supervision to support school psychology student progress during the field experience. Additionally, the University faculty supervisor will document all virtual visits and supervision meetings with goals and outcomes.

School Psychology Program faculty collects data through a variety of measures throughout the academic year to assess student outcomes, i.e. field experience evaluations, annual reviews, comprehensive exams, graduate exit surveys, Praxis scores, etc. These assessments are reviewed annually by program faculty to initiate data-driven conversations about strengths and needs of the program. The School Psychology Program will include the new virtual visit survey in the assessment process to analyze and determine the impact on students and feasibility of continued use. All data are reported at the University level in the fall to reflect the prior academic year. The program faculty will also create a report specific to the impact and continued use of virtual visits for the NDE.

The approval of the request for the University of Nebraska School Psychology Program to conduct the three required formal observations virtually rather than onsite will allow faculty to address the extenuating circumstances outlined above and optimize resources and benefits for both students and faculty. The virtual process will not only improve the overall

educational training and experiences for all but also prepare faculty and students to embrace digital interactions as they become more necessary. Thank you for your time and consideration of this request. We appreciate your dedication to the preparation of future educators and school psychologists and look forward to working collaboratively with you as we navigate the everchanging needs of the educational world.

On behalf of the University of Nebraska, School Psychology Program, sincerely,

A handwritten signature in cursive script, appearing to read "Tammi Ohmstede".

Tammi Ohmstede, Ph.D., NCSP
Professor and School Psychology Program Chair
Counseling, School Psychology, and Family Science Department
University of Nebraska at Kearney
ohmstedetj@unk.edu
308-865-8834

**UNK School Psychology Pilot Assessment Measure:
Survey of Supervisors and School Psychology Students**

(Rate all questions on a Likert scale 1=disagree; 2= neutral; 3= agree)

- | | | | |
|---|---|---|---|
| 1. The virtual field experience visit was engaging and contributed to the learning process. | 1 | 2 | 3 |
| 2. The virtual format facilitated sufficient observations and interactions among participants. | 1 | 2 | 3 |
| 3. The virtual field experience visit effectively supported the achievement of the learning outcomes established prior to the visit. | 1 | 2 | 3 |
| 4. The virtual platform, along with the quality of audio, video, and other media, was adequate for conducting the visit. | 1 | 2 | 3 |
| 5. The use of virtual visits significantly enhanced the learning experience. | 1 | 2 | 3 |
| 6. The virtual visit was able to adequately replicate the experience of an onsite visit. | 1 | 2 | 3 |
| 7. The UNK faculty supervisor was available for virtual visits at times that aligned with my preferences to support the field experience. | 1 | 2 | 3 |
| 8. I am satisfied with the overall quality and effectiveness of the virtual field experience visit. | 1 | 2 | 3 |

Overall Comments:



PROPOSED AGENDA ITEM RATIONALE

DATE: February 18, 2025

TO: Dr. Brian L. Maher
Commissioner of Education

FROM: Dr. Decua Jean-Baptiste, Accreditation Director

PROPOSED AGENDA ITEM: Waiver request from the Nebraska Correctional Youth Facility (NCYF) regarding media specialist requirements - PE.022025.004

AGENDA ITEM TYPE (contract/grant/rule/program/other): other

RATIONALE/BACKGROUND INFORMATION:

The Nebraska Correctional Youth Facility (NCYF) operates the NCYF Community High School under a current Special Purpose Agreement adopted by the Nebraska State Board of Education and approved on June 3, 2016. NCYF Community High School works with a unique population in that students are all currently incarcerated in the Nebraska Department of Correctional Services (NDCS adult correctional setting). Given their unique population and small number of concurrent students being served, there are barriers that negatively impact functioning as a Rule 10 School and result in the need for the Rule 10 Special Purpose Agreement to facilitate and accommodate their specific setting. (013.01A.) NCYF Community High School has been identified as being deficit of Rule 10 requirements in the area(s) of: 007.04A Media Specialist

Due to the inability to hire a properly endorsed school librarian or meet regulatory requirements through flexibilities in Rule 10, the Nebraska Correctional Youth Facility (NCYF) is requesting approval for a waiver of the Library/Media Specialist certification which shall remain in effect for no more than three years while they continue to search for a school librarian and implement a plan to ensure the quality of education provided to students is not diminished.

A previous waiver request was submitted to the Board and approved in May 2022.

NCYF has submitted all required information as stated in Rule 10 section 013 Waivers and Plans.

* PE.022025.004 – This was submitted as a discussion item in February 2025

PROPOSED BOARD MEETING (MONTH/YEAR): March 2025

ESTIMATED COST:

FOR CONTRACTS AND GRANTS:

- Indicate the Funding Source: (*--e.g., Federal, State*)
- New or Renewal:
- If renewal, date of first approval:

(--Following the funding source, include a statement that indicates if/ how the activity is part of an annual budget or allocation, or, approved as an activity for a grant. For example, "The funds for this contract are budgeted in the Office's annual allocation of state funds." Another example, "The funds for this activity are included in the grant award for this program.")

FOR NEW CONTRACTS OR OTHER CONTRACTS REQUIRING PROCUREMENT:

- Indicate the method of procurement:
- Rationale for method of procurement:
- Rationale for contractor selection:

FOR GRANT SUBAWARDS:

- Describe the grantee selection process:

**Updated 08.15.2023*

Proposal:

The number of teacher representatives would remain at 16. Of the sixteen teacher representatives - 11 would be selected by NSEA and 5 selected by NDE with approval of the board. Of the eleven NSEA selected members, one member would be from each of the SBOE districts with no more than two members from the same district. Thus, each SBOE district would have an NSEA representative, with three additional members at large. The five representatives selected by NDE would be individuals with no teacher organization affiliation or having a teacher organization affiliation other than NSEA. In regard to these five members, NDE would seek the applicants with board members being able to encourage teachers to apply. NSEA's and NDE's applicants and recommended representatives would be brought forth to the Executive Committee. After conferring, the Executive Committee would bring forth 16 names for approval by the full board.

I established these numbers based on the information I have. Because this information is considered proprietary, I do not have exact figures. From what I can discern, there are about 8000 Nebraska teachers not members of NSEA. There are close to 27,000 teachers in the state. Thus about 70% of teachers belong to NSEA. 70% of 27,000 rounds to 11 (11.2); 30% of 27,000 rounds to 5 (4.8). So, 11 and 5 seems like a fair allocation of representatives.

This proposal allows for all Nebraska teachers to have an opportunity to be considered and provides for a fair and balanced representation on the NCTE with representation from each of the 8 SBOE districts.

ORGANIZATIONAL POLICIES
OF THE
NEBRASKA COUNCIL ON TEACHER EDUCATION

1.00 THE NEBRASKA COUNCIL ON TEACHER EDUCATION

The Nebraska Council on Teacher Education (NCTE) is an advisory body to the Nebraska State Board of Education. The membership is appointed by the State Board of Education from representatives of state-wide organizations which have a direct involvement or interest in teacher and administrative preparation, and from higher education institutions in Nebraska which are approved by the State Board of Education to prepare and recommend for certification teachers, administrators, and counselors; and those people recommended for special services endorsements. The State Board of Education reserves unto itself sole authority over college program approval and certification.

2.00 PURPOSE

As an advisory body to the State Board of Education (Board), NCTE will develop and recommend for State Board approval and adoption:

2.01 Standards relating to state approval of higher education institutions providing teacher and/or administrative preparatory programs; and programs leading to special services certification.

2.02 Standards relating to admission into and retention in an approved professional education program leading to teacher, administrative, or special services certification.

2.03 Standards relating to the issuance of teacher, administrative, and special services certification.

2.04 Standards relating to certification endorsements.

2.05 Standards relating to the relationships of Nebraska teacher, administrator, and special services certification with other states and national bodies.

Further, NCTE members will, at the request of the Nebraska Department of Education (NDE), and pursuant to NDE regulations, participate in educator program approval reviews and associated campus visits to those institutions seeking approval for their programs leading to teacher, administrative, and/or special services certification and endorsements, and may recommend approval or non-approval of those programs in compliance with regulations adopted by the State for such purposes.

Additionally, NCTE, through its regular meetings, will provide a forum where representatives of educator preparation, practicing educators, the Nebraska Department of Education, and other educator preparation and certification stakeholders can meet and discuss those issues affecting professional preparation, and seek solutions to problems impacting on the quality of preparation of certified professionals in school settings. The goal of the college approval and professional certification process is to ensure the citizens of Nebraska, in particular, and citizens of the United States, in general, that the teachers and administrators in this state are well qualified and meet all state laws governing certification.

3.00 STATUTORY AUTHORITY

Appointments to the NCTE are made by the Board pursuant to its authorization. Sections 79-318(9), R.R.S., 1943, and 79-808, R.R.S., 1943.

4.00 MEMBERSHIP

The State Board of Education shall appoint all members of the NCTE. Membership shall include equal representation of Higher Education, School Governance, and Teachers as specified in Sections 4.01, 4.02, and 4.03. Terms shall begin August 1 in the year in which the members are appointed and shall continue until July 31 in the year in which their terms expire.

Members are expected to act as liaisons between the NCTE and the groups they represent.

Organizations submitting nominations for members and alternates shall give consideration to balancing the representation with regard to geographic location and state board district, gender, ethnicity, grade level, academic subject area, and school enrollment size. Selection of members shall be in accordance with the following provisions:

4.01 Higher Education

One (1) representative shall be nominated from each Board approved teacher preparation college or university. The representatives shall be nominated by the university or college chancellor or president.

4.02 School Governance

The number of persons representing School Governance shall equal the number of Board approved teacher preparation institutions, and nominated as follows:

4.02A NCAPE Representative. One (1) administrator shall be nominated by the Nebraska Council of American Private Education (NCAPE) to represent private schools.

4.02B School Board Membership. Two (2) School Governance members shall be nominated by the Nebraska Association of School Boards (NASB).

4.02C Administrative/Supervisory Membership. Those nominated and appointed shall include individuals who perform in administrative or supervisory roles in public school or agency settings and include School Administrators, Curriculum Directors, Human Resources and ESU personnel.

4.02Ci Nine (9) members shall be nominated by the Nebraska Council on School Administrators (NCSA).

4.02Cii One (1) Administrative/Supervisory member shall be appointed by the State Board of Education.

4.02D Community College Representative. One (1) individual representing Community Colleges shall be nominated by the Nebraska Community College Association.

4.02E Nebraska Department of Education (NDE). Two (2) representatives of the Nebraska Department of Education shall be nominated by the Nebraska Commissioner of Education.

4.03 Teachers

The number of persons representing practicing teachers shall equal the number of Board approved teacher preparation institutions, and shall be nominated as follows:

4.03A Two (2) shall be nominated by the State Board of Education, and

4.03B The remaining shall be nominated by the Nebraska State Education Association (NSEA).

5.00 ALTERNATES

Each category of membership shall nominate alternates to the Council. The alternates may serve as voting members when members of the official delegation are unable to attend. Names of alternates shall be submitted at the same time as proposed NCTE nominations.

5.01 The NCSA may nominate six (6) alternates; NASB, one (1); NSEA, eight (8); NDE, one (1); NCAPE, one (1); State Board of Education, two (2); and Educator Preparation institutions, one (1) each.

5.02 Alternates may attend meetings of NCTE at times other than when serving as an official delegate but under such circumstances shall not have voting privileges. When not replacing an official delegate, expenses of alternates in attendance are not eligible for state reimbursement.

6.00 METHOD OF SELECTING MEMBERS AND ALTERNATES

Nominations for members and alternates shall be submitted to the Executive Committee of NCTE, which shall review the nominees to determine if the requirements are achieved as described in Section 4.00. If necessary, the Executive Committee will ask a nominating group to modify its list so that the requirements are achieved. The Executive Committee shall submit the final list of nominees to the Commissioner of Education for State Board action prior to the first meeting of the membership year.

When NCTE members are no longer in the position which qualified them for appointment to NCTE, they shall immediately resign from the NCTE. If an approved alternate cannot be utilized for the remaining membership year, the Executive Committee will ask the nominating group or institution for an immediate replacement. Interim replacements made after the annual State Board of Education approval will be approved by NDE staff and formally approved by the State Board if they continue to serve as an NCTE member in the next membership year.

7.00 LENGTH OF TERM

Representatives from the School Governance and the Teachers categories shall serve a term of four years. Representatives of Higher Education and the Department of Education shall be appointed annually.

8.00 NCTE OFFICERS

NCTE officers shall consist of President and President-Elect, who shall serve for a term of two years. Nominations for President-Elect shall be presented at the spring semester meeting of odd numbered years and elected by the membership of NCTE at the summer meeting. The President-Elect shall serve two years as President-Elect and two years as President. The President and President-Elect shall assume office August 1 of the odd numbered years. A representative of the Nebraska Department of Education or his/her designee shall serve as the recording secretary in a non-voting capacity.

The President and President-Elect shall be representative of different membership groups, i.e.,

Governance, Higher Education, Teachers.

The President or the President's designee shall serve as the presiding officer of NCTE and liaison to the Board.

The President and/or the President's designee, will attend regularly, and present a report, at least annually, to the State Board of Education as part of the Board agenda or public comment period.

9.00 EXECUTIVE COMMITTEE

The President, President-Elect, Chairpersons of the Standing Committees, and the two NDE representatives shall constitute the Executive Committee. In the event that any of the following groups: Governance, Higher Education, or Teachers are not represented on the Executive Committee by virtue of office or serving on a Standing Committee, the Executive Committee shall appoint a representative of that unrepresented group to serve for a one-year term.

9.01 Duties. The duties of the Executive Committee shall include the following:

9.01A Meet at least thirty (30) days prior to each regular meeting of the NCTE to prepare an agenda.

9.01B Provide guidance and leadership in conducting the business of NCTE.

9.01C Coordinate the work of the Standing Committees and *ad hoc* committees.

9.01D Review the list of nominees and alternates for appointment to NCTE as provided under the provisions governing membership (Section 6.00) and transmit a final list of nominees to the Commissioner of Education for Board action. The Executive Committee is responsible for determining reasonable balance in the NCTE as described in Section 4.00.

9.01E Appoint a nominating committee of three members: one each from school governance, higher education, and teacher delegates who shall seek candidates for the office of President-Elect. This committee will prepare a slate of nominees to be presented at the March meeting of the odd numbered years and voted on at the June meeting. Nominations may also be made from the floor.

9.01F Appoint the President-Elect as President if the President fails to complete his/her term. The Executive Committee shall then appoint, from the membership of NCTE, an individual to fill the office of President-Elect until the office can be filled by election at the next June meeting.

9.01G Appoint the President and President-Elect if both offices should simultaneously become vacant, until the offices can be filled by election at the next June meeting.

9.01H Assign members of NCTE to Standing Committees of NCTE and make reassignments to fill vacancies as they occur.

9.01I Annually approve a calendar of anticipated endorsement reviews.

9.01J Review proposed endorsements as presented by the *ad hoc* committee chair. The Executive Committee may return the proposed endorsement to the *ad*

hoc committee with recommendations for modification, make minor changes in the proposed endorsement with the approval of the *ad hoc* committee chair, and/or forward it to the appropriate Standing Committee

9.01K Review every proposed endorsement as presented by the *ad hoc* committee chair for requests to change the number of semester credit hours, grade levels, and undergraduate or graduate status. Any changes in these three areas must be approved by the Executive Committee.

9.01L Initiate, receive, and/or evaluate proposals for new endorsements. The Executive Committee will refer any proposed new endorsement to the full Council. The full Council will decide whether such a proposed endorsement shall be recommended for addition to Rule 24. If the Council decides favorably, an *ad hoc* committee will be set up under the normal procedures.

9.01M The Executive Committee may initiate, receive and/or evaluate proposals for endorsement revisions and will refer those proposals to the appropriate *ad hoc* or Standing Committee for action under the normal procedures.

9.01N Act on behalf of the full Council when there is a need for a decision which cannot be postponed to a subsequent regular meeting of the full Council. When such action is taken, a report will be made to the membership at the next regular meeting. The Executive Committee may make a decision on any topic except to reverse a recent decision of the Council.

10.00 STANDING COMMITTEE OFFICERS.

During the spring semester meeting of each even numbered year, each Standing Committee, from its membership, shall elect a Chairperson, Vice Chairperson, and Secretary who shall serve for a term of two years. The officers may be re-elected once. Succeeding officers for each position must be elected from a different representational group. The term shall begin August 1st of the same year. In the event of a resignation or vacancy, the Standing Committee shall elect a successor at the next regularly scheduled meeting.

The Secretary shall provide a copy of the minutes to NDE within 14 days of the meeting for inclusion in the published minutes of the Council.

11.00 STANDING COMMITTEES

There shall be three Standing Committees with membership drawn from the members of NCTE. Membership on each Standing Committee shall consist of one-third of the NCTE membership, and each committee shall include a balanced number of representatives from Higher Education, Governance, and Teachers. The Executive Committee will determine, to the extent possible, the priority agenda items for the membership year for each Standing Committee at their meeting preceding the first annual NCTE meeting. Additional agenda items may be identified throughout the membership year.

11.01 Responsibilities of the Standing Committees shall be to:

Conduct periodic review of educator certification requirements and recommend changes to NCTE for consideration and adoption. Such recommendations, when approved, shall constitute recommendations to the Board for revision in applicable educator preparation and certification Rules.

Deliberate and make recommendations to the full Council on such special issues as assigned.

Review the requirements for endorsements on a schedule determined by the Executive Committee in collaboration with NDE staff and shall recommend revisions in such requirements to the full Council. Action taken by the full Council shall constitute a recommendation to the Board. The committee, in conducting such reviews, shall utilize the expertise of *ad hoc* committees which shall meet the requirements set forth under Section 17.00. Recommend the names and addresses of appropriate persons to serve on the *ad hoc* committees according to the categories stipulated in the *Ad Hoc* Committee Guidelines. Such names will be submitted to the Nebraska Department of Education who will create a balanced *ad hoc* committee according to the guidelines in Section 17.00.

If, in the opinion of the Executive Committee, extra meetings of a Standing Committee need to occur in order to process the endorsements in an expeditious manner, special meetings may be called. In such cases, the State of Nebraska will cover the usual expenses as described in Section 16.00.

