

NEBRASKA STATE BOARD OF EDUCATION MEETING NOTIFICATION AND AGENDA

- Meeting Date:** Friday, March 6, 2026 9:00 AM
- Meeting Title:** State Board of Education Meeting Notification and Agenda
- Location:** NDE Office Building
Board Room
500 South 84th Street
Lincoln, NE 68510
- Agenda:** Except for emergency items added at the time of the meeting, the agenda will not be changed less than 24 hours prior to the start of the meeting and any changes will be immediately posted on the website. The Board will attempt to adhere to the sequence of the published agenda, but reserves the right to adjust the order of items if necessary and may elect to take action on any of the items listed.
- Interpreter:** If you need interpreter services or other reasonable accommodations, please contact the Nebraska Department of Education at (402) 471-5059 five (5) days prior to the meeting to coordinate arrangements.
- Website:** An electronic version of the agenda and support materials are available on the State Board of Education's Agenda page: www.education.ne.gov/stateboard/state-board-agendas/
- Lunch:** On Friday, March 6, 2026, 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 2026 as the Month of the Military Child and April 15, 2026, as "Purple Up! For Military Kids Day"
Derek Ippensen
SO 1.1: Improved Student Achievement, SO 1.2: Reduced Chronic Absenteeism

3. COMMISSIONER'S REPORT
Commissioner Maher
 - 3.1. Agenda Overview and Consent Agenda Process
Commissioner Maher
 - 3.1.A. Commissioner's Recommendations and Items to be Removed from Consent Agenda
Commissioner Maher
 - 3.2. Update on the Teacher of the Year Program
David Jespersen
4. PRESIDENT'S REPORT
President Tegtmeier
5. PUBLIC COMMENT PERIOD
President Tegtmeier
 - 5.1. Public Comment
 - 5.2. Written Public Comment (None Submitted)
6. CONSENT AGENDA
President Tegtmeier
 - 6.1. Board Member Out-of-State Travel Approval
 - 6.2. Committee Appointments
 - 6.2.A. Appoint Recommended Individual to Fill a Vacancy on the Nebraska Assistive Technology Partnership (ATP) Advisory Council (EX.032026.006)
Tobias Orr and Lindy Foley
SO 4.2: Increased Responsiveness and Communication
 - 6.3. Contract Approvals
 - 6.3.A. Contract for General and Alternate Statewide Assessment Services (PE.012026.001)
Trudy Clark and Cassie Seiboldt
SO 1.1: Improved Student Achievement
 - 6.3.B. Amend the Contract to Add Summer Food Service Program Required Reporting Functionality to Support Sponsor Meal Counting and Claiming (BF.032026.010)
Zainab Rida and Kayte Partch
SO 4.1: Improved Agency-Wide Efficiency
 - 6.4. Grant Approvals

- 6.4.A. Nebraska Statewide Educational Programs and Support Services for Children who are Deaf or Hard of Hearing (BF.032025.006)
Amy Rhone
SO 1.1: Improved Student Achievement
- 6.4.B. Subaward to Carry Out the Federal IDEA Part B Grant Activities (BF.042025.014)
Amy Rhone
SO 1.1: Improved Student Achievement, SO 4.3: Improved Capacity Building
- 6.5. Lease Approvals
- 6.6. Minutes of the Previous State Board of Education Meeting
- 6.7. Miscellaneous Approvals
 - 6.7.A. Appointment of Deputy Commissioner (EX.032026.007)
SO 4.1: Improved Agency-Wide Efficiency
- 7. STANDING COMMITTEE REPORTS
President Tegtmeier
 - 7.1. Executive Committee
President Tegtmeier
 - 7.1.A. Action Item: Board Position on LB1050, Amend the Nebraska Reading Improvement Act to Limit Advancement to Grade Four (EX.032026.001)
Deborah Neary
 - 7.1.B. Action Item: Board Position on LB1224, Prohibit Children from Transferring to an Exempt School During Certain Child Abuse or Neglect Investigations and Prohibit Persons Convicted of Certain Crimes from Monitoring or Providing Instruction at Such Schools (EX.032026.002)
Deborah Neary
 - 7.1.C. Discussion Item: Revisions to the Nebraska Council on Teacher Education (NCTE) Organizational Policies (EX.022026.001)
SO 2.1: Increased Supply of Teachers
 - 7.2. Budget and Finance Committee
Kristin Christensen
 - 7.2.A. Monthly Board Travel Expense Reports
 - 7.2.B. Action Item: Contract for a Comprehensive English Language Proficiency Assessment (BF.022026.002)
SO 1.1: Improved Student Achievement, SO 3.1: Increased Postsecondary Access and Attainment, SO 3.2: Improved Skill Attainment for Clients and Learners
 - 7.3. Planning and Evaluation Committee
Lisa Schonhoff

- 7.3.A. Discussion Item: Approve Rule 11 Teacher Waiver Request from Ord Public Schools (PE.022026.001)
SO 2.1: Increased Supply of Teachers
- 7.3.B. Discussion Item: Approval of Hyannis Public Schools Waiver Request (PE.022026.003)
SO 1.1: Improved Student Achievement
- 7.3.C. Discussion Item: Approval of Plan(s) of Corrections for Rule 10, 14, and 18 School Systems and Interim Program Schools (PE.022026.004)
SO 1.1: Improved Student Achievement
- 7.3.D. Discussion Item: Approval of Nonpublic Schools for the 2026-2027 School Year (PE.022026.005)
SO 3.1: Increased Postsecondary Access and Attainment
- 7.3.E. Discussion Item: Approval of Interim-Program Schools for 2026-2027 School Year (PE.022026.006)
SO 3.1: Increased Postsecondary Access and Attainment
- 7.3.F. Discussion Item: Priority School Designation (PE.122025.002)
SO 1.1: Improved Student Achievement, SO 1.2: Reduced Chronic Absenteeism,
SO 3.1: Increased Postsecondary Access and Attainment
- 7.4. Rules and Regulations Committee
Maggie Douglas
 - 7.4.A. Report On Rules
 - 7.4.B. Action Item: Proposed Revision of Rule 24 (92 NAC 24) Regulations for Certification Endorsements (RR.062025.002)
SO 2.1: Increased Supply of Teachers
- 8. ADDITIONAL BUSINESS
President Tegtmeier
 - 8.1. Action Item: Accept Preschool Development Grant Funds and Subcontract to Fulfill Grant Requirements (BF.012026.002)
SO 3.2: Improved Skill Attainment for Clients and Learners, SO 4.3: Improved Capacity Building
 - 8.2. Action Item: Accept Mental Health Service Professional Demonstration Grant Funds and Subcontract to Fulfill Grant Requirements (BF.012026.003)
SO 1.2: Reduced Chronic Absenteeism, SO 3.1: Increased Postsecondary Access and Attainment, SO 3.2: Improved Skill Attainment for Clients and Learners
 - 8.3. Action Item: Accept School-Based Mental Health Services Grant Funds and Subcontract to Fulfill Grant Requirements (BF.012026.004)
SO 1.2: Reduced Chronic Absenteeism, SO 3.1: Increased Postsecondary Access and Attainment, SO 3.2: Improved Skill Attainment for Clients and Learners
- 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



PROPOSED AGENDA ITEM RATIONALE

DATE: February 17, 2026

TO: Dr. Brian L. Maher
Commissioner of Education

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

PROPOSED AGENDA ITEM: Proclaim April 2026 as the Month of the Military Child and April 15, 2026, as “Purple Up! For Military Kids Day”

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

RATIONALE/BACKGROUND INFORMATION:

Each year, Nebraska schools serve thousands of students whose parent(s) serve in the military. Since November 2021, the Nebraska Department of Education (NDE) has recognized public and non-public schools as Purple Star Schools to denote the special efforts the schools have undertaken to support the unique needs of military-connected 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 serve military-connected students. The resolution also proclaims April 15 as “Purple Up!” day and encourages all members of the community to show their support of military-connected youth and families on that day.

More information on Nebraska’s Purple Star Schools can be found at:

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

STRATEGIC PLAN ALIGNMENT:

- Strategic Priority 1: Accelerate Student Achievement
 - Strategic Outcome 1.1: Improved Student Achievement
 - Strategic Outcome 1.2: Reduced Chronic Absenteeism

Purple Star schools recognize and serve the unique needs of military-connected children and their families. The work these schools do positively impacts student achievement and reduces chronic absenteeism by meeting those needs.

PROPOSED BOARD MEETING (MONTH/YEAR): March 2026

ESTIMATED COST: N/A

FOR CONTRACTS AND GRANTS:

- 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:

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

FOR GRANT SUBAWARDS:

- Describe the grantee selection process:

**Updated 01.12.2026*



Resolution to Proclaim April 2026 as Month of the Military Child and April 15, 2026, as Purple Up! For Military Kids Day

WHEREAS, more than 8,000 Nebraskans exhibit profound courage and selflessness in serving America's armed forces;

WHEREAS, Nebraska schools serve over 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 57 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 2026 as Month of the Military Child;

RESOLVED, the Nebraska State Board of Education recognizes April 15, 2026 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 6th day of March 2026.

Elizabeth Tegtmeier, President

Liz Renner, Vice President

Out-State Travel Authorization Reports - March

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

Out-State Travel Authorization Reports - March

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



PROPOSED AGENDA ITEM RATIONALE

DATE: February 24, 2026

TO: Dr. Brian L. Maher
Commissioner of Education

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

PROPOSED AGENDA ITEM: Appoint recommended individual to fill a vacancy on the Nebraska Assistive Technology Partnership Advisory Council

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

RATIONALE/BACKGROUND INFORMATION: The purpose of the Nebraska Assistive Technology Partnership Advisory Council is to provide guidance for the development and expansion of assistive technology devices and services, guidance to state agencies and local planning and administrative entities providing assistive technology devices and services. This Advisory Council was established pursuant to the terms of the federal grant provided under the 21st Century Assistive Technology Act and requires the Advisory Council to be made up of a majority (51%) of individuals with disabilities that use assistive technology or the family members or guardians of individuals that use assistive technology.

The Board of Education was notified at the August 2025 board meeting of the vacancies on the ATP Advisory Council and the consistent need for recruitment.

Below is the recommended new member.

Name

Jeremy Deaton

Representation

Individual that uses or is a family member or guardian of someone that uses assistive technology.

Jeremy Deaton has experience with the use of and training on the use of assistive technology. His passion for educating people on adaptive technology and his knowledge of services in the disability community will be an asset to the ATP Advisory Council.

STRATEGIC PLAN ALIGNMENT:

Strategic Priority 4: Provide Exceptional Service

Strategic Outcome 4.2: Increased Responsiveness and Communication

Jeremy will bring a new perspective to the ATP Advisory Council giving the agency more insight into the needs of the community in the area of assistive technology and how we can better provide services. Appointing Mr. Deaton to ATP's Advisory Council will help the agency increase responsiveness and communication.

PROPOSED BOARD MEETING (MONTH/YEAR): March 2026

ESTIMATED COST: N/A

FOR CONTRACTS AND GRANTS: N/A

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

FOR GRANT SUBAWARDS: N/A

**Updated 01.12.2026*



PROPOSED AGENDA ITEM RATIONALE

DATE: February 18, 2026

TO: Dr. Brian L. Maher
Commissioner of Education

FROM: Dr. Trudy K Clark, Director of Statewide Assessment

PROPOSED AGENDA ITEM: Consent Item: Contract for General and Alternate Statewide Assessment Services (PE.012026.001)

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

RATIONALE/BACKGROUND INFORMATION:

In 2007, the Nebraska Legislature passed 79-760.03 establishing a statewide system for the assessment of student learning and for reporting the performance of school districts. Specifically, this law required the state board to a) prescribe a statewide assessment of reading, mathematics, and science; and b) recommend national assessment instruments for the purpose of national comparison.

The Department may determine appropriate accommodations for the assessment of students with disabilities. Among these accommodations may be an assessment instrument aligned to alternate achievement standards for students with severe cognitive disabilities.

In September 2024 the State Board of Education awarded the contract for the Nebraska Statewide Assessment to NWEA, a division of Houghton Mifflin Harcourt for the 2025-2026 school year, with the option to extend the contract for an additional four years. Statewide Assessment had used the Request for Proposal (RFP) process to obtain bids for the statewide assessment system. The purpose of the Request for Proposal was to identify the contractor that would provide and operate an innovative, balanced assessment system whose primary objective was to benefit the students of Nebraska. A secondary, but very important, objective was to pass peer review requirements established by the federal government to ensure we had a valid instrument to measure student proficiency.

- The agenda item serves as an opportunity to provide information to the Nebraska State Board of Education regarding the proposed contract with NWEA.
- The contract provides a statewide assessment to meet the requirements of the State (e.g., Nebraska statute 79.760.03) and the federal government (e.g., Every Student Succeeds Act).
- The contract will cover all public-school students in grades 3–8 for the general assessments in English Language Arts and Mathematics, as well as students in grades 5 and 8 for the general Science assessments. It will also include public school students with the most significant cognitive disabilities,

serving those in grades 3–8 and 11 for the alternate assessments in English Language Arts and Mathematics, and in grades 5, 8, and 11 for the alternate Science assessments.

- The contract provides services to Nebraska public school educators who make educational decisions based on statewide assessment results through the Certified Facilitator program that delivers professional learning to Nebraska educators through the train-the-trainer design.
- The contract includes an in-kind agreement that provides constructed responses in English Language Arts for public education students in grades 4, 7, and 8 in return for granting access to, and use of, Nebraska’s item bank for all three content areas.
- The contract includes activities and deliverables in support of Nebraska’s CGSA grant *Coherence and Alignment for Educators and Families* (e.g., development of new reporting mechanisms based on educator and family feedback).
- The statewide assessment contract covers July 1, 2026 to June 30, 2027.

STRATEGIC PLAN ALIGNMENT:

- Strategic Priority 1: Accelerate Student Achievement
 - Strategic Outcome 1.1: Improved Student AchievementStatewide Assessment serves as a tool for accelerating student achievement by measuring progress, revealing gaps, guiding programmatic decisions, and ensuring accountability so educators can act strategically to improve learning outcomes.

PROPOSED BOARD MEETING (MONTH/YEAR): March 2026

ESTIMATED COST: Up to \$8.7 million

FOR CONTRACTS AND GRANTS:

- Indicate the Funding Source: General Fund Assessment/Federal Assessment/IDEA Funds
- New or Renewal: Renewal
- If renewal, date of first approval: September 6, 2024

The funds for this contract are budgeted in the Office’s annual allocation of state funds and through the receipt of federal funds and IDEA funds (Alternate Assessment)

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



PROPOSED AGENDA ITEM RATIONALE

DATE: February 23, 2026

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: Amend the contract to add Summer Food Service Program required reporting and functionality to support sponsor meal counting and claiming.

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

RATIONALE/BACKGROUND INFORMATION:

What: This is the first amendment to the FY2026 contract with LINQ, the company that administers the system used to provide administrative functions required for the NDE to administer the USDA Child Nutrition Programs, including the Summer Food Service Program; this amendment requires board approval because the value of the contract is increasing from \$303,693.44 to \$373,693.44.

Why: The USDA Summer Food Service Program (SFSP) requires that the NDE report non-congregate meals separately from congregate meals. The CNP system has been updated to collect this information and an additional upgrade is needed to generate a correct report for submission to USDA Food and Nutrition Service (FNS).

Who: The services provided through this contract amendment serve both SFSP sponsors and the NDE.

How: The CNP system provided by LINQ is necessary to carry out the NDE's administrative responsibilities of the USDA Child Nutrition Programs, including the SFSP. The CNP system enhancements will support sponsors' program administration and program integrity, the NDE will purchase the SFSP Meal Counter for the CNP system. This product allows participating SFSP sponsors to record meal counts directly into the CNP system at the time of meal service.

Timeframe/timeline: This product will support local operators and the NDE's responsibility to prioritize program integrity and will be effective beginning in Summer 2026.

STRATEGIC PLAN ALIGNMENT:

- Strategic Priority 4: Provide Exceptional Service
 - **Strategic Outcome 4.1: Improved Agency-Wide Efficiency**

These enhancements support the NDE’s responsibility to deliver strong administrative and operational services while streamlining processes and improving reporting accuracy—key actions that advance Strategic Priority 4 to improve efficiency across the agency.

PROPOSED BOARD MEETING (MONTH/YEAR): March 2026

ESTIMATED COST: \$70,000

FOR CONTRACTS AND GRANTS:

- Indicate the Funding Source: FY2023 Federal non-competitive Technology Innovation Grant funds; the funds for this activity are allowable costs to the grant award.
- New or Renewal: Renewal
- If renewal, date of first approval: September 2025

FOR NEW CONTRACTS OR OTHER CONTRACTS REQUIRING PROCUREMENT:

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

FOR GRANT SUBAWARDS:

- Describe the grantee selection process: NA

**Updated 01.12.2026*



PROPOSED AGENDA ITEM RATIONALE

DATE: February 20, 2026

TO: Dr. Brian L. Maher
Commissioner of Education

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

PROPOSED AGENDA ITEM: Nebraska Statewide Educational Programs and Support Services for Children who are Deaf or Hard of Hearing (BF.032025.006)

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

RATIONALE/BACKGROUND INFORMATION: 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.

STRATEGIC PLAN ALIGNMENT:

This project aligns with Strategic Priority 1: Accelerate Student Achievement and Strategic Outcome 1.1 by equipping families of children who are deaf or hard of hearing with the knowledge, resources, and support necessary to actively participate in their child's educational journey, which is strongly linked to improved academic outcomes. By providing trained Parent Guides and collaborating with educational and early intervention systems, the Guide By Your Side program strengthens family engagement and promotes early access to appropriate services that support student learning and long-term achievement.

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 approved in May 2025

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: February 20, 2026

TO: Dr. Brian L. Maher
Commissioner of Education

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

PROPOSED AGENDA ITEM: Subaward to Carry Out the Federal IDEA Part B Grant Activities (BF.04.2025.014)

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

RATIONALE/BACKGROUND INFORMATION: The Office of Special Education is bringing forward a contract that is proposed to continue 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 project will be continued using these funds:

Journey to Inclusion Project in partnership with SPED Strategies, LLC: The purpose of this project is to expand and strengthen coordinated support for school districts identified for Comprehensive Support and Improvement (CSI), Additional Targeted Support and Improvement (ATSI), and districts with Individuals with Disabilities Education Act (IDEA) determinations of “Needs Assistance,” “Needs Intervention,” or “Needs Substantial Intervention.” This initiative aligns with state and federal accountability expectations and reflects the ongoing commitment of the Nebraska Department of Education to improve outcomes for all students, particularly students with disabilities.

This project leverages regional infrastructure and expertise through collaboration with host sites at Educational Service Units. These partnerships ensure that support is accessible, regionally relevant, and aligned with existing continuous improvement frameworks. The Contractor will work in coordination with these host sites to build district capacity to engage in meaningful root cause analysis, develop actionable continuous improvement plans, and strengthen systemic practices that support sustainable improvement.

In addition to supporting federally designated schools, the Year 2 expansion of this work will focus on building coherent, integrated support plans for districts that have CSI or ATSI schools and an IDEA

determination below “Meets Requirements.” This integrated planning approach ensures alignment between general education accountability systems and special education requirements, reducing fragmentation and improving system-level coherence. By intentionally aligning CSI/ATSI improvement efforts with IDEA accountability supports, this initiative addresses both academic performance and compliance indicators, resulting in stronger instructional systems, improved service delivery, and better outcomes for students with disabilities.

This project represents a strategic investment in building sustainable district capacity. Rather than relying solely on short-term interventions, the work emphasizes developing district leadership, strengthening continuous improvement processes, and creating systemic alignment between general and special education supports. The collaboration among Educational Service Units, expert coaching partners, and the state education agency ensures consistency, technical accuracy, and long-term sustainability.

Approval of this project will allow the continued development of a coordinated, data-informed, and sustainable system of support that improves district effectiveness, strengthens compliance with federal and state requirements, and ultimately improves educational outcomes for Nebraska students, particularly students with disabilities.

STRATEGIC PLAN ALIGNMENT: This project aligns with Strategic Priority 1: Accelerate Student Achievement (Strategic Outcome 1.1) and Strategic Priority 4: Provide Exceptional Service (Strategic Outcome 4.3) by strengthening district capacity to conduct root cause analysis, implement aligned continuous improvement plans, and build coherent systems of support that improve outcomes for students, particularly students with disabilities. Through coordinated regional convenings, expert coaching, and targeted technical assistance, the project improves district effectiveness and builds sustainable capacity to implement evidence-based practices that accelerate student achievement and improve system performance.

PROPOSED BOARD MEETING (MONTH/YEAR): March 2026

ESTIMATED COST: \$110,000.00

FOR CONTRACTS AND GRANTS:

- Indicate the Funding Source: Federal, IDEA – Part B, 611
- New or Renewal: Renewal
- If renewal, date of first approval: January 2025

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), 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/contract 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.

State Board of Education Work Session and Business Meeting.

Friday, February 6, 2026

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

[Link to Agenda and Attachments](#)

[Link to Video of Meeting](#) February 6, 2026

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

STATE BOARD OF EDUCATION MEETING, Friday, February 6, 2026, 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 (arrived at 9:07 a.m.)	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

2.1. Nebraska State Colleges – Reimagining Educator Preparation Pathways

Dr. Paul Turman, Chancellor of the Nebraska State College System, presented on the Reimagining Educator Preparation Pathways programs.

2.2. CTE Month Recognition

NDE Staff member, Katie Graham, made a statement recognizing February as National CTE Month and that Nebraska has four national officers in Career and Technical Student Organizations (CTSOs). Claire Woepfel, National FFA Central Region Vice President; James Fletcher, FBLA National Mountain Plains Region Vice President; Owen Elsasser, Educators Rising, Vice President of Communications; and Annabelle Kumm, FBLA National Parliamentarian spoke of their work and experiences.

3. COMMISSIONER'S REPORT

3.1. Agenda Overview and Consent Agenda Process

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

No items were requested to be removed from the Consent Agenda.

Commissioner Maher delivered the Commissioner's report.

4. PRESIDENT'S REPORT

There was no President's report.

5. PUBLIC COMMENT PERIOD

5.1. Public Comment

The following individuals spoke in public comment: Loan Eby, Rachel Pinkerton, Doug Kagan, Greg Epp, and Caroline Epp.

5.2. Written Public Comment

There was no written public comment submitted.

6. CONSENT AGENDA

Motion by Kristin Christensen, second by Deborah Neary to approve the Consent Agenda.

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

The motion passed.

7. STANDING COMMITTEE REPORTS

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

7.1.A. Discussion Item: Review 2026 Proposed State Legislation

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 the item.

7.2.B. Action Item: Contract Renewal to Build-Out Data Collection Processes to Meet Federal Post-School Outcome Data Report Requirements

Motion by Kristin Christensen, second by Maggie Douglas to renew a contract to build-out data collection processes to meet Federal Post-School Outcome Date Report 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.

7.2.C. Action Item: Accept Preschool Development Grant Funds and Subcontract to Fulfill Grant Requirements

Motion by Kristin Christensen, second by Maggie Douglas to accept the Preschool Development Grant Funds.

Motion by Liz Renner, second by Deborah Neary to postpone action on the item to the March 2026 meeting.

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 to postpone passed.

7.2.D. Action Item: Accept Mental Health Service Professional Demonstration Grant Funds and Subcontract to Fulfill Grant Requirements

No action was taken on this item.

7.2.E. Action Item: Accept School-Based Mental Health Services Grant Funds and Subcontract to Fulfill Grant Requirements

No action was taken on this item.

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

7.3.A. Action Item: Community Achievement Plan (CAP) of the Learning Community of Douglas and Sarpy Counties.

Motion by Kirk Penner, second by Kristin Christensen to approve the CAP of the Learning Community of Douglas and Sarpy Counties.

Motion by Deborah Neary, second by Liz Renner to suspend the rules and refer the Community Achievement Plan (CAP) of the Learning Community of Douglas and Sarpy Counties to the Executive Committee.

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 and the item was referred to the Executive Committee.

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

7.4.A. Report on Rules

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

8. ADDITIONAL BUSINESS

(NONE)

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 12:26 p.m.

The next meetings of the State Board of Education are scheduled for March 5-6, 2026, in Lincoln, Nebraska.

State Board of Education Special Meeting.

Tuesday, February 24, 2026

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

[Link to Agenda and Attachments](#)

[Link to Video of Meeting](#) February 24, 2026

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

STATE BOARD OF EDUCATION SPECIAL MEETING, Tuesday, February 24, 2026, 1:00 p.m.

1. CALL TO ORDER – President Elizabeth Tegtmeier called the meeting to order at 1:01 p.m.

1.1 Roll Call

Roll Call showed the following attendance:

Deborah Neary

Kristin Christensen

Maggie Douglas

Elizabeth Tegtmeier

Lisa Schonhoff

Sherry Jones

Kirk Penner

Liz Renner

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. PUBLIC COMMENT PERIOD

2.1. Public Comment

The following individual spoke in public comment: Bishop K. Jevon Chambers

2.2. Written Public Comment

There were two written public comments submitted.

3. BUSINESS

3.1. Superintendent and Learning Community Availability to Answer Board Member Questions

Gerald Kuhn, CEO Learning Community of Douglas, and Sarpy Counties; Andy Rikli, Superintendent Papillion La Vista Community Schools; John Schwartz, Superintendent Millard Public Schools, Jason Buckingham, Superintendent Ralston Public Schools; and Matt Ray, Superintendent Omaha Public Schools answered Board Member questions about the impact of the Community Achievement Plan.

3.2. Executive Committee Report – Elizabeth Tegtmeier, Chair, reported on the meeting of the Committee.

3.3. Action Item: Community Achievement Plan (CAP) of the Learning Community of Douglas and Sarpy Counties

Motion made at the February Board Meeting to Adopt the Community Achievement Plan of the Learning Community of Douglas and Sarpy Counties was the pending motion on the floor.

Motion by Liz Renner, second by Deborah Neary to Substitute for the Original Community Achievement Plan with the Revised Community Achievement Plan.

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.

Adopt the Revised Community Achievement Plan.

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

The motion was lost.

7. ADJOURNMENT

President Tegtmeier adjourned the meeting at 2:39 p.m.

The next meetings of the State Board of Education are scheduled for March 5-6, 2026, in Lincoln, Nebraska.

State Board of Education Special Meeting.

Friday, February 27, 2026

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

[Link to Agenda and Attachments](#)

[Link to Video of Meeting](#) February 27, 2026

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

STATE BOARD OF EDUCATION SPECIAL MEETING, Friday, February 27, 2026, 1:00 p.m.

1. CALL TO ORDER – President Elizabeth Tegtmeier called the meeting to order at 3:00 p.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. PUBLIC COMMENT PERIOD

2.1. Public Comment

The following individuals spoke in public comment: Tracee Baker and Bishop K. Jevon Chambers

2.2. Written Public Comment

There was no written public comment submitted.

3. BUSINESS

3.1. Motion by Liz Renner, second by Maggie Douglas to Adopt the Revised Community Achievement Plan (CAP) of the Learning Community of Douglas and Sarpy Counties.

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

The motion passed.

7. ADJOURNMENT

President Tegtmeier adjourned the meeting at 3:20 p.m.

The next meetings of the State Board of Education are scheduled for March 5-6, 2026, in Lincoln, Nebraska.

DRAFT



PROPOSED AGENDA ITEM RATIONALE

DATE: March 5, 2026

TO: State Board of Education

FROM: Dr. Brian L. Maher
Commissioner of Education

PROPOSED AGENDA ITEM: Appointment of Deputy Commissioner

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

RATIONALE/BACKGROUND INFORMATION:

Appoint Dr. Ryan Foor as Deputy Commissioner at the rate of \$192,692.68 (pay grade 18, step 9) per year, effective April 20, 2026 (Replacing Deb Frison).

STRATEGIC PLAN ALIGNMENT:

- Strategic Priority 4: Provide Exceptional Service
 - Strategic Outcome 4.1: Improved Agency-Wide Efficiency

PROPOSED BOARD MEETING (MONTH/YEAR): March/2026

ESTIMATED COST: \$192,692.68

FOR CONTRACTS AND GRANTS: Not Applicable

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

FOR NEW CONTRACTS OR OTHER CONTRACTS REQUIRING PROCUREMENT: Not Applicable

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

FOR GRANT SUBAWARDS: Not Applicable

- Describe the grantee selection process:

**Updated 01.12.2026*



STATE BOARD OF EDUCATION EXECUTIVE COMMITTEE REPORT

Date: March 6, 2026

The Executive Committee reports on its March 5, 2026, meeting. Members present were chair Elizabeth Tegtmeier, vice chair Liz Renner, Sherry Jones, and Deborah Neary.

On a weekly basis, the committee has reviewed and advised the Commissioner on 2026 proposed state legislation, NDE's position, and associated actions.

The Committee reviewed two action items. First, the committee reviewed the Board position on LB1050. Second, the committee reviewed the Board position on LB1224 and received an update from NDE staff. Both items appear on today's agenda with no recommendation from the committee.

The committee had one discussion item. The committee received information regarding proposed revisions to the Nebraska Council on Teacher Education (NCTE) Organizational Policies. NDE staff provided information on the proposed revisions. This item will appear on the May meeting agenda as an action item.

Finally, the committee reviewed six information items. First, the committee received an update on legislative activity. Second, the committee received an update from NDE staff on implementation of the strategic plan. Third, the committee received notification of vacancy on the Special Education Advisory Council (SEAC). Fourth, the committee had discussion on state provided cell phones for official Board member use. The President has emailed Board members with information on how to obtain a state provided cell phone. Fifth, the committee reviewed the current meeting schedule of the State Board due to multiple member conflicts with the December meeting. An updated schedule will be published soon. Finally, the committee reviewed the recommendation of an appointment to the Nebraska Assistive Technology Partnership (ATP) Advisory Council. This item appeared on the consent agenda for approval.

This concludes the Executive Committee report.

Elizabeth Tegtmeier, Chair

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



PROPOSED AGENDA ITEM RATIONALE

DATE: February 18, 2026

TO: Dr. Brian L. Maher
Commissioner of Education

FROM: Brad Dirksen, Administrator, Accreditation, Certification, & Approval

PROPOSED AGENDA ITEM: Revisions to the Nebraska Council on Teacher Education (NCTE) organizational policies.

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

RATIONALE/BACKGROUND INFORMATION:

The Nebraska Council on Teacher Education (NCTE) as an advisory body of the Nebraska State Board of Education. The membership is appointed by the State Board of Education from representatives of state-wide organizations which have a direct involvement or interest in teacher and administrative preparation, and from Nebraska approved educator preparation programs. NCTE develops and recommends items for State Board approval and adoption, which include:

- standards relating to the approval of educator preparation programs
- standards relating to the issuance of certification for educators
- standards relating to certification endorsements

Additionally, NCTE members participate in educator preparation program approval onsite and offsite reviews. NCTE also acts as a forum where stakeholders can discuss issues affecting educator preparation, certification, and seek solutions to problems impacting the quality of preparation of educators in Nebraska.

NCTE, as outlined in section 15.00 in their organizational policies, has the ability to recommend changes to the State Board of Education regarding the organizational policies. The agenda for the February 13, 2026, NCTE meeting included discussion of potential revisions to the organizational policies and resulted in a vote to recommend changes to the State Board. The substantive proposed areas of change include two topics:

1. Organization membership – section 4.00
2. Timeline regarding posting meeting agenda and associated materials

The recommended changes to NCTE Organization Policies, as recommended by NCTE, are attached for discussion.

STRATEGIC PLAN ALIGNMENT:

- *Strategic Priority 2: Grow the Educator Pipeline*

- *Strategic Outcome 2.1: Increased Supply of Teachers*

The organizational policies for the NCTE provide a framework for the operation of the council. Adjustments to the policies may contribute to improved operations of the council, which could contribute to robust conversations regarding growth of the educator pipeline.

PROPOSED BOARD MEETING (MONTH/YEAR): March 2026

ESTIMATED COST: \$0

FOR CONTRACTS AND GRANTS: NA

FOR NEW CONTRACTS OR OTHER CONTRACTS REQUIRING PROCUREMENT: NA

FOR GRANT SUBAWARDS: NA

**Updated 01.12.2026*

ORGANIZATIONAL POLICIES
OF THE
NEBRASKA COUNCIL ON TEACHER EDUCATION

1.00- THE NEBRASKA COUNCIL ON TEACHER EDUCATION

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

2.00- PURPOSE

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

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

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

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

2.04 Standards relating to certification endorsements.

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

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

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

3.00 STATUTORY AUTHORITY

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

4.00 MEMBERSHIP

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

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

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

4.01- Higher Education

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

4.02- School Governance

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

4.02A- ~~NCAPE NCNS~~ Representative. One (1) administrator shall be nominated by the ~~Nebraska Council of American Private Education (NCAPE)-~~ Nebraska Coalition of Nonpublic Schools (NCNS) 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.

4.02C#1- Nine (9) members shall be nominated by the Nebraska Council on School Administrators (NCSA).

4.02C#2- 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)~~ Four (4) shall be nominated by the State Board of Education, and

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

5.00- ALTERNATES

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

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

Each represented group may nominate alternates as follows:

5.01 Educator Preparation institutions may nominate one (1) alternate each.

5.02 School Governance

5.02A NCNS may nominate one (1) alternate

5.02B NASB may nominate one (1) alternate

5.02C Administrative/Supervisory

05.02C1 NCSA may nominate six (6) alternates

05.02C2 The State Board may nominate one (1) Administrative/supervisory alternate

5.02D NCCA may nominate one (1) alternate

5.02E The State Board may nominate one (1) NDE alternate

5.03 Teachers

5.03A The State Board may nominate two (2) teacher alternates

5.03B NSEA may nominate eight (8) alternates

5.042 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 spring semester](#) meeting of the odd numbered years and voted on at the [June summer](#) 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. [12.01](#) The number of persons serving on State folio review and visitation teams will be determined by the size of the institution.
- B. [12.02](#) 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. [12.03](#) Persons selected to serve on visitation teams must verify that they do not have a conflict of interest with that institution.

- D. [12.04](#) The Nebraska Department of Education shall coordinate college program approval training and updates on a schedule recommended by the Executive Committee.
- E. [12.05](#) 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. [12.06](#) 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)~~ fifteen (15) 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.

DR. BRIAN L. MAHER, COMMISSIONER



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education.ne.gov



STATE BOARD OF EDUCATION BUDGET AND FINANCE COMMITTEE REPORT

Date: March 5, 2026

The Budget and Finance Committee reports that at its Thursday, March 5th meeting, members present were Kristin Christensen, Maggie Douglas, Kirk Penner and Lisa Schonhoff. The Committee reviewed one action item for a contract to provide the comprehensive English Language Proficiency Assessment testing. The Committee recommends approval of this item.

The Committee then reviewed one discussion item for board member travel expenses noting no concerns.

Last, the Committee reviewed nine information items including a grant for rural health transformation project funds, a contract for the Safe2Help NE hotline, the teacher apprenticeship program funding to be approved in May, new and expanded early childhood grants, a contract for professional learning for Leaders Grounded in the Science of Reading, a contract for the Career and Technical Education State Model Programs of Study and Standards Revision Project, a contract for the Nebraska Technology Initiative, an update on the Comprehensive Literacy State Development Grant expenditures and an update on the Annual Comprehensive Audit Report.

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



2025-2026 Board Travel

At-A-Glance

Budgeted

\$20,141

Monthly Spending

\$2,900
Average

Annual Spending

\$34,500
Projected

Expenditures

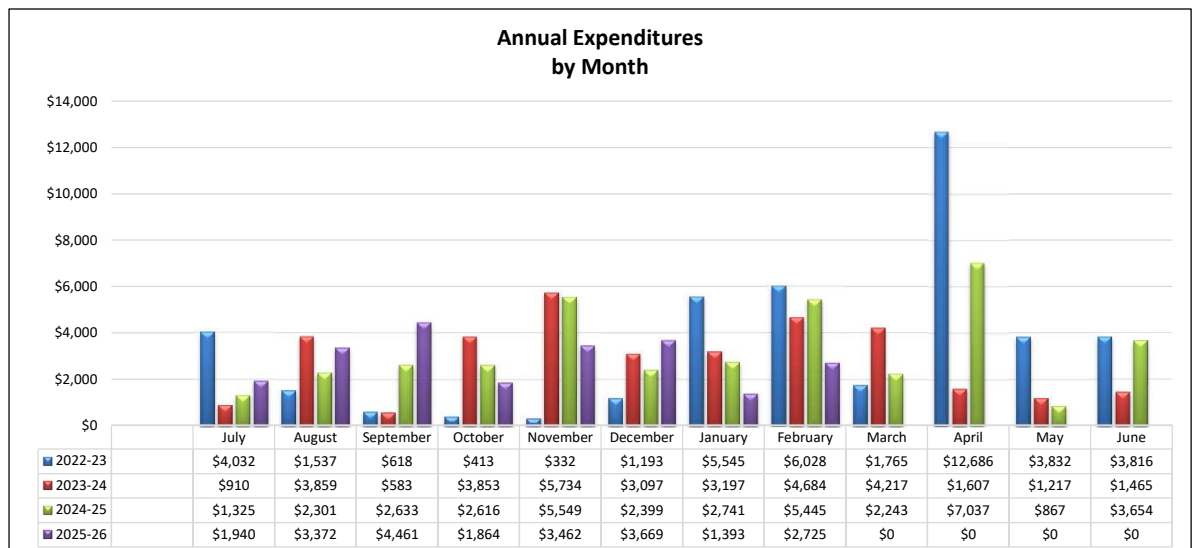
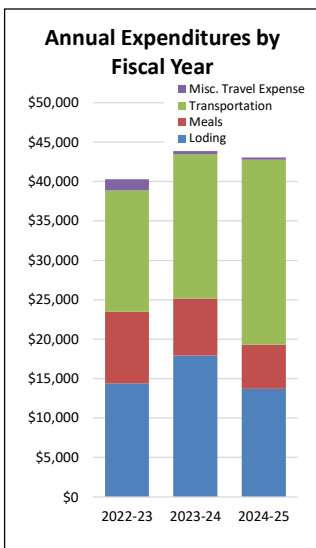
Lodging
Meals
Mileage



Board Member Activity

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

	Current Year July 2025-June 2026		Prior Year July 2024-June 2025		Variance	
	February	Year-To-Date	February	Year-To-Date	February	Year-To-Date
1 Patsy Koch Johns <i>Incumbent</i>	\$0	\$0	\$358	\$734	-\$358	-\$734
1 Kristin Christensen <i>Appointed Dec. 2024</i>	\$639	\$1,765	\$0	\$0	\$639	\$1,765
2 Lisa Fricke <i>Incumbent</i>	\$0	\$0	\$476	\$3,336	-\$476	-\$3,336
2 Maggie Douglas <i>Appointed Dec. 2024</i>	\$0	\$1,162	\$0	\$0	\$0	\$1,162
3 Patti Gubbels <i>Incumbent</i>	\$0	\$0	\$1,121	\$4,749	-\$1,121	-\$4,749
3 Lisa Schonohoff <i>Appointed Dec. 2024</i>	\$326	\$3,694	\$0	\$0	\$326	\$3,694
4 Jacquelyn Morrison <i>Incumbent</i>	\$0	\$0	\$590	\$1,545	-\$590	-\$1,545
4 Liz Renner <i>Appointed Dec. 2024</i>	\$77	\$1,186	\$0	\$0	\$77	\$1,186
5 Kirk Penner	\$0	\$73	\$0	\$548	\$0	-\$475
6 Sherry Jones	-\$33	\$2,796	\$162	\$3,769	-\$194	-\$973
7 Elizabeth Tegtmeier - President	\$600	\$9,715	\$1,764	\$11,287	-\$1,164	-\$1,572
8 Deborah Neary - Vice President	\$0	\$277	\$214	\$669	-\$214	-\$392
	\$1,609	\$20,668	\$4,684	\$26,637	-\$3,075	-\$5,969
Annual Budget		\$20,141		\$19,754		
Under or -Over Budget		-\$527		-\$6,883		



In-State Travel Authorization Reports - March

Name	Event Name	Date	Location	Board Bylaw B16 Code A-F
Maggie Douglas	Administrators' Days	July 29-30, 2026	Kearney, NE	E
Liz Renner	(NONE)			
Kirk Penner	(NONE)			
Deborah Neary	(NONE)			

In-State Travel Authorization Reports - March

Name	Event Name	Date	Location	Board Bylaw B16 Code A-F
Kristin Christensen	Administrators' Days	July 29-30, 2026	Kearney, NE	E
Lisa Schonhoff	(None)			
Sherry Jones	Administrators' Days	July 29-30, 2026	Kearney, NE	E
Elizabeth Tegtmeier	Executive Committee meeting with CAP	February 10, 2026	Omaha, NE	E
	NRCSA Spring Conference	March 18, 2026	Kearney, NE	E
	Administrators' Days	July 29, 2026	Kearney, NE	E



PROPOSED AGENDA ITEM RATIONALE

DATE: February 18, 2026

TO: Dr. Brian L. Maher
Commissioner of Education

FROM: Julie Otero, Title III Director, and Beth Wooster, Office Administrator, for Federal Programs

PROPOSED AGENDA ITEM: Action Item: Contract for a Comprehensive English Language Proficiency Assessment (BF.022026.002)

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

RATIONALE/BACKGROUND INFORMATION:

- The Nebraska Department of Education (NDE) seeks to enter into a contract with CRESST\Cambium for a Comprehensive English Language Proficiency Assessment.
- This assessment package includes all services for test administration, implementation support, and scoring and reporting services to include alternate education.
- This contract is intended to solicit a comprehensive English language proficiency assessment package that provides screening of potential English language learners and an annual summative assessment for identified English language learners.
- Under Federal Requirements, states are required by Title I, Part A of the Elementary and Secondary Education Act, as amended by Every Student Succeeds Act (2015), to annually administer a single statewide English language proficiency (ELP) Assessment to all English learners (ELs) enrolled in public schools' grades K-12. Nebraska Rule 15 requires that all English learner identified students participate in assessments required by Section 005 of 92 NAC 10.
- This assessment package serves school districts, district staff and English learner students across the state of Nebraska.
- Desired award date is March 6, 2026, with date of contract beginning May 1, 2026 and ending April 30, 2027.
- This contract will come to the board as a multi-year project as an action item.

STRATEGIC PLAN ALIGNMENT:

- *Strategic Priority 1: Accelerate Student Achievement*
 - *Strategic Outcome 1.1: Improved Student Achievement*

The ELP assessment process in Nebraska is correlated to Nebraska State Academic standards. Therefore, English language learners are instructed simultaneously learning English and academic content leading to improved student achievement.

- *Strategic Priority 3: Equip Learners for the Workforce*
 - *Strategic Outcome 3.1: Increased Postsecondary Access and Attainment*
 - *Strategic Outcome 3.2: Improved Skill Attainment for Clients and Learners*

The ELP assessment process in Nebraska contains formal academic language that is necessary in the workforce, college, and career. Students who are proficient in English language acquisition are more equipped to enter the workforce and college.

PROPOSED BOARD MEETING (MONTH/YEAR): February 2026 provide information and action item for March 2026 board meeting

ESTIMATED COST: \$1.5 million per contract year with option to renew for the next four years.

