

NEBRASKA STATE BOARD OF EDUCATION MEETING NOTIFICATION AND AGENDA

- Meeting Date:** Friday, April 4, 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, April 4, 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
 - 2.1. Special Presentation and Resolution to Proclaim April 2025 as the Month of the Military Child and April 23, 2025, as "Purple Up! For Military Kids Day"
Derek Ippensen

2.2. Resolution Declaring April 30, 2025, "Apprenticeship Day"
Lane Carr and Jessica Javorsky

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. Nebraska Teacher of the Year Quarterly Report
Lindsey Wilson, 2025 Nebraska Teacher of the Year, Middle School Teacher at
Bennington Middle School, Bennington, Nebraska

4. PRESIDENT'S REPORT
President Tegtmeier

5. PUBLIC COMMENT PERIOD
President Tegtmeier

5.1. Public Comment

5.2. Written Public Comment

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. Contract and Lease for Operation of the Nebraska Center for the Education
of Children Who are Blind or Visually Impaired (NCECBVI) (BF.042025.009)
Amy Rhone

6.3.B. Contracts with IDEA and Rules 51 and 52 State Complaint
Investigators (BF.042025.010)
Amy Rhone

6.3.C. Contract for Microcredentialing Courses (BF.042025.011)
Shirley Vargas

6.3.D. DDS Medical Contracts (BF.042025.012)
Brian Halstead

6.3.E. Contract for Required Activities for the National School Lunch and
Breakfast Programs, and Summer Food Service Program (BF.042025.013)
Kayte Partch

6.4. Grant Approvals

6.4.A. Subaward to Carry Out the Federal IDEA Part B Grant
Activities (BF.042025.014)
Amy Rhone

6.4.B. Continuation Grant for Child Development Associate (CDA) Credential
Navigator (BF.042025.015)
Melody Hobson

6.5. Lease Approvals

6.5.A. Lease Renewal for Nebraska VR for Office Space in North
Platte (BF.042025.016)
Lindy Foley

6.5.B. Lease Renewal for Nebraska VR for Office Space in
Omaha (BF.042025.017)
Lindy Foley

6.6. Minutes of the Previous State Board of Education Meeting

6.7. Miscellaneous Approvals

6.7.A. School Districts' Requests for Exclusions to the Budget Limitation in
Accordance with the Provisions of the Tax Equity & Educational Opportunities
Support Act (TEEOSA) (BF.042025.018)
Bryce Wilson

6.7.B. Teacher Apprenticeship Program Funding (BF.042025.020)
Lane Carr and Jessica Javorsky

7. STANDING COMMITTEE REPORTS

President Tegtmeier

7.1. Executive Committee
President Tegtmeier

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

7.2. Budget and Finance Committee

Kristin Christensen

- 7.2.A. Monthly Board Travel Expense Reports
- 7.2.B. Action Item: School Emergency Response Mapping Grant (BF.032025.002)
- 7.2.C. Action Item: Contract for Repair and Maintenance Expenses at the Nebraska Center for the Education of Children who are Blind or Visually Impaired (NCECBVI) (BF.042025.001)
- 7.2.D. Action Item: Contracts and Grants to Carry Out the Nebraska Statewide Educational Programs and Support Services for Children who are Deaf or Hard of Hearing (BF.032025.006)
- 7.2.E. Action Item: Contract for the Child, Program, and Family Outcomes Measurement System (BF.032025.005)
- 7.2.F. Action Item: University of Nebraska - Lincoln WORDS Project Funding (BF.042025.021)
- 7.2.G. Action Item: 2024 Annual Comprehensive Financial Report (ACFR) Audit (BF.032025.004)
- 7.2.H. Discussion Item: Discuss Nebraska Improvement Grant (BF.032025.003)

7.3. Planning and Evaluation Committee

Lisa Schonhoff

- 7.3.A. Action Item: Nebraska Council on Teacher Education (NCTE) Organizational Policies (PE.022025.015)
Sherry Jones
- 7.3.B. Action Item: Plans of Correction for Rule 10, 14, and 18 School Systems and Interim Program Schools (PE.022025.009)
- 7.3.C. Action Item: Approve Nonpublic Schools for 2025-2026 (PE.022025.010)
- 7.3.D. Action Item: Approve Interim-Program Schools for 2025-2026 (PE.022025.011)
- 7.3.E. Action Item: Pilot Process for Cooperating Teacher Qualifications in the Area of World Language (PE.022025.008)
- 7.3.F. Action Item: Model Behavioral Intervention Policy (PE.022025.013)

- 7.3.G. Discussion Item: Rule 11 Teacher Waiver Request from Lincoln Public Schools (PE.042025.001)
- 7.3.H. Discussion Item: Rule 11 Teacher Waiver Request from Fullerton Public Schools (PE.032025.001)
- 7.3.I. Discussion Item: Accreditation of Public and Non-Public Rule 10 School Systems for 2025-2026 (PE.032025.003)
- 7.3.J. Discussion Item: Accreditation of Nebraska Educational Service Units for 2025-2026 (PE.032025.004)
- 7.3.K. Discussion Item: Priority School Designation Process (PE.042025.002)
- 7.3.L. Discussion Item: Isanti Elementary School Priority School Status (PE.042025.003)

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, June 6, 2025, at 9:00 a.m. in Lincoln, Nebraska. As needed, a work session will be held on Thursday, June 5, 2025 in Lincoln, Nebraska.

The agenda contains a list of subjects known at the time of its distribution on March 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.*



PROPOSED AGENDA ITEM RATIONALE

DATE: March 19, 2025

TO: Dr. Brian L. Maher
Commissioner of Education

FROM: Dr. Derek Ippensen
Assistant Administrator and Director of Accountability

PROPOSED AGENDA ITEM: Proclaim April 2025 as the Month of the Military Child and April 23, 2025, as “Purple Up! For Military Kids Day”

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

RATIONALE/BACKGROUND INFORMATION:

Each year, Nebraska schools serve thousands of students whose parent(s) serve in the military. Since November 2021, the NDE has recognized public and non-public schools as Purple Star Schools to denote the special efforts these schools have undertaken to support the unique needs of military-concerned children.

To elevate practices for better serving military-connected children and their families, this resolution proclaims April the “Month of the Military Child.” The resolution honors the sacrifices of military service members, their families, and children, and calls on the NDE to continue providing resources for schools to better service military-connected students. The resolution also proclaims April 23 as “Purple Up!” day and encourages all members of the community to show their support of military-connected youth and families on that day.

PROPOSED BOARD MEETING (MONTH/YEAR): April 2025

ESTIMATED COST: None

FOR CONTRACTS AND GRANTS:

FOR NEW CONTRACTS OR OTHER CONTRACTS REQUIRING PROCUREMENT:

FOR GRANT SUBAWARDS:



Resolution to Proclaim April 2025 as Month of the Military Child and April 23, 2025, as Purple Up! For Military Kids Day

WHEREAS, More than 12,000 Nebraskans exhibit profound courage and selflessness in serving America's armed forces;

WHEREAS, Nebraska schools serve nearly 3,000 military-connected students;

WHEREAS, Military-connected children have been found to change schools up to nine times between kindergarten and high school and face other unique challenges related to military parental deployment;

WHEREAS, The Nebraska Department of Education recognized 56 Purple Star Schools which created or strengthened programs and supports for military-connected students;

WHEREAS, The Military Interstate Children's Compact Commission, of which Nebraska is a proud member, recognizes April as Month of the Military Child; and

WHEREAS, The Month of the Military Child provides an opportunity to salute our military connected children and acknowledge the sacrifices made by military families worldwide, with an emphasis on the experiences and needs of the children of military members serving at home and overseas; now, therefore, be it

RESOLVED, The Nebraska State Board of Education extends its profound gratitude for the Veterans, Active Duty, and Reserve members of the Armed Forces and their families for the sacrifices they make daily;

RESOLVED, That the Nebraska State Board of Education recognizes April 2025 as Month of the Military Child;

RESOLVED, The Nebraska State Board of Education recognizes April 23, 2025 as Purple Up! For Military Kids Day and encourages students, educators, and the public to wear purple in support of military-connected children; and

RESOLVED, The State Board of Education directs the Nebraska Department of Education to Continue building coalitions to raise awareness for, support, and advocate for military-connected children and their unique needs. Signed on behalf of the Nebraska State Board of Education, this 4th day of April 2025.

Elizabeth Tegtmeier, President

Deborah Neary, Vice President



PROPOSED AGENDA ITEM RATIONALE

DATE: March 19, 2025

TO: Brian L. Maher
Commissioner of Education

FROM: Lane Carr
Administrator, Office of Policy and Strategic Initiatives

Jessica Javorsky
Strategic Initiatives Grant Specialist

PROPOSED AGENDA ITEMS: Adopt a resolution declaring April 30 “Apprenticeship Day.”

AGENDA ITEM TYPE: Action

RATIONALE/BACKGROUND INFORMATION:

Since 2023, the Nebraska Department of Education has administered the Nebraska Teacher Apprenticeship Program, leveraging an annual \$1 million state appropriation. In 2024, the NDE was awarded two US Department of Labor Grants, the State Apprenticeship Expansion Formula (SAEF) Grants, to scale up apprenticeship work. Apprenticeships, while relatively new to education fields, provide a promising approach to tackling pernicious workforce shortages in our schools.

The first cohort of Nebraska teacher apprentices have already entered classrooms as full-time teachers. The impact of the program continues:

- Eight education preparation programs have partnered in the two years.
- Currently, Nebraska has 74 enrolled teacher apprentices across 29 school systems, including several non-public schools.
- Recruiting is ongoing to fill another 76 seats to begin their apprenticeship by June 1, 2025.
- By 2027, 180 fully certified teachers will have been added to the Nebraska workforce.

April 30 is National Apprenticeship Day, and the purpose of this resolution is to celebrate the promise and potential of expanded apprenticeships for educators and in other fields.

PROPOSED BOARD MEETING (MONTH/YEAR): April 2025

ESTIMATED COST: TBD

FOR CONTRACTS AND GRANTS:

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

FOR NEW CONTRACTS OR OTHER CONTRACTS REQUIRING PROCUREMENT:

- Indicate the method of procurement: N/A
- Rationale for method of procurement: N/A
- Rationale for contractor selection: N/A

FOR GRANT SUBAWARDS:

- Describe the grantee selection process: N/A
- New or Renewal: N/A
- If renewal, date of first approval: N/A



Resolution Declaring April 30th, 2025, Apprenticeship Day

WHEREAS, National Apprenticeship Day is celebrating its 11th anniversary of providing opportunities to showcase and celebrate the accomplishments of apprentices, educators, employers, and community partners across Nebraska and nationwide;

WHEREAS, The Nebraska Department of Education has sponsored a registered apprenticeship program for PreK-12 teachers and principals since 2023;

WHEREAS, Apprenticeships offer a unique and effective pathway to gain hands-on experience and in-demand skills, blending on-the-job training with academic instruction, and ensuring that individuals across Nebraska are better prepared for rewarding careers that support our communities;

WHEREAS, Teacher-registered apprenticeship programs serve as a vital pathway to develop highly skilled educators and leaders to address critical workforce needs in Nebraska's education system;

WHEREAS, These apprenticeship programs support the State of Nebraska's commitment to expanding educational opportunities by providing on-the-job training, mentorship, and credentials that prepare teachers for long-term success in serving students across the state; and

WHEREAS, The Department of Education has partnered with national leaders such as the National Center for Grow Your Own, which has supported the development of teacher apprenticeships in 30+ states, to incorporate best practices from across the country into teacher training, now therefore be it;

RESOLVED, The Nebraska Department of Education, on behalf of the State of Nebraska, does hereby proclaim April 30, 2025, as National Apprenticeship Day in Nebraska; and

RESOLVED, Encourages all citizens to recognize and celebrate the positive impact that apprenticeship programs have on the lives of Nebraskans, the workforce, and the future of education in our great state.

Signed on behalf of the Nebraska State Board of Education, this 4th day of April 2025.

Elizabeth Tegtmeier, President

Deborah Neary, Vice President

Nebraska State Board of Education Written Public Comment April 2025

Nebraska State Board of Education

Pursuant to State Board of Education Board Operating Policy 1.06 - Public Participation at Board Meetings:

Persons may address the Board for public comment purposes by written submission in lieu of live testimony. Such written submissions must be provided 24 hours in advance to the start of the public meeting where public comment is scheduled, or by close of business of the Thursday prior to any meeting scheduled for a Monday, and is limited to 750 words. Written public comments submitted in accordance with these requirements will be provided to the Board members and become part of the record of the meeting, but will not be read aloud during the meeting.

Individuals who submit written public comment for a given meeting should not plan to speak before the Board in live testimony at that month's meeting.

Individuals may submit only one written public comment entry per month. Multiple submissions will not be accepted.

Submissions must include your complete first and last name, city and state. You will also be required to electronically sign the submission. This information will be included with your comments.

Click the "Next" button below to begin.

Identification

Please complete the following information to identify yourself. This information will appear with the text of your written public comment.

First name *

Todd

Last name *

Roberts

City *

Omaha

State *

Nebraska

Written Comment

There is a limit of 750 words.

Written Comments *

There is a limit of 750 words (approximately 5000 characters with spaces.)

I write today to encourage the Board to put away the partisan political games. What good is that doing any child here in Nebraska, or anywhere for that matter? Are you trying to out-Elon Elon? Out-Trump Trump? What is the goal? I certainly don't think that Ms. Schonhoff has any business being the condescending, miserable bloke she's been. The same is true for one Ms. Neary. Get over yourselves! This Board is supposed to be NON-PARTISAN. Do you know what that means? That means we don't sit around and play political games with the education of our children.

What frustrates me the most is how this Board went from actually conducting business to being another battleground for the left vs right debate. With everything going on around the country these last few years, this Board conducted business as usual, keeping Nebraska schools heading back in the right direction by being willing to invest the extra money, the extra time, the extra conversation. Now? Kirk Penner seems out for only his own interests (we all know you're shooting for something bigger, Kirk. If you're not actually invested in the education of our kids, do us all a favor and resign). Lisa Schonhoff wants to be the Board's version of MTG or Boebert. Neary is doing whatever it is that she's doing (mostly being a hypocrite, and a loud one at that). At least the other 3 new Board members and President Tegtmeier and Ms. Jones are all being respectable. I don't agree with all of them on everything, but their conversation is respectful, it is focused on the kids and not trying to make a culture war point.

Give up the anti-LGBT garbage. Give up the anti-woke garbage. Give up the anti-education garbage. Education should teach kids everything we know so they can go out into the world and make informed decisions. And let's be clear- yes, LGBTQ+ should be taught at age appropriate levels. No one has ever said that a kindergartener should learn what anal intercourse is. Quit being dramatic cry babies and think for more than 2 seconds about the impact your choices will have on these students in the long run. Isn't suppressing opposing points of view indoctrination?

Signature

Please type your first and last name again. This will appear with your written comments and serves as your signature.

Signed,

First name *

Todd

Last name *

Roberts

This form was created inside of NE-Dept Of Education.

Google Forms

Out-State Travel Authorization Reports - April

<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	NASBE Early Childhood Education State Network	June 1-3, 2025	Washington, DC	1st
Sherry Jones	(NONE)			
Elizabeth Tegtmeier	NASB - Federal Advocacy DC (<i>Due to weather-related issues 3/19, flight rescheduled until 3/21</i>)	March 16- 19 21, 2025	Washington, DC	1st

Out-State Travel Authorization Reports - April

<u>Name</u>	<u>Event Name</u>	<u>Date</u>	<u>Location</u>	<u>Trip Request (i.e. 1st, 2nd, Other)</u>
Maggie Douglas	NASBE Early Childhood Education State Network	June 1-3, 2025	Washington, DC	<i>1st</i>
Liz Renner	(NONE)			
Kirk Penner	(NONE)			
Deborah Neary	(NONE)			



PROPOSED AGENDA ITEM RATIONALE

DATE: March 19, 2025

TO: Dr. Brian L. Maher
Commissioner of Education

FROM: Amy Rhone, Administrator – The Office of Special Education

PROPOSED AGENDA ITEM: Action: Authorize the Commissioner to renew a contract and lease to continue operation of the Nebraska Center for the Education of Children Who are Blind or Visually Impaired (NCECBVI).

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

RATIONALE/BACKGROUND INFORMATION: Pursuant to Nebraska Rev. State Statute 79-11, 109, The State Department of Education shall have oversight and general control of the Nebraska Center for the Education of Children who are Blind or Visually Impaired (NCECBVI), formerly the Nebraska School for the Visually Handicapped. The department may contract with a school district, an educational service unit, or a public institution of city, county, or state government to operate the center. The department may use, lease, or otherwise contract for the use of property and facilities formerly controlled by the Nebraska School for the Visually Handicapped for services of the center. The NDE contracts with Educational Service Unit (ESU) #4 to operate the center and provide both residential services as well as educational programming.

Pursuant to Nebraska Rev. State Statute 79-11, 110, The purpose of the NCECBVI is to provide special education services for persons not to exceed twenty-one years of age who are blind or visually impaired to such an extent that they cannot receive services in the public schools of this state. The center shall be the state resource center for all special education programs for children who are blind or visually impaired in Nebraska and shall provide services such as instructional materials and technology support, assessment and evaluation services, teacher training and professional development, summer and weekend programs, residential services, center-based programs, public school combination programs, local public school support, and consultation services to school districts and educational service units.

Since March of 1998, the State Board of Education has granted the Commissioner authority to enter into a contract and lease with Educational Service Unit #4 (Auburn) to operate the Nebraska Center for the Education of Children Who or Blind or Visually Impaired at Nebraska City. A two-year contract and lease, a deviation from NDE contract guidance/procedures, have been previously approved to assist Educational Service Unit #4 with planning and budgeting. Through this contract and lease agreement, the Department will continue to carry out the Nebraska revised state statute for NCECBVI.

The NCECBVI provides additional supports to Nebraska Schools for the purposes of supporting students and educators in the field of Visual Impairment. These supports include:

- **Instructional Materials and Technology Support**

The Nebraska Instructional Resource Center, housed at the NCECBVI, supports local education agencies in providing students statewide with instructional materials and technology support needed for their education.

- **Student Family and Support Programs**

The NCECBVI offers a variety of support programs for students and families throughout the year, such as skill training, enrichment activities and family activities.

- **Assessment and Evaluation Services**

Educational assessments and evaluations are provided to assist local education agencies in order to provide educational services for students who are blind or visually impaired. These assessments may be provided in a variety of locations: in the local school district, in the student's home and community, and/or at the NCECBVI. The assessment team also coordinates with other professionals to provide a comprehensive evaluation.

- **Professional Development and Training**

The NCECBVI and coordinates staff development opportunities for statewide educators, related service providers, parents and agency personnel as needs are identified. In addition, the University of Nebraska-Lincoln, in cooperation with the Nebraska Department of Education, the Kansas State School for the Blind, and the NCECBVI, offers an endorsement program for teaching the blind and visually impaired.

- **Center-Based Programs and Residential Services**

Students have the option of attending the NCECBVI for specialized services based upon the student's educational needs as indicated by the individual education plan. Full or part-time educational placement for varying durations is available. Residential services may be provided in

addition to the center-based educational program. Residential services may include independent living skill training, social skill training, community participation, and recreation and leisure activities.

- **Consultation Services**

The NCECBVI provides consultation, advisory, and technical assistance services for students, families, educators, local education agencies, and educational service units on a statewide basis.

