

NEBRASKA STATE BOARD OF EDUCATION MEETING NOTIFICATION AND AGENDA

- Meeting Date:** Friday, August 5, 2022 9:00 AM
- Meeting Title:** State Board of Education Meeting Notification and Agenda
- Location:** Nebraska Innovation Campus
Banquet Hall
2021 Transformation Drive
Lincoln, NE 68508
- Web Streaming:** Live web streaming will be available through the State Board of Education website: www.education.ne.gov/StateBoard/
- Agenda:** Except for emergency items added at the time of the meeting, the agenda will not be changed less than 24 hours prior to the start of the meeting and any changes will be immediately posted on the website. The Board will attempt to adhere to the sequence of the published agenda, but reserves the right to adjust the order of items if necessary and may elect to take action on any of the items listed.
- Interpreter:** If you need interpreter services or other reasonable accommodations, please contact the Nebraska Department of Education at (402) 471-5059 five (5) days prior to the meeting to coordinate arrangements.
- Website:** An electronic version of the agenda and support materials are available on the State Board of Education's Agenda page: www.education.ne.gov/StateBoard/Agendas.html
- Lunch:** On Friday, August 5, 2022, if necessary, the State Board of Education may break for lunch at 12:30 p.m. The Board may resume work on the agenda at approximately 1:00 p.m.

1. CALL TO ORDER (The Board will take a 45 minute recess at or after 12:00 p.m.)
President Koch Johns
 - 1.1. Roll Call
President Koch Johns
 - 1.2. Pledge of Allegiance
President Koch Johns
 - 1.3. Announcement of the placement of the Open Meetings Act information
President Koch Johns
 - 1.4. Meeting Protocol
Commissioner Blomstedt
2. SPECIAL PRESENTATIONS
President Koch Johns

- 2.1. Michelle Fouts, 2021 Nebraska Milken Educator, at the time of the award, a Second Grade Teacher, Bryant Elementary School, Kearney, Nebraska (10 minutes)
Commissioner Blomstedt, President Koch Johns, and Michelle Fouts
- 2.2. Katie Mace, 2021 Nebraska Milken Educator, at the time of the award, an English and Speech Teacher, Lyons-Decatur Northeast Schools, Lyons, Nebraska (10 minutes)
Commissioner Blomstedt, President Koch Johns, and Katie Mace
- 2.3. Provide an update and share a story of the impact of ESSER fund investments
Zainab Rida and Amber Hartsock, NDE; Ray Collins, Superintendent, Wilber Clatonia;
Josh Cumpston, Superintendent, Fillmore Central; Dr. Michele Rayburn, Director of Student Services, ESU 6; and Dr. John Skretta, Administrator, ESU 6
3. COMMISSIONER'S REPORT
Commissioner Blomstedt
 - 3.1. Agenda Overview and Consent Agenda Process
Commissioner Blomstedt
 - 3.1.A. Commissioner's recommendations and items to be removed from consent agenda
Commissioner Blomstedt
 - 3.2. Information on Educator Pipeline Investments and Educator Certification Enhancements
Lane Carr and Brad Dirksen
 - 3.3. Information on Career and Technical Education Funding
Commissioner Blomstedt
4. PRESIDENT'S REPORT
President Koch Johns
5. CONSENT AGENDA
President Koch Johns
 - 5.1. Board Member Out-of-State Travel Approval
 - 5.2. Committee Appointments
 - 5.2.A. Authorize the Commissioner to appoint the recommended individual(s) to fill vacancies on the Special Education Advisory Council (SEAC)
Amy Rhone and Kris Elmshaeuser
 - 5.2.B. Approve the 2022-2023 Nebraska Council on Teacher Education (NCTE) membership roster
Kelly Heineke

5.3. Contract Approvals

- 5.3.A. Authorize the Commissioner the authority to contract with MTW Solutions, LLC for services and continuing support for the Nebraska Department of Education Grants Management System for the period July 1, 2022, through June 30, 2023
Jen Utemark
- 5.3.B. Authorize the Commissioner to amend the contract with Student1 to continue improvements NDE Central Data Repository and ADVISER LDS and to maintain Level 4 technical support related to integration of Ed-Fi technologies pursuant to 2019 Federal SLDS Grant terms
Kristin Yates
- 5.3.C. Authorize the Commissioner to renew the contract with the Institute for Community Inclusion (ICI) University of Massachusetts-Boston for October 1, 2022-September 30, 2023
Mary Kunes-Neary and Lindy Foley
- 5.3.D. Authorize the Commissioner to renew NDE's contract with George Toman, Nebraska MTSS Leadership Consultant
Amy Rhone
- 5.3.E. Authorize the Commissioner to contract with Colyar Technology Solutions, Inc. for a period from September 1, 2022 to August 31, 2023 for the purpose of maintaining the .netCNP system and incorporating change requests.
Zainab Rida
- 5.3.F. Authorize the Commissioner to contract with Children's Hospital & Medical Center for the purpose of providing expertise on child health topics and intervention through a partnership with the Nebraska Healthy Schools Program
Zainab Rida and Jessie Coffey
- 5.3.G. Authorize the Commissioner to approve an amendment to the Teaching Strategies contract
Melody Hobson
- 5.3.H. Authorize the Commissioner to approve a contract renewal with Emspace + Lovgren
Melody Hobson
- 5.3.I. Authorize the Commissioner to contract with American Institutes for Research (AIR)
Cory Epler and Marissa Payzant

5.4. Grant Approvals

5.4.A. Authorize the Commissioner to approve continuation grants to the specified Educational Service Units for Early Childhood Coach Consultation
Melody Hobson

5.4.B. Authorize the Commissioner to approve hiring of a fixed-term grant-funded Program Specialist to lead competency-based early childhood teacher certification work
Melody Hobson and Brad Dirksen

5.5. Lease Approvals

5.6. Minutes of the Previous State Board of Education Meeting

5.7. Miscellaneous Approvals

5.7.A. Approve school districts' requests for exclusions to the budget limitation in accordance with the provisions of the Tax Equity & Educational Opportunities Support Act
Bryce Wilson

5.7.B. Approve request from School Districts for Payment of Half Their Total 2022/23 State Aid
Kevin Lyons and Bryce Wilson

5.7.C. Appoint a Hearing Officer in NDE Case No. 22-18, *Wilson v. Commissioner*
Leslie Donley

5.7.D. Approve public school districts and Educational Service Unit early childhood education programs
Melody Hobson

5.7.E. Approve renewal of the Rule 11 (92 NAC 11), Regulations for the Approval of Prekindergarten Programs established by School Boards or Educational Service Units and for the Issuance of Early Childhood Education Grants, waiver request from ESU #13 and approve the early childhood program for the named educational service unit
Melody Hobson

5.7.F. Approve the renewal of the Rule 11 (92 NAC 11), Regulations for the Approval of Prekindergarten Programs established by School Boards or Educational Service Units and for the Issuance of Early Childhood Education Grants, teacher waiver for Ainsworth Community Schools and approve annual operation of the early childhood program for the named school district
Melody Hobson

5.7.G. Authorize the Commissioner to continue to fund a grant to the University of Nebraska Lincoln and Educational Service Unit 13

Amy Rhone and Kris Elmshaeuser

5.7.H. Authorize the Commissioner to continue to fund Parent and Training Information – Nebraska (PTI-NE) to provide Parent Support Services specifically to Secondary Transition and Family/Parent Supports
Amy Rhone and Theresa Hayes

5.7.I. Authorize the Commissioner to continue to fund the Nebraska Center for the Education of Children who are Blind/Visually Impaired (NCECBVI) Project specific to Outreach services
Amy Rhone

5.7.J. Authorize the Commissioner to continue to fund the Board of Regents, University of Nebraska – Lincoln, Nebraska Multi-Tiered System of Support (MTSS) Implementation Support Team (IST)
Amy Rhone

5.7.K. Authorize the Commissioner to continue to fund the NeMTSS Regional Facilitator (Lead) for Educational Service Units #3, #6, #10 and #13
Amy Rhone

5.7.L. Authorize the Commissioner to continue to fund the “NDE Transition System Support Project” with ESU #10
Amy Rhone and Theresa Hayes

5.7.M. Accept the list of submissions of Affidavit for Covid-19 Instructional Hour Exception for 2021-2022 filed under the waiver provisions contained in State Statute 79-213 R.R.S.
Brad Dirksen and Micki Charf

5.7.N. Approve Michael Logan’s appointment to the Nebraska Assistive Technology Partnership Advisory Council
Tobias Orr and Lindy Foley

6. STANDING COMMITTEE REPORTS

President Koch Johns

6.1. Executive Committee
President Koch Johns

6.1.A. Discussion Item: Report on Commissioner/Executive Committee Short-term Planning
Commissioner Blomstedt

6.2. Budget and Finance Committee
Maureen Nickels

- 6.2.A. Monthly Board Travel Expense Report
- 6.2.B. In-State Travel Authorization Reports
- 6.2.C. Action Item: Authorize the Commissioner to contract with Kuder Inc for the continuation of services provided for a statewide license for Nebraska Career Connections
Katie Graham
- 6.2.D. Action Item: Authorize the Commissioner to approve the 2022-2023 reVISION Action grants
Katie Graham
- 6.2.E. Action Item: Authorize the Commissioner to contract with the recipients of the Educator Shortage Grant from August 2022 to December 2024
Lane Carr
- 6.2.F. Action Item: Authorize the Commissioner to award grants to the named ESUs for Pre-K through grade 2 support
Melody Hobson
- 6.2.G. Action Item: Authorize the Commissioner to accept the Federal Grant Award and enter into Cooperative Agreement with the USDA Food and Nutrition Service
Zainab Rida
- 6.2.H. Action Item: Authorize the Commissioner to award School Year 2022-2023 Fresh Fruit and Vegetable Grant Award Notifications
Zainab Rida and Kayte Partch
- 6.2.I. Action Item: Authorize the Commissioner to contract with Westat, Inc. for support of The Office of Special Education in meeting the general supervision requirements set forth by The Individuals with Disabilities Education Act (IDEA)
Amy Rhone and Amy Bunnell
- 6.2.J. Action Item: Authorize the Commissioner to contract with complaint investigators ACERI Partners, LLC; Emily Adams dba Data Driven Enterprises; Lisa Arborgast; Nicole Stewart; and PRISM Investigations, LLC.
Amy Rhone and Amy Bunnell
- 6.2.K. Action Item: Authorize the Commissioner to contract with Hourglass for one year to provide software as a service and discovery and knowledge transfer services for the Comprehensive Needs Assessment
Shirley Vargas and Kristin Yates
- 6.2.L. Discussion Item: 2023-2025 Biennial Budget Request Submission
Bryce Wilson and Jen Utemark

6.3. Planning and Evaluation Committee

Patti Gubbels

6.3.A. Action Item: Grant conditional approval under Rule 14 (92 NAC 14), Regulations & Procedures for the Legal Operation of Approved Nonpublic Schools, for the following applicant nonpublic school to operate in the 2022-23 school year

Brad Dirksen and Micki Charf

6.3.B. Action Item: Approve the Rule 11 (92 NAC 11), Regulations for the Approval of Prekindergarten Programs established by School Boards or Educational Service Units and for the Issuance of Early Childhood Education Grants, teacher waiver request for Grand Island Public Schools and approve annual operation of the early childhood program for the named school district
Melody Hobson