Dependent upon number of students taking the assessments:

Year 1 \$1.5 million
 Year 2 \$1.5 million
 Year 3 \$1.5 million
 Year 4 \$1.5 million
 Year 5 \$1.5 million

FOR CONTRACTS AND GRANTS:

- Indicate the Funding Source: Federal - Grants for State Assessments and Related Activities 84.369A
- New or Renewal: New
- If renewal, date of first approval:

FOR NEW CONTRACTS OR OTHER CONTRACTS REQUIRING PROCUREMENT:

- Indicate the method of procurement: Contract procured by a cooperative purchasing organization on behalf of a group of states, pursuant to Neb. Rev. Stat. §73-813(1)(a).
- Rationale for method of procurement: The contract with CRESST\Cambium was procured and negotiated by the ELPA 21 Consortium, which represents a group of states.
- Rationale for contractor selection:
 - Professional Development: The NDE and Nebraska LEAs have focused significant effort on the implementation of these standards, including educator professional learning and micro credentials related to these standards. The State of Nebraska adopted the ELPA21 ELP standards in 2015 and the Alt ELPA Standards in 2021. These standards have been used in classroom instruction since adoption. In 2021, Nebraska was selected by ELPA21 for a targeted professional learning investment that provides 4 cohorts of content-area educators with an eighteen-month professional learning curriculum, community of practice, micro credentials and training stipends to grow their expertise in instructing English learners using the ELPA21 standards.

- Educator Involvement: Educators from Nebraska have been involved in the development of the ELPA21 standards, assessment items, hand-scoring rubrics, and educator resources. Educators from Nebraska schools and the NDE have participated in every ELPA21 item content and bias panel, range finding panel, and standard setting. This reflects a significant investment of educator input and expertise for over ten years.
- Peer Review: The NDE has substantially met the requirements of US Department of Education's Title I State Assessment Peer Review with both the ELPA21 General Summative and Alt ELPA Summative.
- Continuity of Implementation: Nebraska's test administrators, test coordinators, and school technologists have been trained on, and have become accustomed to, the ELPA21 assessment delivery system and test administration protocols.
- Data and Accountability: The NDE has maintained ELP testing data (e.g., student scores) in ELPA21's reporting system since 2016. NDE's ESSA Accountability plan includes growth projections for the state's English learners, and these growth projections are based on ELPA21 scores and score scales.
- Pricing Predictability: ELPA21 has committed to maintaining SY2025-26 pricing for at least two more years.

FOR GRANT SUBAWARDS:

- Describe the grantee selection process: NA

**Updated 01.12.2026*



STATE BOARD OF EDUCATION
PLANNING AND EVALUATION COMMITTEE REPORT (*Updated*)

Date: March 5, 2026

The Planning and Evaluation Committee reports on their committee meeting on March 5, 2026. The members present were Lisa Schonhoff, Sherry Jones, Deborah Neary, and Kristin Christensen.

The committee reviewed discussion items with NDE staff providing summaries and answering questions related to the Rule 11 teacher waiver request from Ord Public Schools, approval of Hyannis Public Schools waiver request, approval of plans of corrections for Rule 10, 14, and 18 school systems, approval of nonpublic schools for the 2026-2027 school year, approval of interim-program schools for 2026-2027 school year, and the Priority School Designation Process.

The committee reviewed informational items related to the approval of Roncalli Catholic High School waiver request, the accreditation of public and non-public rule 10 school systems for 2026-2027, and the accreditation of Nebraska Educational Services Units for 2026-2027. NDE staff will bring informational items to a future meeting for discussion and subsequent approval, where appropriate.

The committee also reviewed an informational item related to a revision for the Youth Rehabilitation Treatment Center Special Purpose Agreement. The committee recommends other board members to review the materials and should reach out to Brad Dirksen with questions. The committee plans to bring this item forward for action at the next board meeting.

This concludes the Planning and Evaluation report.

Lisa Schonhoff, Chair

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



PROPOSED AGENDA ITEM RATIONALE

DATE: February 18, 2026

TO: Dr. Brian L. Maher
Commissioner of Education

FROM: Melody Hobson

PROPOSED AGENDA ITEM: Rule 11 teacher waiver request from Ord Public Schools
(PE.022026.001)

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 works 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.
- Due to staff turnover in a partnership program a waiver is necessary. The teacher that was hired has a Child Development Associate Credential and college transfer hours from Colby Community College and Central Nebraska Community College and has submitted plans to attend the University of Nebraska at Kearney.
- Ord Public Schools has provided the information necessary for the waiver.

STRATEGIC PLAN ALIGNMENT:

- Strategic Priority 2: Grow the Educator Pipeline
 - Strategic Outcome 2.1: Increased Supply of Teachers

- Pursuing a Rule 11 teacher waiver allows the school district to invest in a teacher candidate and assist the person on their path to full certification increasing the number of certified teachers in the state.

PROPOSED BOARD MEETING: Information: February 2026, Discussion: March 2026: Action: May 2026

ESTIMATED COST: NA

FOR CONTRACTS AND GRANTS: NA

FOR NEW CONTRACTS OR OTHER CONTRACTS REQUIRING PROCUREMENT: NA

FOR GRANT SUBAWARDS: NA

**Updated 01.12.2026*



PROPOSED AGENDA ITEM RATIONALE

DATE: February 6, 2026

TO: Dr. Brian L. Maher
Commissioner of Education

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

PROPOSED AGENDA ITEM: Approval of Hyannis Public Schools Waiver Request (PE.022026.003)

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

RATIONALE/BACKGROUND INFORMATION:

Hyannis Public Schools is requesting a Waiver for their 6th graders to participate in athletic contests. 6th grades may participate when a combined enrollment for seventh and eighth grade becomes fewer than 12 boys or girls and if the governing body has a policy regulating participation for sixth graders. Hyannis is requesting the waiver for three years starting in the current school year of 2025-2026 through 2027-2028.

004.02C Pupils in kindergarten through sixth grade do not participate in any kinds of athletic contests between schools within a school system or between school systems except that elementary school systems having seventh and eighth grade athletics may include sixth grade boys or girls when combined enrollment for seventh and eighth grade becomes fewer than 12 boys or 12 girls and if the governing body has a policy regulating participation for sixth graders. Annual field or play days are excluded from this regulation.

New Information:

- Approval of Hyannis Public Schools Waiver Request was submitted as an information item in February.

STRATEGIC PLAN ALIGNMENT:

- *Strategic Priority 1: Accelerate Student Achievement*
 - *Strategic Outcome 1.1: Improved Student Achievement*

Students who participate in extracurricular activities are more likely to attend school, and show improved student achievement.

PROPOSED BOARD MEETING (MONTH/YEAR): February/2026

ESTIMATED COST: \$0

FOR CONTRACTS AND GRANTS: N/A

- 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:

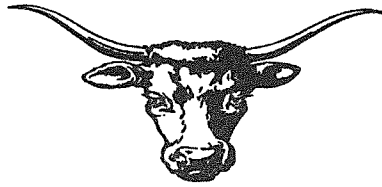
FOR GRANT SUBAWARDS: N/A

- Describe the grantee selection process:

**Updated 01.12.2026*

HYANNIS AREA SCHOOLS

East Highway 2
P.O. Box 286
Hyannis, NE 69350



Tel: (308) 458-2202
Fax: (308) 458-2227

To: Dr. Brian L. Maher, Commissioner of Education
Dr. Decua Jean-Baptiste

"Home of the Longhorns"

Date: 12/3/2025

From: Travis Hawk, Ed.S
Superintendent
Hyannis Area Schools

re: Request of Waiver
Section 004.02C

I am writing to request a waiver to allow 6th graders to participate in middle school sports for the next 3 years (through the 2027-2028). Currently our enrollment has 12; 7th & 8th grade boys & 13; 7th & 8th grade girls. We had 1 girl move in after the volleyball season and we have 1 boy and 1 girl that do not participate in team sports. This appears to be a 1-2 year issue for us as next year our boys will have 10 7th & 8th graders and girls will have 12.

I do understand that this waiver should have been submitted prior to the start of the school year, but I erred in believing if we had students that did not participate because of family health concerns and we were below the 12 limit at the start of school then, that we were meeting the requirements of Rule 10. I ask that our 6th grade students not experience the consequences for my administrative error.

The Nebraska School Activities Association states that "activities the other half of education," I believe the value of allowing our 6th graders to participate on a regular basis far outweighs any perceived negatives. Our school district is very small and typically we will have 11 or under in 2 grades of either gender, but occasionally we may approach the 12 limit. When that occurs in the future we will be proactive in the submission of this waiver.

Thank you for your consideration of granting this waiver to allow our 6th graders to compete and take advantage of the life lessons that team sports and competition brings. I have included with this letter a copy of our Local Board Policy allowing 6th graders to participate.

A handwritten signature in black ink, appearing to read "Travis Hawk". The signature is fluid and cursive, written over a white background.

Travis Hawk

6035

Athletic Contest Participation by Sixth Graders

If there are fewer than 12 boys or 12 girls in the combined enrollment of the seventh and eighth grades when those grades are part of the elementary school system, sixth grade students may participate in athletic contests between schools, within a school system, or between school systems if the school administration judges that it is appropriate after taking into consideration the competition's nature and value to the students, its physical requirements and dangers, and the sixth grade students' ages, physical and mental abilities, maturity, skills, and preparation for the competition. Otherwise, pupils in kindergarten through the sixth grade may not participate in any kinds of athletic contests between schools, within a school system, or between school systems except as provided in this policy or as otherwise allowed by law. This prohibition does not apply to annual field or play days.

Adopted on: July 9, 2018

Revised on: _____

Reviewed on: _____



PROPOSED AGENDA ITEM RATIONALE

DATE: February 6, 2026

TO: Dr. Brian L. Maher
Commissioner of Education

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

PROPOSED AGENDA ITEM: Approval of Plan(s) of Corrections for Rule 10, 14, and 18 school systems interim program schools (PE.022026.004)

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.

New Information:

- Approval of Plan(s) of Corrections for Rule 10, 14, and 18 school systems and interim program schools was submitted as an information item in February.
- Plans of corrections based upon violations discovered during compliance visits and through monitoring have been included.
- Current Plans of Corrections are from public, non-public accredited and approved school systems.

STRATEGIC PLAN ALIGNMENT:

- *Strategic Priority 1: Accelerate Student Achievement*
 - *Strategic Outcome 1.1: Improved Student Achievement*

Plans of corrections submitted by school systems provide evidence that school systems are showing and making effort toward correcting violations for deficiencies limiting student experiences.

PROPOSED BOARD MEETING (MONTH/YEAR): February/2026

ESTIMATED COST: \$0

FOR CONTRACTS AND GRANTS: N/A

- 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: N/A

- Describe the grantee selection process:

**Updated 01.12.2026*

Plans of Corrections
Rule 10 School Systems

Key

A.S. = Assurance Statement

C.V. = Compliance Visit

Mt. = Monitoring

Public Schools

1. Anselmo-Merna Public Schools (C.V.)
2. Axtell Community Schools (C.V.)
3. Chambers Public Schools (C.V.)
4. Cody-Kilgore Public Schools (C.V.)
5. Crawford Public Schools (C.V.)
6. Elba Public Schools (A.S.)
7. Elmwood-Murdock Public Schools (C.V.)
8. Franklin Public Schools (C.V.)
9. Fullerton Public Schools (C.V.)
10. Hay Springs Public Schools (C.V.)
11. High Plains Community Schools (A.S.)
12. Howells-Dodge Consolidated Schools (C.V.)
13. Hyannis Public Schools (Mt.)
14. Lakeview Community Schools (C.V.)
15. O'Neill Public Schools (C.V.)
16. Pleasanton Public Schools (M.t)
17. Potter-Dix Public Schools (C.V.)
18. Raymond Central School (C.V.)
19. Southern Valley Public Schools (C.V.)
20. Thedford Public Schools (C.V.)
21. Wauneta-Palisade Public Schools (C.V.)
22. Weeping Water Public Schools (C.V.)

Non-Public Accredited

1. St. Columbike (C.V.)

Plans of Corrections

Rule 14 School Systems

1. Boys Town (C.V.)
2. One School Global (C.V.)

ANSELMO – MERNA PUBLIC SCHOOL



750 N Conway Street Merna, NE 68856
PHONE (308) 643-2224 FAX (308) 643-2243
Superintendent - Mr. Lloyd McIntyre
Principal - Mr. Chanc McIntosh

Date 11/28/2025

Accreditation Specialist: Todd Wolverton

We appreciate Mr. Wolverton and the Nebraska Department of Education for spending time with us during the compliance visit early last month. The dialogue and feedback received provided valuable direction as we work continuously to strengthen instructional programming and improve student outcomes.

Anselmo-Merna Public Schools is committed to meeting expectations outlined in Title 92, Nebraska Administrative Code, Chapter 10. The following Plan of Correction outlines the actions taken and steps scheduled to address areas identified as non-compliant.

Plan of Correction - Rule 10 Compliance Anselmo-Merna Public School

004.01A-B & 004.01C – Instructional Program & Standards (core / non core curriculum)

Following the Rule 10 Compliance Visit, the findings related to 004.01A-B- C were shared with the Anselmo-Merna School Board and reviewed with the district leadership team and the certified staff as a whole. Leadership team discussion focused on understanding how written curriculum has historically been documented, while identifying improvements to ensure full alignment with 004.01 A-B-C including Nebraska State Standards, pacing, assessment identification / integration, vertical alignment, and clarity of intended learning outcomes.

Anselmo-Merna Public Schools has adopted High-Quality Instructional Materials (HQIM) to support state-aligned teaching and learning in Core Content Areas:

- Science: Amplify - 2021
- Mathematics: Reveal Math - 2022
- ELA: Into Reading / Into Literature - 2023

While these programs provide standards-aligned instructional materials, the district administration recognizes the need to develop on a single document a fully written K-12 curriculum that includes pacing

guides, unit-level assessments, evidence-of-learning expectations, connected to Nebraska Standards. To ensure complete compliance, the district has initiated the following steps.

Action Steps Completed to Date

- Shared Rule 10 findings with the above mentioned
- Contacted curriculum publishers requesting Nebraska Standard alignment correlations for all HQIM.
- Reached out to peer districts and ESU 10 to review completed curriculum examples.
- Began building pacing guides and unit-based assessment indicators.
- Met with A-M leadership team to look at templates and identify next steps

Scheduled Development Work

<u>Action</u>	<u>Date</u>
Leadership meeting with ESU 10 to finalize district curriculum map template	December 10, 2025
Curriculum Mapping Work Session / Support – Dallas Lewendowski, ESU 10	December 23, 2025 (8:00–12:00)
Curriculum Mapping Session #2, support from ESU 10	February 6, 2026
Curriculum Mapping Session #3, support from ESU 10	April 20, 2026
Final Curriculum Map Completion Day (SIP work day – post student release)	May 2026

Additional summer workdays will be scheduled if needed.

Completion, Publication, & Ongoing Cycle

- Standards-aligned written curriculum maps for all core areas completed by May 2026.

- Administrative review and Board acknowledgement in June/July 2026.
- Full implementation begins 2026-2027 school year.
- Curriculum maps will be posted publicly on the district website for transparency.
- A formal revision cycle aligned to the Nebraska State Board standards rotation will be established and connected to map (review every 5–7 years or earlier as content shifts).

Evidence to be Submitted

- Written K-12 curriculum documents for all subjects that includes NE standards correlation, pacing maps, and assessments.
- Documentation of Board acknowledgement.

Plan of correction / evidence statement – Rule 10 (005.01A–B Assessment Plan)

Anselmo-Merna Public Schools administers required assessments annually and now maintains a written assessment schedule that outlines all annual districtwide assessments, including grade-level participation, content area measured, and the aligned testing windows.

The schedule includes

MAP Growth (1st–11th grade, fall/winter/spring),

Pre-ACT for sophomores, ACT for juniors,

NSCAS summative assessments (ELA/Math 3rd–8th; Science 5th/8th),

ASVAB for juniors,

AIMSweb screening for grades K–6 (this will change when the screening tool is recommended - projected Spring of 2026).

This schedule has been published for staff use and is posted publicly on the district website under menu → staff use, meeting visibility and access expectations. The assessment plan aligns with existing Board [Policy 6211](#) – Curriculum/Assessments and outlines procedures for test administration, security, integrity of assessment instruments, assessment conditions, accommodations, and expectations for standardized and coursework-based evaluation. It is also linked [here](#).

Plan of Correction Evidence Statement – Rule 10 (010.01A – Annual Written Report)

Anselmo-Merna Public Schools complies with Rule 10, 010.01A through the development and annual publication of a comprehensive Annual Report. [The 2023–2024 Annual Report](#) was completed, distributed, and made publicly available to our community, including academic highlights, program

features, financial expenditures, enrollment trends, and district data. Copies were distributed and presented to the Board of Education consistent with Policy 1040 – *Annual Report and School Improvement*

[1040--Annual Report](#)

The 23-24 report reflects required components including student performance data, district demographics, financial figures, and system programming. The previous report was sent to every property tax payer in the district and well received. During our visit with Mr. Wolverton, we were informed that the report was missing inclusion of *district goals and progress toward those goals*. We have since addressed this by incorporating The Continuous Improvement Goal that is the same as our board improvement goal developed in the spring of 2025 along with goal-measurement components into the updated 2024–2025 Annual Report, which is currently being finalized for presentation to the Board and release to the community on December 15, 2025. The 2024–2025 Annual Report—already in progress—will also include goal alignment and progress monitoring indicators, ensuring full compliance with Rule 10 expectations and Board Policy.

004.02A – Elementary Instructional Program (Schedule Formatting & Requirements)

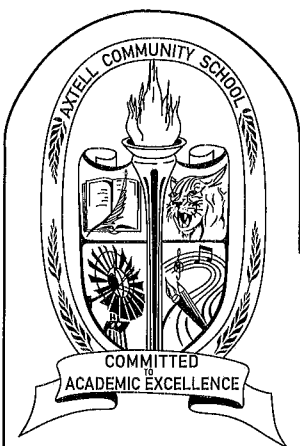
All elementary schedules were updated to reflect a uniform official start time at the top of the schedule, as required. All schedules were audited to ensure no student names appear in any teacher schedule, meeting privacy expectations and compliance requirements. [Those schedules are linked here](#)

Please let me know if you have any questions or recommendations.

Thank you,



Lloyd McIntyre
Superintendent
Anselmo-Merna School
402-469-3471
lloyd.mcintyre@amcoyotes.org



Axtell Community School

Rob Gregory, Superintendent
Craig Lorenz, 6-12 Principal
Jennifer DeBord, PreK-5 Principal

November 14, 2025

To: Sandra Suiter, NDE

From: Robert Gregory, Superintendent of Axtell Community School

Re: Rule 10 Violation, Section 010.01A Annual Report

Plan Of Correction

Violation: Annual Report posted on the school website included a link to the NEP website to report the latest MAP and NSCAS Assessment scores. The link did not work correctly and thus the assessment scores were not made available to the public.

Plan of Correction: Moving forward, the Axtell Community School Annual Report will include all the district financial, demographic, MAP, and NSCAS assessment scores in the report.

No digital link will be used. The 2025-26 Annual Report will be complete and posted on our website once the current assessment scores become public later in November.

Respectfully submitted,

A handwritten signature in black ink that reads 'Robert C. Gregory'.

Robert C. Gregory

Superintendent

CHAMBERS PUBLIC SCHOOL



201 South A Street
Chambers, NE 68725

402-482-5233 Phone

Frank Jesse
Superintendent
Katie Waldo
Business Manager

402-482-5234 Fax
Brady Firley
Principal/Activities Director
Gina Pospichal
Counselor

www.chamberspublic.org

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

Dear Mr. Wolverton,

Please consider this letter as Chamber's Plan of Correction for Section 010.01A – Annual Written Report. Previous annual reports provided by the district only included a brief summary of academic performance as it related to the Nebraska Department of Education's grading under the AQUEEST system. This information was provided in the distribution of the district newsletter and on the school website. A link to the Nebraska Education Profile (NEP) was also provided on the school website. The NEP provides information on our specific academic performance, student demographics, and financial aspects, but does not provide information on our school improvement goals.

To provide more transparency and to meet Rule 010.01A, the district will develop a detailed report that provides specific information on the districts school improvement goals, academic performance, student demographics and the district finances. This information will be included in the Coyote Connection Newsletter during the January publication. It will also be published in the January edition of the Sandhills Ties. Finally, this information will be available on our school website (www.chamberspublic.org) with an additional link to the NEP.

Copies of the Coyote Connection and Sandhills Ties will be provided to you after they are published in January.

If there is any additional information or actions that are required to ensure that Chambers is in full compliance with Rule 010.01A, please do not hesitate to contact to me.

Thank you.

Sincerely,

A handwritten signature in black ink, appearing to read "Frank Jesse". The signature is written in a cursive, flowing style with a long horizontal stroke at the end.

Frank Jesse, Superintendent

Cody-Kilgore Unified Schools
360 W. 4th Street
P.O. Box 216
Cody, NE 69211
402-823-4117

December 2, 2025

Dear Accreditation Section,

In response to the areas of non-compliance identified in your letter, please find below Cody-Kilgore Public Schools' Plan of Correction outlining the actions we have taken or are in the process of taking to address each item.

004.01C – Curriculum and Standards (Library Science Program)

Our district has been actively collaborating with our newly certified librarian to develop a comprehensive K–12 library science program. This program will include clearly defined content and skills at each grade level, integrated support for reading standards, and scheduled weekly library access for students. Elementary students will additionally receive structured library instruction. Our librarian brings strong enthusiasm and recent training that will help us establish a fully aligned and effective program.

004.02C – K–6 Athletic Limitations

At the November Board of Education meeting, the district revised its K–6 athletic participation policy to ensure full compliance with Rule 10, 004.02C. The amended policy now restricts 6th-grade participation to instances in which there are 12 or fewer boys or girls combined in grades 7 and 8.

004.03C – Middle Grade Athletic Competitions

We have corrected the junior high boys' basketball schedule, which was one game over the maximum limit. The schedule has been reduced accordingly. Additionally, we have implemented monitoring procedures to ensure that volleyball, girls' basketball, and track remain within the allowable number of competitions going forward.

006.01B – New Library Resources

The district will be implementing a systematic rotation and budgeting process for acquiring new library materials, similar to our technology replacement cycle. This plan will ensure the annual purchase of at least 150 books at both the elementary and secondary levels, with the appropriate balance of print and electronic resources. We anticipate a larger initial investment this year to bring both libraries up to standard.

010.01A – Annual Written Report

Cody-Kilgore Public Schools will prepare and distribute an annual written report that includes all required components. Our intent is to release this report each year in late fall or early winter, aligning it with the availability of state assessment and performance data. A copy of the completed report will be shared with the community and submitted to the Accreditation Section as required.

011.01B – Safety Plan (Recommendation)

We recognize the importance of maintaining an up-to-date and regularly reviewed safety plan. Going forward, the safety plan will include clearly documented review dates, and the administrative team will meet at least quarterly to ensure ongoing revision and implementation.

We have informed the Cody-Kilgore Board of Education of the identified violations and the corrective actions underway. The district is firmly committed to addressing each requirement promptly and to maintaining full compliance with Rule 10 standards. We appreciate your guidance and will continue to work closely with the Accreditation Section to ensure accountability and support for our students and community.

Sincerely,



Ryan Orrock

Superintendent of Schools

Cody-Kilgore Unified Schools

Crawford Public Schools

908 5th Street
Crawford, NE 69339

November 10, 2025

Decua Jean-Baptiste Ed.D.
Director of Accreditation
Nebraska Department of Education

Dear Decua Jean-Baptiste Ed.D.,

Thank you for sending the letter outlining the area of non-compliance for Crawford Public Schools. I have shared this information with my school board.

Area of Non-Compliance:

- **010.01A:** The school system must annually prepare a written report that includes, at a minimum, student academic performance (as outlined in Section 005.02), school system demographics, school improvement goals and progress, and—if applicable—financial information for public schools. This report must be submitted in accordance with the policy outlined in Section 010.01B.

I am currently working on creating an Annual Report for Crawford Public Schools. Once I have this complete, I will send it to your office for review. I will send it out to the public as soon as the AQuESTT Classifications are released on November 26, 2025, as I feel this is important information to share with my public. The Annual Report will be shared on our district's website, cpsrams.org, with the local newspaper, and on our district's social media pages.

I appreciate your help and understanding.

Keri Homan, Superintendent
Crawford Public Schools.

Keri Homan, Superintendent
keri.homan@cpsrams.org
308-665-1537
Fax: 308-665-1909

Matt Stetson, PK-12 Principal
matt.stetson@cpsrams.org
308-665-1531 or 308-665-1529
Fax: 308-665-1483

ELBA PUBLIC SCHOOLS
 711 CAROLINE ST.
 ELBA, NE 68835
 (308) 863-2228
 Fax: 308.863.2329
 www.elbaps.org



“Small classes, big futures”

Bobby Kelley - Superintendent

Tim Potter - Principal

Logan Simmerman - AD1

Jason Folkers - Guidance Counselor

Elba Public Schools

Plan of Correction – Title 92, NAC, Chapter 10 Instructional Program and Curriculum Standards (004.01A–C)

Date: January 2026

Superintendent: Bobby Kelley

Purpose

This Plan of Correction addresses the identified violations of **004.01A–B (Instructional Program and Standards)** and **004.01C (Curriculum and Standards)** as cited by the Nebraska Department of Education (NDE) Accreditation Section. The plan includes **immediate corrective actions** to restore compliance and a **comprehensive curriculum and instructional overhaul** designed to ensure sustained compliance throughout the **2026–2027 school year and beyond**.

I. Immediate / Initial Fixes (Compliance Restoration – Spring & Summer 2026)

<p>1. Board Notification and Transparency</p>	<p>Action:</p> <ul style="list-style-type: none"> ● Inform the Elba Public Schools Board of Education of the accreditation violations and required corrective actions. ● Record the notification and discussion in official board minutes. 	<p>Responsible Party: Superintendent</p>	<p>Timeline: Next regularly scheduled board meeting (February 2026)</p>
<p>2. Interim Curriculum Alignment Documentation</p>	<p>Action:</p> <ul style="list-style-type: none"> ● Conduct a rapid audit of existing curriculum materials for all required content areas. ● Create interim curriculum alignment documents that: <ul style="list-style-type: none"> ○ Identify Nebraska College- and Career-Ready Standards by content area and grade level. 	<p>Responsible Party: Superintendent, Building Principal(s), Teacher Leaders</p>	<p>Timeline: Completed within 90 days of notice</p>

“The mission of Elba Public Schools develops students academically, socially, and emotionally for a successful future”

	<ul style="list-style-type: none"> ○ Map existing instructional materials to the required standards. ○ Identify gaps requiring further revision. 		
3. Instructional Program Assurance	<p>Action:</p> <ul style="list-style-type: none"> ● Document and communicate district-wide instructional expectations, including: <ul style="list-style-type: none"> ○ Use of standards-based instruction ○ Assessment practices ○ Intervention and support structures ● Ensure all instructional staff receive written guidance confirming expectations for standards-aligned instruction. 	<p>Responsible Party: Superintendent</p>	<p>Timeline: Within 90 days</p>
4. Submission to NDE	<p>Action:</p> <ul style="list-style-type: none"> ● Submit this Plan of Correction to the NDE Accreditation Section. 	<p>Responsible Party: Superintendent</p>	<p>Timeline: Within two weeks of notification, with updates as actions are completed</p>

II. Comprehensive Curriculum & Instructional Overhaul (Sustained Compliance – 2026–2027 School Year)

5. Curriculum Development and Revision Cycle	<p>Action:</p> <ul style="list-style-type: none"> ● Establish a structured curriculum development process aligned with Title 92 requirements. ● Fully revise curriculum guides for all required content areas to include: <ul style="list-style-type: none"> ○ Nebraska standards alignment ○ Scope and sequence 	<p>Responsible Party: Superintendent, Curriculum Committee, Teaching Staff</p>	<p>Timeline:</p> <ul style="list-style-type: none"> ● Development: Spring–Summer 2026 ● Final drafts completed by May 2027
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	<ul style="list-style-type: none"> ○ Instructional strategies ○ Assessment methods ○ Differentiation and intervention supports 		
6. Board Approval of Curriculum	<p>Action:</p> <ul style="list-style-type: none"> ● Present revised curriculum documents to the Board of Education for formal approval. ● Maintain board-approved curriculum documentation on file and accessible to staff. 	<p>Responsible Party: Superintendent</p>	<p>Timeline: June 2027</p>
8. Professional Development	<p>Action:</p> <ul style="list-style-type: none"> ● Provide ongoing professional development focused on: <ul style="list-style-type: none"> ○ Standards-based instruction ○ Curriculum implementation ○ Assessment alignment and instructional consistency 	<p>Responsible Party: Superintendent, Instructional Leaders</p>	<p>Timeline: Throughout the 2026–2027 school year</p>
9. Monitoring and Continuous Improvement	<p>Action:</p> <ul style="list-style-type: none"> ● Implement an annual curriculum review cycle. ● Monitor instructional implementation through walkthroughs, staff collaboration, and data review. ● Adjust curriculum and instructional practices as needed to maintain compliance. 	<p>Responsible Party: Superintendent, Building Principal(s)</p>	<p>Timeline: Ongoing, with annual review each spring</p>

Assurance of Compliance

Elba Public Schools is committed to providing a fully standards-aligned instructional program and curriculum in compliance with Title 92, Nebraska Administrative Code, Chapter 10. The district will implement both immediate corrective actions and a sustained system of curriculum review and instructional improvement to ensure continued accreditation and high-quality educational opportunities for all students.

ELMWOOD-MURDOCK PUBLIC SCHOOLS

Elementary School
400 West "F" Street
Elmwood, NE 68349
(402)-994-2125
FAX (402)994-2078

Ryan Knippelmeyer
Superintendent
Athletic Director
rknippelmeyer@emknights.org

www.emknights.org

Jr./Sr. High School
300 Wyoming Street
Murdock, NE 68407
(402)867-2341
FAX (402)867-2009

Trisha Nichelson
Elementary Principal/Special Education Director
tnichelson@emknights.org

Zach Barrett
Junior High/Senior High Principal
zbarrett@emknights.org

November 18, 2025

Dear Dr. Suiter,

Elmwood-Murdock Public Schools recognizes the following violations of Rule 10 and present the following corrective action plan.

004.01A-B: Instructional Program and Standards - Corrective Action Plan:

By August 2026, the district will work with teams of certified teachers, led by building principals and our ESU 3 instructional coach to align local curriculum with the Nebraska College and Career Readiness Standards. By May 2027, completed curriculum maps will include the topics and content covered, alignment to state standards, and a yearly instructional timeline. Finalized curriculum maps will be presented to the Elmwood-Murdock board of education by May 2027 and then will be submitted to NDE. Continuous review and updates to these curriculum maps will be built into the school district's annual professional development / school improvement plan.

004.01C: Curriculum and Standards - Corrective Action Plan:

Curriculum documents are incomplete for non-core content areas. Non-core content teachers will complete course outlines and curriculum maps aligned with appropriate state and national content standards by May 2027. Finalized curriculum maps will be presented to the Elmwood-Murdock board of education by May 2027 and then will be submitted to NDE. Continuous review and updates to these curriculum maps will be built into the school district's annual professional development / school improvement plan.

004.03A: Middle Grade Instruction - Missing Art for Grade 7 - Corrective Action Plan:

Our current Middle Grades instructional program does not include 7th grade Art. Beginning with the 2026-2027 school year, 7th grade Art will be built into the master schedule. A copy of that master schedule will be provided to NDE.

ELMWOOD-MURDOCK PUBLIC SCHOOLS

Elementary School
400 West "F" Street
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Trisha Nichelson
Elementary Principal/Special Education Director
tnichelson@emknights.org

Zach Barrett
Junior High/Senior High Principal
zbarrett@emknights.org

010.01A: Annual Written Report - Missing School Improvement Goals and Progress:

Elmwood-Murdock Public Schools annually prepares a written report which includes student academic performance, school demographics, financial information, and school improvement goals and progress. In our past written report, our school improvement goals and progress were not up-to-date. In January 2026 and again in August 2026, our annual written report and Rule 10 Newsletter will be updated correctly to include a narrative on our school improvement goals and progress made towards those goals. Upon completion of the August 2026 Rule 10 Newsletter, a copy of both the January 2026 written report and August 2026 Rule 10 Newsletter will be provided to NDE.

Sincerely,



Ryan Knippelmeyer
Superintendent



Shelley Kahrs
Superintendent

Christie Stratman
Secondary Principal

Kelly Simmons
Elementary Principal

Date: December 18, 2025

To: Office of Accreditation, Certification, & Approval

Subject: Plan of Correction, Regulatory (Sections 004-012)

Dear Office of Accreditation, Certification, and Approval,

The regulatory violation (Sections 004-012) has been corrected and is submitted for your approval.

010.01A Annual Report

Sincerely,

Shelley Kahrs,

Superintendent



Fullerton Public Schools

606 4th Street | P.O. Box 520 | Fullerton, NE 68638
Office (308) 536-2431 | Fax (308) 536-2432

Mrs. Lynn Johnson
Superintendent

Mr. Eric Burenheide
7-12 Principal/Activities Director

Mrs. Tammy Carlson
K-6 Principal

RULE 10 PLAN OF CORRECTION:

The following is our plan to address the deficiencies that were identified during our Rule 10 Compliance Visit dated 11/12/2025. The board of education was made aware of these deficiencies and the plan of correction via an email.

003.05 Graduation Requirements - We will amend our Student Handbook so that it reflects our current practice which is that it reads 'Personal Finance/Financial Literacy' and that it clearly articulates it as a Graduation Requirement. We will also introduce a new board policy 6005 - Academic Credits and Graduation. The board of education will take action on both of these changes in their December 8, 2025 meeting.

010.01A Annual Written Report - We will prepare an annual report with the requisite information that will be presented to the board of education for their approval in their January 2026 regular meeting. The annual report will be mailed out to our public via our newsletter and will be available on our website.



HAY SPRINGS PUBLIC SCHOOL

407 N. Baker Street
P.O. Box 280
Hay Springs, Nebraska 69347

Mr. George Clear, District Superintendent
Mrs. Tera Digmann, PK-12 Principal
Mrs. Nichole Marcy, Activities Director
Mrs. Emilee Wells, Counselor



Date: 25 November 2025

Dr. Jean-Baptiste,

After review of the letter you sent Hay Springs Public School on November 10, 2025, Hay Springs Public Schools is implementing the following steps to address the areas where the district is out of compliance.

004.01A The Hay Springs School Board will be presented and approve the Nebraska state content standards for use in all content areas during the January 12, 2026 regularly scheduled school board meeting. Furthermore, a copy of the approved content standards will be kept on file in the administrative office. Following the approval of the Nebraska content standards by the Hay Springs School Board, each teacher will be given a copy of the standards.

004.01B The Hay Springs School Board will be presented and approve the Nebraska academic content standards in reading and writing (language arts), mathematics, and science during the January 12, 2025 school board meeting. Once the content standards are approved, copies of the adopted standards will be given to the appropriate teachers.

004.01C The Hay Springs School Board will be presented and approve standards for all other areas of the curriculum including the Nebraska Fine Arts Standards during the January 12, 2026 regularly scheduled school board meeting. Hay Springs Public School will develop written descriptions for the library media and guidance programs by May 1, 2026

004.01F Hay Springs Public Schools standards and curriculum guides and frameworks will include multicultural education. These resources will be finalized by June 15, 2026.

010.01A Hay Springs Public Schools will have its Annual Written Report completed and presented the Hay Springs School Board at the regularly scheduled school board meeting on 9 March, 2026. Once the Annual Written Report is accepted by the Hay Springs School Board, the report will be released to the public.

Hay Springs Public Schools appreciates the opportunity to correct these deficiencies and looks forward to working with the accreditation office to make sure this doesn't occur again in the future.

A handwritten signature in black ink, appearing to read 'George Clear', written in a cursive style.

George Clear

Superintendent

Hay Springs Public Schools

President Shane Van Pelt
Vice President Nate Spurling
Secretary Chad Hoffman
Treasurer Megan Pike
Member Dorinda Brown
Member Isaac Samuelson

HIGH PLAINS COMMUNITY
SCHOOLS
P.O. BOX 29
POLK, NE 68654

Jason Brown
Superintendent
402-765-2271
Fax: 402-765-7120

Micah Fisher
Jr/Sr High School Principal
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Fax: 402-765-7104

Bre Helgoth
PK-6 Elementary Principal
308-548-2216
Fax: 308-536-6985



Every Student, Every Day, Every
Way!

<http://www.hpcstorm.org>

Follow HPC on Twitter @HPCStorm
High Plains Official Hashtag #hpcstorm

January 14, 2026

Dear Dr. Sandra Suiter,

After our discussion on the phone about what needs to be done to correct the compliance requirements and regulations for High Plains Community Schools, I wanted to follow up in writing. Having worked here for a year and a half, I am aware of the tasks that need to be addressed. We have a willing staff and administrative team that are dedicated to our students and the education they receive.

Coming into this school year, I knew that getting curriculum guides and written programs in place for our teachers was important. I knew that some curricular areas had them or were working on them, and others did not. When I put our professional development schedule together with ESU 7 and their staff development team, we made a plan to work on developing and fine-tuning our curriculum guides and program guides. At the professional development and in-service meetings, the staff developers from ESU 7 and the HPC administrators work with the teachers to align curriculum to state standards and identify priority standards.

Since we have spoken on the phone, our school board has been notified of the violation. They are in total support of getting this corrected. They support the administrative team in doing all things necessary to correct 004.01A-B Instructional Programs and Standards and 004.01C Curriculum and Standards.

The following is our plan to remedy the issue and get into compliance with Rule 10:

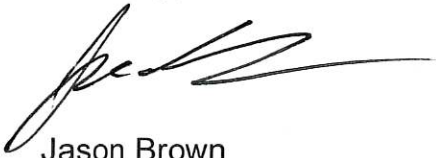
1. Continue to meet with all core teachers to develop and identify teaching programs and standards that align with the NDE State Standards.
2. Have all core teachers identify priority standards that must be taught within the academic calendar year.

The mission of High Plains Community Schools is to provide an educational environment which develops citizens who are lifelong learners and can contribute to a global society.

3. Work with elective and non-core teachers to develop curriculum and standards to be followed in all non-core areas.
4. The building principals and the superintendent will review all program guides with the teachers to ensure standards are met.
5. This school year at the 7-12 building, Planbook was required for all teachers to be used weekly for lesson plans and to identify state standards within daily lesson plans. The elementary school teachers have been using Planbook for several years.
6. Over the summer, a new 7-12 principal will be starting at High Plains. She will be brought up to speed on this process. Staff who are needed to get the program and curriculum guides completed will be paid a stipend to get them done.
7. At the August 2026 board of education meeting, all program and curriculum guides will be board-approved.
8. At the August in-service meetings, teachers will review and have the opportunity to work with ESU 7 and HPC administrators to ensure they are ready for the upcoming school year.

If you have any questions or recommendations as we complete this process, please advise our school district and administration on how to improve. We always want what is best for our students and staff. We look forward to getting this completed to the expectations of the NDE.

Sincerely,



Jason Brown
Superintendent
High Plains Community Schools

Howells-Dodge Consolidated Schools

Howells Attendance Center:
418 May Street
P.O. Box 15
Howells, NE 68641-0159

Phone: (402) 986-1621
Fax: (402) 986-1261



Dodge Attendance Center:
209 Ash Street
P.O. Box 308
Dodge, NE 68633-0308

Phone: (402) 693-2207
Fax: (402) 693-2209

Mark Ernst, Superintendent
Zach Rosenboom, 7-12 Principal/A.D.
Christine Radcliff, Elementary Principal

October 6, 2025

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

Dear Mr. Wolverton,

This letter is in response to the Rule 10 compliance visit and the identified area of non-compliance requiring corrective action. During the visit, it was noted that our district did not have *Personal Finance* listed as a graduation requirement within the school board policy or student handbook, as required by Rule 10. While Howells-Dodge Consolidated Schools has long included Personal Finance as a graduation requirement, it was not formally documented in policy.

The district is taking immediate steps to correct this oversight. The inclusion of *Personal Finance* as a graduation requirement will be presented for approval at the upcoming school board meeting on **Wednesday, October 8th**. Following board approval, the updated policy and corresponding handbook language, along with the meeting minutes, will be submitted to the Nebraska Department of Education as evidence that the corrective action has been completed. This documentation will be provided no later than **Friday, October 10th**, by the end of the school day.

If you have any questions regarding this corrective action, please feel free to contact me at your convenience.

Sincerely,

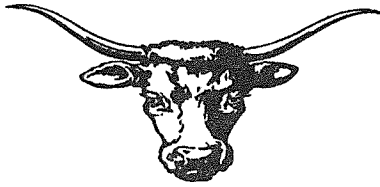


Mark Ernst
HDC Superintendent
417 Center St.
Howells, NE 68641
P: (402) 986-1621
E: mernst@hdcjags.org

HYANNIS AREA SCHOOLS

East Highway 2
P.O. Box 286
Hyannis, NE 69350

Tel: (308) 458-2202
Fax: (308) 458-2227



"Home of the Longhorns"

To: Dr. Brian L. Maher, Commissioner of Education
Dr. Decua Jean-Baptiste

Date: 12/3/2025

From: Travis Hawk, Ed.S
Superintendent
Hyannis Area Schools

re: Plan of Correction
Rule 10 Violation

I am writing in response to the Rule 10 Violation identified by Dr. Decua Jean-Baptiste on Monday, November 24th. Our plan of correction is to more closely monitor our enrollment and if it approaches a total of 12 of one gender in grades 7 and 8 we will proactively apply for a waiver for 6th graders to continue to participate. We are a very small school district currently with 25 girls and boys in the 7th and 8th grades; typically we are below this number.

I appreciate your efforts to help work through this situation.

A handwritten signature in black ink, appearing to read 'Travis Hawk', written in a cursive style.

Travis Hawk



Home of the Vikings

Board of Education
Jerry Jaixen
Chad Anderson
Keith Runge

Lakeview Community Schools
3744 83rd Street
Columbus, NE 68601
Phone- 402-564-8518
Rick Meyer- Superintendent

Board of Education
Joy Escen
Eric Stuthman
Jeremy Sprunk

Date: 11/18/25

Superintendent: Rick Meyer

District: Lakeview Community Schools

Visit Date: November 12, 2025

Lakeview Community Schools respectfully submits the following Plan of Correction addressing the three areas identified as non-compliant during the Rule 10 accreditation review.

1. 004.02B – Kindergarten Admissions

Finding:

The district's existing Kindergarten Admissions policy does not include required Rule 10 language stating that any pre-entrance testing may only be conducted for (a) identification of a disability under 92 NAC 51, or (b) early entrance evaluations conducted pursuant to Neb. Rev. Stat. § 79-214(1)(b).

Corrective Action:

The district will revise its Kindergarten Admissions policy to include the following required language:

“Testing prior to school entrance, if any, shall be conducted only to identify children with disabilities under 92 NAC 51 or to meet the requirements of subdivision (1)(b) of Neb. Rev. Stat. § 79-214 for early kindergarten admission.”

Timeline:

The revised policy will be presented, reviewed, and adopted at the December 2025 regular meeting of the Lakeview Board of Education.

2. 010.01A – Annual Written Report

Finding:

The district's Annual Report did not include school improvement goals and progress toward those goals as required under Rule 10, Section 010.01A.

Corrective Action:

The district is currently developing the 2025 Annual Report and will add the required components, including:

- District and building-level school improvement goals, and
- Progress toward those goals.

The Annual Report will be completed prior to board adoption, shared publicly, and used consistently in future years to comply

O'NEILL PUBLIC SCHOOLS

Michael Rotherham, Superintendent

635 N 4th Street

O'Neill, NE 68763

Phone: (402) 336-3775 FAX: (402) 336-4890

Junior-Senior
High School
402-336-1544
402-336-2812

Elementary
School
402-336-1400

High School
Guidance
Counselor
402-336-2667

Activities
Director
Phone
402-336-1415
402-336-1105 fax

**O'Neill Public School District
Corrective Action Plan
Nebraska Department of Education – Rule 10
(Monitoring Visit Response)**

District: O'Neill Public School District

Monitoring Visit Date: 11/03/2025

Date Submitted: 01/06/2026

District Contact: Michael Rotherham

Areas of Noncompliance

Rule 10 Citation: 004.03A – Middle Grade Instruction

During the monitoring visit, the district was identified as not fully compliant with middle grade instructional offerings in the area of 8th grade art.