12.00 COLLEGE APPROVAL

The full Council shall act as a committee of the whole to recommend college approval. Using the standards adopted by the Board for approval of educator preparation programs, the Department of Education shall schedule and provide for folio review teams and college visits. The visitation teams will include NCTE representatives who have participated in NDE-sponsored college approval process training.

- A. The number of persons serving on State folio review and visitation teams will be determined by the size of the institution.
- B. Areas of expertise for persons nominated to serve on state approval teams will be reviewed by NDE prior to appointment to a review team.
- C. Persons selected to serve on visitation teams must verify that they do not have a conflict of interest with that institution.
- D. The Nebraska Department of Education shall coordinate college program approval training and updates on a schedule recommended by the Executive Committee.
- E. NDE staff will report the results of the state program approval to NCTE. The unit head, or his/her designee, shall be afforded an opportunity to respond to a visitation report before a recommendation is made by the full Council to the Department of Education. The rejoinder will be made to the Executive Committee prior to the commencement of the morning business meeting. A recommendation for action by the NCTE will be made by the Executive Committee during the afternoon business meeting.
- F. NCTE executive committee representatives shall forward NCTE recommendations to the Commissioner of Education for State Board of Education action.

13.00 MEETINGS OF NCTE

There shall be three regular meetings of NCTE – one during the fall semester, one during the spring semester, and one during the summer. Meetings of the NCTE shall be subject to the open meetings law and public notice of said meetings shall be made by NDE.

The meeting agenda and associated materials for Council action will be posted to the website thirty (30) days prior to the meeting date.

Special meetings of the Council may be called by the President when authorized by the Executive Committee and approved by the Commissioner of Education.

All meetings will be in compliance with the Nebraska Open Meetings Act, Nebraska Revised State Statute 85-1401 through 84-1414.

14.00 VISITORS COMMENT PERIOD

In conjunction with each meeting of NCTE, there shall be a public comment period at which time those members of the public wishing to address NCTE shall have an opportunity to do so, subject to procedures adopted by NCTE. The presiding officer shall have the right to limit discussion in order to facilitate the work of NCTE.

In conjunction with debate on specific recommendations being considered by NCTE, the Chairperson of a Standing Committee or the President may request that a non-member be allowed to address the membership regarding that issue. The request shall be granted unless there is an objection. In such event, the non-member shall be granted speaking privileges only by an affirmative vote of a majority of the membership present.

15.00 AMENDMENTS TO THESE ORGANIZATIONAL POLICIES

These Organizational Policies may be recommended for changes by majority vote of the membership present provided that such recommended changes shall have been provided to the membership at least 30 days prior to the date of the business meeting at which a vote to amend is taken. The NCTE President, or his/her designee, shall present the recommendations to the State Board of Education. Such recommended changes shall become effective when approved by the State Board of Education.

16.00 EXPENSES

Expenses for Program Reviews, Approval Visits; NCTE, Executive Committee, Task Force, and *ad hoc* committee meetings; and NCTE member and alternate (when serving as a delegate) expenses for such meetings shall be borne by the State of Nebraska in accordance with state approved expense guidelines.

Members of *ad hoc* committees will be reimbursed for expenses by the State of Nebraska in accordance with state approved expense guidelines. School districts may be reimbursed for the cost of a substitute for teachers serving on *ad hoc* committees.

17.00 PROCEDURES FOR ENDORSEMENT REVISION

17.01 Ad Hoc Committee Overview. The *ad hoc* committee membership is selected to give representation to professional teacher educators; scholars in the field; PK-12 educators; the general public; administrators; and the Nebraska Department of Education. Members are selected to reflect balanced representation with regard to geographic location and state board district, gender, ethnicity, grade level, academic subject area, and school enrollment size. It is the responsibility of the *ad hoc* committee to review and update the criteria for endorsement in the specified area, such that

teacher, administrator, and special services educator requirements reflect the best of current knowledge and are responsive to special needs in Nebraska.

17.02 Ad Hoc Chairs. Chairs of the *ad hoc* committees shall be collaboratively determined by the NDE Team Leader responsible for the endorsement area, and the NDE designee with responsibilities for NCTE coordination.

17.03 Ad Hoc Membership. The membership of an *ad hoc* committee shall include representation from the categories below. *Ad hoc* committees will generally include 10-12 members. Members may fulfill more than one of the categories listed below:

17.03A Practitioners currently endorsed and employed in approved or accredited public or private schools in the endorsement area at the grade levels under consideration.

17.03B Faculty members from a college or department of education who are teaching professional education courses or serve as the certification official at an approved educator preparation institution.

17.03C Specialists in the content area which might include Arts and Science college faculty or persons drawn from professional practice in the endorsement area.

17.03D Administrative or supervisory personnel from approved or accredited public or private schools with responsibility for supervision, leadership or personnel functions at the grade levels and/or in the content area.

17.03E Representation from the NCTE Standing Committee to which the endorsement has been assigned.

17.03F A Nebraska Department of Education representative who has responsibilities related to the endorsement area and who may also serve as the *Ad Hoc Committee* chair.

17.03G Representatives of national/state specialty professional associations or professionals drawn from areas of employment related to the content areas.

17.03H Additional PK-12 school practitioners or higher education faculty members to equalize the representation between these two groups.

17.03I A Nebraska Department of Education designee, who will be a non-voting member and serve as a consultant for the *ad hoc* committee.

17.04 Ad Hoc Procedures

Designated Nebraska Department of Education staff will coordinate with Ad Hoc committee:

17.04A Review Nebraska endorsement requirements for the specific area.

17.04B Review guidelines from other regulating bodies such as learned societies/specialty professional associations, national accrediting bodies, Nebraska K-12 Content Standards/Frameworks and the National Board for

Professional Teaching Standards.

17.04C Review Nebraska and national supply and demand data.

17.04D Review current trends and research for educator preparation in the specified areas.

17.04E Determine if there is a need to continue the endorsement area.

17.04F Act as liaison persons between *ad hoc* committee deliberations and the groups they represent.

17.04G Present endorsement revisions to the NCTE Executive Committee.

17.05 NCTE Endorsement Approval. Upon approval by the Executive Committee, the revised endorsement will move through NCTE utilizing the following process.

17.05A First Hearing. The proposed endorsement (Rule 24 and Guidelines) is presented to the full Council at the general session. The *ad hoc* committee chair (or the individual(s) proposing a revision) presents the proposed endorsement and also leads discussion from the NCTE membership regarding questions and concerns identified by the membership, including those submitted prior to the meeting.

17.05B Second Hearing. The Standing Committee assigned to the endorsement continues discussion of the endorsement immediately following the 1st general session of the NCTE meeting. The Standing Committee may:

1. Recommend changes before the next regularly scheduled NCTE meeting. If major changes are needed before the Standing Committees will approve the endorsement, it is usually sent back to the *ad hoc* committee. However, the appropriate Standing Committee reserves the right to make any and all final changes before presentation to the full Council. If substantive changes or further clarification or discussion is needed prior to a final vote, the proposed endorsement will be moved to consideration at the next NCTE full Council meeting;
2. Accept the proposed endorsement at this second reading, and if no changes are needed, recommend a final vote at the 2nd General Session; or
3. Recommend the endorsement be held for final vote until the next full Council meeting.

17.05C Presentation to the Full Council. The proposed endorsement with the approval of the Standing Committee is presented to the full Council by the Chair of the Standing Committee for a roll call vote. If a majority vote to accept the endorsement is not achieved, the endorsement will remain in Second Hearing and return to the Standing Committee for additional discussion and revision. Upon approval by the full Council, the recommendations are forwarded to the State Board.

2024-2025 MEMBERSHIP DIRECTORY

August 28thth, 2024

(47 MEMBERS AND 35 ALTERNATES)

*NEW

HIGHER EDUCATION UNTIL 2025

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Bellevue University

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Chadron State College

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College of Saint Mary

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Doane University

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Hastings College

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PROPOSED AGENDA ITEM RATIONALE

DATE: February 19, 2025

TO: Dr. Brian L. Maher
Commissioner of Education

FROM: Decua Jean-Baptiste, Accreditation Director

PROPOSED AGENDA ITEM: Plan(s) of Correction for Schools (PE.022025.009)

AGENDA ITEM TYPE (contract/grant/rule/program/other): other

RATIONALE/BACKGROUND INFORMATION:

Rule 10, 14, and 18 school systems and interim program schools have similar requirements regarding compliance. School systems or interim programs that fall under Rule 10,14, or 18 are required to complete an annual Assurance Statement by November 1st of each year acknowledging any areas of non-compliance.

Areas of non-compliance within each Rule (10,14, & 18) are considered a violation and is reported on the Assurance Statement. Areas of non-compliance require evidence that show the violation has been resolved. If the violation is unable to be resolved before February 1st, then a plan of correction may be submitted to the NDE to demonstrate how the violation will be corrected by September 1st of the following school year. Evidence of the corrected violation or a plan of correction are due to the NDE by February 1st.

Plans may be approved by the Board if evidence provided indicates that the violation occurred after August 1, and the violation could not reasonably be corrected immediately before or during the current school year.

*PE.022025.009 - This item was submitted as an information item in February 2025

**Number of Plan of Corrections = 21 (Rule 10 Accredited = 14 public, 2 nonpublic, 1 special purpose; Rule 14 Approved = 4)

PROPOSED BOARD MEETING (MONTH/YEAR): March 2025

ESTIMATED COST:

FOR CONTRACTS AND GRANTS:

- Indicate the Funding Source: (*--e.g., Federal, State*)
- New or Renewal:
- If renewal, date of first approval:

(--Following the funding source, include a statement that indicates if/ how the activity is part of an annual budget or allocation, or, approved as an activity for a grant. For example, "The funds for this contract are budgeted in the Office's annual allocation of state funds." Another example, "The funds for this activity are included in the grant award for this program.")

FOR NEW CONTRACTS OR OTHER CONTRACTS REQUIRING PROCUREMENT:

- Indicate the method of procurement:
- Rationale for method of procurement:
- Rationale for contractor selection:

FOR GRANT SUBAWARDS:

- Describe the grantee selection process:

**Updated 08.15.2023*

Callaway Public Schools

“Creating Positive Stories”

PO Box 280
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www.callawaypublicschools.org

January 24, 2025

Rule 10 Violation Plan of Correction

Violation: 007.04A – School Library/Media Specialist does not hold a current Nebraska Teaching Certificate with appropriate endorsements.

Plan of Correction:

Step #1 – Apply for a waiver from NDE. Finding a teacher with the appropriate certification has proven to be a challenge. If granted the waiver it will give us the time to build a library/media specialist from our current staff.

Step #2 – Our school board is committed to paying the tuition of any staff member who is willing to take the courses to get their library/media specialist certification. We have offered this opportunity to our current staff and our 3rd grade teacher has volunteered to begin working on a master degree in library science. Her coursework should begin this summer and she should have the credits necessary to apply for a provisional certificate by the beginning of the 2025-26 school year.

Please advise if you have further recommendations to help us be compliant with 007.04A.

J.D. Furrow
Superintendent
Callaway Public Schools



CENTURA PUBLIC SCHOOLS

A School Community About Students, Excellence, & Innovation.

Dr. Ashley Tomjack, Superintendent / Melissa Beberniss, Secondary Principal / Janet Brown, Elementary Principal

Dear Mr. Todd Wolverton and NDE Team:

This letter is in response to our formal notification of our Rule 10 violation of the following sections:

- **004.01A-B Instructional Program and Standards** – A structured and aligned curriculum needs to be developed for language arts, mathematics, and science that is aligned with Nebraska state standards.
- **004.01C Curriculum and Standards** – A structured and aligned curriculum needs to be developed for all other content areas. A written description of library media skills needs to be written.
- **010.01A Annual Written Report** – An annual report must be developed and shared with the public that includes at least student demographic data, student performance data, the school's mission and vision, and financial information.

Addressing item 004.01A-B Instructional Program and Standards

As of December 5, 2024, we have begun the process of developing a written, structured, and aligned curriculum for language arts and mathematics with the goal of completion in the fall of 2025. Our staff will be engaging in professional development with ESU10 support as we analyze shifts in standards over the last decade and develop our written materials. Science work will follow the language arts and math curriculum work. Our staff is aware of the deficiencies in this area and understand the steps that will be taken to ensure a quality learning program for students and regain compliance.

Addressing item 004.01C Curriculum and Standards

As of December 5, 2024, we have communicated the need to develop structured and aligned curriculum for all subject areas, including a written description of the library media skills program. We are planning to invest time and resources in the 2025-2026 school year to replicate the process that will be used with language arts, math, and science.

Addressing item 010.01A Annual Written Report

As of December 5, 2024, we are exploring options for a company to help support our production of an annual report in March of 2025 when I return from maternity leave. Our goal is to publish and distribute this report to patrons by the end of the 2024-2025 school year.

Please let me know if you have any questions or concerns. Our goal is to regain compliance in all areas in order to best support students.

Dr. Ashley Tomjack

Superintendent

Centura Public Schools

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GARDEN COUNTY SCHOOLS

— P.O. Box 230, Oshkosh, NE 69154-0230 —



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Garden County Jr. /Sr. High School
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(308) 772-3242
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11-11-2024

Garden County Schools Compliance Letter to NDE,

This letter is a corrective action plan for the violation of Garden County School after the Rule 10 visit on 10/22/24. Garden County Schools met with administrators, teachers, and board members to address these issues on Monday 11/11/2024. The following are violations and how the school district address the issues from this point forward:

003.01 Certification: 6342867255 Miller, Alex, taught without an active certificate. A response to the notification was submitted, and the issue was resolved on 9/9/24. No further action required

Seizure Safe Schools: The district did not have a policy to address this statute at the time of the compliance visit. –**The district had approved the policy in the summer with the rest of the policies but was not put in the binder and online with the rest of the policies that were approved by the board of education. It has been updated and put online and in the policy binder with the rest of them.

004.01A - B Instructional Program and Standards: The district could not provide evidence of written purposes and standards approved by the governing body. Academic content standards for core subject areas were not submitted as evidence. •** Garden County Schools have created a curriculum cycle schedule for teachers to update. We have not updated since COVID year, and we will get that update on one of our teacher in-service days. Everything will be a Google Doc so administrators and teachers will have access to the material and if someone leaves we will be able to give that to them. The administrator will make sure this gets updated when standards are changed or updated for the district.

004.01C Curriculum and Standards: Written guides, frameworks, or standards for all other areas of the curriculum were not submitted as evidence. •** Garden County School will update the curriculum and standards for each subject area and grade level under NDE guidelines. We have shared a Google doc with the teachers to update their standards and curriculum, and we are

using the teacher in-service dates in November and January to complete this task, it will all be updated to start the calendar year. The administrator will make sure this gets updated when standards are changed or updated for the district.

011.01B Safety Plan: The district did not provide evidence of a safety plan. •** Garden County Schools has quarterly safety meetings each quarter with a group of teachers, parents, and one board member as part of the meeting. We have a hard copy of the safety plan, and we are in the process of making a digital version of the plan so we can put it online for everyone to see and get a copy of when the time is needed. We also have a back-to-school boot camp at the beginning of each school year, when the administration talks to the parents and students about safety plans and procedures for the school buildings. Garden County Schools will make sure all classrooms and rooms will have a hard copy of all emergency procedures for that room.

012.01B Policy Instructional Hours: The policy that exists is not specific to the required hours, nor does it stipulate the conditions for which individual students may be excused from the regular school day. **Garden County school district has worked with Justin Knight to change its policy to align with the NDE stating all the hours required for each grade level. Our current policy was very general and that Garden County Schools would follow NDE guidelines and did not put the detailed hours on the policy.

Thank you,

Jess Underwood-Superintendent

Garden County Schools



HAYES CENTER PUBLIC SCHOOLS

P.O. BOX 8, HAYES CENTER, NEBRASKA 69032

23 January 2025

Todd Wolverton, Accreditation Specialist
Office of Accreditation, Certification, & Approval
500 S. 84th St., 2nd Floor
Lincoln, NE, 68510-2611

Dear Mr. Wolverton,

I am aware that we are in violation of 014.01 for this school year, 2024-2025. The school board has been informed and updated regarding the situation. The district's librarian moved to another school district at the end of last year and we were unable to find another.

Hayes Center is asking for a waiver for this violation.

In order to rectify the situation, we are still searching for an individual with the proper credentials. Our plan of correction also includes the following:

- Contacting neighboring school districts to see if one would like to "share" a Librarian.
- Inquiring of our current staff to see if there is interest in acquiring the proper credentials. The Hayes Center School District will pay for the necessary schooling.

If you need clarification or any more information, please contact me.
Thank you.

Sincerely,

Tony Primavera
Superintendent



High School (308) 286-5600

| Elementary (308) 286-5601



FAX: (308) 286-5629



501 TROTH STREET, HAYES CENTER, NEBRASKA 69032



December 19, 2024
 Sandra M. Suiter, Ed.D.
 Accreditation Specialist
 Office of Accreditation, Certification, & Approval
 500 S. 84th St, 2nd Floor
 Lincoln NE 68510

Re: Title 92, Nebraska Administrative Code, Chapter 10 Plan of Correction

Dear Dr. Suiter,

Herein describes the plan of correction in response to Humboldt–Table Rock–Steinauer (HTRS) Public School’s violation of Title 92, Nebraska Administrative Code, Chapter 10, Regulatory (Sections 004-012).

004.01A-B Instructional Program and Standards

004.01-A – The instructional program of the school system is based on written purposes or standards and is approved by the governing body. These documents are on file in each school building and each certificated staff member is provided a copy.

004.01-B – Public school districts adopt academic content standards in the subject areas of reading and writing (language arts), mathematics, and science determined by each such district to be measurable quality standards that are the same as, equal to, or more rigorous than the state academic content standards adopted by the Board pursuant to Neb. Rev. Stat. § 79-760.01. The deadline for public school districts to adopt replacement academic content standards will not extend past one year following the Board’s adoption of new content standards. Nonpublic schools have local academic content standards for reading, writing, mathematics, science, and social studies/history approved by the governing body.

Plan of Correction for Violation of Regulatory Section 004.01A-B: Instructional Program and Standards.