6.3.C. Action Item: Approve the Rule 11 (92 NAC 11), Regulations for the Approval of Prekindergarten Programs established by School Boards or Educational Service Units and for the Issuance of Early Childhood Education Grants, teacher waiver request from Lexington Public Schools and approve annual operation of the early childhood program for the named school district
Melody Hobson

6.3.D. Action Item: Authorize the Commissioner to set statewide assessment cut scores for NSCAS Science General and NSCAS Science Alternate
Jeremy Heneger, Cory Epler, and Audrey Webb

6.3.E. Discussion Item: Nebraska's College & Career Ready Standards for Mathematics

Cory Epler, Marissa Payzant, and Deb Romanek

6.4. Rules and Regulations Committee

Lisa Fricke, Vice Chair

6.4.A. Report On Rules

6.4.B. Action Item: Approve proposed revisions to State Board Bylaw B13, *Rule Development*

Lisa Fricke, Vice Chair

7. SPECIAL COMMITTEE REPORTS

President Koch Johns

7.1. Report from the Ad Hoc Committee on Board Policy Manual Revision

Patti Gubbels

8. ADDITIONAL BUSINESS

President Koch Johns

9. PUBLIC COMMENT PERIOD

President Koch Johns

9.1. Public Comment

9.2. Written Public Comment

10. INFORMATION ITEMS AND REPORTS

President Koch Johns

10.1. Contracts Approved by Commissioner

10.2. Grants Approved by Commissioner

10.3. Contested Case Update

10.4. Update: 2021-2022 Special Education Advisory Council (SEAC) Annual Report
Amy Rhone and Kris Elmshaeuser

11. GOOD OF THE ORDER

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

President Koch Johns

12. ADJOURNMENT

President Koch Johns

The next regularly scheduled meeting of the State Board of Education will be held on Friday, September 2, 2022, at 9:00 a.m. at a location to be determined. As needed, a work session will be held on Thursday, September 1, 2022 at a time to be determined.

The agenda contains a list of subjects known at the time of its distribution on July 28, 2022. A copy of the agenda reflecting any changes will be available for public inspection during the normal business hours in the Office of the Commissioner of Education and on the State Board of Education's Agenda

page: www.education.ne.gov/StateBoard/Agendas.html. *Except for items of an emergency nature, the agenda will not be changed later than 24 hours before the scheduled commencement of the meeting.*



Nebraska Department of Education Mental Health

Purpose



The Nebraska Department of Education (NDE) is working to address the mental health concerns of students and school staff across the state by assisting schools in developing and maintaining Comprehensive School-Based Mental Health Systems (CSMHS).

Training and Support



The NDE partnered with the Mid-America Mental Health Technology Transfer Center.

Development



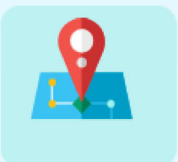
In the fall of 2021, The NDE hosted a School Mental Health Institute.

Partnerships



The NDE partnered with Morning Star Counseling to support school districts.

15 ESUs



During the Mental Health institute, 15 ESU's received guidance from MHTTC.

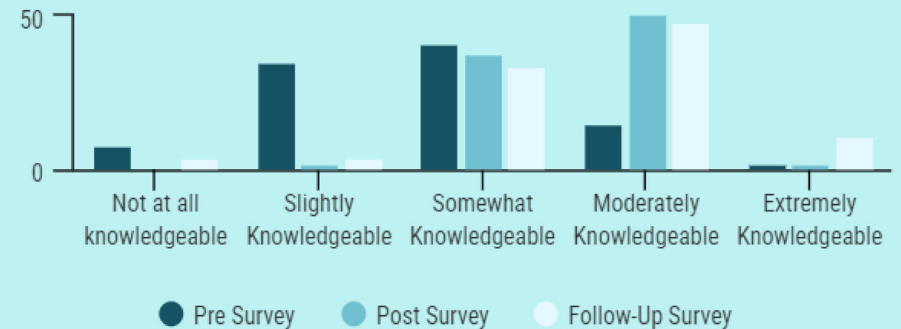


All Educational Service Units (ESUs) across Nebraska were invited to participate in the School Mental Health Project.

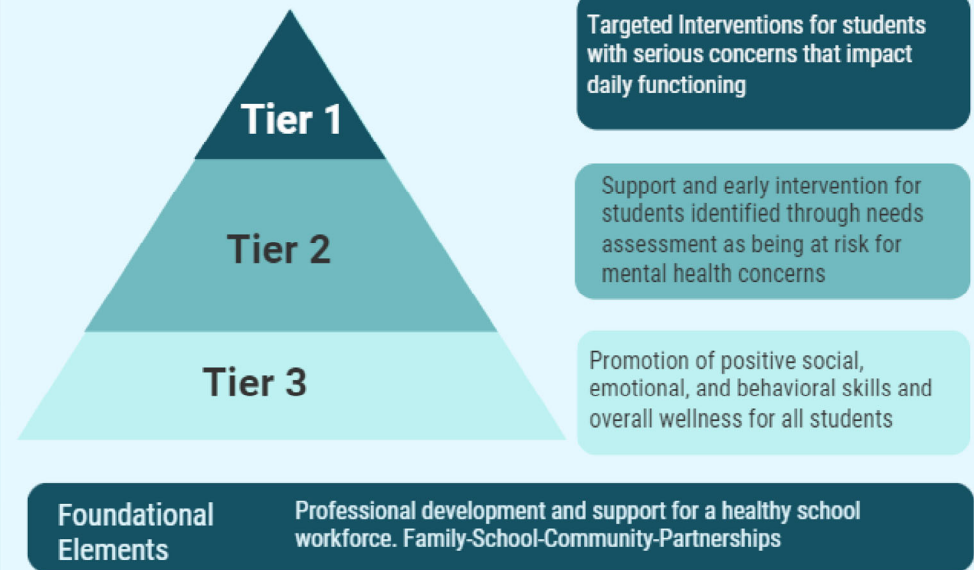


Impact

Participant Self-Reported Knowledge of CSMHS



School Mental Health Framework



<https://www.education.ne.gov/csss/school-mental-health/>

Nebraska Department of Education

1 State Institute Training of Trainers

64 individuals trained from
14 ESUs and 5 School Districts



Educational Service Units

13 Regional Institutes provided by ESUs

423 participants representing
70 schools and districts trained



School District Implementation



Evaluation of Nebraska Department of Education's Comprehensive School Mental Health Systems Initiative

Part 1: Mid-Year Summary Report
July 2022





University of Nebraska Public Policy Center

215 Centennial Mall South, Suite 401, Lincoln, NE 68588-0228

Ph: 402-472-5678 | Fax: 402-472-5679 | Email: ppc@nebraska.edu | ppc.nebraska.edu

The University of Nebraska Public Policy Center is a university-wide, multidisciplinary research and outreach unit committed to addressing complex issues by linking academic research, stakeholder perspectives, and practical experience through innovative and creative solutions. Our mission is to link policy with research, process, and practice. We team with researchers, policymakers, and other stakeholders to actively inform public policy.

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Introduction

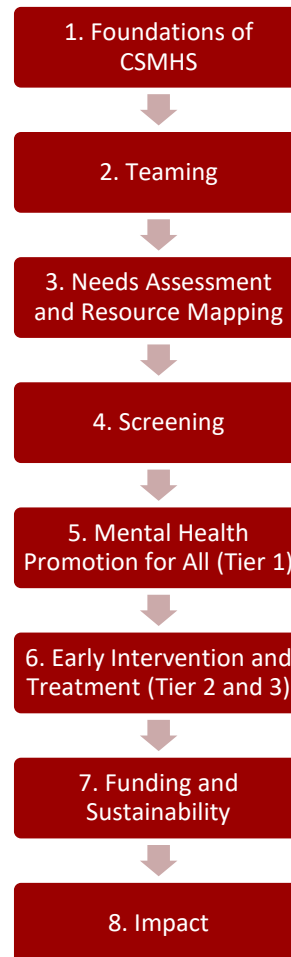
The University of Nebraska Public Policy Center (NUPPC), in partnership with the Nebraska Department of Education (NDE), is evaluating the state’s School Mental Health Initiative funded through the Elementary and Secondary School Emergency Relief (ESSER III) funds directed to the State of Nebraska. The project supports the implementation of the evidence-based Comprehensive School Mental Health Systems (CSMHS) model¹ in 15 Regional organizations (Educational Services Units [ESUs] and Morningstar Counseling) and 57 school districts across the state.

The CSMHS model includes the implementation of eight domains within a school building, school district, or ESU (Figure 1). The implementation of CSMHS is typically implemented in conjunction with the School Health Assessment and Performance Evaluation System² (SHAPE System). The goal of CSMHS is to build a “full array of supports and services that promote positive school climate, social emotional learning, mental health, and well-being, while reducing the prevalence and severity of mental illness”¹.

The CSMHS Initiative implemented by NDE worked with both regional organizations and school districts to match an interest in implementation of CSMHS with training, technical assistance, and funding. NDE first convened a training for personnel representing ESUs and school districts to lead others in CSMHS implementation. Then, partners provided Regional Institutes to school districts to assist in implementation. Beyond this training, NDE provided ongoing technical assistance to regional organizations and school districts to assist in implementation of CSMHS (Figure 2).

NUPPC is working with NDE and the participating partners to understand the implementation and impact of this project. This evaluation consists of 1) an assessment of the Statewide Institute for changes in knowledge, likelihood to implement, implementation needs, and satisfaction with the training; 2) an assessment of Regional Institutes to understand attendance, approach to training, changes in knowledge, likelihood to implement, implementation needs, and satisfaction with training; and 3) an evaluation of CSMHS implementation including characteristics of those schools and ESUs implementing

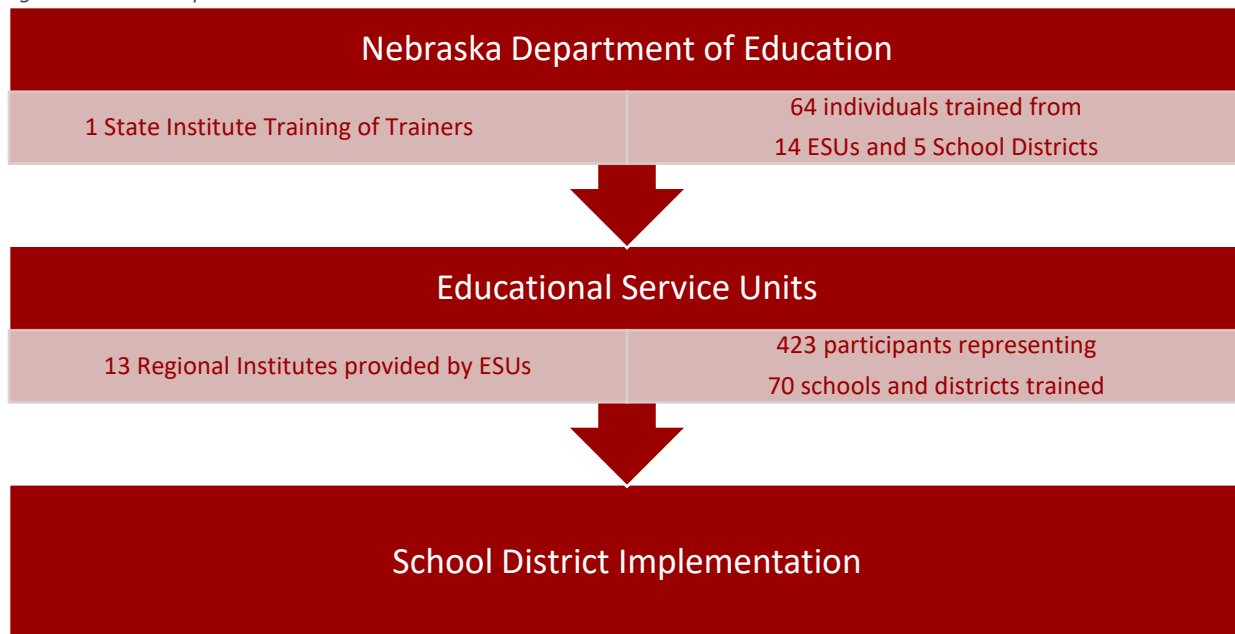
Figure 1. Comprehensive School Mental Health System Domains



¹ National Center for School Mental Health and MHTTC Network Coordinating Office. (2019). *Participant manual, National School Mental Health Best Practices: Implementation Guidance Modules for States, Districts, and Schools*. Palo Alto, CA: MHTTC Network Coordinating Office. Quote from p. 15.