Rule 10 Citation: 005.01A–B – Assessment Plan

The district was identified as not fully compliant with assessment plan communication requirements.

Corrective Actions

004.03A – Middle Grade Instruction

Beginning with the 2026–2027 school year, O'Neill Public School District will revise the 8th grade quarter class rotation to ensure compliance with Rule 10. The district will eliminate Careers Education as a stand-alone quarter class and integrate the careers curriculum into an existing 8th grade quarter course, ensuring continued delivery of careers instruction.

This revision will allow for the implementation of Middle School Art as a quarter-long course within the regular school day. The art course will be taught by appropriately endorsed staff and will meet Rule 10 requirements for instructional time and curriculum alignment.

005.01A–B – Assessment Plan

O'Neill Public School District will update its Assessment Plan by adding a district Testing Schedule to the district website. The Testing Schedule will clearly communicate required state and local assessments and will be accessible to staff, students, and families.

Evidence of Correction

- Updated 8th grade master schedule and quarter rotation for the 2026–2027 school year
- Course descriptions and curriculum documentation for Middle School Art
- Documentation showing integration of the career's curriculum into an existing course
- Staff assignment and endorsement verification
- Screenshot or link demonstrating posting of the Testing Schedule on the district website

Assurance of Compliance

O'Neill Public School District assures the Nebraska Department of Education that all corrective actions outlined in this plan will be implemented prior to the start of the 2026–2027 school year and that the district will maintain compliance with Rule 10 §§004.03A and 005.01A–B.

Superintendent Signature: Michael Rotherham

Date: Jan 6 - 2026

O'NEILL PUBLIC SCHOOLS



FALL

MAP
K - 11TH GRADE

DIBELS
K - 6TH GRADE

NOVEMBER

ASVAB
10TH GRADE

WINTER

MAP
3RD - 11TH GRADE

DIBELS
K - 6TH GRADE

SEMESTER TEST
9TH - 12TH GRADE

SPRING

MAP
K - 2ND GRADE

DIBELS
K - 6TH GRADE

PRE-ACT
9TH - 10TH GRADE

ACT
11TH GRADE

NSCAS
3RD - 8TH GRADE

SEMESTER TEST
9TH - 12TH GRADE

TESTING SCHEDULE

Pleasanton Public Schools

PO BOX 190 • 303 W Church Street

Pleasanton, NE 68866

Phone 308-388-2041 - Fax 308-388-5502



Nathan Lightle- Superintendent

Ricci Westland - Elementary Principal

Jason Boyd - Jr./Sr. High School Principal

Date: 8/25/25

RE: Response to Notice of Non-Compliance with Title 92 NAC Rule 10, Section 003 – Fabian Lopez

Dear Mr. Wolverton,

This letter serves as Pleasanton Public Schools' formal written response to the Notice of Non-Compliance dated August 25, 2025, regarding Fabian Lopez (State ID: 1163560771).

Actions Taken Upon Receipt of Notice

Upon receiving notification, Pleasanton Public Schools immediately removed Mr. Lopez from all duties involving instruction and supervision of students. Effective immediately, he is no longer serving as the teacher of record in any classroom until he receives an active Nebraska teaching permit.

To maintain continuity of instruction, Pleasanton Public Schools has implemented the following measures:

- Assigning a qualified substitute teacher in his classroom when needed, **or**
- Ensuring that another certified teacher is present to oversee instruction and student supervision.

Plan to Resolve Non-Compliance

Mr. Lopez has been instructed that he may not return to instructional or supervisory duties until his Nebraska teaching permit has been granted by the Department of Education. The district along with Jobs for Americas Graduates (JAG) will continue to monitor his status closely to ensure full compliance with Rule 10 requirements.

Timeline for Compliance

The district anticipates resolution of this matter once Mr. Lopez's application for a teaching

POTTER-DIX SCHOOLS

Growing Minds, Building Futures, Serving Communities

Elementary
304 Horrum St.
P. O. Box 149
Dix, NE 69133
308-682-5226
FAX 308-682-5227



Jr./Sr. High School
303 Walnut St.
P. O. Box 189
Potter, NE 69156
308-879-4434
FAX 308-879-4566

Web Page: www.pdcoyotes.org

Chris Arent
Superintendent/7-12 Principal
chris.arent@pdcoyotes.org

Lance Howitt
K-6 Principal/Activities Director
lance.howitt@pdcoyotes.org

Sarah Deeds
Guidance Counselor
sarah.deeds@pdcoyotes.org

Mr. Todd Wolverton
Nebraska Department of Education

RE: Rule 10 Plan of Correction - Potter-Dix Schools

November 13, 2025

Mr. Wolverton,

Please see below our response and plan for correcting the Rule 10 violations for Potter-Dix Schools. We appreciate your visit and have the opportunity to make our school district better through this process.

- **004.01A-B – Instructional Program and Standards** – A plan for curriculum development in all core content areas, K-12, needs to be developed. Work on that development should begin this school year.
- **004.01C – Curriculum and Standards** – Along with the core content, a written curriculum needs to be developed for all other content areas. For library media and guidance, a minimum of a detailed description of what is taught and provided to students needs to be developed. This will be completed no later than May 31, 2027.
 - We met as a school improvement/MTSS team on November 5. We have created a template (attached to the email) that staff will use to create mapping and pacing guides for all content areas taught in Potter-Dix Schools
 - We will provide professional time on Monday, February 16, 2026 and Tuesday, May 19, 2026 for staff to work on the mapping and pacing guides.
 - As work is completed we will add the mapping and pacing guides to our website
 - The new superintendent and school improvement team will decide future dates and timelines for completion of this important work.
- **006.01B – New Library Resources** – Evidence of the acquisition of new texts for the library needs to be provided in light of the requirements of the regulation.
 - The libraries at both sites are currently being updated with books being catalogued and moved as needed or removed as needed. Once this process is completed we will begin to order new books

permit has been processed and approved by NDE. Until that time, Pleasanton Public Schools will continue with the corrective measures outlined above to remain in compliance with all state regulations.

School Board Notification

This matter has already been informally presented to the board of education in the Superintendent's Weekly Update on Friday, August 22, 2025 and will be formally presented to the Pleasanton Public Schools Board of Education at our Regular Board Meeting on September 8, 2025.

Pleasanton Public Schools takes compliance with Title 92 NAC Rule 10 very seriously and remains committed to ensuring that all instructional staff meet Nebraska certification requirements. Please let me know if additional information or documentation is required.

Sincerely,

A handwritten signature in black ink, appearing to read "Nathan Lightle". The signature is stylized and cursive.

Nathan Lightle
Superintendent
Pleasanton Public Schools



Raymond Central Public Schools

1800 W Agnew Road | Raymond, NE 68428

402-785-2615 | www.rcentral.org

12/29/2025

Todd Wolverton,

To ensure compliance with policy 004.03A, when developing the schedule for the 2026–2027 school year, we will make certain that all courses are accessible to students across all middle school grade levels. Specifically, an art class option will be offered for 7th-grade students, providing them with opportunities to explore and develop their creative skills.

Thank You,

Bryon Hanson
Superintendent

Raymond Central Public Schools



Southern Valley School

JR. - SR. HIGH - 43739 Hwy 89 - Oxford, Ne 68967 - Phone (308) 868-2222

ELEMENTARY - 43737 Hwy 89 - Oxford, Ne 68967 - Phone (308) 868-9966

Bryce Jorgenson - Superintendent

Josh Lanik - 7-12 Principal

Natalie Thiessen - Elementary Principal

December 23, 2025

Mr. Todd Wolverton,

The purpose of this letter is to inform the commissioner and yourself of the plan of correction for Southern Valley School following their Rule 10 visit. The district will ensure that the following corrections will be made:

1. 004.01C Curriculum and Standards - Guidance curriculum have been created and are on file. They have also been forwarded on to you for viewing. Library curriculum will be developed by February 1st to outline how our district instructs our students on our library and how to use it.
2. 004.03A Middle Grade Instruction - Art and Health will be offered to both 7th and 8th graders for the 2026-2027 school year. Once the schedule has been created for 2026-2027, we will forward that on to you.
3. The board will be informed of these violations and corrections at their January board meeting.

It is our district's intent to fully comply with Rule 10. We will have put in place other procedures to ensure that we stay in compliance with its rules and regulations. We will fully implement the above changes and ensure that they continue moving forward.

Sincerely,

Bryce Jorgenson
Superintendent
Southern Valley Public Schools



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

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

Blake Dahlberg, Superintendent

Adam Kuntz, Principal

November 9, 2025

Todd Wolverton
Accreditation Specialist
Office of Accreditation, Certification, and Approval
500 South 84th Street, 2nd Floor
Lincoln, NE 68510-2611
(402) 219-2542
todd.wolverton@nebraska.gov

Mr. Wolverton,

Thank you for your time and the discussion we had during your Rule 10 Compliance visit last week. This letter is in response to the report from that visit with the detailed response the district had to find non-compliance areas. Please accept this as evidence of our immediate action taken for 003.05 – Graduation Requirements and our Plan of Correction for 010.01A – Annual Written Report.

- 1. 003.05 – Graduation Requirements:** The Board will adopt board policy 6005 (included in this communication) during our next regular board meeting on November 17, 2025. They will also approve the update to the handbook (also included) at the same meeting and updated handbooks will be available on the school's website soon after.
- 2. 010.01A – Annual Written Report:** My understanding is that our Annual Report has included everything we need to include, except for demographic information of our students and progress on our Continuous Improvement Goals. In January of 2026, an updated Annual Written Report will be completed to share with the community that will include all required information. A copy of this report will be sent to you as soon as it is completed.

I also greatly appreciate your recommendation for 007.06A – Certificated Staff Evaluations. Mr. Kuntz and I have had a few conversations about this and will work towards updating our evaluation instrument.

If further information is needed, please do not hesitate to let me know. If I am supposed to send a separate response for each item, please let me know and I will update my letter.

Sincerely,

Blake Dahlberg
Superintendent/Principal
The Thedford Public Schools

“The Thedford Public Schools will prepare students for challenges of life with an environment that fosters positive educational growth.”



Wauneta-Palisade Public School

214 West Wichita, Box 368
Wauneta, NE 69045

Phone: 308-394-5427
Fax: 308-394-5962

11/18/2025

Todd Wolverton

Nebraska Department of Education

Rule 10 Compliance "Plan of Correction"

Wauneta-Palisade School District submits the following "Plan of Correction" in response to our Rule 10 Compliance visit on October 20, 2025:

- **004.01C - Curriculum and Standards** - Media Specialist Breanna Poe is in the process of finalizing and completing a District Document showing what is taught through our Library Curriculum to our students in terms of required library skills.
 - This district document will be completed prior to June 1, 2026
- **004.02C - K-6 Athletic Limitations** - This has been addressed by adopting the appropriate board policy, Policy 6285, at our November School Board Meeting (see attached policy and board minutes item VII.1).
- **010.01A - Annual Written Report** - Our Annual report is completed and attached. This report will be posted on our school website and available in the Superintendent's office for review upon request by the public as soon as the AQUESTT Data is released to the public later this year.

Please accept this "Plan of Correction" for Wauneta-Palisade School District.

Respectfully,

Randy Geier, Superintendent

InstructionStudent Participation in Athletic Contests Between Schools

Students in kindergarten through sixth grade may not participate in school-sponsored athletic contests. Annual field or play days are excluded from this restriction.

Middle school extra-curricular activities are subject to the extra-curricular rules established by the Board of Education and administration.

Students in seventh and eighth grades may participate in interscholastic competitions subject to and in a manner consistent with the bylaws of the Nebraska School Activities Association. The scholastic eligibility rules for seventh and eighth grades shall be the same as established by the School Board for high school interscholastic competitions and, in the absence of such rules, shall be the minimum established by the Nebraska School Activities Association.

Legal Reference: NDE Rule 10.004.02C
Nebraska School Activities Association Middle Level Activities Bylaws,
Article 9

Date of Adoption: 11/10/2025



WEeping WATER PUBLIC SCHOOLS

204 WEST O STREET, PO BOX 206

WEeping WATER NE 68463

PHONE: 402-267-2445 FAX: 402-267-5217

October 9, 2025

To whom it concerns,

This letter is in response to our formal notification of Weeping Water Public Schools Rule 10 violations of the following sections:

- **004.01A-B Instructional Program and Standards** - A structured and aligned curriculum needs to be developed for language arts, mathematics, and science that is aligned with Nebraska State Standards.
- **004.01C Curriculum and Standards** - A structured and aligned curriculum needs to be developed for all other content areas. A written description of library media skills need to be written.

Addressing item 004.01A-B Instructional Program and Standards

As of September 8, 2025, we have begun working with ESU 3 to begin the process of developing a written, structured, and aligned curriculum for language arts, mathematics, and science with the goal of completion in the fall of 2026. Our staff will be engaging in professional development with ESU 3 support to develop these written materials. Our staff is aware of these deficiencies and understand their roles to ensure a quality learning program for students and be in compliance.

Addressing item 004.01C Curriculum Standards

As of September 8, 2025, we have begun working to develop a structured and aligned curriculum for all subject areas, including a written description of the library media and guidance programs. We will utilize ESU 3 and our professional development to replicate the same process that we used for language arts, mathematics, and science. We have a goal of completion by the fall of 2026.

Please let me know if you have any questions or concerns with our corrective action plan. Our goal is to regain compliance in all content areas to best support our students.

Adrian Allen
Superintendent
(402) 267-2445
aallen@weepingwaterps.org



To: Dr. Sandra Suiter
From: Troy Wharton
Re: Rule 10 Action Plan 010.01B
Date: 9/23/25

Dear Dr. Suiter,

Thank you for working with Boys Town's administrative team through the Nebraska Department of Education Compliance Visit. As an administrative team, we have addressed 010.01B by updating Boys Town's Youth Services Charter to read as follows: At least annually, the Committee shall require the Superintendent of Schools to provide a written report on school performance in accordance with Nebraska Department of Education Rule 10. The report will be provided to the Committee and Youth Care Administration.

The Committee was informed of this violation on September 4, 2025. If you have any questions or concerns, please do not hesitate to contact me.

Sincerely,

Troy Wharton
Superintendent of Boys Town Schools
Troy.Wharton@Boystown.org
531-355-8308



Sandra M. Suiter, EdD

Office of Accreditation, Certification, & Approval
500 S 84th Street, 2nd Floor
Lincoln, NE 68510-2611

Dr. Suiter,

Pursuant to your letter dated October 29, 2025, OneSchool Global - Gothenburg Campus hereby offers this letter with our Plan of Correction to address **Title 92, Nebraska Administrative Code, Chapter 14.**

As recommended, we have contacted the local school district, Gothenburg Public Schools, to ask for support to maintain our approval status by the state of Nebraska. Dr. Allison Jonas has agreed to supervise and support our campus until a viable candidate is secured to replace our outgoing administrator.

In the meantime, OneSchool Global has assigned Dawn Merrill to oversee our campus until a replacement is found. She holds an Indiana Administrative License and met with the Nebraska Department of Education on 10/31/2025 to start the procedure of securing a Nebraska license to keep us in compliance until a replacement is found. The application was sent in today and it should be a quick process to get her approved.

We have actively launched a search for immediate replacement of the campus principal at our location. We will ensure that any successful candidate is fully credentialed by the state of Nebraska and meets all requirements for building administrators set out in the guidelines.

Please let us know if any further information or action is required. We will notify your office immediately upon the successful search for a new campus principal.

Kind Regards,

A handwritten signature in black ink that reads 'Bailey Kobs'.

Bailey Kobs
Lead Teacher & Campus Office Administrator
OneSchool Global – Gothenburg Campus

SAINT COLUMBKILLE

CATHOLIC SCHOOL



224 E 5th St, Papillion, NE 68046 | 402-339-8706 | SAINTCOLUMBKILLESCHOOL.ORG

January 16, 2026

Dear Accreditation Team,

St. Columbkille Catholic School appreciates the guidance provided and submits the following Plan of Correction addressing the identified regulatory areas of non-compliance.

004.01C – Curriculum and Standards

Plan of Correction: St. Columbkille Catholic School is in the process of developing complete, written curriculum documents for Technology, Physical Education/Health. Teachers assigned to each content area are actively working on this curriculum piece. These documents will outline grade-level content across grade bands, learning objectives, and instructional topics.

For Guidance, a written description of the program will be developed outlining the scope of topics addressed across grade levels, including social-emotional learning, and student well-being.

The principal will oversee the completion and collection of all curriculum documents to ensure consistency and compliance.

Timeline: These documents will be completed during the 2025–2026 school year. Completed materials will be submitted to the Nebraska Department of Education in early February 2026.

006.01B – New Library Resources

Plan of Correction: St. Columbkille Catholic School will meet the requirement of acquiring a minimum of 150 new library titles through a purchasing and selection process. The school will partner with educational vendors including Bound to Stay Bound, Follett, and Gumdrop Books to purchase new library materials throughout the remainder of the school year. Proceeds from the annual Scholastic Book Fair will also be allocated toward the purchase of new titles.

To ensure library resources align with curricular needs, the school librarian will conduct a survey of teachers to identify curriculum areas and grade-level needs to guide the selection of new materials.

Additionally, Nebraska Access has been implemented for St. Columbkille Catholic School following the Rule 10 visit, expanding access to high-quality digital academic resources.

Timeline: The librarian will maintain an updated inventory of all new library acquisitions. As the school approaches the start of the 2026–2027 school year, an inventory of new titles will be submitted to the Nebraska Department of Education as evidence of compliance. Evidence to be Submitted: Vendor purchase records, Scholastic Book Fair purchase documentation, Nebraska Access confirmation, recent library inventory.

010.01A – Annual Written Report

Plan of Correction: St. Columbkille Catholic School produces an annual written report titled *State of the School*, which is shared with parents and school stakeholders.

Beginning with the current reporting cycle, the *State of the School* report will be updated to include a clearly defined student performance goal aligned with and drawn from the School Improvement Plan. The report will reference student performance goals and describe instructional practices and initiatives implemented to support student proficiency during the 2025–2026 school year. The focus will be on actions taken to support growth rather than reporting individual or disaggregated student data.

The principal will oversee the development and distribution of the annual report to ensure compliance with Nebraska Department of Education requirements.

Timeline: The updated *State of the School* report will be completed and shared with parents and stakeholders by the end of the 2025–2026 school year and submitted to the Nebraska Department of Education upon completion by the end of May 2026. Evidence to be Submitted: Copy of the *State of the School* report

010.01B – Policy for Performance Reports

Plan of Correction: St. Columbkille Catholic School has updated the Parent/Student Handbook to include a policy addressing the communication of student performance. The policy outlines the methods used to report student progress, including report cards, progress reports, and conferences. The policy also states that when assessment data are shared, student information will be kept confidential and individual student data will not be publicly disclosed.

Timeline: The updated handbook language was implemented and updated January 16, 2026.

Evidence to be Submitted: Excerpt from the Parent/Student Handbook

St. Columbkille Catholic School is committed to maintaining compliance with all accreditation requirements and appreciates the continued support of the Nebraska Department of Education.

Sincerely,



Tiffany Howard
Principal
St. Columbkille Catholic School



PROPOSED AGENDA ITEM RATIONALE

DATE: February 6, 2026

TO: Dr. Brian L. Maher
Commissioner of Education

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

PROPOSED AGENDA ITEM: Approval of nonpublic schools for the 2026-2027 school year (PE.022026.005)

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 May for the following school year.

New Information:

- Approval of nonpublic schools for the 2026-2027 school year was submitted as an information in February.

STRATEGIC PLAN ALIGNMENT:

- *Strategic Priority 3: Equip Learners for the Workforce*
 - *Strategic Outcome 3.1: Increased Postsecondary Access and Attainment*

Nonpublic schools contribute to the academic success of students throughout the state of Nebraska by equipping them to become learners for the workplace, learners for life and positive contributors to society.

PROPOSED BOARD MEETING (MONTH/YEAR): March/2026

ESTIMATED COST: \$0

FOR CONTRACTS AND GRANTS: N/A

- 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: N/A

- Describe the grantee selection process:

**Updated 01.12.2026*

Nebraska Approved Nonpublic School Systems

In Accordance with Rule 14

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

School Year 2026-2027

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: February 6, 2026

TO: Dr. Brian L. Maher
Commissioner of Education

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

PROPOSED AGENDA ITEM: Approval of Interim-Program Schools for 2026-2027 school year (PE.022026.006)

AGENDA ITEM TYPE (contract/grant/rule/program/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.

New Information:

- Approval of Interim-Program Schools for 2026-2027 school year was submitted as an information in February.

STRATEGIC PLAN ALIGNMENT:

- *Strategic Priority 3: Equip Learners for the Workforce*
 - *Strategic Outcome 3.1: Increased Postsecondary Access and Attainment*

Rule 18 Interim Programs work in conjunction with public schools to contribute to the academic success of students throughout the state of Nebraska by equipping them to become learners for the workplace, learners for life and positive contributors to society.

PROPOSED BOARD MEETING (MONTH/YEAR): March/2026

ESTIMATED COST: \$0

FOR CONTRACTS AND GRANTS: N/A

- 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: N/A

- Describe the grantee selection process:

**Updated 01.12.2026*

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 2026-2027

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

Geneva:

BEST Heartland

La Vista:

Patrick J. Thomas Juvenile Justice Center

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



PROPOSED AGENDA ITEM RATIONALE

DATE: February 24, 2026

TO: Dr. Brian L. Maher
Commissioner of Education

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

PROPOSED AGENDA ITEM: Priority School Designation (PE.122025.002)

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

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 to “designate 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. As such, “no less than three schools may have a priority school designation at one time.”

In June 2025, the Commissioner was directed to review the designation process and provide an update when ready. The revised Priority School Designation Process outlines clear communication with the superintendent and local school board president of the possible Priority Schools, a methodology for identification focused on academic performance indicators, a regular operating calendar, and the necessary exit criteria.

To resume with the identification of a Priority School, the State Board of Education will review school profiles of recommended schools and will take action in May.

STRATEGIC PLAN ALIGNMENT:

- Strategic Priority 1: Accelerate Student Achievement
 - Strategic Outcome 1.1: Improved Student Achievement
 - Strategic Outcome 1.2: Reduced Chronic Absenteeism
- Strategic Priority 3: Equip Learners for the Workforce
 - Strategic Outcome 3.1: Increased Postsecondary Access and Attainment

The Priority School Designation directly connects to the strategic plan by supporting school teams with increasing student achievement and equipping learners for the workforce.

PROPOSED BOARD MEETING (MONTH/YEAR): March 2026

ESTIMATED COST: N/A

FOR CONTRACTS AND GRANTS:

- 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:

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

FOR GRANT SUBAWARDS:

- Describe the grantee selection process:

**Updated 01.12.2026*



STATE BOARD OF EDUCATION RULES AND REGULATIONS COMMITTEE REPORT

Date: March 5, 2026

The Rules and Regulations Committee reports on March 5, 2026, 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.

Committee members reviewed revisions to Rule 24, Regulations for Certification Endorsements. The public hearing was held on February 20, 2026. The committee recommends approval.

NDE staff provided information on revisions to Rule 6, Regulations and Standards for Uniform Sharing of Student Data, Records and Information.

NDE Staff provided information on revisions to Rule 55, Rules of Practice and Procedure for Due Process Hearings in Special Education Contested Cases.

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: Ami M. Huff, General Counsel
Date: February 20, 2026
Subject: Report on Rules

Awaiting Approval by the Governor

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

Posted for Public Input:	July 8-22, 2025
Public Hearing held:	October 24, 2025
Approved by the State Board of Education:	December 5, 2025
Approved by the Attorney General:	February 2, 2026
Approved by the Governor:	
Effective Date:	

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

Public Hearing held:	November 24, 2025
Approved by the State Board of Education:	December 5, 2025
Approved by the Attorney General:	February 3, 2026
Approved by the Governor:	
Effective Date:	

Awaiting Approval by the Attorney General

Revision - 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*

Posted for Public Input:	July 17-30, 2025
Public Hearing held:	October 15, 2025
Approved by the State Board of Education:	December 5, 2025
Approved by the Attorney General:	
Approved by the Governor:	
Effective Date:	

Revision - 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*

Public Hearing held: December 19, 2025
Approved by the State Board of Education: January 9, 2026
Approved by the Attorney General:
Approved by the Governor:
Effective Date:

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

Posted for Public Input: October 22-28, 2025
Public Hearing held: December 17, 2025
Approved by the State Board of Education: January 9, 2026
Approved by the Attorney General:
Approved by the Governor:
Effective Date:

Revision - Title 92, Nebraska Administrative Code, Chapter 89, *Regulations and Procedures to Incentivize for the Education Innovation Fund Program – Distance Education Equipment Reimbursement and Incentives*

Public Hearing held: November 6, 2025
Approved by the State Board of Education: December 5, 2025
Approved by the Attorney General:
Approved by the Governor:
Effective Date:

Hearings held – Awaiting Approval by the Board

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

Posted for Public Input: December 3-17, 2025
Public Hearing held: February 20, 2026
Approved by the State Board of Education:
Approved by the Attorney General:
Approved by the Governor:
Effective Date:

Information Items for March Rules and Regulations Committee Meeting

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

Revision - Title 92, Nebraska Administrative Code, Chapter 55, *Rules of Practice and Procedure for Due Process Hearings in Special Education Contested Cases*

Other Rules in the Revision Process

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

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

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

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

Revision - Title 92, Nebraska Administrative Code, Chapter 27, *Regulations and Standards for Professional Practices Criteria*

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

Revision - Title 92, Nebraska Administrative Code, Chapter 52, *Regulations and Standards for the Provision of Early Intervention Services*

Revision - Title 92, Nebraska Administrative Code, Chapter 71, *Procedures for Formal Review of Vocational Rehabilitation Determinations*

Repeal - Title 92, Nebraska Administrative Code, Chapter 72, *Cost Sharing and Cost Containment Rules for Vocational Rehabilitation Services*

Revision - Title 92, Nebraska Administrative Code, Chapter 91, *Regulations Governing Driver Qualifications and Operational Procedures for Pupil Transportation Vehicles*

Revision - Title 92, Nebraska Administrative Code, Chapter 92, *Regulations Governing the Minimum Equipment Standards and Safety Inspection Criteria for Pupil Transportation Vehicles*



PROPOSED AGENDA ITEM RATIONALE

DATE: February 20, 2026

TO: Dr. Brian L. Maher
Commissioner of Education

FROM: Brad Dirksen, Accreditation, Certification, & Approval Administrator

PROPOSED AGENDA ITEM: Proposed Revision of Rule 24 (92 NAC 24) Regulations for Certification Endorsements (RR.062025.002)

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

RATIONALE/BACKGROUND INFORMATION:

Title 92, Nebraska Administrative Code, Chapter 24 (Rule 24) contains the regulations for certification endorsements. Rule 24 was last revised and effective as of June 2, 2024. Regular revisions to this regulation are important to reflect current practices and change Nebraska college and career ready standards.

The endorsement revision process involves the Nebraska Council on Teacher Education, an advisory body to the State Board of Education. Endorsements are reviewed by an ad hoc committee, NCTE Executive Committee, a NCTE standing committee, and voted on by the full NCTE membership as outlined in section 17.00 of the NCTE organizational policies (attached).

NCTE met on June 13, and September 26, 2025. The attached public input draft includes the following: 1) recommended endorsement revisions, 2) recommended new endorsements (Speech, Theatre, and Speech and Theatre), 3) revisions to provisional endorsements to align requirements with the alternative program permit, 4) eliminate the Interim Special Education Endorsement, and 5) routine language clean-up.

The Rules and Regulations Committee approved the public input draft at the December 2025 meeting and was posted for input from December 3, 2025, through December 17, 2025. Public comments were received and reviewed by the Rules and Regulations Committee. The committee approved a Public Hearing draft after discussion at the January meeting which included revisions to the provisional endorsement section to improve alignment with alternative program permit requirements.

A public rule hearing was conducted on February 20, 2026. The Department received written testimony and multiple individuals provided testimony during the public hearing. A record of the testimony is attached.

STRATEGIC PLAN ALIGNMENT:

- Strategic Priority 2: Grow the Educator Pipeline
 - Strategic Outcome 2.1: Increased Supply of Teachers

Revisions to Rule 24 will help increase the supply of teachers by changing endorsements requirements and ultimately removing barriers, ensuring alternative pathways, retaining quality, simplifying the endorsement system, and aligning regulations.

PROPOSED BOARD MEETING (MONTH/YEAR): March 2026

ESTIMATED COST: \$650.00

FOR CONTRACTS AND GRANTS: NA

FOR NEW CONTRACTS OR OTHER CONTRACTS REQUIRING PROCUREMENT: NA

FOR GRANT SUBAWARDS: NA

**Updated 01.12.2026*

TITLE 92 – NEBRASKA DEPARTMENT OF EDUCATION

CHAPTER 24 – CERTIFICATE ENDORSEMENTS

001 Alphabetical List of Endorsements Contained in this Chapter

ADMINISTRATIVE ENDORSEMENTS

Curriculum Supervisor (Issued prior to August 1, 2020)
Principal
Special Education Supervisor
Superintendent

TEACHING ENDORSEMENTS

Adapted Physical Education Agricultural Education
American Sign Language (Subject)
American Sign Language (Supplemental)
Anthropology (Issued prior to August 1, 2023)
Art
Assessment Leadership (Issued prior to August 1, 2020)
Basic Business (Issued prior to August 1, 2019)
Bilingual Education
Biology
Business, Marketing, and Information Technology (BMIT)
Career Education
Chemistry
Coaching
Computer Science
Driver Education
Early Childhood Education
Early Childhood Inclusive
Earth and Space Science
Economics
Elementary Education
English (Issued prior to August 1, 2015)
English As A Second Language
English Language Arts (formerly Language Arts)
Family and Consumer Sciences Occupational
Geography
Health Education
Health and Physical Education
Health Sciences Education (Field)
Health Sciences Education (Supplemental)
High Ability Education
History
Information Technology
Instructional Technology Leadership
Journalism and Media Education
Mathematics
Middle Level Education

Music
Orientation and Mobility (O & M) Specialist
Physical Education
Physics
Political Science
Psychology
Reading and Writing
Reading Specialist
Religious Education
Reserve Officer Training Corps (ROTC)
School Counselor
School Librarian
School Psychologist
Science
Secondary English
Secondary Transition Specialist
Skilled and Technical Sciences Education
Skilled and Technical Sciences Education – Skilled Specific
Social Studies
Sociology
Special Education Generalist (formerly Special Education)
Special Education Behavior Intervention Specialist
Special Education Deaf or Hard of Hearing
Special Education Early Childhood Special Education
Special Education Early Intervention Specialist
Special Education Functional Academic Skills and Independent Living Specialist
Special Education Inclusion and Collaboration Specialist
Special Education Visual Impairment
Special Program
Speech (Subject)
Speech (Supplemental)
Speech and Theatre
Speech-Language Pathologist
Theatre (Subject)
Theatre (Supplemental)
Vocal Music
Vocational Special Needs (Issued prior to August 1, 2018)
Work-Based Learning
World Language

SPECIAL SERVICES ENDORSEMENTS

Audiologist
School Nurse
Speech Language Technician
Special Services Coaching

Appendix A: Status of Endorsements no longer in Chapter 24
Appendix B: Affirmation of Eligibility Form

002 General Information

002.01 Statutory Authority. This chapter is adopted pursuant to sections 79-318, 79-805 to 79-815, and 79-1505 of the Nebraska Revised Statutes (Neb. Rev. Stat.).

002.02 Scope and Application. This chapter contains regulations for obtaining endorsements indicating grade levels and areas of specialization on Nebraska teaching, administrative, and special services certificates or permits.

002.03 Related Regulations. Throughout this chapter, reference is made to other Department regulations relating to teachers, administrators, and special services providers. Regulations for the issuance of certificates or permits to teach, administer, and provide special services in Nebraska schools are contained in Title 92, Nebraska Administrative Code, Chapter 21 (92 NAC 21). Title 92, Nebraska Administrative Code, Chapter 20 (92 NAC 20) contains the rules for the approval of professional education programs in Nebraska. Copies of these rules are available from the Department or at www.education.ne.gov/legal/current-nde-rules-regulations/. Content standards can be found at www.education.ne.gov/contentareastandards.

003 Definition of Terms. As used in this chapter:

003.01 American Sign Language (ASL) means a natural language indigenous to members of the American Deaf Community, with its own culture, literature, and linguistic structure.

003.02 Approved Endorsement Program means endorsement programs approved pursuant to 92 NAC 20 or any endorsement program approved in any other state or country pursuant to standards comparable and equivalent to 92 NAC 20.

003.03 Board means the Nebraska State Board of Education.

003.04 Certification Officer means an employee designated by the chief academic officer or unit administrator of each standard institution of higher education with an approved educator preparation program to receive correspondence regarding this chapter from the Department and to provide certified records, reports and/or recommendations to the Department, as required, for the purpose of certification and/or endorsement.

003.05 Clinical experiences means those that are characterized by careful planning, stipulated goals, required activities, projected performance levels and evaluation of growth. Examples of clinical experiences are microteaching clinics, unit teaching associated with a methodology class, and skill clinics. Activities not meeting the criteria for clinical experiences include general observations, voluntary community service, orientation visits, teacher aiding, and periodic visitations to educational settings.

003.06 Clinical practice means culminating supervised experiences which provide candidates with opportunities to demonstrate competence in the professional roles for which they are preparing, which includes student teaching and internships.

003.07 Commissioner means the Nebraska State Commissioner of Education.

003.08 Content Test means an examination for which a passing score requirement has been established by the Board.

003.09 Credit hour means the equivalent of 15 instructional class periods of 50 minutes or more. Semester hour has the same meaning as credit hour.

003.10 Department means the State Department of Education, which is comprised of the Board and the Commissioner.

003.11 Designated endorsement means an endorsement designated by the Commissioner for which evidence of a passing score on a content test or completion of equivalent professional education offered by an accredited public school may substitute for coursework requirements when such endorsement is being added to an existing Nebraska certificate or permit.

003.12 Endorsement means an area of specialization indicated on a certificate or permit issued pursuant to 92 NAC 21 signifying that the individual has met specific requirements contained in this chapter.

003.13 English as a Second Language (ESL) means a program designed to serve students whose dominant language is not English to become proficient in English through instruction predominantly provided in English to the students.

003.14 Equivalent professional education means a program of procedures, coursework, and activities approved by the Commissioner as advanced preparation to allow successful candidates to qualify for a designated endorsement.

003.15 Equivalent professional education provider means an accredited public school offering equivalent professional education.

003.16 Field (used as a descriptor of an endorsement) means two or more subjects which, considered as a single area of study, represent a wider and broader scope than that of a subject.

003.17 Field experience means an opportunity for candidates to observe, assist, tutor, instruct, and/or conduct research to develop professional education knowledge, skills, and dispositions. Field experiences include practicum and clinical practice requirements. Field experiences are designed and implemented through collaboration with school partners and faculty and occur in school systems or other settings serving students.

003.18 Internship means an experience supervised by a qualified professional who holds a certificate or permit or has qualifications comparable to that of a certificate or permit holder. The internship provides opportunities to practice and demonstrate the knowledge and skills of the specialization area in a setting that is similar to the setting in which the candidate intends to work. Internship differs from student teaching in that it is only applicable to graduate level and supplemental endorsements.

003.19 Passing Score means a scaled score on a content test as established by the Board.

003.20 Practicum means a field experience completed prior to a culminating supervised clinical practice.

003.21 Prekindergarten means the preschool years for children beginning at age 3 prior to entering kindergarten.

003.22 Regular Certificate means an Initial, Standard, or Professional Nebraska certificate as defined in 92 NAC 21.

003.23 Semester Hour means the equivalent of 15 instructional class periods of 50 minutes or more. Credit hour has the same meaning as semester hour.

003.24 Standard institution of higher education has the same meaning as in Neb. Rev. Stat. § 79-807.

003.25 Student teaching means a full time, directed teaching experience conducted in a school setting that provides supervised opportunities to practice and demonstrate over a continuous, extended time period (as required by 92 NAC 20) the unique knowledge and skills of teaching in the endorsement area(s).

003.26 Subject (used as a descriptor of an endorsement) means a specific course or narrow range of courses taught and offered in a school.

003.27 Supplemental (used as a descriptor of an endorsement) means an endorsement obtained by meeting the requirements of this chapter and which may be added to a certificate in the presence of other endorsements which may or may not be specified.

003.28 Teaching experience means employment as a certified employee for the instruction of students in an approved or accredited school.

004 Application Procedures

004.01 Eligibility Criteria. Each applicant for an Initial, Standard, Professional, Alternative Program, Postsecondary, Career Education, or Military teaching certificate or permit may be required to:

004.01A Submit evidence of qualifying for or be eligible to have placed on a certificate or permit one (1) or more endorsements pursuant to this Chapter.

004.02 Initial Endorsement. When an applicant applies for his or her teaching, administrative, or special services certificate or permit pursuant to 92 NAC 21, he or she will be required to file documentation, signed by a certification officer of a standard institution of higher education, indicating that he or she has met the requirements of this chapter for one or more endorsements (depending upon the requirements of 92 NAC 21 for the type of certificate or permit and the type of endorsements), to file an application and pay the fee provided for in 92 NAC 21. A recommended form (Institutional Verification) is available on the Teacher Certification website.

004.03 Additional Endorsements. Additional endorsements may be added to a regular certificate at any time upon the payment of the fee provided for in 92 NAC 21 and (1) evidence of receiving a passing score on the content test for a designated endorsement, (2) evidence of completion of an approved program of equivalent professional education for a designated endorsement provided by an

accredited public school, or (3) documentation signed by a certification officer of a standard institution of higher education, that clearly show that the endorsement requirements and student teaching experience requirements, if applicable, of this chapter have been met in approved endorsement programs.

004.04 Provisional Endorsements. Individuals holding a regular certificate may apply to add one provisional endorsement. The provisional endorsement will expire on September 30 of the third year following the year of issuance and may be renewed one (1) time. A recommended form (Added Provisional Endorsement) is available on the Educator Certification website. Each applicant for a provisional endorsement will:

004.04A Complete an application and payment of the statutory fee as required under 92 NAC 21; and

004.04B Submit a document signed and dated by the certification officer of a Nebraska standard institution of higher education which verifies that the applicant is:

004.04B1 Pursuing an approved teacher endorsement program and lists the remaining courses to be completed; or

004.04B2 Pursuing an administrative endorsement for a principal or special education supervisor and has completed at least fifty (50) percent of the credit hours required for completion of an approved program; or

004.04B3 Pursuing an administrative endorsement for a superintendent and has completed at least seventy five (75) percent of an approved program for an endorsement as superintendent.

004.04C Each applicant for renewal of a provisional endorsement will:

004.04C1 Complete an application and pay the statutory fee as required under 92 NAC 21; and

004.04C2 Submit a transcript documenting completion of at least fifteen (15) semester hours towards completion of a program outlined in section 004.04B.

004.05 Duration of Endorsements

004.05A Endorsements, once granted, continue in effect so long as the holder maintains a certificate or permit in force, or until revoked or amended pursuant to state law or regulation.

004.05B Provisional endorsements continue for three (3) years.

004.05C If an endorsement is amended through changes to this chapter but the title remains the same, current holders of that endorsement will continue to have that endorsement in effect for their current and future certificates or permits. If an endorsement is no longer contained in this chapter because it has

been repealed or the title and requirements have changed, the following provisions apply:

004.05C1 If a comparable existing endorsement is listed for such former endorsement in Appendix A of this chapter, the certificate or permit holder will be considered to hold such comparable endorsement for purposes of determining school or school district compliance with approval or accreditation requirements under Chapters 10 or 14 of this Title, and for purposes of the requirements of any other chapter of this Title. At the time of future renewals, the new certificate or permit will carry the comparable endorsement.

004.05C2 If an endorsement that was formerly designated as a subject or field endorsement is reclassified as a supplemental endorsement, the endorsement will continue to be placed on a certificate or permit as a subject or field endorsement if the subject or field endorsement appeared on a certificate or permit prior to the implementation date of the reclassification, or if the individual seeking the endorsement completes a program for which a standard institution of higher education makes recommendation for a subject or field endorsement within one year of the implementation date of the reclassification.

004.05C3 If no comparable endorsement is listed in Appendix A, the endorsement will be considered non-existent for purposes of Department regulations.

004.06 Revocation of Endorsements. Endorsements will be revoked for any of the following reasons:

004.06A Revocation of the certificate or permit.

004.06B Fraud, misrepresentation, or error.

004.06C Written request by the endorsed person to the Commissioner and the Commissioner determines that the person has no employment experience and no college credit in the endorsed area within ten (10) years prior to the written request.

004.06D Elimination of the endorsement by the Board as shown in Appendix A.

004.06E Replacement of the endorsement by the Board with another endorsement as shown in Appendix A.

004.07 Hearings and Appeals. All actions taken by the Department under the provisions of this chapter may be subject to appeal under the appeals procedure contained in 92 NAC 21.

004.08 Certification of Completion of Endorsement Requirements. Certification officers will be required, as a condition of institution approval pursuant to 92 NAC 20, to certify for the Department the completion of endorsement requirements as specified in this chapter as part of endorsement applications.

004.09 Endorsement Program Requirements. Standard institutions of higher education offering an endorsement program must have on file, within the institution,

a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of an endorsement.

004.09A. A Nebraska approved educator preparation program may reduce the total required credit hours for any teaching endorsement by up to fifty (50) percent if the educator preparation program determines the applicant demonstrated competency in the endorsement area pursuant to criteria approved by the Commissioner.

005 Administrative Endorsements

005.01 Curriculum Supervisor

005.01A Grade Levels: PK-12

005.01B Endorsement Type: Field/Administrative

005.01C Persons with this endorsement may assist in or supervise the development of curriculum programs for students in prekindergarten through grade 12.

005.01D This endorsement is available for placement on a Nebraska certificate only for those individuals who held this endorsement, or are recommended for the endorsement by a standard institution of higher education prior to August 1, 2020. Standard institutions of higher education will not be able to recommend this endorsement for placement on a certificate after August 1, 2020.

005.02 Principal

005.02A Grade Levels: PK-12, PK-8, or 6-12

005.02B Endorsement Type: Field/Administrative

005.02C Persons with this endorsement may serve in all general administrative and supervisory capacities in Nebraska schools as a principal at the grade levels for which the program preparation was completed.

005.02D Certification Endorsement Requirements: This endorsement requires 36 graduate semester hours of credit in an approved program in educational administration. Thirty-six (36) graduate semester hours are required for a principal endorsement when completing a PK-8 or 6-12 endorsement. Those seeking a PK-12 principal endorsement must complete a minimum of nine (9) additional credit hours or a total of forty-five (45) graduate semester hours. The focus of the additional nine (9) credit hours must be specific to the new level.

005.02D1 Internship/Field Experiences: This endorsement requires 250 clock hours of internship/field experiences in approved or accredited elementary, middle, or secondary schools. These hours must be completed at each of the level(s) for the endorsement(s) being sought.

005.03 Special Education Supervisor

005.03A Grade Levels: Birth through Grade 12

005.03B Endorsement Type: Field/Administrative

005.03C Persons with this endorsement may serve in all special education administrative and supervisory roles in Nebraska schools providing services for students with disabilities, birth through age 21.

005.03D Certification Endorsement Requirements: This endorsement requires a minimum of 36 graduate semester hours related to educational leadership and special education administration coursework, and includes an internship experience in special education supervision.

005.03D1 Additional requirements: For admission to the program of study leading to this endorsement, the applicant must have or be eligible to hold a valid regular teaching certificate with a special education endorsement.