HTRS board of education will do a first read of the State Standards Education Standards in the content areas of English Language Arts (Reading and Writing), Mathematics, Science, Social Studies/History, Fine Arts, and Career Technical Education on January 13, 2025. The second review of these content standards will occur at the February 10, 2025 board meeting and the final review and approval of the standards by the HTRS Board of Education on March 10, 2025.

004.01C Curriculum and Standards

004.01C – The school system has written guides, frameworks, or standards for all other areas of the curriculum. In connection with this requirement, school systems are encouraged to adopt the Fine Arts Standards adopted by the Board on March 4, 2014. The school system also has a written description of the library media and guidance programs.

Plan of Correction for Violation of Regulatory Section 004.01C: Curriculum and Standards.

HTRS administration in cooperation with instructional staff will continue the curriculum development, mapping, scope and sequence process for all content areas provided by HTRS including a written description of the library media and guidance programs. In addition to the curriculum, HTRS will also develop proficiencies for each career content course. HTRS will use a software program that provides access to the curriculum for these content areas and provide a link to the standards for stakeholders. The timeline for completion of this process will be on or prior to February 27, 2026.

Respectfully Submitted


 Dr. George Griffith

Superintendent
Mr. Greg Shepard

Isanti Community School

VILLAGE OF SANTEE
206 FRAZIER AVENUE EAST
NIOBRARA, NEBRASKA 68760-7213

K-5 Principal
Cindy Nagel
9-12 Assistant Principal
Ruth LaPlante
Business Manager
Carol Brandt-Denney



Phone: (402) 857-2741
Fax: (402) 857-2743
<http://www.santeeschools.org>

Page 1 of 1

January 23, 2025

Dr. Jean-Baptiste,

We appreciate the NDE Accreditation review and the feedback that was provided to Isanti Community School. In regards to the Regulatory violations, we will address each prior to September 1, 2025 as follows:

For the first three listed violations: **004.01 A-B instructional Programs and Standards, 004.01 C Curriculum and Standards, and 004.01 F (1-5)** - we will work with ESU 1 personnel to develop an instructional program with guides and frameworks based on the Nebraska State Standards or comparable standards otherwise approved by the school board for each curricular area. Additionally, we will ensure that our curriculum incorporates multicultural education, develop a mission for the multicultural education program with goals, provide professional development, and give an annual report to the school board regarding multicultural education.

For violation of **004.02C**: we are in process of reviewing and updating our documentation regarding adoption, revision, and review of all board policies, including the policy that refers to K-6 Athletic limitations. **This will be completed by September 1, 2025.**

Additionally, we will continue our efforts to recruit and retain highly qualified educators to our district to meet the requirements for percentages of properly endorsed teachers at all grade levels. We are optimistic in being able to meet these requirements especially considering the improvements that we have made over the last year.

Thank you for your time and consideration,

A handwritten signature in black ink, appearing to read 'G. Shepard', written over a horizontal line.

Greg Shepard
Superintendent, Isanti Community School



Leigh Community Schools

PO Box 98 222 W. 4th Street Leigh NE 68643

January 23rd, 2025

Dear Todd Wolverton,

On January 17th, Leigh Community Schools was notified that we do not have a certified librarian or media specialist in place at Leigh and that we are in violation of Rule 10 section 007.04A.

At the conclusion of the 2024 school year, our previous Media Specialist advanced professionally to an administrative position at another district. Upon this resignation, we had two staff members express interest in changing roles within the district. We transitioned a veteran English teacher to our Media position and filled her position with another staff member who had an English endorsement. This veteran teacher expressed to us that she plans to retire within the next two years but would not be willing to take additional classes to gain her Media Endorsement. This individual does have her Master's Degree in English, has done a fantastic job of managing our library and media center and has offered many ideas and strategies that help our students advance academically. Filling this position from within allowed us to gain budgetary room, while still putting a well qualified teacher within our media center and English classroom. As we all know, school funding has been a major topic in the recent legislatures. Our enrollment has grown by 73 students in the past 5 years, which has required us to hire additional staff, thus prompting me to fill the position within and potentially prepare for changes within the school funding formula. I also took into consideration the current teacher shortage and anticipated not being able to fill this position through the normal hiring process. Lastly, the timing of my previous media specialist resignation also factored into this decision.

At this time, I plan to submit a waiver for our library/media specialist to the Commissioner of Education at the Department of Education to help resolve this inadequacy of Rule 10 for Leigh Community Schools. At the conclusion of my current teacher's career, I plan to advertise for a media specialist position.

I hope this is an adequate plan for the violation and that the Department of Education recognizes that we take this violation very seriously and will always try our best to provide the best educational outcomes for our students. The past two years Leigh Community Schools has received an overall AQuESTT district rating of EXCELLENT and that is credit to our outstanding staff and students.

Thank you for your consideration and please contact me for any questions at 402-487-3301 or at cfischer@leigh.esu7.org.

Sincerely,

Cole Fischer
Superintendent
Leigh Community Schools

Learning Empowers Individuals to Great Heights

Cole Fischer, Superintendent
402-487-3301

Fax 402-487-2607

Andrew Faltys, Principal
402-487-2228



MAYWOOD PUBLIC SCHOOL

Striving for Excellence, Achieving Success

www.maywoodtigers.org

Public School

Mark Bejot
Superintendent

Tiger Drive

PO BOX 46

Maywood, NE 69038

Phone: 308-362-4223

January 23, 2025

Certified Librarian Plan

Maywood Public Schools lacks a certified librarian, we are planning to meet the existing library needs through the following supports:

- The library will remain open throughout the school day for student access to school materials. Ms. Avril Arthurs is serving as the school librarian. She is certified instructor for grades K – 8 elementary and is serving as librarian ½ time.
- The morning periods 1 – 4 will be devoted to library activities for the elementary grades to receive library skills learning. This includes learning how to find materials, checking out materials, as well as library etiquette. Library books are shelved by the Dewey Decimal system. Digital card catalogue is maintained to help student find specific desired books. Technology skills will be used to encourage a child's love of reading.
- Ms. Arthurs will develop library lessons including active reading of grade level appropriate books to enhance students reading, as well a reading comprehension, student fluency, vocabulary, in reading. We also want her to develop a "love" for reading print materials as well as utilize technology and research skills for all students.
- Ms. Arthurs will be involved in purchasing books and reading materials to meet new book purchases and periodicals that meet state Rule 10 guidelines. We will continue to invest in the library as current levels or higher.
- Technology needs will be secured through our technology specialist hired locally. Ms. Arthurs will be involved in assisting with technology purchases and inventory management. Ms. Arthurs will be available to help all student's library and research needs.
- Maywood Public Schools will continue to search for a certificated librarian. We currently do not have staff that are interested in acquiring librarian certification. As we look to hire new staff, we will prioritize candidates with library certification. We are asking for a three-year waiver of Rule 10 to provide time to find either someone certified or a staff member interested in acquiring the needed librarian course work.

Respectfully Submitted,

Mark Bejot,
Superintendent

Local Improvement Plan for Niobrara Public Schools (Library/Media)

Objective: Enhance library media services and support student learning by transitioning library media personnel into certified teaching roles.

Current Situation

Niobrara Public Schools has identified a need to improve library media services. To address this, we will implement corrective actions to waive library media personnel while facilitating professional development for Charissa Avery, who is pursuing her BS degree.

Corrective Actions

1. Waiver of Library Media Personnel:

- **Review Current Staffing Needs:** Assess the immediate needs for library services and identify areas where support can be provided by existing staff.
- **Temporary Staffing Adjustments:** Utilize para educator to cover library duties during the transition period. This may include managing check-outs, overseeing student use of library resources, and maintaining an orderly environment.
- **Community Partnerships:** Reach out to local libraries and community members for volunteer support to assist in library activities and management.

2. Professional Development for Charissa Avery:

- **Enrollment in Degree Program:** Ensure Charissa Avery is enrolled in a BS degree program that meets the state certification requirements for teachers.
- **Support for Coursework:** Provide flexible scheduling and resources to help Charissa balance her work responsibilities with her coursework. This may include adjusted hours or remote work options.
- **Mentorship Program:** Pair Charissa with a mentor who has experience in library media services and education to guide her through her studies and practical experiences.

3. Pathway to Certification:

- **Certification Process:** Outline the steps Charissa must take to achieve teacher certification, including passing required exams and completing student teaching hours.
- **Library Media Endorsement:** Once she obtains her teaching certification, Charissa will begin to accumulate hours toward her library media endorsement.
- **Professional Development Opportunities:** Encourage Charissa to attend workshops, conferences, and training sessions focused on library media and educational technology.

Timeline

- **Months 1-3:** Implement temporary staffing adjustments and begin outreach for community support.

- **Months 4-6:** Monitor Charissa's progress in her coursework and provide necessary resources and mentorship.
- **Months 7-12:** Assist Charissa in preparing for certification exams and begin planning for her library media endorsement.

Expected Outcomes

- **Enhanced Library Services:** Improved access to library resources for students and staff during the transition.
- **Certification Achieved:** Charissa Avery becomes a certified teacher and begins her library media endorsement, bringing expertise back to the school.

Monitoring and Evaluation

- **Regular Check-Ins:** Schedule bi-monthly meetings with Charissa to assess progress and adjust plans as needed.
- **Progress Reports:** Document Charissa's journey towards certification and library media endorsement for future reference and improvement planning.

This plan aims to ensure that Niobrara Public Schools maintains high-quality library media services while supporting the professional development of staff to meet the evolving needs of our students.

Local Improvement Plan for Niobrara Public Schools (School Counselor)

Objective: Enhance school counseling services and support student well-being by transitioning personnel into certified counseling roles.

Current Situation

Niobrara Public Schools has identified a need to improve school counseling services. To address this, we will implement corrective actions to waive school counselor personnel while facilitating professional development for a staff member, who is pursuing their BS degree.

Corrective Actions

1. **Waiver of School Counselor Personnel:**
 - **Review Current Staffing Needs:** Assess the immediate needs for counseling services and identify areas where support can be provided by existing staff.
 - **Temporary Staffing Adjustments:** Utilize classroom teachers and administrative staff to cover counseling duties during the transition period. This may include managing student appointments and providing general support.
 - **Community Partnerships:** Reach out to local mental health professionals and community members for volunteer support to assist in counseling activities.
2. **Advertising for a Suitable Candidate:**
 - **Job Posting:** Advertise the school counselor position through various channels (school website, local job boards, educational networks) to attract qualified candidates.
 - **Ongoing Recruitment:** Continue the search until a suitable candidate is found, ensuring that we maintain high standards for the role.
3. **Professional Development for TO BE DETERMINED:**
 - **Enrollment in Degree Program:** Ensure the staff member is enrolled in a BS degree program that meets the state certification requirements for school counselors.
 - **Support for Coursework:** Provide flexible scheduling and resources to help the staff member balance work responsibilities with coursework. This may include adjusted hours or remote work options.
 - **Mentorship Program:** Pair the staff member with a mentor who has experience in school counseling to guide them through their studies and practical experiences.
4. **Pathway to Certification:**
 - **Certification Process:** Outline the steps the staff member must take to achieve school counselor certification, including passing required exams and completing supervised hours.
 - **Professional Development Opportunities:** Encourage participation in workshops, conferences, and training sessions focused on counseling practices and student support.

Timeline

- **Months 1-3:** Implement temporary staffing adjustments, begin outreach for community support, and initiate job postings for the counselor position.
- **Months 4-6:** Monitor the staff member's progress in their coursework and provide necessary resources and mentorship while continuing recruitment efforts.
- **Months 7-12:** Assist the staff member in preparing for certification exams and planning for their counseling endorsement.

Expected Outcomes

- **Enhanced Counseling Services:** Improved access to counseling resources for students and staff during the transition.
- **Certification Achieved:** The staff member becomes a certified school counselor, bringing expertise back to the school.
- **Sustained Support:** Establish a framework for ongoing professional development in counseling services for all staff.
- **Qualified Personnel:** Secure a qualified candidate for the school counselor position to ensure comprehensive support for students.

Monitoring and Evaluation

- **Regular Check-Ins:** Schedule bi-monthly meetings with the staff member to assess progress and adjust plans as needed.
- **Feedback Mechanisms:** Collect feedback from students and staff on counseling services and adjustments made during the transition.
- **Progress Reports:** Document the staff member's journey towards certification and the recruitment process for future reference and improvement planning.

This plan aims to ensure that Niobrara Public Schools maintains high-quality counseling services while supporting the professional development of staff to meet the evolving needs of our students.

Board of Education

Mark Moes, Pres
Larry Krohn, V.P.
Tyler Ganseboom, Sec
Michelle Reikofski
Justin Koehler
Tiffany Rice

Osmond Community School

School District 42R
Box 458 - Osmond, NE 68765



School Administration

Steven Bremer, Superintendent
Kurt Polt, Principal
Lacy Stelling, Counselor
Kaylen Tunink, Counselor
Phone: 402-748-3362
Fax: 402-748-3210
www.osmondigers.org

NDE Rule 10 Compliance Visit Areas of Non-Compliance Correction Plan
Osmond Community School - Osmond, Nebraska
Superintendent - Steven Bremer
January 10, 2025

Thank you for completing your compliance visit in December and for your report. The correction plan for Osmond Community Schools follows:

Plan of Correction:

In reviewing the requirements of Rule 10, reviewing what is being taught in the classrooms, and meeting with ESU 8 Professional Development Coordinator Katrina Gotschall, we are working on improving the required items that must be addressed.

- **004.01A-B** Instructional Program and Standards – A structured and aligned curriculum, based on written purposes or standards, needs to be developed in the academic core content areas of language arts, mathematics, and science, and approved by the Osmond Board of Education.

The academic core content areas of language arts, mathematics, and science do follow the Nebraska State Standards (as found on the NDE website <https://www.education.ne.gov/contentareastandards/>) and have been approved by the Osmond Board of Education. Our plan is to put these in a better sharable and usable format. I have included a link to an example template for ELA https://docs.google.com/spreadsheets/d/1hK3TXLWgnkxQc5jEFacT_5e8_0krDepWvg7pqjRA2E/edit?usp=sharing

We are currently reviewing and updating textbooks for ELA, so we will begin by using this format and continue it annually through all of our curriculum reviews.

- **004.01C** Curriculum and Standards – A structured and aligned curriculum in the form of written guides, frameworks, or standards for all content areas need to be developed, along with written descriptions of library media and guidance programs.

Expanding from what we'll be doing above, we will working with ESU8 on how to create a supporting usable document for getting the standards into instruction. The form we will adjust but make use of can be viewed at this link:

<https://docs.google.com/spreadsheets/d/1HdGI15H9D7qSXrs1yGleAGqfT7XGv0R6TgL3DMS3Eko/edit?usp=sharing>

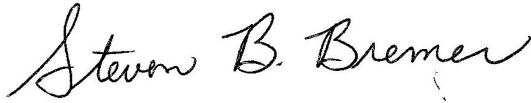
We will begin this process by updating ELA as we move into the curriculum textbook selection and implementation of the new textbook series. We have decided to expand our one K-12 principal by hiring a K-6 principal and retaining our current one as 7-12 principal. The K-6 principal will have curricular oversight on much of demonstrating how standards are being implemented in the actual courses.

- **004.03A** Middle Grade Instruction – Art must be taught at all grade levels in the junior high school.

We will be redoing our schedule for 2025-2026 to allow for art to be taught in grade 7. Specifically adding ART 7 will be added.

If there are any further actions required or needed, please let me know.

Respectfully,



Steven B. Bremer
Superintendent, Osmond Community Schools

SUTHERLAND PUBLIC SCHOOLS

Todd Wolverton- Accreditation Specialist
Office of Accreditation, Certification, & Approval
Lincoln, NE, 68510-2611

Plan of Correction for Regulatory (Sections 004.012)

004.01C Curriculum and Standards: The Library/Media curriculum has been sent to you. The Administration is working on developing a full curriculum for the Non-Core content areas. We plan to have them completed by the end of this school year.

004.03A Middle School Instruction and 004.04B8 Visual and Performing Arts: The Music Teacher left the district at the end of the 23-24 school year. The district has advertised beginning when the teacher left for a Music Teacher in Teach-In-Nebraska. No applicants have applied. The district is providing music instruction to middle and high school students in a clinic setting. We've hired two people as contract labor to teach choir and band. Until the district has hired a full-time music teacher, that is the best we can do!

011.01C Safety Committee: The safety committee is in place and will hold a meeting in December. There are three new Administrators in the district so it is taking time to get all these committees together, and functioning.

012.01D American Civics Committee: This Board committee has been appointed and will meet in December.

Ted Clasen
Interim Supt.

Dedication • Preparation • Innovation





The Redford High School
304 Maple Street, PO Box 248
The Redford, NE 69166
Phone: 308-645-2614
Fax: 308-645-2618

The Redford Elementary School
407 Court Street, PO Box 248
The Redford, NE 69166
Phone: 308-645-2214
Fax: 308-645-2714

Blake Dahlberg, Superintendent/Principal

January 16, 2025

Sandra Suiter, Ed.D.
Education Specialist III
Office of Accreditation, Certification, and Approval
500 S. 84th St., 2nd Floor
Lincoln, NE 68510-2611
531-893-0727

Mr. Suiter,

Please accept this letter as our Plan of Correction for our Assurance Statement violation that we received on January 8, 2025.

For background, we had a counseling position open for our district last spring. We received no applications for this position. One of our classified staff discussed the idea with me about going back for her Counseling Degree and worked with Chadron State to get a plan together. They have a program for certification for people that don't currently hold a teaching certificate.

I spoke with someone at the state about this and was informed that I should mark our assurance statement as out of compliance with our plan in place. We are still currently running our counseling program. I am organizing and delegating the program to the teachers and our classified staff member who is working towards her degree. Overall, our plan will be:

- Report myself as the counselor on record for staff reporting, with the understanding that this is still a violation since I do not have a counseling licensure. We felt it would be best to do this to show that we are still doing our counseling program while we wait for the licensure of our other staff member.
- Once the person who is working towards their counseling degree secures their local sub license, we will put her into the staff reporting and complete the "Counselor not licensed" reporting through the portal to keep track of her progress in the program.
- We will put in for a waiver from the counseling program portion of Rule 10 by Friday, January 17, 2025.
- We will update the State Board on our waiver and plan progress each year when we complete our staff reporting.

