

Legislative Committee Meeting
Tuesday, May 7, 2019 10:30 AM
ESU No.10
76 Plaza Blvd
Kearney, NE 68845

1. Call to Order
Committee Chair
2. Roll Call
Committee Chair
3. Agenda Item
Committee Chair
 1. Bromm's Update
Curt and Jason Bromm
 2. NCSA Update/Bill Summaries
Executive Director
 3. NCSA Coalition Meeting
Executive Director Ludwig
 4. Legislative Visits
Executive Director Ludwig
 5. Legislative Day February 12, 2020
6. Legislation for Next Year
Executive Director Ludwig
4. Next Meetings Agenda Items
Committee Chair
5. Adjournment
Committee Chair

Nebraska Council of School Administrators

NCSA Legislative Bill Summaries
106th Legislature, First Session

Prepared by
Dr. Michael Dulaney
NCSA Executive Director
 Updated January 27, 2019

Category	Measure	Sponsor	Committee	Subject	Pg.
Criminal and Juvenile Codes	LB 54	Lowe	Judiciary	Change provisions relating to carrying a concealed weapon	1
	LB 149	Quick	General Affairs	Change provisions relating to vapor products	1
Curriculum, Assessment	LB 399	Slama	Education	Change the name and provisions related to the committee on Americanism	1
	LB 488	Howard	Education	Adopt school district requirements for mental health education and change school district requirements for drug awareness and prevention	2
	LB 640	Howard	Education	Include study relative to the Holocaust and other genocides in provisions relating to multicultural education	2
Early Childhood Education	LB 66	Hansen, M.	Urban Affairs	Provide for an early childhood element in a comprehensive plan developed by a city	3
	LB 160	Quick	Urban Affairs	Redefine terms under the Local Option Municipal Economic Development Act to include early childhood infrastructure development and quality early childhood care and programs for certain cities and villages	3
	LB 358	Walz	Education	Change provisions related to early childhood education in the Tax Equity and Educational Opportunities Support Act	4
Employment Issues	LB 217	Pansing Brooks	Business/Labor	Prohibit retaliation against employees for communicating about wages	5
	LB 254	McCollister	Business/Labor	Adopt the Fair Chance Hiring Act	5
	LB 306	Crawford	Business/Labor	Change provisions relating to good cause for voluntarily leaving employment under the Employment Security Law	7
	LB 361	Hansen, M.	Business/Labor	Prohibit retaliation under the Nebraska Wage Payment and Collection Act and the Wage and Hour Act	8
	LB 383	Quick	Business/Labor	Provide for an annual adjustment to the minimum wage	9

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Category	Measure	Sponsor	Committee	Subject	Pg.
Employment Issues - <i>Continued</i>	LB 487	La Grone	Business/Labor	Require the Nebraska Workers' Compensation Court to adopt an evidence-based drug formulary	9
	LB 526	McDonnell	Business/Labor	Change provisions relating to compensation for temporary disability under the Nebraska Workers' Compensation Act	10
	LB 537	Lathrop	Education	Change provisions relating to actions with regard to the performance or conduct of a certificated school district employee	10
	LB 627	Pansing Brooks	Judiciary	Prohibit discrimination based upon sexual orientation and gender identity	11
Income Tax	LB 50	Vargas	Revenue	Change individual income tax brackets and rates	11
	LB 288	Linehan	Revenue	Change income tax rates	11
Learning Community	LB 161	Erdman	Education	Eliminate learning communities	12
	LB 398	DeBoer	Education	Change learning community levy and diversity plan requirements	12
Lottery Funds	LB 104	Linehan	Education	Change distribution of the Nebraska Education Improvement Fund	13
Miscellaneous	LB 73	Erdman	Education	Require display of the national motto in schools	13
	LB 115	Blood	Education	Change provisions related to enrollment of children of members of the military	14
	LB 174	Bolz	Appropriations	State intent relating to appropriations for the Office of Violence Prevention	14
	LB 292	Vargas	Appropriations	Appropriate funds to the State Department of Education	15
	LB 404	Stinner	Appropriations	State intent relating to Medicaid budgeting	15
	LB 575	Brewer	Education	Require school district policies regarding the provision of information to and access by military recruiters	15
	LB 644	McDonnell	Business/Labor	Adopt the Nebraska Workforce Diploma Act	16
	LB 676	Groene	Education	Change provisions relating to school districts and the reorganization of school districts	17
Open Meetings / Public Records	LB 19	Briese	Business/Labor	Allow withholding from public of reports of injury under the Nebraska Workers' Compensation Act as prescribed and provide duties for the Nebraska Workers' Compensation Court	17
	LB 148	Groene	Government	Change requirements for public hearings on proposed budget statements and notices of meetings of public bodies	18
	LB 150	Brewer	Government	Change provisions relating to access to public records and provide for fees	19

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Category	Measure	Sponsor	Committee	Subject	Pg.
Property Tax	LB 103	Linehan	Revenue	Change provisions relating to property tax requests	19
	LB 158	Brewer	Revenue	Change provisions relating to the assessed value of real property	21
	LB 183	Briese	Revenue	Change the valuation of agricultural land and horticultural land for purposes of certain school district taxes	21
	LB 303	Lindstrom	Revenue	Change the amount of relief under the Property Tax Credit Act	22
	LB 314	Briese	Revenue	Adopt the Remote Seller Sales Tax Collection Act and change revenue and taxation provisions	22
	LB 420	Bolz	Revenue	Adopt the Property Tax Circuit Breaker Act and provide property tax relief	23
	LB 482	Erdman	Revenue	Provide for an adjustment to the assessed value of destroyed real property	23
	LB 483	Erdman	Revenue	Change the valuation of agricultural land and horticultural land	24
	LB 512	Linehan	Revenue	Change revenue and taxation provisions	25
	LB 530	Groene	Revenue	Change the valuation of agricultural land and horticultural land for property tax purposes	26
	LR 3CA	Erdman	Revenue	Constitutional amendment to provide income tax credits for property taxes paid	26
	LR 5CA	Brewer	Education	Constitutional amendment to limit the percentage of funding for schools that comes from property taxes	26
	LR 8CA	Linehan	Revenue	Constitutional amendment to limit the total amount of property tax revenue that may be raised by political subdivisions	27
Retirement	LB 31	Kolterman	Retirement	Provide for a work plan relating to a transfer of management of the retirement system operated under the Class V School Employees Retirement Act to the Nebraska Public Employees Retirement Systems and to require a report and provide duties	27
	LB 565	Bolz	Retirement	State legislative intent relating to a designated beneficiary determination under certain retirement systems	28
	LB 683	Kolterman	Retirement	Provide for a work plan under the Class V School Employees Retirement Act relating to a one-time lump sum payment to certain retirement system members	28
	LB 706	Lindstrom	Retirement	Authorize a one-year freeze of cost-of-living adjustments under the Class V School Employees Retirement Act	29
Sales Tax	LB 18	Briese	Revenue	Adopt the Remote Seller Sales Tax Collection Act	29

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<i>Category</i>	<i>Measure</i>	<i>Sponsor</i>	<i>Committee</i>	<i>Subject</i>	<i>Pg.</i>
Sales Tax <i>Continued</i>	LB 182	Bolz	Revenue	Adopt the School District Local Option Income Surtax Act	29
	LB 290	Linehan	Revenue	Change the sales and use tax rate	30
	LB 291	Linehan	Revenue	Change sales and use tax provisions	30
	LB 507	Briese	Revenue	Impose sales tax on certain services and eliminate sales tax exemptions	31
	LB 508	Briese	Revenue	Impose sales and use taxes on certain services, eliminate sales tax exemptions, and use the increased revenue for property tax credits	31
School Boards	LB 101	Wayne	Government	Change provisions of the Nebraska Political Accountability and Disclosure Act relating to a potential conflict of interest by an elected office holder of certain cities or school districts	32
	LB 415	Friesen	Government	Repeal recall provisions for political subdivisions	33
School Budget and Finance	LB 191	La Grone	Government	Change provisions relating to budgets and public hearing notice for certain governmental entities	33
	LB 336	Hansen, M.	Government	Change the vote required to exceed certain budget limitations	33
	LB 350	Morfeld	Education	Provide a budget exception for expanded learning opportunity programs	33
	LB 351	Morfeld	Education	Provide for school district levy and bonding authority for cybersecurity and violence prevention	34
	LB 430	Groene	Education	Change dates related to certifications and distributions of state aid to schools	35
	LB 431	Groene	Education	Change school finance base limitation and local effort rate provisions	35
	LB 432	Groene	Education	Include tax-increment financing valuation in adjusted valuations for purposes of state aid to schools and change school district levy authority	35
	LB 497	Friesen	Revenue	Adopt the School District Property Tax Authority Act and change revenue and taxation provisions	35
	LB 506	Briese	Revenue	Adopt the Property Tax Request Limitation Act	37
	LB 513	Briese	Education	Change requirements for the issuance of certain school district bonds	39
	LB 581	Albrecht	Government	Require the use of generally accepted accounting principles in preparing budgets under the Nebraska Budget Act	39

Category	Measure	Sponsor	Committee	Subject	Pg.
School Budget and Finance <i>Continued</i>	LB 588	Stinner	Education	Change the local effort rate pursuant to the Tax Equity and Educational Opportunities Support Act	39
	LB 647	Wayne	Education	Include virtual school students in the state aid to schools formula	39
	LB 674	Linehan	Education	Change the base limitation for school districts	40
	LB 679	DeBoer	Education	Create the School Financing Review Commission	41
Special Education	LB 346	Wishart	Education	Change special education reimbursements	43
State Budget	LB 294	Speaker Scheer	Appropriations	Appropriate funds for the expenses of Nebraska State Government for the biennium ending June 30, 2021	43
Student Discipline	LB 147	Groene	Education	Provide for the use of physical force or physical restraint or removal from a class in response to student behavior	43
	LB 165	Hunt	Education	Adopt the Too Young to Suspend Act	45
	LB 495	Wayne	Education	Provide for collection of data on student disciplinary actions	46
	LB 515	Vargas	Education	Change provisions relating to the Student Discipline Act	46
Student Safety, Health and Welfare	LB 60	Cavanaugh	Health	Change terminology relating to shaken baby syndrome	48
	LB 120	Crawford	Education	Require teacher and school staff to receive training on behavioral and mental health	48
	LB 167	Hunt	Judiciary	Prohibit conversion therapy	49
	LB 251	Walz	Education	Adopt the Child Hunger and Workforce Readiness Act	50
	LB 281	McCollister	Education	Provide for posting by public schools of a toll-free number set up to report child abuse or neglect	50
	LB 343	Halloran	Judiciary	Adopt the School Safety Rapid Response Option Act and authorize school boards to authorize employees to carry concealed handguns	50
	LB 390	Pansing Brooks	Judiciary	Provide duties regarding school resource officers and security guards	51
	LB 568	Morfeld	Education	Provide for mental health first aid training for school districts and change provisions relating to the use of lottery funds	52
	LB 589	Chambers	Judiciary	Prohibit peace officers from serving as school resource officers	53
	LB 619	Kolowski	Banking	Require coverage under insurance policies for mental health services delivered in school districts	54

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Category	Measure	Sponsor	Committee	Subject	Pg.
Student Safety, Health and Welfare <i>Continued</i>	LB 725	Walz	Education	Provide for reimbursements to school districts and educational service units for mental health expenditures	54
	LB 727	Walz	Education	Provide duties for school districts, the State Department of Education, and the Department of Health and Human Services with respect to mental health services	55
	LB 728	Walz	Education	Provide duties relating to school meals	55
Student Speech / Expression	LB 206	Morfeld	Judiciary	Protect free speech rights of student journalists and student media advisers	56
Student Transportation	LB 40	Hilkemann	Transportation	Change provisions related to provisional operator's permits, LPD and LPE learner's permits, and interactive wireless communication devices	58
	LB 269	Friesen	Transportation	Change provisions relating to school permits	58
	LB 634	Hilkemann	Transportation	Require three-point safety belt systems for school vehicles as prescribed	58
Teachers, Certification	LB 241	Bolz	Education	Provide for teacher mentoring program grants using income from solar and wind agreements on school lands	59
	LB 668	Vargas	Education	Adopt the Alternative Certification for Quality Teachers Act	60
Temporary School Fund	LB 416	Friesen	Education	Change distribution of funds from the temporary school fund and from fines and licenses	61
	LB 491	Wayne	Judiciary	Authorize punitive damages as prescribed	61

Bill Number Index

LB 18.....29	LB 288 11	LB 507..... 31
LB 19.....17	LB 290 30	LB 508..... 31
LB 31.....27	LB 291 30	LB 512..... 25
LB 40.....58	LB 292 15	LB 513..... 39
LB 50.....11	LB 294 43	LB 515..... 46
LB 54.....1	LB 303 22	LB 526..... 10
LB 60.....48	LB 306 7	LB 530..... 26
LB 66.....3	LB 314 22	LB 537..... 10
LB 73.....13	LB 336 33	LB 565..... 28
LB 101.....32	LB 343 50	LB 568..... 52
LB 103.....19	LB 346 43	LB 575..... 15
LB 104.....13	LB 350 33	LB 581..... 39
LB 115.....14	LB 351 34	LB 588..... 39
LB 120.....48	LB 358 4	LB 589..... 53
LB 147.....43	LB 361 8	LB 619..... 54
LB 148.....18	LB 383 9	LB 627..... 11
LB 149.....1	LB 390 51	LB 634..... 58
LB 150.....19	LB 398 12	LB 640..... 2
LB 158.....21	LB 399 1	LB 644..... 16
LB 160.....3	LB 404 15	LB 647..... 39
LB 161.....12	LB 415 33	LB 668..... 60
LB 165.....45	LB 416 61	LB 674..... 40
LB 167.....49	LB 420 23	LB 676..... 17
LB 174.....14	LB 430 35	LB 679..... 41
LB 182.....29	LB 431 35	LB 683..... 28
LB 183.....21	LB 432 35	LB 706..... 29
LB 191.....33	LB 482 23	LB 725..... 54
LB 206.....56	LB 483 24	LB 727..... 55
LB 217.....5	LB 487 9	LB 728..... 55
LB 241.....59	LB 488 2	LR 3CA 26
LB 251.....50	LB 491 61	LR 5CA 26
LB 254.....5	LB 495 46	LR 8CA 27
LB 269.....58	LB 497 35	
LB 281.....50	LB 506 37	

Criminal and Juvenile Codes

LB 54	<i>Sponsor</i>	<i>Committee</i>	<i>Subject</i>
	Lowe	Judiciary	Change provisions relating to carrying a concealed weapon

LB 54 changes the provision of the Nebraska Criminal Code related to carrying a concealed weapon. The bill provides that the law would not apply to possessing, carrying, transporting, shipping, or receiving a firearm for any lawful purpose to or from any place where the firearm may be lawfully possessed or carried by a person IF the firearm is unloaded and stored in a case and the person is not otherwise prohibited by state or federal law from possessing, carrying, transporting, shipping, or receiving a firearm.

The bill defines “case” as (i) a hard-sided or soft-sided box, container, or receptacle intended or designed for the purpose of storing or transporting a firearm or (ii) the firearm manufacturer’s original packaging.

LB 149	<i>Sponsor</i>	<i>Committee</i>	<i>Subject</i>
	Quick	General Affairs	Change provisions relating to vapor products

LB 149 amends the Criminal Code to prohibit a person under the age of 21 years from use of vapor products. The offense would be a Class V misdemeanor.

Whoever sells, gives, or furnishes, in any way, any vapor products or flavored liquids, to any individual under 21 years of age, is guilty of a Class III misdemeanor for each offense.

Curriculum, Assessment

LB 399	<i>Sponsor</i>	<i>Committee</i>	<i>Subject</i>
	Slama	Education	Change the name and provisions related to the committee on Americanism

LB 399 is nearly identical to LB 1069 (2018), which was introduced by former senator, Lydia Brasch. LB 1069 was placed on General File in 2018 by a floor motion. The Legislature briefly debated but did not advance the bill any further.

LB 399 changes provisions relating to: (a) duties of a committee on Americanism; (b) testing requirements for school districts; and, (c) administrative responsibilities for NDE.

Under LB 399, each school district committee on Americanism must hold no fewer than three public meetings annually, keep minutes of all meetings, and ensure social studies curriculum adequately stresses American values that give students the opportunity to become competent, responsible, patriotic, and civil citizens.

The measure also requires the State Board of Education to adopt and promulgate rules and regulations to carry out the provisions made in the bill. The bill removes an existing provision of law that states anyone who violates the Americanism law is guilty of a Class III misdemeanor.

Perhaps one of the more controversial provisions of the bill relates to a new assessment requirement. The bill requires school districts to administer the 100-question civics portion of the naturalization examination administered by the U.S. Citizenship and Immigration Services. The test must be administered to students no later than the eighth and eleventh grades. Scores would be reported to parents/guardians and aggregate scores for the district must be reported to NDE.

LB 488	<i>Sponsor</i> Howard	<i>Committee</i> Education	<i>Subject</i> Adopt school district requirements for mental health education and change school district requirements for drug awareness and prevention
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LB 488 provides that, starting with school year 2020-21, each school district must incorporate age-appropriate mental health education into the school program.

Mental health education must include defining mental health, recognizing mental health warning signs, identifying characteristics of mental wellness, and utilizing resources for assistance with mental health issues.

In addition, also starting with school year 2020-21, each school district must incorporate age-appropriate comprehensive drug awareness and prevention education into the school program for students in each grade, which would include:

- a) Strategies to prevent illegal use of alcohol, tobacco, and other drugs;
- b) Strategies to reduce or eliminate the incidence and prevalence of student alcohol, tobacco, and drug abuse;
- c) Strategies to reduce the factors that place students at risk of abusing alcohol, tobacco, and other drugs;
- d) The development of school environments and alternative activities that are alcohol, tobacco, and drug-free; and
- e) At least sixty minutes of instruction for each student on the dangers of opioid use, the addictive characteristics of opioids, and safer alternatives to treat pain.

LB 640	<i>Sponsor</i> Howard	<i>Committee</i> Education	<i>Subject</i> Include study relative to the Holocaust and other genocides in provisions relating to multicultural education
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LB 640 amends the multicultural education studies law, which was originally passed in 1992. The current law provides that schools must provide multicultural education studies relative to the culture, history, and contributions of African Americans, Hispanic Americans, Native Americans, and Asian Americans.

LB 640 would expand the required studies to include the Holocaust and other acts of genocide, which may include, but not be limited to, such acts in Armenia, Ukraine, Cambodia, Bosnia, Rwanda, and Sudan.

Early Childhood Education

LB 66	<i>Sponsor</i>	<i>Committee</i>	<i>Subject</i>
	Hansen, M.	Urban Affairs	Provide for an early childhood element in a comprehensive plan developed by a city

LB 66 (2019) requires cities and villages that develop a new or updated comprehensive plan after the effective date of the bill, but not later than January 1, 2022, to include an early childhood element.

The early childhood element would have three requirements: 1) an assessment of the supply of quality licensed early childhood education programs for children under six, 2) an evaluation of the availability and utilization of licensed child care capacity and quality for children under six, and 3) promotion of early childhood health and education measures that benefit the community.

Note: In 2018 Senator Hansen introduced the same measure (LB 880), which was advanced to General File by the Urban Affairs Committee but advanced no further.

LB 160	<i>Sponsor</i>	<i>Committee</i>	<i>Subject</i>
	Quick	Urban Affairs	Redefine terms under the Local Option Municipal Economic Development Act to include early childhood infrastructure development and quality early childhood care and programs for certain cities and villages

The Holland Children’s Movement website provides an accurate short history of the Local Option Municipal Economic Development Act. In 1991, the Legislature passed the Local Option Municipal Economic Development Act (LB 840), which authorizes incorporated cities and villages to collect and appropriate local tax dollars for economic development purposes. Since the passage of LB 840 (1991), sixty-eight Nebraska communities have made use of this economic incentive. To this day, use of such incentives are often referred to as “840 funds.”

LB 160 is very similar to LB 768 (2018), which was advanced by the Urban Affairs Committee to General File but did not pass.

LB 160 would allow first and second-class cities and villages to carry out early childhood infrastructure development projects under the provisions of the Local Option Municipal Economic Development Act.

Early childhood infrastructure development pertains to early childhood education programs of recognized quality, as determined by the quality rating criteria provided under the Nebraska Step Up to Quality Child Care Act.

Note: Quality rating and improvement system incentives and support under the Step Up to Quality Child Care Act include:

- a) Tiered child care subsidy reimbursements as based upon quality scale ratings of step three or higher that reflect the cost of higher quality programs and promote affordability of high-quality child care and early childhood education programs for all families;
- b) Incentive bonuses given to providers of child care and early childhood education programs upon completion of specific requirements of step two ratings or higher to improve quality;
- c) Professional development, training, and scholarships developed in collaboration with community-based organizations, postsecondary education representatives, and other stakeholders;
- d) Support that expands family engagement in and understanding of high-quality early childhood education in ways that are inclusive and respectful of diversity of families and children with special needs; and
- e) Other incentives as necessary to carry out the Step Up to Quality Child Care Act.

LB 358	<i>Sponsor</i>	<i>Committee</i>	<i>Subject</i>
	Walz	Education	Change provisions related to early childhood education in the Tax Equity and Educational Opportunities Support Act

LB 358 is identical to LB 521, also introduced by Senator Walz, in 2017. LB 521 was not advanced from the Education Committee.

Early Childhood Membership: LB 358 changes the calculation of qualified early childhood education membership for purposes of the school finance formula. Currently, early childhood membership is calculated based upon 60% of the students who are enrolled in an approved early childhood education grant program and who are eligible to attend kindergarten in the following school year. The bill changes the percentage to 80% of the early childhood membership.

Early Childhood Education Allowance: The bill includes an early childhood education allowance in the school aid formula. The allowance equals the qualified early childhood fall membership times the statewide average general fund operating expenditures per formula student. The amount of the early childhood education allowance is included in formula needs. An allowance in the formula attributes expenditures for a specific purpose, in this case, early childhood education, to school districts incurring the expenditure.

Early Childhood Transportation Costs: LB 521 also includes transportation costs for early childhood education. The costs are equal to the miles included in the current transportation allowance that were traveled to transport early childhood education students taken times 400% of the mileage rate established by the Department of Administrative Services plus in lieu of transportation expenditures paid exclusively to transport early childhood education students.

Early Childhood Education Aid: Fifty percent of the sum of the early childhood education allowance plus early childhood education transportation costs as calculated under the bill are to be paid to school districts as early childhood aid. The amount of early childhood education aid is included as a local resource in the formula.

Employment Issues

LB 217	<i>Sponsor</i>	<i>Committee</i>	<i>Subject</i>
	Pansing Brooks	Business/Labor	Prohibit retaliation against employees for communicating about wages

LB 217 adds a new section to the Nebraska Wage Payment and Collection Act.

The bill provides that an employer may not discharge or in any other manner retaliate against any employee because the employee inquired about, discussed, or disclosed comparative compensation information for the purpose of determining whether the employer is compensating any employee in a manner that provides equal pay for equal work.

The bill would not apply to instances in which an employee who has authorized access to the wage information of other employees as a part of the employee's job functions discloses the wages of other employees to an individual who does not otherwise have authorized access to the information, unless the disclosure is in response to a charge or complaint or in furtherance of an investigation, proceeding, hearing, or other action, including an investigation conducted by the employer.

LB 254	<i>Sponsor</i>	<i>Committee</i>	<i>Subject</i>
	McCollister	Business/Labor	Adopt the Fair Chance Hiring Act

In 2014 the Legislature passed an omnibus criminal justice bill, LB 907, that did not immediately impact education in any major way. This changed with the inclusion of provisions from another bill relating to public employers and criminal records.

The controversial provision stated that a public employer may not ask an applicant for employment to disclose, orally or in writing, information concerning the applicant's criminal record or history, including any inquiry on any employment application, until the public employer has determined the applicant meets the minimum employment qualifications. [Ref. § 48-202]

The legislation provided exceptions for (i) law enforcement agencies, (ii) any position for which a public employer is required by federal or state law to conduct a criminal history record information

check, or (iii) any position for which federal or state law specifically disqualifies an applicant with a criminal background.

The education lobby worked diligently to get some recognition and protection of public schools during the debate on LB 907. The “compromise” was the adoption of a provision stating that nothing would prevent a public employer that is a school district or ESU from requiring an applicant for employment to disclose an applicant’s criminal record or history relating to sexual or physical abuse.

LB 254 would create the Fair Chance Hiring Act, which would be comprised of a revised version of existing law, section 48-202, coupled with two new sections of law.

Under LB 254 the concept initially passed in 2014 remains the same. The bill adds employment agencies and includes private schools in certain aspects, and adds a new requirement for employers covered under the legislation.

The general rule remains intact in that an employer or employment agency may not ask an applicant to disclose, orally or in writing, information concerning the applicant’s criminal record or history, including any inquiry on any employment application, until the employer or employment agency has determined the applicant meets the minimum employment qualifications.

The bill inserts new language stating that prior to determining whether an applicant meets the minimum employment qualifications, an employer or employment agency may ask the applicant to disclose, orally or in writing, information concerning the applicant’s criminal record or history, including any inquiry on any employment application, if:

- (a) The applicant is applying for a position for which: (i) A criminal history record information check is required by federal or state law; or (ii) Federal or state law specifically disqualifies an applicant with a criminal background even if such law allows for a waiver that would allow such applicant to be employed; and
- (b) The inquiry or request for disclosure is limited to the types of criminal offenses that the employer or employment agency is required to conduct a check for or that disqualify the applicant.

Existing law remains intact in that nothing would prevent a school district, an ESU, or a private school from requiring an applicant to disclose an applicant’s criminal record or history relating to sexual or physical abuse.

The bill leaves intact the provision that nothing would prevent an employer or employment agency from preparing or delivering an employment application that conspicuously states that a criminal history record information check is required by federal law, state law, or the employer’s or employment agency’s policy.

The bill leaves intact the provision that nothing would prevent an employer or employment agency from conducting a criminal history record information check after the employer or employment agency has determined that the applicant meets the minimum employment qualifications.

Important New Provision

Under LB 254, IF an employer or employment agency inquires about or requests disclosure of an applicant’s criminal history record information and the applicant is still eligible for the position under federal or state law, THEN the employer or employment agency must afford the applicant an opportunity to explain the information and the circumstances regarding any convictions or other criminal history, including the applicant’s rehabilitation.

The bill includes new definitions for purposes of the bill:

- a) “Applicant” means (i) any individual considered for, or who requests to be considered for, employment by an employer, or (ii) any employee considered for, or who requests to be considered for, another employment position with his or her employer;
- b) “Employee” means an individual employed by an employer;
- c) “Employer” means any person having in his or her employ fifteen or more employees for each working day in each of twenty or more calendar weeks in the current or preceding calendar year and includes the State of Nebraska, governmental agencies, and political subdivisions, regardless of the number of employees, any person acting for or in the interest of an employer, directly or indirectly, and any party whose business is financed in whole or in part under the Nebraska Investment Finance Authority Act, but such term does not include (i) the United States, (ii) a corporation wholly owned by the government of the United States, (iii) an Indian tribe or (iv) a law enforcement agency;
- d) “Employment agency” means any person regularly undertaking with or without compensation to procure employees for an employer or to procure for employee’s opportunities to work for an employer and includes an agent of such a person, but does not include an agency of the United States, except that such term does include the United States Employment Service and the system of state and local employment services receiving federal assistance;
- e) “Law enforcement agency” means an agency or department of this state or of any political subdivision of this state which is responsible for the prevention and detection of crime, the enforcement of the penal, traffic, or highway laws of this state or any political subdivision of this state, and the enforcement of arrest warrants. Law enforcement agency includes a police department, an office of the town marshal, an office of the county sheriff, the Nebraska State Patrol, and any department to which a deputy state sheriff is assigned; and
- f) “Person” includes one or more individuals, partnerships, limited liability companies, associations, corporations, business trusts, legal representatives, or any organized group of persons.

LB 306	<i>Sponsor</i>	<i>Committee</i>	<i>Subject</i>
	Crawford	Business/Labor	Change provisions relating to good cause for voluntarily leaving employment under the Employment Security Law

The Employment Security Law (§ 48-628.13) provides for “good cause” for voluntarily leaving employment for a variety of reasons. LB 306 adds another such good cause:

An individual left his/her employment to care for a family member with a serious health condition.

Family member means:

- a) A biological, adopted, or foster child, a stepchild, or a legal ward of the individual or the individual’s spouse or a person to whom the individual or the individual’s spouse stood in loco parentis when such person was a minor child, regardless of the age or dependency status of such child, stepchild, legal ward, or person;
- b) A biological, adoptive, or foster parent, a stepparent, or a legal guardian of the individual or the individual’s spouse or a person who stood in loco parentis to the individual or the individual’s spouse when the individual or the individual’s spouse was a minor child;
- c) The individual’s spouse or domestic partner; or
- d) A grandparent, grandchild, or sibling, whether of a biological, foster, adoptive, or step relationship, of the individual or the individual’s spouse.

Under the bill, “serious health condition” is defined using the existing federal law cited in 29 U.S.C. 2611.

LB 361	<i>Sponsor</i>	<i>Committee</i>	<i>Subject</i>
	Hansen, M.	Business/Labor	Prohibit retaliation under the Nebraska Wage Payment and Collection Act and the Wage and Hour Act

Wage and Hour Act

LB 361 amends the Act such that an employer may not retaliate or discriminate against an employee or applicant for employment because the employee or applicant:

- (1) Files a complaint under the Wage and Hour Act; or
- (2) Testifies, assists, or participates in an investigation, proceeding, or action concerning a violation of the act.

In any action brought to enforce the above provision, the court will have jurisdiction to grant legal or equitable relief as the court deems appropriate to effectuate the purposes of the Wage and Hour Act, including temporary or permanent injunctive relief and general and special damages.

Nebraska Wage Payment and Collection Act

LB 361 provides that an employer may not retaliate or discriminate against an employee or applicant for employment because the employee or applicant:

- (1) Files a complaint under the Nebraska Wage Payment and Collection Act; or
- (2) Testifies, assists, or participates in an investigation, proceeding, or action concerning a violation of the act.

LB 383	<i>Sponsor</i> Quick	<i>Committee</i> Business/Labor	<i>Subject</i> Provide for an annual adjustment to the minimum wage
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As set forth in previous legislation, the current minimum wage is \$9.00 per hour.

Under LB 383, the current minimum wage would sunset on April 1, 2020.

The bill establishes a new method for establishing a minimum wage. After April 1, 2020 and no later than January 31, 2020, the State Treasurer would adjust the minimum wage by an amount determined by the State Treasurer at the end of the preceding calendar year to reflect the average annual percentage change in the consumer price index for the most recent five-year period for which data is available. The minimum wage would be rounded to the nearest cent divisible by five. The minimum wage would become effective beginning April 1 of that year.

The process would be repeated each year by January 31st and effective April 1st.

An annual increase would not exceed 3.5%. The bill requires the Department of Labor to post on the department’s website, by February 1st each year the adjusted minimum wage that will take effect April 1 of that year. The consumer price index to be used is the Consumer Price Index for All Urban Consumers, as prepared by the U.S. Department of Labor, Bureau of Labor Statistics.

LB 487	<i>Sponsor</i> La Grone	<i>Committee</i> Business/Labor	<i>Subject</i> Require the Nebraska Workers’ Compensation Court to adopt an evidence-based drug formulary
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LB 487 amends the Nebraska Workers’ Compensation Act and requires the Nebraska Workers’ Compensation Court to adopt an evidence-based drug formulary consisting of prescription drugs listed in Schedules II, III, IV, and V of section 28-405. The formulary must apply to prescription drugs that are prescribed and dispensed for outpatient use in connection with any workers’ compensation claim with a date of injury on or after January 1, 2020.

A prescription drug that is included in the formulary adopted by the court and recommended in the formulary is presumed to be reasonable and may be prescribed and dispensed without obtaining prior authorization from the workers’ compensation insurer, risk management pool, or self-insured employer.

A prescription drug that is not included in the formulary adopted by the court or that is included but not recommended in the formulary is presumed to be reasonable if prior authorization for the

drug is obtained from the workers' compensation insurer, risk management pool, or self-insured employer.

LB 526	<i>Sponsor</i> McDonnell	<i>Committee</i> Business/Labor	<i>Subject</i> Change provisions relating to compensation for temporary disability under the Nebraska Workers' Compensation Act
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LB 526 amends the Nebraska Workers' Compensation Act (§ 48-121) relating to compensation for injuries resulting in disability.

Under current provisions, the compensation would be in addition to the amount paid for temporary disability, except that the compensation for temporary disability would cease as soon as the extent of the permanent disability is ascertainable.

LB 526 provides that compensation for temporary disability would continue until the later of (a) any permanent disability, as measured by permanent impairment for a scheduled member injury, has been determined or, in the event of a claim payable under a loss of earning capacity, until a loss of earning capacity evaluation has been issued or (b) 30 days after the employee has been given notice as provided below.

The bill provides that compensation for temporary disability may only cease after the employee has been given 30 days' notice. Upon termination of temporary disability benefits, the employer must provide copies of all evidence which were relied upon in making the determination to cease benefit payments. If the employer relies upon evidence from outside of the treating physicians, the employee must be entitled to seek a medical finding by an independent medical examiner to be paid for by the employer. Such independent medical examiner would be chosen by the employee.

LB 537	<i>Sponsor</i> Lathrop	<i>Committee</i> Education	<i>Subject</i> Change provisions relating to actions with regard to the performance or conduct of a certificated school district employee
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Under current law (§ 79-826), a superintendent or designee may take action with regard to a certificated employee's performance or conduct, which is deemed reasonably necessary to assist the certificated employee and further school purposes, including:

- 1) Counseling;
- 2) oral reprimand;
- 3) written reprimand; and
- 4) suspension without pay for not to exceed 30 working days.

LB 537 would add to this list of actions the imposition of a performance improvement plan or other form of administrative directive to address alleged performance deficiencies.

LB 627	<i>Sponsor</i>	<i>Committee</i>	<i>Subject</i>
	Pansing Brooks	Judiciary	Prohibit discrimination based upon sexual orientation and gender identity

LB 627 amends a series of statutes within the Nebraska Code to prevent sexual orientation, or gender identity in employment, public accommodation, and housing.

“Gender identity is defined in the bill as the actual or perceived appearance, expression, identity, or behavior of an individual, whether or not that appearance, expression, identity, or behavior is different from that traditionally or stereotypically associated with the individual’s assigned sex at birth.