005.04 Superintendent

005.04A Grade Levels: PK-12

005.04B Endorsement Type: Field/Administrative

005.04C Persons with this endorsement may serve in all general administrative and supervisory capacities in Nebraska schools as superintendent, principal, or other administrative roles at all levels.

005.04D Certification Endorsement Requirements: This endorsement requires a Master's degree and completion of an educational specialist, doctoral program, or other state-approved program for the preparation of a school superintendent with a minimum of 60 graduate hours in educational leadership or education administration, and a one-semester internship in an approved or accredited school system.

006 Teaching Endorsements

006.01 Adapted Physical Education

006.01A Grade Level: PK-12

006.01B Endorsement Type: Supplemental. This endorsement requires an applicant to hold, or earn concurrently, a subject or field endorsement in: Health and Physical Education, Physical Education, or one of the Special Education endorsements.

006.01C Persons with this endorsement may teach physical education to children and youth in prekindergarten through grade 12 who have unique needs or verified disabilities. Persons with this endorsement may provide consultant services to teachers of students with unique needs or verified disabilities.

006.01D Certification Endorsement Requirements: This endorsement requires a minimum of 24 semester hours of course work. Applicants may apply up to 12 semester hours of course work completed as part of a subject or field endorsement in Physical Education or Special Education toward requirements of this endorsement. The hours will include the following:

006.01D1 Course work in special education – six (6) semester hours; and

006.01D2 Course work in the content areas of physical education instruction – six (6) semester hours; and

006.01D3 A minimum of 12 semester hours in adapted physical education courses.

006.02 Agricultural Education

006.02A Grade Levels: 6-12

006.02B Endorsement Type: Field

006.02C Persons with this endorsement may teach and manage an Agricultural Education program and will be eligible for the Work-Based Learning endorsement.

006.02D Certification Endorsement Requirements: This endorsement requires a minimum of 48 semester hours of agriculture subject matter plus work experience including:

006.02D1 A minimum of 12 semester hours in agricultural education which includes pedagogical content knowledge and principles of career and technical education and including a minimum of three (3) semester hours of coordination and supervision of work-based learning; and

006.02D2 A minimum of 36 semester hours from the areas of Agribusiness Systems, Animal Systems, Food Products and Processing Systems, Natural Resources and Environmental Service Systems, Plant Systems, and Power, Structural, and Technical Systems, including leadership, research, applied technology, and policy within the aforementioned systems:

006.02D2a Three (3) semester hours – Agribusiness Systems

006.02D2b Three (3) semester hours – Animal Systems

006.02D2c Three (3) semester hours – Food Products and Processing Systems

006.02D2d Three (3) semester hours – Natural Resources and Environmental Service Systems

006.02D2e Three (3) semester hours – Plant Systems

006.02D2f Nine (9) semester hours – Power, Structural, and Technical systems

006.02E Work Experience: The endorsement is available only to those persons who have either (A) 1000 verified hours of paid work-based experience relative to the career field, or (B) at least 300 hours of supervised work experience relevant to the career field, under the direction of the college or university recommending the endorsement.

006.03 American Sign Language (Subject)

006.03A Grade Levels: K-8, 7-12, or K-12

006.03B Endorsement Type: Subject

006.03C Persons with this endorsement may teach American Sign Language (ASL) at the grade level(s) for which they have been prepared.

006.03D Certification Endorsement Requirements: This endorsement requires a minimum of 30 semester hours of ASL content course work.

006.03D1 Practicum. Prospective teachers will be engaged in practicum experience at the level(s) of endorsement.

006.04 American Sign Language (Supplemental)

006.04A Grade Levels: K-8, 7-12, or K-12

006.04B Endorsement Type: Supplemental

006.04C Persons with this endorsement may teach American Sign Language (ASL) at the grade level(s) for which they have been prepared.

006.04D Certification Endorsement Requirements: This endorsement requires a minimum of 18 semester hours of coursework in ASL content.

006.04D1 Practicum. Prospective teachers will be engaged in practicum experiences at the level(s) of endorsement.

006.05 Anthropology

006.05A Grade Levels: 7-12

006.05B Endorsement Type: Subject

006.05C Persons with this endorsement may teach anthropology in grades 7 through 12.

006.05D This endorsement is available for placement on a Nebraska certificate only for those individuals who held this endorsement or are recommended for the endorsement by a standard institution of higher education prior to August 1, 2023. Nebraska institutions will not be able to recommend this endorsement for placement on a certificate after August 1, 2023.

006.06 Art

006.06A Grade Levels: PK-12

006.06B Endorsement Type: Field

006.06C Persons with this endorsement may teach art for students in prekindergarten through grade 12.

006.06D Certification Endorsement Requirements: This endorsement requires 52 semester hours in art course work, including studio art, art history, theory and criticism, teaching competencies, new technology, and career opportunities in art.

006.07 Assessment Leadership

006.07A Grade Levels: PK-12

006.07B Endorsement Type: Supplemental

006.07C Persons with this endorsement may assist in or facilitate the development of assessment programs for students in prekindergarten through grade 12.

006.07D This endorsement is available for placement on a Nebraska certificate only for those individuals who held this endorsement, or are recommended for the endorsement by a standard institution of higher education prior to August 1, 2020. Standard institutions of higher education will not be able to recommend this endorsement for placement on a certificate after August 1, 2020.

006.08 Basic Business

006.08A Grade Levels: 6-12

006.08B Endorsement Type: Subject

006.08C Persons with this endorsement may teach basic business education courses in grades 6 through 12.

006.08D This endorsement is available for placement on a Nebraska certificate only for those individuals who held this endorsement, or are recommended for the endorsement by a standard institution of higher education prior to August 1, 2019. Standard institutions of higher education will not be able to recommend this endorsement for placement on a certificate after August 1, 2019.

006.09 Bilingual Education

006.09A Grade Levels: PK-12, PK-6, 7-12

006.09B Endorsement Type: Supplemental. This endorsement requires an applicant to hold, or earn concurrently, an English as a Second Language (ESL) endorsement in addition to a subject or field endorsement.

006.09C Persons with this endorsement may teach in a bilingual program in the grade levels for which they are prepared.

006.09D Certification Endorsement Requirements: This endorsement requires a minimum of 12 semester hours of course work related to methodology, content instruction, and content literacy in bilingual education programs which includes nine (9) credit hours of course work taught in the target language.

006.09D1 Candidates must also complete a 45 clock hour practicum in a bilingual education program taught in the target language at the grade level(s) of the endorsement being sought.

006.10 Biology

006.10A Grade Levels: 6-12

006.10B Endorsement Type: Subject

006.10C Persons with this endorsement may teach any biology course in grades 6 through 12.

006.10D Certification Endorsement Requirements: This endorsement requires a minimum of 36 semester hours of laboratory based courses in the natural sciences (biology, chemistry, Earth and space science, and physics), of which

24 semester hours must be in biology and a minimum of 12 semester hours of laboratory based courses among the remaining three natural sciences areas. A laboratory-based course provides activity-based, hands-on experience for all students. Laboratory activities will be designed to allow students to develop scientific skills and processes, discover and construct science concepts, and allow for the application of the concept to the real lives of students.

006.11 Business, Marketing, and Information Technology

006.11A Grade Levels: 6-12

006.11B Endorsement Type: Field

006.11C Persons with this endorsement may teach Business, Marketing, and Information Technology education courses and will be eligible for the Work-Based Learning endorsement.

006.11D Certification Endorsement Requirements: This endorsement requires a minimum of 51 semester hours, including:

006.11D1 24 semester hours in business administration; and

006.11D2 Nine (9) semester hours in marketing content knowledge; and

006.11D3 12 semester hours in information technology systems content knowledge; and

006.11D4 A minimum of three (3) semester hours of coursework in coordination and supervision of work-based learning; and

006.11D5 A minimum of three (3) semester hours of professional education coursework to include pedagogical content knowledge and principles of career and technical education; and

006.11E Work Experience: The endorsement is available only to those who have either (A) 1000 verified hours of paid work-based experience relevant to the career field; or (B) at least 300 hours of supervised work experience relevant to the career field under the direction of the college or university recommending the endorsement.

006.12 Career and Technical Education

006.12A Grade Levels: 7-12

006.12B Endorsement Type: Subject

006.12C The endorsement is valid only on a career education teaching permit for a career and technical education area where no preparation program is offered by an approved educator preparation program in Nebraska or for which a school system submits documentation that it has not found a qualified teacher.

006.12D This endorsement requires:

006.12D1 Completion of postsecondary degree or certificate in a prescribed course of study in the career education area; or

006.12D2 Completion of an apprenticeship program in the career education area; or

006.12D3 Demonstrated proficiency in the career education area based upon five (5) years of practice in the career area; or

006.12D4 Demonstrated proficiency by passing a competency examination approved by the career area industry; or

006.12D5 Current employment by a community college as an instructor to teach the career education area.

006.13 Chemistry

006.13A Grade Levels: 6-12

006.13B Endorsement Type: Subject

006.13C Persons with this endorsement may teach any chemistry course in grades 6 through 12.

006.13D Certification Endorsement Requirements: This endorsement requires a minimum of 36 semester hours of laboratory-based courses in the natural sciences (biology, chemistry, Earth and space science, and physics), of which 24 semester hours must be in chemistry and a minimum of 12 semester hours of laboratory based courses among the remaining three natural sciences areas. A laboratory-based course provides activity-based, hands-on experience for all students. Laboratory activities will be designed to allow students to develop scientific skills and processes, discover and construct science concepts, and allow for the application of the concept to the real lives of students.

006.14 Coaching

006.14A Grade levels: 7-12

006.14B Endorsement Type: Supplemental

006.14C Persons with this endorsement may coach interscholastic athletic events for participants in grades 7 through 12.

006.14D Certification Endorsement Requirements: This endorsement requires a minimum of 12 semester hours of coursework related to coaching athletics, including first aid, health and safety for coaches; prevention, care, and management of injuries; fundamentals of coaching, including psychology of coaching and coaching theory; and growth, development and learning. Other courses related to coaching athletics such as legal aspects and responsibilities; training and conditioning; nutrition; and administration of sports will be used to fulfill any remaining coaching semester hours.

006.15 Computer Science

006.15A Grade Levels: 7-12

006.15B Endorsement Type: Supplemental

006.15C Persons with this endorsement may teach programs of instruction that develop computer science and technology skills as identified by Nebraska Revised Statutes 79-3303 and 79-3304.

006.15D Certification Endorsement Requirements: This endorsement requires a minimum of six (6) semester hours in the content and instruction of education in computer science and technology, as identified by Nebraska Revised Statutes 79-3303 and 79-3304.

006.16 Driver Education

006.16A Grade Levels: 7-12

006.16B Endorsement Type: Supplemental

006.16C Persons with this endorsement may teach driver education to students in grades 7 through 12.

006.16D Certification Endorsement Requirements: This endorsement requires a minimum of nine (9) semester credit hours in courses that address traffic safety, general safety, first aid, motor vehicle systems, and alcohol and drug education.

006.17 Early Childhood Education

006.17A Grade Levels: Prekindergarten through Grade 3

006.17B Endorsement Type: Supplemental. This endorsement requires an applicant to hold, or earn concurrently, the Elementary Education endorsement.

006.17C Persons with this endorsement may teach children from prekindergarten through grade 3.

006.17D Certification Endorsement Requirements: This endorsement requires a minimum of 18 semester hours of coursework specific to early childhood education that address preschool and kindergarten levels and includes the identification of deficiencies and effective instructional and intervention strategies related to mathematics and reading.

006.17D1 Practicum. Candidates must complete a 45 clock-hour practicum working with preschool (prekindergarten) children.

006.18 Early Childhood Inclusive

006.18A Grade Levels: Birth through Grade 3

006.18B Endorsement Type: Field

006.18C Persons with this endorsement may teach and provide services to children from birth through grade 3 including those with special developmental and/or learning needs as defined in Section 79-1118.01 R.R.S, and to support families and other personnel with responsibilities for their care and education.

006.18D Certification Endorsement Requirements: This endorsement requires a minimum of 51 semester hours, including 39 semester hours of coursework in Early Childhood Education and Early Childhood Special Education for children birth through grade 3, and 12 additional semester hours of coursework in one

area of concentration, either birth through kindergarten or age 3 through grade 3. Course work must include the identification of deficiencies and effective instructional and intervention strategies related to mathematics and reading.

006.19 Earth and Space Science

006.19A Grade Levels: 6-12

006.19B Endorsement Type: Subject

006.19C Persons with this endorsement may teach any Earth and space science course in grades 6 through 12.

006.19D Certification Endorsement Requirements: This endorsement requires a minimum of 36 semester hours of laboratory-based courses in the natural sciences (biology, chemistry, Earth and space science, and physics), of which 24 semester hours must be in Earth and space science and a minimum of 12 semester hours of laboratory based courses among the remaining three natural sciences areas. A laboratory-based course provides activity-based, hands-on experience for all students. Laboratory activities will be designed to allow students to develop scientific skills and processes, discover and construct science concepts, and allow for the application of the concept to the real lives of students.

006.20 Economics

006.20A Grade Levels: 6-12

006.20B Endorsement Type: Subject

006.20C Persons with this endorsement may teach economics in grades 6 through 12.

006.20D Certification Endorsement Requirements: This endorsement requires a minimum of 36 semester hours including 30 hours in economics and six (6) semester hours in one or more of the other social studies areas (Geography, History, Political Science, Psychology, and Sociology).

006.21 Elementary Education

006.21A Grade levels: K-6 (K-8 in self-contained classrooms)

006.21B Endorsement Type: Field

006.21C Persons with this endorsement may teach children in all elementary subjects in kindergarten through grade 6 in all schools; and in grades 7 and 8 in self-contained classrooms. Self-contained classrooms exist when students spend more than half the school day with one teacher who provides instruction in more than half of the academic areas of the curriculum.

006.21D Certification Endorsement Requirements: This endorsement requires 40 hours of professional education coursework related to teaching children from kindergarten through grade eight and 30 hours of academic coursework in all areas of the elementary curriculum.

006.21D1 A minimum of 40 semester hours of professional education coursework related specifically to elementary education.

006.21D2 A minimum of 30 semester hours of academic coursework distributed across the four curriculum areas of English language arts, mathematics, science, and social studies/history. A minimum of six (6) semester hours is required in each of the four areas. Coursework that specifically addresses the content area standards for each of the four areas must include:

006.21D2a English Language Arts; and

006.21D2b Mathematics; and

006.21D2c Science; and

006.21D2d Social Studies.

006.21D3 In addition to the 30 semester hours listed above, academic coursework is required in each of the following areas:

006.21D3a Fine and Performing Arts; and

006.21D3b Physical and Health Education.

006.22 English

006.22A Grade Levels: 6-12

006.22B Endorsement Type: Subject

006.22C Persons with this endorsement may teach writing, language, and literature in grades 7 through 12.

006.22D This endorsement is available for placement on a Nebraska certificate only for those individuals who held this endorsement, or are recommended for the endorsement by a standard institution of higher education prior to August 1, 2015. Standard institutions of higher education will not be able to recommend this endorsement for placement on a certificate after August 1, 2015.

006.23 English As A Second Language

006.23A Grade Levels: PK-12, PK-6, 7-12

006.23B Endorsement Type: Supplemental

006.23C Persons with this endorsement may teach English as a Second Language (ESL) in the grade levels for which they are prepared.

006.23D Certification Endorsement Requirements: This endorsement requires a minimum of 15 semester hours of course work in the following topics: Second Language Acquisition, English Language/Linguistics, Cross-Cultural Communication, Methods/Curriculum Design in English as a Second Language, and Assessment and Evaluation of English Language Learners (ELL).

006.23D1 Practicum. Candidates must complete a 45 clock hour practicum working with ELL students at the grade level(s) of the endorsement being sought.

006.24 English Language Arts

006.24A Grade Levels: 6-12

006.24B Endorsement Type: Field

006.24C Persons with this endorsement may teach English Language Arts courses such as literature, writing, literacy, language, communications (including speech, theatre, and journalism), and reading skills in grades 6 through 12.

006.24D Certification Endorsement Requirements: This endorsement requires a minimum of 48 semester hours of content and pedagogical content coursework in foundational reading, language and literacy development, supporting readers at all levels, writing, literature, and communications.

006.25 Family and Consumer Sciences Occupational

006.25A Grade Levels: 6-12

006.25B Endorsement Type: Field

006.25C Persons with this endorsement may teach Family and Consumer Sciences courses and will be eligible for the Work-Based Learning endorsement.

006.25D Certification Endorsement Requirements: This endorsement requires a minimum of 48 semester hours, including 42 semester hours of Family and Consumer Sciences content with the following minimums:

006.25D1 Three (3) semester hours – Methods in Family and Consumer Sciences; and

006.25D2 Three (3) semester hours – Careers, Community and Family Connections; and

006.25D3 Nine (9) semester hours – Consumer Economics and Family Resources; and

006.25D4 Nine (9) semester hours – Family and Human Development; and

006.25D5 Nine (9) semester hours – Nutrition, Food Science and Food Production; and

006.25D6 Three (3) semester hours – Design, Textiles, Apparel, or Interiors; and

006.25D7 A minimum of three (3) semester hours of professional education coursework to include pedagogical content knowledge and principles of career and technical education; and

006.25D8 A minimum of three (3) semester hours of coursework in coordination and supervision of work-based learning; and

006.25E Work Experience: The endorsement is available only to those persons who have either (A) 1,000 verified hours of paid work-based experience relevant to the career field, or (B) at least 300 hours of supervised work experience relevant to the career field under the direction of the college or university recommending the endorsement.

006.26 Geography

006.26A Grade Levels: 6-12

006.26B Endorsement Type: Subject

006.26C Persons with this endorsement may teach geography in grades 6 through 12.

006.26D Certification Endorsement Requirements: This endorsement requires a minimum of 36 semester hours including 30 hours in geography and six (6) semester hours in one or more of the other social studies areas (Economics, History, Political Science, Psychology, and Sociology).

006.27 Health Education

006.27A Grade Levels: 7-12

006.27B Endorsement Type: Subject

006.27C Persons with this endorsement may teach comprehensive health education programs in grades 7 through 12.

006.27D Certification Endorsement Requirements: This endorsement requires a minimum of 30 semester hours in health courses that demonstrate content knowledge and skills of a health literate educator; assess needs to determine priorities for comprehensive school health education; plan comprehensive school health curricula and programs; implement health education instruction; assess student learning; plan and coordinate a school health education program; communicate and advocate for health and school health education; serve as a resource person in health education; and collaborate with other professionals in implementing a coordinated school health program.

006.28 Health and Physical Education

006.28A Grade Levels: PK-12

006.28B Endorsement Type: Field

006.28C Persons with this endorsement may teach health and physical education in prekindergarten through grade 12.

006.28D Certification Endorsement Requirements: This endorsement requires 54 semester hours of preparation in health and physical education courses with:

006.28D1 A minimum of 27 semester hours in foundations of physical education, including: anatomy; kinesiology and biomechanics; exercise physiology; motor learning and motor development; skill and fitness-based competencies; curriculum planning and implementation; instructional delivery and classroom management; adapted physical education; and assessment of student learning in elementary and secondary physical education programs; and

006.28D2 A minimum of 27 semester hours in health education foundations that: demonstrate content knowledge and skills of a health literate educator; assess needs to determine priorities for comprehensive

school health education; plan comprehensive school health curricula and programs; implement health education instruction; assess student learning; plan and coordinate a school health education program; communicate and advocate for health and school health education; serve as a resource person in health education; and collaborate with other professionals in implementing a coordinated school health program.

006.29 Health Sciences Education

006.29A Grade Levels: 6-12

006.29B Endorsement Type: Field

006.29C Persons with this endorsement may teach Health Sciences courses and will be eligible for the Work-Based Learning endorsement.

006.29D Certification Endorsement Requirements: This field endorsement requires a minimum of fifty (50) semester hours with the following minimums:

006.29D1 A minimum of three (3) semester hours in human growth and development; and

006.29D2 A minimum of three (3) semester hours in human anatomy and a minimum of three (3) semester hours in human physiology; and

006.29D3 A minimum of fifteen (15) semester hours in one or more additional Health Sciences areas: medical terminology, nutrition, public/community health, behavioral health, and health care in society; and

006.29D4 A minimum of six (6) semester hours in exercise physiology and kinesiology; and

006.29D5 A minimum of two (2) semester hours in CPR/First Aid certification; and

006.29D6 A minimum of three (3) semester hours in medical law and ethics; and

006.29D7 A minimum of twelve (12) semester hours of professional education course work that includes pedagogical content knowledge and principles of career and technical education; and

006.29D8 A minimum of three (3) semester hours of coursework in the coordination and supervision of work-based learning; and

006.29E Work Experience: The endorsement is available only to those persons who have either (A) 1,000 hours of paid work-based experience relevant to the career field or (B) at least 300 hours of supervised work experience relevant to the career field under the direction of the college or university recommending the endorsement.

006.30 Health Sciences Education Supplemental

006.30A Grade Levels: 6-12

006.30B Endorsement Type: Supplemental. This endorsement requires an applicant to hold, or earn concurrently, a subject or field endorsement in:

Science, Biology, Health and Physical Education, Physical Education, Health Education, Agriculture Education, or Family and Consumer Sciences Occupational.

006.30C Persons with this endorsement may teach Health Sciences courses and will be eligible for the Work-Based Learning endorsement.

006.30D Certification Endorsement Requirements: This supplemental endorsement requires a minimum of fifteen (15) semester hours with the following minimums:

006.30D1 A minimum of nine (9) semester hours which must include:

006.30D1a A minimum of three (3) semester hours in human anatomy and/or human physiology; and

006.30D1b A minimum of six (6) semester hours in one or more additional Health Sciences areas: medical terminology, exercise physiology, kinesiology, and public/community health; and

006.30D2 A minimum of three (3) semester hours of professional education course work to include pedagogical content knowledge and principles of career and technical education; and

006.30D3 A minimum of three (3) semester hours of course work in coordination and supervision of work-based learning; and

006.30E Work Experience: The endorsement is available only to those persons who have either (A) 1,000 verified hours of paid work-based experience relevant to the career field or (B) at least 300 hours of supervised work experience relevant to the career field under the direction of the college or university recommending the endorsement.

006.31 High Ability Education

006.31A Grade Levels: K-12

006.31B Endorsement Type: Supplemental

006.31C Persons with this endorsement may teach learners with high ability; facilitate the identification of learners with high ability; develop, coordinate, and evaluate programs for learners with high ability; and act as a resource person in education for students with high ability in kindergarten through grade 12.

006.31D Certification Endorsement Requirements: This endorsement requires a minimum of 18 semester hours related to the education of learners with high ability and a minimum of 90 hours of related clinical experience, including experience at both elementary (K-6) and secondary (7-12) levels.

006.32 History

006.32A Grade Levels: 6-12

006.32B Endorsement Type: Subject

006.32C Persons with this endorsement may teach history in grades 6 through 12.

006.32D Certification Endorsement Requirements: This endorsement requires a minimum of 36 semester hours including 30 semester hours in history and a minimum of six (6) semester hours in one or more of the other social studies areas (Economics, Geography, Political Science, Psychology, and Sociology).

006.33 Information Technology

006.33A Grade Levels: PK-12

006.33B Endorsement Type: Supplemental

006.33C Persons with this endorsement may teach information technology courses.

006.33D Certification Endorsement Requirements: This endorsement requires a minimum of 15 semester hours in information technology courses.

006.34 Instructional Technology Leadership

006.34A Grade Levels: PK-12

006.34B Endorsement Type: Supplemental endorsement only. This endorsement cannot exist by itself on a certificate, but is added to a certificate only in the presence of other endorsements which may have been acquired earlier or concurrently.

006.34C Persons with this endorsement may assist in or facilitate the development of technology programs for students in prekindergarten through grade 12.

006.34D Certification Endorsement Requirements: This endorsement requires a minimum of 15 semester hours which includes the following:

006.34D1 The study of school and district level technology integration into curriculum areas for instructional improvement; and

006.34D2 The study of research and best practices of technology integration to address school improvement efforts; and

006.34D3 The study of education leadership for collecting, analyzing, reporting, and using data for instructional improvement.

006.35 Journalism and Media Education

006.35A Grade Levels: 7-12

006.35B Endorsement Type: Supplemental

006.35C Persons with this endorsement may teach journalism writing and production courses, and direct student efforts in curricular and cocurricular media intended for public consumption in grades 7 through 12.

006.35D Certification Endorsement Requirements: This endorsement requires a minimum of 18 semester hours in journalism and digital literacies, including an approved field experience.

006.36 Mathematics

006.36A Grade Levels: 6-12

006.36B Endorsement Type: Field

006.36C Persons with this endorsement may teach mathematics in grades 6 through 12.

006.36D Certification Endorsement Requirements: This endorsement requires a minimum of 36 semester hours of mathematics.

006.37 Middle Level Education

006.37A Grade Levels: 5-9

006.37B Endorsement Type: Subject

006.37C Persons with this endorsement may teach grades 5 through 9 in the area(s) of the endorsement.

006.37D Certification Endorsement Requirements: This endorsement requires a minimum of 36 semester hours of which 12 semester hours will be in professional education courses, not including clinical experience, related to middle level education, and a minimum of 24 semester hours in one core academic area as listed in 006.37D1.

006.37D1 Core Academic Areas include the following:

006.37D1a English Language Arts

006.37D1b Mathematics

006.37D1c Science (4 semester hour lab based course in each of physical science, biology and earth and space science)

006.37D1d Social Studies

006.37D2 Additional content areas may be added with a minimum of 24 semester hours in any of the core academic areas as listed above, or in any of the following content areas:

006.37D2a Agriculture Education;

006.37D2b Business, Marketing and Information Technology Education;

006.37D2c Family and Consumer Sciences;

006.37D2d Health and Physical Education;

006.37D2e Industrial Technology Education;

006.37D2f World Language.

006.38 Music

006.38A Grade Levels: PK-12

006.38B Endorsement Type: Field

006.38C Persons with this endorsement may teach music in prekindergarten through grade 12.

006.38D Certification Endorsement Requirements: This endorsement requires a minimum of 54 semester hours in music education. Music coursework will

include theory, composition, arranging, improvisation, music history, applied music, ensemble performance, conducting, pedagogy, and technology.

006.39 Orientation and Mobility Specialist (O & M)

006.39A Grade Levels: Birth through age 21

006.39B Endorsement Type: Special Services

006.39C Persons with this endorsement may provide orientation and mobility services to students with visual impairments from birth through age 21. "Visual Impairment" includes blindness, low vision (legal blindness and partial sight) and vision loss associated with other disabilities.

006.39D Endorsement Requirements: This endorsement program requires a minimum of 36 graduate semester hours in special education coursework including:

006.39D1 Nine (9) graduate semester hours in general special education; and

006.39D2 Twelve (12) graduate semester hours in the education of students with visual impairment; and

006.39D3 Twelve (12) graduate semester hours in orientation and mobility; and

006.39D4 Three (3) graduate semester hours in orientation and mobility internship.

006.40 Physical Education

006.40A Grade Levels: PK-6, 7-12, PK-12

006.40B Endorsement Type: Subject

006.40C Persons with this endorsement may teach physical education in prekindergarten through grade 6, grades 7 through 12, or prekindergarten through grade 12.

006.40D Certification Endorsement Requirement: This endorsement requires a minimum of 30 semester hours in physical education courses for prekindergarten through grade 6 or grades 7-12 endorsements.

006.40D1 The PK-6 endorsement requires a minimum of 15 semester hours in foundations of physical education including: anatomy; kinesiology and biomechanics; exercise physiology; motor learning and motor development; and adapted physical education; plus a minimum of 15 semester hours of course work in skill and fitness based competencies; curriculum planning and implementation; instructional delivery and classroom management; and assessment of student learning in elementary school physical education programs.

006.40D2 The 7-12 endorsement requires a minimum of 15 semester hours in foundations of physical education including: anatomy; kinesiology and biomechanics; exercise physiology; motor learning and motor development; and adapted physical education; plus a minimum of 15

semester hours of course work in skill and fitness based competencies; curriculum planning and implementation; instructional delivery and classroom management; and assessment of student learning in secondary school physical education programs.

006.40D3 Applicants seeking both the PK-6 and 7-12 endorsements or the PK-12 endorsement, are required to earn a minimum of 42 semester hours of course work as prescribed above for elementary and secondary school physical education programs.

006.41 Physics

006.41A Grade Levels: 6-12

006.41B Endorsement Type: Subject

006.41C Persons with this endorsement may teach any physics course in grades 6 through 12.

006.41D Certification Endorsement Requirements: This endorsement requires a minimum of 36 semester hours of laboratory based courses in the natural sciences (biology, chemistry, Earth and space science, and physics), of which 24 semester hours must be in physics or physics prerequisite course, and a minimum of 12 semester hours of laboratory based courses among the remaining three natural sciences areas. A laboratory-based course provides activity-based, hands-on experience for all students. Laboratory activities will be designed to allow students to develop scientific skills and processes, discover and construct science concepts, and allow for the application of the concept to the real lives of students.

006.42 Political Science

006.42A Grade Levels: 6-12

006.42B Endorsement Type: Subject

006.42C Persons with this endorsement may teach political science in grades 6 through 12.

006.42D Certification Endorsement Requirements: This endorsement requires a minimum of 36 semester hours including 30 semester hours in Political Science and six (6) semester hours in one or more of the other social studies areas (Economics, Geography, History, Psychology, and Sociology).

006.43 Psychology

006.43A Grade Levels: 6-12

006.43B Endorsement Type: Subject

006.43C Persons with this endorsement may teach psychology in grades 6 through 12.

006.43D Certification Endorsement Requirements: This endorsement requires a minimum of 36 hours including 30 semester hours in Psychology and six (6) semester hours in one or more of the other social studies areas (Economics, Geography, History, Political Science, and Sociology).

006.44 Reading and Writing

006.44A Grade Levels: PK-6, 6-12

006.44B Endorsement Type: Supplemental

006.44C Persons with this endorsement may teach reading and writing in prekindergarten through grade 6, or in grades 6 through 12.

006.44D Certification Endorsement Requirements: This endorsement requires a minimum of 18 semester hours in courses selected from reading, writing, and language theories, developmental reading and writing on the elementary or secondary level, appropriate strategies and skills, diagnostic and intervention techniques and resources, and children's or adolescent literature, language, and writing, and including an approved field experience.

006.45 Reading Specialist

006.45A Grade Levels: PK-12

006.45B Endorsement Type: Subject

006.45C Persons with this endorsement may teach, provide leadership for professional development in the area of reading, and assess and interpret data to determine and implement instructional options for teaching students in prekindergarten through grade 12.

006.45D Certification Endorsement Requirements: This endorsement requires a minimum of 30 graduate semester hours in reading and related courses. In addition, this endorsement requires clinical experiences appropriate for the endorsement level.

006.45D1 Additional Requirements: An applicant for this endorsement will have a regular teaching certificate and two (2) years of teaching experience.

006.46 Religious Education

006.46A Grade Levels: PK-6, 7-12, K-12

006.46B Endorsement Type: Subject

006.46C Persons with this endorsement may teach religion in private schools.

006.46D Certification Endorsement Requirements: This endorsement requires a minimum of 24 semester hours of religion.

006.46D1 College Limitation: This endorsement may be approved to be offered as part of an approved teacher education program only in nonpublic institutions of higher education.

006.47 Reserve Officer Training Corps (ROTC)

006.47A Grade Levels: 9-12

006.47B Endorsement Type: Subject and supplemental

006.47C The endorsement will be valid only in the area of ROTC and may appear only on a career education teaching permit as a subject endorsement,

or on an initial or standard or professional certificate as a supplemental endorsement.

006.47C1 Five (5) years of full time or salaried employment in the military.

006.47D A letter of recommendation from a military supervisor.

006.48 School Counselor

006.48A Grade Levels: PK-8, 7-12; PK-12

006.48B Endorsement Type: Subject (PK-8; 7-12); Field (PK-12)

006.48C Persons with this endorsement may serve as school counselors in the grade levels of the endorsement (PK-8; 7-12; PK-12).

006.48D Certification Endorsement Requirements: This endorsement requires:

006.48D1 A Master's Degree in Counseling with a specialization in School Counseling with a minimum of 36 graduate semester hours; and

006.48D2 A minimum of 100 clock hours of school counseling field experiences prior to internship; and

006.48D3 A school counseling internship with a minimum of 450 clock hours of internship at the grade levels of the endorsement; and

006.48D4 A previously earned teaching certificate with an endorsement contained in this Chapter; or

006.48D4a If the candidate has not previously earned a teaching certificate with an endorsement contained in this Chapter, the candidate must also complete a minimum of 12 additional semester hours of professional teacher education coursework related to core curriculum design, lesson plan development, classroom management strategies, student assessment, and differentiated instructional strategies.

006.49 School Librarian

006.49A Grade Levels: PK-12

006.49B Endorsement Type: Field

006.49C Persons with this endorsement serve as a leader, instructional partner, informational authority, teacher, and oversee the library program in prekindergarten through grade 12.

006.49D Certificate Endorsement Requirements: This endorsement requires the applicant to hold a teaching certificate or concurrently earn a subject or field endorsement, and acquire a minimum of 30 semester hours in school library coursework including leadership, library administration, technology, information access, children's and young adult literature, resource management, and curriculum and instruction.

006.50 School Psychologist

006.50A Grade Levels: PK-12

006.50B Endorsement Type: Field

006.50C Persons with this teaching endorsement may provide school psychological services to students (birth to age 21), school personnel, parents and other specialists related to individual student needs or school program considerations.

006.50D Certification Endorsement Requirements: This endorsement requires at least 60 graduate semester hours beyond the baccalaureate degree, in which at least 54 are exclusive of credit for the supervised internship.

006.50D1 A minimum of 1,200 clock hours of internship experience, supervised by a standard institution of higher education, 600 of which must be in a school setting. Applicants who have completed 600 hours of supervised experience in school settings prior to the internship as part of their doctoral training program in school psychology may complete all 1,200 hours of their supervised internship in a setting that provides psychological services to children, birth to age 21.

006.51 Science

006.51A Grade Levels: 6-12

006.51B Endorsement Type: Field

006.51C Persons with this endorsement may teach any science course in grades 6 through 12.

006.51D Certification Endorsement Requirements: This endorsement requires a minimum of 48 semester hours of laboratory-based courses with a minimum of two (2) laboratory-based courses in each of the four disciplines in the sciences (biology, chemistry, Earth and space, and physics.) A laboratory-based course provides activity-based, hands-on experiences for all students. Laboratory activities will be designed to allow students to develop scientific skills and processes, discover and construct science concepts, and allow for the application of the concepts to the real lives of students.

006.52 Secondary English

006.52A Grade Levels: 6-12

006.52B Endorsement Type: Subject

006.52C Persons with this endorsement may teach secondary English courses such as English I, English II, English III, English IV, and Reading in grades 6 through 12.

006.52D Certification Endorsement Requirements: This endorsement requires a minimum of 36 semester hours of content and pedagogical content coursework in foundational reading, language and literacy development, supporting readers at all levels, writing, literature, and communications.

006.53 Secondary Transition Specialist

006.53A Grade Levels: 7-12

006.53B Endorsement Type: Supplemental

006.53C Persons with this endorsement may teach, consult, or provide transition services for youth with verified disabilities in grades 7 through 12.

006.53D Certification Endorsement Requirements: This endorsement requires a minimum of 18 graduate semester hours of coursework and clinical experience related to transition with emphasis on youth with disabilities, ages 14 through 21.

006.54 Skilled and Technical Sciences Education

006.54A Grade Levels: 6-12

006.54B Endorsement Type: Field

006.54C Persons with this endorsement may teach Skilled and Technical Sciences Education and will be eligible for the Work-Based Learning endorsement.

006.54D Certification Endorsement Requirements: This endorsement requires a minimum of 48 semester hours of course work in skilled and technical sciences education and professional education, including:

006.54D1 A minimum of six (6) semester hours of professional education course work to include content area methods, assessment, and facility design and management; and

006.54D2 A minimum of six (6) semester hours in each of the following career fields: Architecture and Construction; Energy and Engineering; Manufacturing; and Transportation, Distribution and Logistics. The career field courses will include career information, first aid, and occupational and environmental safety; and

006.54D3 A minimum of three (3) semester hours in the pedagogical content knowledge and principles of career and technical education; and

006.54D4 A minimum of three (3) semester hours of course work in coordination and supervision of work-based learning; and

006.54E Work Experience: The endorsement is available only to those who have either (A) 1,000 verified hours of paid work experience relevant to the career field; or (B) at least 300 hours of supervised work experience relevant to the career field under the direction of the college or university recommending the endorsement.

006.55 Skilled and Technical Sciences Education – Skilled Specific

006.55A Grade Levels: 9-12

006.55B Endorsement Type: Supplemental. This endorsement requires an applicant to hold, or earn concurrently, an endorsement in Agricultural Education or Skilled and Technical Sciences Education and be eligible for the Work-Based Learning endorsement.

006.55C Persons with this endorsement may teach Skilled and Technical Sciences Education – Skilled Specific in grades 9 through 12.

006.55D Certification Endorsement Requirements: This endorsement requires the following:

006.55D1 A minimum of 12 semester hours in one of the specific career fields listed below:

006.55D1a Architecture and Construction Career Field:

006.55D1a(1) Architectural Design or

006.55D1a(2) Construction

006.55D1b Energy and Engineering Career Field:

006.55D1b(1) Energy or

006.55D1b(2) Engineering or

006.55D1b(3) Project Lead The Way

006.55D1c Manufacturing Career Field:

006.55D1c(1) Manufacturing or

006.55D1c(2) Welding

006.55D1d Transportation, Distribution and Logistics Career Field:

006.55D1d(1) Transportation, Distribution, and Logistics Technician or

006.55D1d(2) Transportation, Distribution, and Logistics Supply Chain

006.55D2 A minimum of one (1) semester hour of course work in the organization and management of SkillsUSA which includes chapter development, leadership development, individual skill development, and community service development.

006.55E Work Experience: The endorsement is available only to those persons who have either (A) 1,000 verified hours of paid work-based experience relevant to the career field, or (B) at least 300 hours of supervised work experience relevant to the career field under the direction of the college or university recommending the endorsement.

006.56 Social Studies

006.56A Grade Levels: 6-12

006.56B Endorsement Type: Field

006.56C Persons with this endorsement may teach any social studies course in grades 6 through 12.

006.56D Certification Endorsement Requirements: This endorsement requires a minimum of 60 semester hours of course work in the social studies (Economics, Geography, History, Political Science, Psychology, and Sociology).

This endorsement requires:

006.56D1 Twelve (12) hours in American History; and

006.56D2 Twelve (12) hours in World History; and

006.56D3 Nine (9) hours in Political Science/Government/Civics; and

006.56D4 Nine (9) hours in Behavioral Sciences, including six (6) hours of Psychology and three (3) hours of Sociology; and

006.56D5 Nine (9) hours of Geography, including three (3) hours of Human Geography, and six (6) hours of Geography electives; and

006.56D6 Nine (9) hours of Economics, including three (3) hours of microeconomics, three (3) hours of macroeconomics, and three (3) hours of Economics electives; and

006.56D7 Three (3) hours of the required social studies course work must be directly related to the study of topics specific to the state/region of Nebraska.

006.57 Sociology

006.57A Grade Levels: 6-12

006.57B Endorsement Type: Subject

006.57C Persons with this endorsement may teach sociology in grades 6 through 12.

006.57D Certification Endorsement Requirements: This endorsement requires a minimum of 36 semester hours including 30 semester hours in sociology and six (6) semester hours in one or more of the other social studies areas (Economics, Geography, History, Political Science, and Psychology).

006.58 Special Education Generalist

006.58A Grade Levels: K-8, 6-12; K-12

006.58B Endorsement Type: K-8 or 6-12 - Subject
K-12 – Field

006.58C Persons with this endorsement may teach and provide services in accordance with 92 NAC 51 for children and youth through age 21 who have one or more verified disabilities.

006.58D Certification Endorsement Requirements: This endorsement requires:

006.58D1 For a Subject endorsement, kindergarten through grade eight (K-8), or grades six through twelve (6-12), a minimum of 30 semester hours is required, which must be special education content coursework; or

006.58D2 For a Field endorsement, kindergarten through grade 12 (K-12), a minimum of 36 semester hours is required, which must be special education content coursework.

006.59 Special Education Behavior Intervention Specialist

006.59A Grade Levels: Birth through Grade 12, PK-6, 7-12

006.59B Endorsement Type: Supplemental. This endorsement requires the applicant to have previously obtained a special education endorsement.

006.59C Persons with this endorsement may teach, consult, or provide services related to behavioral needs for children with disabilities, birth through age 21, grades PK-6, or grades 7-12.

006.59D Certification Endorsement Requirements: This endorsement requires a minimum of 18 graduate semester hours in behavior intervention strategies and closely related topics.

006.59D1 If a candidate does not hold a special education endorsement, a minimum of an additional 12 graduate semester hours in special education coursework is required.

006.60 Special Education Deaf or Hard of Hearing Education

006.60A Grade Levels: Birth through Grade 12, PK-6, 7-12

006.60B Endorsement Type: Subject

006.60C Persons with this endorsement may teach, consult, or provide services for children with hearing impairments from birth through age 21, PK-6, or 7-12. This includes deafness and hard of hearing.

006.60D Certification Endorsement Requirements: This endorsement requires an applicant to hold, or earn concurrently, a regular teaching certificate with a subject or field endorsement and earn a minimum of 36 semester hours in special education courses, of which 12 semester hours are in general special education and 24 semester hours are in the education of children who are deaf or hard of hearing.

006.61 Special Education Early Childhood

006.61A Grade Levels: Birth through Kindergarten

006.61B Endorsement Type: Subject

006.61C Persons with this endorsement may teach, coordinate, or serve as a consultant to programs for children, ages birth through kindergarten, with special developmental and/or learning needs as defined in Section 79-1118.01 R.R.S., and to support families and other personnel with responsibilities for their care and education.

006.61D Certification Endorsement Requirements: This endorsement requires a minimum of 30 semester hours including a minimum of 12 semester hours of course work in Early Childhood Education and a minimum of 18 semester hours of course work in Early Childhood Special Education; and 100 clock hours of related field experiences.

006.62 Special Education Early Intervention Specialist

006.62A Grade Levels: Birth through Prekindergarten

006.62B Endorsement Type: Supplemental. This endorsement requires the applicant to have, or earn concurrently, the Special Education Generalist endorsement at the K-6 or K-12 level.

006.62C Persons with this endorsement may teach, consult, or provide services for infants, toddlers, and preschool children, ages birth through prekindergarten, including those with verified disabilities, and support families and other personnel with responsibilities for their care and education.

006.62D Certification Endorsement Requirements: This endorsement requires:

006.62D1 A minimum of 15 semester hours, which must include a minimum of 9 semester hours in early childhood special education;

006.62D2 A minimum of six (6) semester hours in typical early childhood development, and learning. The coursework may be accomplished through 15 hours of coursework that combines typical development and learning and early childhood special education concepts within inclusive courses; and

006.62D3 A minimum of 160 clock hours of field experiences. Field experiences must be conducted in preschool settings which include home-based and center-based programs serving children who have verified disabilities, with their families, and other personnel responsible for their care and education. Of the 160 clock hours, a minimum of 80 clock hours must focus on children ages birth through two years of age and a minimum of 80 clock hours must focus on pre-school aged children, ages 3 through prekindergarten.

006.63 Special Education Functional Academic Skills and Independent Living Specialist

006.63A Grade Levels: Birth through Grade 12

006.63B Endorsement Type: Supplemental. This endorsement requires the applicant to have, or earn concurrently, the Special Education Generalist endorsement.

006.63C Persons with this endorsement may teach, consult, and provide services to children birth through 21 years of age, who have intellectual, sensory, and/or developmental disabilities, including Autism Spectrum Disorders.