PROPOSED BOARD MEETING (MONTH/YEAR): April 2025

ESTIMATED COST:

ESU #4 (Auburn)	FY 2025-26	\$ 2,222,800.00
	FY 2026-27	\$ 2,222,800.00
	2 Year Total	<u>\$ 4,445,600.00*</u>

*Amounts are contingent upon Department of Education receiving earmarked appropriation (Program 402). Initial contract amounts are based on the assumption that 2025-26 and 2026-27 appropriations are maintained at the current 2024-25 appropriated level. Actual 2025-26 and 2026-27 appropriations authorized by the Legislature may require the contract amount(s) to be amended.

FOR CONTRACTS AND GRANTS:

- Indicate the Funding Source: State General Fund (Program 402)
- New or Renewal: Renewal
- If renewal, date of first approval: Started 1998, last approved in 2023

**FOR NEW CONTRACTS OR OTHER CONTRACTS REQUIRING PROCUREMENT:
FOR NEW CONTRACTS OR OTHER CONTRACTS REQUIRING PROCUREMENT:**

- Indicate the method of procurement: NA
- Rationale for method of procurement: Per NDE Procurement, Appendix C, the following are situations for which an exemption to the requirements for competitive bidding or negotiation for state agencies are set out in 73-507 R.R.S.
 - vi) 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 contractor selection: Through this contract, the center serves children from infancy to age 21. NCECBVI's program offers the expertise and specialized skills of the center's staff to blind, visually impaired, and multi-handicapped students in residential, day, and outreach settings. Services are provided to local school districts, students, families, teachers, and other support staff upon request.

In addition to the residential services provided by NCECBVI, the center provides consultation, advisory, and technical assistance services for students, families, educators, local education agencies, and educational service units on a statewide basis. The Center assists local education agencies in assessing a child's needs and makes appropriate educational recommendations, facilitates student-family networking, provides classroom, community and/or home observations. In addition, the center works cooperatively with parents, local school district personnel and others to implement appropriate educational programs and services.



PROPOSED AGENDA ITEM RATIONALE

DATE: March 19, 2025

TO: Dr. Brian L. Maher
Commissioner of Education

FROM: Amy Rhone, Administrator – The Office of Special Education

PROPOSED AGENDA ITEM: Authorize Commissioner to renew contracts with IDEA and 92 NAC 51 and 52 state complaint investigators.

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

RATIONALE/BACKGROUND INFORMATION: As provided for under the Individuals with Disabilities Education Act (IDEA) Part B, 34 C.F.R. §§ 300.151 – 300.153 and the Nebraska Department of Education Regulations and Standards for Special Education Programs, Title 92, Nebraska Administrative Code, Chapter 51 (Rule 51); and Part C, C.F.R. 34 §303.434 and the Nebraska Department of Education Regulations and Standards for the Provision of Early Intervention Services, Chapter 52 (Rule 52) a State Complaint is one of the options parents or others have to resolve issues related to special education.

The NDE Office of Special Education selected ACERI Partners, LLC; Emily Adams dba Data Driven Enterprises; and Nicole Stewart in 2022 after each responded to a request for proposals and have been conducting complaint investigation under a three-year contract. This renewal would be for a two-year period.

In compliance with NDE, and state and federal laws and policies, the contractors will conduct complaint investigations and assist NDE with complaint appeals. Each contractor will review all records, documents, and data relevant to the assigned complaints, including applicable law and legal analysis, and develop a plan of action to complete the investigation within the designated timeline.

The contractors will seek any needed clarification relating to the assigned complaints by gathering additional information, documentation, and legal analysis, as well as interview parties relevant to assigned complaints. They will also draft and disseminate NDE-approved reports, letters, and notifications related to assigned complaints.

Further, the contractors will be available to participate in NDE-approved continuing education opportunities related to special education law.

Each contractor was subject to the RFP process and was selected due to being the best option available.

PROPOSED BOARD MEETING (MONTH/YEAR): April 2025

ESTIMATED COST: \$50,000 per contractor = \$150,000 per year, for a two year contracting period = \$300,000

FOR CONTRACTS AND GRANTS:

- Indicate the Funding Source: Federal IDEA Part B and Federal IDEA Part C Discretionary Funding
- New or Renewal: Renewal
- If renewal, date of first approval: First award was May 2015, and last funded May 2023

FOR NEW CONTRACTS OR OTHER CONTRACTS REQUIRING PROCUREMENT:

- Indicate the method of procurement: Competitive Negotiation
- Rationale for method of procurement: NDE reviewed proposals from multiple potential vendors via a publicly posted RFP. Vendor responses were evaluated by the evaluation committee members. A Request for Proposals was publicly posted on the websites of the Nebraska Department of Administrative Services, Nebraska Department of Education, and The Office of Special Education. The RFP was also shared on The Office of Special Education's Social Media Platforms. The proposals were reviewed and scored by a team of 4. These contracts do not create an employee/employer relationship.
- Rationale for contractor selection: The three individual proposals were the only proposals received and earned high overall scores from the evaluation committee members. The three proposals demonstrated experience in performing various activities outlined within the RFP that would lead to the that individuals that can provide supports surrounding the State Educational Agency performing all regulatory requirements pursuant to federal (34 C.F.R. §§ 300.151 – 300.153) and state special education regulations (92 Neb. Admin. Code § 51 and 52). The contractors are familiar with The Office of Special Education Programs (OSEP) requirements around General Supervision for State Educational Agencies and conduct complaint investigations and assist NDE with complaint appeals. Each individual has provided this support successfully in other capacities in previous years. Given each proposal received high scores and has demonstrated previous quality performance with other states, they were selected for this contract.



PROPOSED AGENDA ITEM RATIONALE

DATE: March 20, 2025

TO: Dr. Brian L. Maher
Commissioner of Education

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

Ryan Ricenbaw, Ed.D.
Director, Statewide Teacher & Principal Support

PROPOSED AGENDA ITEM: Authorize the Commissioner to amend the contract with the University of Nebraska -Omaha (UNO) to create microcredential courses to support leadership development.

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

RATIONALE/BACKGROUND INFORMATION:

To support leadership development and meet the various needs of current school leaders, the NDE sought a partnership with UNO to create a set of microcredential courses alignment to the Nebraska Teacher and Principal Performance Standards (NTPPS) and establish an advisory council to inform content development and delivery. Microcredentials are intended to be short-form yet stackable and sync with the length of a traditional credit-hour offering. These courses would be available online, largely asynchronously, and designed to be paired with a mentoring component.

The state board approved a \$200,000 contract with UNO in May 2024 and the contract officially started on July 11, 2024. During this first year, the Nebraska Collaborative Learning Network (NCLN) was established to advise on content development, delivery, and deepen understanding of aspiring and current school leaders needs. This network consists of representation from various Nebraska higher education institutions, NCSA, ESUCC, and local public and non-public school leaders. The funds covered hiring a UNO-based coordinator to conduct market analysis, convene the NCLN to discuss course needs, promote the NCLN across various settings, and design a set of preliminary courses to be tested in the next phase. The current contract is set to expire on May 30, 2025.

This contract amendment will extend the contract until June 30, 2026, and add \$100,000 for year 2 of this work. This next phase of the work will include piloting microcredential courses and program evaluation, creating content aligned to leadership components necessary to support the Nebraska Literacy Project, and will support launching a new principal mentoring program and network, in partnership with NCSA. By the end of this contract period, there will be an evaluation of this work, along with implications for principal preparation and support.

PROPOSED BOARD MEETING (MONTH/YEAR): April 2025

ESTIMATED COST: \$300,000 (year 1: \$200,000 and year 2: \$100,000)

FOR CONTRACTS AND GRANTS:

- Indicate the Funding Source: Title II-A 3% set-aside – The funds for this activity are included and allowable in this federal grant allocation.
- New or Renewal: Renewal
- If renewal, date of first approval: May 2024

FOR NEW CONTRACTS OR OTHER CONTRACTS REQUIRING PROCUREMENT:

- Indicate the method of procurement: Non-competitive negotiation
- Rationale for method of procurement: Per exemption set out in 73-507 N.R.S., agreements for services to be performed by or between a state agency and the University of Nebraska, the Nebraska State Colleges, the courts, the Legislature, or other officers or agencies established by the Constitution of Nebraska, are exempt to the requirements for competitive bidding or negotiation.
- Rationale for contractor selection: UNO is currently engaged in the process of microcredentials with area school districts. UNO also has a strong reputation with school and district leadership development and applied research.

FOR GRANT SUBAWARDS:

- Describe the grantee selection process:

**Updated 08.15.2023*



PROPOSED AGENDA ITEM RATIONALE

DATE: March 19, 2025

TO: Dr. Brian L. Maher
Commissioner of Education

FROM: Krysti Michl, Administrator
Disability Determinations Section

PROPOSED AGENDA ITEM: Authorize the Commissioner to approve 2025-2026 medical consultant contracts for the Disability Determinations Section.

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

RATIONALE/BACKGROUND INFORMATION:

The Department of Education, through its Disability Determinations Section, makes determinations on behalf of the Social Security Administration regarding the eligibility of Nebraska residents for disability benefits under Social Security and Supplemental Security Income. Federal law requires that a physician, psychologist or speech language pathologist must review each determination so that the medical aspects are adequately considered. In order to comply with federal requirements, DDS must arrange for adequate case analysis support from consultants in medicine, psychology, and speech and language pathology. All DDS medical consultants are required to have an active license with the Nebraska Department of Health and Human Services.

The itemizations listed below are based on our best estimates of the amount of time required for each specialty area for the period 7/1/2025 through 6/30/2026. Variations in the caseload mix may require adjustments in hours between categories, and it is likely that the total amount to be paid for all contracts will be less than the total amount requested, dependent upon workloads and/or consultant availability. These contracts are funded 100% with Federal dollars.

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

ESTIMATED COST:

The proposed rate of compensation is \$96.50 per hour for each medical and psychological consultant, with the exception of speech pathologist Terri Vontz, SLP, for whom the rate is \$63.75 per hour. This is the same rate paid for the period July 1, 2024 through June 30, 2025. The rates are comparable with the rates paid to consultants in the DDS offices in surrounding states.

Kathleen Barrett, Ph.D., L.P.	\$ 126,000.00
Kathryn M. Benes, Ph.D.	\$ 126,000.00
Bradford A. Brabec, M.D.	\$ 205,000.00
Lee Branham, Ph.D.	\$ 61,000.00
Child & Family Services, P.C. (Rebecca Braymen, Ph.D.)	\$ 176,000.00
Dianna Clyne, M.D., P.C.	\$ 136,000.00
Kevin J. Coughlin, M.D.	\$ 151,000.00
Daniel R. Cronk, M.D., P.C. (Daniel R. Cronk, M.D.)	\$ 205,000.00
Margaret A. Donovan, Ph.D.	\$ 126,000.00
Thomas O. Martin, M.D.	\$ 126,000.00
Monarch Psychological Services, LLC (Scott A. Napolitano, Ph.D.)	\$ 126,000.00
Helen Montoya, Ph.D.	\$ 91,000.00
Patricia M. Newman, Ph.D. Consulting, LLC (Patricia M. Newman, Ph.D.)	\$ 205,000.00
Alexandra F. Suslow-Geditz, M.D.	\$ 181,000.00
Jerry W. Tanner, M.D., P.C. (Jerry W. Tanner, M.D.)	\$ 205,000.00
Terri Vontz	\$ 61,000.00
Joanell K Wheeler, M.D.	\$ 126,000.00
Rick Joe Windle, M.D. dba Surgical Care, M.D.	\$ 176,000.00
Kevin K. Wycoff, M.D.	<u>\$ 151,000.00</u>
Total	\$ 2,760,000.00

FOR CONTRACTS AND GRANTS:

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

Kathleen Barrett, Ph.D., L.P.
Kathryn M. Benes, Ph.D.

10/06/2023
10/21/2022

Bradford. A. Brabec, M.D.	12/15/2022
Lee Branham, Ph.D.	03/01/1986
Child & Family Services, P.C. (Rebecca Braymen, Ph.D.)	01/15/1991
Dianna Clyne, M.D., P.C.	10/06/2022
Kevin J. Coughlin, M.D.	11/07/2022
Daniel R. Cronk, M.D., P.C. (Daniel R. Cronk, M.D.)	07/13/2015
Margaret A. Donovan, Ph.D.	03/18/2025
Thomas O. Martin, M.D.	04/17/2019
Monarch Psychological Services, LLC (Scott A. Napolitano, Ph.D.)	03/12/2025
Helen Montoya, Ph.D., P.C. (Helen Montoya, Ph.D.)	09/13/2004
Patricia M. Newman, Ph.D. Consulting, LLC (Patricia M. Newman, Ph.D.)	01/05/2004
Alexandra F. Suslow-Geditz, M.D.	07/14/2014
Jerry W. Tanner, M.D., P.C. (Jerry Tanner, M.D.)	06/19/2006
Terri Vontz	09/10/2001
Joanell K. Wheeler, M.D.	04/30/2012
Rick Joe Windle dba Surgical Care, P.C.	09/05/2023
Kevin K. Wycoff, M.D.	09/23/2022

**Updated 08.15.2023*



PROPOSED AGENDA ITEM RATIONALE

DATE: March 21, 2025

TO: Dr. Brian L. Maher
Commissioner of Education

FROM: Zainab Rida, Ph.D., R.D., Administrator, Office of Coordinated Student Support Services
Kayte Partch, M.S., R.D., Assistant Administrator, Office of Coordinated Student Support Services

PROPOSED AGENDA ITEM: Contract for Required Activities for the National School Lunch and Breakfast Programs, and Summer Food Service Program

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

RATIONALE/BACKGROUND INFORMATION:

The USDA requires that SFAs participating in the NSLP and SBP receive regular oversight and monitoring through Administrative Reviews (AR) and Procurement Reviews (PR). Sponsors participating in the SFSP must also receive regular oversight through compliance reviews. The NDE Nutrition Services team requires support for completing these reviews in order for all (approximately 385) SFAs to receive this oversight and monitoring once every five years. Full-time staffing limitations governed by the Legislature, along with other staff responsibilities, require the support of a contract company to ensure thorough oversight is completed within the required timelines governed by the USDA regulations. Therefore, the NDE Nutrition Services would like to continue its contractual agreement with CN Resource to complete a portion of the Administrative and Procurement Reviews for SY2024-25.

CN Resource was selected using formal procurement through a Request for Proposal process. The contract for SY2024-25 is the third of three possible renewals. Their work will begin in October 2024 and will conclude in August 2025.

This contract amendment includes the addition of up to 15 Summer Food Service Program compliance reviews of schools and non-profits participating the program in summer 2025.

PROPOSED BOARD MEETING (MONTH/YEAR): April 2025

ESTIMATED COST: \$199,132.00

FOR CONTRACTS AND GRANTS:

- Funding Source: Federal non-competitive Technology Innovation Grant funds
- New or Renewal: Renewal (third of up to three renewals)
- If renewal, date of first approval: October 2021

FOR NEW CONTRACTS OR OTHER CONTRACTS REQUIRING PROCUREMENT:

- Method of procurement: NA
- Rationale for method of procurement: NA
- Rationale for contractor selection: NA

FOR GRANT SUBAWARDS:

- Describe the grantee selection process: NA



PROPOSED AGENDA ITEM RATIONALE

DATE: March 19, 2025

TO: Dr. Brian L. Maher
Commissioner of Education

FROM: Amy Rhone, Administrator – The Office of Special Education

PROPOSED AGENDA ITEM: Authorize the commissioner to renew the subaward to carry out the Federal IDEA Part B grant activities.

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

RATIONALE/BACKGROUND INFORMATION: The Office of Special Education is bringing forward the activities that are being continued pursuant to the Federal IDEA Part B regulations that require federal IDEA Part B funds to be utilized by states for activities outlined within the IDEA Part B federal application. The Office of Special Education, Part B Discretionary Grant funds requested within this proposal meet the Federal subgranting/contracting requirements contained within 2 CFR §200.331 to use the funds to carry out a portion of the public award and for a public purpose specified in the authorizing statute of IDEA Part B. The following projects will be using these funds:

Journey to Inclusion Project in partnership with SPED Strategies, LLC: NDE developed the Launch Nebraska framework to support school systems as they worked to restart school and support students as they transitioned back to school buildings during the 2020 Covid pandemic. Within Launch Nebraska, NDE identifies a framework for school renewal and acceleration and core actions for school systems to align resources. Each of these present opportunities to provide greater guidance and support for students with disabilities. For the first six months of this multi-year project, The NDE, Office of Special Education partnered with SPED Strategies to begin the work of the NDE Journey to Inclusion through the OSE, Part B Discretionary Dollars as a means to create sustainability beyond the ESSERS funding. In January of 2022, The NDE, OSE began the ESSER funded, three-year project to define a clear vision for success within the Launch Nebraska framework. Beginning in Spring 2022, SPED Strategies worked with ESU, district, and school leaders to identify and execute the key governance structures for a strong inclusion model in the 2022-2023 SY. Then, in Summer 2022 SPED Strategies began directly supporting teachers with professional learning, so they are equipped to meet the needs of all learners in an inclusive setting. In 2023-24 SY, the work continued, building ESU capacity and support, ongoing implementation support of Cohort 1 and development of Cohort 2, and a redesign of funding structures to support inclusive practices. The 2024-25 project will shift back to Part B Discretionary Dollars from ESSER funding to support Cohort 2 development, School Improvement Convenings, and continued scale of implementation support to Nebraska Schools on the Journey to Inclusion. All the while, building the capacity of the NDE, Office of Special Education to provide these supports.

PROPOSED BOARD MEETING (MONTH/YEAR): April 2025

ESTIMATED COST: \$75,000

FOR CONTRACTS AND GRANTS:

- Indicate the Funding Source: IDEA Part B – Discretionary Funding
- New or Renewal: Renewal
- If renewal, date of first approval: Started in 2022, last approved in 2024

FOR NEW CONTRACTS OR OTHER CONTRACTS REQUIRING PROCUREMENT:

- Indicate the method of procurement: Competitive Bidding
- Rationale for method of procurement: The Office of Special Education must make federal application(s) each year under Part B (611 and 619) and Part C, the use of IDEA Federal Funding must align to meeting the IDEA federal regulations as they are set forth within the respective applications.

The NDE, Office of Special Education, annually, conducts opportunities to apply for discretionary grant funds to conduct activities for the improvement of services to infants, toddlers, students with disabilities and their families. Annual alignment in priorities established by the federal Office of Special Education Programs (OSEP), as well as an alignment of priorities within our NDE, Office of Special Education, allows for the selection of project to receive sub-recipient grants, contracts, and/or memorandums of understanding (MOU) for each funding period. Notice of funding opportunities are annually published and proposals are evaluated to ensure funds are awarded to projects that are able to meet the federal and state priorities.