“Sexual orientation” is defined as actual or perceived homosexuality, heterosexuality, or bisexuality.

Income Tax

LB 50	<i>Sponsor</i>	<i>Committee</i>	<i>Subject</i>
	Vargas	Revenue	Change individual income tax brackets and rates

Under LB 50, the income tax brackets for individuals earning under \$100,000 would remain the same. Those earning over \$100,000 or \$200,000 for married, filing jointly would fall under a new bracket of 7.84%.

The bill also imposes a 1% tax rate on that portion of the taxpayer’s Nebraska taxable income in excess of \$1 million and a tax at the rate of 2% on that portion of the taxpayer’s Nebraska taxable income in excess of \$2 million.

The new tax rates would be implemented on January 1, 2019.

LB 288	<i>Sponsor</i>	<i>Committee</i>	<i>Subject</i>
	Linehan	Revenue	Change income tax rates

LB 288 is a placeholder bill offered by the Revenue Committee in the event a change in the income tax rates is required.

Learning Community

LB 161	<i>Sponsor</i>	<i>Committee</i>	<i>Subject</i>
	Erdman	Education	Eliminate learning communities

LB 161 dissolves the Learning Community effective July 1, 2020. The 143-page bill harmonizes Nebraska laws consistent with the intent of the bill.

Under the bill the learning community coordinating council must prepare for the dissolution by transferring all assets to member school districts and performing other tasks as may be necessary for an orderly dissolution. Any remaining records, books, papers, and personal property belonging to the learning community after the dissolution must be delivered to the State Board of Education to be distributed to the school districts that were members of the learning community immediately prior to its dissolution. Any liabilities of the learning community remaining after dissolution must be divided proportionately between former member school districts based on the taxable valuation of the school districts.

LB 398	<i>Sponsor</i>	<i>Committee</i>	<i>Subject</i>
	DeBoer	Education	Change learning community levy and diversity plan requirements

Use of Levy: Under current law, a learning community may levy a maximum levy of 1.5¢ for (i) early childhood education programs for children in poverty, (ii) elementary learning center employees, (iii) contracts with other entities or individuals who are not employees of the learning community for elementary learning center programs and services, and (iv) pilot projects. However, no more than 10% of the levy authority may be used for elementary learning center employees.

LB 398 eliminates the stipulation that no more than 10% of the levy authority may be used for elementary learning center employees.

Report Deadline: Under current law, a learning community coordinating council must evaluate programs related to the community achievement plan developed with the assistance of the student achievement coordinator or other department staff designated by the Commissioner of Education and evaluate and research the progress of the learning community. A learning community must report the evaluation and research results electronically to the Education Committee of the Legislature by January 1st of each year.

LB 398 changes the reporting deadline to February 1st of each.

Diversity Plan: Current law requires a learning community, together with its member school districts, to develop a diversity plan to provide educational opportunities in each subcouncil district designed to attract students from diverse backgrounds, which plan may be revised from time to time.

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The goal of the diversity plan shall be to annually increase the socioeconomic diversity of enrollment at each grade level in each school building within the learning community until such enrollment reflects the average socioeconomic diversity of the entire enrollment of the learning community.

LB 398 modifies the goal of the diversity plan to increase the socioeconomic diversity of enrollment at each grade level in each school building within the learning community.

Current law requires a learning community coordinating council to report electronically to the Education Committee of the Legislature by January 1 of each odd-numbered year on the diversity and changes in diversity at each grade level in each school building within the learning community and on the academic achievement for different demographic groups in each school building within the learning community.

LB 398 changes the reporting deadline to February 1st.

Lottery Funds

LB 104	<i>Sponsor</i>	<i>Committee</i>	<i>Subject</i>
	Linehan	Education	Change distribution of the Nebraska Education Improvement Fund

In 2015 the Legislature passed LB 519, introduced by Senator Sullivan, which, in part, required the Education Committee to submit recommendations to the Clerk of the Legislature regarding how the Nebraska Education Improvement Fund should be allocated to best advance the educational priorities of the state for the five-year period beginning with fiscal year 2021-22. The recommendations must be filed by December 31, 2019.

The foregoing provision remains intact under LB 104, however, the bill appears to tag or insert a placeholder for one particular interest.

The bill provides that for fiscal years 2021-22 through 2026-27, 62% of the revenue received by the Nebraska Education Improvement Fund will be allocated to the Nebraska Opportunity Grant Fund to carry out the Nebraska Opportunity Grant Act in conjunction with appropriations from the General Fund. The grant program is used to award grants to individual students for expenses in conjunction with attending a Nebraska postsecondary institution.

Miscellaneous

LB 73	<i>Sponsor</i>	<i>Committee</i>	<i>Subject</i>
	Erdman	Education	Require display of the national motto in schools

LB 73 provides that each school board must prominently display the national motto of the United States, "In God We Trust," written legibly in English, in each classroom or in another prominent

place in each school building where each student will be able to see and read it each day school is in session. A school board may accept contributions to defray the costs of implementing the provisions of the bill.

The bill further provides that upon the filing of an action seeking to invalidate this section in any state or federal court, the Attorney General must intervene on behalf of any school board and any other party named as a defendant for their role in implementing the legislation.

LB 115	<i>Sponsor</i>	<i>Committee</i>	<i>Subject</i>
	Blood	Education	Change provisions related to enrollment of children of members of the military

LB 115 amends current law (§ 79-215) to state that, in order to carry out the provisions of the Interstate Compact on Educational Opportunity for Military Children (passed in 2011), a school board must permit children of military families to enroll “preliminarily” in a school district if a parent presents evidence of military orders that the military family will be stationed in this state during the current or following school year. A student of a military family must be admitted to the school district without charge upon arrival in Nebraska if the requirements are met.

NDE is required to establish procedures and criteria for enrollment, admission, and related information needed for any student to attend a school district in this state, which must include having an adult with legal or actual charge or control of a student provide through electronic means or other means specified by the department (i) the name of the student, (ii) the name of the adult with legal or actual charge or control of the student, (iii) the address where the student is or will be residing, and (iv) information on how and where the adult may generally be reached during the school day.

Finally, the bill modifies existing law (§ 79-216) to state that, in all cases, when any person is on active duty as a member of the U.S. Army, Navy, Marine Corps, or Air Force in the State of Nebraska and is residing on federally owned property, any child of school age of such active duty member who also resides on such property must be considered a resident of the school district where the property is located and may be admitted under the provisions of the residency law (§ 79-215).

LB 174	<i>Sponsor</i>	<i>Committee</i>	<i>Subject</i>
	Bolz	Appropriations	State intent relating to appropriations for the Office of Violence Prevention

In 2009 legislation was passed to create the Office of Violence Prevention, which would be responsible for developing, fostering, promoting, and assessing violence prevention programs.

LB 174 would appropriate \$1.525 million for each fiscal year beginning with FY2019-20 to the Office of Violence Prevention. The office must use the appropriations to increase total grant

awards, develop an annual statewide strategic plan, increase administrative capacity, and develop a technical assistance partnership with the University of Nebraska.

LB 292	<i>Sponsor</i>	<i>Committee</i>	<i>Subject</i>
	Vargas	Appropriations	Appropriate funds to the State Department of Education

In 2009 the Legislature passed legislation to create the Center for Student Leadership and Expanded Learning Act. The purpose of the Act was to provide state support for establishing and maintaining within NDE the Center for Student Leadership and Expanded Learning.

The center would provide ongoing financial and administrative support for state leadership and administration of Nebraska career education student organizations, create and coordinate opportunities for students to participate in educational activities outside the normal classroom, and partner with state and local organizations to share research and identify best practices that can be disseminated to schools and community organizations.

LB 292 would propose a \$500,000 appropriation from the General Fund for FY2019-20 and \$500,000 for FY2020-21 to NDE to carry out the Nebraska Information Technology Initiative under the Center for Student Leadership and Expanded Learning Act.

LB 404	<i>Sponsor</i>	<i>Committee</i>	<i>Subject</i>
	Stinner	Appropriations	State intent relating to Medicaid budgeting

LB 404 appears to be a placeholder bill with regard to the obligation of the State to implement Medicaid expansion as per the wish of the voters in the 2018 General Election.

The bill is a simple intent bill for FY2019-20 and thereafter that appropriations for the Medicaid aid obligations of the state will be made in three separate and distinct appropriations programs.

The three programs will be titled as (i) Medicaid Expansion, (ii) Medicaid Long-Term Care (including a separate subprogram for nursing facilities appropriations and expenditures), and (iii) Other Medical Assistance.

LB 575	<i>Sponsor</i>	<i>Committee</i>	<i>Subject</i>
	Brewer	Education	Require school district policies regarding the provision of information to and access by military recruiters

Under 575 each school district must adopt a policy to provide access to routine directory information for each student in a high school grade upon a request made by a military recruiter.

A parent/guardian may submit a written request to the district that routine directory information for the student may not be released for such purposes without prior written consent of the parent/guardian. Upon receiving the request, a district may not release the routine directory information of the student without the prior written consent of the parent/guardian.

Each district must adopt a policy to provide military recruiters the same access to a student in a high school grade as is provided to postsecondary educational institutions or to prospective employers of such students.

LB 644	<i>Sponsor</i>	<i>Committee</i>	<i>Subject</i>
	McDonnell	Business/Labor	Adopt the Nebraska Workforce Diploma Act

LB 644 creates the Nebraska Workforce Diploma Act and requires the Nebraska Department of Labor (DOL) to promote and administer the program.

Under the bill, an eligible “workforce diploma program provider” would be an accredited or approved, public or private, high school provider. An eligible program provider must also have at least two years of experience providing adult dropout recovery services, including recruitment, learning plan development, and proactive coaching and mentoring culminating in qualification for a high school diploma.

An eligible program participant must be at least 22 years of age and must have not previously earned a high school diploma or high school equivalency diploma.

By August 15, 2019, and annually thereafter, DOL must request applications from eligible program providers to participate in the program. Applications must include evidence of the following:

- a) Experience providing adult dropout recovery services;
- b) The ability to provide academic skill intake assessment and transcript evaluation;
- c) The ability to develop a learning plan that integrates academic requirements and career goals;
- d) A course catalog that includes all of the courses necessary to meet graduation requirements;
- e) The ability to provide remediation coursework in literacy and numeracy;
- f) The ability to provide a research-validated academic resiliency assessment and intervention;
- g) The ability to provide employability skills development aligned to employer needs;
- h) The ability to provide career pathways coursework;
- i) The ability to provide preparation for industry-recognized credentials;
- j) The ability to provide career placement services; and

- k) Accreditation or approval by NDE or accreditation by a recognized regional accrediting body or consolidation thereof.

A workforce diploma program may be delivered in a campus-based, blended, or online modality. By September 15, 2019, and annually thereafter, DOL must announce the approved program providers.

DOL must reimburse each approved program provider participating in the program for the completion of the following milestones for each student:

- a) \$250 for the completion of five credit hours;
- b) \$250 for the completion of an employability skills certification program equal to at least 10 credit hours;
- c) \$250 for the attainment of an industry recognized credential requiring up to 50 hours of training;
- d) \$500 for the attainment of an industry recognized credential requiring 51 through 100 hours of training;
- e) \$750 for the attainment of an industry recognized credential requiring more than one 100 hours of training; and
- f) \$1,000 for the attainment of a high school diploma.

LB 644 provides intent language to appropriate \$2.5 million for fiscal years 2019-20 and 2020-21 to DOL to carry out the program.

LB 676	<i>Sponsor</i> Groene	<i>Committee</i> Education	<i>Subject</i> Change provisions relating to school districts and the reorganization of school districts
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LB 676 proposes to “clean up” statutes that were not included in LB 377 enacted in 2018 since the statutes did not specifically use the words “Class I”, “Class II”, or Class VI” regarding school districts or schools. In addition, this bill “cleans up” statutes on reorganization of school districts to remove outdated language and to put together in one act the “petition method” and “plan method” for reorganization of school districts that are not part of a learning community.

Open Meetings / Public Records

LB 19	<i>Sponsor</i> Briese	<i>Committee</i> Business/Labor	<i>Subject</i> Allow withholding from public of reports of injury under the Nebraska Workers’ Compensation Act as prescribed and provide duties for the Nebraska Workers’ Compensation Court
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LB 19 amends the Public Records Law (§ 84-712.05) to require the withholding of reports of injuries arising in the course of employment, except that the reports:

- a) must be made available for inspection or copying by the Nebraska Workers' Compensation Court upon request:
 - i. By the employee who is the subject of the report or by an attorney or authorized agent of such employee;
 - ii. By the employer, workers' compensation insurer, risk management pool, or third-party administrator that is a party to the report or an attorney or authorized agent of such party;
 - iii. By a third party for the purpose of identifying the number and nature of any injuries to any employees of an employer identified in the request, so long as the court redacts any information revealing the identity of any employee prior to releasing the reports; or
 - iv. By a nonprofit organization for the purpose of sending condolences to, providing memorials for, and offering grief counseling to family members of an employee whose death was caused by a workplace incident; and
- b) Must be disclosed by the court if the reports are requested for use in connection with a state or federal investigation or examination or for use by the state or federal government to compile statistical information.

LB 148	<i>Sponsor</i>	<i>Committee</i>	<i>Subject</i>
	Groene	Government	Change requirements for public hearings on proposed budget statements and notices of meetings of public bodies

Nebraska Budget Act: LB 148 amends the Budget Act in several sections. The bill amends the definition of “governing body” to include joint entities created under the Interlocal Cooperation Act that receives tax funds generated under section 2-3226.05 (river-flow enhancement bonds).

The bill also amends budget hearing notice provisions. Under current law, each governing body must conduct a public hearing on its proposed budget statement each year or biennial period. The bill specifies that such hearing must be held separately from any regularly scheduled meeting of the governing body and may not be limited by time.

LB 148 further specifies that at the hearing, the governing body must make a detailed presentation of the proposed budget statement and must make at least three copies of the proposed budget statement available to the public. Any member of the public desiring to speak on the proposed budget statement must be allowed to address the governing body and must be given a reasonable amount of time to do so.

Open Meetings Act: Under current provisions of the Act, each public body must give reasonable advance publicized notice of the time and place of each meeting by a method designated by each public body and recorded in its minutes. LB 148 eliminates any discretion by the governing body in determining the method by which it publicizes notice.

Under the bill, for a political subdivision governing body or such body’s advisory committee, notice must be published in a newspaper of general circulation within the public body’s jurisdiction and, if available, in a digital advertisement on such newspaper’s web site. In addition to the required methods of notice, notice may also be provided by any other appropriate method designated by the public body or advisory committee.

In the case of any other public body, notice must be given by a method designated by the public body.

Each public body must record the methods and dates of notice in its minutes.

LB 150	<i>Sponsor</i>	<i>Committee</i>	<i>Subject</i>
	Brewer	Government	Change provisions relating to access to public records and provide for fees

As it relates to the Public Records Law, LB 150 differentiates residents from non-residents. The bill defines resident as person domiciled in this state and includes news media without regard to domicile.

For nonresidents of Nebraska, the bill provides that actual added cost used as the basis for the calculation of a fee for records may include a charge for the existing salary or pay obligation to the public officers or employees, including a charge for the services of an attorney to review the requested public records.

Property Tax

LB 103	<i>Sponsor</i>	<i>Committee</i>	<i>Subject</i>
	Linehan	Revenue	Change provisions relating to property tax requests

LB 103 is modeled after Virginia legislation and attempts to clarify actual dollar increases regarding property taxes. In essence, a school district or other political subdivision cannot collect more dollars in property taxes without holding a separate public hearing. For example, if the valuation of property increased within a school district, the district would be required to lower its levy to collect only an equal amount of property tax dollars received the previous year. If the school wished to maintain the levy and keep additional dollars, the school board would need to follow the proposed language and hold a public hearing to explain/discuss the rationale. The school board would continue to have the final decision on raising, lowering or maintaining the levy.

LB 103 amends section 77-1601.02 relating to property tax requests. The bill provides that when the annual assessment of property would result in an increase in the total property taxes levied by a school district, learning community, ESU, or other political subdivision, as determined using the previous year's rate of levy, the political subdivision must reduce its rate of levy for the current tax year so as to cause the rate of levy to produce no more than the amount of property taxes raised in the previous year and must set its property tax request at the same amount as in the previous year unless the following provision is complied with.

The governing body of a political subdivision may increase the rate of levy and its property tax request above the reduced amounts as noted above if the increase is deemed to be necessary by the governing body after conducting a public hearing on the issue. The public hearing may not be held at the same time as the annual budget hearing. Notice of the public hearing must be given at least 30 days before the date of the hearing by the publication of a notice in at least one newspaper of general circulation in such political subdivision and in a prominent public location at which notices are regularly posted in the building where the governing body of the political subdivision regularly conducts its business. Any such notice must be at least the size of one-eighth page of a standard size or tabloid size newspaper, and the headline in the advertisement must be in a type no smaller than 18 point. The notice must be in the following form and contain the following information, in addition to such other information as the governing body may elect to include:

NOTICE OF PROPOSED PROPERTY TAX INCREASE

The (name of political subdivision) proposes to increase property tax levies.

1. Assessment Increase: The total assessed value of property exceeds last year's total assessed value by percent.
2. Lowered Rate Necessary to Offset Increased Assessment: The tax rate which would levy the same amount of property taxes as last year, when multiplied by the new total assessed value of property, would be \$.... per \$100 of assessed value. This rate will be known as the "lowered tax rate."
3. Effective Rate Increase: The (name of political subdivision) proposes to adopt a tax rate of \$.... per \$100 of assessed value. The difference between the lowered tax rate and the proposed rate would be \$.... per \$100, or percent. This difference will be known as the "effective tax rate increase." Individual property taxes may, however, increase at a percentage greater than or less than the above percentage.
4. Proposed Total Budget Increase: Based on the proposed property tax rate and changes in other revenue, the total budget of (name of political subdivision) will exceed last year's by percent.

A public hearing on the increase will be held on (date and time) at (meeting place).

All hearings must be open to the public. The governing body of the political subdivision must permit persons desiring to be heard an opportunity to present oral testimony within reasonable time limits as determined by the governing body.

If the governing body deems it necessary to increase the rate of levy and the property tax request above the reduced amounts, as noted above, after conducting the public hearing, the governing body must pass a resolution or ordinance to that effect and, as part of the resolution or ordinance, must set the property tax request at no more than the amount specified in the public notice.

LB 158	<i>Sponsor</i>	<i>Committee</i>	<i>Subject</i>
	Brewer	Revenue	Change provisions relating to the assessed value of real property

LB 158 is perhaps a second version of a similar concept offered under previous legislation (LB 576, 2017), which was also introduced by Senator Brewer. Both the 2017 and 2019 bills have the intent to slow down increases in assessed value of real property.

Under LB 158, the assessed value of real property as of January 1, 2020 must be the same as the property's assessed value on January 1, 2019, plus the cost of any improvements made to the real property and minus the assessed value of any improvements to the real property that have been destroyed or removed.

The assessed value of real property as of January 1, 2021 must be the same as the property's assessed value on January 1, 2020, plus the cost of any improvements made to the real property since and minus the assessed value of any improvements to the real property that have been destroyed or removed.

The assessed value of real property as of January 1, 2022 must be the same as the property's assessed value on January 1, 2021 plus the cost of any improvements made to the real property since and minus the assessed value of any improvements to the real property that have been destroyed or removed.

The assessed value of real property as of January 1, 2023 must be the same as the property's assessed value on January 1, 2022 plus the cost of any improvements made to the real property and minus the assessed value of any improvements to the real property that have been destroyed or removed.

LB 183	<i>Sponsor</i>	<i>Committee</i>	<i>Subject</i>
	Briese	Revenue	Change the valuation of agricultural land and horticultural land for purposes of certain school district taxes

Under current provisions of Chapter 77, Nebraska Revised Statutes, agricultural land is valued at 75% of its actual value and special valuation land is valued at 75% of its special valuation.

LB 183 provides an exception to the rule such that for school district taxes levied to pay the principal and interest on bonds, such land would be valued at 1% of its actual value.

Under current law, the acceptable ranges for agricultural land is 69% to 75% of actual value and 69% to 75% of special valuation for special valuation land.

LB 183 provides an exception to the rule in that for school district taxes levied to pay the principal and interest on bonds, the acceptable range is 75 hundredths of 1% to 1% of actual value.

The bill would become operative on January 1, 2020.

LB 303	<i>Sponsor</i>	<i>Committee</i>	<i>Subject</i>
	Lindstrom	Revenue	Change the amount of relief under the Property Tax Credit Act

LB 303 proposes to increase the appropriation to the Property Tax Credit fund from \$224 million to \$275 million for tax year 2019. The fund is used to distribute property tax credits to real property owners.

LB 314	<i>Sponsor</i>	<i>Committee</i>	<i>Subject</i>
	Briese	Revenue	Adopt the Remote Seller Sales Tax Collection Act and change revenue and taxation provisions

LB 314 represents the work of the Nebraskans United group comprised of ag and farm groups and education associations. The origin of the bill is LB 1084 (2018), which did not advance from the Revenue Committee.

The bill expands or increases various revenue sources to generate \$782.6 million to use toward reducing property taxes and funding public education.

Elimination of the following sales tax exemptions:

- Candy, soft drinks, and bottled water
- Tangible personal property repair (motor vehicles)
- Pet-related services
- Real property remodeling, painting and repair and interior design for residential housing
- Personal care services including hair care, massage, tanning, nail, spa, and tattoo services
- Storage and moving services
- Parking fees
- Clothing cleaning and repair
- Travel agency services
- Membership and admissions to zoos and aquariums
- Dating and escort services
- Taxi, limousine, and other transportation services
- Lawn care, landscaping, and gardening
- Tele-floral
- Tour operators
- Historic automobile museums
- Swimming pool cleaning and maintenance
- Music, dance, golf, and other recreational services

Other provisions;

- Raise sales tax by ½ cent
- Add 7.84 percent surcharge on income above \$250k for individuals, \$500k for MFJ
- Repeal special capital gains and extraordinary dividends exclusion
- End tangible personal property tax exemption
- Sunset New Markets Job Growth Investment Act Incentive Program
- Tax on internet sales
- Reinstate alternative minimum tax on high-income earners
- Increase cigarette sales tax by \$1.50 per pack
- Increase alcohol tax per gallon for: beer \$1.07, wine \$2.56, farm wine \$2.56, spirits \$8.53
- Eliminate itemized deductions (exempting medical)
- Increase real estate documentary stamp tax by 50 cents per \$1,000 valuation[i]
- End sales tax exemption on ride-sharing services such as Uber and Lyft
- Repeal property tax exemption for fraternal benefits societies
- End sales tax exemption for Airbnb type services
- Include e-cigarettes in the cigarette tax

LB 420	<i>Sponsor</i>	<i>Committee</i>	<i>Subject</i>
	Bolz	Revenue	Adopt the Property Tax Circuit Breaker Act

LB 420 is similar to LB 910, also introduced by Senator Bolz, in 2018. LB 910 was not advanced by the Revenue Committee.

LB 420 creates the Property Tax Circuit Breaker Act, the purpose of which is to provide a refundable income tax credit.

A qualifying residential or agricultural taxpayer may apply to the Department of Revenue for a refundable income tax credit based on the amount of property taxes paid and the income level of the applicant taxpayer.

The department may certify up to \$107 million in tax credits for qualifying agricultural taxpayers each taxable year. If the total amount of tax credits requested by all applicants exceeds the total amount available the department is to certify tax credits on a proportionate basis so that the limitation is not exceeded.

For qualifying residential taxpayers, the department may certify up to \$82.7 million of tax credits for each taxable year. If the total amount of tax credits requested by all applicants exceeds the total amount available the department is to certify tax credits on a proportionate basis so that the limitation is not exceeded. Qualifying residential taxpayers include both homeowners and renters.

The credit is to be available for tax years beginning January 1, 2020.

LB 482	<i>Sponsor</i>	<i>Committee</i>	<i>Subject</i>
	Erdman	Revenue	Provide for an adjustment to the assessed value of destroyed real property

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LB 482 is very similar to a previous measure, LB 899, introduced by Senator Erdman in 2018. LB 899 did not advance from committee.

LB 899 provides that the county board of equalization must adjust the value of real property that is destroyed by fire or other natural disaster between January 1 and October 1 upon receiving a report of such destroyed property from the county assessor.

The adjusted value is the sum of the following three factors:

- The assessed value of the property before it became destroyed multiplied by a percentage representing the portion of the year during which the property was intact and not yet destroyed;
- The assessed value of the property as of the date of its destruction multiplied by a percentage representing the portion of the year during which the property as destroyed and no replacement property as yet been completed;
- The assessed value of any replacement property as of the date of construction of such replacement property multiplied by a percentage representing the portion of the year during which construction of such property was complete.

The bill also provides a timetable for notice, decision, and appeals. The action of the county board may be appealed to the Tax Equalization and Review Commission.

The bill has an operative date of January 1, 2020.

LB 483	<i>Sponsor</i> Erdman	<i>Committee</i> Revenue	<i>Subject</i> Change the valuation of agricultural land and horticultural land
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LB 483 is very similar to LB 1100, also introduced by Senator Erdman, which did not advance from the Revenue Committee.

LB 483 changes the way agricultural land is valued for property tax purposes. The bill changes agricultural land valuations from the current market-based system to a productivity-based system. The reason for making the change to a productivity-based system, according to the introducer, is that the current market-based system is not fair.

The bill bases agricultural land valuations for sprinkler irrigated cropland, gravity irrigated cropland, and dryland cropland upon soil productivity ratings established by the Natural Resources Conservation Service (NRCS) of the U.S. Department of Agriculture (USDA) and commodity price data provided by the Department of Agricultural Economics at the University of Nebraska-Lincoln.

LB 483 establishes the Agricultural Land Valuation Board, consisting of eight board members. Six of the eight board members are chosen by the Governor from each of the following categories:

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- Someone involved in livestock production,
- someone involved in agricultural crop production,
- someone from a farm advocacy organization,
- someone with a county assessor certificate,
- someone from the Department of Agricultural Economics at the University of Nebraska-Lincoln, and
- someone from the Nebraska Ethanol Board.

Nebraska’s Tax Commissioner would serve as the seventh member of the board. Nebraska’s Director of Agriculture would serve as the eighth member of the board and also serves as the board’s chair. The Board is charged with creating a manual detailing the methods to be used for agricultural land valuations across the state and for setting appropriate discount rates to be used for calculating agricultural land valuations.

LB 512	<i>Sponsor</i> Linehan	<i>Committee</i> Revenue	<i>Subject</i> Change revenue and taxation provisions
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LB 512 appears to have a mix of technical and substantive changes to revenue-related statutes. Of particular note is new language concerning reassessment of damaged or destroyed property.

LB 512 provides that if a property is destroyed or damaged by a “major calamity” between the assessment date and July 15, the owner of the property may petition the county assessor, on a form prescribed by the Tax Commissioner, for a reassessment of the property’s value for that year.

The county assessor may file a petition on behalf of the property owner. The county assessor must file a report of destroyed or damaged property, together with the reassessed value of any such property, with the county board of equalization on or before July 20. The county board of equalization must approve or deny the report on or before July 25. Upon approval of the report of destroyed or damaged property, the county assessor must immediately forward the report to the Property Tax Administrator.

The county clerk is required to mail to the property owner written notice of the county board of equalization’s decision within seven days of the decision. Any person whose petition for relief has been denied by the county board of equalization may appeal the decision of the county board of equalization by filing an appeal with the Tax Equalization and Review Commission within 30 days of the decision.

The bill defines “major calamity” as an event causing significant property damage, including, but not limited to, a fire, an earthquake, a flood, a tornado, or any event which affects an area such that the Governor declares that area to be in a state of emergency. Major calamity does not include an event causing significant property damage intentionally caused by the owner of the property.

“Significant property damage” is defined as damage exceeding \$10,000 or 10% of the property’s value in the prior tax year, as determined by a professional appraisal, whichever is less.

LB 530	<i>Sponsor</i>	<i>Committee</i>	<i>Subject</i>
	Groene	Revenue	Change the valuation of agricultural land and horticultural land for property tax purposes

Under current law, ag land and special value land is valued for purposes of taxation at 75% of its actual value or special value respectively. LB 530 reduces this tax value to 65% for both ag land and special value land.

For purposes of state aid value means ag land and special value land is valued at 72% of actual value or special value respectively. LB 530 changes the value for purposes of state aid value to 62%.

The bill would become operative on January 1, 2020.

LR 3CA	<i>Sponsor</i>	<i>Committee</i>	<i>Subject</i>
	Erdman	Revenue	Constitutional amendment to provide income tax credits for property taxes paid

Similar to a previous legislative attempt, LR 3CA would amend the Nebraska Constitution to provide a refundable credit against the income tax imposed by the State of Nebraska in an amount equal to 35% of the property taxes that were:

- (a) Levied on real property located in this state; and
- (b) Paid by the taxpayer during the taxable year.

The tax credits would be available for taxable years beginning on January 1, 2021. If adopted by the Legislature, the measure would appear on the 2020 General Election ballot.

LR 5CA	<i>Sponsor</i>	<i>Committee</i>	<i>Subject</i>
	Brewer	Revenue	Constitutional amendment to limit the percentage of funding for schools that comes from property taxes

Article VII, Section 1 of the Nebraska Constitution requires that the Legislature provide for the free instruction in the common schools of this state of all persons between the ages of five and 21 years.

LR 5CA proposes to amend this section of the Constitution with language stating that no more than 35% of the funding for the free instruction in the common schools may derive from property taxes. The idea behind the constitutional amendment is that the state would need to dramatically increase funding for education.

If adopted by the Legislature, the measure would appear on the 2020 General Election ballot for approval by the voters.

LR 8CA	<i>Sponsor</i> Linehan	<i>Committee</i> Revenue	<i>Subject</i> Constitutional amendment to limit the total amount of property tax revenue that may be raised by political subdivisions
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LR 8CA represents part of the Governor’s agenda to address the property tax issue in Nebraska.

The legislative resolution would amend Article VIII, Section 14 of the Nebraska Constitution and provides that the total amount of property tax revenue raised by a political subdivision in any fiscal year may not be more than 3% greater than the amount raised in the prior fiscal year, except as provided below.

The total amount of property tax revenue raised by a political subdivision in a fiscal year may exceed the limitation by an amount approved by a majority of legal voters voting on the issue at an election upon the recommendation of a majority of the governing body of the political subdivision. The recommendation must include the amount by which the property tax revenue would exceed the limitation for the fiscal year. All costs of the election would be paid by the political subdivision seeking to exceed the limitation.

The limitation would not apply to the amount of property tax revenue needed to pay the principal and interest on bonded indebtedness that has been approved according to law.

The amendment defines “property tax revenue” as revenue raised from a tax that is assessed annually upon the value of real and personal property.

Retirement

LB 31	<i>Sponsor</i> Kolterman	<i>Committee</i> Retirement	<i>Subject</i> Provide for a work plan relating to a transfer of management of the retirement system operated under the Class V School Employees Retirement Act to the Nebraska Public Employees Retirement Systems and to require a report and provide duties
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LB 31 amends the Class V School Employees Retirement Act. The bill requires the Public Employees Retirement Board (PERB) to develop a work plan, recommendations, cost estimates, and cost comparisons regarding the transfer of management and actuarial services of the class V (OPS) school employees retirement system to the PERB.

The work plan must include a detailed analysis and recommendations regarding:

- a) management, administration, actuarial service, information technology, computer infrastructure, accounting, member data and record transfer;
- b) necessary statutory changes to achieve the transfer of management and actuarial services;
- c) staff training and assessment of staffing needs;

- d) educational and communication plans to fully inform all system stakeholders and affected governmental entities regarding management changes;
- e) sufficient timeframes for an orderly transition and implementation of management and actuary changes;
- f) cost estimates associated with the tasks necessary to carry out the management transition; and
- g) a comparison of the current annual cost to administer any Class V school employees retirement system established under the Class V School Employees Retirement Act with an estimate of the annual cost for the Public Employees Retirement Board to administer the system after a management transfer occurs.

The PERB must electronically report the work plan, including any recommendations, cost estimates, and cost comparisons, to the Clerk of the Legislature no later than June 30, 2020.

The bill specifically states that management does not include:

- a) A merger or consolidation of any Class V school employees retirement system with the School Employees Retirement System or any other retirement system administered by the PERB; or
- b) An assumption of any of the liability for any Class V school employees retirement system by the State of Nebraska, the PERB, or the NPERS.

The bill permits the PERB to quarterly bill and receive payment within 45 calendar days from receipt of the bill from OPS for all work performed by the PERB for services and related expenses in completion of the work plan.

LB 565	<i>Sponsor</i> Bolz	<i>Committee</i> Retirement	<i>Subject</i> State legislative intent relating to a designated beneficiary determination under certain retirement systems
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LB 565 represents an attempt to address unfortunate instances when a member of one of the state-offered retirement programs dies and had neglected to designate a beneficiary.

The bill amends the School Employees, County, Class V (OPS), and State plans to provide intent if a member of the retirement system is married at the time of his or her death and there is no designated beneficiary on file with the board, then the spouse married to the member on the date of the member's death is determined to be the beneficiary. If the member is not married on the date of his or her death and there is no surviving designated beneficiary on file with the board, then the benefit would be paid to the member's estate.

LB 683	<i>Sponsor</i> Kolterman	<i>Committee</i> Retirement	<i>Subject</i> Provide for a work plan under the Class V School Employees Retirement Act relating to a one-time lump sum payment to certain retired members
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LB 683 would direct the Public Employees Retirement Board (PERB) to develop a work plan, recommendations, and cost estimates for a one-time option for certain members who have terminated employment to receive a lump sum payment of a specified percentage of the present value of such member’s deferred retirement allowance in lieu of all rights to receive retirement or other benefits from any Class V school employees retirement system established under the Class V (OPS) School Employees Retirement Act.

The bill is meant to be another idea to address the ongoing financial circumstances facing the Class V Retirement Plan.

LB 706	<i>Sponsor</i> Lindstrom	<i>Committee</i> Retirement	<i>Subject</i> Authorize a one-year freeze of cost-of-living adjustments under the Class V School Employees Retirement Act
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To help address the ongoing financial concerns in the Class V (OPS) Retirement Plan, LB 706 would provide authority for the plan’s board of trustees to approve an action to prohibit a cost-of-living adjustment (COLA) to existing retirees for one year (the period between January 1, 2020, and December 31, 2020).