006.63D Certification Endorsement Requirements: This endorsement requires a minimum of 15 semester hours in special education course work related to functional academic skills and independent living.

006.64 Special Education Inclusion and Collaboration Specialist

006.64A Grade Levels: PK-Grade 12

006.64B Endorsement Type: Supplemental. This endorsement requires the applicant to have previously obtained the Special Education Generalist endorsement.

006.64C Persons with this endorsement may teach, consult, or provide services for children, ages three through age 21, with verified disabilities.

006.64D Certification Endorsement Requirements: This endorsement requires a minimum of 15 graduate semester hours in inclusion and collaboration.

006.65 Special Education Visual Impairment

006.65A Grade Levels: Birth through Grade 12

006.65B Endorsement Type: Subject

006.65C Persons with this endorsement may teach, consult, and provide services to children with visual impairments from birth through age 21. This includes blindness, low vision (legal blindness and partial sight) and vision impairments associated with other disabilities.

006.65D Certification Endorsement Requirements: This endorsement requires an applicant to hold, or earn concurrently, a subject or field endorsement and complete a minimum of 36 additional semester hours in special education course work including six (6) semester hours in general special education, 24 semester hours in the education of students with visual impairment, and three (3) semester hours of field experience working with students who are visually impaired.

006.66 Special Program

006.66A Grade Levels: 9-12

006.66B Endorsement Type: Subject and Supplemental

006.66C The endorsement will be valid for teaching special program curriculum courses only. The endorsement is invalid for any core curriculum courses as defined by 92 NAC 10, Section 002.05. The endorsement may appear on a career education teaching permit as a subject endorsement, or an initial or standard or professional certificate as a supplemental endorsement.

006.66C1 To obtain this endorsement, the candidate must:

006.66C1a Hold a bachelor's degree; and

006.66C1b Submit verification from the Superintendent of Schools or the governing body of a school system in which the applicant intends to teach. The recommended Special Program Verification form is available on the Teacher Certification website.

006.67 Speech

006.67A Grade Levels: 6-12

006.67B Endorsement Type: Subject

006.67C Persons with this endorsement may teach and direct, or act as a resource person for curricular and co-curricular speech courses or activities in grades 6 through 12.

006.67D Certification Endorsement Requirements: This endorsement requires a minimum of 30 semester hours in speech and communication courses, including an approved field experience.

006.68 Speech

006.68A Grade Levels: 7-12

006.68B Endorsement Type: Supplemental

006.68C Persons with this endorsement may teach and direct, or act as a resource person for speech activities in grades 7 through 12.

006.68D Certification Endorsement Requirements: This endorsement requires a minimum of 15 semester hours in speech and communication courses, including an approved field experience.

006.69 Speech and Theatre

006.69A Grade Levels: 6-12

006.69B Endorsement Type: Field (note: from 2012 Rule 24)

006.69C Persons with this endorsement may teach and direct, or act as a resource person, for curricular and co-curricular courses or activities in both speech and theatre in grades 6 through 12.

006.69D Certification Endorsement Requirements: This endorsement requires a minimum of 45 semester hours in dramatic literature, history of the theatre, acting, stagecraft, costume and makeup, lighting, directing theatre productions, theatre management, and speech and communications courses including approved field experiences in both theatre and speech.

006.70 Speech-Language Pathologist

006.70A Grade Levels: Birth through age 21

006.70B Endorsement Type: Field

006.70C Persons with this teaching endorsement may provide speech language pathology services to and consultative services for individuals from birth through age 21 or completion of their Individualized Education Program.

006.70D Certification Endorsement Requirements: This endorsement requires a minimum of a master's degree in speech-language pathology which includes at least 36 graduate semester hours in speech-language pathology and course work in related areas. Applicants must complete a minimum of 400 clock hours of clinical experiences and an internship, supervised by the standard institution, in school and clinic settings.

006.71 Theatre

006.71A Grade Levels: 6-12

006.71B Endorsement Type: Subject

006.71C Persons with this endorsement may teach and direct, or act as a resource person, for curricular and co-curricular courses or activities in theatre in grades 6 through 12.

006.71D Certification Endorsement Requirements: This endorsement requires a minimum of 30 semester hours in dramatic literature, history of the theatre, acting, stagecraft, costume and makeup, lighting, directing theatre productions, and theatre management, including an approved field experience.

006.72 Theatre

006.72A Grade Levels: 6-12

006.72B Endorsement Type: Supplemental

006.72C Persons with this endorsement may teach and direct, or act as a resource person, for curricular and cocurricular activities in theatre in grades 6 through 12.

006.72D Certification Endorsement Requirements: This endorsement requires a minimum of 18 semester hours in dramatic literature, history of the theatre, acting, stagecraft, costume and makeup, lighting, directing theatre productions, and theatre management, including an approved field experience.

006.73 Vocal Music

006.73A Grade Levels: PK-12

006.73B Endorsement Type: Subject

006.73C Persons with this endorsement may teach vocal music in prekindergarten through Grade 12.

006.73D Certification Endorsement Requirements: This endorsement requires a minimum of 45 semester hours in vocal music education. Vocal music course work will include theory, composition, arranging, improvisation, music history, applied music, ensemble performance, conducting, pedagogy, and technology.

006.74 Vocational Special Needs

006.74A Grade Levels: 7-12

006.74B Endorsement Type: Supplemental

006.74C Persons with this endorsement may teach vocational education to students with disadvantages and/or disabilities in grades 7 through 12.

006.74D This endorsement is available for placement on a Nebraska certificate only for those individuals who held this endorsement prior to August 1, 2018. Standard institutions of higher education will not be able to recommend this endorsement for placement on a certificate as of August 1, 2018.

006.75 Work-Based Learning

006.75A Grade Levels: 9-12

006.75B Endorsement Type: Supplemental

006.75C Persons with this endorsement may coordinate, teach, and supervise programs of instruction that develop career and life skills.

006.75D Certification Endorsement Requirements: This endorsement requires a minimum of three (3) semester hours in the coordination and supervision of work-based learning.

006.75E Work Experience: This endorsement is available only to those who have either (A) 1,000 verified hours of paid work-based experience, or (B) at

least 300 hours of supervised work experience under the direction of the college or university recommending the endorsement.

006.76 World Language: Any language other than English, not including computer languages.

006.76A Grade Levels: K-8, 6-12, or K-12

006.76B Endorsement Type: Subject

006.76C Persons with this endorsement may teach a language other than English at the grade levels for which they have been prepared. Those candidates seeking a K-12 endorsement must complete course work and clinical experiences which address elementary and secondary levels.

006.76D Certification Endorsement Requirements: Candidates must complete training in second language pedagogy methods.

006.76E Candidates must demonstrate proficiency in the language of study according to the guidelines as set forth by the Board. In addition, this endorsement requires a minimum of 30 semester hours in the language of study.

006.76E1: Upon demonstration of proficiency in the language of study through one of the assessments as set forth by the Board, a standard institution of higher education may waive up to 30 of the required hours of language study.

007 Special Services Endorsements

007.01 Audiologist

007.01A Grade Levels: Birth through Grade 12

007.01B Endorsement Type: Special Services

007.01C Persons with this endorsement may serve as an audiologist or consultant for programs involving individuals from birth through age 21.

007.01D Certification Endorsement Requirements: This endorsement requires a current Nebraska license as a Registered Audiologist from the Nebraska Department of Health and Human Services.

007.02 School Nurse

007.02A Grade Levels: PK-12

007.02B Endorsement Type: Special Services

007.02C Persons with this endorsement may practice school nursing for students prekindergarten through grade 12.

007.02D Certification Endorsement Requirements: This endorsement requires a current Nebraska license as a Registered Nurse from the Nebraska Department of Health and Human Services or another state participating in the Nurse Licensure Compact as defined in Section 71-1795 R.R.S.

007.03 Speech Language Technician

007.03A Grade Levels: Birth to age 21

007.03B Endorsement Type: Special Services

007.03C Persons with this endorsement may provide speech-language services for individuals from birth to age 21. The person must be supervised by a certified speech-language pathologist. The person may not fulfill the requirement(s) of a speech-language pathologist on a multi-disciplinary evaluation team or an individualized family service plan (IFSP) team or individual education plan (IEP) team.

007.03D Certification Endorsement Requirements: This endorsement requires the applicant to have completed a baccalaureate degree in communication disorders/speech-language pathology.

007.03E Limited Purpose: This endorsement may be placed only on the Nebraska Provisional Special Services Permit with validity, terms and renewal options as described for that permit in 92 NAC 21.

007.03F No Nebraska standard institution of higher education will be granted approval to offer a program of study leading to this endorsement.

007.04 Special Services Coaching

007.04A Grade Levels: 7-12

007.04B Endorsement Type: Special Services

007.04C The endorsement is valid only in the area of coaching extracurricular activities and may appear only on a special services permit.

007.04D The endorsement requires:

007.04D1 Successful completion of the following content from a college with an approved teacher education program or from other organizations who provide instruction in the same content:

007.04D1a First aid, health and safety for coaches; and

007.04D1b Fundamentals of coaching.

008 Designated Endorsements

008.01 The Commissioner will designate the endorsements for which evidence of a passing score on a content test or completion of equivalent professional education may substitute for coursework requirements when such endorsement is being added to an existing Nebraska certificate or permit. The designated endorsements will be listed on the Educator Certification website along with the associated content test and passing score. Equivalent professional education must be approved by the Commissioner prior to being offered as such by an equivalent professional education provider. The Commissioner will approve equivalent professional education based on the equivalence of the program of procedures, coursework, and activities to the coursework requirements for the designated endorsement.

APPENDIX A

STATUS OF ENDORSEMENTS NO LONGER IN CHAPTER 24

ENDORSEMENT NO LONGER CONTAINED IN THIS CHAPTER	COMPARABLE REPLACEMENT TO ENDORSEMENT	REVOKED ENDORSEMENT
Business Education	Business, Marketing, and Information Technology (BMIT)	
Cooperative Education-Diversified Occupations	Work-Based Learning	
Curriculum	Curriculum Supervisor	
Early Childhood Education (subject)	Early Childhood Education (supplemental)	
Early Childhood Education Unified	Early Childhood Inclusive	
Educational Audiologist	Audiologist	
Family and Consumer Sciences	Family and Consumer Sciences Occupational	
General Art	Art	
Horticulture Education		Horticulture Education
Industrial Technology Education	Skilled and Technical Sciences Education	
Health Occupations	Health Sciences Education	
Instrumental Music	Music	
Journalism and Mass Communications	Journalism and Media Education	
Middle Grades Education	Middle Level Education	

Middle Grades – Natural Sciences	Middle Level Education – Science	
Natural Science	Science	
Physical Science (field)	Chemistry, Earth and Space Science, and Physics (subjects)	
Pre-School Disabilities	Early Childhood Inclusive	
Pre-School Handicapped	Early Childhood Inclusive	
Reading	Reading and Writing	
School Transition Specialist	Secondary Transition Specialist	
Skilled and Technical Science Education	Skilled and Technical Sciences Education – Skilled Specific	
Social Science	Social Studies	
Special Education	Special Education Generalist	
Special Education Behaviorally Disordered	Special Education Behavior Intervention Specialist	
Special Education Deaf or Hard of Hearing/Field	Special Education Deaf or Hard of Hearing	
Special Education Learning Disabilities	Special Education Inclusion and Collaboration Specialist	
Special Education - Mild/ Moderate Disabilities	Special Education Generalist	
Special Education Severe/Multiple Disabilities	Special Education Functional Academic Skills and Independent Living Specialist	

Speech and Theatre (field)	Speech, Theatre (subjects)	
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TITLE 92 NEBRASKA DEPARTMENT OF EDUCATION

CHAPTER 24 CERTIFICATE ENDORSEMENTS

001 Alphabetical List of Endorsements Contained in this Chapter

ADMINISTRATIVE ENDORSEMENTS

Curriculum Supervisor (Issued prior to August 1, 2020)

Principal

Special Education Supervisor

Superintendent

TEACHING ENDORSEMENTS

Adapted Physical EducationAgricultural Education

American Sign Language (Subject)

American Sign Language (Supplemental)

Anthropology (Issued prior to August 1, 2023)

Art

Assessment Leadership (Issued prior to August 1, 2020)

Basic Business (Issued prior to August 1, 2019)

Bilingual Education

Biology

Business, Marketing, and Information Technology (BMIT)

Career Education

Chemistry

Coaching

Computer Science

Driver Education

Early Childhood Education

Early Childhood Inclusive

Earth and Space Science

Economics

Elementary Education

English (Issued prior to August 1, 2015)

English As A Second Language

English Language Arts (formerly Language Arts)

Family and Consumer Sciences Occupational

Geography

Health Education

Health and Physical Education

Health Sciences Education (Field)

Health Sciences Education (Supplemental)

High Ability Education

History

Information Technology

Instructional Technology Leadership
Journalism and Media Education
Mathematics
Middle Level Education
Music
Orientation and Mobility (O & M) Specialist
Physical Education
Physics
Political Science
Psychology
Reading and Writing
Reading Specialist
Religious Education
Reserve Officer Training Corps (ROTC)
School Counselor
School Librarian
School Psychologist
Science
Secondary English
Secondary Transition Specialist
Skilled and Technical Sciences Education
Skilled and Technical Sciences Education Skilled Specific
Social Studies
Sociology
Special Education Generalist (formerly Special Education)
Special Education Behavior Intervention Specialist
Special Education Deaf or Hard of Hearing
Special Education Early Childhood Special Education
Special Education Early Intervention Specialist
Special Education Functional Academic Skills and Independent Living
Specialist
Special Education Inclusion and Collaboration Specialist
Special Education Visual Impairment
Special Program
Speech (Subject)
Speech (Supplemental)
Speech and Theatre
Speech-Language Pathologist
Theatre (Subject)
Theatre (Supplemental)
Vocal Music
Vocational Special Needs (Issued prior to August 1, 2018)

Work-Based Learning
World Language

SPECIAL SERVICES ENDORSEMENTS

Audiologist
School Nurse
Speech Language Technician
Special Services Coaching

Appendix A: Status of Endorsements no longer in Chapter 24
Appendix B: Affirmation of Eligibility Form

002 General Information

002.01 Statutory Authority. This chapter is adopted pursuant to sections 79-318, 79-805 to 79-815, and 79-1505 of the Nebraska Revised Statutes (Neb. Rev. Stat.).

002.02 Scope and Application. This chapter contains regulations for obtaining endorsements indicating grade levels and areas of specialization on Nebraska teaching, administrative, and special services certificates or permits.

002.03 Related Regulations. Throughout this chapter, reference is made to other Department regulations relating to teachers, administrators, and special services providers. Regulations for the issuance of certificates or permits to teach, administer, and provide special services in Nebraska schools are contained in Title 92, Nebraska Administrative Code, Chapter 21 (92 NAC 21). Title 92, Nebraska Administrative Code, Chapter 20 (92 NAC 20) contains the rules for the approval of professional education programs in Nebraska. Copies of these rules are available from the Department or at www.education.ne.gov/legal/current-nde-rules-regulations/. Content standards can be found at www.education.ne.gov/contentareastandards.

003 Definition of Terms. As used in this chapter:

003.01 American Sign Language (ASL) means a natural language indigenous to members of the American Deaf Community, with its own culture, literature, and linguistic structure.

003.02 Approved Endorsement Program means endorsement programs approved pursuant to 92 NAC 20 or any endorsement program approved in any other state or country pursuant to standards comparable and equivalent to 92 NAC 20.

003.03 Board means the Nebraska State Board of Education.

003.04 Certification Officer means an employee designated by the chief academic officer or unit administrator of each standard institution of higher education with an approved educator preparation program to receive correspondence regarding this chapter from the Department and to provide certified records, reports and/or recommendations to the Department, as required, for the purpose of certification and/or endorsement.

003.05 Clinical experiences means those that are characterized by careful planning, stipulated goals, required activities, projected performance levels and evaluation of growth. Examples of clinical experiences are microteaching clinics, unit teaching associated with a methodology class, and skill clinics. Activities not meeting the criteria for clinical experiences include general observations, voluntary community service, orientation visits, teacher aiding, and periodic visitations to educational settings.

003.06 Clinical practice means culminating supervised experiences which provide candidates with opportunities to demonstrate competence in the professional roles for which they are preparing, which includes student teaching and internships.

003.07 Commissioner means the Nebraska State Commissioner of Education.

003.08 Content Test means an examination for which a passing score requirement has been established by the Board.

003.09 Credit hour means the equivalent of 15 instructional class periods of 50 minutes or more. Semester hour has the same meaning as credit hour.

003.10 Department means the State Department of Education, which is comprised of the Board and the Commissioner.

003.11 Designated endorsement means an endorsement designated by the Commissioner for which evidence of a passing score on a content test or completion of equivalent professional education offered by an accredited public school may substitute for coursework requirements when such endorsement is being added to an existing Nebraska certificate or permit.

003.12 Endorsement means an area of specialization indicated on a certificate or permit issued pursuant to 92 NAC 21 signifying that the individual has met specific requirements contained in this chapter.

003.13 English as a Second Language (ESL) means a program designed to serve students whose dominant language is not English to

become proficient in English through instruction predominantly provided in English to the students.

003.14 Equivalent professional education means a program of procedures, coursework, and activities approved by the Commissioner as advanced preparation to allow successful candidates to qualify for a designated endorsement.

003.15 Equivalent professional education provider means an accredited public school offering equivalent professional education.

003.16 Field (used as a descriptor of an endorsement) means two or more subjects which, considered as a single area of study, represent a wider and broader scope than that of a subject.

003.17 Field experience means an opportunity for candidates to observe, assist, tutor, instruct, and/or conduct research to develop professional education knowledge, skills, and dispositions. Field experiences include practicum and clinical practice requirements. Field experiences are designed and implemented through collaboration with school partners and faculty and occur in school systems or other settings serving students.

003.18 Internship means an experience supervised by a qualified professional who holds a certificate or permit or has qualifications comparable to that of a certificate or permit holder. The internship provides opportunities to practice and demonstrate the knowledge and skills of the specialization area in a setting that is similar to the setting in which the candidate intends to work. Internship differs from student teaching in that it is only applicable to graduate level and supplemental endorsements.

003.19 Passing Score means a scaled score on a content test as established by the Board.

003.20 Practicum means a field experience completed prior to a culminating supervised clinical practice.

003.21 Prekindergarten means the preschool years for children beginning at age 3 prior to entering kindergarten.

003.22 Regular Certificate means an Initial, Standard, or Professional Nebraska certificate as defined in 92 NAC 21.

003.23 Semester Hour means the equivalent of 15 instructional class periods of 50 minutes or more. Credit hour has the same meaning as semester hour.

003.24 Standard institution of higher education has the same meaning as in Neb. Rev. Stat. § 79-807.

003.25 Student teaching means a full time, directed teaching experience conducted in a school setting that provides supervised opportunities to practice and demonstrate over a continuous, extended time period (as required by 92 NAC 20) the unique knowledge and skills of teaching in the endorsement area(s).

003.26 Subject (used as a descriptor of an endorsement) means a specific course or narrow range of courses taught and offered in a school.

003.27 Supplemental (used as a descriptor of an endorsement) means an endorsement obtained by meeting the requirements of this chapter and which may be added to a certificate in the presence of other endorsements which may or may not be specified.

003.28 Teaching experience means employment as a certified employee for the instruction of students in an approved or accredited school.

004 Application Procedures

004.01 Eligibility Criteria. Each applicant for an Initial, Standard, Professional, Alternative Program, Postsecondary, Career Education, ~~State Substitute, Local Substitute,~~ or Military teaching certificate or permit may be required to:

004.01A Submit evidence of qualifying for or be eligible to have placed on a certificate or permit one (1) or more endorsements pursuant to this Chapter.

004.02 Initial Endorsement. When an applicant applies for his or her teaching, administrative, or special services certificate or permit pursuant to 92 NAC 21, he or she will be required to file documentation, signed by a certification officer of a standard institution of higher education, indicating that he or she has met the requirements of this chapter for one or more endorsements (depending upon the requirements of 92 NAC 21 for the type of certificate or permit and the type of endorsements), to file an application and pay the fee provided for in 92 NAC 21. A recommended form (Institutional Verification) is available on the Teacher Certification website.

004.03 Additional Endorsements. Additional endorsements may be added to a **regular** certificate ~~or permit~~ at any time upon the payment of the fee provided for in 92 NAC 21 and (1) evidence of receiving a passing score on the content test for a designated endorsement, (2) evidence of completion of an approved program of equivalent

professional education for a designated endorsement provided by an accredited public school, or (3) documentation signed by a certification officer of a standard institution of higher education, that clearly show that the endorsement requirements and student teaching experience requirements, if applicable, of this chapter have been met in approved endorsement programs.

004.04 Provisional Endorsements. Individuals holding a regular Nebraska certificate may apply to add one provisional endorsement, as follows: The provisional endorsement will expire on September 30 of the third year following the year of issuance and may be renewed one (1) time. A recommended form (Added Provisional Endorsement) is available on the Educator Certification website. Each applicant for a provisional endorsement will:

004.04A Complete ~~Completing~~ an application and payment of the statutory fee as required under 92 NAC 21; and

004.04B Submit ~~Submitting~~ a document signed and dated by the certification officer of a Nebraska standard institution of higher education which verifies that the applicant **is:**

004.04B1 Pursuing ~~has completed 50 percent of the endorsement credit hour requirement in an approved teacher endorsement program and lists the remaining courses to be completed; or and lists the remaining courses to be completed.~~ A recommended form (Added Provisional Endorsement) is available on the Educator Certification website:

004.04B2 Pursuing an administrative endorsement for a principal or special education supervisor and has completed at least fifty (50) percent of the credit hours required for completion of an approved program; or

004.04B3 Pursuing an administrative endorsement for a superintendent and has completed at least seventy five (75) percent of an approved program for an endorsement as superintendent.

~~This provisional endorsement cannot be renewed and will expire on August 31 of the third year following issuance:~~

004.04C Each applicant for renewal of a provisional endorsement will:

004.04C1 Complete an application and pay the statutory fee as required under 92 NAC 21; and

004.04C2 Submit a transcript documenting completion of at least fifteen (15) semester hours towards completion of a program outlined in section 004.04B.

~~004.05 Interim Special Education Endorsement.~~ Individuals holding a regular Nebraska certificate may apply to add an interim special education endorsement. The interim special education endorsement will expire August 31 in the year following the year of issuance and may be renewed two (2) times:

~~004.05A~~ Each applicant for an interim special education endorsement will:

~~004.05A1~~ Complete an application and pay the statutory fee as required under 92 NAC 21;

~~004.05A2~~ Submit the Affirmation of Eligibility form, a copy of which is attached as Appendix B and available on the Teacher Certification website, requesting the issuance of the interim special education endorsement;

~~004.05A3~~ Submit an official transcript from a standard institution of higher education that demonstrates at least six (6) semester hours of coursework has already been completed for the interim special education endorsement; and

~~004.05A4~~ Submit a document that is signed and dated by the certification officer from a Nebraska standard institution of higher education which verifies that the applicant has established a plan for completion of course work leading to a Special Education Generalist endorsement. A recommended form, Added Provisional Endorsement, is available on the Teacher Certification website.

~~004.05B~~ Each applicant for renewal of an interim special education endorsement will:

~~004.05B1~~ Complete an application and pay the statutory fee as required under 92 NAC 21; and

~~004.05B2~~ Submit an official transcript verifying completion of at least nine (9) semester hours of course work from the established plan for completion of course work leading to a Special Education Generalist endorsement.

004.05~~004.06~~ Duration of Endorsements

004.05A~~004.06A~~ Endorsements, once granted, continue in effect so long as the holder maintains a certificate or permit in force, or until revoked or amended pursuant to state law or regulation.

~~004.05B~~~~004.06B~~ Provisional endorsements continue for three (3) years.

~~004.06C~~ Interim special education endorsements must be renewed annually.

~~004.05C~~~~004.06D~~ If an endorsement is amended through changes to this chapter but the title remains the same, current holders of that endorsement will continue to have that endorsement in effect for their current and future certificates or permits. If an endorsement is no longer contained in this chapter because it has been repealed or the title and requirements have changed, the following provisions apply:

~~004.05C1~~~~004.06D1~~ If a comparable existing endorsement is listed for such former endorsement in Appendix A of this chapter, the certificate or permit holder will be considered to hold such comparable endorsement for purposes of determining school or school district compliance with approval or accreditation requirements under Chapters 10 or 14 of this Title, and for purposes of the requirements of any other chapter of this Title. At the time of future renewals, the new certificate or permit will carry the comparable endorsement.

~~004.05C2~~~~004.06D2~~ If an endorsement that was formerly designated as a subject or field endorsement is reclassified as a supplemental endorsement, the endorsement will continue to be placed on a certificate or permit as a subject or field endorsement if the subject or field endorsement appeared on a certificate or permit prior to the implementation date of the reclassification, or if the individual seeking the endorsement completes a program for which a standard institution of higher education makes recommendation for a subject or field endorsement within one year of the implementation date of the reclassification.

~~004.05C3~~~~004.06D3~~ If no comparable endorsement is listed in Appendix A, the endorsement will be considered non-existent for purposes of Department regulations.

~~004.06~~~~004.07~~ Revocation of Endorsements. Endorsements will be revoked for any of the following reasons:

~~004.06A~~~~004.07A~~ Revocation of the certificate or permit.

~~004.06B~~~~004.07B~~ Fraud, misrepresentation, or error.

~~004.06C~~~~004.07C~~ Written request by the endorsed person to the

Commissioner and the Commissioner determines that the person has no employment experience and no college credit in the endorsed area within ten (10) years prior to the written request.

~~004.06D~~~~004.07D~~ Elimination of the endorsement by the Board as shown in Appendix A.

~~004.06E~~~~004.07E~~ Replacement of the endorsement by the Board with another endorsement as shown in Appendix A.

~~004.07~~~~004.08~~ Hearings and Appeals. All actions taken by the Department under the provisions of this chapter may be subject to appeal under the appeals procedure contained in 92 NAC 21.

~~004.08~~~~004.09~~ Certification of Completion of Endorsement Requirements. Certification officers will be required, as a condition of institution approval pursuant to 92 NAC 20, to certify for the Department the completion of endorsement requirements as specified in this chapter as part of endorsement applications.

~~004.09~~~~004.10~~ Endorsement Program Requirements. Standard institutions of higher education offering an endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of an endorsement.

~~004.09A~~~~004.10A~~. A Nebraska approved educator preparation program may reduce the total required credit hours for any teaching endorsement by up to fifty (50) percent if the educator preparation program determines the applicant demonstrated competency in the endorsement area pursuant to criteria approved by the Commissioner.

005 Administrative Endorsements

005.01 Curriculum Supervisor

005.01A Grade Levels: PK-12

005.01B Endorsement Type: Field/Administrative

005.01C Persons with this endorsement may assist in or supervise the development of curriculum programs for students in prekindergarten through grade 12.

005.01D This endorsement is available for placement on a Nebraska certificate only for those individuals who held this endorsement, or are recommended for the endorsement by a standard institution of higher education prior to August 1, 2020.

Standard institutions of higher education will not be able to recommend this endorsement for placement on a certificate after August 1, 2020.

005.02 Principal

005.02A Grade Levels: PK-12, PK-8, or 6-12

005.02B Endorsement Type: Field/Administrative

005.02C Persons with this endorsement may serve in all general administrative and supervisory capacities in Nebraska schools as a principal at the grade levels for which the program preparation was completed.

005.02D Certification Endorsement Requirements: This endorsement requires 36 graduate semester hours of credit in an approved program in educational administration. Thirty-six (36) graduate semester hours are required for a principal endorsement when completing a PK-8 or 6-12 endorsement. Those seeking a PK-12 principal endorsement must complete a minimum of nine (9) additional credit hours or a total of forty-five (45) graduate semester hours. The focus of the additional nine (9) credit hours must be specific to the new level.

005.02D1 Internship/Field Experiences: This endorsement requires 250 clock hours of internship/field experiences in approved or accredited elementary, middle, or secondary schools. These hours must be completed at each of the level(s) for the endorsement(s) being sought.

005.03 Special Education Supervisor

005.03A Grade Levels: Birth through Grade 12

005.03B Endorsement Type: Field/Administrative

005.03C Persons with this endorsement may serve in all special education administrative and supervisory roles in Nebraska schools providing services for students with disabilities, birth through age 21.

005.03D Certification Endorsement Requirements: This endorsement requires a minimum of 36 graduate semester hours related to educational leadership and special education administration coursework, and includes an internship experience

in special education supervision.

005.03D1 Additional requirements: For admission to the program of study leading to this endorsement, the applicant must have or be eligible to hold a valid regular teaching certificate with a special education endorsement.

005.04 Superintendent

005.04A Grade Levels: PK-12

005.04B Endorsement Type: Field/Administrative

005.04C Persons with this endorsement may serve in all general administrative and supervisory capacities in Nebraska schools as superintendent, principal, or other administrative roles at all levels.

005.04D Certification Endorsement Requirements: This endorsement requires a Master's degree and completion of an educational specialist, doctoral program, or other state-approved program for the preparation of a school superintendent with a minimum of 60 graduate hours in educational leadership or education administration, and a one-semester internship in an approved or accredited school system.

~~005.04E Endorsement Program Requirements: The applicant may be admitted to the program of studies leading to this endorsement following a screening process which includes (1) a review of transcripts, (2) three letters of recommendation from people who know of the candidate's work, (3) successful completion of a qualifying examination as identified by the standard institution, and (4) a written statement from the candidate outlining his/her professional goals.~~

006 Teaching Endorsements

006.01 Adapted Physical Education

006.01A Grade Level: PK-12

006.01B Endorsement Type: Supplemental. This endorsement requires an applicant to hold, or earn concurrently, a subject or field

endorsement in: Health and Physical Education, Physical Education, or one of the Special Education endorsements.

006.01C Persons with this endorsement may teach physical education to children and youth in prekindergarten through grade 12 who have unique needs or verified disabilities. Persons with this endorsement may provide consultant services to teachers of students with unique needs or verified disabilities.

006.01D Certification Endorsement Requirements: This endorsement requires a minimum of 24 semester hours of course work. Applicants may apply up to 12 semester hours of course work completed as part of a subject or field endorsement in Physical Education or Special Education toward requirements of this endorsement. The hours will include the following:

006.01D1 Course work in special education six (6) semester hours; and

006.01D2 Course work in the content areas of physical education instruction six (6) semester hours; and

006.01D3 A minimum of 12 semester hours in adapted physical education courses.

~~006.01E Endorsement Program Requirements: Standard institutions of higher education offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.~~

006.02 Agricultural Education

006.02A Grade Levels: 6-12

006.02B Endorsement Type: Field

006.02C Persons with this endorsement may teach and manage an Agricultural Education program and will be eligible for the Work-Based Learning endorsement.

006.02D Certification Endorsement Requirements: This endorsement requires a minimum of 48 semester hours of agriculture subject matter plus work experience including:

006.02D1 A minimum of 12 semester hours in agricultural education which includes pedagogical content knowledge and principles of career and technical education and including a minimum of three (3) semester hours of coordination and

supervision of work-based learning; and

006.02D2 A minimum of 36 semester hours from the areas of Agribusiness Systems, Animal Systems, Food Products and Processing Systems, Natural Resources and Environmental Service Systems, Plant Systems, and Power, Structural, and Technical Systems, including leadership, research, applied technology, and policy within the aforementioned systems:

006.02D2a Three (3) semester hours Agribusiness Systems

006.02D2b Three (3) semester hours Animal Systems

006.02D2c Three (3) semester hours Food Products and Processing Systems

006.02D2d Three (3) semester hours Natural Resources and Environmental Service Systems

006.02D2e Three (3) semester hours Plant Systems

006.02D2f Nine (9) semester hours Power, Structural, and Technical systems

006.02E Work Experience: The endorsement is available only to those persons who have either (A) 1000 verified hours of paid work-based experience relative to the career field, or (B) at least 300 hours of supervised work experience relevant to the career field, under the direction of the college or university recommending the endorsement.

006.03 American Sign Language (Subject)

006.03A Grade Levels: K-8, 7-12, or K-12

006.03B Endorsement Type: Subject

006.03C Persons with this endorsement may teach American Sign Language (ASL) at the grade level(s) for which they have been prepared.

006.03D Certification Endorsement Requirements: This endorsement requires a minimum of 30 semester hours of ASL content course work.

006.03D1 Practicum. Prospective teachers will be engaged in practicum experience at the level(s) of endorsement.

006.04 American Sign Language (Supplemental)

006.04A Grade Levels: K-8, 7-12, or K-12

006.04B Endorsement Type: Supplemental

006.04C Persons with this endorsement may teach American Sign Language (ASL) at the grade level(s) for which they have been prepared.

006.04D Certification Endorsement Requirements: This endorsement requires a minimum of 18 semester hours of coursework in ASL content.

006.04D1 Practicum. Prospective teachers will be engaged in practicum experiences at the level(s) of endorsement.

006.05 Anthropology

006.05A Grade Levels: 7-12

006.05B Endorsement Type: Subject

006.05C Persons with this endorsement may teach anthropology in grades 7 through 12.

006.05D This endorsement is available for placement on a Nebraska certificate only for those individuals who held this endorsement or are recommended for the endorsement by a standard institution of higher education prior to August 1, 2023. Nebraska institutions will not be able to recommend this endorsement for placement on a certificate after August 1, 2023.

006.06 Art

006.06A Grade Levels: PK-12

006.06B Endorsement Type: Field

006.06C Persons with this endorsement may teach art for students in prekindergarten through grade 12.

006.06D Certification Endorsement Requirements: This endorsement requires 52 semester hours in art course work, including studio art, art history, theory and criticism, teaching competencies, new technology, and career opportunities in art.

006.07 Assessment Leadership

006.07A Grade Levels: PK-12

006.07B Endorsement Type: Supplemental

006.07C Persons with this endorsement may assist in or facilitate the development of assessment programs for students in prekindergarten through grade 12.

006.07D This endorsement is available for placement on a Nebraska certificate only for those individuals who held this endorsement, or are recommended for the endorsement by a standard institution of higher education prior to August 1, 2020. Standard institutions of higher education will not be able to recommend this endorsement for placement on a certificate after August 1, 2020.

006.08 Basic Business

006.08A Grade Levels: 6-12

006.08B Endorsement Type: Subject

006.08C Persons with this endorsement may teach basic business education courses in grades 6 through 12.

006.08D This endorsement is available for placement on a Nebraska certificate only for those individuals who held this endorsement, or are recommended for the endorsement by a standard institution of higher education prior to August 1, 2019. Standard institutions of higher education will not be able to recommend this endorsement for placement on a certificate after August 1, 2019.

006.09 Bilingual Education

006.09A Grade Levels: PK-12, PK-6, 7-12

006.09B Endorsement Type: Supplemental. This endorsement requires an applicant to hold, or earn concurrently, an English as a Second Language (ESL) endorsement in addition to a subject or field endorsement.

006.09C Persons with this endorsement may teach in a bilingual program in the grade levels for which they are prepared.

006.09D Certification Endorsement Requirements: This endorsement requires a minimum of 12 semester hours of course work related to methodology, content instruction, and content literacy in bilingual education programs which includes nine (9) credit hours of course work taught in the target language.

006.09D1 Candidates must also complete a 45 clock hour

practicum in a bilingual education program taught in the target language at the grade level(s) of the endorsement being sought.

006.10 Biology

006.10A Grade Levels: 7-12

006.10B Endorsement Type: Subject

006.10C Persons with this endorsement may teach any biology course in grades 7 through 12.

006.10D Certification Endorsement Requirements: This endorsement requires a minimum of 36 semester hours of laboratory based courses in the natural sciences (biology, chemistry, Earth and space science, and physics), of which 24 semester hours must be in biology and a minimum of 12 semester hours of laboratory based courses among the remaining three natural sciences areas. A laboratory-based course provides activity-based, hands-on experience for all students. Laboratory activities will be designed to allow students to develop scientific skills and processes, discover and construct science concepts, and allow for the application of the concept to the real lives of students.

006.11 Business, Marketing, and Information Technology

006.11A Grade Levels: 6-12

006.11B Endorsement Type: Field

006.11C Persons with this endorsement may teach Business, Marketing, and Information Technology education courses and will be eligible for the Work-Based Learning endorsement.

006.11D Certification Endorsement Requirements: This endorsement requires a minimum of 51 semester hours, including:

006.11D1 24 semester hours in business administration; and

006.11D2 Nine (9) semester hours in marketing content knowledge; and

006.11D3 12 semester hours in information technology systems content knowledge; and

006.11D4 A minimum of three (3) semester hours of coursework in coordination and supervision of work-based

learning; and

006.11D5 A minimum of three (3) semester hours of professional education coursework to include pedagogical content knowledge and principles of career and technical education; and

006.11E Work Experience: The endorsement is available only to those who have either (A) 1000 verified hours of paid work-based experience relevant to the career field; or (B) at least 300 hours of supervised work experience relevant to the career field under the direction of the college or university recommending the endorsement.

006.12 Career and Technical Education

006.12A Grade Levels: 7-12

006.12B Endorsement Type: Subject

006.12C The endorsement is valid only on a career education teaching permit for a career and technical education area where no preparation program is offered by an approved educator preparation program in Nebraska or for which a school system submits documentation that it has not found a qualified teacher.

006.12D This endorsement requires:

006.12D1 Completion of postsecondary degree or certificate in a prescribed course of study in the career education area; or

006.12D2 Completion of an apprenticeship program in the career education area; or

006.12D3 Demonstrated proficiency in the career education area based upon five (5) years of practice in the career area; or

006.12D4 Demonstrated proficiency by passing a competency examination approved by the career area industry; or

006.12D5 Current employment by a community college as an instructor to teach the career education area.

006.13 Chemistry

006.13A Grade Levels: 7-12

006.13B Endorsement Type: Subject

006.13C Persons with this endorsement may teach any chemistry

course in grades 7 through 12.

006.13D Certification Endorsement Requirements: This endorsement requires a minimum of 36 semester hours of laboratory-based courses in the natural sciences (biology, chemistry, Earth and space science, and physics), of which 24 semester hours must be in chemistry and a minimum of 12 semester hours of laboratory based courses among the remaining three natural sciences areas. A laboratory-based course provides activity-based, hands-on experience for all students. Laboratory activities will be designed to allow students to develop scientific skills and processes, discover and construct science concepts, and allow for the application of the concept to the real lives of students.

006.14 Coaching

006.14A Grade levels: 7-12

006.14B Endorsement Type: Supplemental

006.14C Persons with this endorsement may coach interscholastic athletic events for participants in grades 7 through 12.

006.14D Certification Endorsement Requirements: This endorsement requires a minimum of 12 semester hours of coursework related to coaching athletics, including first aid, health and safety for coaches; prevention, care, and management of injuries; fundamentals of coaching, including psychology of coaching and coaching theory; and growth, development and learning. Other courses related to coaching athletics such as legal aspects and responsibilities; training and conditioning; nutrition; and administration of sports will be used to fulfill any remaining coaching semester hours.

006.15 Computer Science

006.15A Grade Levels: 7-12

006.15B Endorsement Type: Supplemental

006.15C Persons with this endorsement may teach programs of instruction that develop computer science and technology skills as identified by Nebraska Revised Statutes 79-3303 and 79-3304.

006.15D Certification Endorsement Requirements: This endorsement requires a minimum of six (6) semester hours in the

content and instruction of education in computer science and technology, as identified by Nebraska Revised Statutes 79-3303 and 79-3304.

006.16 Driver Education

006.16A Grade Levels: 7-12

006.16B Endorsement Type: Supplemental

006.16C Persons with this endorsement may teach driver education to students in grades 7 through 12.

006.16D Certification Endorsement Requirements: This endorsement requires a minimum of nine (9) semester credit hours in courses that address traffic safety, general safety, first aid, motor vehicle systems, and alcohol and drug education.

006.17 Early Childhood Education

006.17A Grade Levels: Prekindergarten through Grade 3

006.17B Endorsement Type: Supplemental. This endorsement requires an applicant to hold, or earn concurrently, the Elementary Education endorsement.

006.17C Persons with this endorsement may teach children from prekindergarten through grade 3.

006.17D Certification Endorsement Requirements: This endorsement requires a minimum of 18 semester hours of coursework specific to early childhood education that address preschool and kindergarten levels and includes the identification of deficiencies and effective instructional and intervention strategies related to mathematics and reading.

006.17D1 Practicum. Candidates must complete a 45 clock-hour practicum working with preschool (prekindergarten) children.

006.18 Early Childhood Inclusive

006.18A Grade Levels: Birth through Grade 3

006.18B Endorsement Type: Field

006.18C Persons with this endorsement may teach and provide services to children from birth through grade 3 including those with special developmental and/or learning needs as defined in Section 79-1118.01 R.R.S, and to support families and other personnel with

responsibilities for their care and education.

006.18D Certification Endorsement Requirements: This endorsement requires a minimum of 51 semester hours, including 39 semester hours of coursework in Early Childhood Education and Early Childhood Special Education for children birth through grade 3, and 12 additional semester hours of coursework in one area of concentration, either birth through kindergarten or age 3 through grade 3. Course work must include the identification of deficiencies and effective instructional and intervention strategies related to mathematics and reading.

006.19 Earth and Space Science

006.19A Grade Levels: 7⁶-12

006.19B Endorsement Type: Subject

006.19C Persons with this endorsement may teach any Earth and space science course in grades 7⁶ through 12.

006.19D Certification Endorsement Requirements: This endorsement requires a minimum of 36 semester hours of laboratory-based courses in the natural sciences (biology, chemistry, Earth and space science, and physics), of which 24 semester hours must be in Earth and space science and a minimum of 12 semester hours of laboratory based courses among the remaining three natural sciences areas. A laboratory-based course provides activity-based, hands-on experience for all students. Laboratory activities will be designed to allow students to develop scientific skills and processes, discover and construct science concepts, and allow for the application of the concept to the real lives of students.

006.20 Economics

006.20A Grade Levels: 6-12

006.20B Endorsement Type: Subject

006.20C Persons with this endorsement may teach economics in grades 6 through 12.

006.20D Certification Endorsement Requirements: This

endorsement requires a minimum of 36 semester hours including 30 hours in economics and six (6) semester hours in one or more of the other social studies areas (Geography, History, Political Science, Psychology, and Sociology).

006.21 Elementary Education

006.21A Grade levels: K-6 (K-8 in self-contained classrooms)

006.21B Endorsement Type: Field

006.21C Persons with this endorsement may teach children in all elementary subjects in kindergarten through grade 6 in all schools; and in grades 7 and 8 in self-contained classrooms. Self-contained classrooms exist when students spend more than half the school day with one teacher who provides instruction in more than half of the academic areas of the curriculum.

006.21D Certification Endorsement Requirements: This endorsement requires 40 hours of professional education coursework related to teaching children from kindergarten through grade eight and 30 hours of academic coursework in all areas of the elementary curriculum.

006.21D1 A minimum of 40 semester hours of professional education coursework related specifically to elementary education.

006.21D2 A minimum of 30 semester hours of academic coursework distributed across the four curriculum areas of English language arts, mathematics, science, and social studies/history. A minimum of six (6) semester hours is required in each of the four areas. Coursework that specifically addresses the content area standards for each of the four areas must include:

006.21D2a English Language Arts; and

006.21D2b Mathematics; and

006.21D2c Science; and

006.21D2d Social Studies.

006.21D3 In addition to the 30 semester hours listed above, academic coursework is required in each of the following areas:

006.21D3a Fine and Performing Arts; and
006.21D3b Physical and Health Education and Wellness.

006.22 English

006.22A Grade Levels: 7-12

006.22B Endorsement Type: Subject

006.22C Persons with this endorsement may teach writing, language, and literature in grades 7 through 12.