The Office of Special Education, Part B Discretionary Grant funds requested within this proposal meet the Federal subgranting/contracting requirements contained within 2 CFR §200.331 to use the funds to carry out a portion of the public award and for a public purpose specified in the authorizing statute of IDEA Part B:

- To support and direct services, including technical assistance, personnel preparation, and professional development and training (20 U.S.C. 1411 (e)(2)(C)(i))
- To support capacity building activities and improve the delivery of services by local educational agencies to improve results for children with disabilities (20 U.S.C. 1411 (e)(2)(C)(vii))
- To provide technical assistance to schools and LEAs, and direct services, including direct student services described in section 1003A(c)(3) of the ESEA to children with disabilities, to schools or LEAs implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111(d) of the ESEA on the basis of consistent underperformance of the disaggregated subgroup of children with disabilities, including providing professional development to special and regular education teachers, who teach children with disabilities, based on scientifically

based research to improve educational instruction, in order to improve academic achievement based on the challenging academic standards described in section 1111(b)(1) of the ESEA (20 U.S.C. 1411 (e)(2)(C)(xi))

- Rationale for contractor selection: SPED Strategies is a Louisiana-based organization with over 20 years of experience at every level of the education system. SPED Strategies works to ensure every student with a disability will receive a high-quality education in an environment where they thrive. This project will support leaders across all levels of the education system and community by connecting the dots between policy, funding, and academics to advance outcomes for students with disabilities. At the beginning of the ESSERS project, SPED Strategies was selected as The Office of Special Education was already working with the company through an IDEA – Part B, Discretionary Grant Award and the intent was to scale up the work already being provided and not start anew. Now that ESSER funding has ended, the project will continue with funding shifting back to IDEA – Part B Discretionary Funds. This project has undergone an evaluation of sub-award/contract obligations, annually, to ensure that the grantee selected is carrying out the responsibilities set forth within the federal plan and sub-award/contract. The Journey to Inclusion – SPED Strategies project has successfully carried out similar duties on previous sub-awards/contracts.



PROPOSED AGENDA ITEM RATIONALE

DATE: March 19, 2025

TO: Dr. Brian L. Maher
Commissioner of Education

FROM: Melody Hobson

PROPOSED AGENDA ITEM: Approve a continuation grant for up to two years to fund a Child Development Associate (CDA) Credential Navigator

AGENDA ITEM TYPE: Consent

RATIONALE/BACKGROUND INFORMATION:

- The Child Development Associate (CDA) credential is an entry-level credential for the early childhood field. It is conferred by the National Council for Professional Recognition. CDAs are recognized in every state and multiple countries.
- Currently, Nebraska has multiple pathways for individuals to achieve a CDA.
- The NDE Office of Early Childhood Education partners with multiple state entities, including the university system, state and community colleges, Head Start/Early Head, schools, early childhood education professionals and training organizations to build a CDA Roundtable to increase the availability of the CDA credential for early childhood education and care professionals.
- A pilot project to create a statewide “CDA Navigator” was funded through time limited grant funds and the Navigator was jointly housed at the Buffett early Childhood Institute and the early Childhood Training Center.
- The CDA Navigator has been able to provide information to CDA candidates and link them to appropriate pathways to achieve their CDA.
- The Navigator has also brought states together that have individuals in like positions to share information and resources to build CDA capacity in their respective states.
- In 2024, private grant funds ended and the NDE granted ESU 3 funds to continue the CDA Navigator position using federal Child Care and Development funds.
- Based on interest in the CDA and the work of the Navigator, the grant will be renewed for up to two years.

PROPOSED BOARD MEETING (MONTH/YEAR): Consent – April 2025

ESTIMATED COST: \$130,000 annually

FOR CONTRACTS AND GRANTS:

- Indicate the Funding Source: Federal Child Care and Development funds
- New or Renewal: Renewal
- If renewal, date of first approval: 2024

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:

- Describe the grantee selection process: Per NDE Procurement, Appendix C, the following is a situation for which an exception to the requirements for competitive bidding or negotiation for state agencies is set out in 73-507 R.R.S. 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.

**Updated 08.15.2023*



PROPOSED AGENDA ITEM RATIONALE

DATE: March 11, 2025

TO: Dr. Brian L. Maher
Commissioner of Education

FROM: Lindy Foley, Office Administrator, Nebraska VR

PROPOSED AGENDA ITEM:

Authorize the Commissioner to approve a lease renewal between the Department of Administrative Services, State Building Division, and the Nebraska Department of Education, Nebraska VR, for office space at 200 South Silber, North Platte, NE for the period of 7/1/25 through 6/30/27.

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

RATIONALE/BACKGROUND INFORMATION:

This is a renewal of a lease for the Nebraska VR North Platte field office at the Craft State Office Building. DAS negotiated the renewal of the lease for 7/1/25-6/30/27. Nebraska VR leases 4,640 sq. ft.

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

ESTIMATED COST:

July 1, 2025-June 30, 2026	SF	2025-26 Rate PSF	Annual Rent	Monthly Rent
Base Rent	4,640	\$19.34	\$89,737.60	\$7,489.13
Building Renewal Assessment Fee	4,640	\$4.17	\$19,348.80	\$1,612.40
Total Rent	4,640		\$109,086.40	\$9,090.53

July 1, 2026-June 30, 2027	SF	2026-27 Rate PSF	Annual Rent	Monthly Rent
Base Rent	4,640	\$20.11	\$93,310.40	\$7,775.87
Building Renewal Assessment Fee	4,640	\$4.17	\$19,348.80	\$1,612.40
Total Rent	4,640		\$112,659.20	\$9,388.27

FOR CONTRACTS AND GRANTS:

- Indicate the Funding Source: (*--e.g., Federal, State*) Nebraska VR: State Vocational Rehabilitation funds/Federal Vocational Rehabilitation funds
- New or Renewal: Renewal
- If renewal, date of first approval: 7/1/15

FOR NEW CONTRACTS OR OTHER CONTRACTS REQUIRING PROCUREMENT:

- Indicate the method of procurement: N/A
- Rationale for method of procurement: N/A
- Rationale for contractor selection: N/A

FOR GRANT SUBAWARDS:

- Describe the grantee selection process: N/A

**Updated 08.15.2023*



PROPOSED AGENDA ITEM RATIONALE

DATE: March 11, 2025

TO: Dr. Brian L. Maher
Commissioner of Education

FROM: Lindy Foley, Office Administrator, Nebraska VR

PROPOSED AGENDA ITEM:

Authorize the Commissioner to approve a lease renewal between the Department of Administrative Services, State Building Division, and the Nebraska Department of Education, Nebraska Vocational Rehabilitation (VR)/Assistive Technology Partnership (ATP), for office space at 1313 Farnam on the Mall, Omaha, Nebraska for the period of 7/1/25 through 6/30/27.

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

RATIONALE/BACKGROUND INFORMATION:

This is a renewal of a lease for the Nebraska VR and ATP Omaha Downtown field office at the Omaha State Office Building. DAS negotiated the renewal of the lease for 7/1/25-6/30/27. Nebraska VR leases 8,495 sq. ft. and ATP leases 1,244 sq. ft. for a total of 9,739 sq. ft.

PROPOSED BOARD MEETING (MONTH/YEAR): April 2025

ESTIMATED COST:

July 1, 2025-June 30, 2026	SF	2025-26 Rate PSF	Annual Rent	Monthly Rent
First Floor	1,244	\$12.02	\$14,952.88	\$1,246.07
Third Floor	8,495	\$12.02	<u>\$102,109.90</u>	<u>\$8,509.16</u>
Total Rent	9,739		\$117,062.78	\$9,755.23
Building Renewal Assessment Fee	9,739	\$2.60	\$25,321.40	\$2,110.12
TOTAL	9,739		\$142,384.18	\$11,865.35

July 1, 2026-June 30, 2027	SF	2025-26 Rate PSF	Annual Rent	Monthly Rent
First Floor	1,244	\$12.50	\$15,550.00	\$1,295.83
Third Floor	8,495	\$12.50	<u>\$106,187.50</u>	<u>\$8,848.96</u>
Total Rent	9,739		\$121,737.50	\$10,144.79
Building Renewal Assessment Fee	9,739	\$2.60	\$25,321.40	\$2,110.12
TOTAL	9,739		\$147,058.90	\$12,254.91

FOR CONTRACTS AND GRANTS:

- Indicate the Funding Source: (*--e.g., Federal, State*) *Nebraska VR: State Vocational Rehabilitation funds/Federal Vocational Rehabilitation funds; ATP: Federal AT Act funds, Federal Medicaid funds (through the DHHS agreement)*
- New or Renewal: Renewal
- If renewal, date of first approval: 7/1/15

FOR NEW CONTRACTS OR OTHER CONTRACTS REQUIRING PROCUREMENT:

- Indicate the method of procurement: N/A
- Rationale for method of procurement: N/A
- Rationale for contractor selection: N/A

FOR GRANT SUBAWARDS:

- Describe the grantee selection process: N/A

**Updated 08.15.2023*

State Board of Education Work Session and Business Meeting.

Thursday-Friday March 6-7, 2025

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

[Link to Agenda and Attachments](#)

[Link to Video of Meeting](#) March 7, 2025

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 WORK SESSION, Thursday, March 6, 2025, 9:00 a.m.

1. CALL TO ORDER

President Tegtmeier called the meeting to order at 9:00 a.m.

1.1 Roll Call

Roll Call showed the following attendance:

Deborah Neary (arrived at (9:02 a.m.)	Elizabeth Tegtmeier	Kirk Penner
Kristin Christensen	Lisa Schonhoff	Liz Renner
Maggie Douglas	Sherry Jones	

Commissioner Maher was also in attendance.

President Tegtmeier led the Pledge of Allegiance.

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

2. BUSINESS

2.1 NDE Strategic Planning

NDE Representatives, Ryan Foor, Lane Carr, and Jessica Javorsky engaged State Board Members in a Work Session on the Strategic Planning process.

3. ADJOURNMENT

President Tegtmeier adjourned the meeting at 10:34 a.m.

The State Board of Education will reconvene Friday, March 7, 2025, at 9:00 a.m. at Nebraska Department of Education, State Board Room, 500 S 84th Street, Lincoln, NE 68508.

STATE BOARD OF EDUCATION MEETING, Friday, March 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.

2. SPECIAL PRESENTATIONS

(NONE)

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

Agenda Item 6.7.B. was requested to be removed from the Consent Agenda.

Commissioner Maher delivered the Commissioner's report.

3.2. Update on Teacher of the Year Program

NDE Representative, David Jespersen, provided an update on the Teacher of the Year Program.

4. PRESIDENT'S REPORT

President Tegtmeier did not have a report.

5. PUBLIC COMMENT PERIOD

5.1. Public Comment

Al Koontz spoke in regard to changes to Rule 24, theater and speech endorsement.

Ryan Kathman spoke in regard to the theater subject endorsement and about the theater program at Nebraska Wesleyan University.

Dan Hays spoke in regard to the theater subject endorsement and the theater program at Midland University.

Robin McKercher spoke in regard to theater subject endorsement and about the theater program at Doane University.

Rachel Pinkerton spoke in opposition to universal mental health screening by individuals operating outside of their scope of practice.

5.2. Written Public Comment

No Written Public Comment was submitted.

6. CONSENT AGENDA

Motion by Deborah Neary, second by Kristin Christensen to approve the Consent Agenda without agenda item 6.7.B.

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

There was no further discussion on this item.

7.1.B. Discussion Item: Board Member Legislative Testimony on Education Bills

Committee Members discussed the many ways that Board Members are asked their opinions.

President Tegtmeier reached out to Attorney General Hilgers for clarification on Board Member speech and was assured that each member has freedom of speech as long as the intended audience is aware that the Board Member is speaking their own opinion and not that of the Board.

Board members discussed Board Operation Policy (BOP) 1.03, Public Statements by Board Members and that when writing or speaking in public, Board Members should add a disclaimer that their statements are representing their own views.

President Tegtmeier called for a break at 10:03 a.m. The meeting resumed at 10:15 a.m.

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

7.2.A. Monthly Board Travel Expense Report

There was no further discussion on this item.

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

Motion by Kristin Christensen, second by Lisa Schonhoff to amend the contract for Agriculture, Food, and Natural Resources education and FFA support

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 Accept Funds to Support the Stronger Connections Technical Assistance and Capacity Building Grant Program (SCTAC).

Motion by Kristin Christensen, second by Liz Renner to accept funds to support the Stronger Connections Technical Assistance and Capacity Building Grant Program (SCTAC)

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

The motion passed.

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

Motion by Kirk Penner, second by Kristin Christensen to accept funds to support the Expansion of Farm to School and Walk to Unlock

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.E. Action Item: Purchase of Replacement Survey Tool.

Motion by Maggie Douglas, second by Sherry Jones to Contract with Question Pro Survey Software

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.F. Discussion Item: Funding Recommendation for School Districts and Educational Service Units to Support Schools in Delivering Mental Health Training for Staff

Commissioner Maher spoke on the information gathered since February, understanding the complexity of the situation and asked for more time to research what best practice may look like.

Board Members discussed a report received from NDE Staff and takeaways from the discussion in February.

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

7.3.A. Action Item: Approve Rule 11 Teacher Waiver Request from Schuyler Community Schools.

Motion by Sherry Jones, second by Liz Renner to approve the Rule 11 Teacher Waiver Request from Schuyler Community Schools

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.B. Action Item: Approve the Pilot Process for Conducting Clinical Observations for Speech Language Pathology Virtually for the University of Nebraska Kearney.

Motion by Liz Renner, second by Kristin Christensen to approve the Pilot Process for Conducting Clinical Observations for Speech Language Pathology Virtually for the University of Nebraska Kearney

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.C. Action Item: Approve the Pilot Process for Conducting Clinical Observations for School Psychology Virtually for the University of Nebraska Kearney.

Motion by Maggie Douglas, second by Kristin Christensen to approve the Pilot Process for Conducting Clinical Observations for Speech Language Pathology Virtually for the University of Nebraska Kearney

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.D. Action Item: Authorize the Commissioner to Approve a Waiver Request from the Nebraska Correctional Youth Facility (NCYF) Regarding Media Specialist Requirements.

Motion by Lisa Schonhoff, second by Kristin Christensen to approve a Waiver Request from the Nebraska Correctional Youth Facility (NCYF) Regarding Media Specialist Requirements

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.E. Discussion Item: Nebraska Council on Teacher Education (NCTE) Organizational Policies

Board Member Jones shared suggested changes to the NCTE Organizational Policies received. Committee members discussed these changes, and it is posted for full board review. Board Members asked questions and clarifications.

- 7.3.F. Discussion Item: Plan(s) of Correction for Schools

There was no further discussion on this item.

- 7.3.G. Discussion Item: Approval of Nonpublic Schools for 2025-2026

Board Members discussed asking for more information on the difference between accredited and approved schools.

- 7.3.H. Discussion Item: Approval of Interim-Program Schools for 2025-2026

There was no further discussion on this item.

- 7.3.I. Discussion Item: Pilot Process for Cooperating Teacher Qualification in the Area of World Language

There was no further discussion on this item.

7.3.J. Discussion Item: Model Behavioral Intervention Policy for Schools

Board Members discussed the Model Behavioral Intervention Policy. NDE Representative, Zainab Rida, provided additional information and the purpose of the model policy.

7.4. **Rules and Regulations Committee** – Lisa Fricke, 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

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.

Motion by Deborah Neary, second by Kristin Christensen to accept funds to support the prevention of Youth Tobacco Use and Prevention Education for Local Education Agencies across Nebraska.

NDE Representative, Zainab Rida, provided that the Nebraska Department of Health and Human Services (DHHS) is the agency that will collect data for this grant and with the evaluation.

NDE Representative, Ryan Foor, provided information on the Board process of placing items on the consent agenda and that this item specifically would have been discussed and approved through Committee, prior to being placed on the consent agenda and allowing to be renewed through the Consent Agenda.

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.

9. INFORMATION ITEMS AND REPORTS

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

10. GOOD OF THE ORDER

(NONE)

11. ADJOURNMENT

President Tegtmeier adjourned the meeting at 11:39 a.m.

The next meetings of the State Board of Education are scheduled for April 3 and 4, 2025, in Lincoln, Nebraska.



PROPOSED AGENDA ITEM RATIONALE

DATE: March 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. Native American Impact Aid

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

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

PROPOSED BOARD MEETING (MONTH/YEAR): April 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
April 4, 2025**

Recommendation 1

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

County-District Number	School District Name	Amount to be Approved	School Year
87-0013	Walthill Public Schools	\$2,167,500	2025-26



PROPOSED AGENDA ITEM RATIONALE

DATE: March 27, 2025

TO: Brian L. Maher
Commissioner of Education

FROM: Lane Carr
Administrator, Office of Policy and Strategic Initiatives

Jessica Javorsky
Strategic Initiatives Grant Specialist

PROPOSED AGENDA ITEMS: Teacher Apprenticeship Program Funding

AGENDA ITEM TYPE: Action

RATIONALE/BACKGROUND INFORMATION:

At the June 7, 2024, State Board of Education meeting, the Board approved the State Apprenticeship Expansion Formula (SAEF) grant program. Specifically, this is a teacher apprenticeship program. The program is funded by the United States Department of Labor (USDOL) and the NDE is in partnership with Governor Pillen and the Nebraska Department of Labor (NDOL) to implement the program. The original USDOL grant included “Base Funding,” which primarily covers NDE operations and staff, in addition to the “Competitive Funding” available to carry-out the goals of the program.

In consultation with the NDOL, the NDOL will assume the Base Funding to maximize its use for other apprenticeship programs. In return, the NDOL will provide the NDE with Workforce Innovation and Opportunity Act (WIOA) funds in the amount equal to the needs for NDE operations and staff (\$374,000). This request is to approve the acceptance of the WIOA funds from the NDOL.

PROPOSED BOARD MEETING (MONTH/YEAR): April 2025

ESTIMATED COST:

FOR CONTRACTS AND GRANTS:

- Indicate the Funding Source: N/A

- New or Renewal: N/A
- If renewal, date of first approval: N/A

FOR NEW CONTRACTS OR OTHER CONTRACTS REQUIRING PROCUREMENT:

- Indicate the method of procurement: N/A
- Rationale for method of procurement: N/A
- Rationale for contractor selection: N/A

FOR GRANT SUBAWARDS:

- Describe the grantee selection process: N/A
- New or Renewal: N/A
- If renewal, date of first approval: N/A



STATE BOARD OF EDUCATION EXECUTIVE COMMITTEE REPORT

Date: April 4, 2024

The Executive Committee reports on its April 3, 2025, meeting. Members present were chair Elizabeth Tegtmeier, vice chair Deb Neary, Sherry Jones, and Liz Renner.

The committee had one discussion item. The committee reviewed proposed legislation and the status of education related bills. The committee continues to meet weekly through the legislative session to advise the Commissioner on legislative matters.

The committee reviewed information items. The committee received an update on the status of the strategic planning process including concluded work, data gathered, and next steps. Board members will receive more information soon about scheduled focus groups. The committee received information on the Commissioner's appraisal process and associated timeline. Board members will receive information this month on completing the appraisal.

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: April 3, 2025

The Budget and Finance Committee reports that at its Thursday, April 3rd meeting, members present were Kristin Christensen, Maggie Douglas, Lisa Schonhoff, and Kirk Penner. The Committee reviewed six action items. The first item reviewed was the school emergency mapping grant. The Committee then reviewed an item to approve the use of trust funds to contract for repair and maintenance expenses at the Nebraska Center for the Education of Children who are Blind or Visually Impaired. Next, the Committee reviewed proposed contracts to carry out the Nebraska statewide educational programs and support services for children who are deaf or hard of hearing and a contract to provide data analysis and Federal reporting for IDEA birth through age 5 programs. The last two action items reviewed by the Committee included an amendment to the University of Nebraska - Lincoln WORDS project to change the funding source from ESSER to IDEA part B funds and a review of the Annual Comprehensive Financial Report audit. The Committee recommended approval of all action items.

The Committee reviewed two discussion items and engaged with NDE staff on potential uses of the Nebraska Improvement Grant funds around chronic absenteeism and school improvement work.

Last, the Committee reviewed nine information items including the following: PEAK subgrants, a contract for the menstrual product pilot program, a contract for the educator licensure system, new and expansion early childhood grants, upcoming revision action grants, the annual technology expenditure request for renewal of software licenses and replacement equipment and the single audit report. Additionally, the committee was provided an update on the Comprehensive Literacy State Development grant and a related contract for an external evaluator.