Sales Tax

LB 18	<i>Sponsor</i> Briese	<i>Committee</i> Revenue	<i>Subject</i> Adopt the Remote Seller Sales Tax Collection Act
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LB 18 is essentially the same legislation offered by former Senator Watermeier in 2017 (LB 44). LB 44 was advanced by the Revenue Committee in 2017 and it appeared on Final Reading in 2018 but did not pass.

LB 18 would create the Remote Seller Sales Tax Collection Act. The bill would require remote sellers (online retailer without a physical presence in our state) to collect and remit sales tax if their gross revenue in Nebraska exceeds \$100,000 or their sales in Nebraska consist of 200 or more separate transactions.

In 2017 the Nebraska Department of Revenue commented that such legislation would yield anywhere from \$30 million to \$40 million in new revenue for the state.

LB 182	<i>Sponsor</i> Bolz	<i>Committee</i> Revenue	<i>Subject</i> Adopt the School District Local Option Income Surtax Act
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LB 182 is essentially the same bill offered by Senator Bolz in 2018 (LB 911). LB 911 was referred to the Revenue Committee but did not advance.

LB 182 creates the School District Local Option Income Surtax Act. The bill allows school boards to impose a local option income tax surtax rate of up to 20% which cannot exceed five years in duration. The surtax is equal to an individual’s state income tax liability less nonrefundable credits multiplied by the rate chosen by the school board.

The surtax may be imposed if approved by a majority of voters in a school district at an election. The tax revenue may be used to reduce property taxes or for building construction, remodeling and site acquisition. Tax proceeds that are to be used to reduce property taxes are placed in the general fund of the school district and proceeds to be used for buildings and sites are deposited in a special building fund. The imposition of a surtax does not increase the budget authority for a school district.

NDE is permitted to adopt rules to carry out the legislation. If a vote to impose a surtax is acceptable, the school district must notify the Tax Commissioner by August 1 of the rate to be imposed for the following tax year. The proceeds of the tax are allocated to school districts by the Tax Commissioner.

Note: The Legislative Fiscal Office commented on LB 911 (2018) that the fiscal impact of the bill depends upon whether school districts opt to impose a surtax, the rate of surtax imposed and the use of the proceeds. It is not possible to determine what decisions will be made at the local level pursuant to the bill. If districts opt to impose a surtax for building and site needs, there will be increased expenditures for these purposes which may offset expenditures that would have been made from other sources of revenue. The degree to which a 20% local option income tax surtax will offset school property taxes varies by district depending upon the income tax liability of residents and amount of property taxes levied for school purposes. Imposition of the maximum 20% income tax surtax statewide would lower school district property taxes by 15.6% (in 2018). If a 20% surtax is imposed, the largest impact for a school district would be a 35.3% reduction in property taxes levied for schools and the smallest impact would be a 1.9% reduction in taxes levied.

LB 290	<i>Sponsor</i> Linehan	<i>Committee</i> Revenue	<i>Subject</i> Change the sales and use tax rate
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LB 290 is a placeholder bill offered by the Revenue Committee in the event a change in the state sales tax rate is necessary.

LB 291	<i>Sponsor</i> Linehan	<i>Committee</i> Revenue	<i>Subject</i> Change sales and use tax provisions
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LB 291 would apply Nebraska sales tax collection to remote sellers that operate outside the State of Nebraska. The emergency clause is attached and the legislation would become operative on April 1, 2019.

LB 507	<i>Sponsor</i>	<i>Committee</i>	<i>Subject</i>
	Briese	Revenue	Impose sales tax on certain services and eliminate sales tax exemptions

LB 507 removes sales tax exemptions on a long list of items and services, including:

- soft drinks, candy, or bottled water;
- Motor vehicle cleaning, maintenance, and repair services;
- cleaning and repair of clothing;
- cleaning, maintenance, and repair of other tangible personal property;
- maintenance, painting, and repair of real property;
- entertainment admissions;
- personal care services;
- lawn care, gardening, and landscaping services;
- pet-related services; storage and moving services;
- taxi, limousine, and other transportation services;
- legal services; and
- accounting services (among others).

The bill also imposes sales tax on prepared food and food and food ingredients served by public or private schools, school districts, student organizations, or parent teacher associations under an agreement with the proper school authorities, in an elementary or secondary school or at any institution of higher education, public or private, during the regular school day or at an approved function of any such school or institution.

The bill further imposes sales tax on fees and admissions charged by a public or private elementary or secondary school and fees and admissions charged by a school district, student organization, or parent-teacher association, pursuant to an agreement with the proper school authorities, in a public or private elementary or secondary school during the regular school day or at an approved function of any such school.

The bill contains on operative date of January 1, 2020.

LB 508	<i>Sponsor</i>	<i>Committee</i>	<i>Subject</i>
	Briese	Revenue	Impose sales and use taxes on certain services, eliminate sales tax exemptions, and use the increased revenue for property tax credits.

LB 508 is essentially the same language contained in LB 507, also introduced by Senator Briese. The principle difference between the two bills is that LB 508 specially credits the new revenue generated from expanded sales tax to the Property Tax Credit Cash Fund for property tax relief.

LB 508 removes sales tax exemptions on a long list of items and services, including:

- soft drinks, candy, or bottled water;
- Motor vehicle cleaning, maintenance, and repair services;
- cleaning and repair of clothing;
- cleaning, maintenance, and repair of other tangible personal property;
- maintenance, painting, and repair of real property;
- entertainment admissions;
- personal care services;
- lawn care, gardening, and landscaping services;
- pet-related services; storage and moving services;
- taxi, limousine, and other transportation services;
- legal services; and
- accounting services (among others).

The bill also imposes sales tax on prepared food and food and food ingredients served by public or private schools, school districts, student organizations, or parent teacher associations under an agreement with the proper school authorities, in an elementary or secondary school or at any institution of higher education, public or private, during the regular school day or at an approved function of any such school or institution.

The bill further imposes sales tax on fees and admissions charged by a public or private elementary or secondary school and fees and admissions charged by a school district, student organization, or parent-teacher association, pursuant to an agreement with the proper school authorities, in a public or private elementary or secondary school during the regular school day or at an approved function of any such school.

The bill contains on operative date of January 1, 2020.

School Boards

LB 101	<i>Sponsor</i>	<i>Committee</i>	<i>Subject</i>
	Wayne	Government	Change provisions of the Nebraska Political Accountability and Disclosure Act relating to a potential conflict of interest by an elected office holder of cities/villages or a school district

The same piece of legislation was introduced by Senator Roy Baker in 2018 (LB 1037), which did not pass.

LB 101 would amend the Nebraska Political Accountability and Disclosure Act to permit elected officeholders of certain cities or villages, or a school district, to participate in voting on matters involving a business association conflict of interest when the business association exists because the city, village or school district is a member of an association of cities, villages or school districts.

Under current law the officeholder is not permitted to vote, and must report the conflict of interest based on the business association. Under this bill, the officeholder would still be required to report the conflict of interest, but would be allowed to vote.

LB 415	<i>Sponsor</i>	<i>Committee</i>	<i>Subject</i>
	Friesen	Government	Repeal recall provisions for political subdivisions

LB 415 amends the Nebraska Election Act and outright repeals relevant laws to eliminate recall provisions for political subdivisions.

School Budget and Finance

LB 191	<i>Sponsor</i>	<i>Committee</i>	<i>Subject</i>
	La Grone	Government	Change provisions relating to budgets and public hearing notice for certain governmental entities

Under the current procedures to authorize a change in the property tax request from the previous year, a governing body of a political subdivision must pass by a majority vote a resolution or ordinance establishing the tax request at a different amount.

The resolution or ordinance may only be passed after a special public hearing called for such purpose is held and after notice is published in a newspaper of general circulation in the area of the political subdivision at least five days prior to the hearing. LB 191 changes this notice requirement to four calendar days. The bill clarifies that the four calendar days will include the day of publication but not the day of hearing.

LB 336	<i>Sponsor</i>	<i>Committee</i>	<i>Subject</i>
	Hansen, M.	Government	Change the vote required to exceed certain budget limitations

The current base limitation is 1.5% for 2018-19. Unless the Legislature intervenes with new legislation to state otherwise, the base limitation will increase to 2.5% for 2019-20 and beyond.

Under the current provisions of the Nebraska Budget Act, a government unit may exceed the base limit for a fiscal year by up to an additional 1% upon the affirmative vote of at least 75% of the governing body.

LB 336 provides that a simple majority vote of the governing body may vote to exceed the base limitation by up to 1%.

LB 350	<i>Sponsor</i>	<i>Committee</i>	<i>Subject</i>
	Morfeld	Education	Provide a budget exception for expanded learning opportunity programs

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LB 350 provides a spending lid exception for expanded learning opportunity programs or for school-based or school-linked activities and programs that utilize school-community partnerships to expand opportunities for students to participate in educational activities outside the normal classroom.

Section 79-2503 defines “expanded learning opportunity program” as a school-community partnership that provides participating elementary-age and secondary-age students and their families with programming and other support activities and services after school and on weekends, holidays, and other hours when school is not in session through a mix of programs and services that (a) complement but do not duplicate elementary and secondary school day learning and (b) create opportunities to strengthen school-community partnerships that provide students and their families with the support they need to be successful in school.

The spending lid exception would be, for districts with more than 1,000 students, expenditures up to \$100,000, and for districts with 1,000 or fewer students, expenditures up to \$50,000.

LB 351	<i>Sponsor</i> Morfeld	<i>Committee</i> Education	<i>Subject</i> Provide for school district levy and bonding authority for cybersecurity and violence prevention
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Current law (§ 79-10,110.02) permits a school board to determine that an additional property tax levy is necessary for a specific abatement project to address actual or potential environmental hazard, accessibility barrier, life safety code violation, life safety hazard, or mold which exists within one or more existing school buildings or the school grounds of existing school buildings controlled by the school district.

LB 351 adds to this law the abatement of cybersecurity vulnerabilities and violence prevention in one or more existing school buildings or on the school grounds of existing school buildings controlled by the school district.

The bill defines “cybersecurity vulnerability” as any potential data compromise resulting from the loss, theft, disposal, abandonment, accidental publication, or accidental release of personally identifiable information or material in any media or format that is not publicly available, including:

- a) Data created by or provided to an elementary school, middle school, high school, or school district in the course of a student’s attendance or application for attendance at an elementary school, middle school, or high school; and
- b) Data created by or provided to an elementary school, middle school, high school, or school district in the course of an employee’s employment or application for employment with the school district;

“Violence prevention” is defined as necessary equipment and modifications to existing school buildings or the school grounds of existing school buildings designed or used to deter any act of

violence from occurring or to protect students, school personnel, and the public from an act of violence should it occur in a school building or on the school grounds of a school building.

LB 430	<i>Sponsor</i>	<i>Committee</i>	<i>Subject</i>
	Groene	Education	Change dates related to certifications and distributions of state aid to schools

LB 430 is shell bill introduced by the chair of the Education Committee in the event that the state budget process requires a later certification date. The bill would delay certification of state aid, applicable allowable reserve percentages, and budget authority to no later than June 10th.

LB 431	<i>Sponsor</i>	<i>Committee</i>	<i>Subject</i>
	Groene	Education	Change school finance base limitation and local effort rate provisions

LB 431 is shell bill introduced by the chair of the Education Committee in the event that changes are pursued with regard to the base limitation for school districts, which is currently 1.5% and the local effort rate. The bill also proposes a later date, June 10, for certification of state aid, applicable allowable reserve percentages, and budget authority in the event the state budget process requires a later certification date.

LB 432	<i>Sponsor</i>	<i>Committee</i>	<i>Subject</i>
	Groene	Education	Include tax-increment financing valuation in adjusted valuations for purposes of state aid to schools and change school district levy authority

LB 432 provides an exception to the levy limitations for amounts levied by a school district up to the amount that would have been generated by a levy at the rate levied on taxable property for such fiscal year applied to the tax-increment financing (TIF) valuation, if the amounts levied are approved by at least 75% of the school board and the school district is receiving equalization aid under TEEOSA.

LB 497	<i>Sponsor</i>	<i>Committee</i>	<i>Subject</i>
	Friesen	Revenue	Adopt the School District Property Tax Authority Act and change revenue and taxation provisions

LB 497 creates the School District Property Tax Authority Act.

Under the bill, and beginning in 2020-21, the total amount of property taxes levied by a school district for a fiscal year may not exceed the school district’s property tax authority as determined by the Act.

The school board of each school district must calculate the school district's property tax authority each fiscal year as follows:

For fiscal year 2020-21, the following steps must be taken:

- 1) *Step one:* The school district's state and local resources must be calculated. The amount must be equal to the school district's property tax request for fiscal year 2019-20 plus the state aid distributed to the school district in fiscal year 2019-20 with the sum increased by the base growth percentage applicable to the school district;
- 2) *Step two:* The state aid to be distributed to the school district must be subtracted from the school district's state and local resources calculated under step one; and
- 3) *Step three:* The amount determined under step two would then be either:
 - a) Decreased by the amount by which other resources for fiscal year 2020-21 are expected to exceed other resources for fiscal year 2019-20; or
 - b) Increased by the amount by which other resources for fiscal year 2019-20 are expected to exceed other resources for fiscal year 2020-21; and

For fiscal year 2021-22 and thereafter, the following steps must be taken:

- 1) *Step one:* The school district's state and local resources must be calculated. The amount must be equal to the school district's state and local resources from the prior fiscal year increased by the base growth percentage applicable to the school district;
- 2) *Step two:* The state aid to be distributed to the school district for the current fiscal year would be subtracted from the school district's state and local resources calculated under step one; and
- 3) *Step three:* The amount determined under step two would then be either:
 - a) Decreased by the amount by which other resources for the current fiscal year are expected to exceed other resources for the prior fiscal year; or
 - b) Increased by the amount by which other resources for the prior fiscal year are expected to exceed other resources for the current fiscal year.

The school board must report the amount determined as provided in the Act to NDE upon forms prescribed by the department. The department must review the amount reported to determine if the amount was calculated correctly.

If the department determines that the amount was calculated correctly, it must approve and certify the amount to the school board. If the department determines that the amount was not calculated correctly, it must calculate the correct amount and certify that amount to the school board.

The amount certified by the department will be the school district's property tax authority, which would be used for setting the school district's maximum levy rate. The school board may set its property tax request at an amount equal to or less than the school district's property tax authority.

This amount does not apply to that portion of a school district’s property tax request that is needed to pay the principal and interest on approved bonds.

The Act provides the following definitions:

“Approved bonds” is defined as bonds that are issued by a school district after the question of issuing such bonds has been approved by the voters of such school district.

“Base growth percentage” is defined as whichever of the following percentages is the highest: (a) Two and one-half percent; (b) The percentage increase in the Consumer Price Index for All Urban Consumers, as prepared by the U.S. Department of Labor, Bureau of Labor Statistics, for the twelve-month period ending on June 30 of the year in which the property tax authority is calculated; or (c) The annual percentage increase in the student enrollment of the school district.

“Other resources” is defined as revenue of a school district from all sources other than real and personal property taxes and state aid.

LB 506	<i>Sponsor</i> Briese	<i>Committee</i> Revenue	<i>Subject</i> Adopt the Property Tax Request Limitation Act
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LB 506 creates the Property Tax Request Limitation Act.

The bill provides that, with the exceptions noted below, a school district’s property tax request for any year may not exceed the school district’s property tax request authority. The school board of each school district would calculate the school district’s property tax request authority each year as follows:

- (a) The school district’s property tax request from the prior year shall be increased by whichever of the following percentages is the highest:
 - i. The base growth percentage;
 - ii. The annual percentage increase in the student enrollment of the school district multiplied by four-tenths;
 - iii. The percentage obtained by first dividing the annual increase in the total number of limited English proficiency students in the school district by the student enrollment of the school district and then multiplying the quotient by twenty-five hundredths; or
 - iv. The percentage obtained by first dividing the annual increase in the total number of poverty students in the school district by the student enrollment of the school district and then multiplying the quotient by twenty-five hundredths; and
- (b) The amount determined above would then be:
 - i. Decreased by an amount equal to the amount by which total non property-tax revenue for the current year exceeds the total non-property tax revenue for the prior year. In

determining the total non-property-tax revenue for the current year, any category of non-property-tax revenue for which there is insufficient data as of August 1 to make an accurate determination shall be deemed to be equal to the prior year's amount; or

- ii. Increased by an amount equal to the amount by which total non property-tax revenue for the prior year exceeds the total non-property tax revenue for the current year. In determining the total non-property tax revenue for the current year, any category of non-property-tax revenue for which there is insufficient data as of August 1 to make an accurate determination shall be deemed to be equal to the prior year's amount.

The school board must report the amount determined to NDE upon forms prescribed by the department. If the department determines that the amount was calculated correctly, the department must approve and certify the amount to the school board. The certified amount would be the school district's property tax request authority.

Exceptions

The Act would not apply to that portion of a school district's property tax request that is needed to pay the principal and interest on approved bonds.

A school district's property tax request may exceed its property tax request authority by an amount approved by a sixty percent majority of legal voters voting on the issue at a special election called for such purpose upon the recommendation of the school board of such school district or upon the receipt by the county clerk or election commissioner of a petition requesting an election signed by at least 5% of the legal voters of the school district. The recommendation of the school board or the petition of the legal voters must include the amount by which the school board would increase its property tax request for the year over and above the property tax request authority of such school district. The county clerk or election commissioner must call for a special election on the issue within 30 days after the receipt of the school board recommendation or legal voter petition.

A school district's property tax request may exceed its property tax request authority by a percentage approved by an affirmative vote of at least 75% of the school board. The percentage may not exceed:

- a. 7% for school districts with an average daily membership of up to 471 students;
- b. 6% for school districts with an average daily membership of more than 471 students but no more than 3,044 students;
- c. 5% for school districts with an average daily membership of more than 3,044 students but no more than 10,000 students; or
- d. 4% for school districts with an average daily membership of more than 10,000 students.

A school district's property tax request may exceed its property tax request authority pursuant to any property tax authority approved by the voters at a levy override election prior to January 1, 2020.

This act becomes operative on January 1, 2020.

LB 513	<i>Sponsor</i>	<i>Committee</i>	<i>Subject</i>
	Briese	Education	Change requirements for the issuance of certain school district bonds

LB 513 provides that if the property tax valuation of the school district in the prior calendar year consists of 75% or more of ag land, then the question of issuing school district bonds must receive an affirmative vote in favor of issuing the bonds by at least 60% of those voting on the question. In all other school districts, the question must receive an affirmative vote in favor of issuing the bonds by at least 50% of those voting on the question.

LB 581	<i>Sponsor</i>	<i>Committee</i>	<i>Subject</i>
	Albrecht	Government	Require the use of generally accepted accounting principles in preparing budgets under the Nebraska Budget Act

Under the Nebraska Budget Act (§ 13-504), each governing body of a political subdivision must annually or biennially, as the case may be, prepare a proposed budget statement on forms prescribed and furnished by the auditor.

LB 581 stipulates that the proposed budget statement must be made in accordance with generally accepted accounting principles using the accrual basis, except that such requirement shall not apply to any political subdivision that has been granted a waiver of audit requirements granted by the State Auditor.

LB 588	<i>Sponsor</i>	<i>Committee</i>	<i>Subject</i>
	Stinner	Education	Change the local effort rate pursuant to the Tax Equity and Educational Opportunities Support Act

The current local effort is set at the maximum levy minus 2.97¢. LB 588 provides that, beginning for school fiscal year 2019-20, the local effort rate would be set at the maximum levy minus 3¢. The emergency clause is attached.

LB 647	<i>Sponsor</i>	<i>Committee</i>	<i>Subject</i>
	Wayne	Education	Include virtual school students in the state aid to schools formula

LB 647 is very similar to LB 634, also introduced by Senator Wayne, in 2017. LB 634 carried over to the 2018 Session but did not advance from committee.

LB 647 defines virtual school to mean any school or educational program that:

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- a) Is operated by a school district;
- b) Offers courses for credit;
- c) Uses predominately Internet-based methods to deliver instruction;
- d) Involves instruction that occurs asynchronously with the teacher and student in separate locations;
- e) Requires the student to make academic progress toward the next grade level or high school graduation;
- f) Requires the student to demonstrate subject matter competence for each course or subject in which the student is enrolled as part of the virtual school; and
- g) Requires the student, when age-appropriate, to complete state assessments; and

The bill provides that virtual schools and virtual school programs must be offered by a school district for credit, use primarily internet-based methods to deliver instruction, involve asynchronous instruction, require students to demonstrate subject matter competency and to progress toward the next grade level or high school graduation, and require completion of state assessment tests.

“Virtual school student” is defined as a student who is a resident of Nebraska enrolled in and attending a virtual school on at least a part time basis.

The bill provides for virtual students to be included in average daily membership and fall membership which are used to determine formula students for purposes of computing state aid to schools through the Tax Equity and Educational Opportunities Support Act (TEEOSA).

LB 674	<i>Sponsor</i> Linehan	<i>Committee</i> Education	<i>Subject</i> Change the base limitation for school districts
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Beginning for school fiscal year 2020-21, LB 674 provides that the base limitation for each school district is the inflation rate certified by the Tax Commissioner for the school fiscal year plus the student growth rate certified by NDE for the school district.

By November 1st each year, beginning in 2019, the Tax Commissioner must certify to NDE and to the State Auditor the inflation rate for the immediately following school fiscal year, which would be equal to the percent change from the most recent CPI for All Urban Consumers published by the federal Bureau of Labor Statistics as of August 31 of the year immediately preceding the year in which the certification is being made to the most recent CPI as of August 31 of the year in which the certification is being made.

By December 1st each year, beginning in 2019, NDE must certify to each school district and to the State Auditor the student growth rate and the base limitation for the school district for the immediately following school fiscal year. The student growth rate for each school district for the immediately following school fiscal year would be equal to the percent change from the fall

membership reported in October of the year immediately preceding the year in which the certification is being made to the fall membership reported in October of the year in which the certification is being made, except that the student growth rate for any school district may not be less than zero percent.

LB 679	<i>Sponsor</i>	<i>Committee</i>	<i>Subject</i>
	DeBoer	Education	Create the School Financing Review Commission

LB 679 creates the School Financing Review Commission and would consist of 20 members, including:

- a) Three members of the Legislature, appointed by the Executive Board;
- b) the Property Tax Administrator or designee, as a nonvoting, ex officio member;
- c) the council director of the ESUCC;
- d) the Commissioner of Education or designee;
- e) a representative of the Governor selected by the Governor;
- f) one member representing postsecondary education with expertise in the area of school finance;
- g) two members who reside in a Class III school district, one school administrator and one school board member;
- h) two members who reside in a Class IV school district, one school administrator and one school board member;
- i) two members who reside in a Class V school district, one school administrator and one school board member; and
- j) six members from the state at large, two from each congressional district, who reside in school districts of varied sizes and with varying percentages of limited English proficiency students and poverty students.

At least one of the members appointed must have experience in the teaching profession in public schools, at least one must have experience in business, and at least one must have experience in agriculture-related business.

The Commission would conduct an in-depth review of the financing of the public elementary and secondary schools. The commission must:

- a) Examine methods of financing public elementary and secondary schools, including methods used in other states, which would provide equitable educational opportunities across the state and offer alternatives to heavy reliance on property tax;
- b) Examine the option of using income as a component in the financing of public elementary and secondary schools;
- c) Examine the option of using sales tax as a component in the financing of public elementary and secondary schools, including an examination of the experience of any other states with such option;

- d) Examine financing issues as they relate to the quality and performance of public elementary and secondary schools;
- e) Examine options for funding expanded public prekindergarten services;
- f) Examine options for funding college-readiness and career readiness programs, including, but not limited to, programs of excellence, dual-enrollment courses, and career academies;
- g) Examine the costs and resources necessary to meet the diverse and growing needs of students across the state, including, but not limited to, the needs of poverty students and limited English proficiency students;
- h) Examine methods used by other states to fund public elementary and secondary school infrastructure needs;
- i) Examine other issues related to public elementary and secondary school finance as necessary and as determined by the chairperson;
- j) Prepare a report on the progress of the work of the commission and submit it electronically to the Legislature on or before December 31, 2019; and
- k) Prepare a preliminary report and present it to the Legislative Council in November 2020. A final report with recommendations on maintaining adequate and equitable funding for public schools in light of information gathered through the review must be presented to the Governor, the State Board of Education, and electronically to the Legislature by December 1, 2020.

By December 1, 2020, to assure that every Nebraskan is educated for success, the Commission must:

- a) Review the mission of providing Nebraskans the opportunity to acquire the necessary skills and knowledge to be productive individuals;
- b) Review, make recommendations on, and report on the progress of the goals established by the Legislature and NDE. The committee may solicit comments, concerns, and case studies from all sizes of schools in Nebraska and develop best practices for implementing and achieving such goals; and
- c) Review the implementation of TEEOSA and the implementation of any recommendations contained in reports.

By July 1st of each even-numbered year beginning in 2020 and ending in 2028, the Commission must report to the Governor, State Board of Education, and Legislature on the adequacy of school funding sources. NDE and the staff of the Revenue Committee, the Education Committee, and the Appropriations Committee of the Legislature, with the consent of the chairpersons of such committees, may assist as needed and requested by the chairperson of the commission in accordance with guidelines developed by the commission.

The Commission may:

- a. Hire staff, including, but not limited to, consultants; and

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- b. Obtain assistance from NDE and the Department of Revenue in acquiring data needed to carry out its duties.

The bill intends for an appropriation of \$100,000 from the General Fund to the Commission to carry out its duties. The commission would be housed within the State Department of Education. The commission shall cease to exist on December 31, 2028, unless extended by the Legislature.

The emergency clause is attached.

Special Education

LB 346	<i>Sponsor</i>	<i>Committee</i>	<i>Subject</i>
	Wishart	Education	Change special education reimbursements

LB 346 is similar to LB 876 (2018) and relates to the amount of aid appropriated for special education programs and support services. The bill requires that General Funds must be appropriated to fund at least 80% of the excess allowable costs for all special education programs and support services plus the amount set aside for the reimbursement of residential settings.

The bill provides a phase-in process so that by 2022-23 the reimbursement rate would be at 80% of the excess allowable costs for all special education programs and support services.

State Budget

LB 294	<i>Sponsor</i>	<i>Committee</i>	<i>Subject</i>
	Speaker Scheer	Appropriations	Appropriate funds for the expenses of Nebraska State Government for the biennium ending June 30, 2021

LB 294 represents the mainline appropriations bill for the 2019-21 biennium budget. Within this bill are line-items for TEEOSA, special education, ESU funding, etc.

Student Discipline

LB 147	<i>Sponsor</i>	<i>Committee</i>	<i>Subject</i>
	Groene	Education	Provide for the use of physical force or physical restraint or removal from a class in response to student behavior.

LB 147 amends the Nebraska Student Discipline Act to provide for the use of physical force or physical restraint or removal from a class in response to student behavior. The bill is very similar but not identical to LB 595 (2017), also introduced by Senator Groene, which was advanced to General File by a 5-2 vote of the Education Committee but advanced no further.

Use of Restraint/Contact: Under the legislation, “physical restraint” is defined as holding the hands, wrists, or torso of a student to control the movements of the student and may not include the use of any mechanical device or binding a student to any object.

If a student becomes physically violent toward himself/herself, a teacher, an administrator, or another student, a teacher or administrator may use the necessary physical contact or physical restraint to control the student until the student no longer presents a danger to himself/herself, the teacher, the administrator, or the other student.

If a student exhibits destructive behavior toward school property, a teacher or administrator may use the necessary physical contact or physical restraint to control the student until the student ceases the destructive behavior or the student is removed from the classroom.

The bill provides that any such action by a teacher or administrator would not be considered corporal punishment.

In addition, a teacher or administrator defending himself/herself, another teacher or administrator, or a student, or protecting school property would not be subject to legal action or administrative discipline if the teacher or administrator was acting in a reasonable manner.

Removal from Classroom: Under LB 149, a teacher would be granted the authority to have a student removed from the classroom by an administrator, administrator’s designee, or school resource officer if the teacher:

- a) Has documented that the student has repeatedly interfered with the teacher’s ability to communicate effectively with the students in the class or with the ability of students in the class to learn;
- b) Determines the student’s behavior is so unruly, disruptive, or abusive that it seriously interferes with the teacher’s ability to communicate effectively with the students in the class or with the ability of the students in the class to learn; or
- c) Determines the student has committed other disruptive acts that merit discipline under the Student Discipline Act.

If a teacher has a student removed from a classroom as prescribed in the bill, the principal of the school may place the student into another appropriate classroom or into in-school suspension or suspend the student as provided in the Student Discipline Act.

The principal may not return the student to a class taught by the teacher without the teacher’s consent unless such return is required under the Special Education Act or the federal Individuals with Disabilities Education Act (IDEA).

If the teacher does not consent to the student’s return to the teacher’s classroom, within two school days following the student’s removal a conference must be held with the teacher and the parent/guardian in the presence of the principal or the principal’s designee for the purpose of determining the causes of the problem and developing a plan to implement possible student behavior improvement mechanisms. Following the conference, the principal may readmit the

student to the teacher's class. A principal or other administrator may not coerce a teacher to consent to the return of a student to a class from which the student was removed.

A teacher may not be subject to legal action or administrative discipline for having a student removed from a class if the teacher was acting in a reasonable manner.

LB 165	<i>Sponsor</i>	<i>Committee</i>	<i>Subject</i>
	Hunt	Education	Adopt the Too Young to Suspend Act

LB 165 creates the Too Young to Suspend Act with the purpose to prohibit early childhood education and kindergarten students from being suspended or expelled from school except in limited circumstances. The intent of the bill is to prevent suspensions or expulsions of difficult young students who may disrupt school activities or willfully defy school authorities, but who are not a danger to other students.

The bill requires each school board to adopt a policy prohibiting the suspension or expulsion of any early childhood education or kindergarten student unless the school principal determines that the student has committed one of the following acts:

- a) The student willfully caused, attempted to cause, or threatened serious bodily injury to another student or person while in a school building, on school grounds, in a school-owned vehicle, or at a school sponsored activity or athletic event and the action was not an act of self-defense; or
- b) The student possessed or furnished to another person a firearm, knife, explosive, or other dangerous weapon, substance, or object while in a school building, on school grounds, in a school-owned vehicle, or at a school-sponsored activity or athletic event.

The bill permits the superintendent of a district to:

- a) Use a mandatory reassignment to transfer an early childhood education or kindergarten student to another school within the school district, if the transfer would result in a more appropriate placement due to any disability or special need of the student; or
- b) Suspend an early childhood education or kindergarten student during the pendency of an investigation into whether a student can be lawfully suspended or expelled.

Guidelines: By March 1, 2020, the Commissioner of Education must issue guidelines for the implementation of the Too Young to Suspend Act, including recommendations on the length of a suspension for acts described in the bill.

Reporting: By July 15, 2021, and each July 15th thereafter, each school district must submit a report to NDE detailing any suspension or expulsion of an early childhood education or kindergarten student.

LB 495	<i>Sponsor</i> Wayne	<i>Committee</i> Education	<i>Subject</i> Provide for collection of data on student disciplinary actions
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LB 495 is very similar to LB 1056, introduced by Senator Matt Hansen. LB 1056 did not advance.

LB 495 requires the State Board of Education to work with schools to collect data on school disciplinary measures and law enforcement interactions in order to better examine the circumstances that lead to young people entering the criminal justice system.

Data would include:

- The number of students sent to in-school suspensions, out-of-school suspensions, and expelled and the number of school days missed as a result;
- The number of students subject to mandatory school transfers due to disciplinary reasons;
- The number of students referred to law enforcement;
- The number of students ticketed, arrested, or detained at school or a school-sponsored activity;
- The use of restraints by staff or officers and room confinement or seclusion; and
- Whether a law enforcement officer is assigned to the school Schools would report this data to the state board so that it can be analyzed by various demographic indicators such as race/ethnicity, gender, grade level and whether the student has a learning or behavioral disability.

LB 515	<i>Sponsor</i> Vargas	<i>Committee</i> Education	<i>Subject</i> Change provisions relating to the Student Discipline Act
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LB 515 represents a second attempt by Senator Vargas to provide comprehensive modifications to the Nebraska Student Discipline Act. His first attempt was LB 999 (2018), which was not advanced by the Education Committee.

Credits Earned

At the conclusion of an expulsion, a school district shall reinstate the student and accept nonduplicative, grade-appropriate credits earned by the student during the term of his or her expulsion from any Nebraska accredited institution or institution accredited by one of the six regional accrediting bodies in the United States.

Grounds for Disciplinary Action

One of the existing grounds for disciplinary action is causing or attempting to cause personal injury to a school employee, to a school volunteer, or to any student. LB 515 provides that personal

injury must be considered caused by accident when the damage or consequences of the act that caused the injury were unintentional, unforeseen, or unexpected.

Under the existing ground of engaging in the unlawful possession, selling, dispensing, or use of a controlled substance or an imitation controlled substance, the bill specifies that it must be the unlawful knowing possession.

Section 79-268 sets out procedures to be followed if a principal decides to discipline a student by long-term suspension, expulsion, or mandatory reassignment. LB 515 requires that the decision as to the recommended discipline must be made within two school days after learning of the alleged student misconduct and initiating proceedings. The written notice provision to notify the right to a hearing, LB 515 provides that if the student is suspended pending the outcome of the hearing, the student may complete classwork and homework, including, but not limited to, examinations, missed during the period of suspension under district guidelines that may not require the student to attend the school district's alternative programs for expelled students.

Hearing Officer Selection

Under the bill, if a hearing is requested within five school days after receipt of the notice as provided in section 79-268, the superintendent shall recommend appointment of a hearing examiner within two school days after receipt of the hearing request.

The student or the student's parent or guardian may request designation of a hearing officer other than that selected by the superintendent, if notice to the superintendent of this request is given within two school days after receipt of the superintendent's recommended appointment.

Upon receiving the request, the superintendent must provide a list of at least five qualified hearing officers who are not employees of the school district, or otherwise currently under contract with the school district, and whose impartiality may not otherwise be reasonably questioned.

The student or the student's parent or guardian must, within five school days, select a hearing officer from the list and notify the superintendent in writing of the selection and the superintendent must appoint the selected hearing officer upon receipt of the notice.

Individuals whose impartiality may be reasonably questioned would include, but not be limited to, individuals who:

- a) Have a personal bias or prejudice concerning a party;
- b) Have personal knowledge of evidentiary facts concerning the proceeding;
- c) Have served as legal counsel to the school district; or
- d) Have a spouse who is an employee of, or is under contract with, the school district.

A qualified hearing officer must be an individual who has knowledge of the Student Discipline Act, training in its statutory requirements, and experience conducting student hearings.