² <https://www.schoolmentalhealth.org/SHAPE/>

Figure 2. CSMHS Implementation in Nebraska



CSMHS; ways in which school districts are implementing CSMHS; and successes, barriers, and lessons learned from CSMHS implementation. **This summary report includes results specific to the Statewide and Regional Institutes (evaluation components 1 and 2). A comprehensive evaluation of CSMHS implementation (evaluation component 3) will be included in the September 2022 annual report.**

The NUPPC will also analyze the Nebraska Mental Health Landscape Survey, administered by NDE, in the final year of the project to better understand the statewide impact of CSMHS implementation.

Statewide CSMHS Institute

The NDE hosted a Statewide Institute virtually on September 28-30, 2021. Facilitated by the Mid-America Mental Health Technology Transfer Center (MHTTC), the Institute implemented a train-the-trainer model for 44 staff representing 14 Educational Service Units (ESUs) who would later provide their own Institute. Another 20 individuals from five selected Local Education Agencies (LEA), or school districts, implementing a CSMHS or Project AWARE also attended. The Statewide Institute was evaluated using participant surveys that included both scaled and open-ended response items. Participants were invited to complete three surveys (pre-Institute, post-Institute, 3-month follow-up) to document perspectives and measure how attitudes toward CSMHS and knowledge of CSMHS concepts had changed over time. In the year following the Statewide Institute, NDE staff facilitated five technical assistance meetings for participants, held bi-monthly online. A total of 48 individuals from regional organizations or school districts working to implement CSMHS participated in these meetings.

Key evaluation findings of the Statewide Institute include:

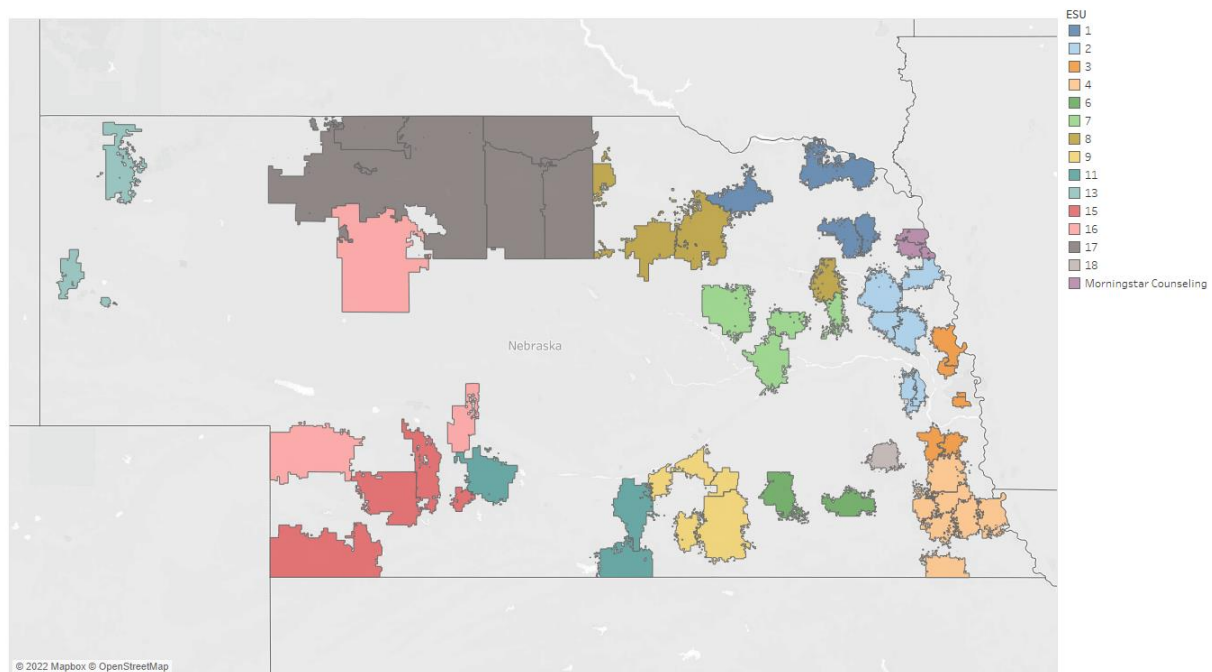
- Institute participants demonstrated markedly greater confidence in their knowledge of Comprehensive School Mental Health Systems concepts and domains after the conclusion of the Statewide Institute. This reported increase in knowledge was statistically significant ($t=-6.97$, $p<.001$) with a large effect size ($d=0.873$).

- A series of true/false knowledge-based questions were completed on all surveys (pre-Institute, post-Institute, Follow-up). The majority of respondents were able to correctly identify each statement on all surveys, with increases in knowledge related to three domains: Funding and Sustainability, Needs Assessment and Resource Mapping, and Screening.
- Participants' impressions of how difficult it would be to implement CSMHS decreased over time. From the post- to the follow-up survey, a smaller proportion (76.9% on the post-survey, 46.2% on the follow-up survey) of respondents believed that implementing CSMHS would be difficult. A larger proportion (15.4% on the post-survey, 46.1% on the follow-up survey) of respondents on the follow-up survey believed that implementation would be *Neither Difficult nor Easy*.
- Many Institute participants, when asked to specify in an open-ended question what made the implementation of CSMHS easy or difficult, pointed toward issues with resource allocation, including staff availability and funding, and the cultural stigma surrounding mental health issues as prominent barriers to success.
- The overwhelming majority of respondents on post- and follow-up surveys (greater than 90% of respondents on both surveys) indicated they believed that CSMHS would result in positive outcomes for schools and students.
- When asked to rate their agreement with a series of statements addressing their confidence in both themselves and their institutions to implement CSMHS, Institute participants reported they understood the CSMHS domains and that they felt supported by their institutions.

Regional CSMHS Institutes

Between January 1, 2022, and July 15, 2022, 14 regional teams, including ESUs and Morningstar Counseling, provided a CSMHS Regional Institute for LEAs in their region. Across the state, 423 educators representing 70 school buildings or districts participated in these Regional Institutes (Figure 2), with Institutes serving, on average, 32 educators and four school districts. To date, 92% of trained ESUs have provided a Regional Institute, with one planned for later in 2022.

Figure 3. School Districts participating in Regional CSMHS Institutes, by ESU



Teams of staff members, representing these school districts, attended the Regional Institutes. Nearly all teams included school counselors and school psychologists, however many teams also included principals and superintendents. In NDE-led technical assistance calls, ESU staff indicated that it was very important for school and district decision makers to be part of the teams attending Regional Institutes, as their input was necessary in planning and securing funding.

Regional Institutes were tailored to the unique needs and context of their region. Across the state, Regional Institutes were implemented using a variety of models.³ The most common model was a two-day or three-day Institute modeled after the Statewide Institute. Those providing a two-day Institute typically identified CSMHS modules to pull out and provide separately from the Institute; for example, providing the Teaming module before the Institute began to ensure the right members of the team attended. Other models included dividing the modules into small groups (1-2 modules) and providing them in shorter meetings provided throughout the year.

Outcomes of Regional Institutes were measured⁴ using pre-Institute, post-Institute, and follow-up surveys. To date, preliminary results of these surveys include:

- The percentage of staff members who rated their overall knowledge of the CSMHS model as *Moderately knowledgeable* or *Extremely knowledgeable* increased from 31.6% on the pre-Institute survey to 74.9% post-Institute survey.
- Staff members were also asked a series of true/false knowledge-based questions on both surveys. Correct answers comprised over 80% of responses to the knowledge-based questions

³ Information about the model implemented is still being collected from ESUs.

⁴ Data is also being collected through focus groups, which are currently underway. Findings will be detailed in the annual report.

on the pre-Institute survey. The percentage of correct answers increased or remained the same for five of the eight knowledge-based questions asked.

- Over 95% of Institute attendees indicated that they were *Satisfied* or *Very satisfied* with the Regional Institute they attended. Additionally, some attendees were interested in additional assistance; 36.7% of attendees indicated that they needed more information and/or training on components or aspects of the CSMHS model.
- 19.5% of Institute attendees indicated post-Institute that they believed it would be *Difficult* or *Very difficult* for their LEA or school to implement a CSMHS. When asked which component of a CSMHS would be the most difficult to implement, the most frequent responses included *Measuring the impact of the CSMHS* (22.7%) and *Securing funding for a sustainable model of supports* (22.0%).

Preliminary Conclusions

When taken together, the results of the Statewide Institute evaluation and the preliminary results of the Regional Institute evaluation suggest participants were satisfied with the Institutes and made important gains in knowledge related to CSMHS. Follow-up survey results for the Regional Institutes may confirm whether perceptions of difficulties in implementing CSMHS continue to fade with time; however, further training opportunities may be needed, especially on the components of the CSMHS Institute attendees believe are most difficult to implement.

NUPPC is currently completing focus groups with each of the organizations implementing CSMHS Regional Institutes, reviewing SHAPE System assessments from each Institute participant, and collecting information about participating ESUs and school districts, such as school district size and population. Full results of the evaluation of the first year of Nebraska's CSMHS Initiative will be provided in an annual report to be made available in October 2022.