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

\$3,025
Average

Annual Spending

\$36,300
Projected

Expenditures

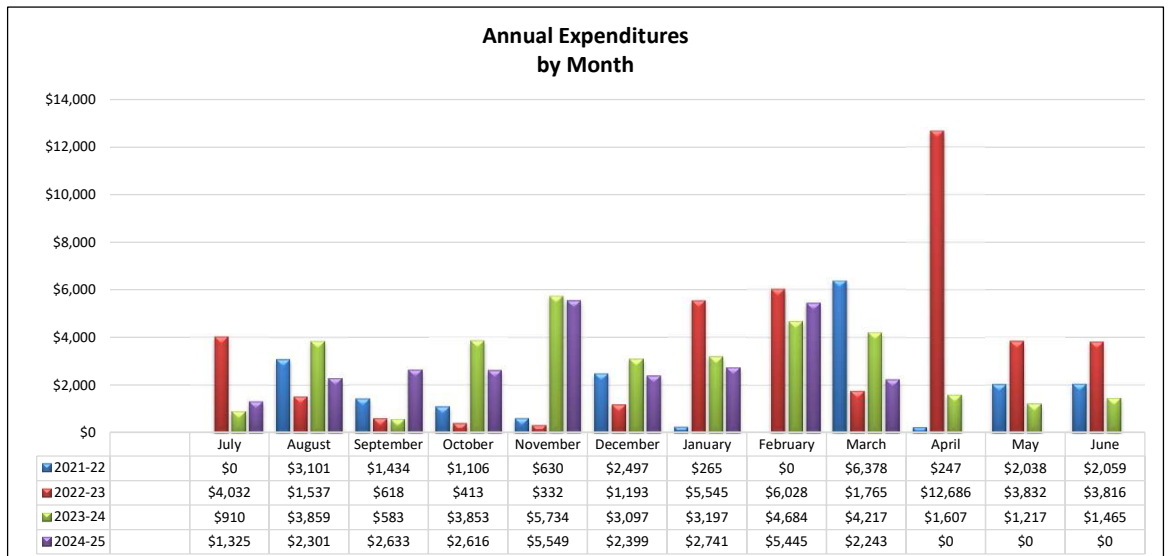
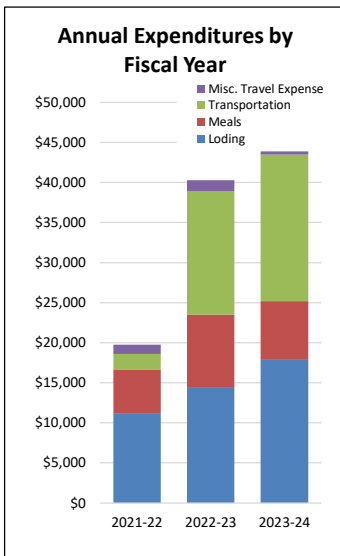
Lodging
Meals
Mileage



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	
	March	Year-To-Date	March	Year-To-Date	March	Year-To-Date
1	\$0	\$376	\$38	\$1,347	-\$38	-\$971
1	\$41	\$99			\$41	\$99
2	\$0	\$2,833	\$902	\$6,820	-\$902	-\$3,987
2	\$41	\$499			\$41	\$499
3	\$0	\$3,108	\$602	\$7,254	-\$602	-\$4,146
3	\$41	\$977			\$41	\$977
4	\$445	\$1,400	-\$9	\$2,070	\$454	-\$670
4	\$184	\$184			\$184	\$184
5	\$41	\$647	\$51	\$670	-\$10	-\$23
6	\$228	\$5,615	\$600	\$4,238	-\$372	\$1,377
7	\$1,182	\$10,539	\$1,957	\$8,612	-\$775	\$1,927
8	\$41	\$624	\$77	\$3,081	-\$36	-\$2,458
Annual Budget		\$19,754		\$19,754		
Under or -Over Budget		-\$7,147		-\$14,339		



In-State Travel Authorization Reports - April

Name	Event Name	Date	Location	Board Bylaw B16 Code A-F
Kristin Christensen	(None)			
Lisa Schonhoff	NRCSA Spring Conference	March 20, 2025	Kearney, NE	E
	Mental Health Summit	April 8, 2025	Kearney, NE	E
	Administrators' Days	July 23-25, 2025	Kearney, NE	E
Sherry Jones	Administrators' Days	July 23-25, 2025	Kearney, NE	E
Elizabeth Tegtmeier	NRCSA Spring Conference (<i>revised from February's request - Kirk attending in Elizabeth's place</i>)	March 20-21, 2025	Kearney, NE	E

In-State Travel Authorization Reports - April

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



PROPOSED AGENDA ITEM RATIONALE

DATE: March 17, 2025

TO: Dr. Brian L. Maher
Commissioner of Education

FROM: Jay Martin & Zainab Rida
Office of Coordinated Student Support Services

PROPOSED AGENDA ITEM: Approve the funding recommendations for the School Emergency Response Mapping Grant in accordance with Neb. Rev. Stat. § 79-3110

AGENDA ITEM TYPE (contract/grant/rule/program/other): School Emergency Response Mapping Grant

RATIONALE/BACKGROUND INFORMATION:

What: Per Neb. Rev. Stat. § 79-3110, the School Emergency Response Mapping is created and administered by the Nebraska Department of Education to enhance the safety and security of Nebraska's students, staff, and visitors by implementing a comprehensive mapping data system.

Why: This legislation is intended to provide grants to schools to provide detailed maps of school buildings and properties, ensuring efficient and effective emergency response.

Who: 1) Public School Districts, 2) approved or accredited private, denominational, or parochial schools may apply to and contract with the appropriate educational service unit in the school's geographical area, and 3) educational service units may apply to the NDE for a grant to cover the costs of providing payments to vendors on behalf of an approved or accredited private, denominational, or parochial school which contracts with such educational service unit to facilitate the implementation of mapping data in accordance with this section for such school.

How:

- On September 17, 2024, The Nebraska Department of Education (NDE) released a Request for Proposals (RFP) for grants for the School Safety and Security Program during years in which grant funds are available.
- The School Emergency Response Mapping Grant had 85 applicants, comprised of 62 public districts and 23 nonpublic schools, apply for a portion of \$525,000 in funds.
- Each application was reviewed by the Mapping Grant Committee comprised of informed NDE staff with knowledge of appropriate school safety strategies.

Reviewers scored the applications using a weighted rubric including the following components: Needs Assessment, Project Description, Budget, Timeline for Implementation, and Overall Quality of the Application.

- The number of subgrants was determined by the Nebraska Department of Education based on the rubric scores and the available state funds. Budget negotiation was necessary to accommodate the obligation of all funds.
- The total amount requested by the schools and districts is \$748,595.87, with the initial amount recommended by the Mapping Grant Committee totaling \$523,916.18.
- 66 schools and districts were awarded (see attached)

When:

Grant Open: September 17, 2024

Grant Close: January 31, 2025

Grant Award Notification: March 7, 2025

PROPOSED BOARD MEETING (MONTH/YEAR): March 2025

ESTIMATED COST: \$525,000

FOR CONTRACTS AND GRANTS:

- Indicate the Funding Source: The School Emergency Response Mapping Fund from the General Fund
- New or Renewal: New
- 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

School Emergency Response Mapping Grant Awardees

School District/School Name:	Awarded Amount:
Adams Central Public Schools	\$11,535.00
Anselmo-Merna Public Schools	\$3,545.00
Arlington Public School	\$3,310.00
Ashland-Greenwood Public Schools	\$17,400.00
Auburn Public Schools	\$14,505.00
Aurora Public Schools	\$6,743.00
Bancroft-Rosalie Community Schools	\$11,691.00
Beatrice Public Schools	\$10,973.00
Bertrand Community Schools	\$3,797.00
Brady Public Schools	\$5,000.00
Cedar Bluffs Public Schools	\$5,370.00
Centura Public Schools	\$5,572.00
Christ Lincoln Schools	\$6,360.00
Christ Lincoln Schools, Yankee Hill Campus	\$4,835.00
Clarkson Public Schools	\$5,395.00
Columbus Christian	\$3,575.00
Creighton Community Schools	\$5,322.00
Cross County Community Schools	\$5,322.00
David City Public Schools	\$13,216.00
Deshler Public Schools	\$3,845.00
District #10, Elkhorn Public Schools	\$89,530.00
East Butler Public School District	\$9,119.00
Elm Creek Public Schools	\$3,875.00
Fillmore Central Public Schools	\$3,350.00
Freeman Public Schools	\$6,895.00
Gothenburg Public Schools	\$3,500.00
Hampton Public Schools	\$3,000.00
Hershey Public Schools	\$6,847.00
Holdrege Public Schools	\$12,135.00
Howells-Dodge Consolidated Public Schools	\$9,119.00

Humboldt-Table Rock-Steinauer School District	\$10,505.00
Humphrey Public Schools	\$13,216.00
Immanuel Lutheran School	\$4,898.00
Isanti Community Schools	\$3,797.00
Laurel-Concord-Coleridge Public Schools	\$7,594.00
Lincoln Christian School	\$4,835.00
Lincoln Lutheran Middle/High School	\$4,835.00
Loomis Public Schools	\$4,835.00
Lutheran High Northeast	\$3,797.00
Messiah Lutheran School	\$4,835.00
Norris School District 160	\$32,500.00
Osceola Public Schools	\$6,369.00
Perkins County Public Schools	\$9,000.00
Ravenna Public Schools	\$3,797.00
Sargent Public Schools	\$4,375.00
Shelton Public Schools	\$4,375.00
Southern School District	\$12,265.00
St Mark Lutheran School-Omaha	\$5,065.24
St. Bernard Catholic School	\$5,135.00
St. Edward Public Schools	\$3,797.00
St. Matthew Catholic School	\$3,986.85
St. Paul Lutheran School-Utica	\$3,797.00
St. Paul's Lutheran School- Beatrice	\$3,797.00
Summerland Public Schools	\$5,947.00
Sumner-Eddyville-Miller Public Schools	\$4,375.00
Thayer Central Community Schools	\$6,295.00
Tri County Public Schools	\$2,995.00
Trinity Lutheran School- Grand Island	\$6,360.00
Trinity Lutheran School- Lincoln	\$3,310.00
Twin River Public Schools	\$6,847.00
Wallace School District 65-R	\$5,322.00
Weeping Water Public Schools	\$6,895.00
West Point Public Schools	\$5,882.00
Wilcox-Hildreth Public Schools	\$4,056.33
Zion Classical Academy (Hastings)	\$5,747.76
Zion Lutheran School - Pierce	\$3,797.00



PROPOSED AGENDA ITEM RATIONALE

DATE: March 19, 2025

TO: Dr. Brian L. Maher
Commissioner of Education

FROM: Amy Rhone, Administrator – The Office of Special Education

PROPOSED AGENDA ITEM: Action: Approve the contract for repair and maintenance expenses at the Nebraska Center for the Education of Children who are Blind or Visually Impaired (NCECBVI).

RATIONALE/BACKGROUND INFORMATION: In December of 2024, The State Board authorized the Commissioner to approve the 2024-25 Trust Fund Budget for The Nebraska Center for the Education of Children who are Blind or Visually Impaired (NCECBVI).

Nebraska Revised state Statute 79-318 (15) establishes the State Board's responsibility to administer any device, donation, or bequest to NCECBVI. The Budget and Finance Committee has been designated as the Board committee to review annually the staff recommendations for expenditure of the Department's trust funds. Approval of the Trust Fund Budget will allow the Department to access the trust funds during the 2024-2025 for support of the NCECBVI as outline the Trust Fund Budget Proposal.

NCECBVI would like to utilize funds from the unrestricted Anna Wilcox Trust Fund to fund alternate construction projects that are not covered by the 309 Committee on the phase of construction currently happening as part of a 5 year renovation project.

The scope of work being completed by the 309 Committee on this phase of the construction project doesn't allow for the necessary improvements to areas that need attention whether it is demo and repair or general updating to keep up with the project being completed by the 309 Committee.

NCECBVI in Nebraska City, NE is the location in which these projects will be completed. The projects will improve the school in general thus making the students and staff benefit from the entirety of the projects/improvements.

The projects will coincide with the construction that is being completed as part of the 309 Committee funded project that will run from April through September 2025.

PROPOSED BOARD MEETING (MONTH/YEAR): April 2025

ESTIMATED COST: \$83,000.00

FOR CONTRACTS AND GRANTS:

- Indicate the Funding Source: Anna Wilcox Trust Fund
- 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: Competitive bidding
- Rationale for method of procurement: As a part of the 5 year construction/renovation project for NCECBVI, the State 309 Task Force has completed competitive bidding for all projects. As this project was initially planned to be completed by the 309 task force, the competitive bid had already occurred prior to it being determined to be outside of the scope for the task force.
- Rationale for contractor selection: A bid notice was made public and Genesis Contracting Group along with another company submitted bids. Genesis Contracting Group was awarded the overall project by being the lowest bid. Genesis Contracting also came in lower in total on all the alternate bid projects.



PROPOSED AGENDA ITEM RATIONALE

DATE: March 19, 2025

TO: Dr. Brian L. Maher
Commissioner of Education

FROM: Amy Rhone, Administrator – The Office of Special Education

PROPOSED AGENDA ITEM: Action Item: Approve contracts and grants to carry out the Nebraska Statewide Educational Programs and Support Services for Children who are Deaf or Hard of Hearing (BF.032025.006)

RATIONALE/BACKGROUND INFORMATION: Beginning in 1997, the State Board of Education approved the [plan for Statewide Educational Programs and Support Services for Children Who are Deaf or Hard of Hearing](#) and revisions to the plan were approved at the December 2004, 2014, and 2020 meetings. The statewide plan directed the Department to establish regional programs for children who are deaf or hard of hearing as well as establish a State Liaison to support the regional programs. The State Liaison position has historically been a contract that is held with ESU 9 as a central ESU in the state of Nebraska to ensure the individual has connectivity to all corners of the state. Since June 1998, the State Board of Education has granted the Commissioner authority to enter into contacts to operate regional programs to provide support services to school districts serving children who are deaf or hard of hearing. These two-year contracts, come in front of the board in the opposite year of the State Liaison positions. In addition to coordination of the Regional Programs, The NDE OSE provide both state and federal, Part B and Part C funding to projects to ensure all activities within the Nebraska state plan for Statewide Educational Programs and Support Services for Children Who are Deaf or Hard of Hearing is carried out.

PROPOSED BOARD MEETING (MONTH/YEAR): March 2025

PROJECT: 2 year contract with ESU 9 for assistance with implementation of the Nebraska State Plan through the State Liaison to Statewide Educational Programs and Support Services for Children Who are Deaf or Hard of Hearing.

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

PURPOSE: The State Liaison will serve as the primary contact for the Nebraska Department of Education in providing technical assistance and information on behalf of children, families, professionals, and other interested agencies and individuals seeking information relating to the education of children who are deaf or hard of hearing.

1. The State Liaison will support the *Guiding Principles for All Programs Serving Children who are Deaf or Hard of Hearing* by serving as a liaison between the Regional Programs, other stakeholder groups, and the Nebraska Department of Education. The State Liaison will provide information about the need for

and availability of services for children who are deaf or hard of hearing, consultation in the area of program development, collect and maintain statewide statistical information regarding children who are deaf or hard hearing, facilitate a network of communication among stakeholders, provide technical assistance as it relates to standards and assessment for children who are deaf or hard of hearing, facilitate and monitor the development of regulations relating to standards for educational interpreters in Nebraska Department of Education Rule 51 Regulations and Standards for Special Education Programs, facilitate the development of educational interpreter training and mentoring at a statewide level, coordinate a statewide stakeholder mechanism for the purpose of sharing information and gathering input on topics specific to deaf and hard of hearing. This stakeholder group consists of parents, professionals, and agencies who serve children Birth-21. In addition, the State Liaison will represent NDE as the liaison to the Iowa School for the Deaf and training programs for educational sign language interpreters.

The State Liaison will serve as a resource for parents and programs providing services to children/youth who are deaf or hard of hearing in Nebraska and continue to represent NDE at state, regional, and a national deaf/hard of hearing meetings.

ESTIMATED COST: \$609,122.70

* Funding is contingent upon the earmarked State General Fund appropriation specific to serving deaf or hard of hearing students.

FOR CONTRACTS AND GRANTS:

- Indicate the Funding Source: State General Funds (Program 401)
- New or Renewal: Renewal
- If renewal, date of first approval: Started in 2007, last approved in 2023

PROJECT: 2 year contract with four regional programs located at ESU 3 (Omaha), ESU 7 (Columbus), ESU 18 (Lincoln), and ESU 9 (Hastings), to implement the plan for Statewide Educational Programs and Support Services for Children Who are Deaf or Hard of Hearing with the development of Regional Programs.

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

PURPOSE: Through contracts with the four regional programs the Department will continue to implement the plan for Statewide Educational Programs and Support Services for Children Who are Deaf or Hard of Hearing. The Regional Programs will work cooperatively to maximize state and local resources for the enhancement of the education of children who are deaf or hard of hearing (Birth to age 21) and who are receiving early intervention (IFSP) or special education (IEP) services.

1. The Regional Programs serve as the statewide networking system among students, parents, professionals, and the Nebraska Department of Education and other agencies serving students who are deaf or hard of hearing (B-21).
2. Each Regional Program will plan and provide social and educational opportunities for children who are deaf or hard of hearing (B-21) to interact with others in a language barrier-free environment.
3. The Regional Programs will provide summer enrichment opportunities.
4. The Regional Programs will encourage family involvement in educational and social activities for children who are deaf or hard of hearing.

5. Each Regional Program will promote excellence and equity for all children (B-21) in Nebraska who are deaf or hard of hearing.
6. Each Regional Program will build upon existing services, promote cooperative agreements among service providers, and support the ongoing development of outreach services.
7. Each Regional Program will assist in offering professional development and training opportunities to enhance the skills of individuals working with children who are deaf or hard of hearing (B-21).
8. Each Regional Program will assist school districts in assuring that educational interpreters meet the state standards established by the Nebraska Department of Education Rule 51 Regulations and Standards for Special Education Programs.
9. Each Regional Program will assist in identifying technological equipment for students who are deaf or hard of hearing.
10. Each Regional Program will assist in identifying the availability of specialized technological equipment.
11. Each Regional Program will serve as a clearinghouse of specialized materials and information relating to individuals who are deaf or hard of hearing.
12. Each Regional Program will serve as a resource to families, students, professionals, and school districts.
13. Each Regional Program will provide technical assistance and assist the Nebraska Department of Education with statewide initiatives.
14. Each Regional Program will collect and maintain statistical information regarding children who are deaf or hard of hearing within their region.
15. Each Regional Program will identify and utilize appropriate deaf and hard of hearing role models for student activities.

ESTIMATED COST:	FY 2025-2026	FY 2026-2027	2 Year Total*
Omaha Metro. Region (ESU #3)	\$622,413.35	\$622,413.35	\$1,244,826.70
Northeast Region (ESU #7)	\$251,855.45	\$251,855.45	\$503,710.90
Southeast Region (ESU #18)	\$301,359.95	\$301,359.95	\$602,719.90
Central/Western Region (ESU #9)	\$426,456.90	\$426,456.90	\$852,913.80
Totals	<u>\$1,602,085.70</u>	<u>\$1,602,085.70</u>	<u>\$ 3,204,171.30</u>

* Funding is contingent upon the earmarked State General Fund appropriation specific to serving deaf or hard of hearing students.