If a hearing is requested by the student or the student’s parent or guardian within five school days following receipt of the written notice, and the student has been suspended pending the outcome of such hearing, the student must be given the opportunity to complete any classwork, including, but not limited to, examinations missed during the period of suspension.

The school district must make available those witnesses who have knowledge of or were involved in the alleged misconduct and subsequent discipline of the student if the witnesses are requested by the student or the student’s parent, guardian, or representative and such witnesses are employees or under contract with the school district.

LB 515 stipulates that the superintendent must notify the student or the student’s parent or guardian of the superintendent’s determination within five school days after receipt of the hearing examiner’s report.

Student Health and Welfare

LB 60	<i>Sponsor</i> Cavanaugh	<i>Committee</i> Health	<i>Subject</i> Change terminology relating to shaken baby syndrome
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In 2002, the Legislature passed LB 326 to require NDE, with cooperation from the Department of Health and Human Services (DHHS), to develop a packet of materials entitled: “Learning Begins at Birth”. The packet was to be distributed by DHHS to parents of children born in Nebraska beginning on January 1, 2003.

In 2006 the law was modified under LB 994 to require that the packets contain information on the prevention of sudden infant death syndrome and shaken baby syndrome, services available to children and parents, and any other information deemed relevant by DHHS or NDE.

LB 60 (2019) modifies the law and modernizes the terminology to information on decreasing the risk of “sudden unexplained infant death syndrome” and “abusive head trauma in infants and children.”

LB 120	<i>Sponsor</i> Crawford	<i>Committee</i> Education	<i>Subject</i> Require teacher and school staff to receive training on behavioral and mental health
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LB 120 changes some terminology relevant to the duties of the state school security director. The director, among many other duties, must oversee suicide awareness and prevention training in public schools. The bill strikes the term “suicide awareness” and inserts “behavioral and mental health.”

The bill also changes current training requirements related to suicide awareness. Since 2015 all public school nurses, teachers, counselors, school psychologists, administrators, school social

workers, and any other appropriate personnel must receive at least one hour of suicide awareness and prevention training each year. [§ 79-2,146]

The bill changes the training requirement terminology from suicide awareness and prevention to behavioral and mental health training and specifies that the training is conducted each year during contract hours.

LB 120 specifies that such training must include suicide awareness and prevention training. The training may also include topics such as identification of early warning signs and symptoms of behavioral and mental health issues in students, appropriate and effective responses for educators, trauma-informed care, and procedures for making students and parents or guardians aware of services and supports.

The bill includes an emergency clause.

LB 167	<i>Sponsor</i>	<i>Committee</i>	<i>Subject</i>
	Hunt	Judiciary	Prohibit conversion therapy

LB 167 amends the Uniform Credentialing Act and provides that a person holding a credential under the Uniform Credentialing Act may not provide conversion therapy to any individual under 18 years of age.

Conversion therapy is defined as practices or treatments that seek to change an individual’s sexual orientation or gender identity, including efforts to change behaviors or gender expressions or to eliminate or reduce sexual or romantic attractions or feelings toward individuals of the same gender.

The bill stipulates that conversion therapy does not include:

- a) Counseling that provides support to an individual undergoing gender transition;
- b) Counseling that provides acceptance, support, and understanding of an individual or facilitates an individual’s coping, social support, and identity exploration and development, including sexual-orientation neutral interventions to prevent or address unlawful conduct or unsafe sexual practices, as long as such counseling does not seek to change an individual’s sexual orientation or gender identity.

The bill states that no state funds nor any funds belonging to a political subdivision of this state may be expended for the purpose of:

- a) Conducting conversion therapy;
- b) Referring a person for conversion therapy;
- c) Health benefits coverage for conversion therapy; or
- d) Providing a grant to or contracting with any entity that conducts conversion therapy or refers individuals for conversion therapy.

LB 251	<i>Sponsor</i>	<i>Committee</i>	<i>Subject</i>
	Walz	Education	Adopt the Child Hunger Workforce Readiness Act

A similar bill was introduced by Senator Walz in 2018 (LB 771). The bill was referred to the Education Committee but did not advance.

LB 251 creates the Child Hunger and Workforce Readiness Act. The bill requires public schools which are participating in the National School Lunch Program and School Lunch Breakfast Program to provide free meals to all students who are eligible for reduced-price lunches and reduced-price breakfasts. NDE would be required to reimburse school districts the amount that would be charged for each meal provided to a student who qualifies for a reduced-price lunch or reduced-price breakfast. The bill provides intent language to appropriate general funds to NDE for this purpose but no amount is specified.

LB 281	<i>Sponsor</i>	<i>Committee</i>	<i>Subject</i>
	McCollister	Education	Provide for posting by public schools of a toll-free number set up to report child abuse or neglect

A similar bill was offered by Senator McCollister in 2018, LB 912, which was advanced to General File by a unanimous vote of the Education Committee but advanced no further.

LB 281 would permit but not require each public school in Nebraska to post in a clearly visible location in a public area of the school that is readily accessible to students a sign in English and Spanish, using terminology appropriate for posting in schools, that contains the statewide toll-free number established by the Department of Health and Human Services (§ 28-711) to receive reports of child abuse or neglect.

A school may choose to post online, in lieu of displaying the poster, a link to the poster on its web site.

NDE may contract with an appropriate entity to create the poster. The department would ensure that schools have free and easy access to a digital image of such poster. NCSA has volunteered to be the entity that would house the digital image of the poster and also produce the poster for distribution as a member service.

LB 343	<i>Sponsor</i>	<i>Committee</i>	<i>Subject</i>
	Halloran	Judiciary	Adopt the School Safety Rapid Response Option Act and authorize schools to allow employees to carry concealed handguns

LB 343 creates the School Safety Rapid Response Option Act and applies to public and private schools, public and private colleges, and the University.

The bill provides that the governing authority of a school may develop a program authorizing school employees who hold a concealed handgun permit to carry concealed handguns in or upon the school's building, grounds, vehicle, or school-sponsored activity or athletic event.

A program may:

- a) Require school employees to undergo additional training;
- b) Be limited to specific classes or types of employees;
- c) Limit the authority to carry a concealed handgun to specific places, events, or circumstances; or
- d) Impose any other additional requirements or conditions as determined by the governing body.

LB 390	<i>Sponsor</i>	<i>Committee</i>	<i>Subject</i>
	Pansing Brooks	Judiciary	Provide duties regarding school resource officers and security guards

LB 390 creates the Commission on Law Enforcement and Criminal Justice. By December 1, 2019, the commission must develop and distribute a model memorandum of understanding that includes the policies noted below.

The memorandum of understanding would govern the use of school resource officers or security guards and must include policies that:

- (1) Require each school resource officer or security guard to attend a minimum of 40 hours of training focused on school-based law enforcement, including coursework focused on (a) school law, (b) student rights, (c) understanding special needs students and students with disabilities, (d) conflict de-escalation techniques, (e) ethics for school resource officers, (f) teenage brain development, (g) adolescent behavior, (h) diversity and cultural awareness, (i) trauma-informed responses, and (j) preventing violence in school settings;
- (2) Require a minimum of one administrator and one teacher to attend a minimum of 20 hours of training focused on school-based law enforcement, including coursework focused on (a) school law, (b) student rights, (c) understanding special needs students and students with disabilities, (d) conflict de-escalation techniques, (e) ethics for school resource officers and security guards, (f) teenage brain development, (g) adolescent behavior, (h) diversity and cultural awareness, (i) trauma-informed responses, and (j) preventing violence in school settings;
- (3) Ensure records are kept on each student referral for prosecution from a school resource officer or security guard and that the records allow for analysis of related data and delineate:
 - (a) The reason for the referral;

- (b) If the occurrence prompting such referral occurred at school, on school grounds, or at a school-sponsored event; and
 - (c) Demographic characteristics of such student and any other students involved in the occurrence prompting such referral, including race, ethnicity, national origin, gender, grade level, and whether the student has an identified disability.
- (4) Specify when parents or guardians are to be notified or present, in a language that the parent or guardian understands, if a student is subjected to questioning or interrogation by a school official or by a school resource officer or security guard operating in conjunction with a school official;
 - (5) Specify under what circumstances school resource officers and security guards are to advise students of their constitutional rights prior to being questioned or interrogated by a school official or by a school resource officer or security guard operating in conjunction with a school official;
 - (6) Specify the type or category of student conduct or actions that will be referred to law enforcement for prosecution and the type of student conduct or actions that will be resolved as a disciplinary matter by a school official and not subject to referral to law enforcement; and
 - (7) Accommodate a student and parent complaint process to express a concern or file a complaint about a school resource officer or security guard and the practices of such school resource officer or security guard with the school district or the law enforcement agency or security agency.

The bill provides that any law enforcement agency that provides school resource officers or security agency that provides security guards to schools as of January 1, 2020, must, by January 1, 2021, adopt a written memorandum of understanding with the school district.

The memorandum of understanding must include provisions in conformance with the minimum standards established in the model policy developed by the commission and may include any other procedures and provisions the school district and the law enforcement agency or security agency mutually deem appropriate.

The bill defines “school resource officer” as any peace officer or security guard with apparent authority to act as a peace officer who is assigned, as his/her primary duty, to any school district to provide law enforcement and security services to any public elementary or secondary schools.

“Security agency” is defined as a contractor that employs security guards used by a school district.

“Security guard” is defined as a person employed to protect buildings and people and may include off-duty peace officers.

LB 568	<i>Sponsor</i> Morfeld	<i>Committee</i> Education	<i>Subject</i> Provide for mental health first aid training for school districts and change provisions relating to the use of lottery funds
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LB 568 would require NDE to establish a mental health first aid training program for teachers and other personnel employed by a school district or an ESU participating in a grant provided through lottery funds.

The mental health first aid training is to be delivered by trainers who are properly certified by a national organization for behavioral health to provide training. The program must also provide an opportunity for teachers and other designated personnel to complete the training necessary to become certified by a national organization for behavioral health to provide mental health first aid training to other teachers and designate personnel.

Mental health first aid training must include:

- a) The skills, resources, and knowledge necessary to assist students in crisis to connect with appropriate local mental health care services;
- b) Mental health resources, including the location of local community mental health centers; and
- c) Action plans and protocols for referral to such resources.

A recipient of mental health first aid training must also receive instruction preparing him/her to:

- a) Safely de-escalate crisis situations;
- b) Recognize the signs and symptoms of mental illness, including such psychiatric conditions as schizophrenia, bipolar disorder, major clinical depression, and anxiety disorders; and
- c) Timely refer a student to mental health services in the early stages of the development of a mental disorder to avoid subsequent behavioral health care and to enhance the effectiveness of mental health services.

The bill changes relevant lottery law to provide a funding source for grants to be issued by State Board of Education. The State Board is then authorized to establish a competitive innovation grant programs in areas including: (a) mental health first aid, (b) early literacy, (c) quality instructional materials, (d) personalized learning through digital education, or (e) other innovation areas identified by the board.

LB 589	<i>Sponsor</i> Chambers	<i>Committee</i> Judiciary	<i>Subject</i> Prohibit peace officers from serving as school resource officers
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With a few exceptions noted below, LB 589 provides that no peace officer may serve or work as a school resource officer, whether or not the officer is on duty as an employee of a law enforcement agency at the time of the service or work.

The bill would not apply to a peace officer who is:

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- a) Responding to a specific request for assistance from a student, school employee, or member of the public regarding a safety threat or a criminal act; or
- b) Providing security for an extracurricular event or activity.

LB 619	<i>Sponsor</i> Kolowski	<i>Committee</i> Banking	<i>Subject</i> Require coverage under insurance policies for mental health services delivered in schools
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LB 619 attempts to address an issue experienced in some school districts in which some insurance companies are unwilling to pay for services provided by practitioners (not school employees) if the service was provided within the school.

The bill states that individual or group sickness and accident insurance policy, certificate, or subscriber contract delivered, issued for delivery, or renewed in this state, (2) hospital, medical, or surgical expense-incurred policy, except for a policy that provides coverage for a specified disease or other limited benefit coverage, or (3) self-funded employee benefit plan to the extent not preempted by federal law that provides coverage for behavioral health treatment must provide coverage for behavioral health services delivered in a school or other educational setting.

LB 725	<i>Sponsor</i> Walz	<i>Committee</i> Education	<i>Subject</i> Provide for reimbursements to school districts and educational service units for mental health expenditures
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LB 725 requires NDE to reimburse each qualifying school district and ESU for allowable mental health expenditures in the immediately following school fiscal year a pro rata amount based on the reimbursement percentage as determined by the department.

The reimbursement percentage would be equal the ratio of the money in the School Mental Health Resources Fund, created under the bill, available for reimbursements divided by the total allowable mental health expenditures for the preceding school fiscal year, except that if the ratio is greater than 80%, the reimbursement percentage would equal 80%.

The bill provides intent language such that the Legislature that \$12 million be transferred from the General Fund to the School Mental Health Resources Fund annually for reimbursements beginning with the 2020-21 fiscal year.

To qualify for reimbursement, a school district or ESU must:

- a) Designate an employee of the school district or ESU as a community-based mental health resource liaison and provide the appropriate training and resources for the employee to assist students, families, teachers, and schools in locating the resources necessary to address the mental health needs of individual students in the district or ESU; and

- b) Submit allowable mental health expenditures in a manner prescribed by the department.

The bill provides that allowable mental health expenditures must be:

- a) Directly related to meeting the mental health needs of an individual student or group of students;
- b) Directly related to a focused strategy approved by the department to reduce the mental health needs of students by improving the overall educational environment; or
- c) Directly related to the training or work of the community-based mental health resource liaison.

The State Board of Education is required to adopt and promulgate rules and regulations to carry out provisions of the bill, including criteria to further define allowable mental health expenditures.

In addition to funds from the Legislature, the bill permits donations, gifts, bequests, or other contributions to the fund from public or private entities or made available by any department or agency of the U.S. if so directed.

LB 727	<i>Sponsor</i>	<i>Committee</i>	<i>Subject</i>
	Walz	Education	Provide duties for school districts, the State Department of Education, and the Department of Health and Human Services with respect to mental health services

LB 727 provides that by August 1st of each year, NDE in consultation with the DHHS must provide each school district with a registry of state and local mental health resources available to work with students and families by geographic area. The registry must be updated at least annually and include resources for both school-based services and services accessed by families and individuals outside of schools.

Each school district is required to designate one or more mental health points of contact for each school building or other division as determined by the school district. A mental health point of contact may be an administrator, a school nurse, a school psychologist, or another designated school employee. Each mental health point of contact must be trained in mental health issue identification and have knowledge of community service providers and other resources available for students and families.

Each mental health point of contact must facilitate access to mental health services during the school day at the school the student attends whenever possible.

Each school district must report the designated mental health points of contact to NDE prior to the beginning of each school year.

LB 728	<i>Sponsor</i>	<i>Committee</i>	<i>Subject</i>
	Walz	Education	Provide duties relating to school meals

LB 728 amends the school breakfast program (§ 79-10,138) and expands the duties of NDE and school districts.

The bill requires the department to promote practices to prevent and reduce student debt for school breakfasts and lunches. By January 1, 2020, the department must create and disseminate a uniform meal charge policy that school districts may implement. The meal policy must include the following provisions:

- a) Each student must be served a reimbursable meal upon request at each meal during each school day, regardless of whether the student can immediately pay for the meal or has accrued debt for school meals;
- b) Each school district must communicate directly with a parent/guardian of a student to address outstanding debt for school meals, rather than communicate with or through a student, and may not engage in practices directed at the student that may stigmatize the student, including requiring the student to work off a debt;
- c) A school district may not discard any school meal after it is served to a student on the basis that the student is unable to pay for the meal or has debt for school meals;
- d) Each school district must endeavor to ensure that student meals are not being charged to students eligible for free or reduced priced school meals by attempting to directly certify student eligibility or by encouraging parents and guardians to apply for eligibility through the application process; and
- e) Each school district must evaluate their unpaid meal charge collection policies and consider whether collection is appropriate based on the income and circumstances of the family with the unpaid debt for school meals.

The department may include or create additional school meal charge policies consistent with the requirements of the bill.

Student Speech / Expression

LB 206	<i>Sponsor</i>	<i>Committee</i>	<i>Subject</i>
	Morfeld	Judiciary	Protect free speech rights of student journalists and student media advisers

A similar bill, LB 886, was introduced by Senator Morfeld in 2018. The bill did not advance from committee.

Section 1 of LB 206 relates to free speech rights of students in postsecondary institutions.

Section 2 applies to public high schools. The bill provides that all school-sponsored media are deemed to be public forums. With the exceptions noted below, a student journalist has a right to exercise freedom of speech and of the press in school-sponsored media, regardless of whether the

media is supported financially by the public high school, supported by the use of the facilities of such school, or produced in conjunction with a class in which the student journalist is enrolled.

With the exceptions noted below, student journalist is responsible for determining the news, opinion, feature, sports, and advertising content the student produces for school sponsored media. Nothing would prevent a student media adviser from teaching professional standards of English and journalism to student journalists.

Exceptions: The bill would not authorize or protect expression by a student journalist that:

- a) Is libelous or slanderous;
- b) Constitutes an unwarranted invasion of privacy;
- c) Violates federal or state law; or
- d) So incites students as to create a clear and present danger of (i) the commission of an unlawful act or (ii) a violation of the policies of a public high school that could cause the material and substantial disruption of the orderly operation of such school.

Protections: A student journalist may not be disciplined for acting in accordance with provisions of the bill. A student media adviser may not be dismissed, suspended, disciplined, reassigned, transferred, or otherwise retaliated against for:

- a) Acting to protect a student journalist engaged in conduct; or
- b) Refusing to infringe upon conduct that is protected by the bill or the First Amendment to the U.S. Constitution.

The bill provides that no publication or other expression of matter by a student journalist in the exercise of rights would be deemed to be an expression of a public high school's policy. No public high school, member of a school board, or employee of the school or board would be held responsible in any civil or criminal action for any publication or other expression of matter by a student journalist in the exercise of rights as provided in the bill.

Training and Advice: LB 206 provides that public high schools and student media advisers must make efforts to utilize the resources and programs of state public and private universities and colleges and of state professional journalism organizations to obtain training and advice on mass media law and ethics for student media advisers and student journalists.

Definitions: "School-sponsored media" means any material that is (i) prepared, substantially written, published, or broadcast by a student journalist at a public high school, (ii) distributed or generally made available to members of the student body, and (iii) prepared under the direction of a student media adviser. School-sponsored media does not include any media intended for distribution or transmission solely for the class in which the media is produced.

"Student journalist" means a public high school student who gathers, compiles, writes, edits, photographs, records, or prepares information of a journalistic nature for dissemination in school sponsored media.

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“Student media adviser” means an individual employed, appointed, or designated by a public high school to supervise or provide instruction relating to school-sponsored media.

Student Transportation

LB 40	<i>Sponsor</i>	<i>Committee</i>	<i>Subject</i>
	Hilkemann	Transportation	Change provisions related to provisional operator’s permits, LPD and LPE learner’s permits, and interactive wireless communication devices

Under current law, the holder of an LPD-learner’s permit, school permit, or LPE-learner’s permit may not use any type of interactive wireless communication device while operating a motor vehicle on the highways of this state. The Enforcement is accomplished only as a secondary action when the holder of the permit has been cited or charged with a violation of some other law.

LB 40 changes such an offense from a secondary to a primary offense.

LB 269	<i>Sponsor</i>	<i>Committee</i>	<i>Subject</i>
	Friesen	Transportation	Change provisions relating to school permits

Under current law (§ 60-4,124), a person holding a school permit may operate a motor vehicle, moped, or motorcycle or an autocycle to and from where he/she attends school and between schools of enrollment over the most direct and accessible route by the nearest highway from his/her place of residence to transport the person or any family member who resides with the person to attend duly scheduled courses of instruction and extracurricular or school-related activities at the school he/she attends.

LB 269 modifies this provision to state that permit holder may travel to and from where he/she attends school, or property used by the school he or she attends for purposes of school events or functions, over the most direct and accessible route by the nearest highway from his/her place of residence to transport the person or any family member who resides with the person to attend duly scheduled courses of instruction and extracurricular or school-related activities at the school he/she attends or on property used by the school he/she attends.

LB 634	<i>Sponsor</i>	<i>Committee</i>	<i>Subject</i>
	Hilkemann	Transportation	Require three-point safety belt systems for school vehicles as prescribed

With exceptions noted below, LB 634 provides that any vehicle, regardless of the manufacturer’s rated seating capacity, used by or on behalf of a school district or ESU for the transportation of students must be equipped with three-point safety belt systems sufficient to allow each passenger, including the operator, to use a separate three point safety belt system.

The bill provides the following exceptions:

- a) The vehicle was purchased prior to the effective date of the bill by the school district or ESU using the vehicle for the transportation of students;
- b) the vehicle is used by or on behalf of a school district or an ESU for the transportation of students under a contract entered into prior to the effective date of the bill and the contract is not modified by the effective date of the bill; or
- c) Prior to the purchase of or contract for the use of the vehicle, a determination is agreed upon by a majority vote in an open public session of the school board or the board of the ESU that there is not capacity in the school district or ESU budget for the budget year to accommodate the additional cost to purchase or contract for the use of a vehicle or vehicles meeting the requirements noted above.

The bill adds language such that nothing should be construed to change any existing liability or to create any new liability for a school district or ESU with respect to any personal injury to a passenger in a vehicle used by or on behalf of a school district or ESU for the transportation of students.

Teachers, Certification

LB 241	<i>Sponsor</i>	<i>Committee</i>	<i>Subject</i>
	Bolz	Education	Provide for teacher mentoring program grants using income from solar and wind agreements on school lands

The Teacher Mentor program in Nebraska was created in 1998 by LB 1228. The education lobby at the time believed the program would be a good initiative for the state to undertake. LB 1228 (1998) set forth intent that the program would be funded through lottery funds in the now defunct Education Innovation Fund. The program would occasionally receive some minor political support over the years but ultimately it failed to win a permanent funding pledge.

LB 241 represents a revitalization of the concept with a new proposed funding stream. The bill provides that, starting with the 2020-21 school year, a school district may apply to NDE for a teacher mentoring program grant for a period of up to three years to implement a teacher mentoring program. The bill provides that 75% of the grant funds received by the school district must be used to pay stipends to mentor teachers.

The new proposed funding stream for the teacher mentoring program would be income from solar and wind agreements on school lands. Under the bill provides that, beginning July 1, 2020, the amount of income from solar and wind agreements on school lands must be used to fund teacher mentoring program grants.

Under LB 241 the State Board of Education is required to develop guidelines for teacher mentoring programs in school districts in order to provide ongoing support for beginning teachers entering

the teaching profession. The guidelines for school district teacher mentoring programs must include:

- a) A requirement that a mentor teacher must not (i) participate in a formal evaluation or remediation process involving a beginning teacher he/she is mentoring, (ii) advise an evaluating administrator regarding the performance of a beginning teacher he/she is mentoring, or (iii) participate in termination, nonrenewal, or cancellation proceedings of a beginning teacher he/she is mentoring, which is the responsibility of school administrators;
- b) The development of effective teacher mentoring programs with evidenced-based teacher mentoring standards that help frame the purpose for teacher mentoring;
- c) Training for mentor teachers regarding effective strategies and support for beginning teachers;
- d) An allocation of dedicated time during the school day for beginning teachers and their mentor teachers to meet on a monthly basis;
- e) The development of criteria for selecting excellent, experienced, and qualified teachers to be participants in a school district teacher mentoring program; and
- f) The development of an assessment to determine whether the school district teacher mentoring program has improved the retention of beginning teachers.

LB 668	<i>Sponsor</i> Vargas	<i>Committee</i> Education	<i>Subject</i> Adopt the Alternative Certification for Quality Teachers Act
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LB 668 creates the Alternative Certification for Quality Teachers Act. Citing a 2016 survey conducted by NDE, the bill notes the survey showed the state continues to have hundreds of unfilled teaching positions across the state.

The bill provides that, in addition to certificates issued under existing law, a certificate to teach in the public schools may be granted by the State Board of Education to any person in good standing who possesses a valid teaching certificate from another state and who annually completes the requirements to maintain certification.

Issuance of a certificate to teach in the public schools must be subject to a criminal history record information check and any rules and regulations adopted and promulgated by the board to carry out provisions of the bill.

The bill further provides that, in addition to certificates issued under existing law, a “temporary certificate” to teach in the public schools may be granted by the State Board of Education to any person who has:

- a) Presented to the board a valid bachelor’s degree, or higher, from an accredited degree-awarding college or university;

- b) Passed the basic skills examination and appropriate subject area examination as designated by the board; and
- c) Enrolled in an alternative teacher certification program approved by the board.

A temporary certificate to teach would be valid for a period not to exceed two years, during which the holder of such temporary certificate must obtain a valid certificate to teach in the public schools through an alternative teacher certification program approved by the board.

Issuance of a temporary certificate to teach would be subject to a criminal history record information check and any rules and regulations adopted and promulgated by the board.

Temporary School Fund

LB 416	<i>Sponsor</i> Friesen	<i>Committee</i> Education	<i>Subject</i> Change distribution of funds from the temporary school fund and from fines and licenses
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Under current law, the Commissioner of Education must annually make the apportionment of the temporary school fund to each school district by a prescribed formula. LB 416 provides that the remainder of funds should be apportioned to school districts proportionally based on the average daily membership for each school district for the most recently available complete data year. The bill acts as a sort of foundation aid system.

LB 491	<i>Sponsor</i> Wayne	<i>Committee</i> Judiciary	<i>Subject</i> Authorize punitive damages as prescribed
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LB 491 points out that Article VII, section 5, of the Nebraska Constitution provides in part that “all fines, penalties, and license money arising under the general laws of the state . . . shall belong and be paid over to the counties respectively where the same may be levied or imposed.”

The Constitution further provides that “All such fines, penalties, and license money shall be appropriated exclusively to the use and support of the common schools in the respective subdivisions where the same accrue”

Senator Wayne believes that punitive damages are “in the nature” of fines, penalties, and license money. Punitive damages are awarded both to deter the defendant and others from conduct similar to the conduct that gave rise to the lawsuit, and to punish the defendant. Punitive damages are appropriate in many situations where compensatory damages would be inadequate because the defendant acted in a truly egregious fashion.

Senator Wayne also points out that additional funds available for the public schools could be used to provide property tax relief.

The bill provides that a court may award punitive damages when the defendant has displayed actual intent to cause harm or causes an injury through action taken in reckless disregard for the lives and safety of others. Punitive damages may be awarded to punish the defendant and provide retribution, to act as a deterrent to the defendant and others inclined to behave in a similar manner, and to demonstrate the court's disapproval of such conduct.

An award of punitive damages must be specifically prayed for in the complaint. Upon an award of punitive damages, the court must notify the county. The county attorney may become a party solely to protect the interests of the common schools in the damages.

LB 491 requires that any award of punitive damages must be remitted to the State Treasurer for distribution in accordance with Article VII, section 5, of the Nebraska Constitution.

The bill defines "compensatory damages" as damages intended to make good the loss of an injured party and no more. The term includes general and special damages and does not include nominal, exemplary, or punitive damages.

"Nominal damages" is defined as damages that are not designed to compensate a plaintiff and are less than \$1,000.

"Punitive damages" is defined as damages awarded against a party in a civil action based on aggravating circumstances and to penalize a defendant and to provide additional deterrence and discourage similar conduct in the future. Punitive damages do not include compensatory damages or nominal damages.

TENTATIVE 2019 Legislative Session

Sun	Mon	Tue	Wed	Thur	Fri	Sat
January						
		1	2	3	4	5
6	7	8	9 DAY 1	10 DAY 2	11 DAY 3	12
13	14 DAY 4	15 DAY 5	16 DAY 6	17 DAY 7	18 DAY 8	19
20	21 HOLIDAY	22 DAY 9	23 DAY 10	24 DAY 11	25 DAY 12	26
27	28 DAY 13	29 DAY 14	30 DAY 15	31 DAY 16		

Sun	Mon	Tue	Wed	Thur	Fri	Sat
February						
					1	2
					DAY 17	
3	4 DAY 18	5 DAY 19	6 DAY 20	7 DAY 21	8 DAY 22	9
10	11 DAY 23	12 DAY 24	13 DAY 25	14 DAY 26	15 RECESS	16
17	18 HOLIDAY	19 DAY 27	20 DAY 28	21 DAY 29	22 DAY 30	23
24	25 RECESS	26 DAY 31	27 DAY 32	28 DAY 33		

Sun	Mon	Tue	Wed	Thur	Fri	Sat
March						
					1	2
					DAY 34	
3	4 DAY 35	5 DAY 36	6 DAY 37	7 DAY 38	8 RECESS	9
10	11 RECESS	12 DAY 39	13 DAY 40	14 DAY 41	15 DAY 42	16
17	18 DAY 43	19 DAY 44	20 DAY 45	21 DAY 46	22 RECESS	23
24	25 DAY 47	26 DAY 48	27 DAY 49	28 DAY 50	29 RECESS	30
31						

Sun	Mon	Tue	Wed	Thur	Fri	Sat
April						
	1 RECESS	2 DAY 51	3 DAY 52	4 DAY 53	5 DAY 54	6
7	8 DAY 55	9 DAY 56	10 DAY 57	11 DAY 58	12 RECESS	13
14	15 DAY 59	16 DAY 60	17 DAY 61	18 DAY 62	19 RECESS	20
21	22 RECESS	23 DAY 63	24 DAY 64	25 DAY 65	26 DAY 66*	27
28	29 DAY 67	30 DAY 68				

Sun	Mon	Tue	Wed	Thur	Fri	Sat
May						
			1 DAY 69	2 DAY 70	3 RECESS	4
5	6 RECESS	7 DAY 71	8 DAY 72	9 DAY 73	10 DAY 74	11
12	13 DAY 75	14 DAY 76	15 DAY 77	16 DAY 78	17 RECESS	18
19	20 RECESS	21 DAY 79	22 DAY 80	23 DAY 81	24 DAY 82	25
26	27 HOLIDAY	28 DAY 83	29 DAY 84	30 DAY 85	31 DAY 86	

Sun	Mon	Tue	Wed	Thur	Fri	Sat
June						
						1
2	3 DAY 87	4 DAY 88	5 DAY 89	6 DAY 90	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

Legislative Recess Days

February 15, 25
 March 8, 11, 22, 29
 April 1, 12, 19, 22
 May 3, 6, 17, 20

Federal & State Holidays

January 21 – Martin Luther King Jr. Day
 February 18 – Presidents' Day
 April 26 – Arbor Day*
 May 27 – Memorial Day

*The Legislature will be in session on Friday, April 26, the Arbor Day holiday.
 Any Legislative employees who work that day will receive compensatory time for hours worked on the holiday.



SCHOOL SAFETY

Creating safe and supportive schools is essential to student learning and well-being. Children who do not feel safe and supported at school, both physically and psychologically, cannot achieve and learn to their fullest potential.

- **Provide additional state funding for school safety and security improvements and give school districts additional flexibility to fund new security infrastructure.**

TEACHER RECRUITMENT, RETENTION AND DEVELOPMENT

Like all professions, teachers need a variety of skills and knowledge to develop and be effective. Through continuing education and mentoring programs, educators improve and become more proficient. Nebraska will soon face a teacher shortage and proactive steps must be taken now.

- **Provide state funding to increase teacher participation in national board certification and to incentivize mentor teacher programs.**
- **Change distribution provisions for teacher loan forgiveness programs.**

EXPANDED LEARNING OPPORTUNITIES

Expanded Learning Opportunities (ELO), meaning high quality school-based and school-linked afterschool and summer programs, can provide the additional supports and learning opportunities that all youth need to succeed in school and be prepared to contribute to a growing Nebraska.

- **Invest in quality programing and expand access by providing a state match of the current level of federal grant support for ELOs through the 21st Century Community Learning Center program.**

CAREER EDUCATION

Quality career education is substantially costlier than most core academic courses, especially in areas that require laboratories with industrial-grade equipment. Nebraska is one of only THREE states that does not provide additional state funding for career education.

- **Expand the number of career education programs across the state and provide greater state funding for schools offering career education courses.**

SCHOOL FUNDING

Too many students face a real and growing opportunity gap. We must address this and provide a high-quality education for ALL students. Low state funding for K-12 education also forces our schools to rely heavily on local property taxes.

- **Restore public education funding that was recently cut by lawmakers and increase allocated income tax reimbursements for public schools.**
- **Provide additional budget and tax levy authority for school districts and increase state aid funding for Educational Service Units' core services.**
- **Conduct a comprehensive, collaborative review of state public school financing.**



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Nebraska Association of School
Boards

Nebraska State Education
Association

STANCE

Greater Nebraska Schools
Association

Nebraska Rural Community
Schools Association

Educational Service Units
Coordinating Council

Beyond School Bells

Stand for Schools

Invest in Nebraska

Nebraska schools do an excellent job of educating our children, because Nebraskans know every child deserves a top-notch education. Nebraska public schools are the heart of our communities and are essential to our state's economy. Our schools lead the country on several important indicators of educational success, but we can do more. The following are ways we can invest in our students and our economy by providing a 21st century education.

EARLY CHILDHOOD

Early childhood education prepares young children for their transition into elementary school and improves their overall emotional, social and physical development. It has a long-term impact on the vitality of a community, setting a stronger base for kids to contribute to our economy by reducing the need for welfare, corrections, and other services later in life.

- **Expand access to early childhood education for working families and increase early childhood education reimbursement for public schools.**

STUDENT NUTRITION

Student nutrition plays a significant role in children's overall health. Ensuring access to nutrition programs is critically important to student growth and academic development.

- **Cover reduced price meals for all eligible students.**

SPECIAL EDUCATION

Children with special needs can grow up to be fully functioning, productive members of society. According to state law, 80% of special education expenses should be reimbursed by the state. However, most of this cost is now funded by local property taxes, which can cause large budget fluctuations in smaller school districts, and disparities in services between districts.

- **Increase special education reimbursement.**

BEHAVIORAL AND MENTAL HEALTH

Surveys of Nebraska teachers and school administrators have identified mental and behavioral health challenges as the #1 unmet need in schools. Increasingly, schools must join forces with community health, mental health, and social service agencies to promote student well-being and to prevent and treat mental health disorders.