ESSER Impact Story: School Mental Health

Leveraging ESSER III Funds to Support Student & Staff Mental Health
Progress Report: September 2021-August 2022

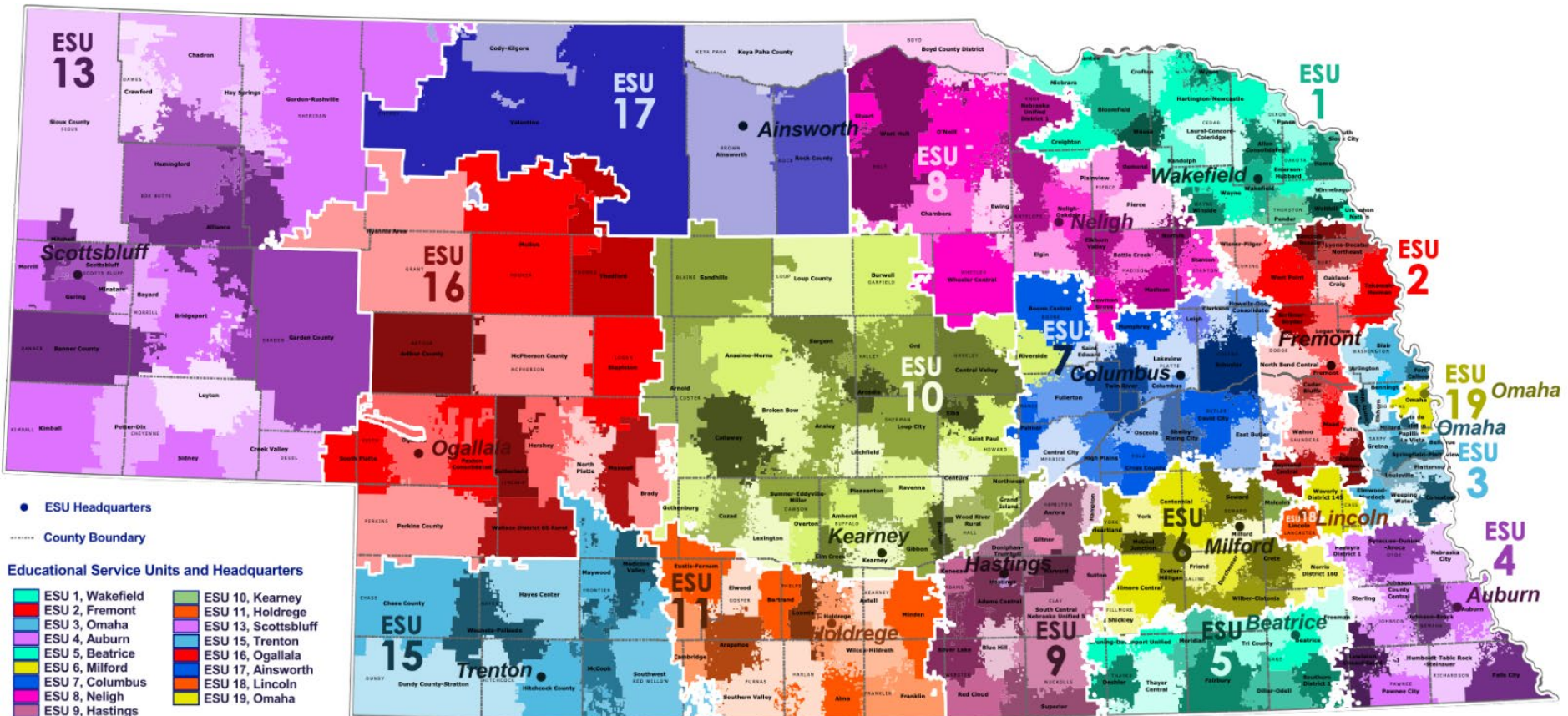
How COVID-19 affected student mental health?

- ❑ 25% of youth experiencing depressive symptoms
- ❑ 20% of youth experiencing anxiety symptoms
- ❑ In early 2021, emergency room visits for suicide attempts were 51% higher for youth compared to the same in 2019

The NDE's Top Priorities

- ❑ **Provide access to mental health services for students, staff, and communities.**
- ❑ Reimagine family and community engagement.
- ❑ Develop high-quality professional learning opportunities and bolster the teacher pipeline.
- ❑ Ensure all students have equitable access to grade-level instruction to address unfinished learning and support learning acceleration.
- ❑ Comprehensively modernize information, data, technology, and process systems

Nebraska Educational Services Units



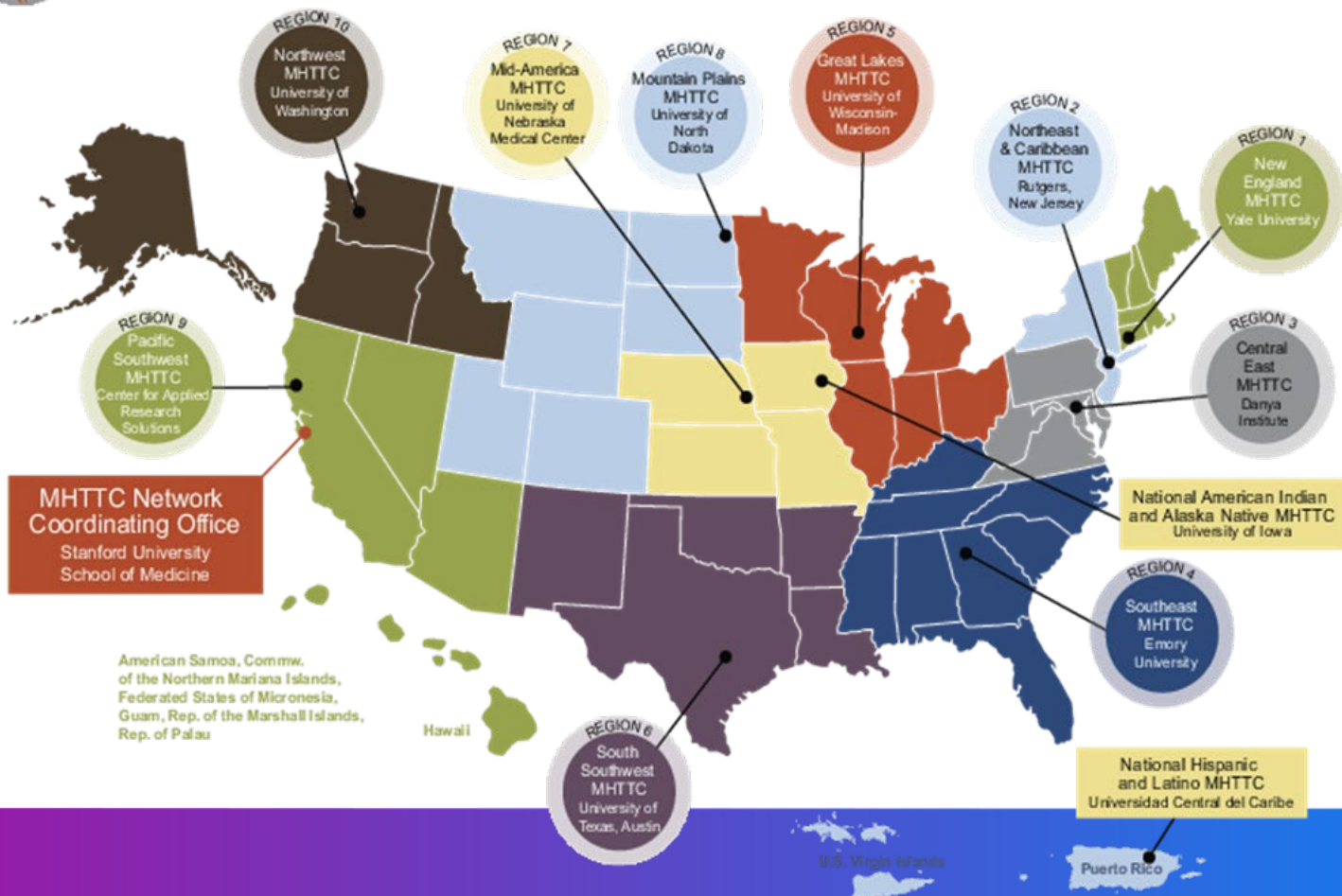


MHTTC

Mental Health Technology Transfer Center Network

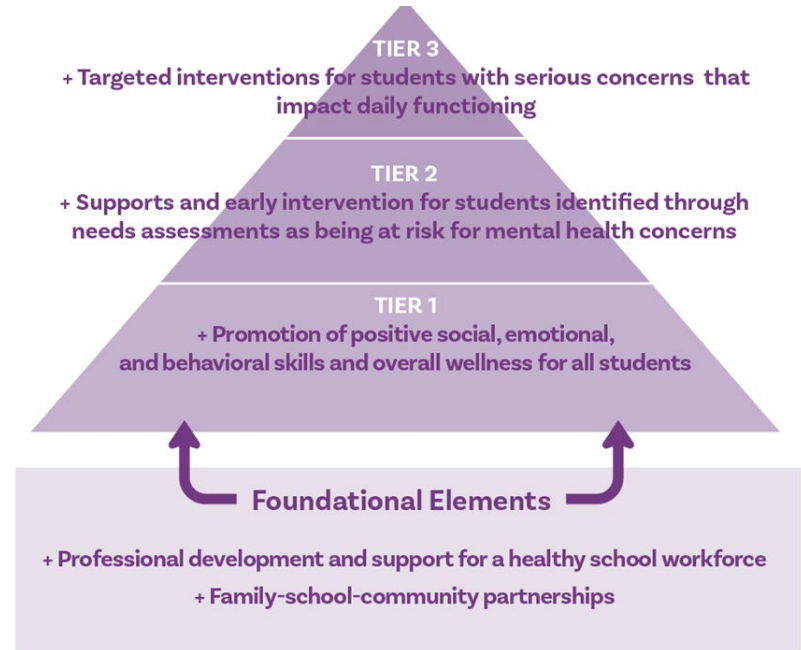
Funded by Substance Abuse and Mental Health Services Administration

MHTTC Network



School-Based Mental Health Systems

- ❑ Teaming
- ❑ Needs Assessment & Resource Mapping
- ❑ Screening
- ❑ Mental Health Promotion Services & Supports (Tier 1)
- ❑ Early Intervention and Treatment Services & Supports (Tier 2 & 3)
- ❑ Funding and Sustainability
- ❑ Impact



UNL-Public Policy Center

- ❑ **Project: School Mental Health System Implementation (SMHS; 2021-2023)**
 1. Statewide SMHS Institute for ESUs,
 2. SMHS Training and Technical Assistance provided by ESUs to school districts, and
 3. SMHS Institute and Implementation for selected school districts.