Thank you for your time in helping me with this situation. If there is anything else I need to provide, please let me know.

Sincerely,

Blake Dahlberg
Superintendent/Principal
The Redford Public Schools

"The Redford Public Schools will prepare students for challenges of life with an environment that fosters positive educational growth."

Winnebago Public Schools

PO Box KK, Highway 77 & 75

Winnebago, Nebraska 68071

Phone (402) 878-2224 Fax (402) 878-2472

2/5/25

Winnebago Public Schools
Rule 10 Requirement Response

Employees:
Hannah Helseth-

Winnebago Public Schools will work to correct the Rule 10 Counselor Violation by requiring Hannah Helseth to work under the High School Principal when performing any counselor related task. Hannah currently holds a Bachelors Degree and a Masters Degree, and is currently enrolled in a School Counselor Graduate level program to attain the proper certification.

I will be reaching out in the future to see if there is a way to get Ms. Helseth a teaching license that allows her to continue to work on her counseling program, which should remove the Rule 10 violation. The previous violation has been rectified to my knowledge, if I am incorrect please advise.

Respectfully,

Kamau Turner
Superintendent
Winnebago Public Schools
Ph: 402-878-2224
E-mail: kturner@winnebagok12.org





January 31, 2025

Dear Mr. Wolverton,

WPS acknowledges that the issue of finding a librarian/media specialist has led to being out of compliance with Title 92, Nebraska Administrative Code, Chapter 10 (007.04A *Media/Technology Staff*).

In the email correspondence with you on January 17, we stated that Alexis Arens had agreed to work toward the librarian certification. In the past 2 weeks, Ms. Arens applied for and was hired to become our middle school teacher for 2025-26. This change means that Julie Wortmann (*Staff ID #8379311886*) will remain as our delegated librarian, and will begin the necessary coursework this summer.

During our next board meeting on February 12, I will inform our board of the specific violation and the "Plan of Correction" we are submitting to you.

Sincerely,

A handwritten signature in blue ink that reads "Paul Hans".

Paul Hans
Superintendent

Board of Education

Laurie Schulte President
Greg Hite Vice President
Kelly Wieseler Secretary



Todd Pinkelman Member
Kris Tilley Member
Sue Lenzen Member



Building our future with faith...for over 110 years

SAINT MARY'S
Catholic Schools

January 22, 2025

To: Todd Wolverton, Accreditation Specialist
From: Jennie Schneider and Paula Atkeson, St. Mary's Principals
Re: Citation for Seclusion and Restraint Policy

We have received the citation for our non-compliance with the Seclusion and Restraint Policy. Here are the steps we have taken to rectify the situation:

1. We asked for and received from Vickie Kauffold, Superintendent of Schools for the Archdiocese of Omaha, a copy of the Archdiocesan Seclusion and Restraint Policy.
2. We have looked over the Archdiocesan Policy and decided to adopt it as written, pending our Advisory Board and school president's approval.
3. We have put an agenda item on our next Advisory Board meeting (February 12, 2025) to ask the board and Fr. Starman (President of St. Mary's School) to approve the policy for inclusion in our student handbook for 2025-2026.

Once the board approves the policy, we will send the minutes of the meeting outlining its approval for your records.

We apologize for our non-compliance and hope that the steps we have taken show our intention to be compliant with NDE policies in the future.

Sincerely,

Jennie Schneider

Paula Atkeson

St. Matthew Catholic School Policy Annual Performance Report Preparation and Distribution

1. Purpose

The purpose of this policy is to ensure St. Matthew school's compliance with Nebraska Rule 10, which mandates that each school district prepare and distribute an annual performance report. Our annual report provides stakeholders, including students, parents, staff, and our St. Matthew community, with a transparent overview of our school's progress and performance across various educational metrics.

2. Annual Performance Report Components

The annual performance report shall include, at a minimum, the following components, as outlined by Nebraska Rule 10:

- **Student Achievement:** Information on student performance in standardized assessments and other academic indicators as available.
- **Graduation Rates:** Data on graduation rates.
- **Attendance and Enrollment:** Information on average daily attendance, enrollment numbers, and student demographics.
- **Teacher Qualifications:** Summary of teacher qualifications, including certification status.
- **Financial Data:** Overview of school funding as submitted by our parish finance council.
- **Other Key Performance Indicators:** Metrics deemed significant to our community and reflective of our school's goals.

3. Preparation Process

- **Data Collection:** Each year, the Principal and staff will gather necessary data from assessments, attendance records, graduation tracking, financial reports, and other relevant sources.
- **Analysis and Review:** The collected data will be analyzed to identify trends, assess strengths, and recognize areas for improvement. School leaders, including our school advisory board will review our report's findings to guide future planning and resource allocation.
- **Drafting the Report:** The Principal will compile a draft of the report, including summaries, charts, and relevant narrative explanations for each key performance area.

4. Approval and Distribution

- **School Advisory Board Review:** The draft annual performance report will be presented to the school advisory board for review at a designated advisory board meeting.
- **Distribution:** Our schools annual performance report will be made accessible. Physical Copies of the report will be made available for those who request.

5. Ongoing Compliance and Review

Our school will review and update this policy periodically to ensure ongoing compliance with Nebraska Rule 10 and to reflect any changes in state requirements for annual performance reporting. Our school will also work with the Nebraska Department of Education as needed to clarify reporting expectations.

St. Matthew Catholic School

Library Policy

Goal

To select and provide students and teachers with the highest quality and most current available information and materials for use in supporting and enhancing the curriculum, providing entertainment and motivation, and developing faith and character.

School Mission Statement

Spreading the Gospel and Forming Disciples through our Community, Outreach and Educational Excellence.

Library Mission Statement

The St. Matthew Library provides instruction and materials that motivate students to read, helps students develop habits of lifelong readers, assists students in acquiring and using information, and supports them in living out their Catholic faith.

Our Vision

St. Matthew School provides a supportive, safe, structured environment, helping students become responsible, independent, and successful.

Library Philosophy and standards

Our St. Matthew Library strives to inspire a life-long love of reading. As of September 2024, there are no Nebraska state standards for school libraries. The Nebraska Department of Education (NDE) recommends schools use the national American Association of School Librarians (AASL) framework. Our school library and librarian strives to incorporate these shared foundations and key commitments in all aspects of our school library.



AASL Standards Framework for Learners

From the National School Library Standards for Learners, Schools, and Libraries, and School Librarians | Standards.La.org | © 2018 American Library Association

SHARED FOUNDATIONS AND KEY COMMITMENTS						
DOMAINS AND COMPETENCIES	I. INQUIRE	II. INCLUDE	III. COLLABORATE	IV. CURATE	V. EXPLORE	VI. ENGAGE
A. THINK	<p>Learners display curiosity and initiative by:</p> <ol style="list-style-type: none"> Formulating questions about a personal interest or a curricular topic. Recalling prior and background knowledge as context for new meaning. 	<p>Learners contribute a balanced perspective when participating in a learning community by:</p> <ol style="list-style-type: none"> Articulating an awareness of the contributions of a range of learners. Adopting a discerning stance toward points of view and opinions expressed in information resources and learning products. Describing their understanding of cultural relevancy and placement within the global learning community. 	<p>Learners identify collaborative opportunities by:</p> <ol style="list-style-type: none"> Demonstrating their desire to broaden and deepen understandings. Developing new understandings through engagement in a learning group. Deciding to solve problems informed by group interaction. 	<p>Learners act on an information need by:</p> <ol style="list-style-type: none"> Determining the need to gather information. Identifying possible sources of information. Making critical choices about information sources to use. 	<p>Learners develop and satisfy personal curiosity by:</p> <ol style="list-style-type: none"> Reading widely and deeply in multiple formats and write and create for a variety of purposes. Reflecting and questioning assumptions and possible misconceptions. Engaging in inquiry-based processes for personal growth. 	<p>Learners follow ethical and legal guidelines for gathering and using information by:</p> <ol style="list-style-type: none"> Responsibly applying information, technology, and media to learning. Understanding the ethical use of information, technology, and media. Evaluating information for accuracy, validity, social and cultural context, and appropriateness for need.
B. CREATE	<p>Learners engage with new knowledge by following a process that includes:</p> <ol style="list-style-type: none"> Using evidence to investigate questions. Devising and implementing a plan to fill knowledge gaps. Generating products that illustrate learning. 	<p>Learners adjust their awareness of the global learning community by:</p> <ol style="list-style-type: none"> Interacting with learners who reflect a range of perspectives. Evaluating a variety of perspectives during learning activities. Representing diverse perspectives during learning activities. 	<p>Learners participate in personal, social, and intellectual networks by:</p> <ol style="list-style-type: none"> Using a variety of communication tools and resources. Establishing connections with other learners to build on their own prior knowledge and create new knowledge. 	<p>Learners gather information appropriate to the task by:</p> <ol style="list-style-type: none"> Seeking a variety of sources. Collecting information representing diverse perspectives. Systematically questioning and assessing the validity and accuracy of information. Organizing information by priority, topic, or other systematic scheme. 	<p>Learners construct new knowledge by:</p> <ol style="list-style-type: none"> Problem solving through cycles of design, implementation, and reflection. Persisting through self-directed pursuits by tinkering and making. 	<p>Learners use valid information and reasoned conclusions to make ethical decisions in the creation of knowledge by:</p> <ol style="list-style-type: none"> Ethically using and reproducing others' work. Acknowledging authorship and demonstrating respect for the intellectual property of others. Including elements in personal-knowledge products that allow others to credit content appropriately.
C. SHARE	<p>Learners adapt, communicate, and exchange learning products with others in a cycle that includes:</p> <ol style="list-style-type: none"> Interacting with content presented by others. Providing constructive feedback. Acting on feedback to improve. Sharing products with an authentic audience. 	<p>Learners exhibit empathy with and tolerance for diverse ideas by:</p> <ol style="list-style-type: none"> Engaging in informed conversation and active debate. Contributing to discussions in which multiple viewpoints on a topic are expressed. 	<p>Learners work productively with others to solve problems by:</p> <ol style="list-style-type: none"> Skolting and responding to feedback from others. Involving diverse perspectives in their own inquiry processes. 	<p>Learners exchange information resources within and beyond their learning community by:</p> <ol style="list-style-type: none"> Assessing and evaluating collaboratively constructed information sites. Contributing to collaboratively constructed information sites by ethically using and reproducing others' work. Sharing with others to compare and contrast information derived from collaboratively constructed information sites. 	<p>Learners engage with the learning community by:</p> <ol style="list-style-type: none"> Expressing curiosity about a topic of personal interest or curricular relevance. Co-constructing innovative means of investigation. Collaboratively identifying innovative solutions to a challenge or problem. 	<p>Learners responsibly, ethically, and legally share new information with a global community by:</p> <ol style="list-style-type: none"> Sharing information resources in accordance with modification, reuse, and remix policies. Disseminating new knowledge through means appropriate for the intended audience.
D. GROW	<p>Learners participate in an ongoing inquiry-based process by:</p> <ol style="list-style-type: none"> Continually seeking knowledge. Engaging in sustained inquiry. Enacting new understanding through real-world connections. Using reflection to guide informed decisions. 	<p>Learners demonstrate empathy and equity in knowledge building within the global learning community by:</p> <ol style="list-style-type: none"> Seeking interactions with a range of learners. Demonstrating interest in other perspectives during learning activities. Reflecting on their own place within the global learning community. 	<p>Learners actively participate with others in learning situations by:</p> <ol style="list-style-type: none"> Actively contributing to group discussions. Recognizing learning as a social responsibility. 	<p>Learners select and organize information for a variety of audiences by:</p> <ol style="list-style-type: none"> Performing ongoing analysis of and reflection on the quality, usefulness, and accuracy of curated resources. Integrating and depicting in a conceptual knowledge network their understanding gained from resources. Openly communicating curation processes for others to use, interpret, and validate. 	<p>Learners develop through experience and reflection by:</p> <ol style="list-style-type: none"> Iteratively responding to challenges. Recognizing capabilities and skills that can be developed, improved, and expanded. Open-mindedly accepting feedback for positive and constructive growth. 	<p>Learners engage with information to extend personal learning by:</p> <ol style="list-style-type: none"> Personalizing their use of information and information technologies. Reflecting on the process of ethical generation of knowledge. Inspiring others to engage in safe, responsible, ethical, and legal information behaviors.

Responsibility for Selection:

The responsibility for selecting materials falls primarily to the librarian. The librarian will consult appropriate resources, reviews, and professional journals including Common Sense Media. The librarian will also consult regularly with the administration and teaching staff regarding their curricular needs and make recommendations for library materials. The final library materials decision rests with the school principal.

Criteria for Selection:

The criteria for selecting materials includes, but is not limited to the following:

- Educational and curricular usefulness
- Validity of information
- Timeliness
- Appropriateness in regards to our Catholic identity
- Age appropriateness
- Quality of both information and presentation
- Appeal for student readers
- Inclusion of materials which reflect the diversity of the modern world

Selection Procedures:

Weeding:

Selection includes the removal of materials by the librarian that are not timely, do not meet selection criteria, do not circulate, or are in disrepair. The librarian will be responsible for decisions regarding whether removed items should be replaced and selecting replacement materials.

Gifts: Gift materials will be reviewed using selection criteria. If a gift item is not usable for the school library, the librarian will contact the donor (when known) to explain the selection decision.

Professional Collection:

The librarian will maintain a professional collection for use by the teaching staff. Materials in the professional collection should be beneficial to multiple staff members and may be selected by the administration or librarian. Teacher requests for professional materials will be handled by the administration.

Copyright: All staff members and students are expected to comply with current US copyright laws when using media center materials and resources. An understanding of copyright laws and fair use will be included in the library curriculum.

Reconsideration/Book Removal

When considering a request to remove materials from the school library, factors to be considered include:

- The intellectual freedom of students
- The right of parents to give input regarding materials selected for the library
- The responsibility of the school to provide adequate materials for curricular and informational needs

- The responsibility of both school and parents to promote the values of the Catholic church
- The right of other students, parents, and teachers to read these materials.

Reconsideration/Book Removal Procedures:

Upon receiving a complaint, the librarian should do the following:

1. Ask the parent, teacher, or student to fill out the written reconsideration form.
2. Present the reconsideration request and the material it concerns to a review board consisting of the librarian and two teachers. The board will consider why the resource was selected, how it fits within the selection policy, specifics of the complaint, and both student and parental rights, and the rights of other students and parents. The board will then make a recommendation.
3. The librarian and the principal will meet regarding the complaint and the recommendation of the review committee. They will make a decision regarding the challenged material.
4. The librarian will contact the person(s) who asked for reconsideration of the materials and notify them of the decision.

The St. Matthew Catholic School Library thanks St. Wenceslaus Catholic School Library for their draft statement (2022), which St. Matthew utilized as a starting point, and American Library Association guidelines. Changes in this updated statement are solely the responsibility of St. Matthew Catholic School Principal, Bellevue, NE.



United States
Department of
Agriculture

Forest
Service

Pine Ridge Job Corps

15710 HWY 385
Chadron, NE 66337
308-432-3316
Fax: 308-432-8694

2/13/2025

RE: Corrective action plan for violation 007.04A Librarian or Media Specialist (2222 or 2223) – No librarian or media specialist was reported for the school in accordance with Rule 10.

Dear Mr. Wolverton,

Mrs. Nancy Swift Bird our Librarian Retired at the end of July. We have gone through 2 hiring cycles to attempt to fill the position. During that time our library media specialist duties were being provided by Education teachers, Principal, Vocational Development specialists and the IT specialist.

In January with the change of Federal administration we were placed in a hiring freeze for a minimum of 90 days. Currently, we are not allowed to fill the position. Our plan is to fill the position as soon as the restriction is lifted.

Sincerely,

John Cattin, Principal

Pine Ridge Job Corps



CATHOLIC PARISHES OF
All Saints & *St. John*
Holdrege · NE Smithfield · NE
1204 Logan St, Holdrege NE 68949 (308)995-4590

To whom it may concern,

All Saints Catholic School was found to be in violation of the Rule 14 Compliance in the Section requiring an Annual Report.

We plan to remedy this error this school year. We have already collected examples of annual reports used by other Catholic elementary schools in our Diocese which have been accepted by the Nebraska Department of Education. We plan to use these as guides to form our own annual report at the conclusion of this school year.

Sincerely,

Fr. Jay Buhman
Member of the Board

Justin Luthy,
Head Teacher



To Whom it may concern,

During our recent compliance visit, it came to our attention that we are not in compliance with

- **004.02A2 Policy on Instructional Hours** The school does not have a policy specifying the required number of hours.

Since being made aware of this we added the following policy to our student handbook:

“In accordance with Nebraska Rule 14, each year Faith Christian School will provide a minimum of 1,032 hours of scheduled instruction. A normal school day counts as 6.8 instructional hours. During a normal school year, we plan to exceed the minimum required instructional time to allow for unexpected school closures, such as snow days.”

After checking to make sure that this policy was adequate our school board approved this policy for adoption at our last scheduled board meeting on October, 15th, 2024.

We will ensure this policy stays updated annually by updating our student handbook.

Thank you,

A handwritten signature in black ink, appearing to read 'Aaron Peterson', with a long horizontal flourish extending to the right.

Aaron Peterson,

Principal

ADDRESS

5710 19th Avenue
Kearney, NE
68845

CONTACT

T: 308.236.8744
contact@fcskearney.org
www.fcskearney.org

NEBRASKA EVANGELICAL LUTHERAN HIGH SCHOOL

203 Kendall Street, Waco NE 68460
 Phone: 402.728.5236
 Fax: 402.728.5433
 www.nelhs.org



December 19, 2024

Mr. Todd Wolverton,

Mr. Michael Peek
 Principal
 mpeek@nelhs.org

The following is the plan of correction for Nebraska Evangelical Lutheran High School.

In reference to:

- **004.02B2** Curriculum Guides or Frameworks – Guidelines or a detailed narrative must be provided that outlines the concepts and skills taught, and the services provided to students for both library/media skills and guidance.