- **Expand behavioral and mental health services available for students.**

Investment Area	Initiative	Previous Bill	Introducer	Action Steps	Status	Notes	New Bill No.
Early Childhood	Change early childhood education in TEEOSA	LB 877 (2018)	Walz (confirmed)				
Early Childhood	Redefine econ dev to include early childhood infrastructure for 1st/2nd class	LB 768 (2018)	Quick (confirmed)		Drafting		
Early Childhood	Provide for early childhood element in city comprehensive plan	LB 880 (2018)	Matt Hansen (confirmed)		Drafting		
School Nutrition	Adopt the Child Hunger and Workforce Readiness Act	LB 771 (2018)	Walz				
School Nutrition	Increase SNAP program	LB 770 (2018)	McCollister (confirmed)			Colby	
Special Ed	Change Sped Reimbursements	LB 876 (2018)	Wishart (confirmed-Neal)		Drafting	Move reimburse to 80% over 10 yrs.	
Special Ed	Appropriations bill for Sped Reimbursements		Wishart	Dulaney			
Behavioral Health	Behavioral and mental health training for school employees	n/a	Crawford (confirmed)		Drafting	2nd draft received	
Behavioral Health	Create state reimbursement for school behavioral health services	n/a	Combine Walz/Linehan plans	Confirm w/ Walz (Hayes)			
Behavioral Health	Rate increase for mental health providers	n/a	Bolz (confirmed)	follow up at 12/6 meeting			
Behavioral Health	Adopt the Panhandle Beginnings Act for services to school-age children	LB 801 (2018)	Stinner (confirmed)		Drafting		
Behavioral Health	Change insurance provision for school therapy coverage	n/a	Kolowski? (needs more detail to draft)	Ann follow-up w NSEA			
Behavioral Health	School dist./ESU designated person for connecting community resources		Walz plan includes point person				
Behavioral Health	Create NDE Cordinated School Health Specialist staff position		Budget request; no separate introducer				
School Safety	Authorize districts to levy tax and exceed budget authority for school safety	LB 633 (2018)	Hilkemann	Ask Hilkemann (Nolan)		Ann follow up--Kolowski?	
School Safety	Expand QCPUF to include building safety/security upgrades		Kolterman?	Ask Kolterman (M. Dulaney)		Ann follow up--Kolowski?	
School Safety	Define role of SROs		Pansing Brooks (confirmed)				
High Quality Staff	Appropriate wind energy \$\$ to NDE for Rule 26 mentor teacher program	LB 274 (2015)	Bolz (confirmed)		Drafting		
High Quality Staff	Change distribution provisions related to Ed. Innovation Fund	LB 1399 (2000)	(wait for ed chair elections)				
Expanded Learning	Provide a budget exception for ELO	LB 246 (2017)	Morfeld (confirmed)		Drafting		
Expanded Learning	YOLO	LB 248 (2017)	Wait for committee selections	Coash to follow up			
Career Education	Provide \$\$ for schools offering programs/courses	LB 575 (2017)	Matt Hansen (confirmed)	Need to introduce to Hansen			
School Funding	Provide a review of School Funding	LB 1001 (2018)	Patty Pansing Brooks?	Ann confirm			
School Funding	Additional budget and tax levy authority for districts	LB 326 (2017)	Morfeld?	Ann confirm			
School Funding	Increase allocated income tax reimbursement for schools		(United bill)				
School Funding	Increase State aid for ESU core services		Walz	Dulaney will contact Walz			

Table 10 Significant Increases and Reductions
(numbers are \$ changes compared to the FY19 Base)

Amounts shown are \$ change from FY19 base year	Committee Preliminary		
	FY2019-20	FY2020-21	Two Yr total
1 SIGNIFICANT INCREASES:			
2 TEEOSA Aid to Schools (General Funds only)	50,384,643	83,422,613	133,807,256
3 Provider rates, DHHS aid programs	29,224,339	50,111,058	79,335,397
4 Medicaid (other than FMAP, provider rates, expansion)	17,777,785	49,376,334	67,154,119
5 Medicaid expansion (net)	18,425,514	44,702,744	63,128,258
6 Salaries & Health Insurance (University+Colleges)	16,920,148	38,218,595	55,138,743
7 Salaries & Health Insurance (Agencies)	19,598,574	35,649,190	55,247,764
8 Childrens Health Insurance (SCHIP) (special FMAP expires)	8,103,686	19,181,115	27,284,801
9 Capital Construction	16,891,811	5,654,789	22,546,600
10 Homestead Exemption	4,600,000	7,900,000	12,500,000
11 Staffing, programs, equipment (Corrections)	4,230,234	4,805,263	9,035,497
12 Special Education	2,265,266	4,553,185	6,818,451
13 Nebraska Talent Scholarships (Workforce Development)	2,260,000	4,520,000	6,780,000
14 Operating inflation+DAS rates (State Agencies)	3,113,770	3,632,238	6,746,008
15 Community Colleges	1,971,517	3,982,465	5,953,982
16 Retirement, K-12 School / Judges / Patrol	940,334	2,010,839	2,951,173
17 Youth Talent Initiative	1,250,000	1,250,000	2,500,000
18 Justice Reinvestment Act (Courts)	1,168,373	1,168,373	2,336,746
19 Behavioral Health aid (other than FMAP, provider rates, expansion)	622,798	1,579,669	2,202,467
20 Personal Property Tax Relief Act	200,000	600,000	800,000
21 Juvenile justice, increased costs (Courts)	264,661	534,614	799,275
22 Aid to ESU's	267,558	528,976	796,534
23 Annualize LB 259 competency determinations (Courts)	359,493	359,493	718,986
24 Aging programs (other than provider rates)	0	631,912	631,912
25 Subtotal-Increases Listed	200,840,504	364,373,465	565,213,969
26 SIGNIFICANT REDUCTIONS:			
27 Federal Medicaid Match rate (FMAP, op & aid)	(38,955,826)	(53,152,341)	(92,108,167)
28 Information technology / charges (DHHS)	(5,900,000)	(5,900,000)	(11,800,000)
29 Resources Development Fund	(3,014,712)	(3,014,712)	(6,029,424)
30 Public Assistance (other than FMAP, provider rates, expansion)	(2,259,715)	(2,278,237)	(4,537,952)
31 Fund mix (Corrections)	(4,200,000)	0	(4,200,000)
32 Developmental Disability aid (other than FMAP, provider rates)	(198,720)	(198,720)	(397,440)
33 Subtotal-Reductions Listed	(54,528,973)	(64,544,010)	(119,072,983)
34 OTHER NOT LISTED (NET)	548,456	1,354,431	1,902,887
35 TOTAL GENERAL FUND CHANGE	146,859,987	301,183,886	448,043,873

Aid to Local Governments

State Aid to Schools (TEEOSA)

The following table reflects the estimate for TEEOSA state aid under the current law. Following that is a transition from current law to the inclusion of LB588 which then equals the Committee Preliminary Budget. With current law as adjusted with LB588, the committee preliminary budget includes TEEOSA increased aid of \$51,478,422 (5.1%) in FY2019-20 and an additional \$33,537,970 (3.2%) in FY2020-21

TEEOSA – Current Law	All Funds FY2018-19	All Funds FY2019-20	All Funds FY2020-21	All Funds FY2021-22	All Funds FY2022-23
School Disbursements	3.38%	4.23%	2.80%	4.0%	4.0%
Property Valuations (assessed)	2.88%	1.69%	2.16%	1.71%	1.84%
Property Valuations (used in formula)	4.03%	4.70%	4.37%	2.9%	3.0%
Cost Growth Factor	3.00%	4.00%	5.00%	5.00%	5.00%
Local Effort Rate	\$1.0203	\$1.000	\$1.000	\$1.000	\$1.000
Total Formula Need	3,535,590,990	3,681,829,521	3,799,074,808	3,951,037,801	4,109,079,313
Effective Yield from Local Effort Rate	2,032,079,444	2,085,546,107	2,176,737,536	2,240,049,933	2,307,837,997
Net Option Funding	102,541,643	115,099,685	117,839,211	122,552,780	127,454,891
Allocated Income Tax	42,333,888	45,660,206	48,399,818	50,335,811	52,349,244
Other Actual Receipts	504,003,571	518,304,122	536,906,685	553,901,795	571,426,796
Community Achievement Plan Aid	6,197,049	6,501,807	6,505,138	6,765,343	7,035,957
Total Formula Resources	2,687,155,595	2,771,111,927	2,886,388,387	2,973,605,662	3,066,104,884
Calculated Equalization Aid	848,435,395	910,717,594	912,686,421	977,432,139	1,042,974,428
Net Option Funding	102,541,643	115,099,685	117,839,211	122,552,780	127,454,891
Allocated Income Tax	42,333,888	45,660,206	48,399,818	50,335,811	52,349,244
Community Achievement Plan Aid	6,197,049	6,501,807	6,505,138	6,765,343	7,035,957
Transition Aid	906,222	0	0	0	0
TEEOSA State Aid	1,000,414,197	1,077,979,292	1,085,430,588	1,157,086,073	1,229,814,519
State General Funds	974,507,975	1,050,979,292	1,057,930,588	1,129,173,573	1,201,204,207
Insurance Premium Tax (w/o deficit)	25,000,000	27,000,000	27,500,000	27,912,500	28,610,313
Lottery funds, reorg incentives, transition aid	906,222	0	0	0	0
Total TEEOSA Aid	1,000,414,197	1,077,979,292	1,085,430,588	1,157,086,073	1,229,814,519
Dollar Change from prior year - Total	1,672,443	77,565,095	7,451,296	71,655,485	72,728,447
Percent Change from prior year - Total	0.2%	7.8%	0.7%	6.6%	6.3%

Most of the growth in TEEOSA aid over the next biennium is attributed to the expiration of two formula changes enacted two years ago to lower aid at that time; increasing the local effort rate and lowering the allowable growth rate which lowered the cost growth factor to 3% and then 4%.

Because of the large growth in the first year and very low in the second year, the Committee included the provisions of LB588 into their preliminary budget which sets the local effort rate at \$1.02 for FY19-20 and then returns to the current law level of \$1.00 starting in FY20-21. This change lowers the first year growth from 7.8% to 5.2% while growth in the second year number, which remains unchanged, then becomes 3.2% over the lower FY20 level. The following table shows the change under the bill

LB 588 Change the LER	FY2018-19	FY2019-20	FY2020-21
LER Current Law	1.0203	1.0000	1.0000
LER under LB 588	1.0203	1.0200	1.0000
Total TEEOSA Aid - Current Law	1,000,414,197	1,077,979,292	1,085,430,588
Total TEEOSA Aid - LB 588	1,000,414,196	1,051,892,618	1,085,430,588
Difference		(26,086,674)	0
Total TEEOSA Aid - \$ Change with LB 588		51,478,422	33,537,970
Total TEEOSA Aid - % Change with LB 588		5.1%	3.2%
Total TEEOSA Aid - % Change 2 yr avg withr LB 588			4.2%

Special Education

The agency request included a 10% increase for both FY19-20 and FY20-21 which is the maximum authorized by statute. Statute provides for a 10% cap on increases in Special Education reimbursement starting in FY14-15 as amended by LB974-2014. The previous cap was 5%. The Committee Preliminary budget for FY20 and FY21 includes a 1.0% per year increase, the same as the Governors recommendation.

Aid to ESU's

The amount of aid to ESU's is based on funding of a certain level of core services and technology infrastructure. The agency request included a percentage growth amount based on the allowable growth rate plus the percentage growth in fall membership for member districts, approximately 3.6% per year increase. The Committee Preliminary Budget includes an increase of 2.0% per year.

Homestead Exemption

This program is projected to increase by 3.9% in FY20 and 3.7% in FY21 based FY18-19 actual reimbursements and the Dept of Revenue best estimate for the next two years.

Personal Property Tax Relief Act

LB 259 enacted in the 2015 session, adopted the Personal Property Tax Relief Act. The bill provides for an exemption from the property tax on the first \$10,000 of valuation of tangible personal property in each tax district in which a personal property tax return is required to be filed. Because agricultural personal property valuation has been relatively flat, the agency request (and projected budget) for FY20 reflects a 1.4% increase with a 2.8% increase in FY21.

Aid to Community Colleges

A 2.0% per year annual increase is included in the Committee Preliminary Budget reflecting increased state aid to support operations budget increases. This increase amounts to about a \$2.0 million per year increase.

Aid to Individuals/Other

Medicaid

For the upcoming biennium, the Committee Preliminary Budget is based on the agency request for eligibility and utilization increases and increase in federally required clawback amounts. Also included is a 2.0% increase in provider rates which were not included in the agency request.

Overall increase in General Funds is 2.8% in FY19-20 which includes \$16.3 million for eligibility and utilization increases, \$1.4 million for clawback increases, and \$16.7 million for provider rates. This is offset by a \$29.8 million reduction in General Funds due to an increase in the federal Medicaid match rate (FMAP).

Also included is a net increase of \$19.3 million related to the Medicaid expansion initiative which passed November 6, 2018. This first year is just a half year and the impact ramps up in future years. A more detailed review can be found on page 21.

Each year the Federal Medical Assistance Percentage (FMAP) rate changes based on a federal formula based on state personal income and per capita data. The result of these changes are adjustments to the federal government's share of coverage for Medicaid expenses, which in turn impacts the GF for payment of Medicaid services. The final published FMAP for FFY2019 is relatively flat, only increasing by .03% from 52.55% in FFY2018 to 52.58% in FFY2019. The FMAP for FFY2020 will be 54.72% which is a substantial increase of 2.14% which affects nine months of FY2019-20 and a full twelve months of FY2020-21.

This projected status also includes a \$15.5 million request for a health insurance provider fee in FY20-21. Nebraska (and other states paid tax liabilities for the tax years of 2013 and 2014 prior to a moratorium on this tax effective for the tax years of 2015 and 2016. That moratorium expired for tax year 2017 but the Continuing Resolution passed January 22, 2018 reinstated a moratorium on this tax for calendar year 2018 only. At this time, it's unclear whether the moratorium will be extended.

Medicaid	Previous Biennium		Biennial Budget	
	FY2017-18	FY2018-19	FY2019-20	FY2020-21
Base Year appropriation	850,259,344	850,259,344	849,628,184	849,628,184
Federal match rate (FMAP)	(12,716,384)	(29,492,945)	(29,788,498)	(39,717,998)
Utilization	17,029,722	34,427,687	16,319,271	31,206,745
Cost Increases / Provider Rates	(24,215,008)	(24,215,009)	16,733,144	33,613,684
Increase base of PPS hospitals	2,600,000	2,600,000	0	0
Medicare Part B Premiums (annualize deficit)	5,761,146	5,539,296	0	0
Federal Clawback Increase (annualize deficit)	4,399,059	8,228,279	0	0
Fiscal agent for home care	(819,185)	(819,185)	0	0
Terminate the Telligon Contract	(119,648)	(119,648)	0	0
Reduce aid to cover cost of financial auditor contract	(220,000)	(290,000)	0	0
Managed Care Savings, Episodes of Care	(6,114,252)	(6,114,252)	0	0
Increased Medicaid Drug Rebates	(2,300,000)	(2,300,000)	0	0
Rural Health Clinics	(76,160)	(76,160)	0	0
Cap the maximum payment for adult dental at \$750.	(403,374)	(403,374)	0	0
LB 268 Change notification provisions, Medicaid	0	(384,000)	0	0
Clawback (Phased-Down State Contribution)	0	0	1,458,514	2,690,851
Health Insurance Provider Fee	0	0	0	15,478,738
Medicaid expansion - new eligibles and woodwork	0	0	19,826,774	49,269,837
Medicaid expansion - savings, women with cancer	0	0	(535,302)	(1,070,732)
Total – New Appropriation	833,065,260	836,840,033	873,642,087	941,099,309
Annual \$ Change (excluding deficits)	(17,194,084)	16,562,924	24,013,903	67,457,222
Annual % Change (excluding deficits)	-2.0%	2.0%	2.8%	7.7%

Medicaid Expansion

Initiative 427 was a proposal to expand the Medicaid program to cover low income parents and childless adults, 19 to 64 years of age, under the provisions of the Affordable Care Act (ACA). This ballot initiative was similar to several bills that have been proposed over the past six years. This initiative was adopted on November 6, 2018.

The Committee Preliminary Budget includes the costs of Medicaid expansion as projected by Dept. of Health and Human Services (DHHS) and included in the Governors recommendation. In their report on the cost of Medicaid expansion, DHHS stated that their estimates were built upon analyses of the past legislative proposes and the experience of other states that have opted into the ACA Medicaid Expansion.

The Legislative Fiscal Office estimate of Medicaid expansion concurred with DHHS in the projected gross costs but included higher savings and offsets. The Committee Preliminary Budget includes the more conservative estimated of the savings.



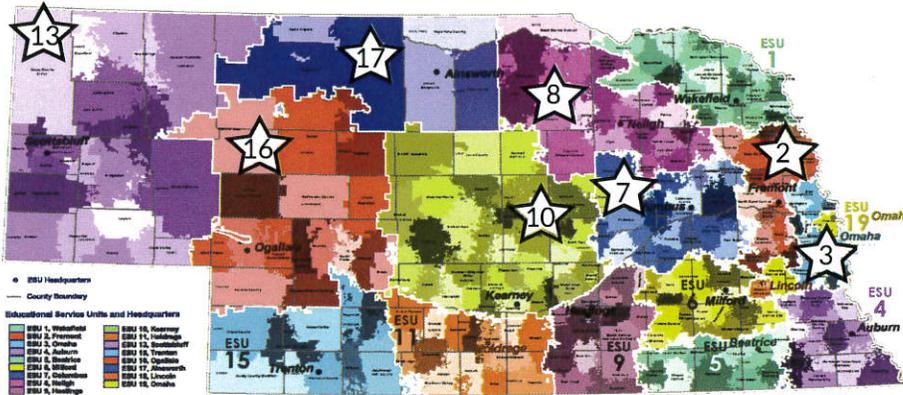
2017-18

Nebraska ESUCC Cooperative Purchasing Sales & Savings By ESU

<u>ESU #</u>	<u>List Price</u>	<u>Member Cost</u>	<u>Savings</u>
00	\$572,395.15	\$442,448.99	\$129,946.16
01	\$1,801,197.60	\$1,363,692.08	\$437,505.52
02	\$2,262,493.59	\$1,728,281.20	\$534,212.40
03	\$3,157,656.50	\$2,337,874.88	\$819,781.63
04	\$822,199.35	\$595,928.57	\$226,270.78
05	\$885,970.93	\$693,046.43	\$192,924.50
06	\$2,125,969.43	\$1,636,623.29	\$489,346.14
07	\$1,550,217.07	\$1,153,051.77	\$397,165.30
08	\$1,116,591.85	\$804,077.88	\$312,513.97
09	\$825,822.71	\$630,189.68	\$195,633.03
10	\$2,158,542.73	\$1,518,719.48	\$639,823.25
11	\$1,246,035.40	\$948,854.08	\$297,181.32
13	\$1,611,914.97	\$1,239,940.12	\$371,974.85
15	\$249,230.55	\$162,278.39	\$86,952.16
16	\$448,222.97	\$309,090.63	\$139,132.34
17	\$254,845.89	\$181,350.85	\$73,495.04
18	\$76,556.82	\$51,794.77	\$24,762.05
19	\$564,743.74	\$438,649.72	\$126,094.02
20	\$267,738.33	\$209,006.15	\$58,732.18
CC	\$3,150.70	\$1,662.09	\$1,488.61
<u>Grand Totals</u>	<u>\$22,001,496.29</u>	<u>\$16,446,561.04</u>	<u>\$5,554,935.25</u>



2017-18 Nebraska Public School Districts and Nebraska Educational Service Units



- Alliance Public Schools
- Banner County Public Schools
- Bayard Public Schools
- Bridgeport Public Schools
- Chadron Public Schools
- Crawford Public Schools
- Creek Valley Schools
- Garden County Schools
- Gering Public Schools
- Gordon-Rushville Public Schools
- Hay Springs Public Schools
- Hemingford Public Schools
- Kimball Public Schools
- Leyton Public Schools
- Minatare Public Schools
- Mitchell Public Schools
- Morrill Public Schools
- Potter-Dix Public Schools
- Scottsbluff Public Schools
- Sidney Public Schools
- Sioux County Public Schools



- Ashland-Greenwood Public Schools
- Bancroft-Rosalie Community Schools
- Cedar Bluffs Public Schools
- Fremont Public Schools
- Logan View Public Schools
- Lyons-Decatur Northeast Schools
- Mead Public Schools
- North Bend Central Public Schools
- Oakland-Craig Public Schools
- Raymond Central Public Schools
- Scribner-Snyder Community Schools
- Tekamah-Herman Community Schools
- Wahoo Public Schools
- West point Public Schools
- Wisner-Pilger Public Schools
- Yutan Public Schools



- Boone Central Schools
- Central City Public Schools
- Clarkson Public Schools
- Columbus Public Schools
- Cross County Community Schools
- David City Public Schools
- East Butler Public Schools
- Fullerton Public Schools
- High Plains Community Schools
- Howells-Dodge Consolidated
- Humphrey Public Schools
- Lakeview Community Schools
- Leigh Community Schools
- Osceola Public Schools
- Palmer Public Schools
- Schuyler Community Schools
- Shelby-Rising City Schools
- St. Edward Public Schools
- Twin River Public Schools



- Amherst Public Schools
- Anselmo-Merna Public Schools
- Anselmo Public Schools
- Arcadia Public Schools
- Arnold Public Schools
- Broken Bow Public Schools
- Burwell Public Schools
- Callaway Public Schools
- Central Valley Public Schools
- Centura Public Schools
- Cozad Community Schools
- Elba Public Schools
- Elm Creek Public Schools
- Gibbon Public Schools
- Gothenburg Public Schools
- Grand Island Public Schools
- Kearney Public Schools
- Lexington Public Schools
- Litchfield Public Schools
- Loup City Schools
- Loup County Public Schools
- Northwest Public Schools
- Ord Public Schools
- Overton Public Schools
- Pleasanton Public Schools
- Ravenna Public Schools
- Riverside Public Schools
- Sandhills Public Schools
- Sargent Public Schools
- Shelton Public Schools
- St. Paul Public Schools
- Sumner-Eddyville-Miller Schools
- Wood River Rural Schools



- Arthur County Schools
- Brady Public Schools
- Hershey Public Schools
- Hyannis Area Schools
- Maxwell Public Schools
- McPherson County Schools
- Mullen Public Schools
- North Platte Public Schools
- Ogallala Public Schools
- Paxton Consolidated Schools
- Perkins County Schools
- South Platte Public Schools
- Stapleton Public Schools
- Sutherland Public Schools
- Theftord Public Schools
- Wallace Public Schools District 65 R



- Arlington Public Schools
- Bellevue Public Schools
- Bennington Public Schools
- Blair Community Schools
- Conestoga Public Schools
- Douglas Co. West Community Schools
- Elkhorn Public Schools
- Elmwood-Murdock
- Fort Calhoun Community Schools
- Gretna Public Schools
- Louisville Public Schools
- Millard Public Schools
- Papillion La Vista Community Schools
- Plattsmouth Community Schools
- Ralston Public Schools
- Springfield Platteview Community Schools
- Weeping Water Public Schools
- Westside Community Schools



- Battle Creek Public Schools
- Boyd County Schools
- Chambers Public Schools
- Elgin Public Schools
- Elkhorn Valley Schools
- Ewing Public Schools
- Madison Public Schools
- Nebraska Unified District 1
- Neligh-Oakdale Schools
- Newman Grove Public Schools
- Norfolk Public Schools
- O'Neill Public Schools
- Osmond Community Schools
- Pierce Public Schools
- Plainview Public Schools
- Stanton Community Schools
- Stuart Public Schools
- West Holt Public Schools
- Wheeler Central Schools



- Ainsworth Community Schools
- Cody-Kilgore Public Schools
- Keya Paha County Schools
- Rock County Public Schools
- Valentine Community Schools

Schools in SIMPL Cohort



66%





Allen Public Schools
 Bloomfield Community Schools
 Coleridge Community School
 Creighton Community School
 Crofton Community School
 Dakota City Elementary
 ESU #1 Tower School
 Emerson/Hubbard Community School
 Hartington-Newcastle Public Schools
 Homer Community School
 Laurel/Concord Public School
 Newcastle Public School
 Niobrara Public Schools
 Pender Public School
 Ponca/Jackson Public School
 Randolph Public School
 Santee Public School
 South Sioux City Community School
 UmoN HoN Nation Public School
 Verdigre Public School
 Wakefield Community School
 Walthill Public School
 Wausa Public School
 Wayne Public School
 Winnebago Public School
 Winside Public School
 Wynot Public School



Auburn Public Schools
 Falls City Public Schools
 Humbolt-Table Rock-Steinauer Public Schools
 Johnson-Brock Public School
 Johnson County Central Public Schools
 Lewiston Consolidated School
 NE Center for the Education of Children who are Blind or Visually Impaired
 Nebraska City Public Schools
 Palmyra-Bennet Schools
 Pawnee City Public Schools
 Sterling Public Schools
 Syracuse-Dunbar-Avocca Public Schools



Beatrice Public Schools
 Bruning-Davenport Unified School
 Deshler Public Schools
 Diller-Odell Public Schools
 Fairbury Public Schools
 Freeman Public Schools
 Meridian Public Schools
 Southern Public Schools
 Thayer Central Community Schools
 Tri County Public Schools



Centennial Public Schools
 Crete Public Schools
 Dorchester Public Schools
 Exeter-Milligan Public Schools
 Fillmore Central Public Schools
 Friend Public Schools
 Heartland Community Schools
 Malcolm Public Schools
 McCool Junction Public Schools
 Milford Public Schools
 Norris Public Schools
 Seward Public Schools
 Shickley Public Schools
 Waverly Public Schools District #145
 Wilber-Clatonia Public Schools
 York Public Schools



Adams Central Public Schools
 Aurora Public Schools
 Blue Hill Public Schools
 Doniphan-Trumbull Schools
 Giltner Public Schools
 Hampton Public Schools
 Harvard Public Schools
 Hastings Public Schools
 Kenesaw Public Schools
 Red Cloud Community Schools
 South Central Unified District 5
 Lawrence/Nelson Public Schools
 Sandy Creek Public Schools
 Silver Lake Public Schools
 Superior Public Schools
 Sutton Public Schools



Alma Public Schools
 Arapahoe Public Schools
 Axtell Community Schools
 Bertrand Community School
 Cambridge Public Schools
 Elmwood Public Schools
 Eustis-Farnam Public Schools
 Franklin Public Schools
 Holdredge Public Schools
 Loomis Public Schools
 Minden Public Schools
 Southern Valley Schools
 Wilcox-Hildreth Public Schools



Chase County Schools
 Dundy County Stratton Schools
 Hayes Center Public School
 Hitchcock County Schools
 Maywood Public Schools
 McCook Public Schools
 Medicine Valley Schools
 Southwest Public Schools
 Wauneta-Palisade Schools



Lincoln Public Schools



Omaha Public Schools

SIMPL: Nebraska ESUs Supporting AQuESTT

Nebraska ESUs are joining forces to collaboratively support state initiatives. Below is data indicating the efforts of schools and ESUs to ensure the best implementation for each initiative. All data is real time, so come back later and see how things have changed.



Below is detailed information related to ESU time devoted to AQuESTT Tenets and school personnel receiving that time.

POSITIVE PARTNERSHIPS, RELATIONSHIPS AND SUCCESS



Service Recipients	20,543
Service Hours	14,795
Event Attendance	2,140

TRANSITIONS



Service Recipients	15,821
Service Hours	10,320
Event Attendance	2,223

EDUCATIONAL OPPORTUNITIES AND ACCESS



Service Recipients	21,642
Service Hours	17,390
Event Attendance	2,678

COLLEGE, CAREER AND CIVIC READY



Service Recipients	20,094
Service Hours	13,043
Event Attendance	2,021

ASSESSMENT



Service Recipients	18,500
Service Hours	13,927
Event Attendance	2,285

EDUCATOR EFFECTIVENESS

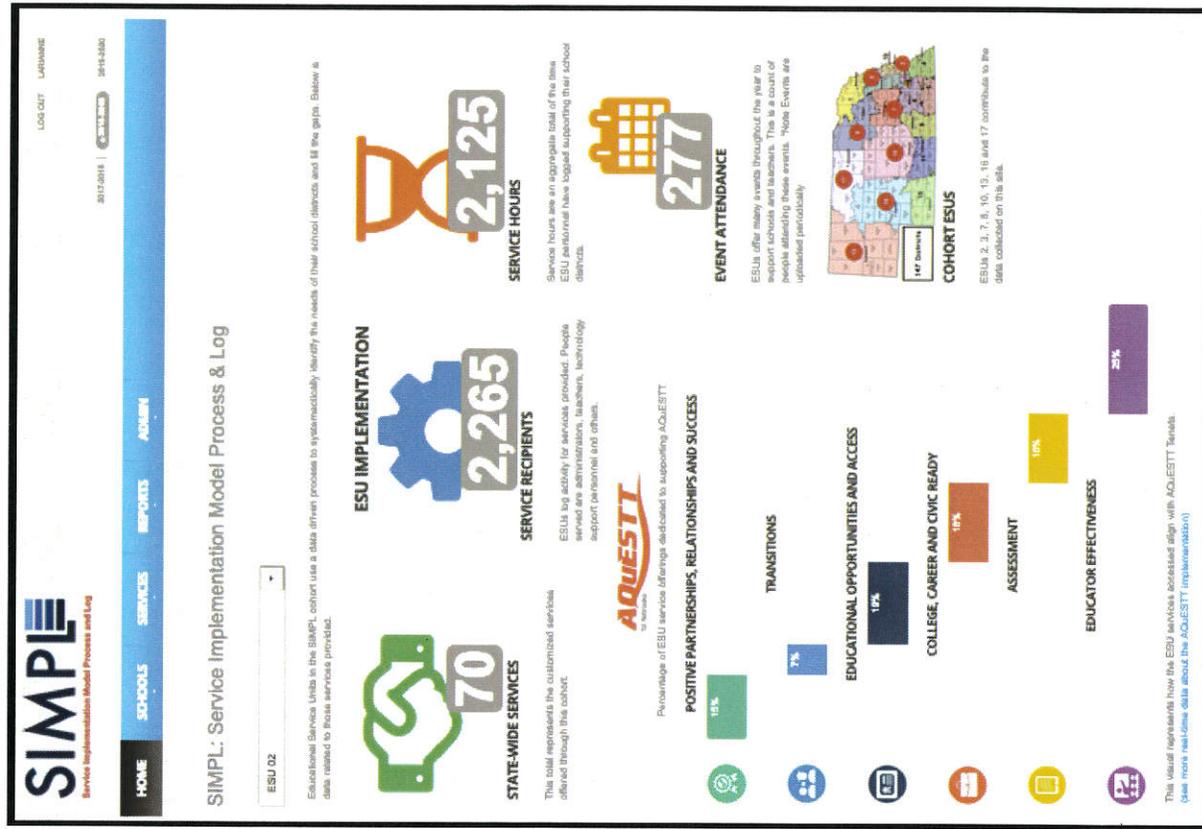


Service Recipients	29,863
Service Hours	22,243
Event Attendance	2,959

simpl.esucc.org



Educational Service Unit 2



Educational Service Unit 3



SIMPLE
Service Implementation Model Process and Log

HOME | SCHOOLS | SERVICES | REPORTS | ADMIN

ESU 03

SIMPL: Service Implementation Model Process & Log

Educational Service Units in the SIMPL cohort use a data driven process to systematically identify the needs of their school districts and fill the gaps. Below is data related to those services provided.

STATE-WIDE SERVICES
219

This total represents the customized services offered through this cohort.

ESU IMPLEMENTATION
38,052

ESUs log activity for services provided. People served are administrators, teachers, technology support personnel and others.

SERVICE HOURS
30,141

Service hours are an aggregate total of the time ESU personnel have logged supporting their school districts.

POSITIVE PARTNERSHIPS, RELATIONSHIPS AND SUCCESS
Percentage of ESU service offerings dedicated to supporting AQUEST.

TRANSITIONS
10%

EDUCATIONAL OPPORTUNITIES AND ACCESS
24%

COLLEGE, CAREER AND CIVIC READY
18%

ASSESSMENT
12%

EDUCATOR EFFECTIVENESS
24%

COHORT ESUs
ESUs 2, 3, 7, 8, 10, 13, 16 and 17 contribute to the data collected on this tab.

This visual represents how the ESU services associated align with AQUEST Targets. [View more detailed data about the AQUEST implementation.](#)

SIMPLE
Service Implementation Model Process and Log

HOME | SCHOOLS | SERVICES | REPORTS | ADMIN

ESU 03

SIMPL: Service Implementation Model Process & Log

Educational Service Units in the SIMPL cohort use a data driven process to systematically identify the needs of their school districts and fill the gaps. Below is data related to those services provided.

STATE-WIDE SERVICES
107

This total represents the customized services offered through this cohort.

ESU IMPLEMENTATION
5,130

ESUs log activity for services provided. People served are administrators, teachers, technology support personnel and others.

SERVICE HOURS
5,943

Service hours are an aggregate total of the time ESU personnel have logged supporting their school districts.

POSITIVE PARTNERSHIPS, RELATIONSHIPS AND SUCCESS
Percentage of ESU service offerings dedicated to supporting AQUEST.

TRANSITIONS
11%

EDUCATIONAL OPPORTUNITIES AND ACCESS
34%

COLLEGE, CAREER AND CIVIC READY
11%

ASSESSMENT
11%

EDUCATOR EFFECTIVENESS
25%

COHORT ESUs
ESUs 2, 3, 7, 8, 10, 13, 16 and 17 contribute to the data collected on this tab.

This visual represents how the ESU services associated align with AQUEST Targets. [View more detailed data about the AQUEST implementation.](#)

Educational Service Unit 7



Service Implementation Model Process and Log

880.435.1111 not logged in

HOME
SCHOOLS
SERVICES
REPORTS
ADMIN

SIMPL: Service Implementation Model Process & Log

Educational Service Units in the SIMPL cohort use a data driven process to systematically identify the needs of their school districts and fill the gaps. Below is data related to those services provided.

219
STATE-WIDE SERVICES

This total represents the customized services offered through this cohort.

38,052
SERVICE RECIPIENTS

ESU's log activity for services provided. People served are administrators, teachers, technology support personnel and others.

30,141
SERVICE HOURS

Service hours are an aggregate total of the time ESU personnel have logged supporting their school districts.

Percentage of EBU service offerings dedicated to supporting AQUEST.