FOR CONTRACTS AND GRANTS:

- Indicate the Funding Source: State General Funds (Program 401)
- New or Renewal: Renewal
- If renewal, date of first approval: Started in 2007, last approved in 2023

PROJECT: Iowa Department of Education, State of Iowa, on behalf of the Iowa School for the Deaf (ISD), and the Nebraska Department of Education to support Nebraska students who are identified as Deaf or Hard of Hearing.

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

PURPOSE: Agreements with the Iowa Board of Regents, now Iowa Department of Education, have been processed annually beginning in 1998 following the State Board’s approval of the plan for “Statewide Educational Programs and Support Services for Children who are Deaf or Hard of Hearing.” The Plan was reviewed and revised in 2020 and includes implementation through agreements with the Nebraska Regional Deaf/Hard of Hearing Network and the Iowa School for the Deaf.

Starting in the 2022-23 school year and commencing each year then after, the Board of Regents, State of Iowa and NDE have entered into a Memorandum of Understanding (MOU) with the following understandings: Effective for the 2025-26 and 2026-27 academic year:

- Fees for educational services, regardless of whether the student is also receiving residential services, will be billed by ISD to the responsible school district on a semester basis.
- Fees for residential services will be billed by ISD to NDE on a monthly basis
- Fees for transportation will be billed by ISD to the responsible school district on a semester basis

Effective for the summer term, fees for program services will be billed directly to a participating student’s family or a third-party agency who has agreed to be responsible for the fees, but will not be the responsibility of either NDE or the school district.

Additionally, districts must apply to NDE for residential services at ISD which NDE pays directly from a combination of earmarked state appropriations received for deaf/hard of hearing services (Program 401) and/or Special Education Aid (Program 158/48). The annual Agreement includes a per student rate for Education/Related Services and for Residential/Dormitory Services. The rates for the 2024-25 school year will continue to be based on actual costs for operation of the ISD program and the audited per pupil cost for Iowa students. Additionally, ISD coordinates transportation for Nebraska students on weekends and that cost is the responsibility of the school district. During this 24-25 school year, the number of students attending the Iowa School for the Deaf from Nebraska did increase and it is anticipated that the placements will continue to increase given the significant number of special education shortages there are for educators of students who are Deaf or hard of hearing.

ESTIMATED COST: (we will see an adjusted rate for SY2025-26 and SY2026-27 once contract is complete) Each year’s rates are not available from the contractor until June of that school year.

Cost per Student:	<u>2024-25</u>	<u>2023-24</u>
Education/Related Services Rate	\$63,421.00	\$63,421.00
Residential/Dormitory Rate	\$53,890.00	\$53,890.00
Total Cost	\$117,311.00	\$117,311.00

FOR CONTRACTS AND GRANTS:

- Indicate the Funding Source: State General Funds (Program 401)
- New or Renewal: Renewal
- If renewal, date of first approval: Started in 2007, last approved in 2023

PROJECT: Nebraska's Hands and Voices for the implementation of the Guide-By-Your-Side to support families with infants, toddlers, and students who are deaf or hard of hearing.

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

PURPOSE: This ongoing project is to coordinate and train Hands & Voices Parent Guides that are serving families of children birth to age 21 who are deaf or hard of hearing. Nebraska Hands & Voices is the Nebraska chapter of Hands & Voices (H&V), an international non-profit organization serving families with children who are deaf or hard of hearing. These grant funds would be used to continue to implement and administer the Guide By Your Side (GBYS)™ program in Nebraska. GBYS is a program from Hands & Voices that provides emotional support and unbiased information from trained Parent Guides to other families and to the systems that serve them. GBYS is a trademarked program of H&V that is available to authorized H&V chapters and approved agencies via an application process. Thanks to the grant funds received since 2012, The Guide By Your Side program has been administered in Nebraska, serving families statewide, and wish to continue to implement and administer the program for the coming year. The Parent Guides have real life experience in raising a child who is deaf or hard of hearing and are knowledgeable about issues in this journey. Parents are referred to H&V, GBYS by a variety of sources including Early Hearing Detection and Intervention (EHDI), audiologists, teachers of the Deaf and Hard of Hearing, Nebraska Regional Programs (NRP), Early Development Network (EDN), etc. This project will work in collaboration with Nebraska's Regional Programs for DHH in making certain effective professional development, sharing of state and national resources and advocacy skills taught to the Parent Guides using a non-bias approach for communication.

ESTIMATED COST: \$100,000

FOR CONTRACTS AND GRANTS:

- Indicate the Funding Source: Federal IDEA Part B; Federal IDEA Part C, State General Funds Program 401
- New or Renewal: Renewal
- If renewal, date of first approval: First award was May 2015, and last funded May 2023

FOR NEW CONTRACTS OR OTHER CONTRACTS REQUIRING PROCUREMENT:

- Indicate the method of procurement: NA
- Rationale for method of procurement: Per NDE Procurement, Appendix C, the following are situations for which an exemption to the requirements for competitive bidding or negotiation for state agencies are set out in 73-507 R.R.S.
 - vi) 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 contractor selection: Through these contracts, NDE ensures appropriate and quality learning opportunities should exist for all children. The education of students who are deaf or hard of hearing requires specialized programs, and appropriately certified personnel with effective communication skills. The contractors have each undergone an evaluation of contractual obligations,

annually to ensure that the contractor selected is carrying out the responsibilities set forth within the state plan and contract. The contractor has successfully carried out similar duties on previous contracts.

FOR GRANT SUBAWARDS:

- Describe the grantee selection process: As the Office of Special Education must make federal application(s) each year under Part B (611 and 619) and Part C, the use of IDEA Federal Funding must align to meeting the IDEA federal regulations as they are set forth within the respective applications.

The NDE, Office of Special Education, annually, conducts opportunities to apply for discretionary grant funds to conduct activities for the improvement of services to infants, toddlers, students with disabilities and their families. Annual alignment in priorities established by the federal Office of Special Education Programs (OSEP), as well as a alignment of priorities within our NDE, Office of Special Education, allows for the selection of project to receive sub-recipient grants, contracts, and/or memorandums of understanding (MOU) for each funding period. Notice of funding opportunities are annually published and proposals are evaluated to ensure funds are awarded to projects that are able to meet the federal and state priorities.

Part C Grants that meet the Federal subgranting requirements contained within 2 CFR §200.331 to use the funds to carry out a portion of the public award and for a public purpose specified in the authorizing statute of IDEA Part C:

- Child Find (34 CFR 303.112)
- comprehensive personnel development (34 CFR 303.118)
- statewide public awareness program (34 CFR 303.116)

Through this sub-award, NDE ensures appropriate and quality learning opportunities should exist for all children. Each project as part of the OSE subaward process, will undergo an evaluation of sub-award/grant obligations, annually to ensure that the grantee selected is carrying out the responsibilities set forth within the state plan and sub-award/grant. The project(s) have successfully carried out similar duties on previous sub-awards/grants.



PROPOSED AGENDA ITEM RATIONALE

DATE: March 19, 2025

TO: Dr. Brian L. Maher
Commissioner of Education

FROM: Amy Rhone, Administrator – The Office of Special Education

PROPOSED AGENDA ITEM: Action Item: Approve the contract for the child, program, and family outcomes measurement system, Results Matter.

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

RATIONALE/BACKGROUND INFORMATION:

The Office of Special Education is required to report Birth to age 5 child outcomes annually under IDEA Part B and C Results Driven Accountability through the Annual Performance Report (APR) to the US Department of Education, Office of Special Education (OSE). This endeavor requires consistent longitudinal data evaluation, analysis, and review by personnel who are uniquely engaged in and knowledgeable about:

- 1) the federal data collection process;
- 2) the evaluation tools being used within the State of Nebraska as well as other states and territories and;
- 3) mathematical algorithms used to provide statistical analysis, pattern checking, and calculation corrections for all data collected.

The child outcome data must be reported by school districts and reported to NDE, Office of Special Education to satisfy federal reporting requirements under IDEA Part B and IDEA Part C. This child, program, and family outcomes measurement system is known as Results Matter in Nebraska. The NDE, OSE contracts with The Education and Child Development division of the Munroe Meyer Institute to provide evaluations and analysis supports as their personnel have worked, and continue to work, closely with the US Department of Education, federal technical assistance centers, and the publisher of the federally approved child outcome tool to develop and implement these types of services and supports to states in meeting the federal early childhood outcome reporting requirements.

PROPOSED BOARD MEETING (MONTH/YEAR): March 2025

ESTIMATED COST: \$77,217

FOR CONTRACTS AND GRANTS:

- Indicate the Funding Source: IDEA Part B 619 Funds and IDEA Part C Funds

- New or Renewal: Renewal
- If renewal, date of first approval: June Board 2018

FOR NEW CONTRACTS OR OTHER CONTRACTS REQUIRING PROCUREMENT:

- Indicate the method of procurement: NA
- Rationale for method of procurement: Per NDE Procurement, Appendix C, the following are situations for which an exemption to the requirements for competitive bidding or negotiation for state agencies are set out in 73-507 R.R.S.
 - vii) Agreements for services to be performed by or between a state agency and the University of Nebraska, the Nebraska state colleges, the courts, the Legislature, or other officers or agencies established by the Constitution of Nebraska.
- Rationale for contractor selection: The Education and Child Development division of the Munroe Meyer Institute is uniquely qualified to provide these evaluations and analysis supports as their personnel have worked, and continue to work, closely with the US Department of Education, federal technical assistance centers, and the publisher of the federally approved child outcome tool to develop and implement these types of services and supports to states in meeting the federal early childhood outcome reporting requirements.

FOR GRANT SUBAWARDS:

- Describe the grantee selection process: NA



PROPOSED AGENDA ITEM RATIONALE

DATE: April 1, 2025

TO: Dr. Brian L. Maher
Commissioner of Education

FROM: Amy Rhone, Administrator – The Office of Special Education

PROPOSED AGENDA ITEM: Action: The University of Nebraska – Lincoln WORDS project funding.

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

RATIONALE/BACKGROUND INFORMATION: This project was part of the previously approved ESSER plan. As a result of the ESSER liquidation period ending March 28, 2025, the Office of Special Education is able to continue to fund the Nebraska WORDS project using IDEA funding.

WORDS addresses the needs of school districts in Nebraska through the Nebraska Reading Improvement Act, which was passed into law during the 2018 legislative session. The Dyslexia Act was passed at this same time. Both laws take a comprehensive approach to improve the early literacy skills of Nebraska's K-3 students, including those who exhibit characteristics of dyslexia. WORDS promotes an integrated system connecting all educators, along with all components of teaching and learning, into a high quality, standards-based instruction and intervention system. This happens through professional development and training that begins by establishing a strong core of literacy for all students which provides the foundation of prevention within the entire system.

The Nebraska WORDs Project was previously funded through IDEA. This is an appropriate use of IDEA funds and there are funds available. This request is to approve the expenditure of IDEA funding to continue the WORDS project.

PROPOSED BOARD MEETING (MONTH/YEAR): April 2025

ESTIMATED COST: \$200,000

FOR CONTRACTS AND GRANTS:

- Indicate the Funding Source: Federal IDEA – Part B, 611 and 619 Funding
- New or Renewal: Renewal
- If renewal, date of first approval: January 2020

FOR GRANT SUBAWARDS:

- Describe the grantee selection process: N/A



PROPOSED AGENDA ITEM RATIONALE

DATE: March 10, 2025

TO: Brian L. Maher.
Commissioner of Education

FROM: Bryce Wilson, Finance Officer

PROPOSED AGENDA ITEM: Accept the 2024 Annual Comprehensive Financial report (ACFR) Audit Report

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

RATIONALE/BACKGROUND INFORMATION: The ACFR audit is an annual audit performed by the State Auditor's office on the financial information for the State. The purpose of the ACFR audit is to make sure the State's financial statements are correct and that appropriate controls are in place to protect State resources. The attached ACFR Management Letter notes the findings related to the Department of Education.

PROPOSED BOARD MEETING (MONTH/YEAR): April 2024

ESTIMATED COST: N/A

FOR CONTRACTS AND GRANTS: N/A

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

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

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

FOR GRANT SUBAWARDS: N/A

- Describe the grantee selection process:

**Updated 07.06.2023*



NEBRASKA AUDITOR OF PUBLIC ACCOUNTS

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December 18, 2024

Dr. Brian Maher, Commissioner
Nebraska Department of Education
P.O. Box 94987
Lincoln, Nebraska 68509-4987

Dear Dr. Maher:

We have audited, in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of the governmental activities, the business-type activities, the aggregate discretely presented component units, each major fund, and the aggregate remaining fund information of the State of Nebraska (State), as of and for the year ended June 30, 2024, and the related notes to the financial statements, which collectively comprise the State's basic financial statements, and have issued our report thereon dated December 18, 2024. In planning and performing our audit of the financial statements, we considered the State's system of internal control over financial reporting (internal control) as a basis for designing audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the State's internal control. Accordingly, we do not express an opinion on the effectiveness of the State's internal control.

In connection with our audit as described above, we noted certain internal control or compliance matters related to the activities of the Nebraska Department of Education (Department) or other operational matters that are presented below for your consideration. These comments and recommendations, which have been discussed with the appropriate members of the Department's management, are intended to improve internal control or result in other operating efficiencies.

Our consideration of internal control was for the limited purpose described in the first paragraph and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies and, therefore, material weaknesses or significant deficiencies may exist that were not identified. However, as discussed below, we identified a certain deficiency in internal control that we consider to be a material weakness and another deficiency that we consider to be a significant deficiency.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected, on a timely basis. We consider Comment Number 1 (Multiple Financial Statement Adjustments) to be a material weakness.

A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance. We consider Comment Number 2 (Special Education Program Noncompliance and Accrual) to be a significant deficiency.

These comments will also be reported in the State of Nebraska’s Statewide Single Audit Report Schedule of Findings and Questioned Costs.

Draft copies of this management letter were furnished to the Department to provide management with an opportunity to review and to respond to the comments and recommendations contained herein. All formal responses received have been incorporated into this management letter. *Government Auditing Standards* require the auditor to perform limited procedures on the responses. The responses were not subjected to the other auditing procedures applied in the audit of the financial statements and, accordingly, we express no opinion on them. Responses that indicate corrective action has been taken were not verified at this time, but they will be verified in the next audit.

The following are our comments and recommendations for the year ended June 30, 2024.

1. Multiple Financial Statement Adjustments

The Department is responsible for accurately recording financial transactions in the State’s accounting system and providing additional financial information, including various accounts receivable and payable entries, to the Department of Administrative Services – State Accounting Division (State Accounting) on an accrual response form for preparation of accrual entries for the State’s Annual Comprehensive Financial Report (ACFR).

The Auditor of Public Accounts (APA) reviewed these transactions to ensure the proper presentation of the State’s financial statements and proposed \$234,162,148 in adjustments to the financial statements due to errors made by the Department in its year end reporting. The proposed adjustments were recorded in the accounting system by State Accounting. The errors are summarized in the table below:

Description of Accrual or Error	Amount in Error
Prior Year Expenditures Accrual Error	\$ 228,211,790
Department Accrual Errors	\$ 5,950,358
Total	\$ 234,162,148

Many of the current year accruals were inaccurate and not prepared in accordance with governmental accounting standards. Additionally, the Department lacked procedures to ensure a secondary review of the accruals to verify their completeness and accuracy prior to submission to State Accounting or when the entries were recorded in the State’s accounting system.

A similar issue was reported in the prior year. However, the APA accumulated only \$4,074,000 in proposed adjustments for fiscal year 2023. Therefore, the Department’s errors have increased by more than 5,648%.

The following information provides more detail on each of the accrual errors noted in the above table.

Prior Year Expenditures Accrual Error

The State’s accounting system allows users to identify transactions made in the prior fiscal year by applying a certain code to the transaction. When transactions processed during the fiscal year are identified as a prior year transaction using this code, State Accounting records an adjustment to the beginning fund balance for these transactions, so that the prior year transactions are not included in the current fiscal year’s activity. The APA found the following issues:

Description	Reason	Dollar Error
Prior Year Expenditures Accrual Error	The Department recorded \$228,211,790 in various transactions as prior period expenditures, even though they were already recorded as prior period activity through a separate procedure in the prior year. These errors resulted in duplicative prior period activity. The APA proposed an adjustment for these errors, which was posted by State Accounting, to correct the errors.	\$ 228,211,790

Department Accrual Errors

The Department’s financial statement accruals reported to State Accounting for preparation of the fiscal year 2024 ACFR contained multiple errors. Activity reported to State Accounting is related to various grants administered by the Department that span multiple fiscal years. For these various programs, the Department calculates an original payable amount at fiscal year-end, which is then manually reduced to account for current year payments processed after the fiscal year end.

The APA found the following errors in the Department’s calculation of program accruals that required adjustments to the State’s financial statements.

Description	Reason	Dollar Error
Early Childhood Education Grant	The Department failed to review the Early Childhood Education grant for current year expenditures recorded after the fiscal year end. As such, \$1,600,939 in General Fund activity was incorrectly included as a payable.	\$ 1,600,939
General Fund Discretionary Projects Grants	The Department’s review of current expenditures recorded after fiscal year end included a \$39 error.	\$ 39
Total General Fund Payable Adjustment:		\$ 1,600,978
Nebraska Hands and Voices Grant	The Grant Award Notification (GAN) provided by the Department for one award did not agree to Department’s accrual calculation reported to State Accounting. As a result, the Federal Fund included \$20,000 that should not have been reported as a payable.	\$ (20,000)
Deaf/Blind Program Grant	The Department’s calculation included a formula error that resulted in an \$88,888 misstatement.	\$ (88,888)
Teach Step Up Grant	The Department excluded the Teach Step Up grant in its review for current period expenditures recorded after the fiscal year end. As such, \$26,486 in activity was incorrectly recorded as a payable.	\$ (26,486)
Quality Enhancement Grant	The Department excluded the Quality Enhancement grant from its review for current period expenditures recorded after the fiscal year end. As such, \$92,870 in activity was incorrectly recorded as a payable.	\$ (92,870)
Educational Service Unit PreK Grant	The Department excluded the Educational Service Unit PreK grant from its review for current period expenditures recorded after the fiscal year end. As such, \$499,228 in activity was incorrectly recorded as a payable.	\$ (499,228)
CARES* Act Grant	The Department excluded \$690,760 in CARES Act grant activity from its review for current period expenditures recorded after the fiscal year end. As such, \$690,760 in activity was incorrectly recorded as a payable.	\$ (690,760)
Stronger Connection Grant	The Department omitted completely the Stronger Connection grant, resulting in a \$2,023,161 misstatement.	\$ 2,023,161
Title I Support Grant	The Department omitted completely the Title I Support grant, resulting in a \$338,934 misstatement.	\$ 338,934
Rural Low Income School (RLIS) Grant	The Department omitted completely the RLIS grant, resulting in a \$7,385 misstatement.	\$ 7,385
ESSER**/American Rescue Plan (ARP) Grants	The Department’s calculation of the payable related to the ESSER/ARP grants contained multiple formula errors and also excluded certain grants, resulting in \$8,176,637 in misstatements to the financials.	\$ 8,176,637
Grant Management System (GMS) Grants	The Department’s calculation of the payable related to its GMS grants contained errors including the duplication of grant amounts and incorrect percentages, resulting in \$6,893,517 in misstatements to the financials.	\$ (6,893,517)
Total Federal Fund Payable Adjustment:		\$ 2,234,368
Nebraska Hands and Voices Grant	Error noted above.	\$ (20,000)
Deaf/Blind Program Grant	Error noted above.	\$ (88,888)
Educational Service Unit PreK Grant	Error noted above.	\$ (499,228)
CARES* Act Grant	Error noted above.	\$ (690,760)
Stronger Connection Grant	Error noted above.	\$ 2,023,161
Title I Support Grant	Error noted above.	\$ 338,934
RLIS Grant	Error noted above.	\$ 7,385
ESSER**/ARP Grants	Error noted above.	\$ 8,176,637
GMS Grants	Error noted above.	\$ (6,893,517)

Description	Reason	Dollar Error
Non-Letter of Credit Grant Activity	Previously identified errors related to the reporting of the Teach Step Up and Quality Enhancement grants required a reduction in the APA's proposed adjustment to the Federal Fund because the activity is reported outside of the State's Federal Letter of Credit Fund. As such, any amounts recorded as liabilities would not require a corresponding receivable from the Federal government – similar to the entries from above.	\$ (238,712)
Total Federal Fund Receivable Adjustment:		\$ 2,115,012
Total Errors		\$ 5,950,358

*CARES – The Coronavirus Aid, Relief, and Economic Security Act

**ESSER – Elementary and Secondary School Emergency Relief

A proper system of internal controls requires procedures to ensure that accruals reported to State Accounting at year end are complete and accurate. Without such procedures, there is a greater risk of material misstatements occurring and remaining undetected.