006.22D This endorsement is available for placement on a Nebraska certificate only for those individuals who held this endorsement, or are recommended for the endorsement by a standard institution of higher education prior to August 1, 2015. Standard institutions of higher education will not be able to recommend this endorsement for placement on a certificate after August 1, 2015.

006.23 English As A Second Language

006.23A Grade Levels: PK-12, PK-6, 7-12

006.23B Endorsement Type: Supplemental

006.23C Persons with this endorsement may teach English as a Second Language (ESL) in the grade levels for which they are prepared.

006.23D Certification Endorsement Requirements: This endorsement requires a minimum of 15 semester hours of course work in the following topics: Second Language Acquisition, English Language/Linguistics, Cross-Cultural Communication, Methods/Curriculum Design in English as a Second Language, and Assessment and Evaluation of English Language Learners (ELL).

006.23D1 Practicum. Candidates must complete a 45 clock hour practicum working with ELL students at the grade level(s) of the endorsement being sought.

006.24 English Language Arts

006.24A Grade Levels: 6-12

006.24B Endorsement Type: Field

006.24C Persons with this endorsement may teach English

Language Arts courses such as literature, writing, literacy, language, communications (including speech, theatre, and journalism), and reading/literacy skills in grades 6 through 12.

006.24D Certification Endorsement Requirements: This endorsement requires a minimum of 48 semester hours of content and pedagogical content coursework in foundational reading, language and literacy development, supporting readers at all levels, writing, literature, and communications.

006.25 Family and Consumer Sciences Occupational

006.25A Grade Levels: 6-12

006.25B Endorsement Type: Field

006.25C Persons with this endorsement may teach Family and Consumer Sciences courses and will be eligible for the Work-Based Learning endorsement.

006.25D Certification Endorsement Requirements: This endorsement requires a minimum of 48 semester hours, including 42 semester hours of Family and Consumer Sciences content with the following minimums:

006.25D1 Three (3) semester hours Methods in Family and Consumer Sciences; and

006.25D2 Three (3) semester hours Careers, Community and Family Connections; and

006.25D3 Nine (9) semester hours Consumer Economics and Family Resources; and

006.25D4 Nine (9) semester hours Family and Human Development; and

006.25D5 Nine (9) semester hours Nutrition, Food Science and Food Production; and

006.25D6 Three (3) semester hours Design, Textiles, Apparel, or Interiors; and

006.25D7 A minimum of three (3) semester hours of professional education coursework to include pedagogical content knowledge and principles of career and technical education; and

006.25D8 A minimum of three (3) semester hours of

coursework in coordination and supervision of work-based learning; and

006.25E Work Experience: The endorsement is available only to those persons who have either (A) 1,000 verified hours of paid work-based experience relevant to the career field, or (B) at least 300 hours of supervised work experience relevant to the career field under the direction of the college or university recommending the endorsement.

006.26 Geography

006.26A Grade Levels: 6-12

006.26B Endorsement Type: Subject

006.26C Persons with this endorsement may teach geography in grades 6 through 12.

006.26D Certification Endorsement Requirements: This endorsement requires a minimum of 36 semester hours including 30 hours in geography and six (6) semester hours in one or more of the other social studies areas (Economics, History, Political Science, Psychology, and Sociology).

006.27 Health Education

006.27A Grade Levels: 7-12

006.27B Endorsement Type: Subject

006.27C Persons with this endorsement may teach comprehensive health education programs in grades 7 through 12.

006.27D Certification Endorsement Requirements: This endorsement requires a minimum of 30 semester hours in health courses that demonstrate content knowledge and skills of a health literate educator; assess needs to determine priorities for comprehensive school health education; plan comprehensive school health curricula and programs; implement health education instruction; assess student learning; plan and coordinate a school health education program; communicate and advocate for health and school health education; serve as a resource person in health education; and collaborate with other professionals in implementing

a coordinated school health program.

006.28 Health and Physical Education

006.28A Grade Levels: PK-12

006.28B Endorsement Type: Field

006.28C Persons with this endorsement may teach health and physical education in prekindergarten through grade 12.

006.28D Certification Endorsement Requirements: This endorsement requires 54 semester hours of preparation in health and physical education courses with:

006.28D1 A minimum of 27 semester hours in foundations of physical education, including: anatomy; kinesiology and biomechanics; exercise physiology; motor learning and motor development; skill and fitness-based competencies; curriculum planning and implementation; instructional delivery and classroom management; adapted physical education; and assessment of student learning in elementary and secondary physical education programs; and

006.28D2 A minimum of 27 semester hours in health education foundations that: demonstrate content knowledge and skills of a health literate educator; assess needs to determine priorities for comprehensive school health education; plan comprehensive school health curricula and programs; implement health education instruction; assess student learning; plan and coordinate a school health education program; communicate and advocate for health and school health education; serve as a resource person in health education; and collaborate with other professionals in implementing a coordinated school health program.

006.29 Health Sciences Education

006.29A Grade Levels: 6-12

006.29B Endorsement Type: Field

006.29C Persons with this endorsement may teach Health Sciences courses and will be eligible for the Work-Based Learning

endorsement.

006.29D Certification Endorsement Requirements: This field endorsement requires a minimum of fifty (50) semester hours with the following minimums:

006.29D1 A minimum of three (3) semester hours in human growth and development; and

006.29D2 A minimum of three (3) semester hours in human anatomy and a minimum of three (3) semester hours in human physiology; and

006.29D3 A minimum of fifteen (15) semester hours in one or more additional Health Sciences areas: medical terminology, nutrition, public/community health, behavioral health, and health care in society; and

006.29D4 A minimum of six (6) semester hours in exercise physiology and kinesiology; and

006.29D5 A minimum of two (2) semester hours in CPR/First Aid certification; and

006.29D6 A minimum of three (3) semester hours in medical law and ethics; and

006.29D7 A minimum of twelve (12) semester hours of professional education course work that includes pedagogical content knowledge and principles of career and technical education; and

006.29D8 A minimum of three (3) semester hours of coursework in the coordination and supervision of work-based learning; and

006.29E Work Experience: The endorsement is available only to those persons who have either (A) 1,000 hours of paid work-based experience relevant to the career field or (B) at least 300 hours of supervised work experience relevant to the career field under the direction of the college or university recommending the endorsement.

006.30 Health Sciences Education Supplemental

006.30A Grade Levels: 6-12

006.30B Endorsement Type: Supplemental. This endorsement requires an applicant to hold, or earn concurrently, a subject or field endorsement in: Science, Biology, Health and Physical Education,

Physical Education, Health Education, Agriculture Education, or Family and Consumer Sciences Occupational.

006.30C Persons with this endorsement may teach Health Sciences courses and will be eligible for the Work-Based Learning endorsement.

006.30D Certification Endorsement Requirements: This supplemental endorsement requires a minimum of fifteen (15) semester hours with the following minimums:

006.30D1 A minimum of nine (9) semester hours which must include:

006.30D1a A minimum of three (3) semester hours in human anatomy and/or human physiology; and

006.30D1b A minimum of six (6) semester hours in one or more additional Health Sciences areas: medical terminology, exercise physiology, kinesiology, and public/community health; and

006.30D2 A minimum of three (3) semester hours of professional education course work to include pedagogical content knowledge and principles of career and technical education; and

006.30D3 A minimum of three (3) semester hours of course work in coordination and supervision of work-based learning; and

006.30E Work Experience: The endorsement is available only to those persons who have either (A) 1,000 verified hours of paid work-based experience relevant to the career field or (B) at least 300 hours of supervised work experience relevant to the career field under the direction of the college or university recommending the endorsement.

006.31 High Ability Education

006.31A Grade Levels: K-12

006.31B Endorsement Type: Supplemental

006.31C Persons with this endorsement may teach learners with high ability; facilitate the identification of learners with high ability; develop, coordinate, and evaluate programs for learners with high ability; and act as a resource person in education for students with high ability in kindergarten through grade 12.

006.31D Certification Endorsement Requirements: This endorsement requires a minimum of 18 semester hours related to the education of learners with high ability and a minimum of 90 hours of related clinical experience, including experience at both elementary (K-6) and secondary (7-12) levels.

006.32 History

006.32A Grade Levels: 6-12

006.32B Endorsement Type: Subject

006.32C Persons with this endorsement may teach history in grades 6 through 12.

006.32D Certification Endorsement Requirements: This endorsement requires a minimum of 36 semester hours including 30 semester hours in history and a minimum of six (6) semester hours in one or more of the other social studies areas (Economics, Geography, Political Science, Psychology, and Sociology).

006.33 Information Technology

006.33A Grade Levels: PK-12

006.33B Endorsement Type: Supplemental

006.33C Persons with this endorsement may teach information technology courses.

006.33D Certification Endorsement Requirements: This endorsement requires a minimum of 15 semester hours in information technology courses.

006.34 Instructional Technology Leadership

006.34A Grade Levels: PK-12

006.34B Endorsement Type: Supplemental endorsement only. This endorsement cannot exist by itself on a certificate, but is added to a certificate only in the presence of other endorsements which may have been acquired earlier or concurrently.

006.34C Persons with this endorsement may assist in or facilitate the development of technology programs for students in prekindergarten through grade 12.

006.34D Certification Endorsement Requirements: This endorsement requires a minimum of 15 semester hours which includes the following:

006.34D1 The study of school and district level technology integration into curriculum areas for instructional improvement; and

006.34D2 The study of research and best practices of technology integration to address school improvement efforts; and

006.34D3 The study of education leadership for collecting, analyzing, reporting, and using data for instructional improvement.

006.35 Journalism and Media Education

006.35A Grade Levels: 7-12

006.35B Endorsement Type: Supplemental

006.35C Persons with this endorsement may teach journalism writing and production courses, and direct student efforts in curricular and cocurricular media intended for public consumption in grades 7 through 12.

006.35D Certification Endorsement Requirements: This endorsement requires a minimum of 18 semester hours in journalism and digital literacies, including an approved field experience.

006.36 Mathematics

006.36A Grade Levels: 6-12

006.36B Endorsement Type: Field

006.36C Persons with this endorsement may teach mathematics in grades 6 through 12.

006.36D Certification Endorsement Requirements: This endorsement requires a minimum of 36 semester hours of mathematics.

006.37 Middle Level Education

006.37A Grade Levels: 5-9

006.37B Endorsement Type: Subject

006.37C Persons with this endorsement may teach grades 5 through 9 in the area(s) of the endorsement.

006.37D Certification Endorsement Requirements: This endorsement requires a minimum of 36 semester hours of which 12 semester hours will be in professional education courses, not including clinical experience, related to middle level education, and a minimum of 24 semester hours in one core academic area as listed in 006.376D1.

006.37D1 Core Academic Areas include the following:

006.37D1a English Language Arts

006.37D1b Mathematics

006.37D1c Science (4 semester hour lab based course in each of physical science, biology and earth and space science)

006.37D1d Social Studies

006.37D2 Additional content areas may be added with a minimum of 24 semester hours in any of the core academic areas as listed above, or in any of the following content areas:

006.37D2a Agriculture Education;

006.37D2b Business, Marketing and Information Technology Education;

006.37D2c Family and Consumer Sciences;

006.37D2d Health and Physical Education;

006.37D2e Industrial Technology Education;

006.37D2f World Language.

006.38 Music

006.38A Grade Levels: PK-12

006.38B Endorsement Type: Field

006.38C Persons with this endorsement may teach music in prekindergarten through grade 12.

006.38D Certification Endorsement Requirements: This

endorsement requires a minimum of 54 semester hours in music education. Music coursework will include theory, composition, arranging, improvisation, music history, applied music, ensemble performance, conducting, pedagogy, and technology.

006.39 Orientation and Mobility Specialist (O & M)

006.39A Grade Levels: Birth through age 21

006.39B Endorsement Type: Special Services

006.39C Persons with this endorsement may provide orientation and mobility services to students with visual impairments from birth through age 21. Visual Impairment includes blindness, low vision (legal blindness and partial sight) and vision loss associated with other disabilities.

006.39D Endorsement Requirements: This endorsement program requires a minimum of 36 graduate semester hours in special education coursework including:

006.39D1 Nine (9) graduate semester hours in general special education; and

006.39D2 Twelve (12) graduate semester hours in the education of students with visual impairment; and

006.39D3 Twelve (12) graduate semester hours in orientation and mobility; and

006.39D4 Three (3) graduate semester hours in orientation and mobility internship.

006.40 Physical Education

006.40A Grade Levels: PK-6, 7-12, PK-12

006.40B Endorsement Type: Subject

006.40C Persons with this endorsement may teach physical education in prekindergarten through grade 6, grades 7 through 12, or prekindergarten through grade 12.

006.40D Certification Endorsement Requirement: This endorsement requires a minimum of 30 semester hours in physical education courses for prekindergarten through grade 6 or grades 7-12 endorsements.

006.40D1 The PK-6 endorsement requires a minimum of 15 semester hours in foundations of physical education including: anatomy; kinesiology and biomechanics; exercise physiology; motor learning and motor development; and adapted physical education; plus a minimum of 15 semester hours of course work in skill and fitness based competencies; curriculum planning and implementation; instructional delivery and classroom management; and assessment of student learning in elementary school physical education programs.

006.40D2 The 7-12 endorsement requires a minimum of 15 semester hours in foundations of physical education including: anatomy; kinesiology and biomechanics; exercise physiology; motor learning and motor development; and adapted physical education; plus a minimum of 15 semester hours of course work in skill and fitness based competencies; curriculum planning and implementation; instructional delivery and classroom management; and assessment of student learning in secondary school physical education programs.

006.40D3 Applicants seeking both the PK-6 and 7-12 endorsements or the PK-12 endorsement, are required to earn a minimum of 42 semester hours of course work as prescribed above for elementary and secondary school physical education programs.

006.41 Physics

006.41A Grade Levels: 7-12

006.41B Endorsement Type: Subject

006.41C Persons with this endorsement may teach any physics course in grades 7 through 12.

006.41D Certification Endorsement Requirements: This endorsement requires a minimum of 36 semester hours of laboratory based courses in the natural sciences (biology, chemistry, Earth and space science, and physics), of which 24 semester hours must be in physics or physics prerequisite course, and a minimum of 12 semester hours of laboratory based courses among the remaining three natural sciences areas. A laboratory-based course provides activity-based, hands-on experience for all students. Laboratory activities will be designed to allow students to

develop scientific skills and processes, discover and construct science concepts, and allow for the application of the concept to the real lives of students.

006.42 Political Science

006.42A Grade Levels: 6-12

006.42B Endorsement Type: Subject

006.42C Persons with this endorsement may teach political science in grades 6 through 12.

006.42D Certification Endorsement Requirements: This endorsement requires a minimum of 36 semester hours including 30 semester hours in Political Science and six (6) semester hours in one or more of the other social studies areas (Economics, Geography, History, Psychology, and Sociology).

006.43 Psychology

006.43A Grade Levels: 6-12

006.43B Endorsement Type: Subject

006.43C Persons with this endorsement may teach psychology in grades 6 through 12.

006.43D Certification Endorsement Requirements: This endorsement requires a minimum of 36 hours including 30 semester hours in Psychology and six (6) semester hours in one or more of the other social studies areas (Economics, Geography, History, Political Science, and Sociology).

006.44 Reading and Writing

006.44A Grade Levels: PK-6, 7-12

006.44B Endorsement Type: Supplemental

006.44C Persons with this endorsement may teach reading and writing in prekindergarten through grade 6, or in grades 7 through 12.

006.44D Certification Endorsement Requirements: This endorsement requires a minimum of 18 semester hours in courses selected from reading, writing, and language theories, developmental reading and writing on the elementary or secondary level, appropriate strategies and skills, diagnostic and intervention techniques and resources, and children's or adolescent literature, language, and writing, and including an approved field experience.

006.45 Reading Specialist

006.45A Grade Levels: PK-12

006.45B Endorsement Type: Subject

006.45C Persons with this endorsement may teach, provide leadership for professional development in the area of reading, and assess and interpret data to determine and implement instructional options for teaching students in prekindergarten through grade 12.

006.45D Certification Endorsement Requirements: This endorsement requires a minimum of 30 graduate semester hours in reading and related courses. In addition, this endorsement requires clinical experiences appropriate for the endorsement level.

006.45D1 Additional Requirements: An applicant for this endorsement will have a regular teaching certificate and two (2) years of teaching experience.

006.46 Religious Education

006.46A Grade Levels: PK-6, 7-12, K-12

006.46B Endorsement Type: Subject

006.46C Persons with this endorsement may teach religion in private schools.

006.46D Certification Endorsement Requirements: This endorsement requires a minimum of 24 semester hours of religion.

006.46D1 College Limitation: This endorsement may be approved to be offered as part of an approved teacher education program only in nonpublic institutions of higher education.

006.47 Reserve Officer Training Corps (ROTC)

006.47A Grade Levels: 9-12

006.47B Endorsement Type: Subject and supplemental

006.47C The endorsement will be valid only in the area of ROTC and may appear only on a career education teaching permit as a subject endorsement, or on an initial or standard or professional certificate as a supplemental endorsement.

006.47C1 Five (5) years of full time or salaried employment in the military.

006.47D A letter of recommendation from a military supervisor.

006.48 School Counselor

006.48A Grade Levels: PK-8, 7-12; PK-12

006.48B Endorsement Type: Subject (PK-8; 7-12); Field (PK-12)

006.48C Persons with this endorsement may serve as school counselors in the grade levels of the endorsement (PK-8; 7-12; PK-12).

006.48D Certification Endorsement Requirements: This endorsement requires:

006.48D1 A Master s Degree in Counseling with a specialization in School Counseling with a minimum of 36 graduate semester hours; and

006.48D2 A minimum of 100 clock hours of school counseling field experiences prior to internship; and

006.48D3 A school counseling internship with a minimum of 450 clock hours of internship at the grade levels of the endorsement; and

006.48D4 A previously earned teaching certificate with an endorsement contained in this Chapter; or

006.48D4a If the candidate has not previously earned a teaching certificate with an endorsement contained in this Chapter, the candidate must also complete a minimum of 12 additional semester hours of professional teacher education coursework related to core curriculum design, lesson plan development, classroom management strategies, student assessment, and differentiated instructional strategies.

006.49 School Librarian

006.49A Grade Levels: PK-12

006.49B Endorsement Type: Field

006.49C Persons with this endorsement serve as a leader, instructional partner, informational authority, teacher, and oversee the library program in prekindergarten through grade 12.

006.49D Certificate Endorsement Requirements: This endorsement requires the applicant to hold a teaching certificate or concurrently earn a subject or field endorsement, and acquire a minimum of 30 semester hours in school library coursework including leadership, library administration, technology, information access, children's and young adult literature, resource management, and curriculum and instruction.

006.50 School Psychologist

006.50A Grade Levels: PK-12

006.50B Endorsement Type: Field

006.50C Persons with this teaching endorsement may provide school psychological services to students (birth to age 21), school personnel, parents and other specialists related to individual student needs or school program considerations.

006.50D Certification Endorsement Requirements: This endorsement requires at least 60 graduate semester hours beyond the baccalaureate degree, in which at least 54 are exclusive of credit for the supervised internship.

006.50D1 A minimum of 1,200 clock hours of internship experience, supervised by a standard institution of higher education, 600 of which must be in a school setting. Applicants who have completed 600 hours of supervised experience in school settings prior to the internship as part of their doctoral training program in school psychology may complete all 1,200 hours of their supervised internship in a setting that provides psychological services to children, birth to age 21.

006.51 Science

006.51A Grade Levels: 7-12

006.51B Endorsement Type: Field

006.51C Persons with this endorsement may teach any science course in grades 7 through 12.

006.51D Certification Endorsement Requirements: This endorsement requires a minimum of 48 semester hours of laboratory-based courses with a minimum of two (2) laboratory-based courses in each of the four disciplines in the sciences (biology, chemistry, Earth and space, and physics.) A laboratory-based course provides activity-based, hands-on experiences for all students. Laboratory activities will be designed to allow students to develop scientific skills and processes, discover and construct science concepts, and allow for the application of the concepts to the real lives of students.

006.52 Secondary English

006.52A Grade Levels: 6-12

006.52B Endorsement Type: Subject

006.52C Persons with this endorsement may teach secondary English courses such as English I, English II, English III, English IV, and Reading in grades 6 through 12.

006.52D Certification Endorsement Requirements: This endorsement requires a minimum of 36 semester hours of content and pedagogical content coursework in foundational reading, language and literacy development, supporting readers at all levels, writing, literature, and communications.

006.53 Secondary Transition Specialist

006.53A Grade Levels: 7-12

006.53B Endorsement Type: Supplemental

006.53C Persons with this endorsement may teach, consult, or provide transition services for youth with verified disabilities in grades 7 through 12.

006.53D Certification Endorsement Requirements: This endorsement requires a minimum of 18 graduate semester hours of

coursework and clinical experience related to transition with emphasis on youth with disabilities, ages 14 through 21.

006.54 Skilled and Technical Sciences Education

006.54A Grade Levels: 6-12

006.54B Endorsement Type: Field

006.54C Persons with this endorsement may teach Skilled and Technical Sciences Education and will be eligible for the Work-Based Learning endorsement.

006.54D Certification Endorsement Requirements: This endorsement requires a minimum of 48 semester hours of course work in skilled and technical sciences education and professional education, including:

006.54D1 A minimum of six (6) semester hours of professional education course work to include content area methods, assessment, and facility design and management; and

006.54D2 A minimum of six (6) semester hours in each of the following career fields: Architecture and Construction; Energy and Engineering; Manufacturing; and Transportation, Distribution and Logistics. The career field courses will include career information, first aid, and occupational and environmental safety; and

006.54D3 A minimum of three (3) semester hours in the pedagogical content knowledge and principles of career and technical education; and

006.54D4 A minimum of three (3) semester hours of course work in coordination and supervision of work-based learning; and

006.54E Work Experience: The endorsement is available only to those who have either (A) 1,000 verified hours of paid work experience relevant to the career field; or (B) at least 300 hours of supervised work experience relevant to the career field under the direction of the college or university recommending the endorsement.

006.55 Skilled and Technical Sciences Education Skilled Specific

006.55A Grade Levels: 9-12

006.55B Endorsement Type: Supplemental. This endorsement requires an applicant to hold, or earn concurrently, an endorsement in Agricultural Education or Skilled and Technical Sciences Education and be eligible for the Work-Based Learning endorsement.

006.55C Persons with this endorsement may teach Skilled and Technical Sciences Education Skilled Specific in grades 9 through 12.

006.55D Certification Endorsement Requirements: This endorsement requires the following:

006.55D1 A minimum of 12 semester hours in one of the specific career fields listed below:

006.55D1a Architecture and Construction Career Field:

006.55D1a(1) Architectural Design or

006.55D1a(2) Construction

006.55D1b Energy and Engineering Career Field:

006.55D1b(1) Energy or

006.55D1b(2) Engineering or

006.55D1b(3) Project Lead The Way

006.55D1c Manufacturing Career Field:

006.55D1c(1) Manufacturing or

006.55D1c(2) Welding

006.55D1d Transportation, Distribution and Logistics Career Field:

006.55D1d(1) Transportation, Distribution, and Logistics Technician or

006.55D1d(2) Transportation, Distribution, and Logistics Supply Chain

006.55D2 A minimum of one (1) semester hour of course work in the organization and management of SkillsUSA which includes chapter development, leadership development, individual skill development, and community service development.

006.55E Work Experience: The endorsement is available only to those persons who have either (A) 1,000 verified hours of paid work-based experience relevant to the career field, or (B) at least

300 hours of supervised work experience relevant to the career field under the direction of the college or university recommending the endorsement.

006.56 Social Studies

006.56A Grade Levels: 6-12

006.56B Endorsement Type: Field

006.56C Persons with this endorsement may teach any social studies course in grades 6 through 12.

006.56D Certification Endorsement Requirements: This endorsement requires a minimum of 60 semester hours of course work in the social studies (Economics, Geography, History, Political Science, Psychology, and Sociology).

This endorsement requires:

006.56D1 Twelve (12) hours in American History; and

006.56D2 Twelve (12) hours in World History; and

006.56D3 Nine (9) hours in Political Science/Government/Civics; and

006.56D4 Nine (9) hours in Behavioral Sciences, including six (6) hours of Psychology and three (3) hours of Sociology; and

006.56D5 Nine (9) hours of Geography, including three (3) hours of Human Geography, and six (6) hours of Geography electives; and

006.56D6 Nine (9) hours of Economics, including three (3) hours of microeconomics, three (3) hours of macroeconomics, and three (3) hours of Economics electives; and

006.56D7 Three (3) hours of the required social studies course work must be directly related to the study of topics specific to the state/region of Nebraska.

006.57 Sociology

006.57A Grade Levels: 6-12

006.57B Endorsement Type: Subject

006.57C Persons with this endorsement may teach sociology in

grades 6 through 12.

006.57D Certification Endorsement Requirements: This endorsement requires a minimum of 36 semester hours including 30 semester hours in sociology and six (6) semester hours in one or more of the other social studies areas (Economics, Geography, History, Political Science, and Psychology).

006.58 Special Education Generalist

006.58A Grade Levels: K-8, 6-12; K-12

006.58B Endorsement Type: K-8 or 6-12 - Subject
K-12 Field

006.58C Persons with this endorsement may teach and provide services in accordance with 92 NAC 51 for children and youth through age 21 who have one or more verified disabilities.

006.58D Certification Endorsement Requirements: This endorsement requires:

006.58D1 For a Subject endorsement, kindergarten through grade eight (K-8), or grades six through twelve (6-12), a minimum of 30 semester hours is required, which must be special education content coursework; or

006.58D2 For a Field endorsement, kindergarten through grade 12 (K-12), a minimum of 36 semester hours is required, which must be special education content coursework.

006.59 Special Education Behavior Intervention Specialist

006.59A Grade Levels: Birth through Grade 12, PK-6, 7-12

006.59B Endorsement Type: Supplemental. This endorsement requires the applicant to have previously obtained a special education endorsement.

006.59C Persons with this endorsement may teach, consult, or provide services related to behavioral needs for children with disabilities, birth through age 21, grades PK-6, or grades 7-12.

006.59D Certification Endorsement Requirements: This endorsement requires a minimum of 18 graduate semester hours in

behavior intervention strategies and closely related topics.

006.59D1 If a candidate does not hold a special education endorsement, a minimum of an additional 12 graduate semester hours in special education coursework is required.

006.60 Special Education Deaf or Hard of Hearing Education

006.60A Grade Levels: Birth through Grade 12, PK-6, 7-12

006.60B Endorsement Type: Subject

006.60C Persons with this endorsement may teach, consult, or provide services for children with hearing impairments from birth through age 21, PK-6, or 7-12. This includes deafness and hard of hearing.

006.60D Certification Endorsement Requirements: This endorsement requires an applicant to hold, or earn concurrently, a regular teaching certificate with a subject or field endorsement and earn a minimum of 36 semester hours in special education courses, of which 12 semester hours are in general special education and 24 semester hours are in the education of children who are deaf or hard of hearing.

006.61 Special Education Early Childhood

006.61A Grade Levels: Birth through Kindergarten

006.61B Endorsement Type: Subject

006.61C Persons with this endorsement may teach, coordinate, or serve as a consultant to programs for children, ages birth through kindergarten, with special developmental and/or learning needs as defined in Section 79-1118.01 R.R.S., and to support families and other personnel with responsibilities for their care and education.

006.61D Certification Endorsement Requirements: This endorsement requires a minimum of 30 semester hours including a minimum of 12 semester hours of course work in Early Childhood Education and a minimum of 18 semester hours of course work in Early Childhood Special Education; and 100 clock hours of related field experiences.

006.62 Special Education Early Intervention Specialist

006.62A Grade Levels: Birth through Prekindergarten

006.62B Endorsement Type: Supplemental. This endorsement requires the applicant to have, or earn concurrently, the Special Education Generalist endorsement at the K-6 or K-12 level.

006.62C Persons with this endorsement may teach, consult, or provide services for infants, toddlers, and preschool children, ages birth through prekindergarten, including those with verified disabilities, and support families and other personnel with responsibilities for their care and education.

006.62D Certification Endorsement Requirements: This endorsement requires:

006.62D1 A minimum of 15 semester hours, which must include a minimum of 9 semester hours in early childhood special education;

006.62D2 A minimum of six (6) semester hours in typical early childhood development, and learning. The coursework may be accomplished through 15 hours of coursework that combines typical development and learning and early childhood special education concepts within inclusive courses; and

006.62D3 A minimum of 160 clock hours of field experiences. Field experiences must be conducted in preschool settings which include home-based and center-based programs serving children who have verified disabilities, with their families, and other personnel responsible for their care and education. Of the 160 clock hours, a minimum of 80 clock hours must focus on children ages birth through two years of age and a minimum of 80 clock hours must focus on pre-school aged children, ages 3 through prekindergarten.

006.63 Special Education Functional Academic Skills and Independent Living Specialist

006.63A Grade Levels: Birth through Grade 12

006.63B Endorsement Type: Supplemental. This endorsement requires the applicant to have, or earn concurrently, the Special Education Generalist endorsement.

006.63C Persons with this endorsement may teach, consult, and

provide services to children birth through 21 years of age, who have intellectual, sensory, and/or developmental disabilities, including Autism Spectrum Disorders.

006.63D Certification Endorsement Requirements: This endorsement requires a minimum of 15 semester hours in special education course work related to functional academic skills and independent living.

006.64 Special Education Inclusion and Collaboration Specialist

006.64A Grade Levels: PK-Grade 12

006.64B Endorsement Type: Supplemental. This endorsement requires the applicant to have previously obtained the Special Education Generalist endorsement.

006.64C Persons with this endorsement may teach, consult, or provide services for children, ages three through age 21, with verified disabilities.

006.64D Certification Endorsement Requirements: This endorsement requires a minimum of 15 graduate semester hours in inclusion and collaboration.

006.65 Special Education Visual Impairment

006.65A Grade Levels: Birth through Grade 12

006.65B Endorsement Type: Subject

006.65C Persons with this endorsement may teach, consult, and provide services to children with visual impairments from birth through age 21. This includes blindness, low vision (legal blindness and partial sight) and vision impairments associated with other disabilities.

006.65D Certification Endorsement Requirements: This endorsement requires an applicant to hold, or earn concurrently, a subject or field endorsement and complete a minimum of 36 additional semester hours in special education course work including six (6) semester hours in general special education, 24 semester hours in the education of students with visual impairment, and three (3) semester hours of field experience working with students who are visually impaired.

006.66 Special Program

006.66A Grade Levels: 9-12

006.66B Endorsement Type: Subject and Supplemental

006.66C The endorsement will be valid for teaching special program curriculum courses only. The endorsement is invalid for any core curriculum courses as defined by 92 NAC 10, Section 002.05. The endorsement may appear on a career education teaching permit as a subject endorsement, or an initial or standard or professional certificate as a supplemental endorsement.

006.66C1 To obtain this endorsement, the candidate must:

006.66C1a Hold a bachelor s degree; and

006.66C1b Submit verification from the Superintendent of Schools or the governing body of a school system in which the applicant intends to teach. The recommended Special Program Verification form is available on the Teacher Certification website.

006.67 Speech

006.67A Grade Levels: 6-12

006.67B Endorsement Type: Subject

006.67C Persons with this endorsement may teach and direct, or act as a resource person for curricular and co-curricular speech courses or activities in grades 6 through 12.

006.67D Certification Endorsement Requirements: This endorsement requires a minimum of 30 semester hours in speech and communication courses, including an approved field experience.

006.68~~006.67~~ Speech

006.68A~~006.67A~~ Grade Levels: 7-12

006.68B~~006.67B~~ Endorsement Type: Supplemental

006.68C~~006.67C~~ Persons with this endorsement may teach and direct, or act as a resource person for speech activities in grades 7 through 12.

006.68D~~006.67D~~ Certification Endorsement Requirements: This endorsement requires a minimum of 15 semester hours in speech and communication courses, including an approved field

experience.

006.69 Speech and Theatre

006.69A Grade Levels: 6-12

006.69B Endorsement Type: Field (note: from 2012 Rule 24)

006.69C Persons with this endorsement may teach and direct, or act as a resource person, for curricular and co-curricular courses or activities in both speech and theatre in grades 6 through 12.

006.69D Certification Endorsement Requirements: This endorsement requires a minimum of 45 semester hours in dramatic literature, history of the theatre, acting, stagecraft, costume and makeup, lighting, directing theatre productions, theatre management, and speech and communications courses including approved field experiences in both theatre and speech.

006.70~~006.68~~ Speech-Language Pathologist

006.70A~~006.68A~~ Grade Levels: Birth through age 21

006.70B~~006.68B~~ Endorsement Type: Field

006.70C~~006.68C~~ Persons with this teaching endorsement may provide speech language pathology services to and consultative services for individuals from birth through age 21 or completion of their Individualized Education Program.

006.70D~~006.68D~~ Certification Endorsement Requirements: This endorsement requires a minimum of a master's degree in speech-language pathology which includes at least 36 graduate semester hours in speech-language pathology and course work in related areas. Applicants must complete a minimum of 400 clock hours of clinical experiences and an internship, supervised by the standard institution, in school and clinic settings.

006.71 Theatre

006.71A Grade Levels: 6-12

006.71B Endorsement Type: Subject

006.71C Persons with this endorsement may teach and direct, or act as a resource person, for curricular and co-curricular courses or activities in theatre in grades 6 through 12.

006.71D Certification Endorsement Requirements: This endorsement requires a minimum of 30 semester hours in dramatic literature, history of the theatre, acting, stagecraft, costume and makeup, lighting, directing theatre productions, and theatre management, including an approved field experience.

006.72~~006.69~~ Theatre

006.72A~~006.69A~~ Grade Levels: ~~7~~6-12

006.72B~~006.69B~~ Endorsement Type: Supplemental

006.72C~~006.69C~~ Persons with this endorsement may teach and direct, or act as a resource person, for curricular and cocurricular activities in theatre in grades ~~7~~6 through 12.

006.72D~~006.69D~~ Certification Endorsement Requirements: This endorsement requires a minimum of 18 semester hours in dramatic literature, history of the theatre, acting, stagecraft, costume and makeup, lighting, directing theatre productions, and theatre management, including an approved field experience.

006.73~~006.70~~ Vocal Music

006.73A~~006.70A~~ Grade Levels: PK-12

006.73B~~006.70B~~ Endorsement Type: Subject

006.73C~~006.70C~~ Persons with this endorsement may teach vocal music in prekindergarten through Grade 12.

006.73D~~006.70D~~ Certification Endorsement Requirements: This endorsement requires a minimum of 45 semester hours in vocal music education. Vocal music course work will include theory, composition, arranging, improvisation, music history, applied music, ensemble performance, conducting, pedagogy, and technology.

006.74~~006.71~~ Vocational Special Needs

~~006.74A~~006.71A Grade Levels: 7-12

~~006.74B~~006.71B Endorsement Type: Supplemental

~~006.74C~~006.71C Persons with this endorsement may teach vocational education to students with disadvantages and/or disabilities in grades 7 through 12.

~~006.74D~~006.71D This endorsement is available for placement on a Nebraska certificate only for those individuals who held this endorsement prior to August 1, 2018. Standard institutions of higher education will not be able to recommend this endorsement for placement on a certificate as of August 1, 2018.

~~006.75~~006.72 Work-Based Learning

~~006.75A~~006.72A Grade Levels: 9-12

~~006.75B~~006.72B Endorsement Type: Supplemental

~~006.75C~~006.72C Persons with this endorsement may coordinate, teach, and supervise programs of instruction that develop career and life skills.

~~006.75D~~006.72D Certification Endorsement Requirements: This endorsement requires a minimum of three (3) semester hours in the coordination and supervision of work-based learning.

~~006.75E~~006.72E Work Experience: This endorsement is available only to those who have either (A) 1,000 verified hours of paid work-based experience, or (B) at least 300 hours of supervised work experience under the direction of the college or university recommending the endorsement.

~~006.76~~006.73 World Language: Any language other than English, not including computer languages.

~~006.76A~~006.73A Grade Levels: K-8, 6-12, or K-12

~~006.76B~~006.73B Endorsement Type: Subject

~~006.76C~~006.73C Persons with this endorsement may teach a language other than English at the grade levels for which they have been prepared. Those candidates seeking a K-12 endorsement must complete course work and clinical experiences which address elementary and secondary levels.

~~006.76D~~006.73D Certification Endorsement Requirements: Candidates must complete training in second language pedagogy methods.

~~006.76E~~~~006.73E~~: Candidates must demonstrate proficiency in the language of study according to the guidelines as set forth by the Board. In addition, this endorsement requires a minimum of 30 semester hours in the language of study.

~~006.76E1~~~~006.73E1~~ : Upon demonstration of proficiency in the language of study through one of the assessments as set forth by the Board, a standard institution of higher education may waive up to 30 of the required hours of language study.

~~006.73F~~ The applicant will be required to submit a passing score for the applicable content test as set forth by the Board. If an applicable content test for a specific language is not identified by the Board, a standard institution of higher education may recommend this endorsement with written documentation as to how the institution validated the student's proficiency.

007 Special Services Endorsements

007.01 Audiologist

007.01A Grade Levels: Birth through Grade 12

007.01B Endorsement Type: Special Services

007.01C Persons with this endorsement may serve as an audiologist or consultant for programs involving individuals from birth through age 21.

007.01D Certification Endorsement Requirements: This endorsement requires a current Nebraska license as a Registered Audiologist from the Nebraska Department of Health and Human Services.

007.02 School Nurse

007.02A Grade Levels: PK-12

007.02B Endorsement Type: Special Services

007.02C Persons with this endorsement may practice school nursing for students prekindergarten through grade 12.

007.02D Certification Endorsement Requirements: This endorsement requires a current Nebraska license as a Registered Nurse from the Nebraska Department of Health and Human Services or another state participating in the Nurse Licensure Compact as defined in Section 71-1795 R.R.S.

007.03 Speech Language Technician

007.03A Grade Levels: Birth to age 21

007.03B Endorsement Type: Special Services

007.03C Persons with this endorsement may provide speech-language services for individuals from birth to age 21. The person must be supervised by a certified speech-language pathologist. The person may not fulfill the requirement(s) of a speech-language pathologist on a multi-disciplinary evaluation team or an individualized family service plan (IFSP) team or individual education plan (IEP) team.

007.03D Certification Endorsement Requirements: This endorsement requires the applicant to have completed a baccalaureate degree in communication disorders/speech-language pathology.

007.03E Limited Purpose: This endorsement may be placed only on the Nebraska Provisional Special Services Permit with validity, terms and renewal options as described for that permit in 92 NAC 21.

007.03F No Nebraska standard institution of higher education will be granted approval to offer a program of study leading to this endorsement.

007.04 Special Services Coaching

007.04A Grade Levels: 7-12

007.04B Endorsement Type: Special Services

007.04C The endorsement is valid only in the area of coaching extracurricular activities and may appear only on a special services permit.

007.04D ~~The endorsement is valid only in the Nebraska school system requesting the issuance of such permit and requires:~~

007.04D1 Successful completion of the following content from a college with an approved teacher education program or from other organizations who provide instruction in the same content:

007.04D1a First aid, health and safety for coaches; and

007.04D1b Fundamentals of coaching.

008 Designated Endorsements

008.01 The Commissioner will designate the endorsements for which evidence of a passing score on a content test or completion of

equivalent professional education may substitute for coursework requirements when such endorsement is being added to an existing Nebraska certificate or permit. The designated endorsements will be listed on the Educator Certification website along with the associated content test and passing score. Equivalent professional education must be approved by the Commissioner prior to being offered as such by an equivalent professional education provider. The Commissioner will approve equivalent professional education based on the equivalence of the program of procedures, coursework, and activities to the coursework requirements for the designated endorsement.

APPENDIX A

STATUS OF ENDORSEMENTS NO LONGER IN CHAPTER 24

ENDORSEMENT NO LONGER CONTAINED IN THIS CHAPTER	COMPARABLE REPLACEMENT TO ENDORSEMENT	REVOKED ENDORSEMENT
Business Education	Business, Marketing, and Information Technology (BMIT)	
Cooperative Education-Diversified Occupations	Work-Based Learning	
Curriculum	Curriculum Supervisor	
Early Childhood Education (subject)	Early Childhood Education (supplemental)	
Early Childhood Education Unified	Early Childhood Inclusive	
Educational Audiologist	Audiologist	
Family and Consumer Sciences	Family and Consumer Sciences Occupational	

General Art	Art	
Horticulture Education		Horticulture Education
Industrial Technology Education	Skilled and Technical Sciences Education	
Health Occupations	Health Sciences Education	
Instrumental Music	Music	
Journalism and Mass Communications	Journalism and Media Education	
Middle Grades Education	Middle Level Education	
Middle Grades Natural Sciences	Middle Level Education Science	
Natural Science	Science	
Physical Science (field)	Chemistry, Earth and Space Science, and Physics (subjects)	
Pre-School Disabilities	Early Childhood Inclusive	
Pre-School Handicapped	Early Childhood Inclusive	
Reading	Reading and Writing	
School Transition Specialist	Secondary Transition Specialist	
Skilled and Technical Science Education	Skilled and Technical Sciences Education Skilled Specific	
Social Science	Social Studies	
Special Education	Special Education Generalist	

Special Education Behaviorally Disordered	Special Education Behavior Intervention Specialist	
Special Education Deaf or Hard of Hearing/Field	Special Education Deaf or Hard of Hearing	
Special Education Learning Disabilities	Special Education Inclusion and Collaboration Specialist	
Special Education - Mild/ Moderate Disabilities	Special Education Generalist	
Special Education Severe/Multiple Disabilities	Special Education Functional Academic Skills and Independent Living Specialist	
Speech and Theatre (field)	Speech, Theatre (subjects)	



From: William Boyd, Legal Counsel

Date: February 20, 2026

Re: Summary of Rulemaking Hearing on the Proposed Revisions to 92 NAC 24

On February 20, 2026, a hearing on the proposed revision to Title 92, Nebraska Administrative Code, Chapter 24, *Regulations for Certificate Endorsements*. William Boyd, Legal Counsel, served as the hearing officer. A recording of the hearing is available at:

<https://www.education.ne.gov/legal/rule-hearings/>.

William Boyd called the hearing to order at 9:01 a.m., introduced himself, introduced the subject of the hearing, read into the record information about the legal notice of the hearing, outlined the procedures for the hearing and for receiving written testimony, and received testimony on revisions to Title 92, Nebraska Administrative Code, Chapter 24 (92 NAC 24 or Rule 24).

Summary of Testimony on the Proposed Revision of 92 NAC 24

Department Testimony

Brad Dirksen, Nebraska Department of Education Administrator of the Office of Accreditation, Certification, and Approval, presented the following related to the proposed changes to Rule 24:

- Rule 24 was last modified by the State Board of Education in December 2024 with an effective date of June 4, 2025.
- Due to the number of endorsements contained in Rule 24, the Nebraska Department of Education (Department) continually reviews it to ensure endorsement requirements are current and appropriate. In performing these reviews, the Department staff receive input from educator preparation program professionals, teachers, administrators, and other interested parties to identify policy issues and explore solutions.
- The Department has utilized the Nebraska Council on Teacher Education (NCTE) as an advisory group to aid in the identification of policy issues, propose solutions, and provide feedback to potential revisions. NCTE is an advisory group that includes equal representation of teachers, educator preparation programs, and governance groups, a total of 48 members (16 members per group). NCTE has met three times since June of 2025 and has provided substantial feedback to the revision process.
- Based on stakeholder discussions and direction from the State Board of Education, Rules and Regulations committee, Department staff created a public input draft of Rule 24. The

public input draft was posted on the department website on December 3, 2025, which allowed for public input through December 17, 2025. The nine comments received during the public input period were in support of the revisions. The feedback from the public input draft was discussed at the January 2026 Rules and Regulations Committee meeting of the State Board of Education.