POSITIVE PARTNERSHIPS, RELATIONSHIPS AND SUCCESS

15%

10%

TRANSITIONS

34%

EDUCATIONAL OPPORTUNITIES AND ACCESS

11%

COLLEGE, CAREER AND CIVIC READY

6%

ASSESSMENT

24%

EDUCATOR EFFECTIVENESS

147 districts

COHORT ESUs

ESUs 2, 3, 7, 8, 10, 13, 16 and 17 contribute to the data collected on this site.

This visual represents how the EBU services accessed align with AQUEST Trends. (See more real-time data about the AQUEST implementation)

Service Implementation Model Process and Log

880.435.1111 not logged in

HOME
SCHOOLS
SERVICES
REPORTS
ADMIN

SIMPL: Service Implementation Model Process & Log

Educational Service Units in the SIMPL cohort use a data driven process to systematically identify the needs of their school districts and fill the gaps. Below is data related to those services provided.

57
STATE-WIDE SERVICES

This total represents the customized services offered through this cohort.

4,583
SERVICE RECIPIENTS

ESU's log activity for services provided. People served are administrators, teachers, technology support personnel and others.

1,845
SERVICE HOURS

Service hours are an aggregate total of the time ESU personnel have logged supporting their school districts.

Percentage of EBU service offerings dedicated to supporting AQUEST.

POSITIVE PARTNERSHIPS, RELATIONSHIPS AND SUCCESS

15%

15%

TRANSITIONS

21%

EDUCATIONAL OPPORTUNITIES AND ACCESS

13%

COLLEGE, CAREER AND CIVIC READY

17%

ASSESSMENT

21%

EDUCATOR EFFECTIVENESS

147 districts

COHORT ESUs

ESUs 2, 3, 7, 8, 10, 13, 16 and 17 contribute to the data collected on this site.

This visual represents how the EBU services accessed align with AQUEST Trends. (See more real-time data about the AQUEST implementation)

Educational Service Unit 8



Service Implementation Model Process and Log

LOG OUT LOG IN

2017-2018 2018-2020

HOME SCHOOLS SERVICES REPORTS ADMIN

SIMPL: Service Implementation Model Process & Log

Educational Service Units in the SIMPL cohort use a data driven process to systematically identify the needs of their school districts and fill the gaps. Below is data related to those services provided.

STATE-WIDE SERVICES
219

This total represents the authorized services offered through this cohort.

ESU IMPLEMENTATION
38,052

ESUs log activity for services provided. People served are administrators, teachers, technology support personnel and others.

SERVICE HOURS
30,141

Service hours are an aggregate total of the time EBU personnel have logged supporting their school districts.

POSITIVE PARTNERSHIPS, RELATIONSHIPS AND SUCCESS
17%

Percentage of EBU service offerings dedicated to supporting AQUESTT.

EVENT ATTENDANCE
4,477

ESUs offer many events throughout the year to support schools and teachers. This is a count of people attending these events. *Note Events are uploaded periodically.

TRANSITIONS
10%

EDUCATIONAL OPPORTUNITIES AND ACCESS
24%

COLLEGE, CAREER AND CIVIC READY
13%

ASSESSMENT
12%

EDUCATOR EFFECTIVENESS
24%

COHORT ESUS

ESUs 2, 3, 7, 8, 10, 13, 16 and 17 contribute to the data collected on this site.

Service Implementation Model Process and Log

LOG OUT LOG IN

2017-2018 2018-2020

HOME SCHOOLS SERVICES REPORTS ADMIN

SIMPL: Service Implementation Model Process & Log

Educational Service Units in the SIMPL cohort use a data driven process to systematically identify the needs of their school districts and fill the gaps. Below is data related to those services provided.

STATE-WIDE SERVICES
46

This total represents the customized services offered through this cohort.

ESU IMPLEMENTATION
4,039

ESUs log activity for services provided. People served are administrators, teachers, technology support personnel and others.

SERVICE HOURS
6,505

Service hours are an aggregate total of the time EBU personnel have logged supporting their school districts.

POSITIVE PARTNERSHIPS, RELATIONSHIPS AND SUCCESS
18%

Percentage of EBU service offerings dedicated to supporting AQUESTT.

EVENT ATTENDANCE
0

ESUs offer many events throughout the year to support schools and teachers. This is a count of people attending these events. *Note Events are uploaded periodically.

TRANSITIONS
14%

EDUCATIONAL OPPORTUNITIES AND ACCESS
24%

COLLEGE, CAREER AND CIVIC READY
14%

ASSESSMENT
15%

EDUCATOR EFFECTIVENESS
14%

COHORT ESUS

ESUs 2, 3, 7, 8, 10, 13, 16 and 17 contribute to the data collected on this site.

Educational Service Unit 10



ESU Logo in not logged on

SIMPLE
Service Implementation Model Process and Log

HOME SCHOOLS SERVICES REPORTS ADMIN

SIMPL: Service Implementation Model Process & Log

Educational Service Units in the SIMPL cohort use a data driven process to systematically identify the needs of their school districts and fill the gaps. Below is data related to those services provided.

STATE-WIDE SERVICES
219

This total represents the customized services offered through this cohort.

ESU IMPLEMENTATION
38,052

ESUs log activity for services provided. People served are administrators, teachers, technology support personnel and others.

SERVICE HOURS
30,141

Service hours are an aggregate total of the time ESU personnel have logged supporting their school districts.

EVENT ATTENDANCE
4,477

ESUs offer many events throughout the year to support schools and teachers. This is a count of people attending train events. *Note Events are uploaded periodically

POSITIVE PARTNERSHIPS, RELATIONSHIPS AND SUCCESS

Percentage of ESU service offerings dedicated to supporting AQUESTT.

10%

TRANSITIONS

10%

EDUCATIONAL OPPORTUNITIES AND ACCESS

24%

COLLEGE, CAREER AND CIVIC READY

13%

ASSESSMENT

12%

EDUCATOR EFFECTIVENESS

24%

COHORT ESUS

ESUs 2, 3, 7, 8, 10, 13, 16 and 17 contribute to the data collected on this site.

This visual represents how the ESU services provided align with AQUESTT Results. [View more data about the AQUESTT implementation.](#)

Logout LAFORNE

2017/2018 | **ADMIN** | 20161803

SIMPLE
Service Implementation Model Process and Log

HOME SCHOOLS SERVICES REPORTS ADMIN

SIMPL: Service Implementation Model Process & Log

ESU 10

Educational Service Units in the SIMPL cohort use a data driven process to systematically identify the needs of their school districts and fill the gaps. Below is data related to those services provided.

STATE-WIDE SERVICES
45

This total represents the customized services offered through this cohort.

ESU IMPLEMENTATION
5,661

ESUs log activity for services provided. People served are administrators, teachers, technology support personnel and others.

SERVICE HOURS
4,222

Service hours are an aggregate total of the time ESU personnel have logged supporting their school districts.

EVENT ATTENDANCE
942

ESUs offer many events throughout the year to support schools and teachers. This is a count of people attending these events. *Note Events are uploaded periodically

POSITIVE PARTNERSHIPS, RELATIONSHIPS AND SUCCESS

Percentage of ESU service offerings dedicated to supporting AQUESTT.

18%

TRANSITIONS

3%

EDUCATIONAL OPPORTUNITIES AND ACCESS

15%

COLLEGE, CAREER AND CIVIC READY

18%

ASSESSMENT

15%

EDUCATOR EFFECTIVENESS

34%

COHORT ESUS

ESUs 2, 3, 7, 8, 10, 13, 16 and 17 contribute to the data collected on this site.

This visual represents how the ESU services provided align with AQUESTT Results.

Educational Service Unit 13

Service Implementation Model Process and Log

ESU LOG IN

not logged on

HOME

SCHOOLS

SERVICES

REPORTS

ADMIN

2017-2018

2018-2020

SIMPL: Service Implementation Model Process & Log

Educational Service Units in the SIMPL cohort use a data driven process to systematically identify the needs of their school districts and fill the gaps. Below is data related to those services provided.

219

STATE-WIDE SERVICES

This total represents the customized services offered through this cohort.

38,052

ESU IMPLEMENTATION

ESUs log activity for services provided. People served are administrators, teachers, technology support personnel and others.

30,141

SERVICE HOURS

Service hours are an aggregate total of the time ESU personnel have logged supporting their school districts.

Percentage of ESU service offerings dedicated to supporting AQUEST:

11%

TRANSITIONS

10%

EDUCATIONAL OPPORTUNITIES AND ACCESS

1%

COLLEGE, CAREER AND CIVIC READY

15%

ASSESSMENT

24%

EDUCATOR EFFECTIVENESS

4,477

EVENT ATTENDANCE

ESUs offer many events throughout the year to support schools and teachers. This is a count of people attending these events. Note Events are uploaded periodically.

147 Districts

COHORT ESUs

ESUs 2, 3, 7, 8, 10, 13, 16 and 17 contribute to the data collected on this site.

This visual represents how the ESU services assessed align with AQUEST Targets. [View more real-time data about the AQUEST implementation!](#)

Service Implementation Model Process and Log

ESU LOG IN

not logged on

HOME

SCHOOLS

SERVICES

REPORTS

ADMIN

2017-2018

2018-2020

SIMPL: Service Implementation Model Process & Log

Educational Service Units in the SIMPL cohort use a data driven process to systematically identify the needs of their school districts and fill the gaps. Below is data related to those services provided.

66

STATE-WIDE SERVICES

This total represents the customized services offered through this cohort.

6,674

ESU IMPLEMENTATION

ESUs log activity for services provided. People served are administrators, teachers, technology support personnel and others.

5,120

SERVICE HOURS

Service hours are an aggregate total of the time ESU personnel have logged supporting their school districts.

Percentage of ESU service offerings dedicated to supporting AQUEST:

14%

TRANSITIONS

5%

EDUCATIONAL OPPORTUNITIES AND ACCESS

19%

COLLEGE, CAREER AND CIVIC READY

1%

ASSESSMENT

25%

EDUCATOR EFFECTIVENESS

363

EVENT ATTENDANCE

ESUs offer many events throughout the year to support schools and teachers. This is a count of people attending these events. Note Events are uploaded periodically.

147 Districts

COHORT ESUs

ESUs 2, 3, 7, 8, 10, 13, 16 and 17 contribute to the data collected on this site.

This visual represents how the ESU services assessed align with AQUEST Targets. [View more real-time data about the AQUEST implementation!](#)

Educational Service Unit 16



Service Implementation Model Process and Log

WELL LOGGED IN

LOG OUT USERNAME

9/17/2015 | 8:15:52 AM | 8914-1802

HOME

SCHOOLS

SERVICES

REPORTS

ADMIN

SIMPL: Service Implementation Model Process & Log

ESU 16

Educational Service Units in the SIMPL cohort use a data driven process to systematically identify the needs of their school districts and fill the gaps. Below is data related to those services provided.

STATE-WIDE SERVICES

219

This total represents the customized services offered through this cohort.

ESU IMPLEMENTATION

38,052

ESUs log activity for services provided. People served are administrators, teachers, technology support personnel and others.

SERVICE HOURS

30,141

Service hours are an aggregate total of the time EBU personnel have logged supporting their school districts.

POSITIVE PARTNERSHIPS, RELATIONSHIPS AND SUCCESS

17%

EVENT ATTENDANCE

4,477

ESUs offer many events throughout the year to support schools and teachers. This is a count of people attending these events. *Note Events are uploaded periodically.

COHORT ESUs

ESUs 2, 3, 7, 8, 10, 13, 16 and 17 contribute to the data collected on this site.

TRANSITIONS

10%

EDUCATIONAL OPPORTUNITIES AND ACCESS

24%

COLLEGE, CAREER AND CIVIC READY

14%

ASSESSMENT

15%

EDUCATOR EFFECTIVENESS

24%

This visual represents how the EBU services accessed align with AQUEST Targets. (see more real-time data about the AQUEST Implementation)

Service Implementation Model Process and Log

WELL LOGGED IN

LOG OUT USERNAME

9/17/2015 | 8:15:52 AM | 8914-1802

HOME

SCHOOLS

SERVICES

REPORTS

ADMIN

SIMPL: Service Implementation Model Process & Log

ESU 16

Educational Service Units in the SIMPL cohort use a data driven process to systematically identify the needs of their school districts and fill the gaps. Below is data related to those services provided.

STATE-WIDE SERVICES

64

This total represents the customized services offered through this cohort.

ESU IMPLEMENTATION

7,579

ESUs log activity for services provided. People served are administrators, teachers, technology support personnel and others.

SERVICE HOURS

3,392

Service hours are an aggregate total of the time EBU personnel have logged supporting their school districts.

POSITIVE PARTNERSHIPS, RELATIONSHIPS AND SUCCESS

18%

EVENT ATTENDANCE

0

ESUs offer many events throughout the year to support schools and teachers. This is a count of people attending these events. *Note Events are uploaded periodically.

COHORT ESUs

ESUs 2, 3, 7, 8, 10, 13, 16 and 17 contribute to the data collected on this site.

TRANSITIONS

4%

EDUCATIONAL OPPORTUNITIES AND ACCESS

53%

COLLEGE, CAREER AND CIVIC READY

5%

ASSESSMENT

7%

EDUCATOR EFFECTIVENESS

30%

This visual represents how the EBU services accessed align with AQUEST Targets. (see more real-time data about the AQUEST Implementation)

Educational Service Unit 17



Service Implementation Model Process and Log

LOG OUT USERNAME

3/17/2016 2016-2018

HOME

SCHOOLS SERVICES REPORTS ADMIN

SIMPL: Service Implementation Model Process & Log

219 STATE-WIDE SERVICES
This total represents the customized services offered through this cohort.

30,141 SERVICE HOURS
Service hours are an aggregate total of the time EBU personnel have logged supporting their school districts.

38,052 SERVICE RECIPIENTS
EBU's log activity for services provided. People served are administrators, teachers, technology support personnel and others.

4,477 EVENT ATTENDANCE
EBUs offer many events throughout the year to support schools and teachers. This is a count of people attending these events. *Note: Events are uploaded periodically.

147 SCHOOLS
COHORT ESUS
ESUs 2, 3, 7, 8, 10, 13, 16 and 17 contribute to the data collected on this site.

Percentage of EBU service offerings dedicated to supporting AQUESTT:

POSITIVE PARTNERSHIPS, RELATIONSHIPS AND SUCCESS

11% POSITIVE PARTNERSHIPS, RELATIONSHIPS AND SUCCESS

10% TRANSITIONS

24% EDUCATIONAL OPPORTUNITIES AND ACCESS

10% COLLEGE, CAREER AND CIVIC READY

15% ASSESSMENT

24% EDUCATOR EFFECTIVENESS

This visual represents how the EBU services accessed align with AQUESTT Tenets. (see more real-time data about the AQUESTT implementation)

Service Implementation Model Process and Log

LOG OUT USERNAME

3/17/2016 2016-2018

HOME

SCHOOLS SERVICES REPORTS ADMIN

SIMPL: Service Implementation Model Process & Log

53 STATE-WIDE SERVICES
This total represents the customized services offered through this cohort.

1,039 SERVICE HOURS
Service hours are an aggregate total of the time EBU personnel have logged supporting their school districts.

2,148 SERVICE RECIPIENTS
EBU's log activity for services provided. People served are administrators, teachers, technology support personnel and others.

0 EVENT ATTENDANCE
EBUs offer many events throughout the year to support schools and teachers. This is a count of people attending these events. *Note: Events are uploaded periodically.

147 SCHOOLS
COHORT ESUS
ESUs 2, 3, 7, 8, 10, 13, 16 and 17 contribute to the data collected on this site.

Percentage of EBU service offerings dedicated to supporting AQUESTT:

POSITIVE PARTNERSHIPS, RELATIONSHIPS AND SUCCESS

11% POSITIVE PARTNERSHIPS, RELATIONSHIPS AND SUCCESS

10% TRANSITIONS

21% EDUCATIONAL OPPORTUNITIES AND ACCESS

11% COLLEGE, CAREER AND CIVIC READY

11% ASSESSMENT

35% EDUCATOR EFFECTIVENESS

This visual represents how the EBU services accessed align with AQUESTT Tenets. (see more real-time data about the AQUESTT implementation)

SIMPLE

Service Implementation Model Process and Log

[HOME](#)[SCHOOLS](#)[SERVICES](#)[REPORTS](#)[ADMIN](#)

Service Plan Details: ESU 02 [Edit Plan](#) | [Print Service Plan](#)

School Name: ESU 02

Parent School: ESU 02

ESU: ESU 02

Show Descriptions

STAFF DEVELOPMENT SERVICES (84-002.05A)

Assessment Literacy and Development
Curriculum Revision and Alignment
Instruction: Best Practices
Instruction: ELA
Instruction: New Teacher Academy
Instruction: Science
Instruction: Technology Integration
Leadership: Capacity Building
Mental Health
System: Continuous Improvement
System: MTSS
Title 1 Consortium

Canvas
Implementation Coaching
Instruction: Co-teaching
Instruction: Math
Instruction: Other
Instruction: State BlendEd
Instructional Coaching
Leadership: Principal/Teacher Evaluation
Perkins Grant Consortium
System: Instructional Model
System: TIP - Targeted Improvement Plan

INSTRUCTIONAL MATERIALS SERVICES (84-002.05C)

On-line Resources

Online Resources: Discovery Education

TECHNOLOGY (002.05B TECHNOLOGY)

Canvas: technical support
Long term planning for network, pc, and mobile needs
On-site Tech Support
Remote Tech Support
Windows Server 2016
Server 2003
Server 2012r2
Windows 10
DHCP
Filtering devices
Network Planning
Off site storage and backup

Computer Support
Network Support
On-site training on hardware/software as necessary
Server and application hosting at ESU
Mac OS X
Server 2008
Windows
Windows 7
DNS
Firewalls
Switch Management

STUDENT SERVICES

CASES PLUS: Birth to 5 Support
CASES PLUS: Marketing Support
CASES PLUS: Supervision Consult
CASES: Consultation & Compliance
CASES: Training Support
Service Provider: Occupational Therapist
Service Provider: Service Coordination
Service Provider: Vision Teacher

CASES PLUS: Interview Support
CASES PLUS: Non ESU Related Provider PD/support
CASES PLUS: Testing Kit Access
CASES: Financial
Level III Program
Service Provider: School Psychologist
Service Provider: Speech-Language Pathologist

OTHER SERVICES

Coop Purchasing
Group Purchasing (Baylor, Naviance, Odysseyware)
Network Nebraska
Pathways 2 Tomorrow
Substitute Teacher Consortium

E-rate support
Mastering the Arts
NVTIS support
Student Activities

SIMPLE

Service Implementation Model Process and Log

[HOME](#)[SCHOOLS](#)[SERVICES](#)[REPORTS](#)[ADMIN](#)

Service Plan Details: ESU 03 [Edit Plan](#) | [Print Service Plan](#)

School Name: [ESU 03 \(Private\)](#)

Parent School: [ESU 03](#)

ESU: [ESU 03](#)

Show Descriptions

STAFF DEVELOPMENT SERVICES (84-002.05A)

- Conference Center
- Curriculum Development
- Data, Research, and Evaluation
- Instructional Coaching
- Instructional Technology Integration
- Multi-Tier Systems of Support
- Teacher/Principal Evaluation
- ADVISER Dashboard Training
- Data Releases
- Other Content Curriculum, Instruction, and Assessment
- Science Curriculum, Instruction, and Assessment
- STEM/STEAM Support
- Action Research
- Evaluation of Programs and Services
- Coaching Cadre
- Mentoring
- Evidence-based Instruction
- BrightBytes
- Digital Citizenship
- Emerging Technologies Support
- Maker Support
- Executive Leadership Program
- Instructional Technology Users Group Meetings
- Professional Learning Communities/SMART Goals
- Superintendents' Advisory

- Continuous Improvement Process
- Curriculum, Instruction, and Assessment
- Higher Education/College
- Instructional Models
- Leadership Support
- nwea MAP Growth
- AdvanceED and Nebraska Frameworks Support
- Data Literacies, Displays, and Analysis
- Mathematics Curriculum, Instruction, and Assessment
- Reading/Language Arts Curriculum, Instruction, and Assessment
- Social Studies Curriculum, Instruction, and Assessment
- Writing Curriculum, Instruction, and Assessment
- Assessment Literacy, quality, and design
- Statewide Assessment
- Instructional Coach
- Peer Coaching
- BlendEd
- Device Implementation and Deployment
- Digital Learning
- Learning Management System Support
- Student Data Privacy
- High-Ability Learners Advisory Meeting
- Media Cadre
- Professional Learning Department Advisory Meetings
- High-ability Learner Support

INSTRUCTIONAL MATERIALS SERVICES (84-002.05C)

- Media Services
- Science Materials

- Products and Subscriptions

TECHNOLOGY (002.05B TECHNOLOGY)

- ADVISER Support
- Business Services
- Desktop Video Conferencing
- Document Management
- Financial Support of Distance Learning
- Graphic Design
- LAN Manager Training
- Network Planning & Consultation
- On-Site Tech Support
- Repair Services
- Servers
- BI&B Financial Support
- Substitute Finder
- Web Development

- Application & Service Hosting
- Data and Networking Meetings
- DNS
- Email Support
- Firewalls
- Internet Services
- Learning Management Support
- Networking Services
- Product Subscription Support
- Server Housing
- SIMS
- SOO & Portal Support
- Time Clock Plus
- WebContent Filtering

STUDENT SERVICES

- Regional MTSS Facilitation
- Autism Spectrum Disorder Grant - Metro Region
- Brian Injury Regional Support Grant
- Brook Valley OutREACH Program
- Early Childhood Services
- Metro Region Transition Grant
- MTSS Support
- Physical Therapy
- Professional Learning
- Results Driven Accountability
- Services Coordination
- Special Education Teacher
- Targeted Improvement Plan (TIP) Facilitation
- Vision Services

- Audiology
- Behavior Consultant
- Brook Valley Level III School
- CPI Training
- Early Learning Connection-Omaha Region
- Metro Regional Deaf/Hard of Hearing Contract
- Occupational Therapy
- Planning Region Team
- Regional Early Childhood Coach Consultant
- School Psychologist
- Special Education Support
- Speech Language Pathology
- Vision Materials
- VR Student Transition Conference

OTHER SERVICES

- Coop Purchasing
- Gifford Farm Education Center

- Diver Education
- Substitute Teacher Program

SIMPLE

Service Implementation Model Process and Log

[HOME](#)[SCHOOLS](#)[SERVICES](#)[REPORTS](#)[ADMIN](#)

Service Plan Details: ESU 07 [Edit Plan](#) | [Print Service Plan](#)

School Name: [ESU 07](#)

Parent School: [ESU 07](#)

ESU: [ESU 07](#)

Show Descriptions

STAFF DEVELOPMENT SERVICES (84-002.05A)

Assessment Literacy & Development
Classroom Coaching
Crisis/ School Safety
Instructional Materials Adoption
Math Content Training
New Teacher Academy
Other/Non-NSCAS Content Trainings
Principal Coaching
Principal/Teacher Evaluation
Science Content Training
Tech Integration Specialist program meetings
Writing Content Training

BlendEd
Continuous Improvement Process
Develop & revise curriculum based on standards
Instructional Models
Multi-Tiered System of Supports (MTSS/RDA)
NWEA Training/Support
Personalized PD
Principal Development
Reading Content Training
Superintendent Development
Technology Integration:
Instructional Strategies

INSTRUCTIONAL MATERIALS SERVICES (84-002.05C)

Media Lending Library
Virtual Field Trips

Products and Subscriptions

TECHNOLOGY (002.05B TECHNOLOGY)

Distance Learning Consortium
Internet Access
Network Planning & Consultation
Technical Training (hardware, software, device)
LAN Manager Program

E-Rate Filing & Consultation
LanMan Partnership
Technical Support
Zoom, Scopia

STUDENT SERVICES

Behavior Analyst
Deaf Education
Mental Health
Psychology
Speech Language
Vision

Gen7ier
Early Childhood
Program Supervision
Resource Coach
Transition

OTHER SERVICES

Autism Spectrum Disorders Grant
Grant Facilitation
Improving Learning for Children with Disabilities
Production/Art Media
Title II-A Consortium
Transition Grant

Coop Purchasing
Group Purchasing (On-to-college, policy updates etc)
Perkins Grant
Title I COOP
Title III - English Learners

SIMPLE

Service Implementation Model Process and Log



Service Plan Details: ESU 08 [Edit Plan](#) | [Print Service Plan](#)

School Name: [ESU 08](#)

Parent School: [ESU 08](#)

ESU: [ESU 08](#)

Show Descriptions

STAFF DEVELOPMENT SERVICES (84-002.05A)

Assessment
Continuous Improvement
Instructional & Program Improvement
Leadership
Technology Integration
Instructional Coaching
BlendEd

Behavior
Curriculum
Instructional Models
Professional Growth Seminars
Content Area Support
New Teacher Academy
BrightBytes

INSTRUCTIONAL MATERIALS SERVICES (84-002.05C)

Products and Subscriptions
EdReady
Other On-line Products/Subscriptions
World Book Web

Zoom Video Conferencing
Leam360, Discovery Ed, Other
Virtual Field Trips

TECHNOLOGY (002.05B TECHNOLOGY)

ADVISER, SIS Support
Distance Learning
Email Services
LAN Manager Networking
Off-Site Back-Up
Student Information Services
Telecommunications

Device Management Services
E-Rate Filing Consultation
Infrastructure Services
Learning Management System Support
Single Sign-On (SSO)
Technical Help Desk Support

STUDENT SERVICES

MTSS
Special Education
Early Childhood
Program Supervision
Speech-Language Pathology

School Nursing
Deaf Education
Learning Centers
Psychology
Visual Impairment

OTHER SERVICES

Coop Purchasing

Student Activities

SIMPLE

Service Implementation Model Process and Log

[HOME](#)[SCHOOLS](#)[SERVICES](#)[REPORTS](#)[ADMIN](#)

Service Plan Details: ESU 10 [Edit Plan](#) | [Print Service Plan](#)

School Name: [ESU 10](#)

Parent School: [ESU 10](#)

ESU: [ESU 10](#)

Show Descriptions

STAFF DEVELOPMENT SERVICES (84-002.05A)

Assessment
Continuous School Improvement
High Ability Learning
Instructional Coach
Leadership
New Teacher Academy
Para Training
School Safety
Targeted Improvement Plan (TIP)
Other/Non-Core
Science

Blended Learning
Curriculum
Instruction
Instructional Supports
MTSS
NWEA MAP
Return to Learn
Teacher/Principal Evaluation
Math
Reading
Writing

INSTRUCTIONAL MATERIALS SERVICES (84-002.05C)

Instructional Tools

Tangible Resources

TECHNOLOGY (002.05B TECHNOLOGY)

Application Hosting
Internet Access Services
Tech Training
Technology Integration Support

Development
Recording Studio
Technical Support

STUDENT SERVICES

Assistive Technology
Central Region Autism Grant
Early childhood supports
Physical Therapy
Special Education Supervision
Student Record System
Vocational Transition Support

Audiology
Deaf education
Occupational Therapy
School psychological services
Speech Language Pathology
Vision Education

OTHER SERVICES

Coop Purchasing
Student Activities

Grant Writing

SIMPLE

Service Implementation Model Process and Log



Service Plan Details: ESU 13 [Edit Plan](#) | [Print Service Plan](#)

School Name: ESU 13

Parent School: ESU 13

ESU: ESU 13

Show Descriptions

STAFF DEVELOPMENT SERVICES (84-002.05A)

- Accountability Support
- Assessment Formative
- Assessment Leadership
- BlendED Support
- CIP Process Support
- Content Training
- Content Training Math
- Content Training Social Studies
- Curriculum Implementation
- DIBELS Deep Testing
- High Ability Learning
- Instructional Coaching
- Instructional Materials Adoption
- Leadership Capacity Building
- MTSS Support
- New Teacher Coaching/Mentor
- Paraprofessional Training
- Safety and Security
- Student Event
- Teacher/Principal Evaluation Support
- Title III- English Learners Instructional Support
- MTSS Behavior
- MTSS Leadership

- Advisory Council
- Assessment Interim
- Assessment Summative
- CIP Individualized Support
- Community Outreach
- Content Training ELA
- Content Training Science
- Curriculum Alignment
- Data Support
- DIBELS Testing
- Instructional Coaches Cadre
- Instructional Framework
- Instructional Strategies
- Mid-Winter Conference
- New Teacher Cadre
- New Teacher Support
- PLACES (Panhandle Leaders in Assessment, Curriculum Directors)
- Standards Revision Support
- Support Staff Training
- Title III- English Learners Consortium
- MTSS Academic
- MTSS Interventions

INSTRUCTIONAL MATERIALS SERVICES (84-002.05C)

TECHNOLOGY (002.05B TECHNOLOGY)

- ADVISER Support
- Digital Citizenship awareness & training
- Distance Learning Support & Course Exchange Coordination
- Instructional Technology Integration Support
- Learning Management System Support
- Network Nebraska & Internet Access Support
- Single Sign on (SSO) and Nebraska Portal Support
- Wide Area Network (WAN) Support

- Blended Learning Support
- Digital Content Support (Overdrive & Learn 360)
- Erata Filing & Consultation Support
- LAN Manager Training/Support
- Network Engineering & Security Support
- School Librarian/Media Specialist Training Support
- Virtual Field Trip Facilitation
- Zoom video conference support

STUDENT SERVICES

- Brian Injury Regional Support
- CPI
- Early Childhood Special Education
- Improving Learning for Children with Disabilities
- Level III Meridian
- Mental Health Counseling
- Planning Region Teams
- Special Education Supervision
- Student Record System
- Targeted Improvement Plan (TIP)
- Transition Consultants
- Vision Quest Student Activity
- Western Region Transition

- Centra/Western NE P for Children who are Deaf or Hard of Hearing
- Deaf Education
- EDN Services Coordination
- Job Coach Training
- Level IV Lifeline
- Occupational Therapy
- School Psychologist
- Speech Language Pathology
- Student Record System
- Therapeutic Consultant
- Vision Consultant
- Western Region Autism Grant
- Youth First Transition Conference

OTHER SERVICES

- Coop Purchasing

SIMPLE

Service Implementation Model Process and Log

[HOME](#)[SCHOOLS](#)[SERVICES](#)[REPORTS](#)[ADMIN](#)

Service Plan Details: ESU 16 [Edit Plan](#) | [Print Service Plan](#)

School Name: ESU 16

Parent School: ESU 16

ESU: ESU 16

Show Descriptions

STAFF DEVELOPMENT SERVICES (84-002.05A)

- Assessment Literacy & Development
- Classroom Coaching
- Curriculum Development & Standards Alignment
- Instructional Frameworks
- Leadership Capacity
- Multi-Tiered Systems of Support
- NWEA Assessment
- Regional Professional Learning Community
- Science Content Training
- Student Opportunities

- Classroom Coaching
- Content Trainings
- ELA Content Training
- Instructional Technology Integration
- Math Content Training
- New/Non-Tenured Teacher Workshop Series
- Other Content Trainings
- School Improvement Process
- Social Studies Content Training

INSTRUCTIONAL MATERIALS SERVICES (84-002.05C)

- Resources and Subscriptions

TECHNOLOGY (002.05B TECHNOLOGY)

- Desktop OS
- Distance Learning
- Email services
- Erate/USF Consultation and Support
- Internet Access
- Network Nebraska support
- Server support
- Support of Adviser/Ed-Fi
- Technical Support
- Technical Training, including onsite
- Desktop video conferencing support
- Financial Support of DL Activities
- Network LAN Support
- WAN Support
- LAN Manager Support
- Product/Subscription Support
- SSO and Portals
- Technology Hardware Support
- Technology Tools and Infrastructure Support
- Workshop and Event Registration
- LAN Manager Training

- DHCP
- DNS
- Equipment loan
- Filtering, including web filtering, support
- Large Format Poster Printing
- Network Planning and Engineering
- Servers
- Switch Management
- Technical Training
- Course Exchange Coordination
- Distance Learning Equipment Financial Support
- Financial Support of Internet
- Network Security
- Firewalls
- Mac OS X
- SIS/IMS Support
- Statewide Initiative Support
- Technology Software Support
- Wireless
- Google domain and GAFE Support
- Statewide Longitudinal Data System Support

STUDENT SERVICES

- Audiology
- Deaf and Hard of Hearing Consultant
- Inclusion Facilitator
- Occupational Therapy
- Program Supervision
- School Psychology
- Speech Pathology
- Transition Consultants
- Speech Language Pathology

- Behavior Consultant
- Early Childhood Special Education
- Mental Health Counseling
- Physical Therapy
- Resource Teacher
- Special Education
- Teacher Consultant
- Vision Consultant
- TIP - Targeted Improvement Plan

OTHER SERVICES

- Advisory Council
- Coop Purchasing
- School Operations Support

- BOE Governance Support
- School Governance Support

SIMPLE

Service Implementation Model Process and Log

HOME

SCHOOLS

SERVICES

REPORTS

ADMIN

Service Plan Details: ESU 17 [Edit Plan](#) | [Print Service Plan](#)

School Name: ESU 17

Parent School: ESU 17

ESU: ESU 17

Show Descriptions

STAFF DEVELOPMENT SERVICES (84-002.05A)

Career Technical Education
Instructional Processes
PD: Professional Development
Technology Integration
Coaching
Instructional Materials
Danielson Framework
PBI&S (System)
Advisory Council
Principal Network
Financial support for LEAs to attend conferences
New Teacher Academy
Data Retreat
Targeted Improvement Plan ILCD
Blended Learning (System)
Emerging Technologies
Learning Management System (System)
Technology Tools (Educator Support)

CIA: Curriculum Instruction Assessment
Leadership
School Improvement (System)
Assessment (System)
Curriculum (System)
NWEA Assessment
Mandt System
Teacher/Principal Evaluation
Leadership Retreat
Content-specific Training
Instructional Strategies Training
Paraeudicator Training
School Improvement Support
Blended Learning (Educator Support)
Digital Citizenship
Learning Management System (Educator Support)
Technology Curriculum
Technology Tools (System)

INSTRUCTIONAL MATERIALS SERVICES (84-002.05C)

Digital Resources
Virtual Field Trips

Distance Learning

TECHNOLOGY (002.05B TECHNOLOGY)

Internet Access
Technical Support

Technical Consultation

STUDENT SERVICES

Special Education
Nursing
Physical Therapy
School Aged Special Education
Supervision

Early Childhood Special Education
Occupational Therapy
Psychological Testing
Speech/Language Therapy
Transition