A similar finding was noted in the prior management letter.

We recommend the Department prioritize staff training and implement procedures to ensure its accruals are completely and accurately reported to State Accounting, including the resolution of repeated errors. Furthermore, we recommend the Department implement procedures to ensure a secondary review of all accruals is performed by a knowledgeable individual prior to submission to State Accounting or entry into the State's accounting system.

Department Response: The Department continues to value a proper system of internal controls ensuring that accruals reported to the State's accounting system are complete and accurate. To reduce the risk of material misstatements occurring, the Department will prioritize updating procedures, training/re-training staff, and technology verification by July 1, 2025.

2. Special Education Program Noncompliance and Accrual

The Department is authorized to reimburse school districts from its General Fund appropriations 80% of the total allowable excess costs for all Special Education (SPED) programs and support services. Recent legislation also authorized funding to the program from the Education Futures Fund, which includes appropriations separate from the General Fund, if 80% reimbursement of allowable excess costs is not initially achieved.

The APA identified various instances of noncompliance with the recent legislation, including expenditures that exceeded the appropriated funding and the allowable reimbursement per State statute. Additionally, the Department's SPED accrual reported to State Accounting on the accrual response form was not accurate.

The following information provides further detail on each of the issues.

Description	Reason	Dollar Error
Noncompliant Education Futures Fund Expenditures	At June 30, 2024, the General Fund had unspent Special Education Program appropriations of \$37,980,193. Neb. Rev. Stat. § 79-1142(4)(b) (Reissue 2024) required the General Funds to be liquidated prior to using Education Future Funds. Instead, the Department used the Education Futures Fund to pay the Special Education Program expenditures, prior to the liquidation of all General Fund appropriations. As a result, the Education Futures Fund also exceeded its appropriations by \$19,507,099.	\$ 37,980,193
SPED Program Overpayments	The Department reimbursed school districts an amount that exceeded the 80% of the allowable Special Education excess costs set forth in statute. The Department paid \$7,406,803 to school districts that was not authorized by statute.	\$ 7,406,803
SPED Payable Calculation	The Department calculated incorrectly the payable for the transportation portion of the SPED program. The Department included unspent appropriations as the basis for its calculation rather than expected expenditures in future reporting periods. As a result, we identified a \$543,452 variance between expected expenditures and unspent appropriations reported by the Department.	\$ 543,452
Total		\$ 45,930,448

Legislative Bill (LB) 583 § 11 [codified at § 79-1142 (Reissue 2024)] provides that school district allowable excess costs to be reimbursed at 80%, as follows:

[F]or special education and support services provided in each school fiscal year, the department shall reimburse each school district in the following school fiscal year eighty percent of the total allowable excess costs for all special education programs and support services. Cooperatives of school districts or educational service units shall also be eligible for reimbursement for cooperative programs pursuant to this section if such cooperatives or educational service units have complied with the reporting and approval requirements of section 79-1155 for cooperative programs which were offered the preceding year.

Further, § 79-1142(4)(b) goes on to state the following in relation to how funding shall be utilized:

If the General Fund appropriations for special education approved by the Legislature, minus the amounts set aside pursuant to subsection (5) of this section, are insufficient to reimburse eighty percent of the total allowable excess costs for all special education programs and support services for any school fiscal year:

(i) Such allowable excess costs shall be reimbursed from the General Fund appropriations for special education approved by the Legislature, minus the amounts set aside pursuant to subsection (5) of this section, on a pro rata basis at the maximum rate of reimbursement such appropriations will allow as determined by the department; and

(ii) The remainder of the eighty percent reimbursement of such allowable excess costs shall be paid from the Education Future Fund.

The program included appropriations as a result of LB 1412 (2023) as follows:

There is included in the amount shown for this program \$235,724,424 General Funds and \$226,580,280 ~~\$199,041,052~~ Cash Funds provided as state aid for FY2023-24 for special education reimbursement. There is included in the amount shown for this program \$235,724,424 General Funds and \$206,007,489 Cash Funds provided as state aid for FY2024-25 for special education reimbursement.

A proper system of internal controls requires procedures to ensure that the Department's administration of State programs is in accordance with legislative requirements and that Department accruals reported to State Accounting are calculated accurately. Without such procedures, there is an increased risk of regulatory noncompliance and material misstatement to the financial statements.

We recommend the Department implement procedures to ensure that Special Education program expenses are funded as required by governing legislation and that accrual calculations are accurate.

Department Response: NDE staff worked with the Governor's office and the Legislature to write the language in LB 583 that changed the reimbursement for Special Education. The intent of LB 583 was to appropriate 80% of the submitted special education reimbursable expenses and have NDE pay out the full amount appropriated as has been the process for many years which is necessary to avoid potential maintenance of effort issues as required by the Individuals with Disabilities Education Act (IDEA). The language NDE proposed which was ultimately included and passed did not clearly identify the continued intent of the bill to require NDE to pay out the entire appropriation. NDE has worked with the Governor's office to correct the language adopted in LB 583 so that it clearly requires the full appropriation to be used for Special Education Reimbursement.

NDE will make the necessary journal entry to move the funds as needed to the Education Future Fund in future years.

3. Other Errors in Financial Reporting

The Department made an additional \$1,258,694 in other accounting errors that did not require a formal proposed adjustment to the financial statements due to the insignificance of the dollar amount of the error or to the Department's correction of the error before a formal adjustment was proposed. The details of these errors are contained in the table below:

Reason	Dollar Error
One \$578,538 payment was recorded inappropriately as a prior period expense, as the transaction covered expenditures incurred within the current (fiscal year 2024) reporting period.	\$ 578,538
There were \$596,406 in fiscal year 2024 project expenses recorded incorrectly to operating accounts instead of to a construction in progress (CIP) account. The project expenses were related to the Department’s Early Childhood Integrated Data System.	\$ 596,406
There were \$83,750 in fiscal year 2024 project expenses recorded incorrectly to operating accounts instead of to a construction in progress (CIP) account. These project expenses were related to the Department’s Individuals with Disabilities Education Act (IDEA) IT Project.	\$ 83,750
Total	\$ 1,258,694

The State Accounting Manual, AM-005, General Policies, Section 28 (“Capital Outlay”), states the following, as is relevant:

Computer software that is internally developed, or commercially available software that is modified using more than minimal incremental effort before being put into operation, shall be capitalized as a separate asset if the cost is \$100,000 or more and has a life greater than one year. During the application development stage . . . the costs should be accumulated in object account 587550 – IT Projects in Progress. Once the project is complete the costs are moved to 583720 or 583770 – COTS Development or Customized Development.

A proper system of internal controls requires procedures to ensure expenses are recorded appropriately in the accounting system, and that expenses are classified within the correct fiscal year. Without such procedures, there is an increased risk for material misstatement of the financial statements.

We recommend the Department implement procedures to ensure that expenses are recorded properly in the State accounting system and for the correct reporting period.

Department Response: The Department continues to value a proper system of internal controls to ensure that expenses are reported properly and for the correct reporting period prior to submission into the State’s accounting system. To reduce the risk of material misstatements occurring, the Department will prioritize updating procedures, training/re-training staff, and technology verification by July 1, 2025.

4. QE2 Change Management

The Department used the QE2 application to track all expenses paid to assist physically or mentally disabled persons with locating jobs. For 6 of 20 QE2 system changes tested, the Department lacked documentation to support that the system changes were thoroughly tested prior to being implemented. The change tickets for the six changes had “tested locally” in the “Description” field; however, the change tickets failed to indicate the following: 1) the individual(s) that completed testing; 2) the results of testing; and 3) when testing was performed.

Nebraska Information Technology Commission (NITC) Technical Standards and Guidelines, Information Security Policy 8-202 (July 2023), “Change Control Management,” states the following, in relevant part:

To protect information systems and services, a formal change management system must be established to enforce strict controls over changes to all information processing facilities, systems, software, or procedures. Agency management must formally authorize all changes before implementation and ensure that accurate documentation is maintained.

* * * *

(2)(c) The change management processes will retain a documented history of the change process as it passes through the software development life cycle with documentation securely stored for audit purposes. Documentation should address a review of the following: (1) change summary, justification, and timeline; (2) functionality, regression, customer acceptance, and security test plans; (3) security review and impact analysis; (4) documentation and baseline updates; and (5) implementation timeline and recovery plans . . .

A proper system of internal controls requires procedures to ensure the testing of system changes is documented prior to the changes being promoted into the production environment.

Without such procedures, there is an increased risk that not only the system changes fail to work properly, but also noncompliance with NITC Standards and Guidelines.

A similar comment was noted in the prior audit.

We recommend the Department implement procedures to ensure adequate documentation is maintained to support that testing of system changes is performed prior to the change being promoted into production, and should include 1) the individual(s) that completed testing; 2) the results of testing; and 3) when testing was performed.

Department Response: Nebraska VR development team has implemented a manual process of more explicitly documenting who, what and when the code changes were tested.

Over the coming months Nebraska VR development team will research more automated means of testing documentation, namely via a Docker/Podman CI/CD workflow or using Azure Pipelines, or a combination of both.

* * * * *

It should be noted that this letter is critical in nature, as it contains only our comments and recommendations and does not include our observations on any strengths of the Department.

Our audit procedures were designed primarily to enable us to form an opinion on the Basic Financial Statements. Our audit procedures were also designed to enable us to report on internal control over financial reporting and on compliance and other matters based on an audit of financial statements performed in accordance with *Government Auditing Standards* and, therefore, may not bring to light all weaknesses in policies or procedures that may exist. Our objective is, however, to use our knowledge of the Department and its interaction with other State agencies and administrative departments gained during our work to make comments and suggestions that we hope will be useful to the Department.

The purpose of this letter is solely to describe the scope of our testing of internal control over financial reporting and compliance and the result of that testing, and not to provide an opinion on the effectiveness of State's internal control over financial reporting or compliance.

This communication is intended solely for the information and use of management, the Governor and State Legislature, others within the Department, Federal awarding agencies, pass-through entities, and management of the State of Nebraska and is not suitable for any other purposes. However, this communication is a matter of public record, and its distribution is not limited.



Kris Kucera, CPA, CFE
Assistant Deputy Auditor



PROPOSED AGENDA ITEM RATIONALE

DATE: March 19, 2025

TO: Brian L. Maher
Commissioner of Education

FROM: Lane Carr
Administrator, Office of Policy and Strategic Initiatives

Jessica Javorsky
Strategic Initiatives Grant Specialist

PROPOSED AGENDA ITEMS: Discuss Nebraska Improvement Grant (NRS 79-1054).

AGENDA ITEM TYPE: Information

RATIONALE/BACKGROUND INFORMATION:

Statutory Context:

Nebraska Revised Statute 79-1054 established the Innovation Grant Program, with guidelines that have shifted over time. Prior to 2025, grants and awards have been focus on innovative solutions for todays schools, teachers, and students. The most current of these awards are listed below and reported in the [FY23 Legislative Report](#).

In May 2023, the State Board approved a third cohort of 2- and 3-year innovative network grants. Results of these investments can be found in the NDE's Legislative Report here: [793_20241127-133811.pdf](#).

Current projects continued from the May 2023 approval:

- Nebraska Career Connections
- SMART Tutoring
- Future Ready Digital Learning Collaborative
- Beyond School Bells
- Zearn (ended after one year)
- School Transformation Network
- Every Day Counts (Addressing Chronic Absenteeism)

- Learning Platform - As statutorily required, the State Board discussed standards the learning platform should meet and criteria to prioritize grant applications in May and June 2024. The State Board approved criteria and priority areas at their August 2024 meeting.

NDE Improvement Grant

With changes to statute in 2023 and 2024, the Innovation Grant Program was renamed the Improvement Program Fund, shifting the focus away from new and exciting opportunities that *may* create an impact for some or all of Nebraska’s students and toward evidence-based programs that *will* have a measured impact in schools and on students across the state.

According to NRS 79-1054, in fiscal years 2025 through 2029, the NDE shall use these lottery funds on four categories of programs:

- i) Teacher recruitment and retention,
- ii) Improvement for schools and school districts,
- iii) Improvement in student performance in the subject areas of reading and mathematics, and
- iv) Other improvement areas identified by the state board.

With the passage of LB296 (the “Bellwether bill”), the NDE must now use Improvement Funds to hire registrars. These positions, and the requisite expenses for their work, would provide continuity of educational services to students experiencing the justice system.

Next Steps

Following conversations with the Budget and Finance Committee in March and internal discussions with NDE senior leaders, the NDE proposes the following next steps:

- Begin implementing provisions of LB296 for systems involved youth.
- Consider a pilot program for the Innovative Learning Platform.
- Prioritize chronic absenteeism and school improvement activities with remaining funds.
- Launch procurement process to identify vendor(s) for improvement activities.
- Bring any contracts to the Board for approval in June 2025.
- Implement new programs beginning July 1, 2025.

PROPOSED BOARD MEETING (MONTH/YEAR): April 2025

ESTIMATED COST: approximately \$2,500,000, dependent on Lottery Fund projections

FOR CONTRACTS AND GRANTS:

- Indicate the Funding Source: Improvement Grant Funds (Lottery)
- 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: RFI or RFP

- Rationale for method of procurement: Solicit contractors to support school improvement activities
- Rationale for contractor selection: N/A

FOR GRANT SUBAWARDS:

- Describe the grantee selection process: N/A
- New or Renewal: N/A
- If renewal, date of first approval: N/A



STATE BOARD OF EDUCATION PLANNING AND EVALUATION COMMITTEE REPORT

Date: April 3, 2025

The Planning and Evaluation Committee reports on their committee meeting on April 3, 2025. The members present were Lisa Schonhoff, Sherry Jones, Deborah Neary, and Kristin Christensen.

The committee discussed five action items related to 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 recommends board approval on these items.

The committee also discussed an action item related to the NCTE organizational policies. The committee does not have a recommendation at this time.

The committee reviewed discussion items with NDE staff providing summaries and answering questions related to the approval of Rule 11 teacher waiver requests, accreditation of public and non-public Rule 10 school systems and ESU systems, priority school designation process, and Isanti Elementary School priority school status.

The committee also reviewed informational items related to the content standards review process, conditional approval of new nonpublic school systems, approval of new interim-program schools, and approval of educator preparation programs. 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

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~~ who 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)~~ **Five (5)** shall be nominated by the State Board of Education. **Teachers nominated by the State Board of Education shall not be members of the Nebraska State Education Association, and**

4.03B The remaining shall be nominated by the Nebraska State Education Association (NSEA). **The NSEA shall nominate at least one teacher per State Board of Education district. No more than two (2) teachers shall be nominated from a single State Board of Education district.**

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)~~ **six (6)**; NDE, one (1); NCAPE, one (1); State Board of Education, ~~two (2)~~ **three (3)**; 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.



PROPOSED AGENDA ITEM RATIONALE

DATE: March 12, 2025

TO: Dr. Brian L. Maher
Commissioner of Education

FROM: Decua Jean-Baptiste, Accreditation Director

PROPOSED AGENDA ITEM: Approval of Plan(s) of Corrections for Rule 10, 14, and 18 school systems and interim program 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)

*New Information

PE.022025.009 – This item was submitted as a discussion item in March 2025.

- Plans of corrections were submitted during the March Planning and Evaluation Committee meeting.

PROPOSED BOARD MEETING (MONTH/YEAR): April 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*

Plans of Corrections

2024-2025

List of Schools

Rule 10 Public Schools

21-0180	Callaway Public Schools
47-0100	Centura Public School
35-0001	Garden County Schools
43-0079	Hayes Center Public Schools
74-0070	Humboldt Table Rock Steinauer
54-0505	Isanti Community School
19-0039	Leigh Community Schools
32-0046	Maywood Public Schools
54-0501	Niobrara Public Schools
70-0542	Osmond Community Schools
56-0055	Sutherland Public Schools
86-0001	Theford Public Schools
87-0017	Winnebago Public Schools
14-0101	Wynot Public Schools

Rule 10 Nonpublic Schools

45-0701	St Mary's Schools
77-0706	St Matthew the Evangelist School

Rule 14 Nonpublic Schools

69-0705	All Saints Catholic
10-0709	Faith Christian School
93-0703	Nebraska Evangelical Lutheran Schools
71-0710	St John's Lutheran School

Rule 10 Special Purpose Schools

23-0601	Pine Ridge Job Corps
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PROPOSED AGENDA ITEM RATIONALE

DATE: March 12, 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.

*New Information

PE.022025.010 – This was presented as a discussion item in March.

- A list of the current Rule 14 schools has been included.