- Revisions to the Rule 24 public input draft were made to better align the provisional endorsement, section 004.04, to the requirements for alternative teaching and administrative program permits, as directed by the State Board Rules and Regulations Committee.
- The purposes of the proposed revisions to Rule 24 are:
 - to remove certification barriers,
 - to ensure alternative pathways,
 - to retain quality,
 - to simplify the endorsement system, and
 - to align regulations.
- The following are the substantive changes contained in the draft rule:
 - addition of a Speech subject endorsement;
 - addition of a Speech and Theatre field endorsement;
 - addition of a Theatre subject endorsement;
 - clarification that additional endorsements may be added to regular certificates;
 - revisions to provisional endorsements to align requirements with the alternative program permits in Title 92, Nebraska Administrative Code, Chapter 21 (Rule 21);
 - eliminate the interim special education endorsement due to changes in the provisional endorsements section;
 - eliminate prescriptive admission requirements for superintendent endorsement programs;
 - align grade levels for the biology, chemistry, earth and space science, English, physics, reading and writing, science, and theatre supplemental endorsements from grades 7-12 to grades 6-12;
 - require science courses for a middle level education endorsement to include physical science, biology, and earth and space science;
 - clarify that physics prerequisite courses can count toward a physics endorsement;
 - update world language endorsement content testing language to be consistent with all other endorsement areas; and
 - revise the special services coaching endorsement to not limit portability.

Oral Testimony

The Department received oral testimony in this matter:

Dan Hays, Director of Theatre at Midland University in Fremont, Nebraska:

- “Good morning. My name is Dan Hayes, and I'm the Director of theater at Midland University in Fremont, Nebraska. I want to thank you all for working on the revisions to Rule 24, especially the part about theater and speech.

- I've been working on getting our endorsements for this changed for about 2 years now, and it's thrilling to see that we are on the brink of this change. I assure you that there is a large group of educators, both secondary and from the university level, who are in complete support of the changes for theater and speech endorsements.
- My university, Midland, has been granted a provisional certification for a subject endorsement in theater education. I've submitted all of the paperwork to our curriculum committee, and I'm very hopeful that we will be able to implement this new certification, as well as retaining our current supplemental endorsement in theater as early as this next school year. I was able to show my administration that the changes to our current program were minimal. We will add 3 new courses over the next 4 years, and without having to add any new personnel.
- With the passages of these revisions to Rule 24, I'm excited that other universities and colleges can hopefully join us, plus have the speech and theater option as well. I can tell you that this will be a great selling point in our recruiting that has been lacking in the past years.
- Finally, I can tell you that my former students with interest in these areas, plus my current students, are all extremely excited. I hope many of them are on this Zoom meeting right now, thanks to the Nebraska winters and the unexpected snow day. And, so I will end my comments at that time.”

Brooke Phillips, Co-Chapter Director of Nebraska Thespians Organization:

- “Nebraska Thespian strongly supports the effort to recognize theater as an endorsement area for secondary education in Nebraska. Just last month, we hosted our annual statewide Thespian Festival at the Holland Performing Arts Center, where students from over 35 schools showcase their talents in singing, dancing acting and technical theater.
- We were able to network with lots of teachers at this event who have a wide range of experiences, and we have found that lately, Nebraska has been facing a critical shortage of theater teachers. Every year, we see talented Nebraska students, many of whom thrive in our local theater programs during high school, leaving the state to pursue theater education degrees elsewhere. I had a recent grad who adventured to Central Missouri for her theater endorsement. So we are looking forward to this change, so that she and other students like her can stay in Nebraska to get their certification in theater as a subject matter.
- Our teachers deserve to feel qualified in all aspects of theater, and the one or two courses required in the ELA certification don't even begin to touch on the amount of knowledge required to be proficient in the theater arts, let alone be comfortable enough with the content to teach it.
- I would like to take a second to walk you through my day quickly. In my current teaching schedule, I start my day exploring theater history, radio, and film with students, and then in the next period, meet my advanced actors, where we dive deep into periods and styles, acting objectives, and the use of our body and voice. After lunch, I teach theater technology class, where students are learning how to design costumes, sets, makeup and lights, and where I demonstrate how to work with power tools, build platforms and flats, and practice different painting techniques, to name a few. And during my plan time, I'm asked to help run lights and sound in the auditorium for school assemblies, and then after school every day, I'm in rehearsal directing plays and musicals where kids put all of these

skills to practice. So, you can see how a teacher without the proper training could get overwhelmed and not be able to deliver quality instruction to students.

- Currently, every student in secondary Nebraska schools is required to... every school is required to offer at least one theater class. Yet, our state offers no theater endorsements, so this is a welcome, and a change we'd like to encourage. By creating this final theater endorsement, we can ensure the Nebraska schools have qualified teachers who are properly trained to practice and teach theater, thereby strengthening arts programs for all our students across the state.
- Nebraska Thespians are eager to collaborate with you and provide recommendations to make this change. Thank you for your time and consideration in making theater its own endorsement area. We look forward to working together to strengthen the arts and Nebraska education system.”

Ryan Kathman, Associate Professor at Nebraska Wesleyan University:

- “Essentially, we're talking about skills that Fortune 500 employers have said for, many, many years, they are constantly looking for. They're looking for creativity. They're looking for critical thinking skills and people who can collaborate well together with emotional intelligence. This... we already have
- And as Brooke, really exemplifies, we have incredibly talented theater teachers in the state already, but they are craving that additional training and in-depth knowledge about their subject areas that right now they aren't able to get in this state to the degree that they should be able to.
- Like Dan, Nebraska Wesleyan is prepped and ready and eager to be able to bring back our theater education BA degree. We had one for many years, and we would very much like to because we have 5 BFA degrees on the books already that we offer, and we have classes ready to go. It would be a simple proposal to our curriculum committee to be able to bring that major back, and there is support in our university for that.
- I currently teach methods of teaching theater and comm at the secondary level, very long title. Teach it typically every other year. I've taught it about four times now. To be able to supplement that with, the kinds of classes that many of our BFA majors get to take to make them, really well-rounded in this field. I always say to students who come to prospective students, that it's not enough to know a little about everything to be a theater teacher, you gotta know a lot about everything and that is borne out through the work that people like Brooke and everyone else in our state does.
- Yes, I'm very excited about the possibility of this going through, and I'll read one thing from my written testimony. The performing arts and public speaking require innovative ideas, adaptability, resiliency, collaboration, and perhaps most valuable of all, they foster empathy in students in ways that few other subject areas can. I think these are things that are sorely needed in our world today, so I would love to see Nebraska be more in line with surrounding states and being able to provide that to future educators. Thank you.”
- *Mr. Kathman also provided a written statement which is included in submitted written statements that are attached to this report.*

Charles Peek:

- Provided general support for the bill and provided two examples of how he thinks this endorsement would have benefited or will benefit the public.

- First, he provided general information that if the endorsement were present in the past, it could have assisted in the prevention of the shut down of the theatre program at the University of Kearney.
- Second, he said his working with and obtaining feedback from over 1,500 students per year at the Crane River Theatre, he has found that the students “deserve the very best kind of training they can get int these fields.”
- He also believes that having this training will encourage the students to be more civically engaged, which provides for better community connections and the promotion of culture in Nebraska’s communities.

Al Koontz:

- He indicated that this has been a “labor of love” for the last couple of years that started with the “killing of the theater program at UNK.”
- He appreciated everyone’s support and looks forward to a vote from the State Board of Education.

Blake Tobey:

- He indicated that he is providing his wholehearted support to this measure and also provided a personal story about why this is important.
- “I spent a dozen years teaching high school theater in Nebraska public schools. During that time, I have had several former students who are now currently in their undergraduate experience who love the theater experience in school so much that they wanted to do what I did. They wanted to go out and be a theater teacher.
- Much like Brooke mentioned about one of her students had to go out of state to get that endorsement, and just the extra effort that has had to go into coaching and teaching students how to get these opportunities, when those official endorsements don't exist.
- In working with new theater teachers, across the state, I often, go and present at the Nebraska Thespian Festival for teachers, and I do teacher presentations there. There is where I am just seeing the level of experience that some educators have and how some educators are just thrown in without any of that training.
- So this is such a great opportunity to not only help the teachers that we already have, but also to maybe help with some of that brain drain that I know our state is concerned about by keeping our best and brightest students here in the state so they can pursue the thing that they love and then pour that into the next generation.

Brad Dirksen did not have any further comments to provide from the Department.

Written Testimony

The Department received 11 written comments from interested parties. A copy of those comments are attached to this report for review.

William Boyd thanked everyone for their time and effort and closed the hearing on Rule 24 at 9:23 a.m.

Written Testimony

Boyd, Billy

From: Holmes, Debra on behalf of NDE Rule Hearing
Sent: Wednesday, February 18, 2026 3:30 PM
To: Boyd, Billy
Subject: FW: Please support Rule 24.

Rule Hearing inbox



Debra Holmes

Paralegal

500 S. 84th St.
Lincoln NE, 68510-2611
P: (531) 530-7810
E: debra.holmes@nebraska.gov

From: info@cranerivertheater.org <info@cranerivertheater.org>
Sent: Wednesday, February 18, 2026 12:28 PM
To: NDE Rule Hearing <nde.rulehearing@nebraska.gov>
Subject: Please support Rule 24.

You don't often get email from info@cranerivertheater.org. [Learn why this is important](#)

Hello Nebraska State Board of Education,

I am writing to you today to request your support for the proposed changes to Rule 24. I serve as the Executive Director of Crane River Theater in Kearney, as well as the President of Nebraskans for the Arts. I grew up in Nebraska, graduating from Kearney High School, and then going on to the University of Nebraska-Lincoln to obtain both a BA and MFA in Theatre. I lived in New York City for eight years, before starting my own theater in Kearney sixteen years ago. Crane River Theater brings in artists from across the country and merges them with area talent to provide professional productions and arts education programs across the state. Each year, we travel to more than 20 communities in Nebraska reaching thousands of youth with these programs. It is abundantly clear that schools and communities across our state WANT and NEED theatre. Play Production is one of the most popular NSAA activities statewide. Theatre has an incredibly powerful impact on students of all ages, but it also plays an important role for the institutions that offer it. Enrollment in university and college theatre programs will only grow with the opportunity to offer subject and field endorsements for theatre and speech. I have colleagues that teach at the University of Central Missouri and the University of Northern Colorado, and they have reported their Theatre Education programs constitute nearly half of their enrollment. Why are we letting quality theater educators in Nebraska leave the state to pursue a degree? It is then a challenge to lure them back to our state once they have graduated to teach in our high schools. We can solve all of this with the proposed changes to Rule 24, allowing Subject and Field endorsements for Theater and Speech in our colleges and universities.

Supporting the changes to Rule 24 is a win for **high schools** in our state because it increases the pool of quality theater teachers receiving degrees here in Nebraska, which will then in turn inspire more young artists.

Supporting the changes to Rule 24 is a win for **colleges and universities** in our state because it allows theatre programs to offer a popular degree that will bolster their enrollment and keep talented young teachers in our state.

Supporting the changes to Rule 24 is a win for communities in our state because it is proven that an investment in the arts contributes to a boost in our local economies. We have seen that first hand in Kearney with every dollar spent on the arts contributing \$11 back into our economy.

As you can see, there are so many benefits to adopting these proposed changes, and no perceived negative impacts. There is also a clear desire from our educational institutions to offer subject and field endorsements in theatre and speech. I hope you will consider adopting these changes.

Thank you,

Steve Barth

Executive Director, Crane River Theater
President, Nebraskans for the Arts

Boyd, Billy

From: Holmes, Debra on behalf of NDE Rule Hearing
Sent: Wednesday, February 18, 2026 3:30 PM
To: Boyd, Billy
Subject: FW: NE Speech and Theatre Certification Public Hearing

Rule Hearing inbox



Debra Holmes

Paralegal

500 S. 84th St.

Lincoln NE, 68510-2611

P: (531) 530-7810

E: debra.holmes@nebraska.gov

From: Morrie Enders <morrieenders@gmail.com>
Sent: Tuesday, February 17, 2026 4:04 PM
To: NDE Rule Hearing <nde.rulehearing@nebraska.gov>
Subject: NE Speech and Theatre Certification Public Hearing

You don't often get email from morrieenders@gmail.com. [Learn why this is important](#)

To The Nebraska Department of Education:

I fully support restoring subject certification in speech and theatre for our schools.

I have been the Executive Director of Lincoln Community Playhouse for 16 years and have been a professional in the community theatre world for an additional 23 years.

My journey began as a high school student in Mount Pleasant, Michigan where my drama teacher was Mr. Jack Sharrar, a theatre person who also taught in the English Department. He had a degree in theatre and he used his training to teach and inspire me. I don't think I would have had the career I have had if I had been directed and taught by someone who was well meaning, but not trained.

Nebraska speech and theatre students deserve to have the opportunity I had. Theatre can, literally, build character. But you need to have a professional leading the program.

Please join me in supporting restoring subject certification in speech and theatre in Nebraska schools,

Yours,

Morrie Enders
Executive Director
Lincoln Community Playhouse

Boyd, Billy

From: Holmes, Debra on behalf of NDE Rule Hearing
Sent: Wednesday, February 18, 2026 3:29 PM
To: Boyd, Billy
Subject: FW: Rule 24 Testimony

Rule Hearing inbox



Debra Holmes

Paralegal

500 S. 84th St.
Lincoln NE, 68510-2611
P: (531) 530-7810
E: debra.holmes@nebraska.gov

From: Matthew Heimes <mheimes@lps.org>
Sent: Monday, February 16, 2026 4:56 PM
To: NDE Rule Hearing <nde.rulehearing@nebraska.gov>
Subject: Rule 24 Testimony

You don't often get email from mheimes@lps.org. [Learn why this is important](#)

Dear Department of Education:

I have been a classroom teacher and speech & drama coach for 33 years. I was fortunate enough to graduate college at a time when one could get a specific teaching endorsement in speech and theatre, and I can honestly say that, without that training, I would not have had the skills to accomplish all that I have during my career.

Throughout that time, I have witnessed countless young educators begin their career with energy and enthusiasm, but without enough training to help them build a successful program. Because the level of work it takes to be competitively successful, if teachers do not feel adequately prepared to lead these important co-curricular activities, they often quit coaching or leave teaching altogether.

Speech and theatre teachers need more education and training because the field demands expertise in skills such as acting, tech, design, history and pedagogy which go well beyond general teaching expectations. The ability of teachers of these performing arts to impact student development in critical areas like self-esteem, empathy, public speaking, and collaboration requires sophisticated instructional strategies. Those strategies lead to better academic outcomes and life skills for students, especially with evolving educational standards and budget pressures.

This video showcases the power of theatre for students of all abilities -- <https://www.youtube.com/watch?v=ySBWXCm31CU&authuser=1> – and serves as an example of what a teacher with appropriate educational training can create.

The Nebraska Department of Education should, most definitely, take the following action:

-Create both a field endorsement and a subject endorsement for theatre;

-Create both a field endorsement and subject endorsement for speech.

-Matt Heimes

Speech & Theatre Educator, Lincoln Southwest HS

Boyd, Billy

From: Holmes, Debra on behalf of NDE Rule Hearing
Sent: Friday, February 20, 2026 8:27 AM
To: Huff, Ami; Boyd, Billy; Dirksen, Brad
Subject: FW: Written testimony for NDE hearing on 2/20
Attachments: NE Ed Board letter.docx

Rule Hearing inbox.



Debra Holmes

Paralegal
500 S. 84th St.
Lincoln NE, 68510-2611
P: (531) 530-7810
E: debra.holmes@nebraska.gov

From: Ryan Kathman <rkathman@nebrwesleyan.edu>
Sent: Thursday, February 19, 2026 9:02 PM
To: NDE Rule Hearing <nde.rulehearing@nebraska.gov>
Subject: Written testimony for NDE hearing on 2/20

You don't often get email from rkathman@nebrwesleyan.edu. [Learn why this is important](#)

Please find attached a copy of my written testimony regarding the Theatre subject endorsement proposal to be considered by the Department of Education tomorrow.

Thank you,

Ryan Kathman, MFA, SDC, SAFD
[Associate Prof. of Acting/Directing](#)

Department of Theatre Arts / *He/him*
Witch Director / A Gentleman's Guide to Love & Murder Director
Director of Theatre Recruitment



Nebraska Wesleyan University
5000 St Paul Ave, Lincoln, NE 68504
402.465.2128 | rkathman@nebrwesleyan.edu
[NWU Website](#) | [Facebook](#) | [Instagram](#) | [Youtube](#)



NEBRASKA WESLEYAN
UNIVERSITY

Feb. 19, 2026

Nebraska Department of Education
500 S 84th St.
Lincoln, NE 68510

Dear Members of the Nebraska Board of Education,

I am writing to express my strong support for a proposal to allow Secondary Education majors to earn a subject endorsement in Theatre and Speech, as opposed to merely a supplemental endorsement, as is currently the case. As a faculty member in the Department of Theatre Arts at Nebraska Wesleyan University, I am deeply committed to the growth and development of aspiring educators, and I believe that this proposed change will significantly improve the quality of not only Theatre & Speech education, but also the lives and career potential of students across Nebraska.

Theatre and Speech are core elements of a well-rounded secondary education that foster creativity, critical thinking, communication skills, and emotional intelligence, qualities that Fortune 500 CEOs overwhelmingly say they are looking for in employers. These subjects are not just electives but essential disciplines that equip students with skills transferable to nearly every aspect of life, whether they pursue careers in the arts, business, law, or public service. By expanding the endorsement opportunities for aspiring secondary education teachers, we will enable them to develop a stronger foundation in both the pedagogical and content knowledge necessary to be effective educators of Theatre and Speech.

Currently, Secondary Education majors are required to pursue a supplemental endorsement in Theatre and Speech, which, while helpful, limits the depth of expertise that prospective teachers can gain in the subject, and also limits their hiring potential. A supplemental endorsement does not provide the same level of focused training or recognition as a full subject endorsement would, and this often results in a lack of preparation for teaching the full range of Theatre and Speech classes offered in secondary schools, like acting, directing, technical theatre, speech, debate and other communication studies.

A full subject endorsement would not only enhance the preparation of future teachers but also encourage more students to pursue Theatre and Speech as a viable and valuable part of their education. Additionally, it would reflect the growing recognition of Theatre as an academic discipline worthy of specialized study and training, on par with other subjects like English, Math, and Science. The performing arts and public speaking require innovative ideas, adaptability,

resiliency, collaboration and – perhaps most valuable of all – they foster empathy in students in ways that few other subject areas can.

This change will benefit the state's educational system in a number of ways. It will attract more students to the teaching profession in the arts, increase the number of qualified Theatre educators, and improve the quality of Theatre instruction in Nebraska's high schools. This, in turn, will have a positive impact on the students who will benefit from a deeper engagement with the arts, as well as the wider community that will benefit from their skills.

For the last three years I have taught a Methods of Teaching Theatre & Speech (Secondary Level) course and all of the graduates from that class have been hired for full-time positions in Nebraska right after graduation. At NWU, our curriculum is already equipped and structured to offer a subject endorsement for Theatre & Speech and we would welcome the opportunity to reinstate our recently deleted Theatre Education BA degree program if the state allowed for that level of endorsement.

I urge the Nebraska Board of Education to approve the proposed change that will allow Secondary Education majors to earn a subject endorsement in Theatre and Speech. The impact of this decision will be far-reaching, both in terms of academic achievement and the long-term cultural enrichment of our state.

Thank you for your consideration of this important matter. I am happy to provide any further information or participate in further discussions regarding this proposal.

Sincerely,

Ryan Kathman, MFA, SDC, SAFD
Associate Professor of Acting/Directing
NEBRASKA WESLEYAN UNIVERSITY
5100 Huntington Ave.
Lincoln, NE 68504
rkathman@nebrwesleyan.edu
402-465-2128

Boyd, Billy

From: Holmes, Debra on behalf of NDE Rule Hearing
Sent: Friday, February 20, 2026 9:26 AM
To: Huff, Ami; Boyd, Billy; Dirksen, Brad
Subject: FW: Rule 24 -- Speech and Theatre

Rule Hearing inbox



Debra Holmes

Paralegal

500 S. 84th St.

Lincoln NE, 68510-2611

P: (531) 530-7810

E: debra.holmes@nebraska.gov

From: radioruler@neb.rr.com <radioruler@neb.rr.com>
Sent: Friday, February 20, 2026 9:05 AM
To: NDE Rule Hearing <nde.rulehearing@nebraska.gov>
Subject: Rule 24 -- Speech and Theatre

You don't often get email from radioruler@neb.rr.com. [Learn why this is important](#)

Good morning

Thank you for the opportunity to speak to the changes in Rule 24 regarding speech and theatre.

I believe the removal of subject certification for speech and theatre from Rule 24 contributed – at least in part – to the decline and eventual elimination of the theatre program at the University of Nebraska at Kearney.

Fortunately, we have received preliminary assurances that some theatre offerings will remain at UNK. I believe that the changes to Rule 24 will only enhance what UNK and other Nebraska colleges and universities can offer in theatre and speech. There is certainly a need for well-qualified speech and theatre instructors in Nebraska high schools. Just look at the results of state play production competitions on the Nebraska School Activities Association website. Schools large and small across the state have vibrant, active speech and theatre programs. These changes to Rule 24 will keep the speech/theatre instructor pipeline flowing.

Thank you.

Al Koontz
3708 Savannah Circle
Lincoln, NE

402-613-0412

Boyd, Billy

From: Holmes, Debra on behalf of NDE Rule Hearing
Sent: Wednesday, February 18, 2026 3:26 PM
To: Huff, Ami; Boyd, Billy; Dirksen, Brad
Subject: FW: Written Comment for Friday's Hearing: Revisions to Title 92, Nebraska Administrative Code, Chapter 24 (Rule 24), Regulations for Certificate Endorsements
Attachments: Comment in Support of Theatre and Speech Subject Endorsement.pdf

Rule Hearing inbox



Debra Holmes

Paralegal

500 S. 84th St.

Lincoln NE, 68510-2611

P: (531) 530-7810

E: debra.holmes@nebraska.gov

From: Ann Marie Pollard <annmarie.pollard@unl.edu>
Sent: Wednesday, February 18, 2026 2:59 PM
To: NDE Rule Hearing <nde.rulehearing@nebraska.gov>
Subject: Written Comment for Friday's Hearing: Revisions to Title 92, Nebraska Administrative Code, Chapter 24 (Rule 24), Regulations for Certificate Endorsements

You don't often get email from annmarie.pollard@unl.edu. [Learn why this is important](#)

Hello,

Thank you for accepting written comments for the Public Hearing in reference to revisions to Title 92, Nebraska Administrative Code, Chapter 24 (Rule 24), Regulations for Certificate Endorsements.

Please see a letter in support of creating subject endorsements for Theatre and Speech attached.

Ann Marie Pollard

February 18, 2026

NDE.RuleHearing@nebraska.gov

ATTN: Nebraska Department of Education

I am writing to express strong support for the creation of a subject endorsement in Theater and Speech education. This endorsement is both timely and necessary to meet the evolving needs of Nebraska students, schools, and higher education institutions.

Across the state and nationally, undergraduates are increasingly seeking formal degrees in theater education and speech communication with the intention of teaching at the secondary level. These students are asking for clear, recognized pathways that validate their disciplinary training and prepare them to enter the classroom as highly qualified educators. At present, Nebraska lacks a subject endorsement structure that fully acknowledges theater and speech as distinct, rigorous academic disciplines within teacher preparation.

As a result, many undergraduate theater majors who intend to teach are graduating without the depth of pedagogical preparation or content alignment expected of comparable programs nationwide. When measured against national standards in theater education—particularly in performance, design and technical theater, directing, dramaturgy, and applied speech—our current undergraduate preparation does not consistently place students on par with peers from states that recognize theater and speech as standalone endorsements.

This gap has tangible consequences. Students enter K–12 classrooms underprepared to deliver comprehensive theater and speech instruction, schools struggle to staff these programs with appropriately endorsed educators, and talented undergraduates look out of state for programs that better align with their professional goals. Nebraska risks losing future educators not due to lack of interest, but due to lack of structural support.

Creating a Theater and Speech subject endorsement would:

- Align Nebraska with national best practices in arts and communication education
- Provide clarity and legitimacy for undergraduate degree pathways in theater education
- Improve instructional quality and student outcomes in K–12 performing arts programs
- Support workforce development by retaining talented future educators within the state

Theater and speech education cultivate essential skills—communication, collaboration, critical thinking, creativity, and civic engagement—that are foundational to student success across disciplines. Recognizing these fields through a formal subject endorsement affirms their academic rigor and their value within Nebraska’s educational ecosystem.

I urge decision-makers to consider this rule as an investment in educational quality, student opportunity, and the long-term vitality of Nebraska’s schools and arts communities.

Ann Marie Pollard
Associate Director, Johnny Carson School of Theatre and Film

Boyd, Billy

From: Holmes, Debra on behalf of NDE Rule Hearing
Sent: Thursday, February 19, 2026 8:09 AM
To: Huff, Ami; Boyd, Billy; Dirksen, Brad
Subject: FW: Theatre and Speech Subject Endorsements

Rule Hearing inbox.



Debra Holmes

Paralegal

500 S. 84th St.

Lincoln NE, 68510-2611

P: (531) 530-7810

E: debra.holmes@nebraska.gov

From: Rusty Ruth <ruruth1@wsc.edu>
Sent: Thursday, February 19, 2026 7:49 AM
To: NDE Rule Hearing <nde.rulehearing@nebraska.gov>
Subject: Theatre and Speech Subject Endorsements

You don't often get email from ruruth1@wsc.edu. [Learn why this is important](#)

As a professor who instructs and advises future theatre and speech high school teachers, offering subject endorsements for those areas will have tremendous benefits for instructors, students, and our state. I have heard from alumni (as well as administrators) who feel that current theatre and speech requirements could be more sufficient to help create stronger high school programs, especially concerning technical coursework. Though our program goes beyond the current 18-credit hour requirements (24 for theatre and 21 for speech), increasing the knowledge base by three or four classes could make all the difference for the success rate of these instructors. We recently polled our current theatre education students and found that 90% would have taken the extra courses if offered.

Additionally, while recruiting prospective theatre education students to our program, I've noticed many students wishing to be theatre students, go to out-of-state institutions that offer subject endorsements. This proposed change could help lesson students leaving our state and help address our current teacher shortage.

Rusty Ruth, MFA
Associate Professor of Theatre/Communications, Director of Theatre WSC
ruruth1@wsc.edu
402-375-7422

Boyd, Billy

From: Holmes, Debra on behalf of NDE Rule Hearing
Sent: Wednesday, February 18, 2026 3:30 PM
To: Boyd, Billy
Subject: FW: Theatre certification

Rule Hearing inbox



Debra Holmes

Paralegal

500 S. 84th St.

Lincoln NE, 68510-2611

P: (531) 530-7810

E: debra.holmes@nebraska.gov

From: Skomal Marty <mjsomaha@yahoo.com>
Sent: Tuesday, February 17, 2026 11:22 AM
To: NDE Rule Hearing <nde.rulehearing@nebraska.gov>
Subject: Theatre certification

You don't often get email from mjsomaha@yahoo.com. [Learn why this is important](#)

I am writing in support for improved standards in the Nebraska Department of Education's Rules for Speech and Theatre teachers.

It is imperative that educators who to have the option to pursue this endorsement. A well rounded education must include training in effective communication. Theatre and speech classes provide this opportunity. I further recommend that speech and theater be included as part of Nebraska cour curriculum. Theatre and speech activities were important in my own career development and inspired teaching needs to be available and sustainable for Nebraska's students . This is needed now more than ever, given the changing environment influenced by AI and technology.

I am enthusiastically in favor of these improved certification standards.

Thank you for your consideration.

Martin Skomal

9524 Hascall street

Omaha 69125

Boyd, Billy

From: Holmes, Debra on behalf of NDE Rule Hearing
Sent: Wednesday, February 18, 2026 3:33 PM
To: Huff, Ami; Boyd, Billy; Dirksen, Brad
Subject: FW: Theatre Education Endorsement and Workforce Needs in Nebraska - Letter of Support
Attachments: Stratton_Theatre Education.pdf

Rule Hearing inbox



Debra Holmes

Paralegal

500 S. 84th St.

Lincoln NE, 68510-2611

P: (531) 530-7810

E: debra.holmes@nebraska.gov

From: Hank Stratton <hstratton2@unl.edu>
Sent: Wednesday, February 18, 2026 3:30 PM
To: NDE Rule Hearing <nde.rulehearing@nebraska.gov>
Subject: Theatre Education Endorsement and Workforce Needs in Nebraska - Letter of Support

You don't often get email from hstratton2@unl.edu. [Learn why this is important](#)

Dear Members of the Nebraska Legislature:

Please accept the attached letter outlining the urgent need for theatre education endorsement pathways in Nebraska and the opportunity for the University of Nebraska–Lincoln, through the Johnny Carson School of Theatre and Film, to help meet this growing demand. I would be grateful if you would share it with your colleagues as part of your discussion this Friday, February 20, 2026. I regret that I will be traveling on University business that day and am unable to attend in person.

Nebraska is currently facing a shortage of qualified theatre educators, and students who wish to pursue this profession are often forced to leave the state for training. We believe Nebraska can—and should—prepare its own theatre educators, strengthening our schools, supporting workforce needs, and serving communities across the state.

Thank you for your time, your leadership, and your continued support of education in Nebraska. I am deeply grateful for your consideration and would welcome the opportunity to speak further.

Respectfully,

Hank Stratton
Director, Johnny Carson School of Theatre and Film
University of Nebraska–Lincoln



Hank Stratton

Director

[Johnny Carson School-Theatre & Film](#)

Executive Director

[Nebraska Repertory Theatre](#)

1209 R Street, TEMP 215D

[University of Nebraska–Lincoln](#)

Lincoln, NE 68588-0201

(402) 472-7014



February 17, 2026

Subject: Justification for Establishing Theatre Education Degree Pathways in the State of Nebraska

Dear Members of the Legislature,

I write to you as Director of the Johnny Carson School of Theatre and Film at the University of Nebraska–Lincoln, as a full professor, and as a lifelong theatre artist and educator who has witnessed firsthand the transformative impact of theatre education on young people, schools, and communities. I am grateful for your consideration of this initiative and for your continued stewardship of Nebraska’s educational future.

The State of Nebraska is currently experiencing a clear and growing shortage of educators with formal training and expertise in theatre. In many of our public schools, theatre instruction, when it exists at all, has become the responsibility of English teachers, music educators, or dedicated community volunteers who, despite their passion and commitment, often lack access to specialized pedagogical training in theatre and performance. In other cases, schools must rely on outside contractors or forgo robust theatre programming entirely. This gap represents both a challenge and an opportunity.

The Johnny Carson School of Theatre and Film stands ready to meet this need.

As Nebraska’s flagship university, we have a responsibility not only to serve our enrolled students, but to strengthen the entire educational ecosystem of our state. We see clear evidence of both need and demand. Educators, administrators, parents, arts advocates, and students themselves have approached us repeatedly, expressing a desire for formal theatre education pathways within Nebraska. Many students who have experienced the profound personal and educational benefits of theatre, speech, and performance do not necessarily aspire to careers on stage but instead feel called to teach; to bring these same tools of communication, confidence, empathy, and creative problem-solving to the next generation. At present, their only option to pursue comprehensive theatre education training is to leave Nebraska and seek degrees elsewhere. Too often, they do not return.

We believe Nebraska can—and should—prepare its own theatre educators.

We need only look to the success of the Music Education degree within the Glenn Korff School of Music as a model. That program has achieved robust enrollment and near-universal job placement, supplying highly qualified music educators to schools across the state and region. Theatre education represents a parallel and equally vital discipline. Theatre classrooms cultivate not only artistic skill, but essential workforce competencies: collaboration, communication,

leadership, adaptability, and critical thinking. These are precisely the skills that Nebraska's employers, communities, and civic institutions require.

The Johnny Carson School is already deeply embedded in the cultural and educational fabric of Nebraska. We are proud to partner with and help sponsor the Nebraska School Activities Association's Play Production Championships, held in Johnny Carson's hometown of Norfolk, as well as the State Speech Championships in Kearney. These events bring together thousands of Nebraska students each year and provide a vivid reminder of the central role theatre and speech play in the lives of our young people. They also underscore the urgent need for trained educators who can sustain and grow these programs.

Establishing a Theatre Education degree pathway is not simply about serving the university; it is about serving Nebraska. It is about ensuring that rural, suburban, and urban schools alike have access to qualified educators who can nurture student confidence, creativity, and communication. It is about keeping Nebraska students in Nebraska: educating them here, preparing them here, and empowering them to serve their own communities.

At a time when strategic investment in higher education must be closely aligned with workforce needs and enrollment sustainability, this initiative represents both. It will serve as a powerful enrollment driver, attract students who might otherwise leave the state, and strengthen Nebraska's leadership position as a comprehensive flagship institution committed to meeting the real needs of its citizens.

As someone who has spent decades in classrooms, rehearsal halls, and professional stages across this country and beyond, I can say without hesitation that theatre education changes lives. It gives young people a voice. It teaches them to listen. It helps them see themselves, and each other, with greater clarity and compassion. And it prepares them not only for careers in the arts, but for meaningful participation in civic and professional life.

The Johnny Carson School of Theatre and Film stands ready to fulfill this mission. We respectfully urge your support in establishing theatre education degree pathways that will serve Nebraska's students, schools, and communities for generations to come.

With gratitude for your consideration and your leadership,



Hank Stratton
Director, Johnny Carson School of Theatre and Film
Executive Artistic Director, Nebraska Repertory Theatre
University of Nebraska–Lincoln

Boyd, Billy

From: Holmes, Debra
Sent: Wednesday, February 18, 2026 3:32 PM
To: Boyd, Billy
Subject: FW: Rule 24 comment

Rule Hearing inbox



Debra Holmes

Paralegal

500 S. 84th St.
Lincoln NE, 68510-2611
P: (531) 530-7810
E: debra.holmes@nebraska.gov

From: Huff, Ami <ami.m.huff@nebraska.gov>
Sent: Wednesday, February 18, 2026 3:25 PM
To: Holmes, Debra <Debra.Holmes@nebraska.gov>
Subject: Rule 24 comment

-----ORIGINAL MESSAGE-----

FROM: DELORIS TONACK <DTONACK@NEB.RR.COM>
SENT: MONDAY, FEBRUARY 16, 2026 3:59 PM
TO: NDE RULE HEARING <NDE.RULEHEARING@NEBRASKA.GOV>
SUBJECT: SPEECH AND THEATER SUPPORT

[YOU DON'T OFTEN GET EMAIL FROM DTONACK@NEB.RR.COM. LEARN WHY THIS IS IMPORTANT AT [HTTPS://AKA.MS/LEARNABOUTSENDERIDENTIFICATION](https://aka.ms/learnabouthsenderidentification)]

I AM A RETIRED TEACHER SPANNING 40 YEARS OF INSTRUCTION GRADES 7 THROUGH COLLEGE PLUS POLITICAL WORK THROUGHOUT THOSE YEARS. SPEECH AND THEATER EXPERIENCE SPANS MANY FIELDS INCLUDING TEACHING, BUSINESS, AND POLITICS. MANY AREAS INVOLVE COMMUNICATING AND PRESENTING OURSELVES TO THE PUBLIC. IT IS NOT AN AREA JUST FOR FUTURE ACTORS. PLEASE SUPPORT THE ADJUSTMENTS IN RULE 24 TO ACKNOWLEDGE THIS NEED.

DR, DE TONACK, LINCOLN

SENT FROM MY IPHONE



Ami M. Huff

General Counsel

Commissioner's Office

500 S. 84th St.

Lincoln NE, 68510-2611

P: (402) 219-3541

E: ami.m.huff@nebraska.gov

This e-mail and any attachments to it is confidential and may be attorney-client privileged. It is intended only for the use of the individual or entity identified above. If the receiver of this message is not the intended recipient, you are hereby notified that reading, distribution, use, or copying of this message is strictly prohibited. If you have received this message in error, please immediately notify the sender by replying to the address noted above and delete the message. Thank you.

Boyd, Billy

From: Holmes, Debra on behalf of NDE Rule Hearing
Sent: Wednesday, February 18, 2026 3:31 PM
To: Boyd, Billy
Subject: FW: Theatre/Speech endorsements

Rule Hearing inbox



Debra Holmes

Paralegal

500 S. 84th St.

Lincoln NE, 68510-2611

P: (531) 530-7810

E: debra.holmes@nebraska.gov

From: Mollie Young <moyoung1@wsc.edu>
Sent: Wednesday, February 18, 2026 1:07 PM
To: NDE Rule Hearing <nde.rulehearing@nebraska.gov>
Subject: Theatre/Speech endorsements

You don't often get email from moyoung1@wsc.edu. [Learn why this is important](#)

To Whom It May Concern:

I am a professor of theatre and communications and an adjudicator of high school and college productions across the region. I see daily how essential strong, discipline-specific preparation is for future speech and theatre educators. These teachers navigate uniquely demanding workloads—performance-based instruction, competitive speech and theatre coaching, production direction, and oversight of technical elements—each of which require specialized training.

When educators enter the field without adequate preparation in technical theatre, performance studies, communication pedagogy, and production management, the cumulative demands quickly lead to burnout. Strengthening the coursework for speech and theatre endorsements ensures that new teachers gain the practical, technical, and instructional skills necessary to manage these responsibilities sustainably.

By expanding and deepening preparation in these content areas, Nebraska can better support educators in meeting the artistic, academic, and logistical challenges of the field—ultimately helping them build long-term, resilient careers and providing students with high-quality, well-supported arts education.

Best,

Mollie M. Young

She/Her

Adjunct Professor of Theatre, Theatre Education and Film

Wayne State College

University of South Dakota

FISCAL IMPACT
STATEMENT

Agency: Nebraska Department of Education
 Prepared by: Brad Dirksen
 Date Prepared: 1-21-26
 Phone: (402) 430-0267
 Title: 92
 Chapter: 24
 Name: Regulations for Certificate Endorsements
 Statement Status: Hearing Draft

Type of Fiscal Impact:

	State Agency	Political Subdivision	Regulated Public
No Fiscal Impact		X	X
Increase Costs	X		
Decrease Costs			
Increased Revenue			
Decreased Revenue			
Indeterminable			

Description of Impact:

State Agency: It will cost approximately \$650 to hold the hearing and print copies for distribution upon approval of the revised rule. The Legislature already provides funds to the Nebraska Department of Education for this program.

Political Subdivision: There is no anticipated fiscal impact on educator preparation programs.

Regulated Public: There is no anticipated fiscal impact for the teachers, administrators, or special services certificate/permit holders.

See Proof on Next Page

AFFIDAVIT

State of Florida, County of Broward, ss:

I, Anjana Bhadoriya, being of lawful age, being duly sworn upon oath, hereby depose and say that I am agent of Column Software, PBC, duly appointed and authorized agent of the Publisher of Omaha World Herald, a legal daily newspaper printed and published in the counties of Douglas and Cass and State of Nebraska, and of general circulation in the Counties of Douglas, and Sarpy and State of Nebraska, and that the attached printed notice was published in said newspaper on the dates stated below and that said newspaper is a legal newspaper under the statutes of the State of Nebraska.

PUBLICATION DATES:

Jan. 20, 2026

NOTICE NAME: Rule 24 - Notice of Rule-Making Hearing

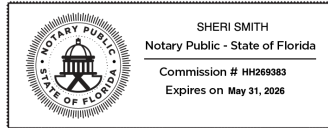
PUBLICATION FEE: \$58.00

Anjana Bhadoriya

(Signed) _____

VERIFICATION

State of Florida
County of Broward



Subscribed in my presence and sworn to before me on this: 01/20/2026

S. Smith

Notary Public

Notarized remotely online using communication technology via Proof.

NOTICE OF RULE-MAKING HEARING
NEBRASKA DEPARTMENT OF EDUCATION

NOTICE is hereby given that the Department of Education will hold a rule-making hearing on Friday, February 20, 2026, commencing at 9:00 a.m. (CT) on revisions to Title 92, Nebraska Administrative Code, Chapter 24 (Rule 24), Regulations for Certificate Endorsements.

Testimony will be received via ZOOM. The link for the hearing will be on the Nebraska Department of Education's website at: www.education.ne.gov/legal/public-notices-of-upcoming-rule-hearings/.

The PURPOSE of the proposed revisions to Rule 24 (Regulations for Certificate Endorsements) is to remove certification barriers, ensure alternative pathways, retain quality, simplify the endorsement system, and align regulations.

The FISCAL IMPACT statement may be obtained and inspected at the Office of the Nebraska Department of Education.

This hearing is being conducted under the provisions of Neb. Rev. Stat. § 84-907, which provides that a DRAFT COPY OF THE PROPOSED RULE IS AVAILABLE for public examination at the Nebraska Department of Education and at the Office of the Secretary of State, State Capitol Building, Lincoln, Nebraska. A copy of the hearing draft for this Rule is also available on the Nebraska Department of Education's webpage at: <https://www.education.ne.gov/legal/public-notices-of-upcoming-rule-hearings/>.

All INTERESTED PERSONS are invited to ATTEND and TESTIFY via ZOOM. The link for the hearing will be available on the day of the hearing on the Nebraska Department of Education's website at: www.education.ne.gov/legal/public-notices-of-upcoming-rule-hearings/. Interested persons may also submit written comments to the Nebraska Department of Education prior to the hearing at NDE.RuleHearing@nebraska.gov. Written comments will be made a part of the hearing record at the time of the hearing. If reasonable accommodations are needed, please contact David Jespersen David. Jespersen@Nebraska.gov at least five (5) days prior to the hearing. Any other questions about the hearing should be sent to NDE.RuleHearing@nebraska.gov.

Dated at Lincoln, Nebraska this 20th day of January, 2026.

Nebraska Department of Education
Dr. Brian L. Maher
Commissioner of Education
2026, (1) 20 - Tuesdays, ZNEZ



PROPOSED AGENDA ITEM RATIONALE

DATE: January 21, 2026

TO: Dr. Brian L. Maher
Commissioner of Education

FROM: Melody Hobson

PROPOSED AGENDA ITEM: Action item: Accept Preschool Development Grant funds and subcontract to fulfill grant requirements. (BF.012026.002)

AGENDA ITEM TYPE: Contract

RATIONALE/BACKGROUND INFORMATION:

The Preschool Development Grant is a grant from the U.S. Department of Health and Human Services' Administration for children and Families. The Preschool Development Grant (PDG) is a competitive grant that states apply to receive. State Governors were required to authorize submission of an application and designate a state agency to be the lead agency. Governor Pillen designated the Nebraska Department of Health and Human Services as the lead agency for Nebraska. The Nebraska Department of Education (NDE) is a project partner for Nebraska's application.

This PDG B-5 Systems-Building Grant provides funding to help states and territories:

- Develop a coherent, unified state Early Childhood Education (ECE) system that reconciles ECE Policies, initiatives, and funding streams, including by integrating Head Start grantees.
- Create seamless early learning experiences for young children and their families.
- Efficiently and strategically layer federal, state, local, and nongovernmental resources for early care and education.
- Maximize family choice across the range of ECE program options to give working families more opportunities that match their needs and preferences.

The following responsibilities for the NDE are required by the grant:

- Conduct a Head Start Needs Assessment to inform state-level policy and system alignment decisions.
- Participate in the statewide update for Nebraska's Needs Assessment and Strategic Plan.
- Conduct ECE standards, monitoring, and regulatory mapping with partner agencies.
- Establish governance and legal pathways for secure cross-agency data sharing to operationalize the Nebraska Early Childhood Integrated Data System (ECIDS).
- Develop a statewide roadmap to unify fragmented technology systems while ensuring compliance with privacy laws.

- Build analytic capacity through participation in the ECDataLab cohort, creating actionable dashboards to inform workforce recruitment, retention, and stability.
- Subcontract \$316,000 to ECDataLab to receive technical assistance and participate in a cohort of states that are working on similar data challenges regarding workforce analytics.