OTHER SERVICES

Coop Purchasing

Student Activities

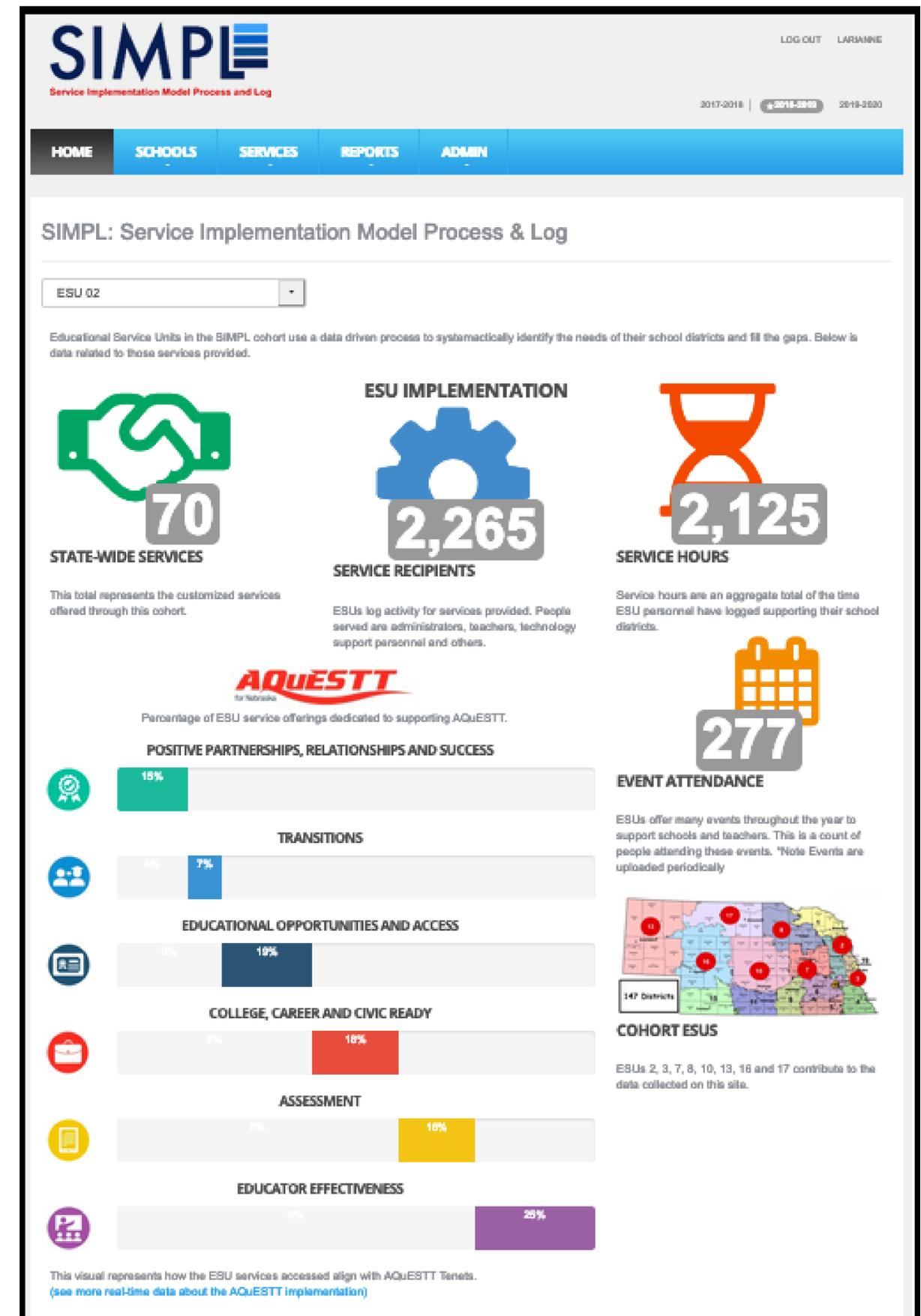
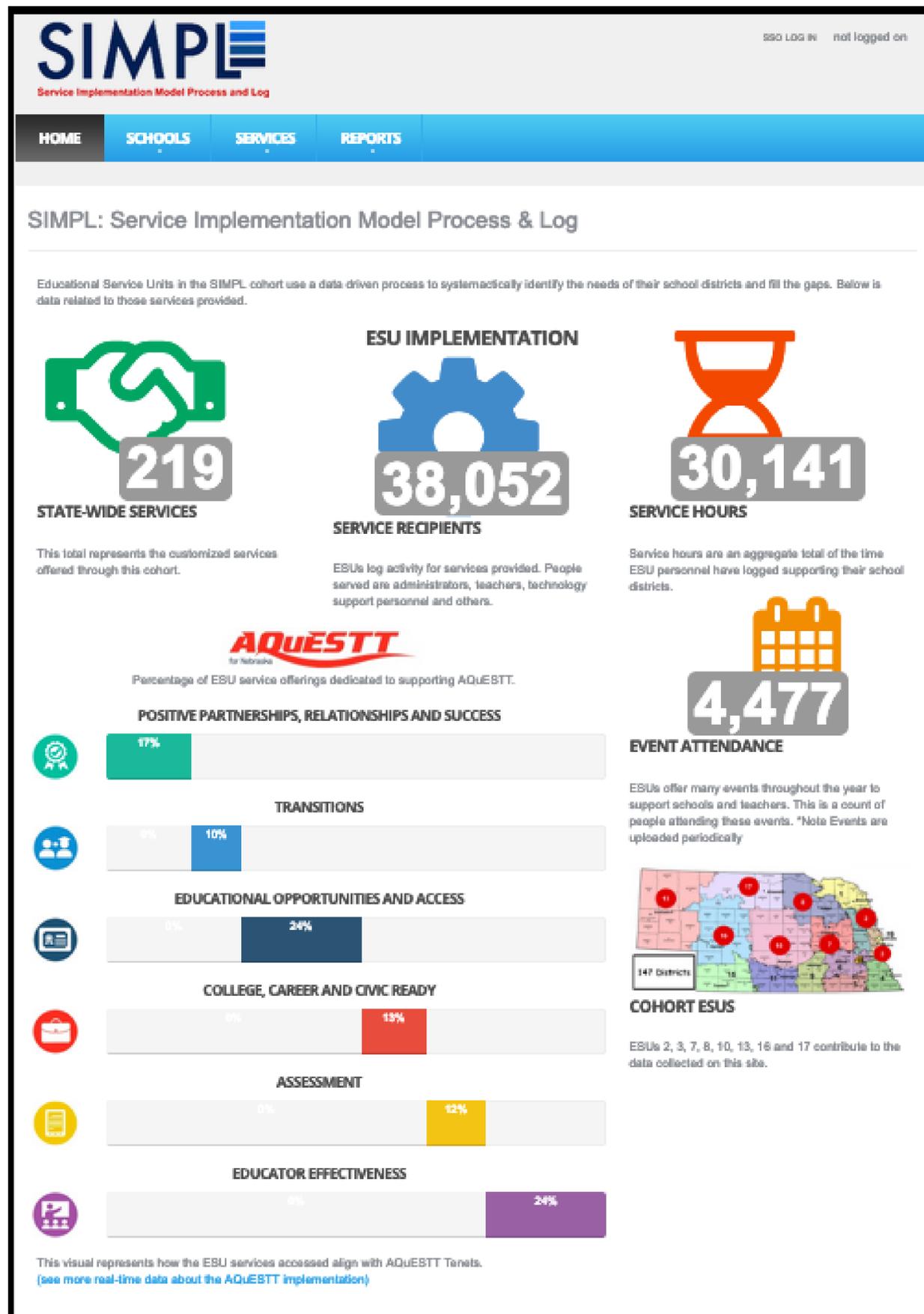


2017-18

Nebraska ESUCC Cooperative Purchasing
Sales & Savings By ESU

<u>ESU #</u>	<u>List Price</u>	<u>Member Cost</u>	<u>Savings</u>
00	\$572,395.15	\$442,448.99	\$129,946.16
01	\$1,801,197.60	\$1,363,692.08	\$437,505.52
02	\$2,262,493.59	\$1,728,281.20	\$534,212.40
03	\$3,157,656.50	\$2,337,874.88	\$819,781.63
04	\$822,199.35	\$595,928.57	\$226,270.78
05	\$885,970.93	\$693,046.43	\$192,924.50
06	\$2,125,969.43	\$1,636,623.29	\$489,346.14
07	\$1,550,217.07	\$1,153,051.77	\$397,165.30
08	\$1,116,591.85	\$804,077.88	\$312,513.97
09	\$825,822.71	\$630,189.68	\$195,633.03
10	\$2,158,542.73	\$1,518,719.48	\$639,823.25
11	\$1,246,035.40	\$948,854.08	\$297,181.32
13	\$1,611,914.97	\$1,239,940.12	\$371,974.85
15	\$249,230.55	\$162,278.39	\$86,952.16
16	\$448,222.97	\$309,090.63	\$139,132.34
17	\$254,845.89	\$181,350.85	\$73,495.04
18	\$76,556.82	\$51,794.77	\$24,762.05
19	\$564,743.74	\$438,649.72	\$126,094.02
20	\$267,738.33	\$209,006.15	\$58,732.18
CC	\$3,150.70	\$1,662.09	\$1,488.61
<u>Grand Totals</u>	<u>\$22,001,496.29</u>	<u>\$16,446,561.04</u>	<u>\$5,554,935.25</u>

Educational Service Unit 2



Educational Service Unit 3




SSO LOG IN not logged on

HOME
SCHOOLS
SERVICES
REPORTS

SIMPL: Service Implementation Model Process & Log

Educational Service Units in the SIMPL cohort use a data-driven process to systematically identify the needs of their school districts and fill the gaps. Below is data related to those services provided.



219

STATE-WIDE SERVICES

This total represents the customized services offered through this cohort.



38,052

SERVICE RECIPIENTS

ESUs log activity for services provided. People served are administrators, teachers, technology support personnel and others.



30,141

SERVICE HOURS

Service hours are an aggregate total of the time ESU personnel have logged supporting their school districts.



Percentage of ESU service offerings dedicated to supporting AQUESTT.

POSITIVE PARTNERSHIPS, RELATIONSHIPS AND SUCCESS

17%

TRANSITIONS

10%

EDUCATIONAL OPPORTUNITIES AND ACCESS

24%

COLLEGE, CAREER AND CIVIC READY

13%

ASSESSMENT

12%

EDUCATOR EFFECTIVENESS

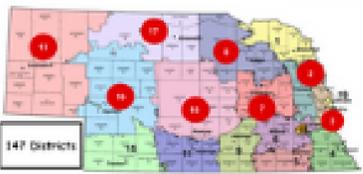
24%



4,477

EVENT ATTENDANCE

ESUs offer many events throughout the year to support schools and teachers. This is a count of people attending these events. *Note Events are uploaded periodically



147 Districts

COHORT ESUS

ESUs 2, 3, 7, 8, 10, 13, 16 and 17 contribute to the data collected on this site.

This visual represents how the ESU services accessed align with AQUESTT Tenets. [\(see more real-time data about the AQUESTT implementation\)](#)


LOG OUT LARAME

HOME
SCHOOLS
SERVICES
REPORTS
ADMIN

SIMPL: Service Implementation Model Process & Log

Educational Service Units in the SIMPL cohort use a data-driven process to systematically identify the needs of their school districts and fill the gaps. Below is data related to those services provided.

ESU 03



107

STATE-WIDE SERVICES

This total represents the customized services offered through this cohort.



5,130

SERVICE RECIPIENTS

ESUs log activity for services provided. People served are administrators, teachers, technology support personnel and others.



5,943

SERVICE HOURS

Service hours are an aggregate total of the time ESU personnel have logged supporting their school districts.



Percentage of ESU service offerings dedicated to supporting AQUESTT.

POSITIVE PARTNERSHIPS, RELATIONSHIPS AND SUCCESS

21%

TRANSITIONS

11%

EDUCATIONAL OPPORTUNITIES AND ACCESS

24%

COLLEGE, CAREER AND CIVIC READY

11%

ASSESSMENT

11%

EDUCATOR EFFECTIVENESS

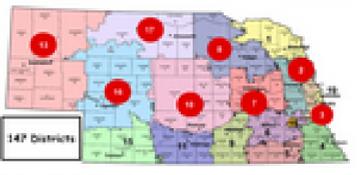
25%



2,051

EVENT ATTENDANCE

ESUs offer many events throughout the year to support schools and teachers. This is a count of people attending these events. *Note Events are uploaded periodically



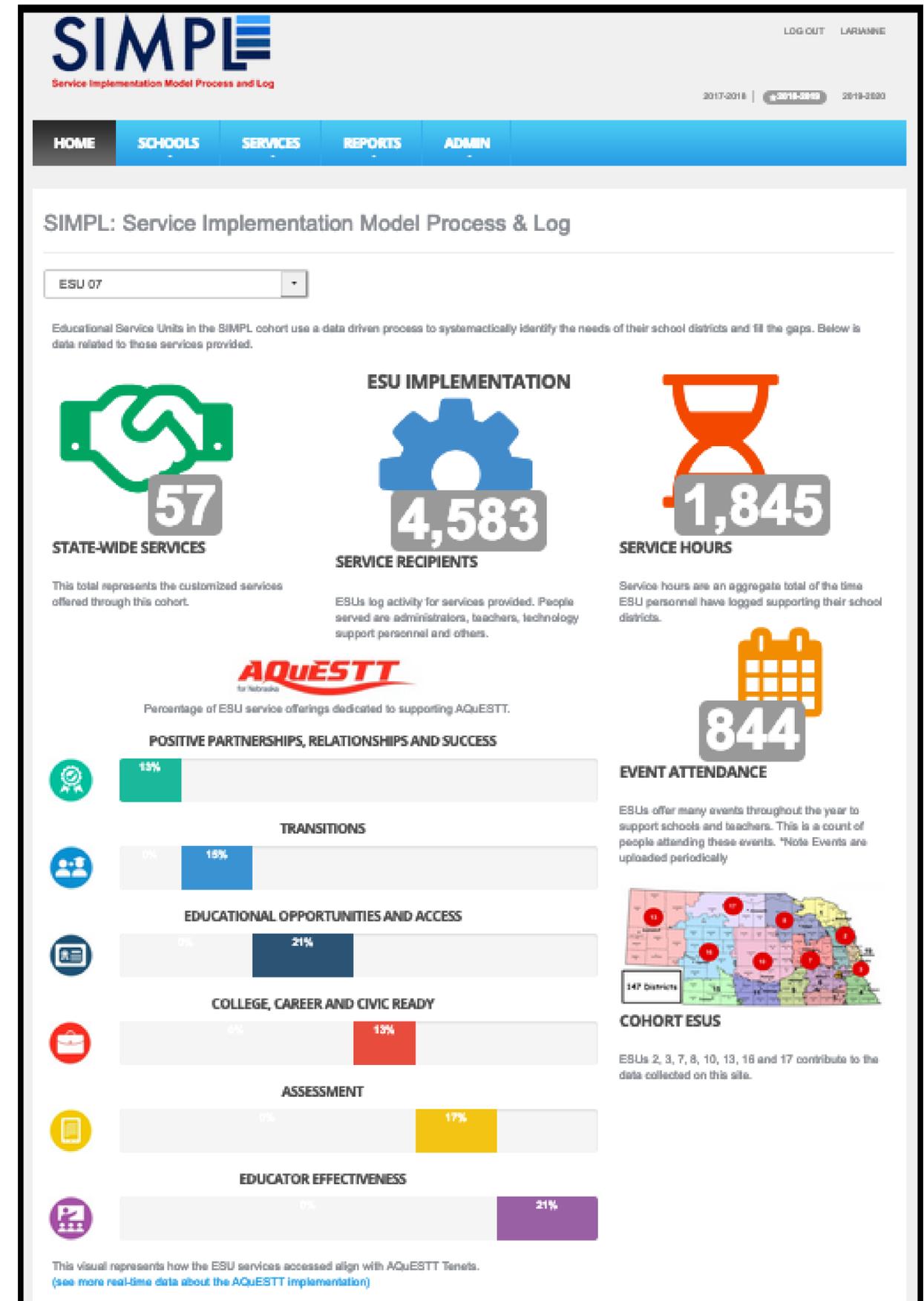
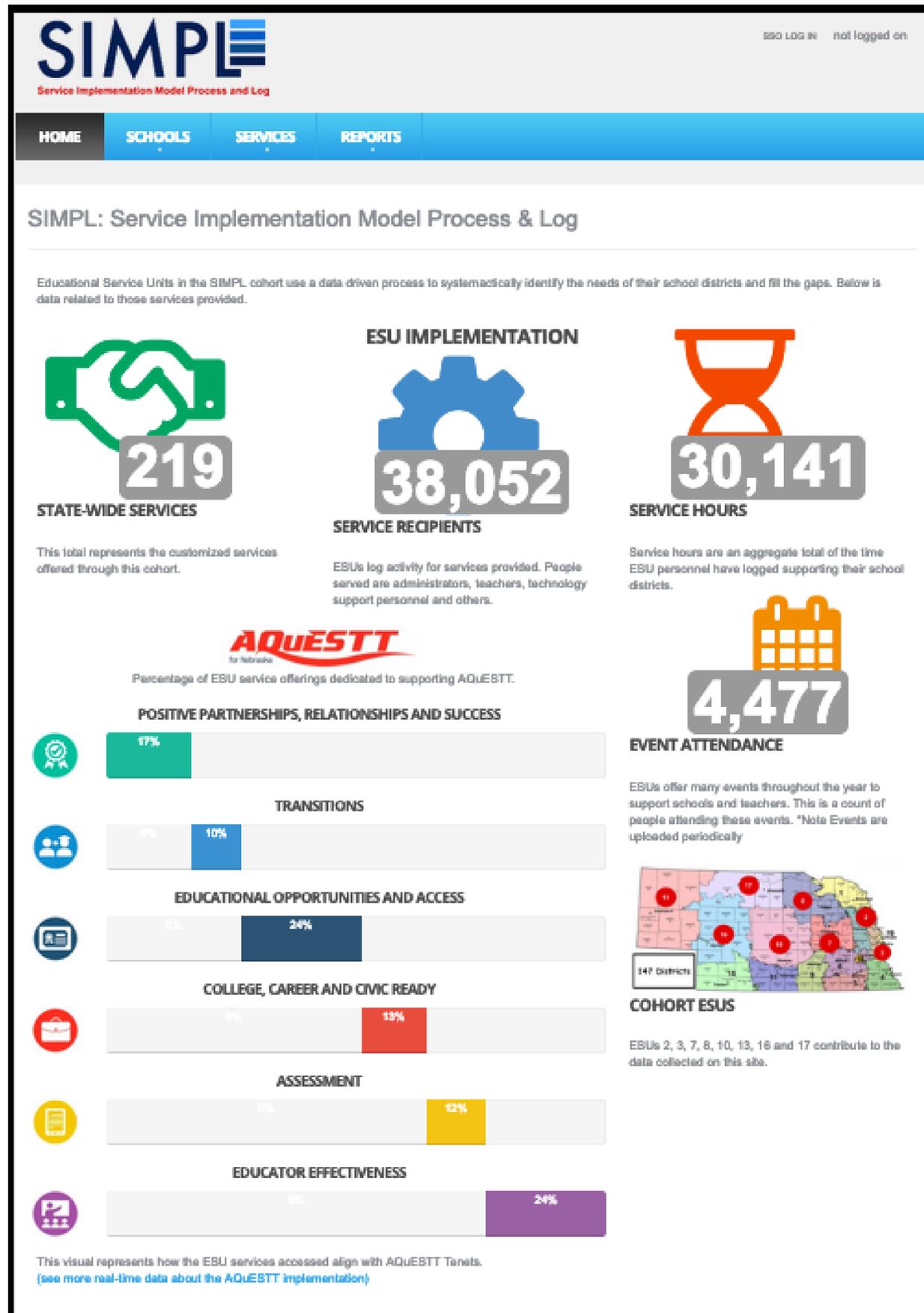
147 Districts

COHORT ESUS

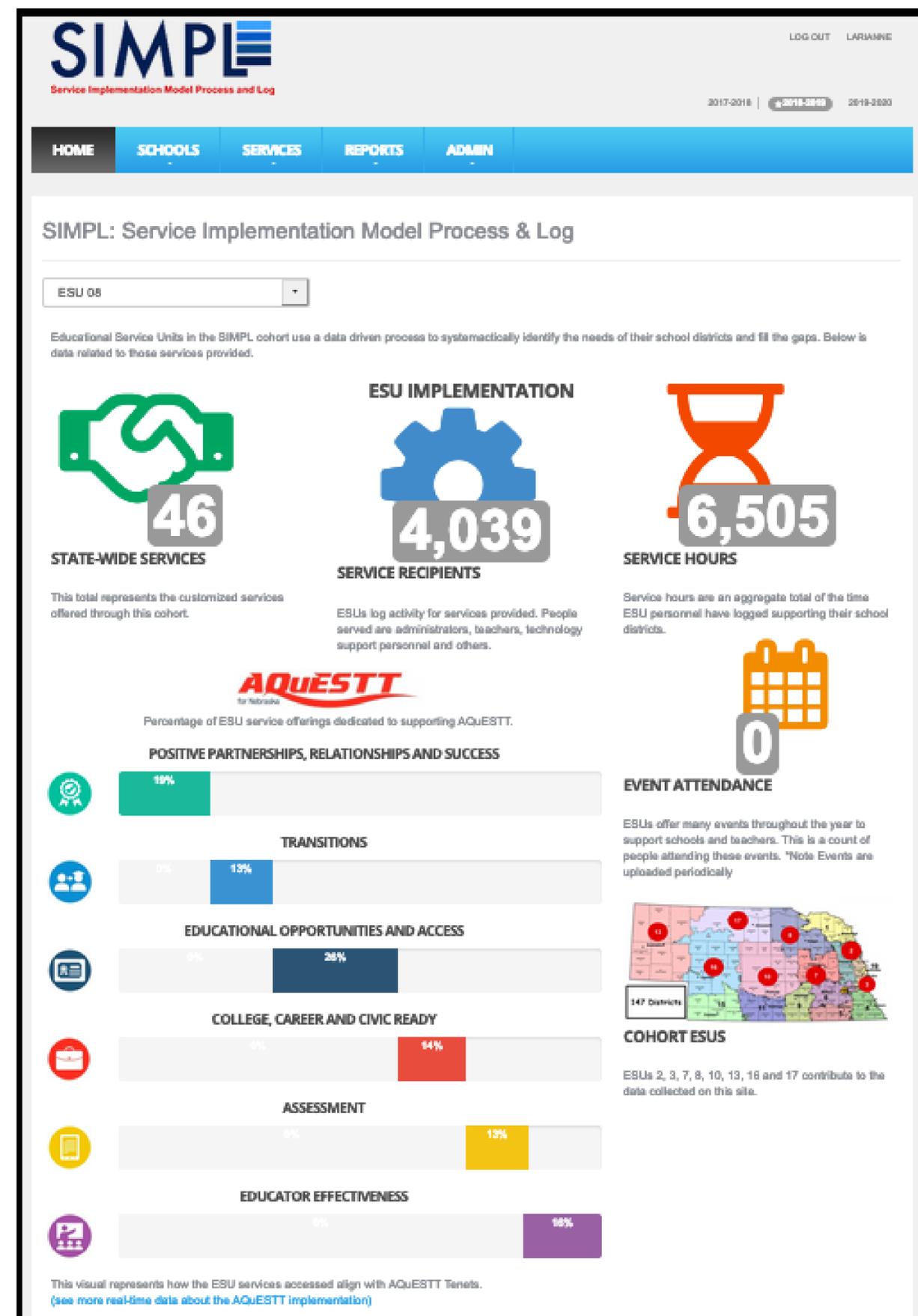
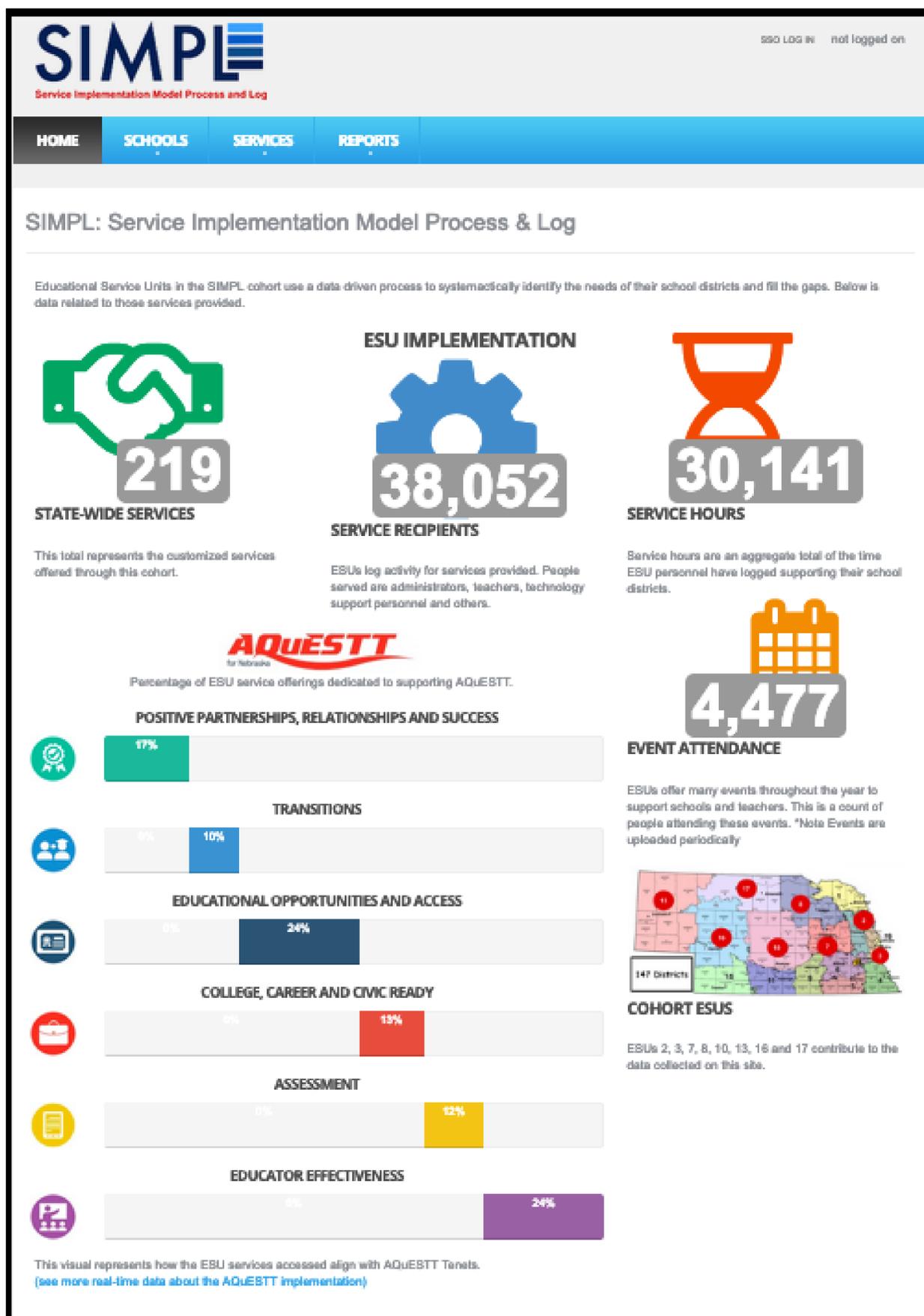
ESUs 2, 3, 7, 8, 10, 13, 16 and 17 contribute to the data collected on this site.

This visual represents how the ESU services accessed align with AQUESTT Tenets. [\(see more real-time data about the AQUESTT implementation\)](#)

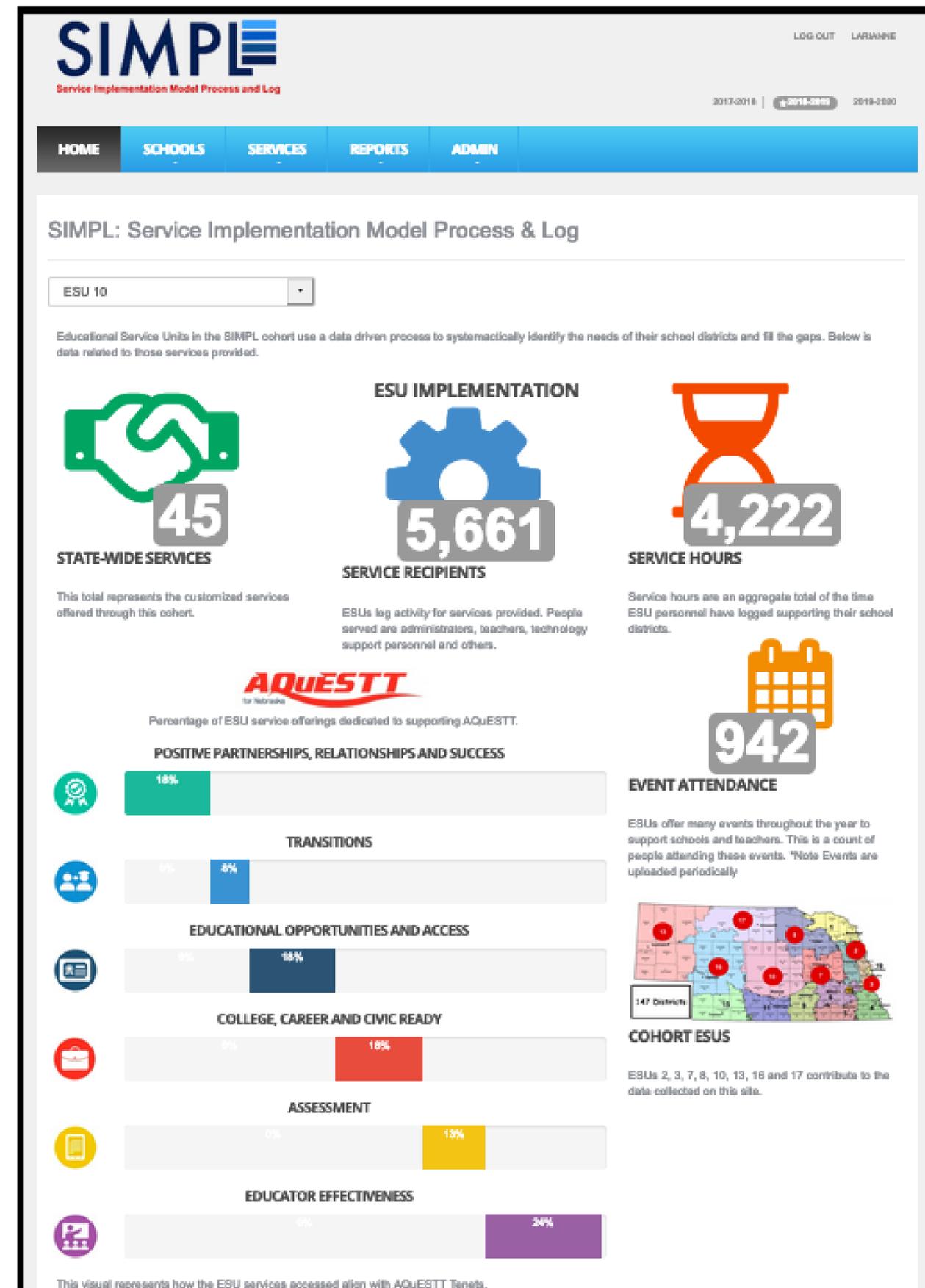
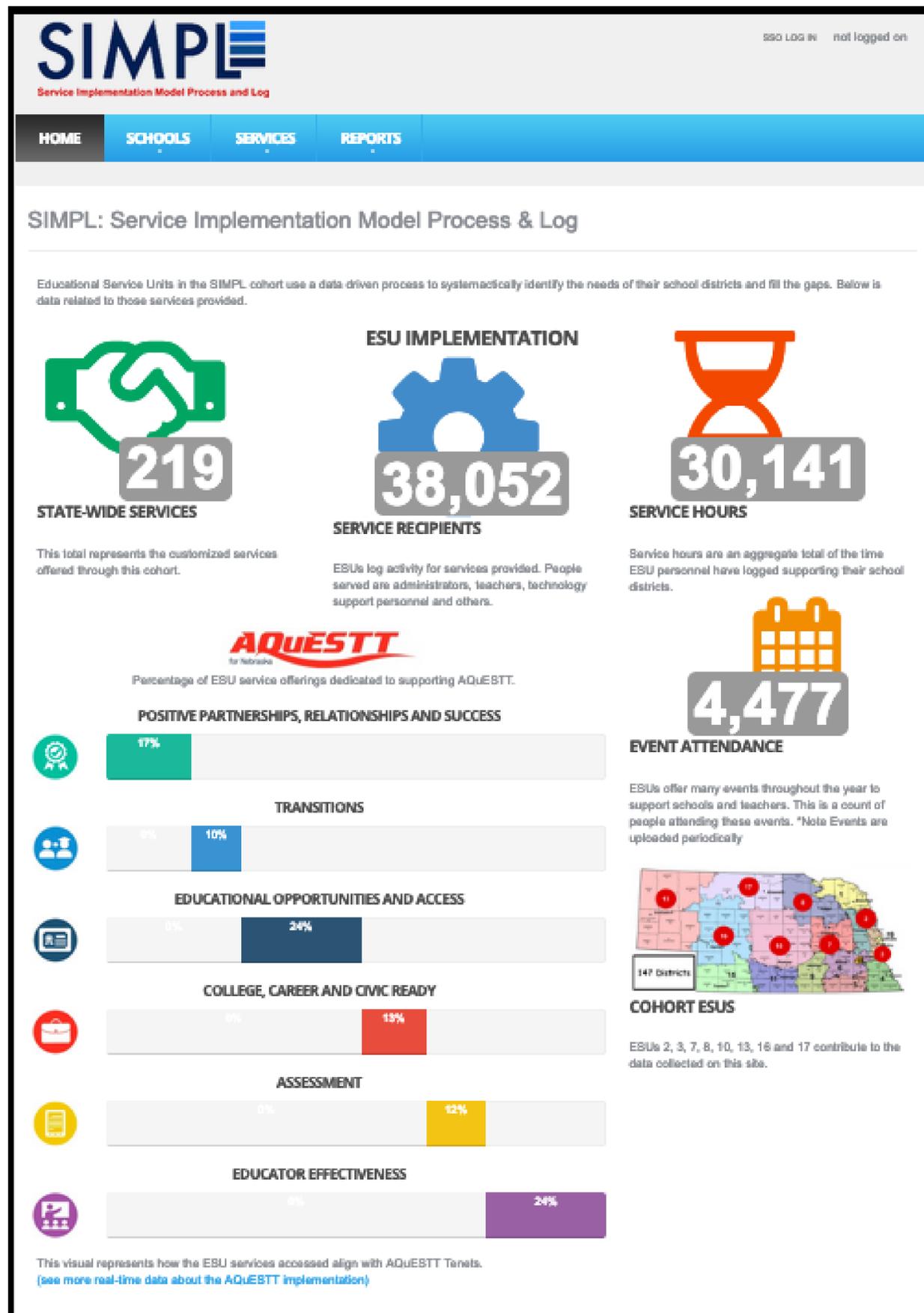
Educational Service Unit 7