Pastor Andrew Frey
 Campus Pastor
 afrey@nelhs.org

Currently Nebraska Lutheran High School does not have a formal library/media skills or guidance written curriculum. The required skills and concepts are being taught in several classes of English and Social Studies, but the curriculum documents are not in place. These curriculum documents will be developed during the spring semester of the 2024-2025 school year by the faculty and approved by the Board of Control by May of 2025. These curriculum guides will then be in place for the 2025-2026 school year.

Mr. Chris Beagle
 Activities Director
 cbeagle@nelhs.org

In reference to:

- **004.02E4** Follow-up Study of High School Graduates – A formal follow-up study or survey must be given to recent graduates.

Upon further study, I did find a survey that was sent out to recent graduates in 2022. In future years, we will send out a survey to recent graduates in the late fall to solicit feedback on how well they were prepared for college or the workplace. Surveys will be sent out electronically or a paper copy will be handed out at events that recent graduates may attend like our Christmas Concert.

In reference to:

- Seizure Safe Schools – Training must be provided outlines in the Seizure Safe Schools Act 79-3201.

Our school nurse is looking into the training that she would be able to provide to our faculty. This training would then take place at an in-service

NEBRASKA EVANGELICAL LUTHERAN HIGH SCHOOL

203 Kendall Street, Waco NE 68460
Phone: 402.728.5236
Fax: 402.728.5433
www.nelhs.org



meeting either at the end of the school year or prior to the beginning of the next school year.

These areas of regulatory violations have been reported to our Board of Control at our December 2, 2024 meeting.

Mr. Michael Peek
Principal
mpeek@nelhs.org

Plans submitted by:


Michael Peek

Administrator of Nebraska Evangelical Lutheran High School

Pastor Andrew Frey
Campus Pastor
afrey@nelhs.org

Mr. Chris Beagle
Activities Director
cbeagle@nelhs.org





St. John's Lutheran Church
and Christian Day School

THE LUTHERAN CHURCH - MISSOURI SYNOD

January 24, 2025

Nebraska Department of Education
Attn: Sandra Suiter
500 S. 84th Street, 2nd Floor
Lincoln, NE 68510-2611

To Whom It May Concern:

Following the Rule 14 Compliance Visit conducted by Sandra M. Suiter on November 8, 2024; St. John's Lutheran School was not in compliance pursuant to Section 004.02E1 Annual Written Report. This will be corrected and completed by April 16, 2025 following our all school MAPS testing so that the current data may be included in our annual school report.

Please advise if anything further is required.

Thank you,

A handwritten signature in cursive script that reads "Ms. Julie Warneke".

Ms. Julie Warneke
Head Teacher

CHURCH

39452 Mason Road
Columbus, Nebraska 68601
(402) 285-0498

Jesus answered,

*"I am the way, the truth and the life.
No one comes to the father except through me."
John 14:6*

SCHOOL

39209 Mason Road
Columbus, Nebraska 68601
(402) 285-0335



PROPOSED AGENDA ITEM RATIONALE

DATE: February 19, 2025

TO: Dr. Brian L. Maher
Commissioner of Education

FROM: Decua Jean-Baptiste, Director of Accreditation

PROPOSED AGENDA ITEM: Approval of nonpublic schools for 2025-2026 - PE.022025.010

AGENDA ITEM TYPE (contract/grant/rule/program/other): other

RATIONALE/BACKGROUND INFORMATION:

On an annual basis the State Board of Education approves the operation of nonpublic schools in accordance with Rule 14 (92 NAC 14). Continued approval is granted for one school year from each July 1 through the following June 30. Renewal is granted based upon the school's compliance with this Chapter during the prior school year.

- The accreditation section monitors compliance with Rule 14 regulations by reviewing annual assurance statements, conducting on-site visits, and evaluating data submitted on required reports. Annual assurance statements are due November 1st and staff responds to any self-reported non-compliance by providing guidance and issuing a request for a corrective plan of action to meet the regulation(s) the following school year.
- Other reports that inform the accreditation section of compliance with Rule 14 are the Fall Personnel Report, which indicates proper certification of staff whose primary role is the instruction of students, and a curriculum report, which ascertains subject area requirements for the elementary, middle, and secondary grades.
- On-site compliance visits are also conducted on a regular basis. Accreditation staff collaborate closely with the Rule 14 school staff to affirm regulatory compliance and to provide recommendations as needed to strengthen school operations.

The State Board of Education approves nonpublic schools for continued operation in April for the following school year.

* PE.022025.010 – This was presented as an information item in February.

PROPOSED BOARD MEETING (MONTH/YEAR): March 2025

ESTIMATED COST: \$0

FOR CONTRACTS AND GRANTS:

- Indicate the Funding Source: (*--e.g., Federal, State*)
- New or Renewal:
- If renewal, date of first approval:

(--Following the funding source, include a statement that indicates if/ how the activity is part of an annual budget or allocation, or, approved as an activity for a grant. For example, "The funds for this contract are budgeted in the Office's annual allocation of state funds." Another example, "The funds for this activity are included in the grant award for this program.")

FOR NEW CONTRACTS OR OTHER CONTRACTS REQUIRING PROCUREMENT:

- Indicate the method of procurement:
- Rationale for method of procurement:
- Rationale for contractor selection:

FOR GRANT SUBAWARDS:

- Describe the grantee selection process:

**Updated 08.15.2023*



NEBRASKA DEPARTMENT OF EDUCATION **RULE 14 COMPLIANCE CHECKLIST FOR APPROVED NONPUBLIC SCHOOLS K-12**

DEFINITIONS:

002.10 School means an individual attendance center within a school system which provides either elementary or secondary education.

002.11 School System means a school or a group of schools under a governing body organized to provide education in elementary and/or secondary grades as provided in this Chapter.

CODE SECTION	REQUIREMENTS	MET / NOT MET
004	REQUIREMENTS FOR ALL SCHOOLS	
004.01A Teachers	The school shall use only persons certificated pursuant to 92 NAC 21 to teach. Persons conducting religion or pre-kindergarten classes which are not counted as a part of the nonpublic school's courses for purposes of complying with the requirements of the Chapter are excluded from this requirement.	
004.01D Graduation Requirements	Each four-year high school (grades 9-12) shall require at least 200 credit hours for graduation, for which at least 80 percent shall be from the core curriculum. The number of credit hours given for a course may be less than the number of instructional units and may be increased up to 25 percent above the number of instructional units.	
004.01E School Year	Each school system shall provide at least the following instruction annually between July 1 and June 30 for the grades it offers: (a) for elementary grades, the time equivalent to at least 1,032 hours, (b) for high school grades, the time equivalent to at least 1080 hours, and (c) if kindergarten is provided, the time equivalent to at least 400 hours. When a school is dismissed for any reason such as tournaments or contests, parent/teacher conferences, funerals, parades, and school picnics, time shall not be counted in meeting the 400/1,032/1080 hour school year requirement. Time scheduled for the school lunch period shall not be counted in meeting the school year requirements.	
004.02A1 Policies Annually Updated	The governing body annually updates a written set of policies based upon the purposes and goals of the school or school system. This document is on file in each school building.	
004.02A2 Policy on Instructional Hours	The school has a written policy which describes the 1,080 hour instructional program scheduled for high school students and the 1,032 hour instructional program scheduled for elementary students and, if provided, the 400 hour instructional program for kindergarten students. The policy(ies) or regulations stipulate the conditions for which individual students may be excused from the regular school day.	
004.02B1 School Purposes and Goals	The instructional program of the school is based on a written statement of purposes and/or goals developed at the local level and approved by the local board of education or governing body. This document is on file in each school building and each certificated staff member is provided a copy.	
004.02B2 Curriculum Guides or Frameworks	Each school has written guides or frameworks for each core curriculum area and for the library and guidance programs. The guide in each core curriculum area addresses, as appropriate, instruction in written composition.	
004.02B3	The school provides a comprehensive cumulative record of attendance, academic progress, and dates of enrollment in and withdrawal from the school for each student enrolled.	

Cumulative Student Records		
004.02B4 Interscholastic Athletic Contests	No student in grades seven or eight participates in interscholastic athletic contests between schools within a school system or between school systems which exceed six games in football, fourteen matches in volleyball, twelve games in basketball, eight meets in wrestling, eight meets in track and field, and eight contests in all other activities. Contest limits shall be based upon the total number of contests played. Each game, match, or meet played in a tournament setting shall count as one of the contests permitted within these contest limits. Pupils in kindergarten through sixth grade do not participate in any kinds of athletic contests between schools within a school system or between school systems except that nonpublic elementary schools having seventh and eighth grade athletics may include sixth grade boys or girls when combined enrollment for seventh and eighth grade becomes fewer than 12 boys or 12 girls and if the local governing body has a policy regulating participation for sixth graders. Annual field or play days are excluded from this regulation.	
004.02C1 Administrator Endorsement	Each K-12 and each secondary school having grades ten through twelve has a head administrator who holds a Nebraska Administrative Certificate issued pursuant to 92 NAC 21 with an endorsement for serving as a superintendent. Nonpublic schools may share an area diocesan head administrator.	
004.02C2 Other Administrators Appropriate Endorsements	Any person employed in an administrative or supervisory capacity in addition to the head administrator holds a Nebraska Administrative Certificate with an appropriate endorsement for the position held.	
004.02C3 Certificates Filed	A copy of the certificate or permit of each staff member who is required to have a certificate is on file in the school or school system's administrative office.	
004.02C4 Pupil to Certified Staff Ratio	The ratio of pupils to certificated staff members computed on a full-time equivalency basis in each school does not exceed 30 to 1.	
004.02C5 Staff Development	Each teacher participates in at least ten hours of staff development activities each year.	
004.02D1 Library/Media	Each school has a library media area(s) which is available to students during the entire school day. All library media resources are properly cataloged, marked, and shelved according to a standard classification system. Each elementary school has at least one set of encyclopedias which has a copyright date within six years of the current school year. Each secondary school has two sets of encyclopedias from different publishers with copyright dates in the past five years. Required encyclopedia may be in print or electronic format.	
004.02D2 Additional Library Resources	Each elementary, middle, and high school acquires a minimum of 25 new library media resources, exclusive of textbooks and encyclopedia, of different titles, per teacher per year, up to 150 titles during one year. The minimum full text hard copy titles is 100 if library media resources are also available through electronic format.	
004.02D3 Periodicals	Each middle and high school subscribes to at least ten periodicals listed in the guide or index to periodicals used by the school. At least six are hard copies. The remainder may be obtained through electronic format.	
004.02D4 Safe and Healthful Buildings	Each school maintains safe, healthful, and sanitary conditions within the school building(s) and on the school grounds and meets fire, safety, and health codes.	
004.02E1 Annual Written Report	Each school annually prepares a written report which includes but need not be limited to student performance and school demographics. No public reports of student performance are provided for any grades having fewer than five students.	

004.02E2 Norm-referenced	Each school selects and uses a standardized norm-referenced assessment instrument. Whole grade assessment begins no earlier than grade two and assessment is conducted annually in at least one grade in each of the following three levels: Grades 4-6; grades 7-9; grades 10-12.	
004.02E3 Criterion-referenced	Each school uses criterion referenced assessment data, beginning at least in grade five, to determine acquisition of competencies in reading, writing, and mathematics. The assessment is based upon local checklists or benchmarks of progress, portfolio collections showing student progress, or other criterion-referenced measures.	
004.02E4 Follow-up Study of High School Graduates	At least once every three years, each high school conducts a follow-up study of its graduates.	
005	REGULATIONS PERTAINING TO THE ELEMENTARY SCHOOL	
005.01 Weekly Elementary Schedule	The elementary school has on file a representative weekly schedule for each classroom teacher encompassing experiences in the following subject areas: 005.01A Reading and Language Arts 005.01B Mathematics 005.01C Social Studies 005.01D Science/Health 005.01E Physical Education 005.01F Art, and 005.01G Music	
005.02A Properly Endorsed Teachers	Computed on a full-time equivalency basis, a minimum of 90 percent of the teachers in the elementary grades are assigned to areas for which they hold certificates having appropriate endorsements pursuant to 92 NAC 24.	
005.02B Elementary Staffing	An elementary school having more than one and less than ten full-time equivalency teachers has a principal or designates one teacher as head teacher. The head teacher holds at least an Initial, Prestandard, Standard, or Professional Nebraska Teaching Certificate issued pursuant to 92 NAC 21 with an appropriate endorsement for elementary education issued pursuant to 92 NAC 24. The principal holds a Nebraska Standard or Professional Administrative Certificate issued pursuant to 92 NAC 21 with an endorsement for principal or superintendent issued pursuant to 92 NAC 24. When the number of full-time equivalency teachers reaches ten or more, a principal holding a Nebraska Administrative Certificate issued pursuant to 92 NAC 24 is assigned at least one-half time for administration and supervision.	
006	REGULATIONS PERTAINING TO THE MIDDLE GRADES SCHOOL	
006.01 Middle Level Grades Instruction	The program in the middle grades includes instruction for each grade each year in the following subject areas. Instruction may be provided through separate courses, integrated blocks of time, or through exploratory programs. 006.01A Reading and Language Arts, 006.01B Mathematics, 006.01C Social Studies, 006.01D Science 006.01E Health 006.01F Art, and 006.01G Music 006.01H Physical Education. Practice for and participation in interscholastic activities are not accepted as a substitute for any part of this requirement.	

<p>006.02A Number, Preparation, and Assignment of Middle Grades Staff</p>	<p>006.02A Computed on a full time equivalency basis, a minimum of 80 percent of the teachers in the middle grades are assigned to areas for which they hold one of the following endorsements or meet the provision of subsections 006.02A1a or 6.02A4.</p> <p>006.02A1 In grades seven and eight, any middle grades endorsement or an appropriate secondary endorsement.</p> <p>006.02A1a Teachers holding an elementary endorsement may teach in grades seven and eight if they acquire six credit hours per year toward the middle grades endorsement or participate in staff development in accordance with a local mission and plan for education of middle grade students.</p> <p>006.02A2 In grades four through six, an elementary endorsement or any middle grades endorsement.</p> <p>006.02A2a Teachers holding a content area endorsement at the secondary level may teach grade six in that content area if they acquire six credit hours per year toward the elementary or middle grades endorsement or participate annually in staff development in accordance with a local mission and plan for education of middle grade students.</p> <p>006.02A3 In grade nine, an appropriate secondary endorsement or any middle grades endorsement.</p> <p>006.02A4 Teachers not holding an appropriate endorsement may be assigned to the middle grades if they acquire six credit hours per year toward a middle grades endorsement.</p> <p>006.02A5 Secondary teachers assigned to integrated courses or curriculum in grades seven through nine are considered appropriately endorsed if they hold an endorsement for any of the subjects or fields included in the course.</p>	
<p>006.02B Administrator Endorsement</p>	<p>A middle grades school having more than one and less than ten full time equivalency teachers has a principal or designates one teacher as head teacher. The head teacher holds at least a Nebraska Initial, Standard, or Professional Teaching certificate issued pursuant to 92 NAC 21 with an endorsement for principal or superintendent issued pursuant to 92 NAC 24. When the number of full time equivalency teachers reaches 10 or more, a principal holding a Nebraska Standard or Professional Administrative Certificate issued pursuant to 92 NAC 21 with an endorsement for principal or superintendent issued pursuant to 92 NAC 24 is assigned at least one-half time for administration and supervision.</p>	
<p>007</p>	<p>REGULATIONS PERTAINING TO THE HIGH SCHOOL</p>	
<p>007.01A Required High School Program</p>	<p>The high school program consists of courses totaling at least 200 instructional units of which at least 100 instructional units are taught by certificated teachers employed by the school. Upt to a total of 100 instructional units may be provided through one or more of the following:</p> <p>007.01A Cooperative Arrangements. Instructional units provided through contractual or cooperative arrangements with other schools, educational service units, and/or postsecondary institutions may be counted in meeting a portion of the instructional unit requirement provided the courses are taught by properly certificated teachers and are made available to all eligible students. The course(s) must be shown on the high school class schedule if the courses are to be counted toward compliance with this regulation. A copy of the written agreement with the cooperation school/agency must be on file in the school.</p> <p>007.01A1a Distance Learning. Up to 60 instructional units of the 200 unit instructional program requirement of the high school may be met through the use of courses presented primarily through one or more forms of distance learning technology such as satellite, regional course sharing, or other audio-video distance learning, provided: (a) each course is shown on the high school class schedule, (b) at least one student is enrolled and participating in each course to be counted, and, (c) each student enrolled in a course is assigned to a local certificated teacher who monitors student progress and general appropriateness of the course. The teacher is present in the classroom while instruction is in progress unless:</p> <p>007.01A1a1 The off-site teacher holds a valid teaching certificate and a paraprofessional is present in the classroom, or</p> <p>007.01A1a2 The off-site teacher holds a Nebraska teaching certificate, maintains two-way</p>	

	<p>audio and video communication with the distance learning classroom, and has a direct telephone connection with a supervising adult in the school.</p> <p>007.01A2 Correspondence Courses. Up to 30 instructional units of the instructional program requirement of the high school may be met through the use of correspondence courses available through the Independent Study High School, University of Nebraska-Lincoln, provided: (a) the courses are made available to all students at the school's expense, (b) at least one high school student is enrolled in each course used towards compliance with the instructional program requirement, (c) a correspondence study class is scheduled each day that school is in session with a certificated teacher present (one teacher may supervise several correspondence courses within a single class period), (d) students are required to attend the scheduled classes, and (e) a statement indicating the name of the course, the number of hours to be completed, and the name of the students enrolled is on file in the school system. The class assigned for the correspondence work must be shown on the high school class schedule.</p>	
007.01B Adding Grades	007.01B A school adding high school grades provides at least one-fourth of the total instructional unit requirement and one-fourth of the individual subject matter requirements for each grade that it offers.	
007.01C Instructional Program	<p>007.01C The instructional program in grades 9-12 includes as a minimum the following subject fields and the number of instructional units shown for each:</p> <p>007.01C1 Language Arts - 40 instructional units. Schools may include world language in meeting this requirement</p> <p>007.01C2 Social Science – 30 instructional units. This must include instruction in citizenship as provided in Section 79-724 R.R.S.</p> <p>007.01C3 Mathematics – 20 instructional units</p> <p>007.01C4 Science – 20 instructional units. This includes courses each year in the biological and the physical sciences.</p> <p>007.01C5 Career and Technical Education – 40 instructional units</p> <p>007.01C6 Personal Health and Physical Education – 10 instructional units. Practice for and participation in interscholastic athletic activities cannot substitute for any part of the personal health and physical education requirements.</p> <p>007.01C7 Visual and Performing Arts – 5 instructional units in music and 5 in art.</p>	
007.01D Secondary School Course Requirements	Secondary schools including grades seven and eight provide instruction in the following subject areas in each grade during each school year: Reading, Language Arts, Social Science, Mathematics, Science, Personal Health and Physical Education, Music, and Art. Computer education is integrated in the instructional program. Practice for and participation in interscholastic activities are not accepted as a substitute for any part of this requirement.	
007.02 Number, Preparation, and Assignment of Secondary Staff	007.02A A minimum of 70 percent of the units offered in secondary grades during the regular school term are assigned to teachers who hold certificates having appropriate endorsements issued pursuant to 92 NAC 24. If 92 NAC 24 TITLE 92 CHAPTER 14 14 does not provide an endorsement designated for a particular course or subject area, any teacher holding a regular certificate may instruct such course without penalty to the school system. Teachers holding a subject endorsement are considered appropriately endorsed for any other subject within the broad field if they are acquiring six credit hours per year toward the subject endorsement or the broad field endorsement.	
007.02B Secondary Administration	Each secondary school has a principal assigned who holds a Nebraska Administrative and Supervisory Certificate with an endorsement for serving as a secondary principal or for superintendent. When the number of full-time equivalency teachers reaches 10 or more, the principal is assigned at least one half time for administration and supervision. The principal is assigned full-time for administration and supervision when the number of full-time equivalency teachers reaches 20 or more.	
APPENDIX		

Social Studies and Civics	Private, denominational, and parochial school responsibilities for Social Studies and Civics 79-724 (2-6)	
Character Education	Character education instruction emphasis in public and nonpublic classrooms 79-725	
Seizure Safe Schools	Public, private, denominational, and parochial schools educate staff as outlined in the Seizure Safe Schools Act 79-3201	

Updated August 2023



PROPOSED AGENDA ITEM RATIONALE

DATE: February 18, 2025

TO: Dr. Brian L. Maher
Commissioner of Education

FROM: Decua Jean-Baptiste, Director of Accreditation

PROPOSED AGENDA ITEM: Approval of Interim-Program Schools for 2025-2026 - PE.022025.011

AGENDA ITEM TYPE (contract/grant/rule/program/other): other

RATIONALE/BACKGROUND INFORMATION:

On an annual basis the State Board of Education approves the operation of interim-program schools in accordance with Rule 18 (92 NAC 18). Continued approval is granted for one school year from each July 1 through the following June 30. Renewal is granted based upon the school's compliance with this Chapter during the prior school year.