STRATEGIC PLAN ALIGNMENT:

- Strategic Priority 3: Equip Learners for the Workforce
 - Strategic Outcome 3.2: Improved Skill Attainment for Clients and Learners
 - PDG funds will allow the NDE to lead the mapping of standards and requirements for Nebraska’s mixed-delivery early childhood system. This mapping will reduce barriers to programs working to improve children’s skills and readiness for kindergarten.
- Strategic Priority 4: Provide Exceptional Service
 - Strategic Outcome 4.3: Improved Capacity Building
 - A functional ECIDS will provide easy to understand aggregated data to respond to requests for information from Nebraska partners, and will enable entities to efficiently plan programs and services for children

PROPOSED BOARD MEETING: Information: January 2026, Action: February 2026

ESTIMATED COST: The DHHS will provide an estimated \$550,000 to the NDE
 The NDE will subcontract \$316,000 to participate in the ECDataLab workforce analytic cohort.

FOR CONTRACTS AND GRANTS:

- Indicate the Funding Source: Federal Department of Health and Human Services, Administration for Children and Families through the Nebraska Department of Health and Human Services.
- 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: Sole Source
- Rationale for method of procurement: Subcontract of \$316,000 to ECDataLab, per Nebraska DHHS requirements written into the PDG grant application.
- Rationale for contractor selection: See above

FOR GRANT SUBAWARDS:

- Describe the grantee selection process: NA

**Updated 01.12.2026*



NEBRASKA
DEPARTMENT OF EDUCATION

Preschool Development Grant

Budget and Finance Committee

February 5, 2026

Melody Hobson

History

- Nebraska was awarded the state's first Preschool Development Grant (PDG) in 2018. First program year was 2019.
- Nebraska has been awarded a PDG grant for activities every year, except 2025.
- Current PDG award was released in November of 2025 for the program year of 2026



Requirements

- Governor of each state must approve and their offices must facilitate the submission the applications for the PDG grant
- Each Governor must determine the “ lead agency” for the grant
- Governor Ricketts approved the first few PDG grants and named Nebraska Health and Human Services as the lead agency
- Governor Pillemer approved the content and submission of the 2025 PDG application

Timeline

- Grant was released on Tuesday, November 18th
- State applications were due on Monday, December 1
- State writing team worked from Wednesday, November 19 through Sunday, November 23
- Writing team submitted draft to DHHS on Sunday, November 23 for review
- DHHS submitted draft to Governor Pillen's office Tuesday, November 25th
- Governor's office reviewed, Governor Pillen wrote a letter of support, and the grant was submitted to the federal grant portal on December 1st.



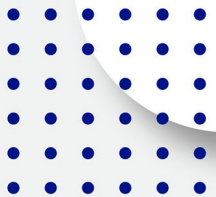


Federal priorities

- Critical Element 1: Statewide ECE needs assessment and strategic plan
- Critical Element 2: Outcome strategies to advance program priorities
- Critical Element 3: Tracking project impact

NDE Project involvement within PDG grant

- Critical Element 2: Outcome Strategies to advance program priorities
 - Data System Alignment and Governance
 - Finalize Statewide ECIDS data Governance framework
 - Create ECIDS, NECPRS and Head Start integrational roadmap
 - Cross agency agreements
 - ECIDS Operational Playbook
 - Workforce Data Dashboard
 - Program Sustainability and Shared Services
 - Align requirements, monitoring and regulations for Child care Licensing , child Care Subsidy, Head Start/Early Head Start



Federal Awards

- 33 States applied for this PDG grant
- Nebraska was one of 23 states to be awarded a PDG grant this year



Use Case #1: Distinct count of children receiving services in the B-5 mixed delivery system.

Description: A distinct count is the number of distinct children being served by a program or set of programs and/or services within a specified geographic area over a given period of time. Specifically, this use case would answer the following:

- *How many children are being served by only one Nebraska B-5 mixed delivery system program?*
- *How many children are being served simultaneously by two or more Nebraska B-5 mixed delivery system programs and what are the combinations of those services?*

In addition, the ability to calculate a distinct count is the foundation of the analytics to address additional short- and long-term practice, policy, and research-related use cases, such as:

- Identifying evidence-based practices, promising interventions, and high-quality early childhood programs to inform continuous improvement and professional development strategies, support effective policy decisions, and help ensure children are prepared for success as they transition into the K–12 education system.
- Analyzing early childhood service need and availability within a defined geographic area to identify service gaps and guide data-driven decisions on service expansion, staffing, and resource allocation.
- Enabling the state to allocate resources more efficiently and use public funding more effectively by providing an accurate picture of who is being served and where gaps or overlaps exist.

An SLDS Issue Brief on ‘The Value of Having a Distinct Count’ can be accessed here:

<https://acf.gov/eecd/policy-guidance/slds-issue-brief-primer-distinct-count-children>

Use Case #2: Equal access to full-day, year-round, high-quality early care and education for children regardless of the setting or family income.

Description: Quality early care and education environments nurture the cognitive and social-emotional development of young children and support their parents’ ability to pursue education and career. The CCDF program provides funding to states to enhance the quality of child care and enable low-income parents to work or pursue education and training so they can better support their families while at the same time promoting the learning and development of their children. Specifically, the CCDF regulations require states to “ensure that families receiving CCDF funding have the opportunity to choose from the full-range of eligible child care settings and must provide families with equal access to child care that is comparable to that of non-CCDF families” (2022-2024 CCDF State Plan Preprint). This use case would address the following questions:

- *What proportion of children have access to full-day, year-round, high-quality early care and education? Does access differ by age, income, geography, disability, or race/ethnicity?*
- *To what extent does the current funding environment ensure fully-funded, equal access?*
- *Of the eligible population, what percentage of children are receiving CCDF subsidy?*
- *What proportion of children receiving CCDF subsidy are cared for in quality environments and how does this compare to non-CCDF children?*
- *How has the proportion of children receiving CCDF subsidy who are cared for in quality environments changed over time?*

Use Case #3: Head Start/ECIDS Pilot Project

Description: The Nebraska ECIDS team is working with Head Start leadership to develop a pilot to enhance the ability of Nebraska Head Start professionals to access and use data for decision making, continuous improvement, and demonstrating program success through the integration of relevant data sources and development of appropriate technologies. An initial task of the pilot is to collaboratively identify priority use cases and data needs through a systematic stakeholder engagement process. Specific questions to be addressed by the pilot include:

- *What are the characteristics of the communities Head Start serves? What are the number of eligible children and how many experience homelessness, are in foster care, and/or are children with disabilities*
- *What proportion of the eligible population in my Head Start service area is currently being served? Where are there gaps in services?*
- *What other state or community-based programs and services do Head Start children receive?*

Use Case #4: Early Literacy

Description: The Nebraska Early Childhood Integrated Data System (ECIDS) will support Nebraska's statewide literacy priorities by linking early childhood data with K–3 student outcomes to monitor progress toward improving third-grade reading proficiency. Aligned with the Nebraska Department of Education's Comprehensive Literacy State Development (CLSD) grant goals and the Board of Education's priority to increase third-grade English Language Arts proficiency, ECIDS will integrate data on early learning participation, literacy assessments, instructional quality, and educator preparation. This longitudinal data environment will enable analysis of how early experiences and evidence-based literacy instruction influence reading outcomes over time, support timely intervention, and inform equitable allocation of literacy supports. Some important questions that can be addressed by this are:

- *How do early childhood experiences influence third-grade reading outcomes?*
- *Which early literacy indicators are most strongly associated with later reading success?*
- *How do educator preparation and instructional experiences relate to literacy outcomes over time?*



Jim Pillen
Governor

STATE OF NEBRASKA

OFFICE OF THE GOVERNOR
P.O. Box 94848 • Lincoln, Nebraska 68509-4848
Phone: (402) 471-2244 • jim.pillen@nebraska.gov

December 1, 2025

Richard Gonzales
Administration for Children and Families
U.S. Department of Health and Human Services
Mary W. Switzer Building
300 C Street, SW
Suite 4020B
Washington, D.C. 20201

Subject: Nebraska's Preschool Development Grant Application

Dear Mr. Gonzales:

As Governor of the State of Nebraska, I am pleased to support our application for a Preschool Development Grant. This letter designates the Nebraska Department of Health and Human Services (DHHS) as the State agency best suited to oversee and manage the grant. DHHS plays a leading role in the state's early childhood system and has successfully executed Nebraska's previous Preschool Development Grant Birth through Five grants.

In preparation for this application, the governor's office conferred with DHHS to select the proposed activities and develop a supporting budget. If awarded, DHHS will provide regular updates to this office, tracking the spending and monitoring of the grant, allowing feedback opportunities throughout.

DHHS has had a long and successful partnership with the Nebraska Department of Education, the state's other leading agency for early education and care services. DHHS also has a longstanding partnership with the Nebraska Children and Families Foundation. Together, we ensure that all children have the resources and support they need to thrive. This opportunity will enable DHHS to build upon our relationship with Nebraska Head Start Programs, as well as an array of other statewide child-focused entities that benefit Nebraska's families and children.

DHHS collaborates with the Nebraska Department of Administrative Services and has established accountability systems to manage grant processes, including reporting to federal partners, timely drawdown of funds, and accounting procedures for invoicing. The Office of Economic Assistance (OEA), in conjunction with the Grant Accounting Unit, provides grant oversight, federal reporting, and subrecipient monitoring, holding all parties accountable and ensuring that regulations within CFR 200 are upheld.

Within DHHS, leadership will be provided by OEA Director Shannon Grotrian. Within OEA, Nicole Vint, Administrator of the Child Care and Development Fund (CCDF) Program, will continue to provide day-to-day leadership over the grant.

We look forward to utilizing this grant to strengthen Nebraska's early childhood system.

Sincerely,

A handwritten signature in blue ink that reads "Jim Pillen".

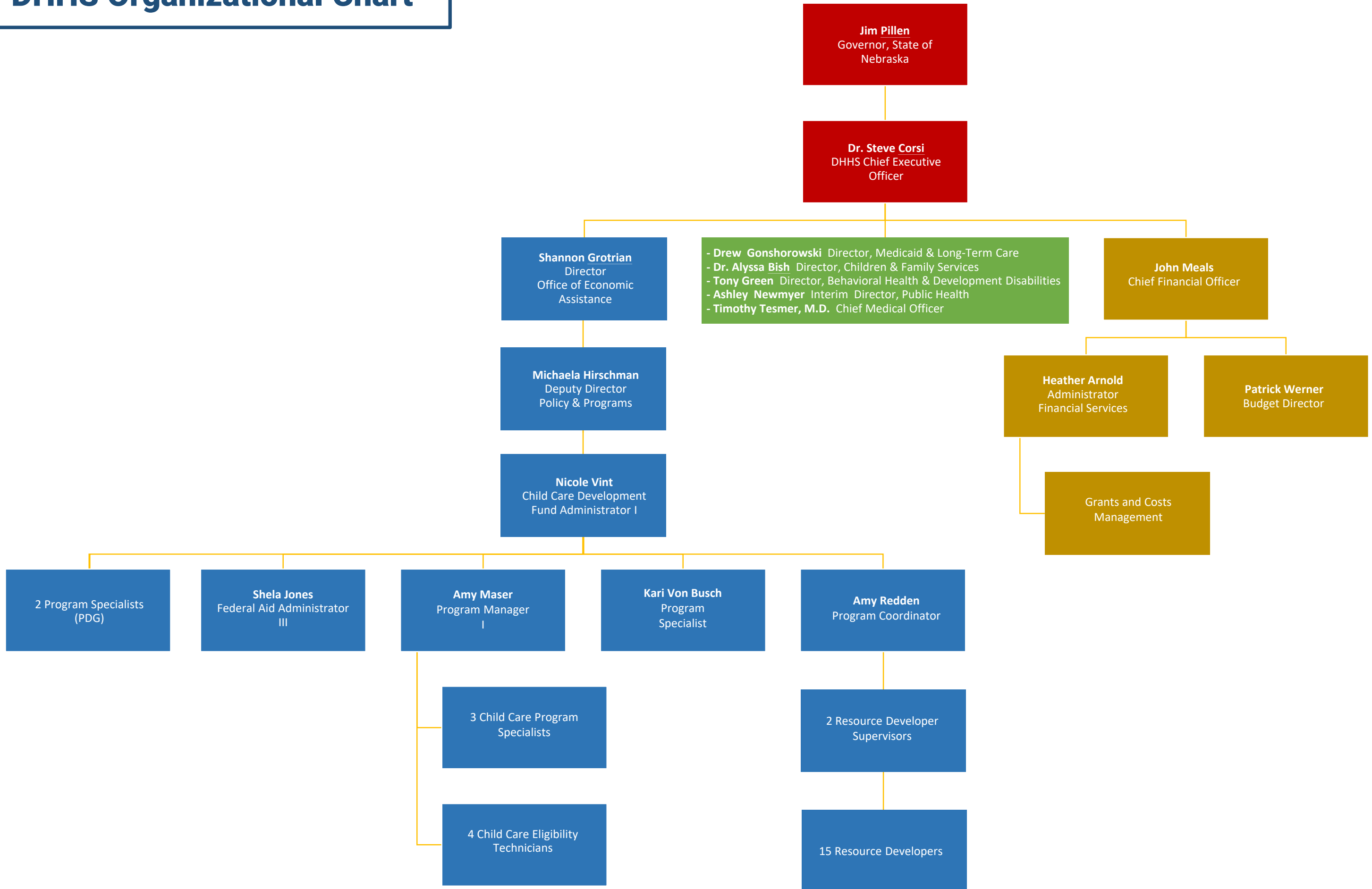
Governor Jim Pillen

File 2 – Supplementary Budget Information Statement

Nebraska thanks USHHS-ACF-OECD for the opportunity to identify additional funds under Preschool Development Grant Birth through Five (PDG B-5) Systems-Building Grant, Opportunity Number HHS-2025-ACF-ACD-TP-0016.

We are not requesting additional funds at this time.

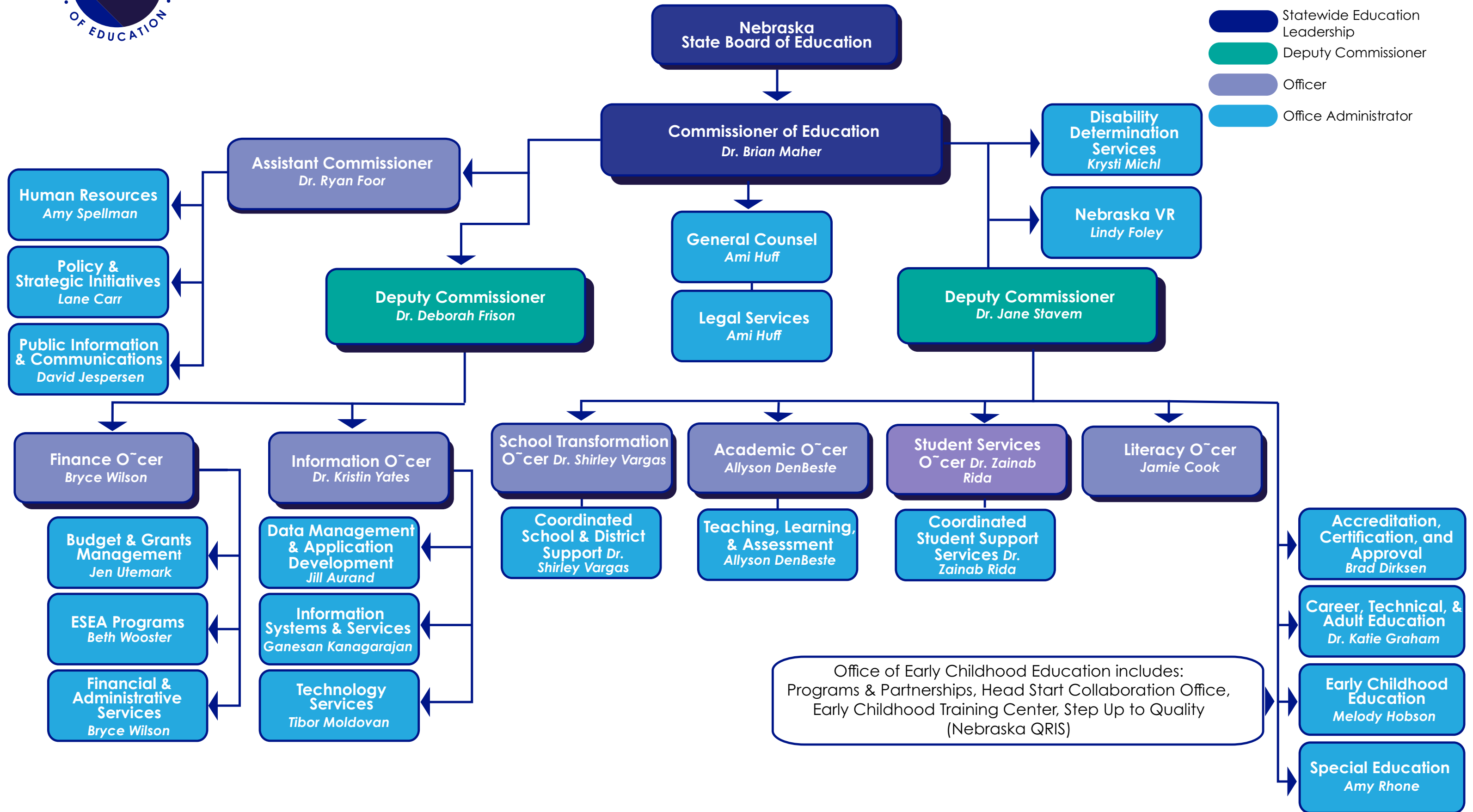
DHHS Organizational Chart



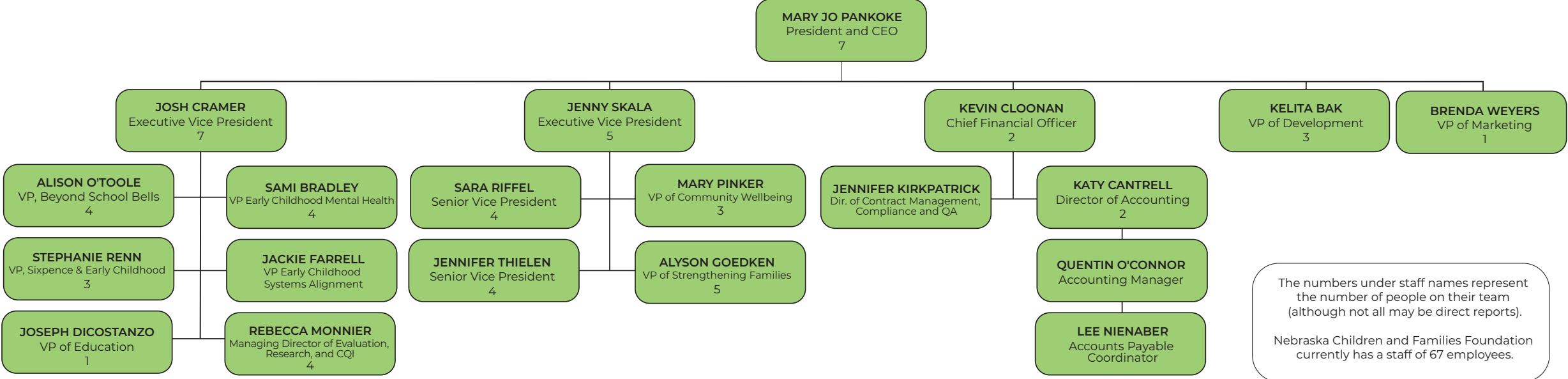


2025 NDE Organizational Structure

- Statewide Education Leadership
- Deputy Commissioner
- Officer
- Office Administrator



Nebraska Children and Families Foundation Leadership



The numbers under staff names represent the number of people on their team (although not all may be direct reports).
Nebraska Children and Families Foundation currently has a staff of 67 employees.

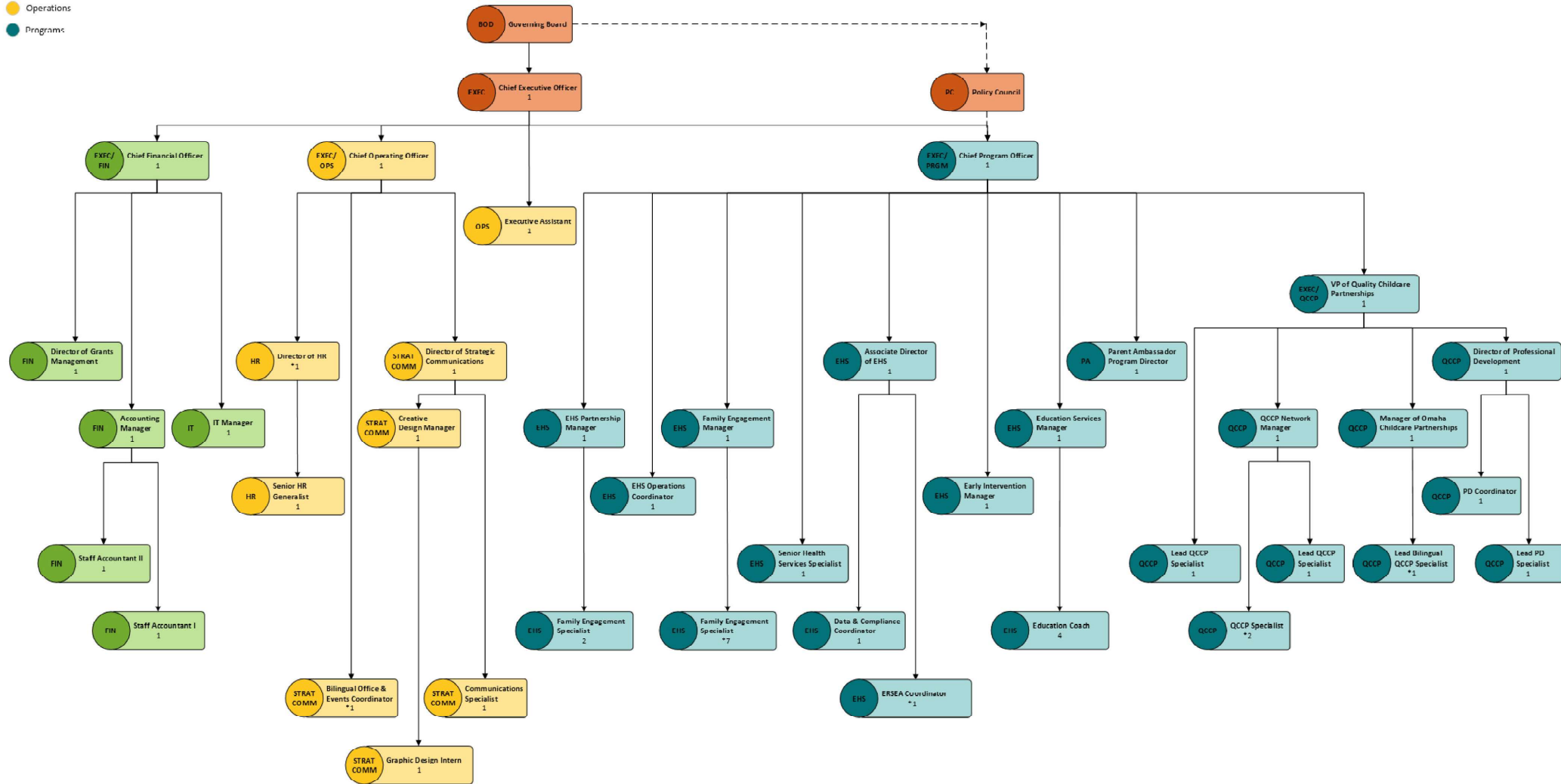


nebraskachildren
AND FAMILIES FOUNDATION



nebraska early childhood COLLABORATIVE

- Boards / Councils / CEO
- Finance
- Operations
- Programs



*bilingual English/Spanish

DHHS PROGRAM SPECIALIST CLASS CODE: C73210

DESCRIPTION: Plans and coordinates the development, administration, and evaluation of a statewide health and human services program(s); serves as a resource and consultant to provide technical assistance/advice to agency staff, clients, and service providers; researches and develops program policy and performs quality assurance analysis and evaluation of assigned program(s); performs related work as assigned.

Qualifications/Requirements: Bachelor's degree, or equivalent coursework/training, in public administration, social/behavioral sciences, healthcare, human services, or other program-related field. Professional experience working in a human/social service or health care agency with responsibility for planning or evaluating services, programs or operational policies and practices may substitute in lieu of the educational requirement.

EXAMPLES OF WORK:

- Performs program planning, implementation, monitoring, and evaluation of program activities to manage the day-to-day operational and technical functions.
- Research, reviews, analyzes, and interprets federal regulations, federal laws, state laws, and their administrative requirements to formulate appropriate policies, procedures, and interpretations for a specialized health and human services program(s).
- Performs program planning, implementation, monitoring, and evaluation of program activities.
- Monitors, assesses, and evaluates service providers' activities for compliance with policies, procedures, and legal mandates; ensures all contractual requirements are met.
- Prepares and presents informational presentations to agency staff, clients, and service providers.
- Lead and coordinate Preschool Development Grant B-5 (PDG B-5) activities and agency engagement.
- Provide PDG B-5 operational oversight, supported outcome strategies, including service planning and cross-agency systems alignment.
- Leads PDG B-5 grant activities.

Knowledge of: the principles and practices of public administration; procedure and policy development; methods and techniques of program planning; federal and state laws, rules, regulations, and procedures about health and human services programs; public funds and budgeting methods; quality assurance mechanisms; principles and techniques of planning, monitoring, and evaluating human services programs and service delivery systems.

Ability to: plan, organize and direct a major program; work collaboratively in a team setting; analyze, develop and organize materials; establish and maintain positive relationships with agency staff, service providers/contractors, community organizations and clients; explain, discuss, advise and interact with interested groups on various program issues and problems; prepare and review technical documents such as summaries of state and federal regulations, action plans, reports, contracts and grants; understand, interpret and apply instructions, laws, rules, policies and procedures pertinent to the program.



PROPOSED AGENDA ITEM RATIONALE

DATE: January 26, 2026

TO: Dr. Brian L. Maher
Commissioner of Education

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

PROPOSED AGENDA ITEM: Action Item: Accept Mental Health Service Professional Demonstration Grant and Authorize the Commissioner to subcontract to fulfill grant requirements (BF.012026.003)

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

RATIONALE/BACKGROUND INFORMATION:

What: The Office of Coordinated Student Support Services has received a four-year grant from the U.S. Department of Education to expand and strengthen school mental health services in high-need Nebraska school districts by increasing the number of trained school psychologists and improving district capacity to provide comprehensive, tiered mental health supports.

Why: School districts across Nebraska report a growing need for student mental health services, but there are not enough qualified providers. Currently, Nebraska has approximately 1,306 students for every school psychologist, far exceeding the recommended ratio of 500:1. Teachers also report feeling underprepared to support student wellbeing, particularly in high-need districts. Without stronger infrastructure and trained professionals, schools cannot adequately meet students' mental health needs.

How The grant will:

- Recruit and fund school psychology trainees through internships and fellowships in high-need rural and urban districts
- Provide professional development to educators to strengthen their ability to support student mental health
- Build district-level infrastructure to support comprehensive school mental health programming, including screening, referral, consultation, and evidence-based interventions

Over the grant period:

- 28 school psychology trainees will be supported (7 per year)
- 500 educators will receive professional development

Who

- 19 high-need LEAs in ESU #13 and Omaha Public Schools

- Approximately 3,500 students will receive direct tiered mental health supports
- More than 66,000 students will benefit from improved mental health systems
- An estimated 30–40% of trainees (8–11) are expected to remain employed in Nebraska, strengthening the state’s long-term workforce

When:

February 10, 2026

This project will significantly improve access to school mental health services, strengthen educator capacity, and address workforce shortages in Nebraska’s highest-need districts.

STRATEGIC PLAN ALIGNMENT:

- Strategic Priority 1: Accelerate Student Achievement
 - **Strategic Outcome 1.2: Reduced Chronic Absenteeism**
 - Strategic Priority 3: Equip Learners for the Workforce
 - **Strategic Outcome 3.1: Increased Postsecondary Access and Attainment**
 - **Strategic Outcome 3.2: Improved Skill Attainment for Clients and Learners**
1. When students have timely access to school-based mental health support, they are better able to manage stress, trauma, and mental health challenges, leading to improved engagement, attendance, and overall academic success.
 2. Increasing the number of trained school psychologists directly supports NDE’s strategic priority to Equip Learners for the Workforce by ensuring students have the mental health support needed to stay engaged in school, persist through challenges, and successfully complete their education.

PROPOSED BOARD MEETING (MONTH/YEAR): February 2026

ESTIMATED COST: \$4,999,780

FOR CONTRACTS AND GRANTS:

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

The funds for the following contracts are included in the approved Mental Health Service Professional Demonstration Grant application.

The University of Nebraska Public Policy Center (NUPPC) will provide evaluation expertise (consultation and technical assistance) as well as data collection, management, and reporting for the grant.

University of Nebraska Medical Center/Munroe Meyer (UNMC/MMI) will provide consultation and technical assistance, tuition for school psychology predoctoral interns and Educational Specialists and practicum students; annual trainee stipends for 1 predoctoral intern, an Educational Specialist School Psychology Intern two school psychology practicum students/trainee and health insurance for predoctoral interns

Budget Categories	Project Year 2026	Project Year 2027	Project Year 2028	Project Year 2029
The University of Nebraska Public Policy Center	\$72,706	\$75,387	\$78,176	\$81,076
University of Nebraska Medical Center/Munroe Meyer	\$585,700	\$595,971	\$606,548	\$610,518

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 01.12.2026*



PROPOSED AGENDA ITEM RATIONALE

DATE: January 26, 2026

TO: Dr. Brian L. Maher
Commissioner of Education

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

PROPOSED AGENDA ITEM: Action Item: Accept School-Based Mental Health Services Grant and Authorize the Commissioner to subcontract to fulfill grant requirements (BF.012026.004)

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

RATIONALE/BACKGROUND INFORMATION:

What: The Office of Coordinated Student Support Services has received a four-year grant from the U.S. Department of Education to expand and strengthen school mental health services in high-need Nebraska school districts by recruiting, retaining, and respecializing school psychologists and improving district capacity to provide comprehensive, tiered mental health supports.

Why: School districts across Nebraska report a growing need for student mental health services, but there are not enough qualified providers. Currently, Nebraska has approximately 1,306 students for every school psychologist, far exceeding the recommended ratio of 500:1. Teachers also report feeling underprepared to support student wellbeing, particularly in high-need districts. Without stronger infrastructure and trained professionals, schools cannot adequately meet students' mental health needs.

How: The grant will:

- Recruit and retain credentialed school psychologists to work with identified high need LEAs,
- Recruit rural Nebraska residents to complete a grow-your-own program leading to Nebraska certification in school psychology
- Create and facilitate a training and consultation program for credentialed and aspiring school psychologists statewide

Over the grant period:

- 8 FTE school psychologists will be recruited and retained
- 10 rural residents will be respecialized as school psychologists
- Training will be offered to school psychologists statewide

Who

- 31 high-need LEAs in ESU #11, #13, and #16
- More than 25,000 students will benefit from improved mental health systems

When:

February 10, 2026

STRATEGIC PLAN ALIGNMENT:

- Strategic Priority 1: Accelerate Student Achievement
 - **Strategic Outcome 1.2: Reduced Chronic Absenteeism**
 - Strategic Priority 3: Equip Learners for the Workforce
 - **Strategic Outcome 3.1: Increased Postsecondary Access and Attainment**
 - **Strategic Outcome 3.2: Improved Skill Attainment for Clients and Learners**
1. When students have timely access to school-based mental health support, they are better able to manage stress, trauma, and mental health challenges, leading to improved engagement, attendance, and overall academic success.
 2. Increasing the number of trained school psychologists directly supports NDE's strategic priority to Equip Learners for the Workforce by ensuring students have the mental health support needed to stay engaged in school, persist through challenges, and successfully complete their education.

PROPOSED BOARD MEETING (MONTH/YEAR): February 2026

ESTIMATED COST: \$6,282,324

FOR CONTRACTS AND GRANTS:

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

The funds for the following contracts are included in the approved School-Based Mental Health Services Grant application.

The University of Nebraska Public Policy Center (NUPPC) will provide evaluation expertise (consultation and technical assistance) as well as data collection, management, and reporting for the grant.

University of Nebraska Medical Center/Munroe Meyer (UNMC/MMI) will 1) provide expertise including consultation and technical assistance for the Psychology School Mental Health training team and coordinate efforts with the Nebraska Department of Education state-level team; 2) develop online module platform for sustainability purposes and 3) incorporate feedback from partners into development and facilitation of a

supervision training and consultation series and a state-wide learning collaborative for credentialed school psychologists delivering services in schools.

University of Nebraska-Lincoln will provide tuition remission, health insurance and associated FICA/worker’s compensation, and travel expenses for the students who are participating in the certification of school psychology program.

Budget Categories	Project Year 2026	Project Year 2027	Project Year 2028	Project Year 2029
The University of Nebraska Public Policy Center	\$90,800	\$94,209	\$97,753	\$101,438
University of Nebraska Medical Center/Munroe Meyer	\$151,151	\$155,292	\$159,556	\$163,948
University of Nebraska-Lincoln	\$185,011	\$181,930	\$204,578	\$148,412

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 01.12.2026*

NDE CONTRACTS

DATE REC'D	CONTRACT #	AMENDMENT #	CONTRACT NAME	MAXIMUM CONTRACT AMOUNT	START DATE	ENDING DATE	FUNDING SOURCE	SCOPE OF SERVICES	CONTACT PERSON
12/19/2025	46198		National Council for Community & Education Partnerships	\$514,000	12/22/2025	6/30/2027	General	Support NDE's implementation & evaluation of the Postsecondary Readiness Pilot grant.	Katie Graham
12/28/2025	46196		Vela Institute	\$504,000	12/22/2025	6/30/2027	General	Support NDE's postsecondary readiness pilot program.	Katie Graham
12/28/2025	46203		Van Horne Mediation	\$49,999	12/22/2025	6/30/2026	Federal/General	Serve as hearing officer for PPC, VR, Nutrition, Teacher Cert and Option Enrollment cases.	Ami Huff
12/28/2025	46202		Van Horne Mediation	\$100,000	12/22/2025	6/30/2026	Federal/General	Serve as hearing officer for SPED cases.	Ami Huff
12/29/2025	46205		Tatiana Eskridge	\$6,475	12/29/2025	6/29/2026	General	Strategic Initiative & Policy Intern.	Ryan Foor
12/29/2025	46186		Liliana Velasquez	\$5,500	1/1/2026	12/31/2026	General	Deliver special care training to Spanish speaking Early Childhood professionals.	Melody Hobson
1/5/2026	46195		Sarah Hardin	\$15,000	1/1/2026	2/1/2027	General	2026 NE Teacher of Year.	David Jespersen
1/5/2026	46191		Teachstone	\$49,880	1/1/2026	12/31/2026	General/Federal	Provide training materials for the introductions and the observer trainings.	Melody Hobson
1/6/2026	46152		NCSA	\$12,000	11/1/2025	10/31/2026	Federal	Execute multiple conferences/arranging and providing speakers.	Amy Rhone
1/6/2026	46197		Emspace	\$49,900	12/19/2025	12/18/2026	Federal	Design and develop material, templates and digit assets for the promotion of the Beanstock program.	Zainab Rida
1/7/2026	46192		UNMC	\$81,407	1/7/2026	1/6/2027	Federal	Responsible for work related to the annual report and lead the evaluation of the SPDG activities and Pbis trainings and coaching support.	Amy Rhone
1/7/2026	46204		Kidwell	\$30,795	12/15/2025	2/27/2026	General	Install sound masking system.	Ryan Foor
1/8/2026	46211		NE Association of Health Occupation Students of America	\$7,000	1/2/2026	5/31/2026	General	Procure services of conference assistant for NE HOSA State Leadership Conference.	Katie Graham
1/8/2026	46210		NE DECA	\$7,000	1/2/2026	5/31/2026	General	Procure services of conference assistant for NE DECA State Career Development Conference.	Katie Graham
1/8/2026	46208		NE Future Business Leaders of America	\$8,500	1/2/2026	5/31/2026	General	Procure services of conference assistant for NE State FBLA Conference.	Katie Graham
1/8/2026	46212		Buckley & Sitzman	\$8,500	1/2/2026	4/15/2026	General	Perform procedures to verify that cash processes comply.	Katie Graham
1/8/2026	46213		NE FCCLA Association	\$12,700	1/2/2026	5/31/2026	General	Procure services of conference assistant for NE FCCLA State Leadership Conference.	Katie Graham
1/8/2026	46207		NE Future Educators Association	\$5,900	1/2/2026	5/31/2026	General	Procure services of conference assistant for Educators Rising State Leadership Conference.	Katie Graham
1/8/2026	46209		NE Association of SkillsUSA	\$10,000	1/2/2026	5/31/2026	General	Procure services of conference assistant for 2026 NE SkillsUSA Leadership & Skills Championsip.	Katie Graham
1/9/2026	46218		Grafton & Associates	\$16,170	1/12/2026	12/31/2026	General	Provide licenses for the use of Intuit Quickbook online advanced for each of NE Career & Technical Student Organizations.	Katie Graham
1/9/2026	46217		Margaret Schneider	\$37,058	1/12/2026	12/27/2026	Federal	Coordinate and lead the development, advising and management of DECA State Officers.	Katie Graham
1/12/2026	46216		Kimberly Sanderson	\$20,000	2/1/2026	1/31/2027	Federal/General	Provide coaching services and develop and deliver training.	Melody Hobson
1/12/2026	46206		Donelle Wolters	\$48,287	1/12/2026	12/27/2026	Federal	Serve as FFA Leadership Program Manager	Katie Graham
1/12/2026	46214		Partners for Insightful Evaluation	\$314,000	1/2/2026	1/1/2027	Federal	Provide statewide evaluation services for the 21st Century Community Learning Centers grant program.	Zainab Rida
1/12/2026	46215		Julie Jones-Branch	\$48,900	2/1/2026	1/31/2027	Federal	Serve as course proctor for First Connections training.	Melody Hobson
1/13/2026	46187		UNO	\$249,900	1/13/2026	6/30/2026	General	Create attendance improvement cohorts.	Shirley Vargas
1/15/2026	46226		Value-Up	\$39,000	1/26/2026	12/31/2026	Federal	Provide training.	Zainab Rida
1/15/2026	46135	AM#1	District Management Group					Allow additional 10 school teams to implement rapid cycles of improvement across NE schools identified by AQUESTT as needs support to improve.	Shirley Vargas
1/16/2026	46223		OCIO (Sushmitha Sayempu)	\$139,067.20	1/16/2026	1/15/2027	Federal	Provide Early Childhood development support.	Melody Hobson
1/16/2026	46222		OCIO (Swetha Manne)	\$120,667.20	1/16/2026	12/14/2026	Federal	Provide Early Childhood development support.	Melody Hobson
1/16/2026	46219		Hayes & Associates	\$63,418	1/1/2026	9/30/2026	Federal	Conduct audits of Child Care Centers.	Zainab Rida
1/16/2026	46220		CN Resource	\$236,150	1/15/2026	9/30/2026	Federal	Conduct administrative reviews and site visits of school food authorities.	Zainab Rida
1/21/2026	46201		DHHS	\$14,065	1/21/2026	7/21/2026	Federal	Provide individual data & mailing lists on a quarterly basis from the Traumatic Brain Injury Registry.	Lindy Foley
1/21/2026	46221		Sarah Hoops	\$16,000	1/19/2026	9/30/2026	General	Develop content for new units of Harvest of the Month Early Care & Education curriculum.	Zainab Rida
1/21/2026	46224		OCIO (Eric Tomasek)	\$216,963	1/16/2026	12/14/2026	Federal	Provide SPED development support for projects ILCD & CSP.	Amy Rhone
1/21/2026	46200		Enome Inc	\$300,000.00	12/29/2025	12/28/2026	Federal	Implement multi-year high quality IEP development and implementation pilot project.	Amy Rhone
1/21/2026	46227		Courtney Hagestad	\$21,949	1/26/2026	12/27/2026	Federal	Serve as 2026 FCCLA Leadership Coordinator.	Katie Graham
1/26/2026	46199		Children's Nebraska	\$49,519	1/1/2026	9/30/2026	Federal	Continue Support & implementation of Project AWARE.	Zainab Rida
1/28/2026	46229		Educational Service Unit 3 (ESU 3)	\$6,000 plus \$14.50 per student per year from 6/30/28	1/1/2026	12/31/2030	General	InterLocal Agreement - signed prior to routing for provision of student information system (NebSIS) for NDE to support systems involved youth. Initial contract amount is for \$6,000. Additional amounts of \$14.50 per student will be charged on June 30 every year beginning 6/30/2028.	Lane Carr
2/18/2026	46121		Educational Service Unit 2 (ESU 2)	\$11,952.51	10/1/2025	5/16/2026	Federal	Coinduct Job Expo to support delivery of Pre-Employment Transition Services (Pre-ETS) to eligible and potentially eligible students with disabilities.	Lindy Foley
2/23/2026	46235		Perry Guthrey Haase & Gessford PC LLO	\$2,000	2/20/2026	2/20/2026	Federal	Present to Nebraska State Legislature on behalf of NDE.	Amy Rhone

NDE CONTRACTS

DATE REC'D	CONTRACT #	AMENDMENT #	CONTRACT NAME	MAXIMUM CONTRACT AMOUNT	START DATE	ENDING DATE	FUNDING SOURCE	SCOPE OF SERVICES	CONTACT PERSON
2/24/2026	46232		DHHS	\$10,100	4/5/2026	4/4/2027	Federal	Provide IDEA Part C co-lead representatives, program coordinator and program specialist available to facilitate and make presentations at Early Development Network (EDN) meetings and conduct additional Part C activities.	Amy Rhone
2/25/2026	46236		B2 Creative Inc dba Creative Press & Design	\$11,000	3/1/2026	2/28/2027	General	Produce Step Up to Quality signage	Melody Hobson
2/25/2026	46237		Susan (Sue) Borchert	\$5,500	3/1/2026	2/28/2027	Federal	Deliver Special Care Training on behalf of NDE.	Melody Hobson
2/25/2026	45231	AM#1	Lrene Jo Smith	\$10,500	3/1/2025	2/28/2026	Federal/General	Provide coaching/training services.	Melody Hobson
2/26/2026	46228		Lrene Jo Smith	\$10,500	3/1/2026	2/28/2027	Federal/General	Provide Step up to Quality coaching and technical assistance.	Melody Hobson
2/26/2026	46231		Share Training dba Share Collaborative	\$6,500.40	4/6/2026	5/5/2026	Federal	In-person Reflective Supervision training for VR staff.	Lindy Foley
2/26/2026	46225		Board of Regents of the University of Nebraska obo University of Nebraska Lincoln (UNL)	\$6,936.00	2/1/2026	1/31/2027	Federal	Support NDE's Transition program by maintaining the Nebraska Transition website.	Amy Rhone
2/27/2026	46033	AM#1	TNTP, inc.	\$99,005.00	7/1/2025	6/30/2026	Federal	Ensure students with disabilities receive support.	Amy Rhone
2/27/2026	46234		Tasha Jedlicka	\$14,089.00	3/1/2026	2/28/2027	Federal/General	Conduct rating reviews for Step Up to Quality.	Melody Hobson
2/28/2026	46340		Suzanne Schneider	\$5,000	3/1/2026	2/28/2027	Federal/General	Provide Step up to Quality coaching and technical assistance.	Melody Hobson
2/28/2026	46238		Jeanne Fielder	\$2,500	3/1/2026	2/28/2027	Federal	Deliver Special Care Training on behalf of NDE.	Melody Hobson