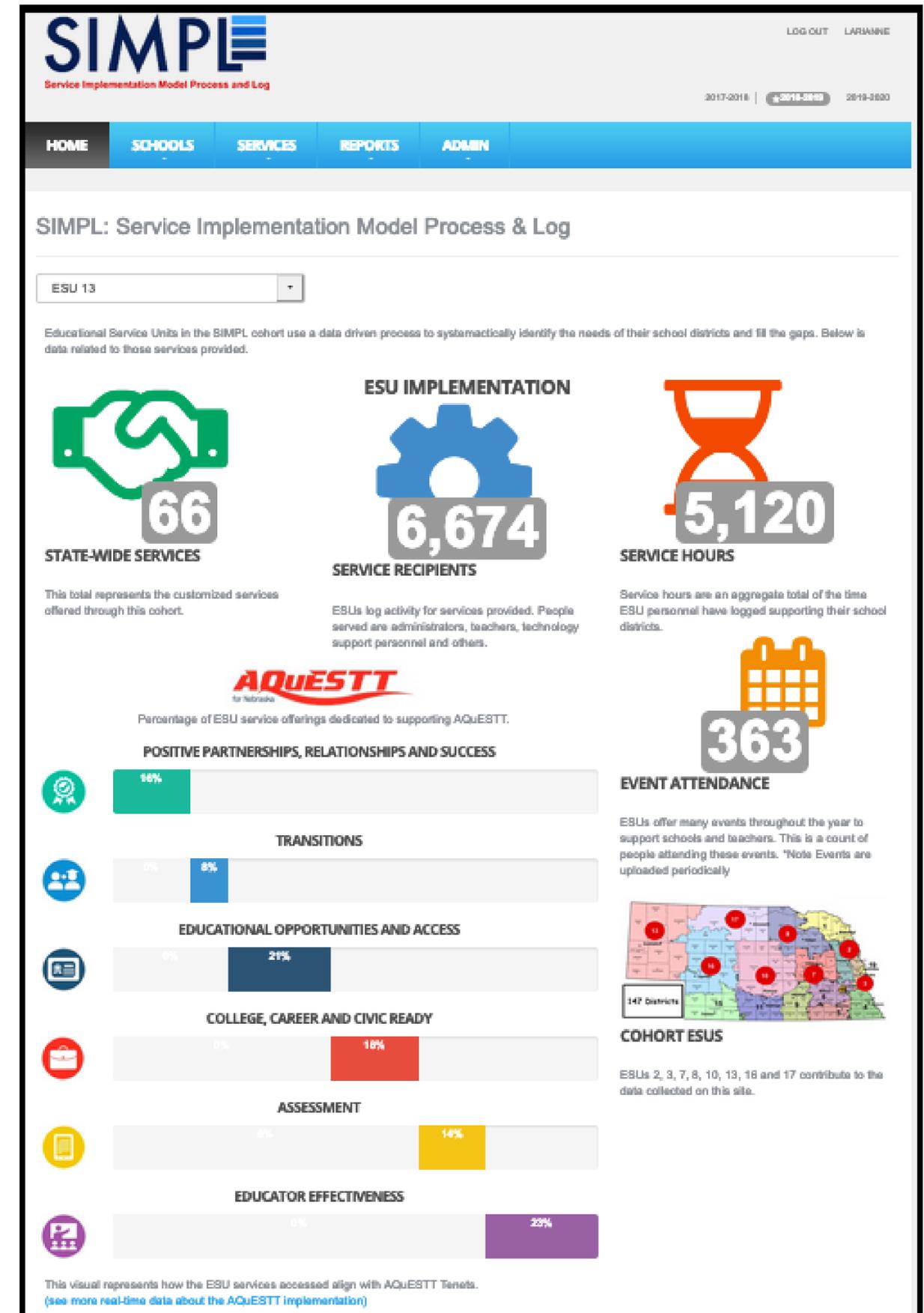
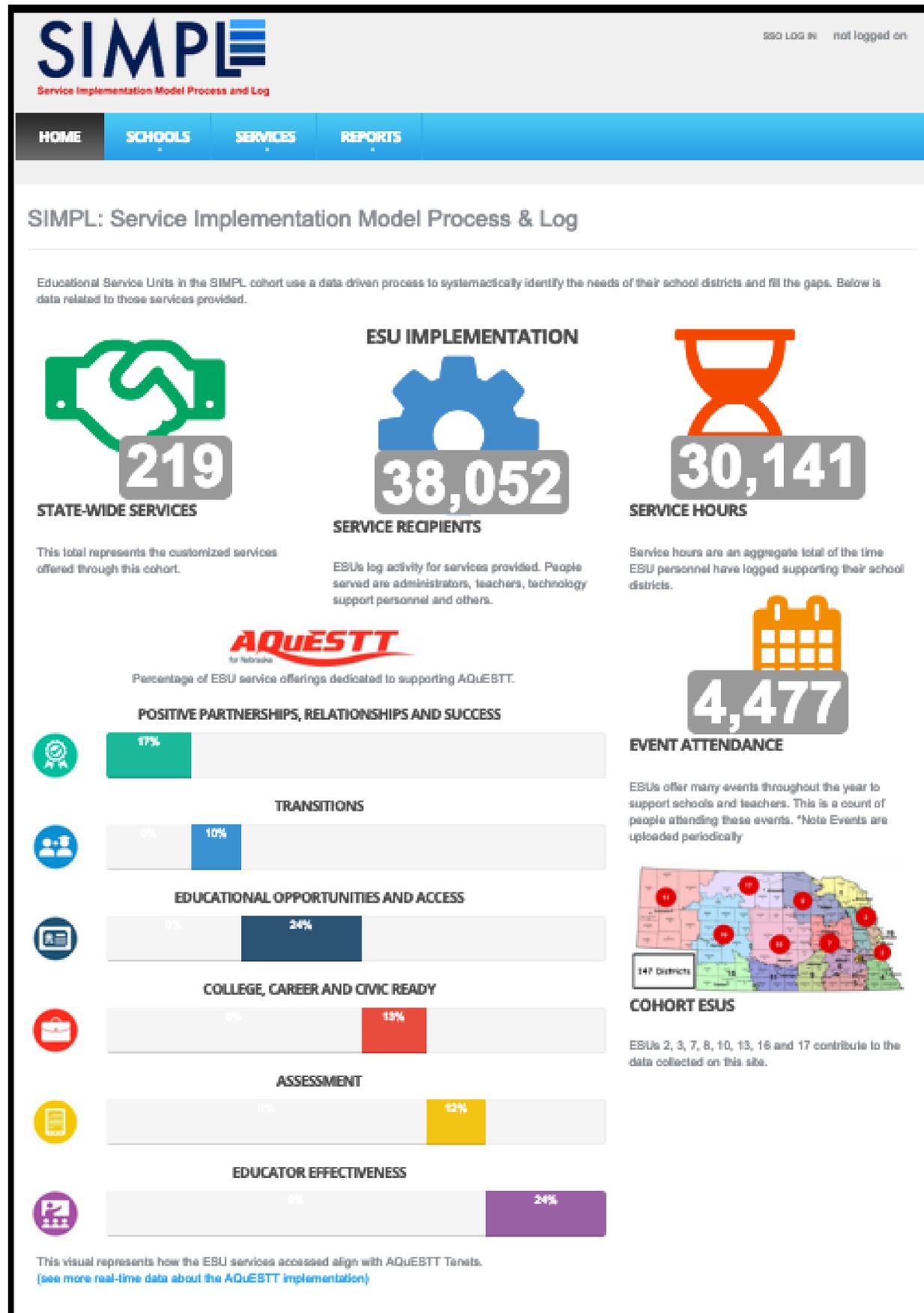
Educational Service Unit 8



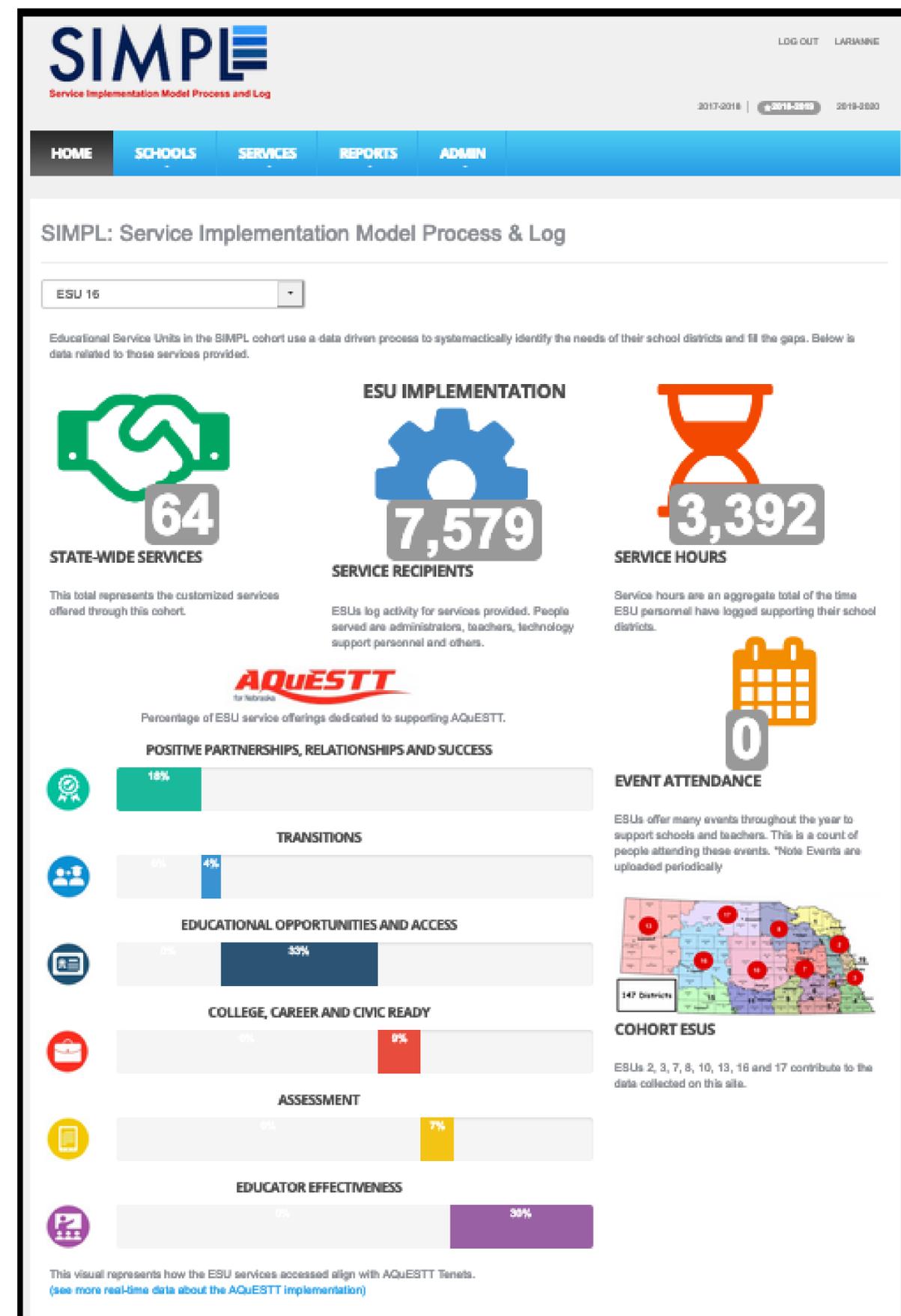
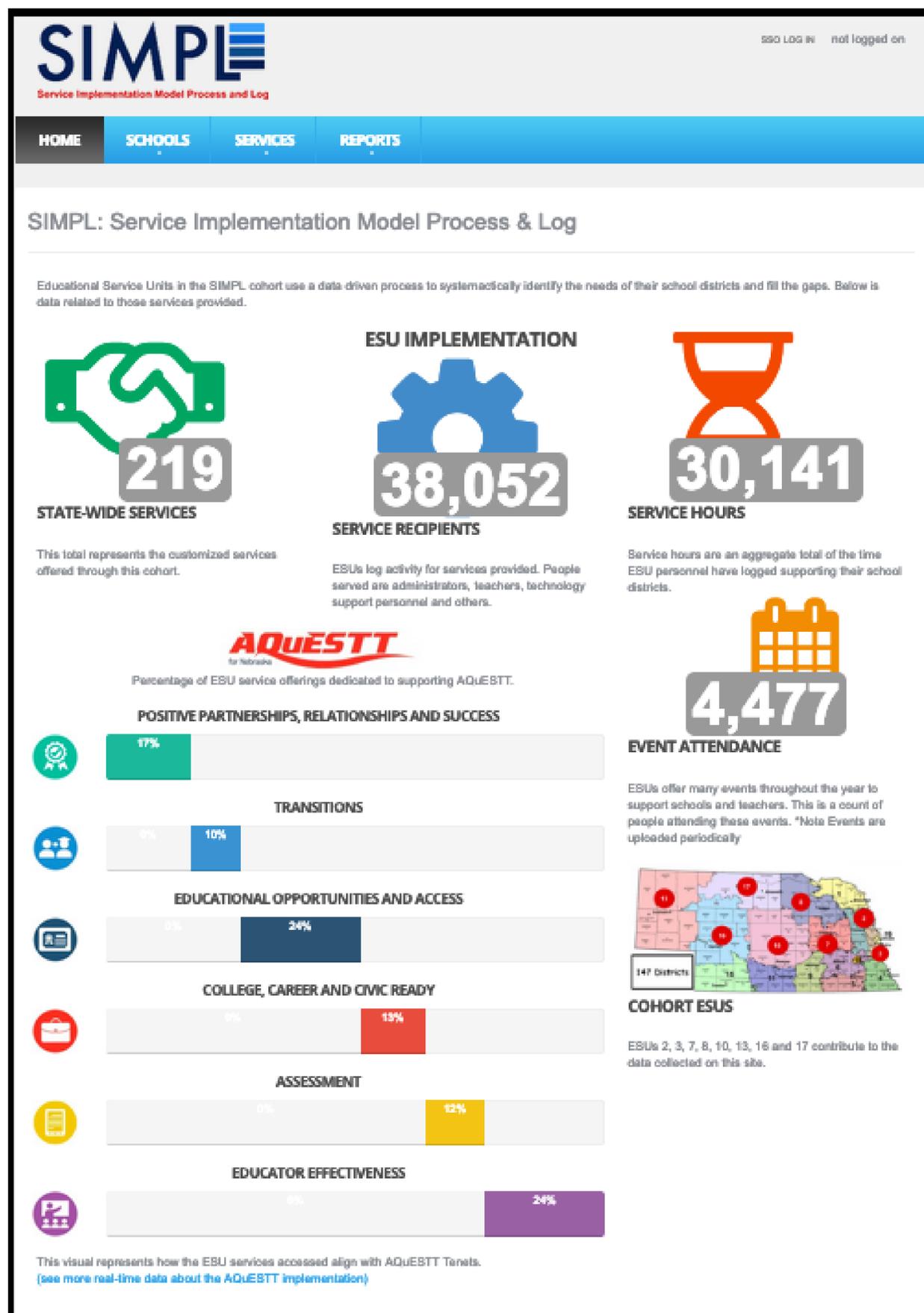
Educational Service Unit 10



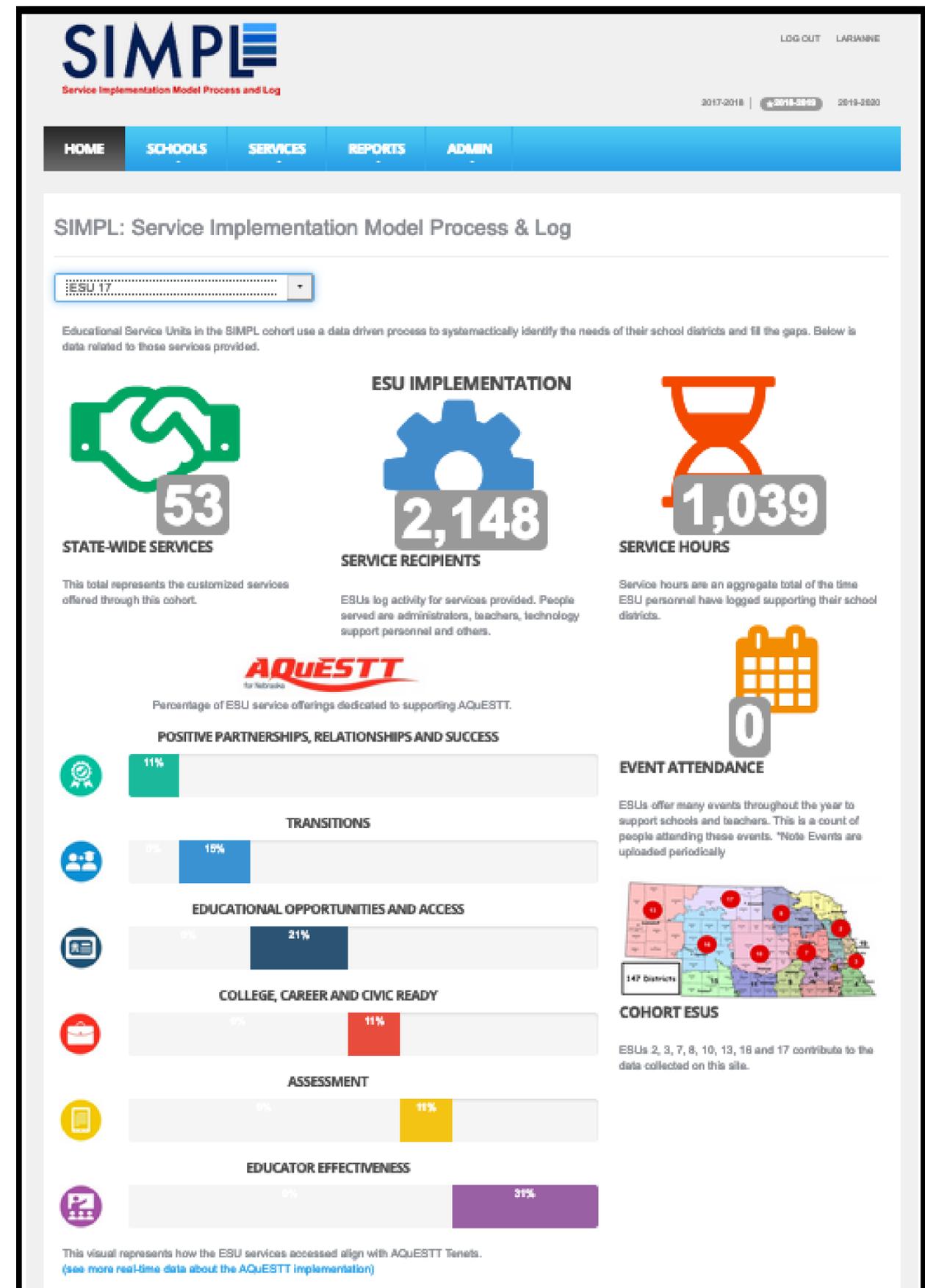
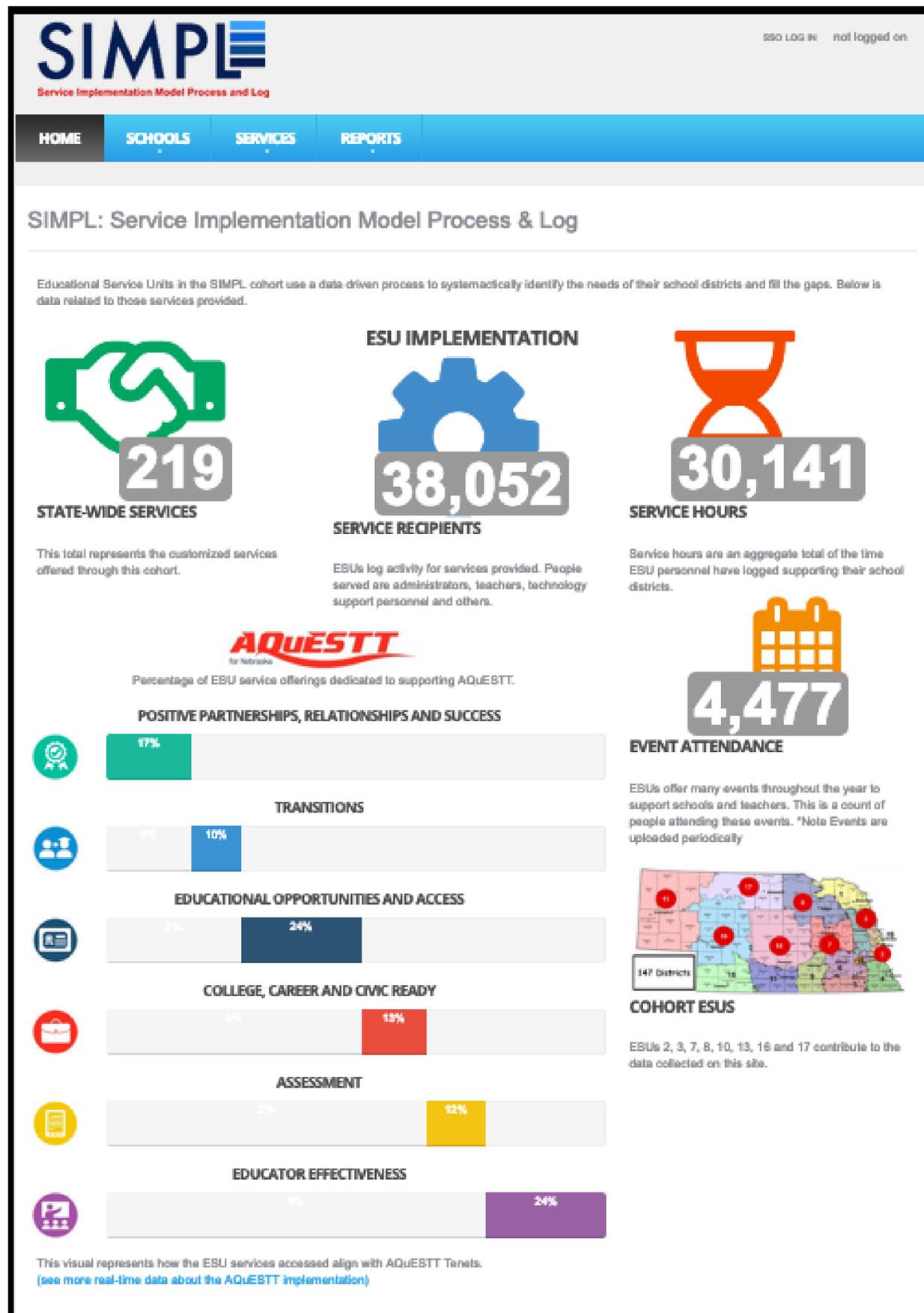
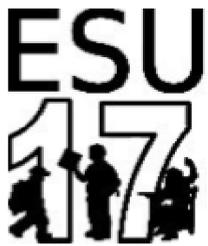
Educational Service Unit 13



Educational Service Unit 16

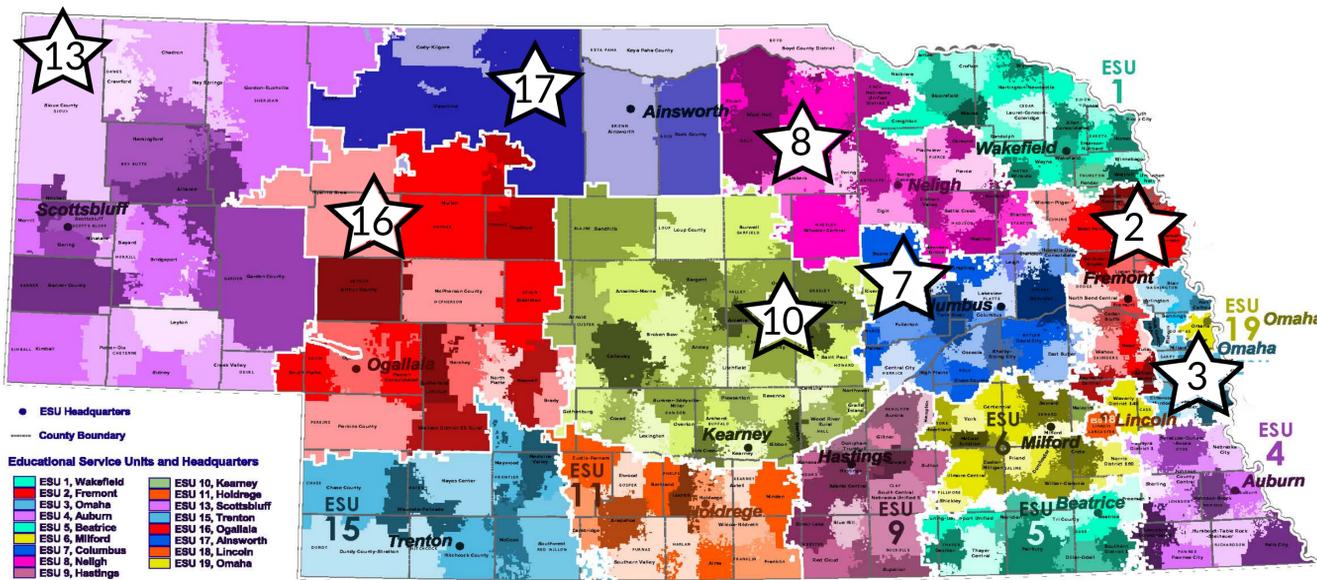


Educational Service Unit 17





2017-18 Nebraska Public School Districts and Nebraska Educational Service Units



- Alliance Public Schools
- Banner County Public Schools
- Bayard Public Schools
- Bridgeport Public Schools
- Chadron Public Schools
- Crawford Public Schools
- Creek Valley Schools
- Garden County Schools
- Gering Public Schools
- Gordon-Rushville Public Schools
- Hay Springs Public Schools
- Hemingford Public Schools
- Kimball Public Schools
- Leyton Public Schools
- Minatare Public Schools
- Mitchell Public Schools
- Morrill Public Schools
- Potter-Dix Public Schools
- Scottsbluff Public Schools
- Sidney Public Schools
- Sioux County Public Schools



- Ashland-Greenwood Public Schools
- Bancroft-Rosalie Community Schools
- Cedar Bluffs Public Schools
- Fremont Public Schools
- Logan View Public Schools
- Lyons-Decatur Northeast Schools
- Mead Public Schools
- North Bend Central Public Schools
- Oakland-Craig Public Schools
- Raymond Central Public Schools
- Scribner-Snyder Community Schools
- Tekamah-Herman Community Schools
- Wahoo Public Schools
- West point Public Schools
- Wisner-Pilger Public Schools
- Yutan Public Schools



- Boone Central Schools
- Central City Public Schools
- Clarkson Public Schools
- Columbus Public Schools
- Cross County Community Schools
- David City Public Schools
- East Butler Public Schools
- Fullerton Public Schools
- High Plains Community Schools
- Howells-Dodge Consolidated
- Humphrey Public Schools
- Lakeview Community Schools
- Leigh Community Schools
- Osceola Public Schools
- Palmer Public Schools
- Schuyler Community Schools
- Shelby-Rising City Schools
- St. Edward Public Schools
- Twin River Public Schools



- Amherst Public Schools
- Anselmo-Merna Public Schools
- Ansley Public Schools
- Arcadia Public Schools
- Arnold Public Schools
- Broken Bow Public Schools
- Burwell Public Schools
- Callaway Public Schools
- Central Valley Public Schools
- Centura Public Schools
- Cozad Community Schools
- Elba Public Schools
- Elm Creek Public Schools
- Gibbon Public Schools
- Gothenburg Public Schools
- Grand Island Public Schools
- Lexington Public Schools
- Litchfield Public Schools
- Loup City Schools
- Loup County Public Schools
- Northwest Public Schools
- Ord Public Schools
- Overton Public Schools
- Pleasanton Public Schools
- Ravenna Public Schools
- Riverside Public Schools
- Sandhills Public Schools
- Sargent Public Schools
- Shelton Public Schools
- St. Paul Public Schools
- Sumner-Eddyville-Miller Schools
- Wood River Rural Schools



- Arthur County Schools
- Brady Public Schools
- Hershey Public Schools
- Hyannis Area Schools
- Maxwell Public Schools
- McPherson County Schools
- Mullen Public Schools
- North Platte Public Schools
- Ogallala Public Schools
- Paxton Consolidated Schools
- Perkins County Schools
- South Platte Public Schools
- Stapleton Public Schools
- Sutherland Public Schools
- Thedford Public Schools
- Wallace Public Schools District 65 R



- Arlington Public Schools
- Bellevue Public Schools
- Bennington Public Schools
- Blair Community Schools
- Conestoga Public Schools
- Douglas Co. West Community Schools
- Elkhorn Public Schools
- Elmwood-Murdock
- Fort Calhoun Community Schools
- Gretna Public Schools
- Louisville Public Schools
- Millard Public Schools
- Papillion La Vista Community Schools
- Plattsmouth Community Schools
- Ralston Public Schools
- Springfield Platteview Community Schools
- Weeping Water Public Schools
- Westside Community Schools



- Battle Creek Public Schools
- Boyd County Schools
- Chambers Public Schools
- Elgin Public Schools
- Elkhorn Valley Schools
- Ewing Public Schools
- Madison Public Schools
- Nebraska Unified District 1
- Neligh-Oakdale Schools
- Newman Grove Public Schools
- Norfolk Public Schools
- O'Neill Public Schools
- Osmond Community Schools
- Pierce Public Schools
- Plainview Public Schools
- Stanton Community Schools
- Stuart Public Schools
- West Holt Public Schools
- Wheeler Central Schools



- Ainsworth Community Schools
- Cody-Kilgore Public Schools
- Keya Paha County Schools
- Rock County Public Schools
- Valentine Community Schools

Schools in SIMPL Cohort





Beatrice Public Schools
 Bruning-Davenport Unified School
 Deshler Public Schools
 Diller-Odell Public Schools
 Fairbury Public Schools
 Freeman Public Schools
 Meridian Public Schools
 Southern Public Schools
 Thayer Central Community Schools
 Tri County Public Schools



Alma Public Schools
 Arapahoe Public Schools
 Axtell Community Schools
 Bertrand Community School
 Cambridge Public Schools
 Elmwood Public Schools
 Eustis-Farnam Public Schools
 Franklin Public Schools
 Holdredge Public Schools
 Loomis Public Schools
 Minden Public Schools
 Southern Valley Schools
 Wilcox-Hildreth Public Schools

Allen Public Schools
 Bloomfield Community Schools
 Coleridge Community School
 Creighton Community School
 Crofton Community School
 Dakota City Elementary
 ESU #1 Tower School
 Emerson/Hubbard Community School
 Hartington-Newcastle Public Schools
 Homer Community School
 Laurel/Concord Public School
 Newcastle Public School
 Niobrara Public Schools
 Pender Public School
 Ponca/Jackson Public School
 Randolph Public School
 Santee Public School
 South Sioux City Community School
 UmoN HoN Nation Public School
 Verdigre Public School
 Wakefield Community School
 Walthill Public School
 Wausa Public School
 Wayne Public School
 Winnebago Public School
 Winside Public School
 Wynot Public School



Centennial Public Schools
 Crete Public Schools
 Dorchester Public Schools
 Exeter-Milligan Public Schools
 Fillmore Central Public Schools
 Friend Public Schools
 Heartland Community Schools
 Malcolm Public Schools
 McCool Junction Public Schools
 Milford Public Schools
 Norris Public Schools
 Seward Public Schools
 Shickley Public Schools
 Waverly Public Schools District #145
 Wilber-Clatonia Public Schools
 York Public Schools



Chase County Schools
 Dundy County Stratton Schools
 Hayes Center Public School
 Hitchcock County Schools
 Maywood Public Schools
 McCook Public Schools
 Medicine Valley Schools
 Southwest Public Schools
 Wauneta-Palisade Schools



Auburn Public Schools
 Falls City Public Schools
 Humbolt-Table Rock-Steinauer Public Schools
 Johnson-Brock Public School
 Johnson County Central Public Schools
 Lewiston Consolidated School
 NE Center for the Education of Children who
 are Blind or Visually Impaired
 Nebraska City Public Schools
 Palmyra-Bennet Schools
 Pawnee City Public Schools
 Sterling Public Schools
 Syracuse-Dunbar-Avoca Public Schools

Adams Central Public Schools
 Aurora Public Schools
 Blue Hill Public Schools
 Doniphan-Trumbull Schools
 Giltner Public Schools
 Hampton Public Schools
 Harvard Public Schools
 Hastings Public Schools
 Kenesaw Public Schools
 Red Cloud Community Schools
 South Central Unified District 5
 Lawrence/Nelson Public Schools
 Sandy Creek Public Schools
 Silver Lake Public Schools
 Superior Public Schools
 Sutton Public Schools



Lincoln Public Schools



Omaha Public Schools

SIMPL: Nebraska ESUs Supporting AQuESTT

Nebraska ESUs are joining forces to collaboratively support state initiatives. Below is data indicating the efforts of schools and ESUS to ensure the best implementation for each initiative. All data is real time, so come back later and see how things have changed.



Below is detailed information related to ESU time devoted to AQuESTT Tenets and school personnel receiving that time.

POSITIVE PARTNERSHIPS, RELATIONSHIPS AND SUCCESS



Service Recipients	20,543
Service Hours	14,795
Event Attendance	2,140

TRANSITIONS



Service Recipients	15,821
Service Hours	10,320
Event Attendance	2,223

EDUCATIONAL OPPORTUNITIES AND ACCESS



Service Recipients	21,642
Service Hours	17,390
Event Attendance	2,678

COLLEGE, CAREER AND CIVIC READY



Service Recipients	20,094
Service Hours	13,043
Event Attendance	2,021

ASSESSMENT



Service Recipients	18,500
Service Hours	13,927
Event Attendance	2,285

EDUCATOR EFFECTIVENESS



Service Recipients	29,863
Service Hours	22,243
Event Attendance	2,959

simpl.esucc.org