Logic Model

Input	Output	Outcome Short-term	Outcome Medium-term	Outcome Long-term
<p>ESSER Funds NDE team Partners: <i>ESUs</i> <i>NeMTSS</i> <i>PPC</i> <i>MHTTC</i></p>	<p>NDE: -Conduct School Mental Health Institutes (SMHI) -Contract with MHTTC to conduct SMHI -Provide funding for LEAs to participant in SMHI -Contract with ESU to work as liaison between NDE and LEAs</p> <p>ESU: -Engage in work to fulfill goals of NDE contract -Provide TA to LEAs who participate in SMHI -Host School Mental Health Institutes for LEAs in service area -Establish a Statewide Community of Practice of ESUs, schools and mental health partners to support continued exploration and adoption of evidenced-based practices in school mental health and social emotional learning -Meet regularly (time frame to be determined) with the Statewide Community of Practice</p>	<p>-ESUs will receive training and Technical Assistance on how to support LEAs in developing Comprehensive School-Based Mental Health Programs -LEAs will receive guidance from their ESU and NDE around Mental Health -LEAs will receive Professional Development and/or Technical Assistance from ESU and/or NDE around Mental Health and other identified topics -LEAs will build the capacity to support the Mental Health of students and school staff -LEAs will offer mental health resources to students and school staff as needed -LEAs will offer learning opportunities for students around mental health</p>	<p>-Teachers will be better equipped to identify and respond to the mental health needs of themselves, colleagues and students -Teachers will receive training around mental health and other identified topics</p>	<p>-Students will have their mental health supported and offered resources if needed -Students will receive education around mental health and ways to support their own, and others, mental health</p>

Speakers

- ❑ Dr. John Skretta: Administrator, ESU 6
- ❑ Dr. Michele Rayburn: Director of Student Services, ESU 6
- ❑ Mr. Ray Collins, Superintendent, Wilber Clatonia
- ❑ Mr. Josh Cumpston, Superintendent, Fillmore Central
- ❑ Ms. Amber Hartsock, State Coordinator for School Mental Health Efforts, NDE

School Mental Health Plan

NDE

- Provide financial support to ESUs and LEAs
- Conduct School Mental Health Institute
- Provide TA to ESUs and LEAs

ESU

- Attend School Mental Health Institute (SMHI)
- Plan for hosting SMHI
- Host SMHI
- Provide TA for schools that attended Institute
- Gather and report data

LEA

- Develop a school mental health team consisting of 3-7 members (administrators, counsel, teacher, school nurse, parent, student, etc.)
- Attend SMHI
- Conduct a Needs Assessment (SHAPE Assessment)
- Develop Action Plan
- Implement Plan
- Participate in TA meetings
- Participate in data collection
- Report on the work progress
- Share data and success stories.

OPPORTUNITY



OF A LIFETIME

Thank You!



Educator Pipeline Grant
May 24, 2022

The mission of the Nebraska Department of Education (NDE) is to lead and support the preparation of all Nebraskans for learning, earning, and living. Meeting this mission is not possible without adequate, highly-qualified educators. Nebraska, like most of the rest of the nation, is experiencing an educator shortage. As such, the NDE is creating a statewide Educator Pipeline Grant program to address the short-term strategies necessary to bolster the educator workforce. This grant will provide \$1.5 million in funds to districts, ESUs, higher education, and other organizations to design and implement strategies addressing the teacher, leader, and educator shortage. Funds are available through December 2024. To capture the various solutions to address our educator shortage, the NDE established tiers of grant amounts with multiple awards:

Grant Description:

Tiers of Awards:

Award Amount	Number of Awards
Tier 1: \$250,000	2
Tier 2: \$100,000	6
Tier 3: \$50,000	8

Timeline:

Grant Opens: May 23, 2022

Grant Closes: June 13, 2022

NDE Point of Contact: Lane Carr (lane.carr@nebraska.gov)

Grant Objectives:

- Address the immediate shortages of educators, including but not limited to strategies supporting the recruitment, preparation, and retention of teachers, paraprofessionals, education specialists, and leaders.
- Provide funding to a site and/or a consortia of sites to create localized approaches to addressing the educator shortage.
- Develop and deepen partnerships to address the complex educator shortage problem.

Primary Priorities:

- Partnerships - Applicants should show evidence of working across multiple partners including public and non-public schools, ESUs, community organizations, higher education, and advocacy organizations like NSEA, NCSA, NASB, and NRCSA.
- Focus on Immediate Needs - Applicants should address short-term (1-3 year) strategies.
- Stakeholder Engagement - Stakeholder engagement is vital to buy-in and implementation fidelity. Educators, community members, parents/guardians, students, teacher unions, and others should be at the table to outline priorities.
- Evidence Based - The funds used specifically require an evidence basis for the strategies used. [ESSA defines four levels of evidence:](#)
 - Level 1: Strong evidence - experimental study
 - Level 2: Moderate evidence - quasi-experimental study
 - Level 3: Promising evidence - correlational study with statistical controls for selection bias
 - Level 4: Demonstrates a rationale - well specified logic model informed by research and evaluation
- Evaluation - Applicants must include evaluation and discussion of how successes and lessons learned will be shared out.
- Focus on Shortage Areas - Applications should address local needs, but must also focus on statewide shortage areas.

Secondary Priorities (Bonus):

- Educator Diversification - Efforts to increase the racial and ethnic composition of the educator workforce.
- Educators Rising - Including efforts to plant or expand Educators Rising programs.
- Leveraging Additional Funds or In-Kind Donations - Matching with local ESSER funds or other funding sources and/or in-kind donations.
- Scale Up and Longevity - Thought to and consideration for long-term transformation and scale up to other sites.

Grant Application Questions:

General Information:

Your name, organization, and email.

Project Title

Tier of Award being Sought

Needs Assessment:

What data did you use to inform your application?

What specific shortage area does your grant application address?

Program Description:

How did you engage stakeholders in the development of your strategies? How will you continue to engage stakeholders in the process?

Describe your program. Include a timeline and the strategies/activities.

What's your theory of change? Eg. If we _____, then _____ will occur.

Develop a budget narrative describing the uses of funds.

Strategy/ Activity	Estimated Cost	Description

What is the evidence-basis for your strategies?

Partnerships:

Describe the partnerships and the role of each organization or entity.

Evaluation:

What does success look like? How will you evaluate the effectiveness of your strategies?

How will you share the successes and lessons learned? (ex. Admin Days, ESU sessions, etc)

Bonus (Optional):

Describe strategies in your grant specifically designed to attract/prepare more teachers of color.

How will you develop or deepen Education and Training Pathways, and start, build, or strengthen Ed Rising programs?

Describe how district ESSER, Title II, IDEA, or local funds are leveraged and/or in-kind donations.

Describe your plan for sustaining strategies after the grant program.

Scoring Rubric

Criteria	Application Question	Scoring
Needs Assessment	Describe the specific need you're addressing. Use data to inform your response.	10
	What specific shortage area does your grant application address?	5
Program Description	How did you engage stakeholders in the development of your strategies? How will you continue to engage stakeholders in the process?	15
	Describe your program. Include a timeline and the strategies/activities.	20
	What's your theory of change? Example: If we _____, then _____ will occur.	5
	Develop a budget narrative describing the uses of funds.	15
	What is the evidence-basis for your strategies?	10
Partnership(s)	Describe the partnerships and the role of each organization or entity.	10
Evaluation	What does success look like? How will you evaluate the effectiveness of your strategies?	5
	How will you share the successes and lessons learned? (ex. Admin Days, ESU sessions, etc)	5
BONUS:		
	Teacher Diversification - Inclusion of strategies specifically designed to attract/prepare more teachers of color	5
	Educators Rising - Applicants develop or deepen Education and Training Pathways, and start, build, or strengthen Ed Rising programs	5
	District ESSER, Title II, IDEA, or local funds are leveraged and/or in-kind donations are included	5
	Applications include plans for sustaining strategies after the grant program	5

Teacher Vacancy Survey Comparison

The Nebraska Department of Education (NDE) administers the Teacher Vacancy Survey to assess shortage areas annually. This report serves as a comparison between the 2019 and 2021 survey results. Due to low response rates in 2020, the 2019 data offers a more reliable comparison for the current year's data.

To view the full reports, visit education.ne.gov.

Top Reason:

2019

Of 118 respondents, 29% reported: **“No applicants who were fully qualified based on endorsement area”**

2021

Of 143 respondents, 40% reported: **“No applicants”**

2019 **78%**
2021 **74%**

Responses

In 2019, 344 of 443 (78%) districts/systems responded. In 2021, 324 of 438 (74%) districts/systems responded.

Unfilled Positions

In 2019, 118 respondents reported 321 unfilled positions compared to 143 reporting 482 in 2021.

2019 **321**
2021 **482**

2019 **19%**
2021 **14%**

Vacancies

In 2019, 62 of 321 (19%) positions were vacant. In 2021, 68 of 482 (14%) positions were vacant.

Top Unfilled

Special Education topped the list of unfilled positions by endorsement area with 56 in 2019 and 86 in 2021.

2019 **Special Education**
2021 **Special Education**

Top Solution:

In 2019, 16% of respondents **“Hired a person who holds a provisional permit.”**

In 2021, 16% of respondents reported the **“Position was not filled.”**

Top 5 Unfilled:

2019
1. Special Education
2. Career Education
3. Language Arts
4. Science
5. Mathematics

2021
1. Special Education
2. Language Arts
3. Elementary Ed.
4. Science
5. Career Education



2021-22 Teacher Vacancy Survey Report Summary

The Nebraska Department of Education (NDE) conducted the 2021-22 Teacher Vacancy Survey in the fall of 2021. All public-school districts, nonpublic school systems and Educational Service Units (ESU) have been included in the collection of data. For purposes of this report, the ESU data has been combined with the public-school data (district) while the nonpublic data (system) is combined with them into the total counts. This summary shows the totals. For the separate district and system counts, see the full report.

The survey of all 438 Nebraska districts/systems (244 PK-12 public school districts, 17 ESUs, and 177 nonpublic school systems) in the state requested the following information:

- The number of districts/systems that could not find fully qualified teachers* to fill teacher positions;
- The endorsement areas of the positions that were unfilled**;
- The reasons why the applicant pool was not sufficient; and
- What the district/system did to address the unfilled positions.

The overall response rate (74%) increased considerably from 2020, likely due to the improved management of conditions stemming from the global pandemic. The response rate for districts increased to 93%. The nonpublic systems response rate increased to 45%. Based upon these response rates, the completed surveys are a fair representation of PK-12 districts and systems in the state. The endorsement areas with the largest number of unfilled positions were the following:

Endorsement Area	Unfilled**		Vacant***	Endorsement Area	Unfilled**		Vacant***
	#	%	#		#	%	#
Special Education	86.50	17.92%	8.50	School Counselor	20.00	4.14%	1.00
Language Arts	50.50	10.46%	3.00	Speech Language Pathology	20.00	4.14%	3.00
Elementary Education	47.50	9.84%	10.00	Early Childhood Education	18.00	3.73%	2.00
Science	39.89	8.26%	5.65	School Psychologist	17.50	3.63%	2.50
Career Education Areas	32.25	6.68%	4.50	School Library	13.00	2.69%	0.50
Mathematics	29.00	6.01%	7.50	Art	12.90	2.67%	0.50
World Language	25.65	5.31%	3.50	ESL/ELL+	9.50	1.97%	1.00
Music Instrumental/Vocal	20.53	4.25%	2.00	Social Studies/Social Science	9.00	1.86%	0.00

+ ESL/ELL are traditional shortage areas for federal consideration so Nebraska recognizes them as well.

Districts/Systems reported 482 positions as unfilled with fully qualified personnel, and 68 left vacant for 2021-22. Of those 482 positions, 138 positions (28%) were in districts/systems with less than 500 students.

For the purposes of this survey:

***Fully qualified teacher** is an individual who holds an Initial, Standard, or Professional, Nebraska teaching certificate with the appropriate endorsement for the assigned class, and the professional attributes sought by the school district.

****Unfilled** refers to a position that was filled by someone other than a fully qualified teacher or a position that was left vacant.

*****Vacant** refers to a position that was not filled at all – i.e., in Special Education of the 86.5 unfilled positions, 78 have teachers and 8.5 were left vacant.