- The accreditation section monitors compliance with Rule 18 regulations by reviewing annual assurance statements, conducting on-site visits, and evaluating data submitted on required reports. Annual assurance statements are due November 1st and staff responds to any self-reported non-compliance by providing guidance and issuing a request for a corrective plan of action to meet the regulation(s) the following school year.
- Other reports that inform the accreditation section of compliance with Rule 18 are the Fall Personnel Report, which indicates proper certification of staff whose primary role is the instruction of students, and a curriculum report, which ascertains subject area requirements for the elementary, middle, and secondary grades.
- On-site compliance visits are also conducted on a regular basis. Accreditation staff collaborate closely with the Rule 18 school staff to affirm regulatory compliance and to provide recommendations as needed to strengthen school operations.

* PE.022025.011 – This was presented as an information item in February

PROPOSED BOARD MEETING (MONTH/YEAR): March 2025

ESTIMATED COST: \$0.00

FOR CONTRACTS AND GRANTS:

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

FOR NEW CONTRACTS OR OTHER CONTRACTS REQUIRING PROCUREMENT:

- Indicate the method of procurement:
- Rationale for method of procurement:
- Rationale for contractor selection:

FOR GRANT SUBAWARDS:

- Describe the grantee selection process:

**Updated 08.15.2023*



NEBRASKA DEPARTMENT OF EDUCATION **RULE 18 COMPLIANCE CHECKLIST FOR INTERIM PROGRAM SCHOOLS**

DEFINITIONS:

002.18 School means an individual attendance area or center that provides either elementary or secondary education,

CODE SECTION	REGULATORY and STATUTORY REQUIREMENTS	Met / Not Met
004	REQUIREMENTS FOR ALL INTERIM PROGRAM SCHOOLS	
004.01A Teachers	Interim-program schools shall use only persons certificated pursuant to 92 NAC 21 to teach and to administer the educational program..	
004.01B Grade Levels	The Interim-program school shall operate, offer instruction in, and give credit in only the grades for which the school is approved.	
004.01C Required Instruction	The Interim-program school shall make available instruction in language arts, mathematics, science and social studies/history each school day for all students from the inception of their admission in all grades for which the school is approved. Students may be provided instruction in other courses in addition to or in lieu of the four subject areas mentioned above based upon their academic advancement plan.	
004.01D Academic Advancement	The Interim-program schools shall initiate contract and work with accredited or approved schools to secure academic credit leading to grade promotion or graduation for student work completed while in their program, including diplomas for students who have satisfactorily completed sufficient credits to meet the requirements for graduation of the student's approved or accredited high school. Interim-program schools shall not issue diplomas.	
004.01E Instructional Time	<p>The minimum curriculum of each Interim-program school shall be available for students each school day, Monday through Friday, throughout the twelve-month calendar year. The Interim-program school schedules each student with a minimum 3.5 clock hours of instructional time each school day.</p> <p>The Interim-program school shall provide a minimum of 700 clock hours of instructional time each calendar year. Time scheduled for the school lunch period shall not be counted in meeting the instructional time requirements of the school day or the calendar year. Time scheduled for recreation shall not be counted in meeting the instructional time requirements of the school day or the calendar year unless it is a physical fitness course taught by a certified teacher.</p>	
004.01F High School Credit	Each Interim-program school shall base one hour of high school credit on 15 clock hours of instruction or shall have in writing, for each high school course, the goals, expected student performance for accomplishment of the goals, and the credit to be awarded to the student upon successful completion of the course.	
004.01G Assurance Statement	Each Interim-program school shall, by November 1 of each year, submit to the Department an Assurance Statement, as prescribed by the Department, signed by a representative of the governing body affirming compliance or specificity noting any noncompliance with the regulations in this Chapter.	
004.01H Reports	The head administrator of each school shall submit a Fall Personnel Report and a Curriculum Report to the Department by the date indicated on the prescribed forms.	
004.01I Admissions	An Interim-program school shall enroll only students who have been placed in the county detention home, institution or juvenile emergency shelter in which the Interim-program school is located, or which operates the Interim-program school and who are unable to attend public school for reasons of health or safety.	
004.02A	SCHOOL POLICIES	
004.02A1 Annual Update	The governing body annually updates a written set of policies based upon the purposes and goals of the Interim-program school. This document is on file in each school building.	

004.02A2 Instructional Time and School Calendar	The school has a written policy which identifies and describes the scheduled school days and the instructional time scheduled for students each school day throughout the calendar year. The school has a daily, weekly, and annual calendar that shows the school days and scheduled vacations for students. The policy(ies) or regulations stipulate the conditions for which individual students may be excused from the school day.	
004.02B	INSTRUCTIONAL PROGRAM	
004.02B1 Purpose and Goals	The instructional program of the Interim-program school is based on a written statement of purposes and/or goals developed by the governing body. This document is on file in each school building and each certificated staff member is provided a copy.	
004.02B2 Written Guides	Each Interim-program school has written guides or frameworks for each curriculum area provided by the school. The guide in each of the curriculum areas addresses, as appropriate, instruction in written composition. An Interim-program school may develop its own curriculum or use a curriculum approved by an accredited public school or an approved or accredited private school. In addition to the instructional program required by this Chapter, an Interim-program school may offer a GED preparatory program for those students not seeking to graduate from an accredited or approved school.	
004.02B3 Student Records	The school provides a comprehensive cumulative record of attendance, academic progress, and dates of enrollment in and withdrawal from the school for each student enrolled. Interim-program schools comply with 79-2, 105 R.R.S. and provide a copy of student files or records concerning a student at no charge, upon request, to any public or private school to which the student transfers.	
004.02C	NUMBER, PREPARATION, AND ASSIGNMENT OF STAFF MEMBERS	
004.02C1 System Administrator	Each Interim-program school has a head administrator who holds a Nebraska Administrative and Supervisory Certificate with an endorsement for superintendent, or principal, or special education. Interim-program schools may share a head administrator with other schools or with a public school district or ESU. In Interim-program schools, the head administrator's responsibilities include, but are not limited to, the evaluation of teacher performance, review of policies, programs, and reports.	
004.02C2 Head Teacher/ Principal	An Interim-program school having less than twenty teachers shall have a principal or designate one teacher as head teacher. The head teacher shall hold at least an Initial, Prestandard, Standard, or Professional Nebraska Teaching certificate issued pursuant to 92 NAC 21. When the number of teachers reaches twenty or more, an administrator holding a Nebraska Administrative and Supervisory Certificate is assigned as principal at least one-half time for administration and supervision.	
004.02C3 Certificates	A copy of the certificate or permit of each school staff member who is required to have a certificate is on file in the Interim-program school's administrative office.	
004.02C4 School Liaison	Each Interim-program has a person designated as a school liaison who meets the requirements of 002.20.	
004.02C5 Teacher Aides	An Interim-program school may employ persons who do not hold a valid Nebraska teaching certificate or permit issued by the Commissioner of Education to serve as aides to a teacher or teachers. Such teacher aides may not assume any teaching responsibilities. A teacher aide may be assigned duties which are non-teaching in nature if the employing school has assured itself that the aide has been specifically prepared for such duties, including the handling of emergency situations which might arise in the course of his or her work.	
004.02C6 Professional Development	Each teacher participates in at least 10 hours of professional development activities each year.	
004.02D	MATERIALS AND FACILITIES	
004.02D1 Library Resources	Staff and students in an Interim-program school have access to library media resources at least once every other week.	
004.02D2 Healthful Conditions	Each Interim-program school maintains safe, healthful and sanitary conditions within the school building and on the school grounds and meets fire, safety, and health codes. Each such school complies with the requirements of Rule 59 (92 NAC 59: Methods for Competency Assessment of School Staff Who Provide Medications).	
004.02E	SCHOOL SYSTEM PERFORMANCE: EVALUATION AND IMPROVEMENT	

004.02E1 Written Report	Each Interim-program school annually prepares a written report to the governing body that includes, but need not be limited to, aggregate student demographics, school days of attendance, the school's progress in implementing student academic advancement plans, and actual academic advancement or academic credits earned. The report shall not contain any personally identifiable student information.	
004.02E2 Admissions Process	Each Interim-program school uses a uniform admissions process that examines what each student has been studying and what yet needs to be taught in that subject area for the student to receive credit for academic advancement and develops an academic advancement plan for each student. The interim-program school consults student records regarding previous assessments and works with the school the student last attended or the school to which the student shall transfer in meeting these requirements.	
004.02F	RELATIONSHIP WITH SCHOOL DISTRICTS	
004.02F1 Academic Advancement and Graduation	The school liaison of the Interim-program school initiates contact with the appropriate accredited or approved school to develop an academic advancement plan intended to achieve academic progress leading to grade promotion or to graduation of students. The school liaison seeks to secure grade promotion or diplomas from school for those students who have met their school's requirements.	
004.02F2 Special Education	The school liaison of the Interim-program school initiates contact with the school district responsible for providing special education services to each student with a disability to insure that each student with a disability is provided by the responsible school district with special education and related services pursuant to 92 NAC 51. The school liaison works with the responsible school district to insure continuation of special education services and information.	
005	SPECIAL EDUCATION REQUIREMENTS	
005.01 Responsibilities of the Public School District	The duty of providing or contracting for special education services for all students with verified disabilities pursuant to 92 NAC 51 remains with the responsible public school district. The Interim-program schools may assist the public school districts in fulfilling those responsibilities	
005.01A Determining the Responsible Public School District	Pursuant to 79-1127 and 92 NAC 51 each school district shall provide or contract for special education programs and transportation for all resident children with disabilities who would benefit from such programs.	
005.01B Becoming a Special-Education Service Provider	An Interim-program school may apply to become a provisionally approved special education service provider pursuant to the provisions of 92 NAC 51.	
006.01	REQUIRED ELEMENTARY INSTRUCTIONAL PROGRAM	
006.01A-D Elementary Program	The elementary instructional program of an Interim-program school is based on state standards for student learning and consists of at least the following: <u>006.01A Reading and Language Arts</u> The curriculum includes development and practice of skills and understanding in reading, writing, speaking, and listening. It helps children develop appreciation of literature, creativity and expression. <u>006.01B Mathematics</u> The curriculum includes development, practice, and application of numeration, computation, estimation, problem solving, geometry/spatial concepts, measurement and related topics. <u>006.01C Social Studies</u> The curriculum helps children to develop an understanding of the world and its people. It includes experiences drawn from geography, history, economics, government, citizenship, career awareness, human relations, current affairs, and cultural studies. This includes instruction in American history and stories about the exploits and deeds of American heroes, singing patriotic songs, memorizing, the Star-Spangled Banner and America, and reverence for the flag and proper conduct for its presentation as provided in 79-724 R.R.S. <u>006.01D Science</u> The curriculum helps children develop an understanding of science concepts and processes and includes science as inquiry. It includes experiences drawn from physical science, life science earth and space science and technology, and history and nature of science.	

006.02	REQUIRED MIDDLE GRADES INSTRUCTIONAL PROGRAM	
006.02A-D Middle Grades Program	<p>The Middle Grades instructional program of an Interim-program school is based upon state standards for student learning and consists of at least the following:</p> <p><u>006.02A Reading and Language Arts</u> The curriculum includes experiences designed to help students expand, develop and apply reading skills introduced in the elementary grades. It includes reading both for information and employment. It includes activities that engage students in using language for a variety of reading, writing, speaking, and listening purposes.</p> <p><u>006.02B Mathematics</u> The curriculum includes practice in numeration, computation, estimation, problem solving, geometry/spatial concepts, and measurement. It introduces algebraic and statistical concepts and provides opportunities for students to develop understanding of the structure of mathematics.</p> <p><u>006.02C Social Studies</u> The curriculum includes content and experiences drawn from geography, history, economics, citizenship, government, cultural studies and current events. This includes instruction in American history that makes the course interesting and attractive and to instill a love of country as provided in 79-724 R.R.S. All history courses stress contributions of all ethnic groups in the development and growth of America.</p> <p><u>006.02D Science</u> The curriculum includes all elements of life, physical, earth and space science, science as technology, and history of science. Learning activities emphasize science as inquiry and scientific processes and concepts.</p>	
006.03	REQUIRED HIGH SCHOOL INSTRUCTIONAL PROGRAM	
006.03 A-E High School Program	<p>The high school instructional program of an Interim-program school is based upon state standards for student learning and consists of at least the following:</p> <p><u>006.03A Language Arts</u> The curriculum includes written composition, critical reading, interpretation of fiction and nonfiction, oral presentation, and application of listening skills.</p> <p><u>006.03B Mathematics</u> The curriculum includes communication, reasoning, problem solving, numeration, computation, estimation, measurement, geometry, data analysis, probability, and statistical concepts, and algebraic concepts.</p> <p><u>006.03C Social Studies</u> The curriculum includes content drawn from American and world history, geography, economics, civics, government and citizenship and may also include content from other social science areas such as sociology, psychology, and anthropology. this includes instruction in the U.S. and Nebraska constitutions, the benefits and advantages of our government, the dangers of Nazism, Communism, and similar ideologies, the duties of citizenship, and the appropriate patriotic exercises to include Lincoln' birthday, Washington's birthday, Flag Dan, Memorial Day and Veteran's Day as provided in 79-724 R.R.S. All history courses stress contributions of all ethnic groups in the development and growth of America.</p> <p><u>006.03D Science</u> The curriculum includes science concepts and processes, science as inquiry, physical science, life science, earth and space science, science and technology , and history and nature of science.</p> <p><u>006.03E Other.</u> Subject fields may include foreign language, career and technical education, computer education, personal health and physical fitness, and visual and performing arts.</p>	
006.04	UTILIZING DIFFERENT CURRICULA	
006.04 Utilizing Different Curricula	<p>Interim-Program schools may continue the curriculum of the school from which the student came, or the school which the student shall attend upon leaving the Interim-Program school or use their own courses or use performance-based curriculum as described in Subsection 006.04A or some combination to assist students to continue to make academic progress toward grade promotion or graduation.</p> <p><u>006.04A</u> Performance-based curriculum for each course is defined in writing and includes goals, representative instruction experiences, assessments, and expected student performance for the accomplishment of the goals. The written description is approved by the governing body and is on file in the school. The performance-based curriculum provides learning opportunities for students equivalent to or greater than similar courses provided in approved or accredited schools.</p>	
006.05	LOCAL OPTIONS FOR PROVIDING HIGH SCHOOL COURSES	