PROPOSED BOARD MEETING (MONTH/YEAR): April 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 Approved Nonpublic School Systems

In Accordance with Rule 14

“Regulations and Procedures for the Legal Operation of Approved Nonpublic Schools”

School Year 2025-2026

Secondary Grades and K-12 (Total 10)

<u>City</u>	<u>School</u>	<u>Grades</u>
Bellevue	Cornerstone Christian School	(K-12)
Bellevue	Quest Forward Academy	(9-12)
Gothenburg	OneSchool Global	(3-12)
Grand Island	Heartland Lutheran High School	(9-12)
Lincoln	College View Academy	(K-12)
Lindsay	Lindsay Academy	(7-12)
Omaha	Concordia Lutheran Schools	(K-12)
Omaha	Omaha Street School	(9-12)
Spalding	Spalding Academy	(K-12)
Waco	Nebraska Evangelical Lutheran	(K-12)

Elementary Grades (Total 82)

<u>City</u>	<u>School</u>	<u>Grades</u>	<u>City</u>	<u>School</u>	<u>Grades</u>
Alliance	Immanuel Evangelical Lutheran	(K-8)	Hoskins	Trinity Lutheran Schools	(K-8)
Alliance	St Agnes Academy	(K-8)	Juniata	Christ Lutheran Elementary School	(K-8)
Arlington	St Paul's Lutheran School	(K-8)	Kearney	Faith Christian School	(K-8)
Battle Creek	St John Lutheran School	(K-8)	Kearney	Zion Lutheran Elementary School	(K-8)
Beatrice	St Joseph Elementary School	(K-5)	Lincoln	Blessed Sacrament Catholic School	(K-8)
Beatrice	St Paul's Lutheran Elementary School	(K-5)	Lincoln	Cathedral of Risen Christ Elementary	(K-8)
Broken Bow	Custer Christian School	(K-6)	Lincoln	Children's Circle Montessori	(K)
Cairo	New Hope Christian Elementary	(K-8)	Lincoln	Child's View Montessori	(K)
Columbus	Christ Lutheran School	(K-8)	Lincoln	Christ Lincoln Schools	(K-6)
Columbus	Columbus Christian School	(K-8)	Lincoln	Faith Lutheran School	(K-5)
Columbus	Immanuel Lutheran School	(K-8)	Lincoln	George Stone School	(K-8)
Columbus	St John's Lutheran School	(K-8)	Lincoln	Messiah Lutheran Elementary School	(K-5)
Crete	St James Elementary School	(K-6)	Lincoln	North American Martyrs	(K-8)
Deshler	Deshler Lutheran Elementary School	(K-8)	Lincoln	St John's Elementary School	(K-8)
Fremont	Trinity Lutheran School	(K-8)	Lincoln	St Joseph Catholic School	(K-8)
Grand Island	Trinity Lutheran Elementary School	(K-8)	Lincoln	St Mark Lutheran School	(K-8)
Hastings	Zion Classical Academy	(K-8)	Lincoln	St Michael School	(K-8)
Holdrege	All Saints Catholic	(K-4)	Lincoln	St Patrick Catholic School	(K-8)
Holdrege	Legacy Christian School	(K-6)	Lincoln	St Peter Catholic School	(K-8)

<u>City</u>	<u>School</u>	<u>Grades</u>	<u>City</u>	<u>School</u>	<u>Grades</u>
Lincoln	St Teresa Elementary School	(K-8)	Ord	St Mary's Elementary School	(K-6)
Lincoln	Trinity Kindergarten Program	(K)	Pierce	Zion Lutheran School	(K-8)
Lincoln	Trinity Lutheran Elementary School	(K-5)	Plainview	Zion Lutheran School	(K-6)
Madison	Trinity Lutheran School	(K-8)	Plattsmouth	St John the Baptist Elementary	(K-8)
McCook	St Patrick School	(K-8)	Plymouth	St Paul's Lutheran School	(K-8)
Norfolk	Christ Lutheran School	(K-8)	Polk	Immanuel Lutheran Elementary	(K-8)
Norfolk	St Paul's Lutheran School	(K-8)	Roca	Prairie Hill Learning Center	(K-8)
North Platte	Our Redeemer Lutheran Elementary	(K-8)	Scottsbluff	Community Christian School	(K-5)
Ogallala	St Luke Elementary School	(K-5)	Scottsbluff	St Agnes Elementary School	(K-5)
Ogallala	St Paul's Lutheran Elementary School	(K-5)	Scottsbluff	Valley View SDA School	(K-8)
Omaha	Dual Language Academy	(K-6)	Seward	St John Lutheran School	(K-8)
Omaha	Friedel Jewish Academy	(K-8)	Seward	St Vincent de Paul Catholic School	(K-8)
Omaha	Gethsemane Lutheran Elementary	(K-8)	Staplehurst	Our Redeemer Lutheran School	(K-8)
Omaha	Good Shepherd Elementary School	(K-8)	Sutton	Sutton Christian School	(K-8)
Omaha	Legacy School	(K-8)	Tecumseh	St Andrew Elementary School	(K-6)
Omaha	Lifegate Christian School	(K-8)	Utica	St Paul Lutheran School	(K-8)
Omaha	Montessori Children's Room	(K-6)	Wahoo	St Wenceslaus Elementary School	(K-6)
Omaha	Montessori Parents' Co-op	(K-6)	Waverly	Villa Marie School	(K-8)
Omaha	Noor Academy	(K-8)	West Point	St Paul Lutheran Elementary School	(K-8)
Omaha	Omaha Memorial School of SDA	(K-8)	Weston	St John Nepomucene Elementary	(K-6)
Omaha	Phoenix Academy Day School	(K-8)	York	Emmanuel-Faith Lutheran School	(K-8)
Omaha	St Mark Lutheran School	(K-5)	York	St Joseph Catholic School	(K-8)

(Total Approved Nonpublic School Systems 92)



PROPOSED AGENDA ITEM RATIONALE

DATE: March 12, 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

*New Information

PE.022025.011 – This was presented as discussion item in March

- A list of current Rule 18 Interim Program Schools has been included

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*

Interim-Program Schools

Operating Under Rule 18: *Regulations and Procedures for the Approval of Interim-Program Schools in County Detention Homes, Institutions, and Juvenile Emergency Shelters*

School Year 2025-2026

Boys Town Interim Program Schools:

Boys Town Intervention & Assessment Home – Omaha
Boys Town Residential Treatment Center – Omaha
Boys Town Child and Adolescent Psychiatric Inpatient Center – Omaha

Lincoln:

Child Guidance School
Morton School
Nebraska Youth Academy
Pathfinder Education Program

Madison:

Northeast Nebraska Juvenile Services, Inc.

Omaha:

CHI Immanuel PRTF
Douglas County Youth Center
NOVA Alternative School
Omaha Home for Boys School
Radius Omaha
Uta Halee Academy

Papillion:

Patrick J. Thomas Juvenile Justice Center



PROPOSED AGENDA ITEM RATIONALE

DATE: March 18, 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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Lincoln, NE 68509-4987



education.ne.gov



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,



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



PROPOSED AGENDA ITEM RATIONALE

DATE: March 17, 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: Approve the 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 draft policy was presented to the Planning and Evaluation Committee as an information item in the February board meeting and discussed as a discussion item in March. Following the committee's recommendations, revisions were made to refine the policy.

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): April 2025

ESTIMATED COST: N/A

FOR CONTRACTS AND GRANTS: N/A

FOR GRANT SUBAWARDS: N/A

**Updated 08.15.2023*

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 tiered system of support 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 Sound Infrastructure and Shared Leadership, Layered Continuum of Support, Data-Based Decision-Making and Communication and Collaboration. This policy does not replace the Student Discipline Act when behaviors warrant action under that Act.

III. STANDARDS

Table with 4 columns: Standard, District Level, School Level, Classroom Level. Rows include Sound Infrastructure & Shared leadership, Layered Continuum of Support, and Data-Based Decision-Making.

	student behavioral incidents, attendance, and other indicators of behavior. Analyze district trends to guide support for schools.	climate and adjust universal supports.	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 intervention 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 that align with school and district policies.
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 break.
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	Collaborate with specialists to integrate individualized supports into classroom routines that align with school and district policies.

		Intervention Plans (BIPs).	
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.

IV. 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 behavioral 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.

V. 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.

VI. 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 of 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.

VII. 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.

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



PROPOSED AGENDA ITEM RATIONALE

DATE: March 19, 2025

TO: Dr. Brian L. Maher
Commissioner of Education

FROM: Melody Hobson

PROPOSED AGENDA ITEM: Approve Rule 11 teacher waiver request from Lincoln Public Schools

AGENDA ITEM TYPE: Discussion

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.
- Through a partnership for a Sixpence grant (Early Childhood Education Endowment Program) Lincoln Public Schools partners with Educare of Lincoln. This partnership requires Educare to have certificated teachers in each grant funded classroom.
- Educare of Lincoln had been unable to replace certificated teachers in their Sixpence classrooms after several previous teachers left the organization.
- The NDE Office of Early Childhood Education is working with both Lincoln Public Schools and Educare of Lincoln to ensure that the information regarding the waiver request is complete, and the staff are moving forward in their education.

PROPOSED BOARD MEETING: Information – December 2024, January 2025, Discussion- April 2025,
Action – June 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: N/A

- 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: March 19, 2025

TO: Dr. Brian L. Maher
Commissioner of Education

FROM: Melody Hobson

PROPOSED AGENDA ITEM: Rule 11 teacher waiver request from Fullerton Public Schools (P.E.032025.001)

AGENDA ITEM TYPE: Discussion

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.
- Fullerton public schools is in the process of working with Central Nebraska Community Action Partnership Head Start to form a collaborative preschool.
- The teacher who works for Head Start has an associate's degree in Family and Consumer Science with an emphasis in Early Childhood Education from Central Community College.
- The teacher is pursuing her degree from the University of Nebraska at Kearney

PROPOSED BOARD MEETING: Information – March 2025, Discussion – April 2025, Action - June 2025

ESTIMATED COST: NA

FOR CONTRACTS AND GRANTS: NA

- Indicate the Funding Source: NA
- 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: March 12, 2025

TO: Dr. Brian L. Maher
Commissioner of Education

FROM: Dr. Decua Jean-Baptiste, Director of Accreditation

PROPOSED AGENDA ITEM: Accreditation of public and non-public Rule 10 school systems for 2025-2026 (PE.032025.003)

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

RATIONALE/BACKGROUND INFORMATION:

Rule 10 - 001.03 Accreditation Requirement. All public-school districts in Nebraska that provide elementary and/or secondary instruction to children of compulsory attendance age are required to be accredited under the provisions of this Chapter. Accredited school systems are also considered to be approved for legal operation for purposes of state law. Approved private or parochial schools are eligible to apply for and maintain accreditation under the provisions of this Chapter.

- The accreditation section monitors compliance with Rule 10 regulations and requirements 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 10 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 10 school staff to affirm regulatory compliance and to provide recommendations as needed to strengthen school operations.
- The State Accreditation Committee during its annual spring meeting will make recommendations relative to the accreditation of Nebraska accredited public and accredited non-public school systems to the Commissioner.

The State Board of Education approves public and nonpublic accredited schools for continued operation in June for the following school year.

*New Information

PE.032025.003 This information was shared as an information item in February.

The State Accreditation Committee is scheduled to meet on April 17th to review current public and non-public accredited schools and make recommendations to the Commissioner relative to accreditation. Recommendations for the accrediting of school systems consolidating, deconsolidating, or transitioning from Rule 14 to 10 will also be made by the State Accreditation Committee.

Explanation

79-703 (3) The accreditation committee shall be responsible for: (a) Recommending appropriate standards and policies with respect to the accreditation and classification of schools; and (b) making recommendations annually to the commissioner relative to the accreditation and classification of individual schools. No school shall be considered for accreditation status which has not first fulfilled all requirements for an approved school.”

PROPOSED BOARD MEETING (MONTH/YEAR): April 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*



PROPOSED AGENDA ITEM RATIONALE

DATE: March 12, 2025

TO: Dr. Brian L. Maher
Commissioner of Education

FROM: Dr. Decua Jean-Baptiste, Director of Accreditation

PROPOSED AGENDA ITEM: Accreditation of Nebraska Educational Service Units for 2025-2026
(PE.032025.004)

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

RATIONALE/BACKGROUND INFORMATION:

On an annual basis the State Board of Education accredits Educational Service Units (ESU) in accordance with Rule 84 (92 NAC 84). Accreditation is granted based on the ESU's performance during the immediate preceding period of accreditation.

- The accreditation section annually monitors compliance with Rule 84 regulations by reviewing Annual Accreditation Compliance Reports, a review of staff qualifications, and other relevant documents. Nebraska Department of Education staff responds to any areas of non-compliance by providing guidance and/or issuing a request for a corrective plan of action to meet the regulation(s) the following school year.
- ESUs are required to develop and implement a continuous improvement process which includes an on-site visitation by an external team to review the process at least once every five years. Accreditation staff collaborate closely with ESU staff to affirm regulatory compliance and to provide recommendations as needed to strengthen operations.

The State Board of Education approves accreditation of Educational Service Units for continued operation in June for the following school year.

*New Information

PE.032025.004 – This information was presented as an information item in March

PROPOSED BOARD MEETING (MONTH/YEAR): April 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*



PROPOSED AGENDA ITEM RATIONALE

DATE: March 20, 2025

TO: Dr. Brian L. Maher
Commissioner of Education

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

PROPOSED AGENDA ITEM: Review the Priority School Designation Process.

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

RATIONALE/BACKGROUND INFORMATION: N.R.S. §79.760.06 requires the NDE to use multiple measures to create an accountability system that annually classifies schools into performance levels. Additionally, the State Board of Education is charged with “designating priority schools based on such classifications.” Schools designated as Priority Schools must be in the lowest performance level at the time of initial designation and remain in priority status until the designation is removed by the State Board. With the passage of LB 1081 in 2018, the State Board is able to designate “no less than three Priority Schools.”

The Priority School designation process begins with a deeper review of accountability data for schools in the Needs Support for Improvement performance level. There are multiple steps, involving additional data sources such as Rule 10 violations, certifications of educators, along with onsite visits, which inform a recommendation to the Commissioner and brought forth to the State Board for action.

PROPOSED BOARD MEETING (MONTH/YEAR): April 2025

ESTIMATED COST: NA

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 08.15.23*



Priority School Designation Process Overview

April 2025

Statutory Authority

N.R.S. §79.760.06-.07 requires the Nebraska Department of Education (NDE) to create an accountability system that incorporates multiple measures and annually classifies schools into performance levels. Additionally, the State Board of Education is charged with “designating priority schools based on such classifications.” Schools designated as Priority Schools must be in the lowest performance level at the time of initial designation and remain in priority status until the designation is removed by the State Board. “No less than three Priority Schools” may have this designation.

Priority Schools are among the lowest performing schools and demonstrate the greatest need to increase capacity to implement, monitor, and sustain school improvement efforts. The NDE does not rank schools and relies on analyzing multiple sources of data to determine possible candidates for this intervention.

Each Priority School is supported by an Intervention Team and each school is required to submit a Progress Plan for approval by the State Board of Education. The purpose of the Progress Plan is to identify goals and areas for improvement; measurable indicators of progress; strategies and actions to achieve improvement; associated timelines and resources; and evidence to monitor progress. The Progress Plan serves as the primary improvement plan for the Priority School and is also part of the continuous improvement plan for the district in which the Priority School is located.

If a school has been designated as a Priority School for three consecutive years, the State Board shall reevaluate the progress plan to determine if:

- A significant revision of the progress plan is necessary,
- An entirely new progress plan shall be developed, or
- An alternative administrative structure is warranted.

Priority School Designation Process

The Priority School Designation Process begins with understanding the performance of each school across the various accountability indicators in the Needs Support to Improve classification level. The process continues with representatives from various NDE offices reviewing multiple data sources beyond the AQuESTT accountability results. This helps to illustrate a better depiction of performance and possible need. These data sources are connected to leadership, teacher development, school culture, and teaching and learning. Data sources may include but are not limited to Rule 10 violations, instructional materials used, teacher and principal certification, state and federal plans and grant awards, etc. Through this process, the NDE narrows the possible schools, conducts on-site reviews, and makes a recommendation to the Commissioner, which is brought to the State Board for action.



PROPOSED AGENDA ITEM RATIONALE

DATE: March 20, 2025

TO: Dr. Brian L. Maher
Commissioner of Education

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

PROPOSED AGENDA ITEM: Remove Isanti Elementary School for Priority School status.

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

RATIONALE/BACKGROUND INFORMATION: Isanti Elementary School has been identified as a Priority School since June 2019. Per Nebraska Statute 79-760.06, the State board is required to designate no fewer than three Priority Schools. This statute also grants the State Board the authority to remove schools from Priority School Status.

The NDE is recommending the removal of Isanti Elementary School from Priority School status based on progress made over the past three years as outlined in their Priority School Progress Plan.

The accompanying documents outline the student achievement indicators for the past three years, as well as an evaluation of their 2023-2024 Priority School plan.

PROPOSED BOARD MEETING (MONTH/YEAR): April 2025

ESTIMATED COST: NA

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 08.15.23*

Recommendation to Remove Isanti Elementary School from Priority School Status

April 3, 2025

Isanti Elementary School has been identified as a Priority School since June 2019. N.R.S. §79-760.06 grants the State Board the authority to remove schools from Priority School Status who have made progress as outlined on their Priority School Progress Plan. The Nebraska Department of Education Office of Coordinated School and District Support is recommending the removal of Isanti Elementary School from Priority School status.

- **Isanti Elementary School Priority School Progress Plan Reporting Summary** (pgs. 2-11)
 - This section contains an evaluation of the Priority School Progress Plan and measurable indicators needed to demonstrate growth.
 - The school met or exceeded each of its goals and shared quantitative and qualitative data to support outcomes.
 - Initial findings were based on data available as of June 6, 2024.

- **Isanti Elementary School Accountability Indicator Snapshot** (pg. 12)
 - This section contains a 3-year comparison across all applicable state accountability indicators, 2021-2022, 2022-2023, and 2023-2024.
 - Some cells contain an asterisk. Data must be suppressed to prevent the identification of individual students when there are fewer than 10 in a performance level.
 - There are differences in n-size between the school reporting summary and final accountability results due to number of days in membership, eligible students for an assessment, student mobility, etc.

Isanti Elementary School Priority School Progress Plan - Reporting Summary

As of June 6, 2024

The reporting summary illustrates qualitative and quantitative data updates. The measures column is color coded to indicate tasks or goals that are completed (green), remain an area of focus (yellow), or represent a severe risk/concern (red).

Category	Measure	22-23 Result	23-24 Target	BOY Baseline (Sept 30)	MOY Baseline (Jan 30)	EOY (May 30)
Academics (* = Board required target to be raised from 15%)	K-2: Percent of students scoring above 40th percentile on MAP (ELA)	13% 6/45 students K-2 (ended 40%+)	20%* 11/54 Students K-2	6% 3/54 students	9% 5/54 students	58% 34/59 students
	K-2: Percent of students scoring above 40th percentile on MAP (Math)	16% 7/45 students K-2 (ended 40% +)	20%* 11/54 Students K-2	6% 3/54 students	28% 15/54 students	63% 37/59 students
	K-5: Percent of students meeting Benchmark on DIBELS by End of Year (ELA)	32% 30/95 students K-5	35% 32/93 students K-5	15% 14/93 students	27% 26/95 students	42% 41/98 students
	3-5: Percent of students meeting "On Track" or "Advanced" on NSCAS (ELA) by End of Year	14.8% 7/47 students 3-5	15% 6/39 students 3-5	3% 1/39 students	15% 6/39 students	33% 13/39 students
	3-5: Percent of students meeting "On Track" or "Advanced" on NSCAS (Math) by End of Year	8% 4/47 students 3-5	15% 6/39 students 3-5	3% 1/39 students	7% 3/39 students	18% 7/39 students are above 80th percentile; 18 are above 60th.