2021-2022 Teacher Vacancy Survey Report Summary Continued

There were 143 districts/systems (44% of the returned surveys) with unfilled positions at the beginning of the 2021-22 school year.

Region	Districts/Systems with Unfilled** Positions		Number of Unfilled** Positions		Vacant***	
	No. of Districts/Systems	%	No. of Unfilled	%	No. Vacant	% Unfilled left Vacant for Region
Central	31	21.68%	73.00	15.12%	20.50	28.08%
Metro	20	13.99%	190.40	39.44%	19.00	9.98%
Northeast	27	18.88%	69.64	14.43%	19.15	27.50%
Southeast	29	20.28%	94.40	19.56%	5.00	5.30%
West Central	25	17.48%	37.13	7.69%	3.00	8.08%
Western	11	7.69%	18.15	3.76%	1.50	8.26%
Total	143	100.00%	482.72	100.00%	68.15	14.12%

Districts/systems were allowed to identify multiple reasons for unfilled** positions. The main reasons given were divided between “No applicants” (40%) and “No fully qualified applicants based on endorsement area” (25%).

The survey offered solutions from which districts/systems could choose from when identifying how they solved the dilemma of unfilled** positions. The most reported solutions were: “Position was not filled” (16%); “Hired a person NOT appropriately endorsed in the content area” (14%); “Hired a person who holds a provisional permit” (12%); and “Hired a person who holds a transitional permit” (11%). For further information, see Tables 10a-c in the full report.

Of the 17 endorsement shortage areas, six have been designated shortage areas each year for the last 15 years: Language Arts, Mathematics, Science, Special Education, Speech Language Pathology, and World Language. In addition to these, 8 others have been designated shortage areas each of the last five years: Career Education Areas; Art; Early Childhood Education; Health and/or Physical Education; School Counselor; School Library; School Psychologist; and Music/Instrumental/Vocal.

Find the full report at <https://www.education.ne.gov/educatorprep/teacher-shortage-survey/>. Tables included in the Report Summary combine public and nonpublic system responses. The full report provides an analysis of public and nonpublic in separate tables as well.

For the purposes of this survey:

***Fully qualified teacher** is an individual who holds an Initial, Standard, or Professional, Nebraska teaching certificate with the appropriate endorsement for the assigned class, and the professional attributes sought by the school district.

****Unfilled** refers to a position that was filled by someone other than a fully qualified teacher or a position that was left vacant.

*****Vacant** refers to a position that was not filled at all – i.e., in Special Education of the 86.5 unfilled positions, 78 have teachers and 8.5 were left vacant.



Extant Initiatives Addressing the Educator Pipeline
 August 4, 2022
 Prepared by Lane Carr

The mission of the Nebraska Department of Education is to lead and support the preparation of all Nebraskans for learning, earning, and living. To meet this mission, the state must have a stable pipeline for high-quality educators. The NDE has numerous offices coordinating different aspects of the teacher and leader conduit. *The purpose of this document is to inventory those myriad supports, uncover potential gaps, and consider ways to cohere these efforts to address the growing educator shortage crisis.*

Recruit	Prepare	Retain
<p><i>Recruitment strategies are those that attract candidates to the field. These strategies encompass the diversification of the teaching force, traditional pathways to teaching, and non-traditional avenues.</i></p>	<p><i>Preparation commences once candidates are in programs. Preparation includes traditional teacher preparation programs in addition to supports for teachers to enter and excel in the field.</i></p>	<p><i>Retention encompasses all strategies aimed at supporting educators to grow, keep educators in the profession, and elevate them into different careers within the education field.</i></p>
<ul style="list-style-type: none"> ● Attracting Excellence in Teaching Program ● Teacher Vacancy Survey ● Education & Training Program of Study (CTE) ● Educators Rising CTSO ● Career Education Teaching Permit ● Teach in Nebraska ● Teach.org Nebraska ● EC RESPECT Grant ● Blind/Visually Impaired and Deaf/Blind Projects ● Special Education Teacher Shortage Taskforce ● Early Childhood-Community College Consortia 	<ul style="list-style-type: none"> ● Education & Training Program of Study (CTE) ● Educators Rising CTSO ● SEED System ● Rule 20 Revision ● Rule 21 Revision ● Rule 24 Revision ● EC RESPECT Grant ● Blind/Visually Impaired and Deaf/Blind Projects ● Special Education Teacher Shortage Taskforce ● Early Childhood-Community College Consortia ● Nebraska Association for the Education of Young Children/ DHHS Child Care subsidy 	<ul style="list-style-type: none"> ● CTE Beginning Teacher Institute ● Jump Start Workshop (CTE) ● Technical Skill Workshops ● NDE Professional Learning Suite ● Enhancing Excellence in Teaching Program ● SEED System & NTPPS ● Educator Effectiveness Summit ● Special Education Journey to Inclusion ● Special Education Comprehensive Retention Program ● Blind/Visually Impaired and Deaf/Blind Projects ● Special Education Teacher Shortage Taskforce

Inventory of Supports

Office	Initiative	Description	Webpage	Bucket
Office of Coordinated School & District Support	AETP	The Attracting Excellence to Teaching Program (AETP) provides forgivable loans to eligible students who are enrolled in an undergraduate or graduate teacher education program at an eligible Nebraska institution working towards his/her initial certificate to teach in Nebraska.	https://www.education.ne.gov/educatorprep/aetp/	Recruitment
Office of Coordinated School & District Support	Teacher Vacancy Survey	Annual survey to determine shortage areas for federal forgivable loans. A comprehensive Teacher Vacancy Survey Report is provided to the public in December every year.	https://www.education.ne.gov/educatorprep/teacher-shortage-survey/	Recruitment
Office of Career, Technical, and Adult Education	CTE Beginning Teacher Institute	The Beginning Teacher Institute (BTI) is designed for those teachers who have completed their first year of teaching but have less than three years of teaching experience in CTE. BTI participants develop skills to effectively manage CTE classrooms and laboratories, integrate technology and lead Career and Technical Student Organizations.	N/A https://www.education.ne.gov/nce/professional-development-opportunities/	Retention (could also be a component of retention)
Office of Career, Technical, and Adult Education	Jump Start Workshop	The JumpStart workshop is for incoming teachers on a Career Education Permit or through the Transition to Teaching program at UNK. This four-day training is designed to help incoming teachers that have little or no experience in the classroom. This workshop focuses on lesson planning, classroom management, best practices in CTE teaching strategies, advocating for CTE	N/A (Registration and general information can be found on: https://www.education.ne.gov/nce/professional-development-opportunities/).	Retention (could also be a component of retention)

		programming, student discipline, due process, and more. This summer professional learning opportunity has been facilitated by UNL faculty for the past several years in collaboration with the CTE team.		
Office of Career, Technical, and Adult Education	Education & Training Program of Study	<p>Within the Human Sciences & Education state model programs of study, there is one pathway specifically for Education & Training. The sequence of courses* includes Teaching as a Profession, Lifespan Development, Best Practices in Education & Training with Work-based Learning, and an Education & Training practicum. Students completing this sequence of courses deepen their understanding of the education and training career cluster and the various education-related occupations with their postsecondary education/licensure requirements.</p> <p><i>*this sequence represents the updated CTE programs of study for implementation in the 23/24 school year.</i></p>	https://www.education.ne.gov/nce/state-model-programs-of-study/	Recruitment and Preparation
Office of Career, Technical, and Adult Education	CTSOs/ Educators Rising	Career and Technical Student Organizations (CTSOs) are an extension of classroom instruction—applying classroom learning to real-world experiences. CTSOs provide opportunities for all students to develop career readiness skills through activities, competitions, and community service. Nebraska recognizes seven CTSOs as expanded learning opportunities that are aligned with the state’s Programs of Study and career field areas. The CTSO	https://www.edrisingneb.org/	Recruitment and Preparation

		<p>specifically focused on preparing future educators is Educators Rising (FCCLA also has a strong focus in this area).</p> <p>Educators Rising provides passionate young people with hands-on teaching experience, sustain their interest in the profession, and help them cultivate the skills they need to be successful educators. The result is a pipeline of accomplished teachers who are positioned to make a lasting difference — not only in the lives of their students, but also in the field of teaching more broadly.</p>		
Office of Career, Technical, and Adult Education	CTE Technical Skill Workshops	The CTE Technical Skill Workshops are a collaborative activity between the NDE, UNL, and Nebraska Community Colleges to help upskill/retain current CTE educators in the latest industry-standard equipment and training methods in Agriculture, Food, and Natural Resources and Skilled and Technical Sciences. Opportunities for teachers to earn graduate credit are provided through UNL. In the summer of 2021 there was a pilot to embed integrated literacy strategy instruction into the CTE technical skill instruction.	N/A Registration information, including the workshops offered last year, can be found on this page .	Retention
Office of Career, Technical, and Adult Education	Career Education Teaching Permit	The Career Education Teaching Permit is available for individuals who are hired to teach by a NE school district in a CTE area where no teaching education program exists, where instructional content of the course exceeds teacher preparation coursework, or for which a school system submits documentation that it has not found	https://cdn.education.ne.gov/wp-content/uploads/2018/10/TCERT-Manual.pdf	Recruitment

		a qualified teacher for a specific CTE field. The permit is limited to instruction of students in grades 9-12 and valid for 3 years. An applicant can qualify to teach in one of the sixteen career cluster areas by: completing a prescribed course of study in a CTE area at the postsecondary level; or, completing an apprenticeship in the CTE area; or, demonstrating proficiency in the CTE area based on 5 or more years of practice/work in that career; or, demonstrate proficiency by passing a competency test approved by the industry or career area.		
Office of Coordinated School & District Support	EETP	The Enhancing Excellence in Teaching Program (EETP) provides forgivable loans to eligible students who are enrolled in a graduate teacher education program at an eligible Nebraska institution working towards a graduate degree in Nebraska.	https://www.education.ne.gov/educatorprep/eetp-current-teachers/	All of the above.
Office of Coordinated School & District Support	Teach in Nebraska website	NDE website that allows authorized institutions to post positions to be filled	https://www.nebraskaeducationjobs.net.gov/	Retention
Office of Coordinated School & District Support	Educator Effectiveness Resources	Resources including the Nebraska Teacher and Principal Performance Standards, rubrics aligned to both the Teacher and Principal Standards, evaluation guidance documents aligned to the standards (coming soon), and professional development materials to support districts and ESUs in working with the standards.	https://www.education.ne.gov/educatoreffectiveness/	Recruitment
Office of Coordinated	Teach.org	Teach.org website, specific to Nebraska,	https://www.education.ne.gov/teach.org/	Preparation and