<p>006.05 Local Options for Providing High School Courses</p>	<p><u>006.05A Integrated Courses</u> Interim-program schools providing high school courses may provide integrated courses, as defined in Section 002.14, if the school has on file locally a description of the curriculum or course including a list of the goals, and an explanation of the subjects included.</p>	
<p>006.06 MULTI-SITE AND DISTANCE LEARNING OPTIONS FOR PROVIDING HIGH SCHOOL COURSES</p>		
<p>006.06 Multi-Site and Distance Learning Options</p>	<p>Curriculum requirements for the high school may be provided through one or more of the following course options:</p> <p><u>006.06A Synchronous Course Option</u> Synchronous courses are those multi-site or distance learning courses in which the teacher and student(s) are simultaneously present; can both see and hear one another; and questions may be answered and instructional accommodations made immediately. this includes:</p> <p><u>006.06A1 Teacher Sharing</u> Instruction provided through contractual or cooperative arrangements with other schools, educational service units, and/or postsecondary institutions in which either the teacher(s) or student(s) move to be located at the same site to provide classroom instruction provided: (a) each course is taught by a teacher holding a valid Nebraska Teaching Certificate; (b) each course is shown on the high school class schedule along with the name of the teacher; (c) at least one high school student is enrolled and participating in each course; and (d) each course is made available to all students at the school's expense. A copy of the written agreement with the cooperating school/agency is on file in the school.</p> <p><u>006.06A2 Interactive Audio-Visual Options</u> Multi-site or distance learning instruction may be met through synchronous interactive audio-visual instruction provided: (a) each course it taught by a teacher holding a valid Nebraska Teaching Certificate; (b) each course is shown on the high school class schedule along with the name of the teacher; (c) at least one high school student is enrolled and participating in the courses; (d) each course is made available to all students at the schools expense; and (e) a teacher holding a valid Nebraska Teaching Certificate monitors student progress and general appropriateness of the course and is present in the classroom while the course is being taught unless:</p> <p><u>006.06A2a</u> The off-site interactive teacher holds a valid Nebraska Teaching Certificate and a school employee is present in the receiving classroom, or</p> <p><u>006.06A2b</u> The off-site interactive teacher holds a valid Nebraska Teaching Certificate, maintains two-way audio and video communication with the distance learning classroom, and has a direct telephone connection with a supervising adult in the school.</p>	
<p>006.06B Asynchronous Course Options</p>	<p>Asynchronous courses are those multi-site or distance learning courses in which communication between teacher and student is delayed, as are the cases, for example with written correspondence courses and many computer-delivered courses. this includes:</p> <p><u>006.06B1 University of Nebraska Independent Study High School Options.</u> High school courses may be provided by teachers of the University of Nebraska Independent Study High School provided that (a) each course is shown on the high school class schedule; (b) at least one high school student is enrolled and participating in the course; (c) each course is made available to all students at the school's expense; and (d) a teacher holding a valid Nebraska Teaching Certificate is present during the assigned period (one teacher may supervise more than one course) to monitor and assist with instruction.</p> <p><u>006.06B2 Other Distance Learning Technology Options.</u> Distance learning multi-site instructional units may be met through course delivered by other methods of distance technology proceed that each course is reviewed in advance and recommended for school by a committee of at least one local teacher and one local school administrator and is approved by the governing body of the school, and the written review and statement of approval are on file in the school; and provided (a) each course is shown on the high school class schedule; (b) at least one high school student is enrolled and participating in the course; (c) each course is made available to all students at the school's expense; (d) a teacher holding a valid Nebraska Teaching Certificate is present during the assigned period (one teacher may supervise more than one course) to monitor and assist with instruction; and (e) each student enrolled in such a courses is assigned to a local teacher holding a Nebraska Teaching Certificate who monitor student progress and general appropriateness of the course.</p>	



PROPOSED AGENDA ITEM RATIONALE

DATE: Feb. 19, 2025

TO: Dr. Brian L. Maher
Commissioner of Education

FROM: Brad Dirksen, Administrator, Accreditation, Certification, & Approval
Jim Kent, Director, Educator Preparation Program Approval

PROPOSED AGENDA ITEM: Pilot Process for cooperating teacher qualifications in the area of World Language (PE.022025.008)

AGENDA ITEM TYPE (contract/grant/rule/program/other): other

RATIONALE/BACKGROUND INFORMATION:

Section 009 of Rule 20, Regulations for the Approval of Educator Preparation Programs (EPP), was added in the most recent revision to the Rule, effective June 2, 2024. This section of Rule allows for an EPP to submit a request to the Board for a pilot program or processes that would provide flexibility to one or more regulations found in Rule 20.

The Rule allows the Board to approve requested pilot programs or processes for up to three years if the plan demonstrates high likelihood that the requested flexibility related to applicable regulations of the Chapter will promote quality learning, equity and/or accountability. If approved, the University of Nebraska Lincoln will provide annual progress reports to the Board.

At the end of the approved time period for the pilot program or process, the educator preparation program may request, and be granted, Board approval to continue the pilot program for a period of up to three additional years if the educator preparation program demonstrates that the pilot program or process is meeting the objectives for which flexibility related to applicable regulations of this Chapter was granted.

The University of Nebraska Lincoln (UNL) has submitted in their request information related to section 004.02D of Rule 20. Starting with Fall Semester 2025 UNL proposes that teachers in the endorsement areas of Arabic, Chinese, Japanese, Latin and Russian be eligible to serve as cooperating teachers for student teacher placement after completing one year of teaching with building/district administrator approval. UNL recently added endorsements in the areas of Arabic and Japanese in response to school district requests so program enrollment data will be collected and analyzed moving forward.

Current rule stipulates that student teachers be placed with cooperating teachers who have completed three years of teaching. There are few certified teachers in Nebraska in these endorsement areas and fewer who meet the experience requirements and can serve in the language endorsement areas of Arabic, Chinese,

DR. BRIAN L. MAHER, COMMISSIONER



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Japanese, Latin and Russian. Due to high turnover, teachers in these endorsement areas may not have completed three years of teaching at the time a UNL clinical placement is needed. The result would be UNL being unable to provide the required clinical placement to candidates to qualify for licensure and employment in Nebraska schools as world language teachers.

Allowing student teachers to be placed with a cooperating teacher who has completed one year of teaching versus the required three years would enable UNL to maximize the limited number of certified World Language teachers in Nebraska and ensure that teacher candidates meet licensure requirements and ultimately, P-12 school district needs.

Current 92 NAC 20 004.02D Cooperating Educators requires that the educator preparation program must ensure that cooperating educators have a minimum of three (3) years of education employment experience and hold an appropriate certificate with an endorsement in the area or level they are supervising.

The request materials from the University of Nebraska Lincoln are attached.

PROPOSED BOARD MEETING (MONTH/YEAR): Information Item February 2025
Discussion item March 2025
Action Item April 2025

ESTIMATED COST: \$0

FOR CONTRACTS AND GRANTS: N/A

FOR NEW CONTRACTS OR OTHER CONTRACTS REQUIRING PROCUREMENT: N/A

FOR GRANT SUBAWARDS: N/A

**Updated 08.15.2023*



December 17, 2024

Mr. Jim Kent
Director, Educator Preparation Program Approval
Nebraska Department of Education
P.O. Box 94987
Lincoln, NE 68509-4987

Dear Mr. Kent,

I am writing to respectfully request the initiation of an official pilot process per Rule 20 which permits pilot program requests. We have observed that the current rule, which requires cooperating teachers working with clinical placement candidates to have completed three years of teaching, directly impacts our World Language program. With a limited number of cooperating teachers in these endorsement areas, it is vital that they be eligible to host pre-service teachers to ensure our students can complete the program. This request is specific to the UNL World Language endorsement options in the critical languages of Arabic, Chinese, Japanese, Latin, and Russian and would affect undergraduate and graduate students, although it should be noted that total enrollment in these areas from 2022-2024 was four candidates, with two additional candidates anticipated in AY 25-26. It should be noted that UNL recently added the Arabic and Japanese endorsement options in response to school district requests so program enrollment data will be collected and analyzed moving forward.

Current rule stipulates that student teachers be placed with cooperating teachers who have completed three years of teaching. There are few certified teachers in Nebraska in these endorsement areas and fewer still who meet the experience requirement and can serve as cooperating teachers in the language endorsement areas of Arabic, Chinese, Japanese, Latin and Russian. Due to high turnover, teachers in these endorsement areas may not have completed three years of teaching at the time a UNL clinical placement is needed. The result would be UNL being unable to provide the required clinical placement for candidates to qualify for licensure and employment in Nebraska schools as world language teachers. Many Nebraska teacher candidates in these endorsement areas are native speakers from countries who speak the language in their endorsement program. These teacher candidates are often nontraditional, graduate students who bring valuable professional expertise in the target language to the program. Based on these factors, UNL respectfully requests that the State Board of Education grant a waiver to allow teachers in the endorsement areas of Arabic, Chinese, Japanese, Latin and Russian to be eligible to serve as cooperating teachers for student teacher placement after completing one year of teaching with

building/district administrator approval. The employment criteria are aligned to current NDE requirements for practicum cooperating teachers and would enable UNL to provide teacher candidates in these endorsement areas the required clinical placement to earn licensure while receiving high-quality instruction and support from faculty.

Rationale for Wavier Request:

Increasing Demand: There has been a steady increase in requests from school districts and students for World Language Arabic certified teachers to accommodate P-12 student populations in specific areas. While the demand for Chinese, Japanese, Latin and Russian teachers is not as large, offering the additional endorsements provides Nebraska school districts an option to certify teachers. As the state's land grant institution, UNL has a state-wide responsibility to serve the needs of Nebraska and its citizens, and providing qualified world language teachers to meet school district demand is a way UNL can fulfill its mission.

Meeting Needs: Allowing student teachers to be placed with a cooperating teacher who has completed one year of teaching versus the required three years would enable UNL to maximize the limited number of certified World Language teachers in Nebraska and ensure that teacher candidates meet licensure requirements and ultimately, P-12 school district needs. Requiring building/district administrative approval would validate the ability and skills of cooperating teachers for quality assurance should placement in these circumstances be necessary. It would also provide administrators with the option to prevent placement if the cooperating teacher requested is not ready to serve in that capacity.

Maintaining Educational Standards: UNL is committed to upholding the high standards set by the NDE for certification programs. Should this circumstance occur, the highly qualified supervisors would continue with a primary focus on the guidance and support of these student teachers for satisfactory program completion and qualification for licensure. Supervisors would continue meeting requirements per NDE rule. UNL can currently offer these endorsement programs without additional fiscal commitments based on the world language program structure.

Timeline: UNL requests three years, August 2025-July 2028, to pilot this program. This timeline provides the opportunity to monitor candidate numbers and endorsement areas, collect and analyze data related to enrollment and school district requests, clinical placement performance, cooperating teacher effectiveness and other benchmarks identified to assess overall program effectiveness. It should be noted that occasionally a cooperating teacher may meet the required experience per rule based on endorsement area, school district location, and timing of the student teacher placement. These data points would be included in the collection and analysis of the overall program.

Reporting: UNL will provide annual progress reports on program implementation at the conclusion of each academic year. The report will contain data (see Timeline section) and be shared with the program Department Chair and faculty, Dean of the College of Education and Human Sciences and the college's

Professional Education Committee (PEC). The PEC will annually review the reports and provide feedback and recommendations related to program effectiveness, possible modifications, and sustainability for Department and college approval.

Granting this waiver will assist UNL in continuing to provide Nebraska with highly qualified, World Language teachers in the endorsement areas of Arabic, Chinese Japanese, Latin and Russian. This pilot program would positively impact the preparation and development of future educators, growing school district staffing needs in Nebraska and UNL's ability to provide high quality preparation leading to licensure. UNL is committed to implementing this change, emphasizing the growth of reflective practitioners with the priority of maintaining the quality and integrity of our certification programs.

Thank you for considering our request and the opportunity to be responsive to Nebraska needs within the context of rule. Should you have questions or require additional information, please do not hesitate to contact us.

Sincerely,

A handwritten signature in blue ink that reads "Nick Pace". The signature is written in a cursive style with a prominent initial "N".

Dr. Nick Pace
Interim Dean
College of Education & Human Sciences



PROPOSED AGENDA ITEM RATIONALE

DATE: February 14, 2025

TO: Dr. Brian L. Maher
Commissioner of Education

FROM: Zainab Rida, Ph.D.
Student Services Officer and Administrator
Office of Coordinated Student Support Services

PROPOSED AGENDA ITEM: Discussion regarding the process of developing NDE Model Behavioral Intervention Policy for schools in accordance with section §79-262.01.

AGENDA ITEM TYPE (contract/grant/rule/program/other): Other-Model Policy

RATIONALE/BACKGROUND INFORMATION: Pursuant to Neb. Rev. Stat. §79-262.01, the Nebraska Department of Education (NDE) is required to develop and adopt a model policy on behavioral intervention, behavioral management, classroom management, and the removal of students from the classroom. This legislation mandates that by August 1, 2025, every school district must create and adopt a policy that aligns with or is comparable to NDE's model policy.

In August 2024, a writing committee was formed, comprising representatives from ESUCC, the Special Education team, the Nebraska State Education Association team, and ARC. The committee developed a first draft of the model policy, which was shared with Educational Service Units (ESUs), school district administrators, and educators for feedback.

Using the feedback received, a second draft was created. To further refine the model, the NDE conducted a survey to gather input on the clarity of the model and suggestions for improvement. Based on the survey responses and stakeholder feedback, a third draft was developed to address the concerns raised.

The surveys were distributed through various channels, including NSEA, the Nebraska Council of School Administrators (NCSA), the Nebraska Association of School Boards (NASB), school counselors, ESUs, and other key stakeholders.

The NDE team has outlined a proposed timeline for the implementation process.

- ❑ **July 2024:** Established criteria for the draft model policy based on statutory language.
- ❑ **August 2024:** Developed the first draft of the model policy.
- ❑ **September 2024:** Solicited and incorporated stakeholder feedback on the initial draft.
- ❑ **October 2024:** Revised and developed the second draft of the model policy.
- ❑ **November 2024:** Gathered additional stakeholder feedback on the revised draft.
- ❑ **December 2024:** Developed the third draft of the model policy based on the feedback.
- ❑ **January 2025:** Conducted another round of stakeholder engagement to refine the policy.
- ❑ **February 2025:** Provide an overview of the model policy development process to the Planning and Evaluation committee.
- ❑ **March 2025:** Discussion on the development of the model policy draft by the Planning and Evaluation Committee.
- ❑ **April 2025:** Pending any necessary revisions, the model policy will be presented for potential Board action.
- ❑ **June 2025:** The NDE will offer training and technical assistance to schools in preparation for implementation.
- ❑ **August 2025:** Implementation of the model policy will commence in schools.

PROPOSED BOARD MEETING (MONTH/YEAR): March 2025

ESTIMATED COST: N/A

FOR CONTRACTS AND GRANTS: N/A

FOR GRANT SUBAWARDS: N/A

**Updated 08.15.2023*

79-262.01. Behavioral intervention, behavioral management, classroom management, and removal of a student from a classroom in school; model policy; school district policy; training.

(1) On or before July 1, 2025, the State Department of Education shall develop and adopt a model policy relating to behavioral intervention, behavioral management, classroom management, and removal of a student from a classroom in school. The model policy shall include appropriate training for school employees on behavioral intervention, behavioral management, classroom management, and removal of a student from a classroom in schools and how frequently such training shall be required. The length of such training shall be a reasonable amount as determined by each school board.

(2) On or before August 1, 2025, each school district shall develop and adopt a policy consistent with or comparable to the model policy developed by the State Department of Education pursuant to subsection (1) of this section, which shall be a requirement for accreditation in accordance with section 79-703. Such policy shall be filed with the Commissioner of Education. The policy developed and adopted by a school district pursuant to this subsection shall be included with any notifications required under the Student Discipline Act.

(3)(a) Beginning in school year 2026-27, each school district shall ensure that any school employee who has behavioral management responsibilities participates in behavioral awareness and intervention training consistent with the school district policy developed and adopted in accordance with subsection (2) of this section. Such training shall be provided by the school district or such school district's educational service unit. The length of such training shall be a reasonable amount as determined by the school board.

(b) Each school district shall, either independently, or through the educational service unit of which such school district is a member, develop and provide behavioral awareness and intervention training to employees from such school who have behavioral management responsibilities. If such training is provided by the educational service unit, such training shall be available to any educational service unit employee and any member school district employee that works in a school and has behavioral management responsibilities. Such training shall be consistent with the model policy developed by the State Department of Education pursuant to subsection (1) of this section.

(4) The State Board of Education may adopt and promulgate rules and regulations to carry out this section.

Source: Laws 2023, LB705, § 59; Laws 2024, LB1329, § 21.

Effective Date: July 19, 2024

Nebraska Department of Education

Model Policy

_____ School District Behavioral Intervention & Classroom Management Policy

I. PURPOSE:

The _____ School District is committed to creating a learning environment where every individual is valued, respected, and supported. Grounded in Nebr. Rev. Stat. 79-262.01, this policy emphasizes the shared responsibility of individuals for their actions and their ability to learn, grow, and thrive. It provides a framework for encouraging positive behavior, addressing challenges in a caring and constructive way, and ensuring safe and supportive school and classroom environments.

II. GENERAL PRINCIPLES

As part of the school district commitment, the district is implementing a comprehensive Multi-Tiered System of Support (MTSS) designed to foster a positive school climate and culture, encourage appropriate student behavior, and provide the necessary supports for academic and behavioral success. This approach is guided by the following core elements:

1. **Sound Infrastructure and Shared Leadership:** The MTSS framework is built on a foundation of sound infrastructure and shared leadership, ensuring systematic processes are in place to organize supports effectively. This structure enables consistent problem-solving and promotes continuous improvement to benefit all students.
2. **Layered Continuum of Support:** Central to the MTSS approach is a layered continuum of support that incorporates evidence-based practices. This ensures every student receives high-quality instruction and individualized interventions tailored to their specific needs, fostering equitable opportunities for success.
3. **Data-Based Decision-Making:** Data-based decision-making is a key component of the MTSS model. By utilizing actionable data, educators can reflect, plan, and make informed decisions to address student needs effectively. This continuous feedback loop enhances the system's ability to support all students.
4. **Communication and Collaboration:** Collaboration and open communication are integrated across every aspect of the MTSS framework. Alignment between educators, families, and the broader community ensures transparency, trust, and a shared commitment to supporting student success.