						<i>Cut scores will be released in Aug by NDE.</i>
Attendance	K-5: Reduce chronic absenteeism by 10% from prior year (47% → 38% students not meeting attendance expectations).	47% 49/104 students K-5	< 38 (Less than 35/93 K-5 students)	19% 18/93 students K-5	26% 27/102 students (as of 1/11/24)	22% 23/104 students
Staff Development	In the 2023 -2024 school year, Isanti Elementary School will provide monthly staff development aligned to implementation of High Quality Instructional Materials, Instructional Coherence, Strong Instruction, Grade Appropriate Assignments, High Expectations, and/or Student Engagement, including structures to indigenize practices and content for students	N/A	Qualitative Report	On Track	On Track	Complete
	In the 2023 -2024 school year, Isanti Elementary School will adopt and implement High Quality Instructional Materials in ELA and Math as well as aligned interventions.	N/A	Qualitative Report + TNTP Monthly Observation	On Track	On Track	Complete
School Culture & Climate	In the 2023 -2024 school year, Isanti Elementary School will administer a survey to staff at least three times a year, and bi-annual surveys to students and families to understand their experiences related to the vision of the school.	N/A	Staff Survey Report Family Survey Report Student Survey Report	On Track	On Track	Complete
	In the 2023 -2024 school year, Isanti		Qualitative			

	Elementary School will host monthly family nights to build relationships with caregivers and stakeholders.	N/A	Report	On Track	On Track	Complete
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Strategies and Structures

<i>Academic School Improvement & Staff Development Strategies</i>				
Strategy	Data Source	BOY Status	MOY Update	EOY Update
<p>Implement CKLA & Open Up Resources for Tier I Instruction with coaching and feedback structures for continuous improvement. These may include curriculum-based professional learning structures for teachers such as unit and lesson internalization, data analysis, and practice.</p>	<p>TNTP Monthly Observations</p>	<p><i>After beginning of year observations from TNTP staff:</i></p> <ul style="list-style-type: none"> <i>All teachers were using the appropriate HQIM for the content observed</i> <i>We saw an average rating on the Core Rubric of 2.2 in the elementary school, with the highest score being Essential Content and the lowest being student ownership</i> <p><i>100% of core content teachers are engaging in coaching cycles with an Isanti or TNTP coach</i></p> <p><i>Sept PD is planned to continue to develop teachers on Strong Tier 1 instruction practices</i></p>	<p><i>We saw an increase from 2.2 in August to a 2.56 rating on the Core Rubric in November.</i></p> <p><i>100% of core content area teachers are continuing to engage in a coaching cycle with a TNTP coach that has included video observations, feedback, and lesson planning.</i></p> <p><i>Professional Development in Semester 1 included:</i></p> <ul style="list-style-type: none"> <i>OUR Curriculum Training</i> <i>Science of Reading Literacy Best Practices</i> <i>Building a Classroom Culture as a Warm</i> 	<p><i>All teachers are currently using CKLA and aligned interventions for their literacy instruction.</i></p> <p><i>The elementary school made the decision mid year to switch from Open Up Resources to Zearn curriculum for math to provide stronger alignment between the Zearn intervention program and the student's Tier I instruction. All teachers ended the year using the Zearn curriculum.</i></p> <p><i>Based on the initial round of assessment data, we are seeing an increase in student mastery of grade level concepts across K-5th, and 7th grade, with higher gains being made in K-2nd grade according to daily exit tickets and curriculum unit assessments.</i></p> <p><i>We ended the year with Core Rubric Ratings: Elementary: 2.82/4 average, the highest they</i></p>

			<p><i>Demandar</i></p> <ul style="list-style-type: none"> • <i>4 Step Model-Clear What to Do Directions, Positive Narration, Redirection, Relationships</i> 	<p><i>had all year.</i></p> <p><i>100% of K-5 teachers are continuing to engage in coaching cycles with a TNTP or Isanti coach. These have been focused on strong instructional backwards planning.</i></p> <p><i>Professional Development has been focused on creating exemplar exit tickets/formative assessments and using data to drive instruction.</i></p>
<p>Adopt Zearn, Boost and Burst as aligned interventions for instructional coherence, using a daily scheduled intervention time for all students.</p>	<p>Zearn Data Burst Data</p>	<p><i>ELA and Math intervention blocks have been started for all K-5 classes, with Zearn being utilized for Math intervention and Amplify Burst being utilized for ELA intervention.</i></p> <p><i>For the ELA intervention, DIBELS data is used to group students and provide small group instruction specific to their skill gaps.</i></p>	<p><i>100% of K-6 classrooms are using Zearn and completing an average of 1.8 lessons per week, which is an improvement from 1.22 lesson completions 2 months ago.</i></p> <p><i>Burst ELA interventions are being implemented K-6, with students receiving daily 15-30 minute intervention lessons from a teacher. 12 more students are making significantly more gains than they were 2 months ago.</i></p> <p><i>Students K-5 are utilizing Boost for extra reading</i></p>	<p><i>Zearn - students have greatly increased the amount of lessons completed each week as evidenced by full week day completion rates. This offers students more exposure to on grade-level math assignments that complement the work they are doing in core instruction.</i></p> <p><i>Full Week Completion 1st Semester: 1.64/3 lessons</i></p> <p><i>Full Week Completion 2nd Semester: 2.34/3 lessons</i></p> <p><i>Boost - all K-6 teachers are using boost weekly, this program differentiates reading strategies and instruction support for individual students. Teachers and students find the program to be helpful.</i></p> <p><i>Burst - according to progress monitoring</i></p>

			<p><i>comprehension enrichment practice during the ELA intervention block.</i></p>	<p><i>charts we can see significant growth in K-6 students, especially our students in the SPED program. Based on this data we are optimistic to being on track to hitting our EOY goals in both Dibels and MAP ELA for K-2.</i></p>
<p>Create a data cycle for student outcomes using curriculum-based assessments as well as MAP, NSCAS, and DIBELS.</p>	<p>Quarterly Data Reports Curriculum Data Structures</p> <p>K-12 Unit Data Tracker</p>	<p><i>All students have been assessed on MAP, NSCAS, and DIBELS for their beginning of year data</i></p> <p><i>Teachers have also started using a summative assessment tracker to be used every time they give a math or ELA summative assessment from the curriculum</i></p>	<p><i>After each unit in ELA and math teachers input their data into a tracker and reflect on student outcomes. They then devise a plan to spiral instruction or reteach based on results from assessments.</i></p> <p><i>During TNTP's weekly coaching meetings with the campus K-5 coach we discuss Dibels data, unit assessment data, and where students are in relation to our MOY and EOY goals.</i></p>	<p><i>Update:</i> <i>After each testing cycle of MAP, NSCAS, and DIBELS teachers met with each individual student and created goals for students to work toward. These were held 1:1.</i></p> <p><i>All staff also met with ES Principal and Instructional Coach to discuss progress and areas to focus on. They also discussed differences in skills addressed in state tests that are not always covered in the curriculum at that time of year and how to address those gaps. Each teacher created a plan to address these.</i></p>

<i>School Culture & Climate Strategies, Including Attendance</i>				
Strategy	Data Source	BOY Status	MOY Update	EOY Update
<p>Develop attendance monitoring and intervention team that includes key stakeholders and identifies mechanisms for engagement, support, and building community investment in student attendance.</p> <p>Team: Superintendent, Principals, Truancy Officer, Dean of Students, Operations Coordinator</p>	<p>Monthly chronic absenteeism prediction</p>	<p><i>Weekly attendance meetings have been started with the Attendance team</i></p> <p><i>As of 9/13, the elementary school has 82% of students meeting attendance expectations</i></p>	<p><i>We have been continuing the Weekly Attendance meeting with the full attendance team, focusing on reviewing the attendance data each week (specifically the chronic absenteeism numbers), reflecting on root causes, and setting next steps for each school. We have been continuing the Weekly Attendance meeting with the full attendance team, focusing on reviewing the attendance data each week (specifically the chronic absenteeism numbers), reflecting on root causes, and setting next steps for each school. As part of that time, we have also been reviewing the policies that were already approved and in the student handbook to determine how to best uphold those policies, including change managing anything that hadn't been</i></p>	<p><i>TNTP and the Attendance team have continued weekly attendance meetings to review the attendance data and action plan and continue to discuss and update school policies related to attendance.</i></p> <p><i>By having a consistent pulse on the chronic absenteeism data, the leadership team was able to intervene early and often when we saw significant changes in attendance rates for specific schools or students. Across the year those interventions have included remote learning days for students when weather has warranted closing school, repurposing staff PD days as attendance makeup days, proactively communicating with families about student absences, and providing more medical supports (COVID tests, etc.) when we saw illness be a driver of chronic absenteeism.</i></p> <p><i>Ending this school year, the elementary school reduced their chronic absenteeism rate to 26%, which meets their target this year and is a 22% reduction from last year</i></p>

			<p><i>happening consistently.</i></p> <p><i>As of 12/6, the elementary school had a chronic absenteeism rate of 34%, which is currently below their target of 38% this year and an overall 14% decrease in chronic absenteeism from last year.</i></p> <p><i>There has consistently been rewards and incentives for students with strong attendance, and teachers have taken a leading role in reviewing the data and choosing a student to work with each month to help improve attendance.</i></p> <p><i>During times when there has been unforeseen circumstances (there was a water main break at the school that flooded multiple classrooms), the K-5 staff rallied together to create remote learning packets and distributed them to students so that they would still be getting learning and we</i></p>	
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			<p>were able to use an existing policy to count those days as remote learning as long as the student returned the packet.</p>	
<p>Create a leadership reflection structure that analyzes staff feedback on leadership, systems, their development in order to improve school climate.</p>	<p>Survey</p>	<p><i>The staff survey questions have been drafted</i></p> <p><i>The first survey will be given to staff to take on the October all staff PD day</i></p>	<p><i>The first of 3 scheduled surveys were given to staff in October to get their perception on how the school year is going and their satisfaction with the priorities of the school.</i></p> <p><i>Staff were asked questions based in research of best education practices and environments regarding:</i></p> <ul style="list-style-type: none"> ● Leadership ● Instruction & Curriculum: Professional Development ● Coaching Supports ● Staff Satisfaction & Intent to Return ● Investment in Indigenizing Practices ● Holding High Expectations for Students 	<p><i>Across this year, the leadership team gave 3 staff surveys around the same year-long priorities to get staff feedback consistently. The leadership team reviewed the data after each survey administration to determine what is working, what needs to change, and what leader actions need to happen to respond to staff feedback.</i></p> <p><i>Based on staff feedback around wanting to be more involved in decision making at the school, the principals started holding teacher focus groups centered around key decisions (curriculum implementation, grading policy, etc.). This ensured that teachers had a space to get information before any decisions were made and give their input and feedback. Principals were then able to use teacher input and perspective when making their decisions.</i></p> <p><i>Another big success from being intentional about getting and responding to staff feedback was the overall high retention rate of staff. In the elementary school, there is only 1 teacher not returning.</i></p>

			<ul style="list-style-type: none"> 1x: Clarity in roles (paraprofessionals) <p>The principals were shared on the high level response rates of the survey as well as overall trends in the comments. We held a reflection on the survey results to identify areas of strength, areas of growth and root causes, and next step leader actions to address the feedback.</p> <p>Here is a link to the survey report that was given to the local school board</p>	<p>The leadership team also reflected on how they could better support their teachers, specifically with building stronger culture in their classrooms. This led to discussion around school wide student culture policies and will be a focus for summer work.</p>
Work with educators to Indigenize practices and content such that student identity is reflected in their experience.	Weekly Meetings with Consultants Monthly Development Opportunities	<i>Under development - school pursuing coaching structures for Indigenizing practices in K-8 to supplement HS.</i>	<i>Indigenizing practices work currently focused on High School.</i>	<i>Indigenizing practices work currently focused on High School.</i>
Develop leadership team systems to engage with the community, reflect on feedback, and improve community perceptions of the school's climate and	Monthly events & Bi-annual Survey	<p><i>The leadership team has planned all community events for the semester</i></p> <p><i>The first community event will be held on September 20th</i></p>	<p><i>The leadership team has been holding monthly community events at the school (see below for a list of the Semester 1 events). In December, the school</i></p>	<p><i>The leadership team has been holding monthly community events at the school (see below for a list of the Semester 2 events). The school leadership team has prioritized proactive communication for all family events to ensure that the community is aware and invested in the</i></p>

<p>effectiveness. Team: Superintendent, Principals, Dean of Students, Instructional Coach, Director of Language and Culture, Operations Coordinator</p>			<p><i>leadership team presented on the current "State of the School" on December 7th. This was open to all community members and overall we saw a really strong turn out.</i></p> <p><i>In addition to the monthly events, we also put out a survey to the families and caregivers of Isanti's students to get their input on how they are feeling about the school as well as any feedback they have. We had 54 responses and will be sharing the data with the Isanti leadership team in January to do a similar review process to the staff survey.</i></p> <p><i>The leadership team is working on creating a Semester 2 calendar of monthly community events as well.</i></p>	<p><i>events that the school is holding and feel welcome to attend. This is the most consistent that the school has held community and family events, focusing on building trust and investment between the school and families.</i></p> <p><i>In addition to the monthly events, the 2nd family survey was given to the families and caregivers of Isanti's students to get their input on how they are feeling about the school as well as any feedback they have.</i></p>
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Isanti Elementary School Accountability Indicator Snapshot

As of 11/18/24

Indicators	2021-2022	2022-2023	2023-2024
NSCAS ELA Proficiency (Grades 3-5)	*	14.9%	47.4% (18/38)
NSCAS Math Proficiency (Grades 3-5)	*	*	63.2% (24/38)
Status	*	11.7%	55.3%
Participation Score	97.6%	100.0%	100.0%
Progress towards ELP	N/A	N/A	N/A
Chronic Absenteeism Rate (Grades K-5)	51.5% (57/115)	47.1% (49/104)	21.4% (22/103)
Chronic Absenteeism Reduction Rate**	-	-0.03%	23.2%
Student Growth	68.6%	65.6%	92.6%
Non-Proficiency Reduction***	-0.3	-4.6	-26.2
NSCAS Science Proficiency (Grade 5)	*	*	66.7% (10/15)
AQuESTT Classification	Needs Support to Improve	Needs Support to Improve	Excellent

* Data is suppressed to prevent the identification of individuals when there are fewer than 10 in a performance level. Percentages may be displayed if more than 5 students are at a performance level.

** SY21-22 is the baseline used for chronic absenteeism reduction rate.

*** Tracks three years of data, where lower shows improvement.



STATE BOARD OF EDUCATION RULES AND REGULATIONS COMMITTEE REPORT

Date: April 3, 2025

The Rules and Regulations Committee reports on the April 3, 2025, meeting of the committee. Members present were chair Maggie Douglas, vice chair Liz Renner, Elizabeth Tegtmeier, and Kirk Penner.

Committee members reviewed the Report on Rules and Committee Report. Committee members asked for staff to contact the Governor's Office to expedite the approval of Rule 21 (Certification) and Rule 24 (Endorsements). Committee members also asked if staff could note on the Rules Report which rules are being considered for revision versus repeal.

NDE staff provided information on proposed revisions of Rule 15, Regulations and Procedures for English Learner programs in Nebraska Schools, in response to the recently approved Nebraska ESSA plan. The Committee recommended proceeding with the revisions and moving forward with a hearing draft.

NDE staff provided an update to the Committee on proposed revisions of Rule 20, Regulations for the Approval of Educator Preparation Programs. The committee will continue to discuss this topic.

NDE staff provided information on proposed revisions of Rule 86, Regulations and Procedures for Public School Breakfast Program Reimbursement, to match current NDE processes and remove reference to outdated forms. The committee recommended proceeding with the revisions and moving forward with a hearing draft.

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: April 3, 2025
Subject: Report on Rules

Awaiting Approval by the 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:	April 3, 2025
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:	April 3, 2025
Approved by the Governor:	_____

Upcoming Public Hearing on Rule Revisions and Repeals

Hearing will be held on Tuesday, April 29, 2025 at 9:00 a.m. (CT)
<https://educationne.zoom.us/j/96028994501?from=addon>

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

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 15, *Regulations and Procedures for English Learner Programs in Nebraska Public Schools*

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

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

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 27, *Regulations and Standards for Professional Practices Criteria*

Title 92, Nebraska Administrative Code, Chapter 28, *Professional Practices Investigations, Hearings, and Determinations by the State Board*

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 55, *Rules of Practice and Procedure for Due Process Hearings in Special Education Contested Cases*

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	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	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 Food 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
2/24/2025	45194	AM#1	UNO					Scope/consideration.	Brad Dirksen
2/25/2025	45233		Partners for Insightful Evaluation	\$49,650	2/5/2025	2/4/2026	Federal	Summarize findings, create report, analyze after-school pre and post surveys.	Zainab Rida
2/25/2025	45243		Black Chick Farm	\$15,000	3/7/2025	3/6/2026	Federal	Assist in development and evaluation of Farm to School and Early Care Education and Harvest of the Month resources.	Zainab Rida
2/25/2025	45242		NCBVI	\$24,999.99	3/1/2025	2/28/2026	Federal	Provide installation of equipment and individualized consumer training.	Lindy Foley
2/27/2025	45192		A1 Media	\$49,999	1/17/2025	1/16/2027	Federal	Provide simple and efficient video caption for virtual NDE conferences.	Kristin Yates
2/28/2025	45050	AM#1	Center for Rural Affairs					Increase amount.	Zainab Rida
2/28/2025	45188	AM#1	UNK					Scope/consideration.	Brad Dirksen
2/28/2025	45244		Tasha Jedlicka	\$13,000	3/1/2025	2/28/2026	Federal/General	Conduct rating reviews for Step Up to Quality.	Melody Hobson
3/3/2025	45027	AM#1	Saffron Buettner					Consideration.	Melody Hobson
3/3/2025	45245		Susan Borchert	\$4,500	3/1/2025	2/28/2026	General	Provide training.	Melody Hobson
3/3/2025	45247		Janice Lee	\$4,500	3/1/2025	2/28/2026	General	Provide training.	Melody Hobson
3/3/2025	45248		Suzanne Schneider	\$5,000	4/1/2025	3/31/2026	Federal/General	Provide coaching and training services.	Melody Hobson
3/3/2025	45250		UNL	\$30,683	3/17/2025	3/16/2026	Federal	Assist schools in increasing awareness of the MyPlate symbol, resources and the nutritional quality of schoolmeals among key audiences.	Zainab Rida
3/5/2025	45228		UNL	\$49,634.50	1/27/2025	5/30/2026	General	Establish a Networked Improvement Community with pilot rural high schools with high rates of chronic absenteeism.	Shirley Vargas

NDE CONTRACTS

DATE REC'D	CONTRACT #	AMENDMENT #	CONTRACT NAME	MAXIMUM		START DATE	ENDING DATE	FUNDING SOURCE	SCOPE OF SERVICES	CONTACT PERSON
				CONTRACT AMOUNT						
3/5/2025	45252		Amara Munoz	\$15,000		3/15/2025	3/14/2026	General	Provide spanish translation of trainings and other documents.	Melody Hobson
3/5/2025	45254		Primrose School of Lincoln	\$3,000		4/1/2025	3/31/2026	General	Provide classrooms for program quality assessment observations.	Melody Hobson
3/6/2025	46000		Eagle Delivery Service	\$17,446.08		7/1/2025	6/30/2026	Federal	Mail services.	Krysti Michl
3/6/2025	45253		Missouri Rehab Association	\$2,700		5/1/2025	7/31/2025	Federal	Mail services.	Krysti Michl
3/7/2025	45246		Jeanne Fielder	\$4,500		3/1/2025	2/28/2026	General	Provide training.	Melody Hobson
3/7/2025	45149	AM#2	LINQ						Increase amount/scope.	Zainab Rida
3/10/2025	45251		Jennifer Snyder	\$4,500		3/1/2025	2/28/2026	General	Provide training.	Melody Hobson
3/12/2025	45255		Monarch Psychological Svcs	\$33,000		3/25/2025	6/30/2025	Federal	Medical consultative services.	Krysti Michl
3/18/2025	45258		Smarter Learning Group	\$48,000		3/17/2025	9/15/2025	Federal/General	Support the development of Nebraska attendance action plan. Develop computer science and technology education teacher professional learning.	Zainab Rida
3/19/2025	45275		CodeHS Inc	\$1,275,000		3/14/2025	6/30/2026	General		Katie Graham
3/19/2025	45256		Margaret Donovan	\$33,000		3/25/2025	6/30/2025	Federal	Medical consultative services.	Krysti Michl
3/19/2025	45264		ESU 1	\$37,525.37		4/1/2025	7/31/2025	Federal	Provide summer transition program for youth ages 14-21.	Lindy Foley
3/19/2025	45259		World Speaks	\$33,660		3/15/2025	3/14/2026	Federal/General	Provide oral interpretation and written translation for NDE Early Childhood training and training materials.	Melody Hobson