School & District Support	website	available for all schools/districts to use for recruitment purposes	n.ne.gov/teach/	Retention
Office of Coordinated School & District Support	Educator Effectiveness Summit	Annual 2-day summit held to engage schools/districts, ESUs, IHEs, and the NDE in conversations about current and future work with educator effectiveness	https://www.education.ne.gov/educatoreffectiveness/	Recruitment
Accountability, Accreditation, and Program Approval	Current Rule 24 revision (certification endorsements)	Update endorsement requirements, but specifically expand flexibility for world language endorsement by accepting additional content tests and allowing EPPs to waive credit hour requirements based on demonstration of proficiency in the language of study.	Current Hearing Drafts – Nebraska Department of Education	Retention
Accountability, Accreditation, and Program Approval	Rule 21 revision (certification)	Provide additional flexibility regarding military permits and additional options under alternative program teaching permits (both in line with state statute changes). Combining certificate/permit types in efforts to simplify the system while also expanding pathways. Reducing barriers around local substitute teaching permit.		Preparation
Accountability, Accreditation, and Program Approval	Rule 20 (educator prep approval)	Create a waiver process to allow educator preparation programs the ability to be innovative. Remove or provide flexibility around basic skills competency as an entrance requirement to educator preparation programs.		Preparation
Accountability, Accreditation, and Program Approval	Future Rule 21 (certification revisions)	Consider reciprocity from other states in line with State Statute 79-813		Preparation

Accountability, Accreditation, and Program Approval	Future Rule 24 revision	<p>Consider elimination or alternatives to Praxis content tests for all endorsement areas.</p> <p>Revision Special Education Endorsements and look at competency instead of credit hours.</p> <p>Clean up Career Ed Permit</p>		Recruitment
Accountability, Accreditation, and Program Approval	Early Childhood Certification pathway	Through the RESPECT grant, create a certification pathway for child care providers to become certified teachers.		Preparation and Recruitment
Accountability, Accreditation, and Program Approval	Update Educator Certification Website	Create clear information regarding certification requirements and pathways to certification. Streamline the application process and improve customer service		Recruitment and Preparation
Office of Special Education	NeMTSS - Journey to Inclusion	<p>For many years, we have focused our preparation of teachers and academic leaders on meeting the needs of diverse groups of learners for whom they will hold responsibility. In the past, general education teachers gave core instruction for all students; then education specialists, prepared to serve students with specific needs, worked separately in pull-out sessions or self-contained classes with students who had been identified as requiring special education services.</p> <p>While both sets of teachers still have their responsibilities, NeMTSS provides a system and process for teams to work together rather than separately in isolation. In fact,</p>	https://www.education.ne.gov/sped/journey-to-inclusion/	Recruit, Preparation, Retain

		<p>MTSS requires teams of general education teachers, education specialist teachers, parents, administrators and service providers at the local school and district levels, community organizations, and professional development trainers to work together for every student. MTSS shows promise for addressing the needs of all students and personalizing learning.</p>	
Office of Special Education	Special Education Teachers in Nebraska: A Comprehensive Retention Program (NCRP)	<p>The Nebraska Department of Education Office of Special Education along with the Nebraska Center for Research on Children, Youth, Families & Schools, and ESU 13 are partnering for a 5-year project to provide a Comprehensive Retention Program for Special Education Teachers. This project is through a Discretionary Personnel Development Grant from the US Department of Education. Please view the SPED Teachers Retention Program Flyer HERE for more information regarding a 5-year project the Office of Special Education and the Nebraska Center for Research on Children, Youth, Families & Schools are doing to help with the retention of Special Education Teachers.</p>	Preparation and Retention
Office of Special Education	Blind/Visually Impaired and Deaf/Blind Projects	<p>We support a teacher prep program through UNL-BVI, to support teachers of the BVI and Orientation and Mobility specialists for the purpose of keeping these professionals in the field. It offsets some tuition costs. WE have a large shortage in area of O and M</p>	Retention

		specialists. This program just started a few years ago for O and M, so we are hoping we will see the success we have had in the areas of Teachers of the BVI.		
Office of Special Education	Deaf or Hard of Hearing and Deaf/Blind Specific	<p>We support a teacher prep program through UNL-DHH program, to support future teachers of the DHH.---this shortage is not as great, but we do provide them some dollars to offset cost for tuition.</p> <p>We have contract dollars to TAESE to support our educational interpreters with mentoring. Even though this is for improvement of skills it is also assisting these professionals to stay in their positions. The data has shown very good growth in skills as well as supporting our current educational interpreters by staying in the field of interpreting. However, this continues to be a large shortage area.</p> <p>Through the DHH Regional Programs all supported by state dollars and approved by state board, we provide ongoing training to teachers of the DHH and educational interpreters for the purpose of staying in those positions.</p>		Recruitment, Preparation, Retention
Office of Special Education	University of Nebraska-Lincoln Department of	<u>Interdisciplinary Training of Teachers and Related Professionals (90+ scholars)</u>		Recruitment, Preparation, Retention

	<p>Special Education and Communication Disorders Personnel Preparation Grants at UNL</p>	<ul style="list-style-type: none"> • Early Intervention/Early Childhood Special Education teachers (Early Intervention/PreK) https://cehs.unl.edu/secd/early-childhood-special-education/ • Teaching of the Visually Impaired OR Orientation and Mobility Specialists https://cehs.unl.edu/secd/visual-impairments/ • Teachers of the Deaf/Hard of Hearing https://cehs.unl.edu/secd/mpup-ip/ https://cehs.unl.edu/secd/deaf-education-program/ • Speech Language Pathologists https://cehs.unl.edu/secd/speech-language-pathology/ <p>Special Education PhD students (12+ scholars), internship placements within NDE, Office of Special Education</p>		<p>Preparation, Retention</p>
<p>Office of Special Education</p>	<p>Teacher Shortage Task</p>	<p>As a part of the Federal, OSEP - Attract, Prepare, and Retain initiative; The NDE -</p>	<p>https://sites.google.com/d/1-</p>	<p>Preparation</p>

	Force	Office of Special Education created the Teacher Shortage Task Force to begin working with NASES to understand the shortage needs in Nebraska Special Education.	6WR0q2eVdTQClswppvGDxVmGeAVjwMe/p/1Blu1cauS4Q7MoZkyBmTWQTRuk02m-Pyk/edit	
Office of Early Childhood Education	Community College Consortium /Council for Professional Recognition	Ongoing work with the Early Childhood Community College Consortium to ease pathway from CDA to associate degree.		Recruitment, Preparation, Recruitment
Office of Early Childhood Education	Nebraska Association for the Education of Young Children /DHHS Child Care subsidy	TEACH Early Childhood Nebraska® and Early Childhood WAGE\$.® Provide scholarships and support with federal CCDF money and state Step Up to Quality funds to increase the number of early childhood educators who work toward degrees in early childhood leading to a teaching certificate.		Recruitment/Preparation
Office of Early Childhood Education	NDE - Rule 11 flexibility	Waiver for district to employ as a teacher a person who has not yet completed the requirements of a teaching certificate.		Preparation/Retention

ESSER Investments for Recruitment, Preparation, and Retention

Most of the NDE’s ESSER investments have supported teachers directly or indirectly, while not explicitly landing in the “Professional Learning and Educator Pipeline” category. Providing support to educators, reducing burdens, and saving their time by investing in structures helps retain teachers in the field. The table below shares the investment and its impact on educators.

Investment	ESSER Category	Recruit-Prepare-Retain	Description
Canvas Consortia (ESSER I)	Modernize Information, Data, Technology, and Process Systems	Retain	Educators often spend hours preparing for lessons when they are forced to search for materials. Canvas provides a shared, collaborative platform for sharing content across, saving educators time.
Mental Health Support Grant (ESSER II&III)	Access to Comprehensive Mental Health Services	Retain	The NDE’s statewide effort to expand mental health supports to communities includes supports for students, communities, and staff. The grants are localized, ensuring that each district creates the support structures needed in their communities.
Statewide Family Engagement Center (ESSER II)	Reimagined Family & Community Engagement	Retain	Family and community engagement is vital for strong classrooms and increased academic achievement. The SFEC provides a structure for parents to engage with their students and serve as partners with teachers and students.
Ready Rosie	Reimagined Family & Community Engagement	Retain	Ready Rosie enables early childhood teachers to communicate with parents and other caregivers. The software also provides helpful tools for parents and caregivers to engage their students in educational activities aligned to the school day.
University of Nebraska-Lincoln (ESSER II)	High-Quality Professional Learning & Bolstering the	Recruit	This project is designed to work closely with three school districts serving historically marginalized students to a) understand their educational experiences, b) learn about perceived barriers to entering the teaching profession, and c) encourage racially and ethnically

	Teacher Pipeline		diverse teachers to enter the field.
NAESP Pre-K Leadership Academy (ESSER III)	High-Quality Professional Learning & Bolstering the Teacher Pipeline	Prepare/Retain	High-quality principals are one critical component to retaining teachers. The NAESP project provides professional learning to elementary principals through a cohort model, and is designed to build the capacity of principals in concepts of early learning.
Zearn Math (ESSER II)	Focus on Acceleration	Retain	Zearn math provides access to K-8 digital learning resources for public and nonpublic elementary and middle school teachers. Providing high-quality materials to teachers saves time, and creates a natural learning community where teachers are able to engage with one another in the use of the tool.
YRTC Supports (ESSER II)	Focus on Acceleration	Retain	Our systems involved youth are perhaps the most vulnerable students we serve. Ensuring teachers in these spaces have the tools they need to be successful is absolutely critical. As such, the NDE invested in consistent, high quality learning materials for the facility-based educational settings.
Instruction Partners (ESSER II)	Focus on Acceleration	Retain	The K-8 math series provided by Instruction Partners is focused on increasing teacher's ability to provide grade-level to every child every day. The professional learning community provides tools and resources for these teachers to improve their craft and reduces burden.
TNTP (ESSER II)	Focus on Acceleration	Retain	The TNTP CSI Cohort focuses on content leadership development for our 27 CSI schools.
Educator Shortage Grant	High-Quality Professional Learning & Bolstering the Teacher Pipeline	Recruit-Prepare-Retain	Call for proposals to support locally-led, collaborative approaches to addressing the educator shortage.

RE • STORING NORMAL

Information on Educator Pipeline Investments & Educator Certification Enhancements

Lane Carr
Brad Dirksen



The background features a repeating pattern of circular arrows in a light green color, set against a gradient background that transitions from yellow at the top to green at the bottom. The arrows are arranged in a grid-like fashion, pointing in various directions.

What's Causing the Educator Shortage?

The Educator Shortage in Nebraska



2021-22 Teacher Vacancy Survey Report Summary

The Nebraska Department of Education (NDE) conducted the 2021-22 Teacher Vacancy Survey in the fall of 2021. All public-school districts, nonpublic school systems and Educational Service Units (ESU) have been included in the collection of data. For purposes of this report, the ESU data has been combined with the public-school data (district) while the nonpublic data (system) is combined with them into the total counts. This summary shows the totals. For the separate district and system counts, see the full report.

The survey of all 438 Nebraska districts/systems (244 PK-12 public school districts, 17 ESUs, and 177 nonpublic school systems) in the state requested the following information:

- The number of districts/systems that could not find fully qualified teachers* to fill teacher positions;
- The endorsement areas of the positions that were unfilled**;
- The reasons why the applicant pool was not sufficient; and
- What the district/system did to address the unfilled positions.