III. STANDARDS

Tier 1: Universal Supports			
	District Level	School Level	Classroom Level
Sound Infrastructure & Shared leadership	Develop and maintain a district-wide behavior framework, ensuring alignment with the district's vision and goals. Establish a leadership team to oversee implementation and sustainability.	Create school-level leadership teams to implement the district behavior framework. Build systems to support staff in consistent implementation of universal behavior strategies.	Teachers set up clear, consistent behavior expectations aligned with school and district policies. Classroom routines and physical environments are structured to promote positive behaviors.
Layered Continuum of Support	Ensure all schools have access to evidence-based universal behavior practices and instructional tools for promoting positive behavior.	Develop a school-wide plan for teaching and reinforcing positive behavior expectations for all students.	Integrate the development of emotional and interpersonal skills into daily instruction and explicitly teach expected behaviors.
Data-Based Decision-Making	Implement a district-wide behavior data system for tracking student behavioral incidents, attendance, and other indicators of behavior. Analyze district trends to guide support for schools.	Use behavioral data to assess school culture, climate and adjust universal supports.	Collect and reflect on classroom behavior data to identify patterns or unanticipated signs of distress and adjust teaching practices as needed.
Communication and Collaboration	Share district-wide behavior policies, expectations, and data with all stakeholders, including families and the community.	Develop intervention teams to identify students in need of Tier 2 support and manage their plans.	Teachers collaborate with intervention teams to integrate targeted strategies into the classroom.
Tier 2: Targeted Supports			
	District Level	School Level	Classroom Level
Sound Infrastructure & Shared leadership	Provide a menu of evidence-based Tier 2 and training for implementation.	Develop intervention teams to identify students in need of Tier 2 support and manage their plans.	Teachers collaborate with intervention teams to integrate targeted strategies into the classroom.
Layered Continuum of Support	Allocate resources to support targeted interventions, such as additional staff or training for small group supports.	Implement interventions such as mentoring programs, social skills groups, or targeted behavior coaching.	Provide additional supports like daily progress monitoring, structured breaks, or small group sessions within the classroom.

Data-Based Decision-Making	Use district-wide systems to track the effectiveness of Tier 2 interventions and adjust as needed.	Monitor progress using behavior data: point sheets, observations, or student self-assessments and input data in district-wide systems.	Document daily data on student progress to evaluate the impact of interventions.
Communication and Collaboration	Facilitate communication between schools, families, and community partners about available Tier 2 supports.	Engage families in the intervention process by providing regular updates and involving them in problem solving and goal setting.	Maintain open lines of communication with families about their child’s progress and strategies to promote support the behavior goals at home
Tier 3: Intensive, Individualized Supports			
	District Level	School Level	Classroom Level
Sound Infrastructure & Shared leadership	Ensure access to specialized staff to design and oversee intensive interventions.	Assemble a multidisciplinary team to develop and implement Functional Behavioral Assessments (FBAs) and Behavior Intervention Plans (BIPs).	Collaborate with specialists to integrate individualized supports seamlessly into classroom routines.
Layered Continuum of Support	Coordinate external services and resources for students requiring wraparound support beyond the school.	Provide interventions or sessions tailored to the student's unique needs and communicate with external services and resources to align supports for students.	Consistently implement accommodations and modifications, such as sensory supports or de-escalation plans, to address individual behaviors.
Data-Based Decision-Making	Regularly review data on Tier 3 interventions and outcomes to ensure its effectiveness.	Use detailed, frequent data collection to refine and adjust BIPs based on student progress.	Implement daily monitoring and adjust individualized strategies as data indicates.
Communication and Collaboration	Partner with community agencies to align supports for students with complex needs.	Conduct regular meetings with families to review and revise plans based on student progress.	Provide ongoing feedback to families and specialists about the student’s daily performance, progress, and needs.

Addressing Dysregulated Behavior and Classroom Removal:

This policy provides a structured approach for managing dysregulated behavior that disrupts the learning environment or poses safety concerns. The aim is to ensure the safety and well-being of all students and staff while supporting the student in developing self-regulation skills and reintegrating into the classroom.

1. Criteria for Removal

- a. **Safety Concerns:** Immediate removal may occur if a student poses a threat to their own safety, the safety of others, or the environment.
- b. **Disruption to Learning:** Removal may be necessary if the student's behavior significantly disrupts instruction or the learning environment.
- c. **Attempted Interventions:** Whenever possible, staff should use de-escalation techniques, behavior redirection, or other Tier 1 or Tier 2 interventions before considering removal. Severe behaviors that endanger safety may bypass prior interventions.

2. Procedure for Removal

- a. **Behavior Documentation:** The teacher or staff member documents the behavior leading to the removal, including antecedents, attempted interventions, and the incident itself. A clear, objective description of the behavior is essential.
- b. **Safe Transition:** The student is escorted to a designated safe space, such as the office or a designated calming area, by trained personnel. Efforts are made to ensure the student remains calm and safe during the transition.
- c. **Notification:** Parents/guardians are notified as soon as possible about the removal. A detailed account of the behavior and any interventions attempted are shared.

3. Post-Removal Actions

- a. **Restorative Meeting:** A meeting involving the student, parents/guardians, teacher, and administrator is scheduled to review the behavior, its impact, and steps to prevent recurrence. The meeting emphasizes restoring relationships and understanding the root cause of the behavior.
- b. **Behavior Support Plan (if needed):** For recurring incidents, a behavior support plan is developed or reviewed, including targeted interventions and supports aligned with the student's needs. The plan may include strategies such as check-ins, mentoring, or additional social-emotional learning supports.

4. Transition Back to the Classroom

- a. **Reintegration Plan:** The student returns to the classroom with appropriate support, which may include a reintegration checklist, a designated buddy, or frequent check-ins with a trusted adult. Expectations and routines are explicitly reviewed with the student.
- b. **Ongoing Support and Monitoring:** Follow-up meetings with the student, teacher, and parents/guardians are scheduled to evaluate progress. Data from behavior observations are used to adjust interventions and supports as needed.
- c. **Focus on Positive Growth:** A strengths-based approach is applied to recognize and reinforce improvements in behavior.

IV. COMMUNICATION & COLLABORATION

- **Family Engagement:** Families are seen as partners in addressing the student's behavior and supporting reintegration. Schools provide clear and transparent communication about the incident, the plan for return, and available resources.
- **Interdisciplinary Team Support:** Collaboration between general education, special education, school psychologist, behavior specialists, school counselors, and social workers ensures all supports align with the student's needs and strengths.

V. REQUIRED BEHAVIORAL AWARENESS AND INTERVENTION TRAINING:

- A. The _____ School District, independently or through the educational service unit, will develop and provide behavioral awareness and intervention training to employees with behavioral management responsibilities.
- B. Such training must be consistent with the model policy developed by the State Department of Education.
- C. Behavioral awareness and intervention training must be provided by the school district or the educational service unit to which the school district belongs.
- D. The length of such training will be at least ___ hours, but no more than ___ hours.
- E. Behavioral awareness training must include, but not be limited to, evidence-based training on a continuum that includes:
 1. Recognition of detrimental factors impacting student behavior, including, but not limited to, signs of trauma.
 2. Positive behavior supports and proactive teaching strategies, including, but not limited to, expectations and boundaries.
 3. Verbal intervention and de-escalation techniques.
 4. Access to a registry of local mental health and counseling resources.
 5. Incorporation of the requirements for the Behavioral Awareness Point of Contact (BAPC) in accordance with 79-3603 that includes:
 - a. Each school building must designate one or more school employees as a BAPC;
 - b. Each BAPC must have knowledge of community services providers and other resources available for students and families;
 - c. Each BAPC must coordinate access to support services for students; and
 - d. The school district must indicate BAPC for such school district on the website of the school district and in any school directory of the school that BAPC serves.
 - e. Each employee with behavior management responsibilities must complete the behavioral awareness and intervention training during the 2026-27 school year or during the first year of employment with the district.

VI. MONITORING AND REVIEW:

The school district regularly reviews and updates this policy to ensure its effectiveness and compliance with 79-262.01. Feedback from students, parents, staff, and administrators are considered in the review process.

This policy must be included with any notifications required under the Student Discipline Act.

DRAFT



STATE BOARD OF EDUCATION RULES AND REGULATIONS COMMITTEE REPORT

Date: March 6, 2025

The Rules and Regulations Committee reports on the March 6, 2025, meeting of the committee. Members present were chair Maggie Douglas, vice chair Liz Renner, Elizabeth Tegtmeier, and Kirk Penner.

Committee members reviewed the rules report. Committee members asked for staff to contact the Attorney General's office on the status of Rule 21 (Certification) and Rule 24 (Endorsements).

NDE staff provided information on the proposed repeal of Rule 8, School Finance and Budgeting/State Funding of Education Service Units and Learning Communities, in response to the repetition of statutory provisions. The committee recommended proceeding with the repeal.

NDE staff provided information on the proposed repeal of Rule 22, Master Teacher Program, in response to legislation repealing the program. The committee recommended proceeding with the repeal.

NDE staff provided information on the proposed repeal of Rule 25, Excellence in Teaching Act, in response to legislation transferring the program to the Coordinating Council for Postsecondary Education. The committee recommended proceeding with the repeal.

NDE staff provided information on the proposed repeal of Rule 26, Procedures for the Mentor Teacher Programs, in response to the repeal of funding provisions. The committee recommended proceeding with the repeal and placing the guidelines on the NDE guidance page.

NDE staff provided information on the revision of Rule 20, Approval of Educator Preparation Programs. Staff shared a policy scan of information from other states. The Committee will continue to discuss this topic.

NDE staff shared that the public hearing for Rule 3, Identification of High Ability Learning is scheduled for April 8, 2025, at 9:00 on Zoom.

This concludes the Rules and Regulations Committee report.

Maggie Douglas, Chair

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



To: Dr. Brian L. Maher, Commissioner of Education
From: Debra Holmes, Paralegal
Date: February 27, 2025
Subject: Report on Rules

Awaiting Approval by the Attorney General and Governor

Title 92, Nebraska Administrative Code, Chapter 21, *Regulations for the Issuance of Certificates and Permits to Teach, Provide Special Services, and Administer in Nebraska Schools*

Public Hearing Held: December 3, 2024
Approved by the State Board of Education: December 6, 2024
Approved by the Attorney General: _____
Approved by the Governor: _____

Title 92, Nebraska Administrative Code, Chapter 24, *Regulations for Certificate Endorsements*

Public Hearing Held: December 3, 2024
Approved by the State Board of Education: December 6, 2024
Approved by the Attorney General: _____
Approved by the Governor: _____

Upcoming Public Hearing on Rule Revisions

Title 92, Nebraska Administrative Code, Chapter 3, *Regulations Governing High Ability Learners*

Information Items – Potential Hearing Drafts - Repeals

Title 92, Nebraska Administrative Code, Chapter 8, *Regulations for School Finance and Budgeting / State Funding of Educational Service Units and Learning Communities*

Title 92, Nebraska Administrative Code, Chapter 22, *Regulations Governing the Master Teacher Program*

Title 92, Nebraska Administrative Code, Chapter 25, *Regulations Governing the Excellence in Teaching Act*

Title 92, Nebraska Administrative Code, Chapter 26, *Regulations and Procedures for Mentor Teacher Programs*

Information Item – Concepts for Potential Revision

Title 92, Nebraska Administrative Code, Chapter 20, *Regulations for the Approval of Educator Preparation Programs*

Other Rules in the Revision or Repeal Process

Title 92, Nebraska Administrative Code, Chapter 6, *Regulations and Standards for Uniform Sharing of Student Data, Records and Information*

Title 92, Nebraska Administrative Code, Chapter 10, *Regulations and Procedures for the Accreditation of Schools*

Title 92, Nebraska Administrative Code, Chapter 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*

Title 92, Nebraska Administrative Code, Chapter 13, *Regulations and Procedures for Exempting Schools for which Parents Elect Not to Meet Legal Requirements for School Approval and Accreditation*

Title 92, Nebraska Administrative Code, Chapter 14, *Regulations and Procedures for the Legal Operation of Approved Nonpublic Schools*

Title 92, Nebraska Administrative Code, Chapter 17, *Regulations Governing the Approval of Alternative Schools, Classes, or Programs for Expelled Students*

Title 92, Nebraska Administrative Code, Chapter 19, *Regulations Regarding School Enrollment*

Title 92, Nebraska Administrative Code, Chapter 47, *Regulations for Career Academy Programs Established by School Districts*

Title 92, Nebraska Administrative Code, Chapter 51, *Regulations and Standards for Special Education Programs*

Title 92, Nebraska Administrative Code, Chapter 86, *Regulations and Procedures for Public School Breakfast Program Reimbursement*

Title 93, Nebraska Administrative Code, Chapters 1-16, *Personnel Rules*, is in the process of being revised, but will be considered by the Executive Committee as the title is related to the negotiated agreement.

NDE CONTRACTS

DATE REC'D	CONTRACT #	AMENDMENT #	CONTRACT NAME	MAXIMUM CONTRACT AMOUNT	START DATE	ENDING DATE	FUNDING SOURCE	SCOPE OF SERVICES	CONTACT PERSON
1/2/2025	45217		Share Collaborative	\$10,000	2/3/2025	12/19/2025	Federal	Provide training.	Lindy Foley
1/2/2025	45187	AM#1	Security Equipment Incorporated					Increase amount/scope.	Joel Scherling
1/2/2025	44316	AM#1	Office Innovations					Extend date.	Joel Scherling
1/6/2025	45219		Hendrickson Leadership Group	\$4,450	4/1/2025	6/5/2025	General	Conduct training.	Katie Graham
1/6/2025	44245	AM#2	ESU 4					Increase amount/scope.	Zainab Rida
1/6/2025	45216		Abigail Fiske	\$23,000	1/1/2025	12/31/2025	Federal	Serve as 2025 FCCLA State Officer Coordinator.	Katie Graham
1/7/2025	45199		Peru State College	\$83,997	11/15/2024	6/30/2027	Federal	Lower finance barrier for teaching candidates.	Brad Dirksen
1/13/2025	45213		UNL	\$700,000	11/15/2024	6/30/2027	Federal/General	Carry out Nebraska Teacher Apprenticeship Act & administer State Apprenticeship Expansion Formula Grant.	Brad Dirksen
1/15/2025	42127	AM#3	UNL					Extend date.	Zainab Rida
1/17/2025	45212		Chadron State College	\$100,000	11/15/2024	6/30/2027	Federal/General	Carry out Nebraska Teacher Apprenticeship Act & administer State Apprenticeship Expansion Formula Grant.	Brad Dirksen
1/22/2025	45225		Kimberly Sanderson	\$15,000	1/15/2025	1/14/2026	Federal/General	Coaching/training services.	Melody Hobson
1/23/2025	45220		Hayes & Associates	\$54,848	1/15/2025	9/30/2025	Federal	Child & Adult Care Foo Program audits of for-profit centers.	Zainab Rida
1/23/2025	45223		Dick Meyer	\$15,000	1/24/2025	6/30/2025	General	Provide consultation/facilitation.	Shirley Vargas
1/23/2025	45224		HHS	\$29,406	1/21/2025	1/20/2026	Federal	Provide information on TBI individuals.	Lindy Foley
1/24/2025	45222		UNL	\$6,414	2/1/2025	1/31/2026	Federal	Support NDE transition program by maintaining website.	Amy Rhone
1/30/2025	45227		Smarter Learning Group	\$20,000	1/21/2025	3/31/2025	Federal	Develop Family Literacy Implementation Guide for schools.	Zainab Rida
1/31/2025	45226		Brain & Body Balancing	\$17,000	2/1/2025	1/31/2026	Federal/General	Provide coaching/training services.	Melody Hobson
2/3/2025	45221		Renner's Cleaning Service	\$2,130	2/1/2025	4/30/2025	Federal	Cleaning service for Norfolk VR office.	Lindy Foley
2/3/2025	45075	AM#2	ESUCC					Reduce amount.	Zainab Rida
2/4/2025	45214		Nebraska Appleseed	\$9,500	1/31/2025	1/30/2026	Federal	Support Nebraska School Breakfast Challenge.	Zainab Rida
2/4/2025	45195		Wayne State College	\$200,000	11/15/2024	6/30/2027	Federal	Lower finance barrier for teaching candidates.	Brad Dirksen
2/10/2025	44054	AM#2	NE State College System					Extend date.	Lane Carr
2/10/2025	45110	AM#1	ESU 2					Adjust contract amount.	Lindy Foley
2/10/2025	45231		Lrene Jo Smith	\$9,000	3/1/2025	2/28/2026	Federal/General	Provide coaching/training services.	Melody Hobson
2/13/2025	45175	AM#1	K Crom Saunders					Funding change.	Amy Rhone
2/13/2025	45234		Say Hey There	\$9,000	3/1/2025	8/31/2025	General	Create advertising campaigns and posts for Safe2Help NE social media platforms.	Zainab Rida
2/13/2025	45236		Emspace	\$49,500	2/10/2025	2/9/2026	Federal/General	Assist NDE in expanding the awareness and use of local specialty crops with materials development as part of a Dept of Agriculture grant as well as educational and culinary resources.	Zainab Rida
2/13/2025	45199	AM#1	Peru State College					Scope/consideration.	Brad Dirksen
2/14/2025	45065	AM#1	NE Children & Families Foundation					Increase amount.	Zainab Rida
2/14/2025	45202	AM#1	College of Saint Mary					Scope/consideration.	Brad Dirksen
2/14/2025	45196	AM#1	Midland University					Increase amount/scope.	Brad Dirksen
2/14/2025	45240		Tanya's Childcare	\$3,000	3/1/2025	2/27/2026	General	Use of classroom.	Melody Hobson
2/14/2025	44370	AM#1	ESU 7					Scope.	Zainab Rida
2/14/2025	45195	AM#1	Wayne State College					Scope/consideration.	Brad Dirksen
2/14/2025	45235		ESU 9	\$25,000	2/14/2025	4/30/2025	Federal	Execute Deaf & Hard of Hearing Statewide Conference.	Amy Rhone
2/18/2025	45239		Easter Seals of NE	\$7,860.70	3/1/2025	12/31/2025	Federal	Provide training.	Lindy Foley
2/18/2025	45241		Creative Press & Design	\$15,000	3/1/2025	2/28/2026	General	Produce and ship signage for Step Up to Quality.	Melody Hobson
2/18/2025	45229		UNL	\$48,591	4/1/2025	3/31/2026	Federal	Assist with meeting Federal post-school outcome data reporting requirements.	Amy Rhone
2/18/2025	45185		Children's Hospital & Medical Center	\$83,500	12/1/2024	11/30/2025	Federal	Provide technical assistance with School Mental Health.	Zainab Rida
2/18/2025	45237		Heather Schmidt	\$10,000	3/1/2025	2/28/2026	Federal/General	Provide coaching services.	Melody Hobson
2/20/2025	45238		Kansas State School for the Deaf	\$10,000	1/8/2025	5/22/2025	General	Pay for residential costs associated with the student enrollment.	Amy Rhone
2/20/2025	45232		Kids Can Community Center	\$3,000	2/15/2025	2/14/2026	General	Use of classroom.	Melody Hobson