The overall response rate (74%) increased considerably from 2020, likely due to the improved management of conditions stemming from the global pandemic. The response rate for districts increased to 93%. The nonpublic systems response rate increased to 45%. Based upon these response rates, the completed surveys are a fair representation of PK-12 districts and systems in the state. The endorsement areas with the largest number of unfilled positions were the following:

Endorsement Area	Unfilled**		Vacant***	Endorsement Area	Unfilled**		Vacant***
	#	%			#	#	
Special Education	86.50	17.92%	8.50	School Counselor	20.00	4.14%	1.00
Language Arts	50.50	10.46%	3.00	Speech Language Pathology	20.00	4.14%	3.00
Elementary Education	47.50	9.84%	10.00	Early Childhood Education	18.00	3.73%	2.00
Science	39.89	8.26%	5.65	School Psychologist	17.50	3.63%	2.50
Career Education Areas	32.25	6.68%	4.50	School Library	13.00	2.69%	0.50
Mathematics	29.00	6.01%	7.50	Art	12.90	2.67%	0.50
World Language	25.65	5.31%	3.50	ESL/ELL+	9.50	1.97%	1.00
Music Instrumental/Vocal	20.53	4.25%	2.00	Social Studies/Social Science	9.00	1.86%	0.00

+ ESL/ELL are traditional shortage areas for federal consideration so Nebraska recognizes them as well.

Districts/Systems reported 482 positions as unfilled with fully qualified personnel, and 68 left vacant for 2021-22. Of those 482 positions, 138 positions (28%) were in districts/systems with less than 500 students.

For the purposes of this survey:

*Fully qualified teacher is an individual who holds an Initial, Standard, or Professional, Nebraska teaching certificate with the appropriate endorsement for the assigned class, and the professional attributes sought by the school district.

**Unfilled refers to a position that was filled by someone other than a fully qualified teacher or a position that was left vacant.

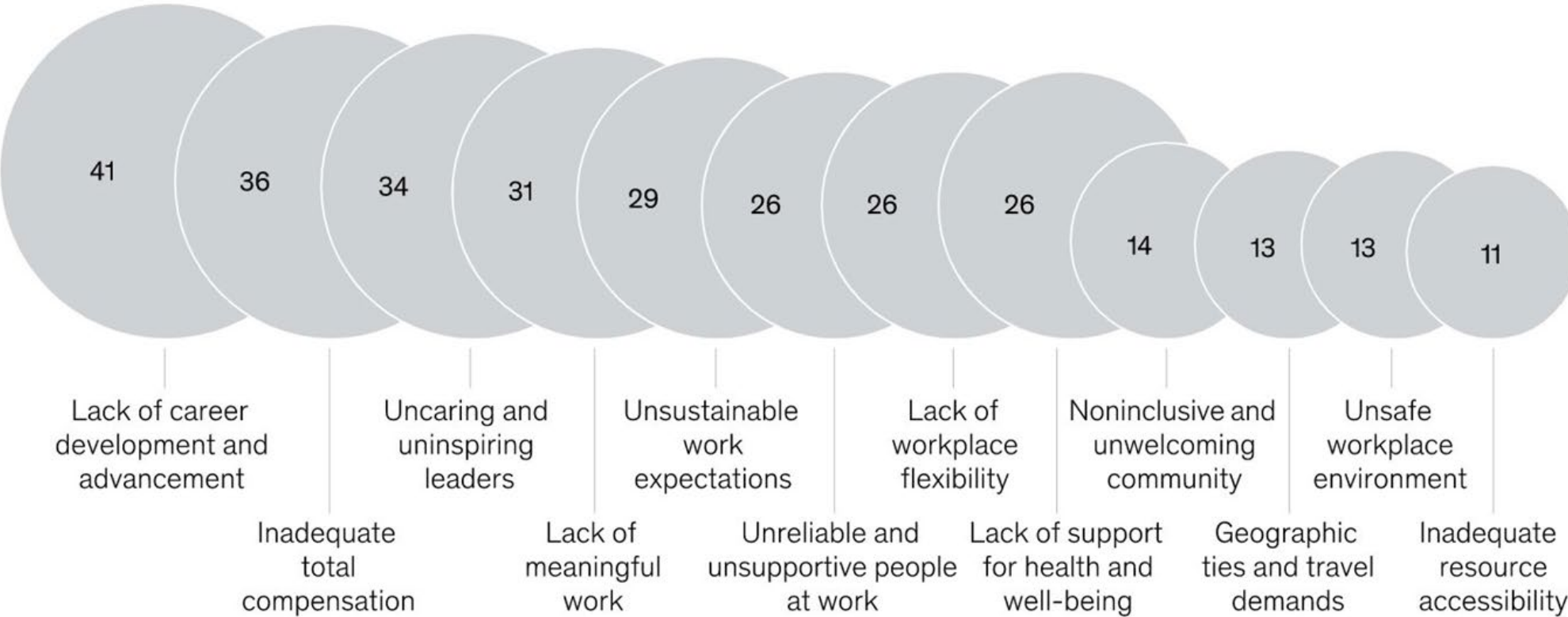
***Vacant refers to a position that was not filled at all – i.e., in Special Education of the 86.5 unfilled positions, 78 have teachers and 8.5 were left vacant.

Rev. 12/2021

- Annual Survey of ESUs, Public, and Nonpublic Schools
- 482 total positions unfilled with qualified personnel
 - 138 were in districts with fewer than 500 students
 - 68 left vacant
- Consistent Shortages (2016-17 to 2020-21):
 - Special Education
 - Career Education Areas
 - ELA & Math
 - Music
 - School Counselors
 - World languages

The Educator Shortage in Context

Top reasons for quitting previous job, Apr 2021–Apr 2022, %



Source: Subset of respondents from McKinsey's 2022 Great Attrition, Great Attraction 2.0 global survey (n = 13,382), including those currently employed and planning to leave (n = 4,939), those currently employed and planning to stay (n = 7,439), and those who quit their previous primary jobs between Apr 2021 and Apr 2022 (n = 1,154)

Root Causes of the Educator Shortage

National Institute for Excellence in Teaching:

1. Lack of support and engagement
2. Lack of support to collaborate and grow
3. Non-commensurate compensation
4. Lack of leadership opportunities
5. Lack of recognition of excellence





NDE's Supports for Educator Shortage

The Educator Shortage is Not a Monolithic Issue

Recruit	Prepare	Retain
<p><i>Recruitment strategies are those that attract candidates to the field. These strategies encompass the diversification of the teaching force, traditional pathways to teaching, and non-traditional avenues.</i></p>	<p><i>Preparation commences once candidates are in programs. Preparation includes traditional teacher preparation programs in addition to supports for teachers to enter and excel in the field.</i></p>	<p><i>Retention encompasses all strategies aimed at supporting educators to grow, keep educators in the profession, and elevate them into different careers within the education field.</i></p>

NDE's Extant Supports for the Educator Shortage


Recruit	Prepare	Retain
<ul style="list-style-type: none"> ● Attracting Excellence in Teaching Program (AETP) ● Teacher Vacancy Survey ● Education & Training Program of Study (CTE) ● Educators Rising CTSO ● Career Education Teaching Permit ● Teach in Nebraska ● Teach.org Nebraska ● EC RESPECT Grant ● Diverse Learner, Ready Teacher Initiative ● Blind/Visually Impaired and Deaf/Blind Projects ● Special Education Teacher Shortage Taskforce ● Early Childhood-Community College Consortia 	<ul style="list-style-type: none"> ● Education & Training Program of Study (CTE) ● Educators Rising CTSO ● SEED System ● Rule 20 Revision ● Rule 21 Revision ● Rule 24 Revision ● EC RESPECT Grant ● Diverse Learner, Ready Teacher Initiative ● Blind/Visually Impaired and Deaf/Blind Projects ● Special Education Teacher Shortage Taskforce ● Early Childhood-Community College Consortia ● Nebraska Association for the Education of Young Children/ DHHS Child Care subsidy 	<ul style="list-style-type: none"> ● CTE Beginning Teacher Institute ● Jump Start Workshop (CTE) ● Technical Skill Workshops ● NDE Professional Learning Suite ● Enhancing Excellence in Teaching Program (EETP) ● SEED System & NTPPS ● Educator Effectiveness Summit ● Diverse Learner, Ready Teacher Initiative ● Special Education Journey to Inclusion ● Special Education Comprehensive Retention Program ● Blind/Visually Impaired and Deaf/Blind Projects ● Special Education Teacher Shortage Taskforce

Educator Shortage Grant

- NDE, in partnership with NACTE, convened 20 stakeholders in April
- Developed grant with three objectives
- Three funding levels - \$250,000, \$100,000, \$50,000
- 26 applicants requesting \$3.3 million
- 14 recipients, \$1.6 million

MATTHEW L. BLOMSTEDT, PH.D., COMMISSIONER

TEL 402.471.2295 P.O. Box 94987
FAX 402.471.0117 Lincoln, NE 68509-4987 education.ne.gov



Educator Pipeline Grant
May 24, 2022

The mission of the Nebraska Department of Education (NDE) is to lead and support the preparation of all Nebraskans for learning, earning, and living. Meeting this mission is not possible without adequate, highly-qualified educators. Nebraska, like most of the rest of the nation, is experiencing an educator shortage. As such, the NDE is creating a statewide Educator Pipeline Grant program to address the short-term strategies necessary to bolster the educator workforce. This grant will provide \$1.5 million in funds to districts, ESUs, higher education, and other organizations to design and implement strategies addressing the teacher, leader, and educator shortage. Funds are available through December 2024. To capture the various solutions to address our educator shortage, the NDE established tiers of grant amounts with multiple awards:

Grant Description:
Tiers of Awards:

Award Amount	Number of Awards
Tier 1: \$250,000	2
Tier 2: \$100,000	6
Tier 3: \$50,000	8

Timeline:
Grant Opens: May 23, 2022
Grant Closes: June 13, 2022

NDE Point of Contact: Lane Carr (lane.carr@nebraska.gov)

Grant Objectives:

- Address the immediate shortages of educators, including but not limited to strategies supporting the recruitment, preparation, and retention of teachers, paraprofessionals, education specialists, and leaders.
- Provide funding to a site and/or a consortia of sites to create localized approaches to addressing the educator shortage.
- Develop and deepen partnerships to address the complex educator shortage problem.

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


Educator Shortage Grant: Sample of Projects

- Grow Your Own
- Induction Programs
- Para to Teacher Academy
- Education Assistant to Teacher Ladder Program
- Utilizing Collaborative Leadership Training to Positively Flip the Conversation about Education Profession
- Building the Special Education Teacher Pipeline



Other ESSER Investments

- Mental Health Grants
- Teacher Certification Office Capacity
- Support for Professional Learning
- Instructional Materials and Supports



Extant Initiatives Addressing the Educator Pipeline
August 4, 2022
Prepared by Lane Carr

The mission of the Nebraska Department of Education is to lead and support the preparation of all Nebraskans for learning, earning, and living. To meet this mission, the state must have a stable pipeline for high-quality educators. The NDE has numerous offices coordinating different aspects of the teacher and leader conduit. *The purpose of this document is to inventory those myriad supports, uncover potential gaps, and consider ways to cohere these efforts to address the growing educator shortage crisis.*

Recruit	Prepare	Retain
<i>Recruitment strategies are those that attract candidates to the field. These strategies encompass the diversification of the teaching force, traditional pathways to teaching, and non-traditional avenues.</i>	<i>Preparation commences once candidates are in programs. Preparation includes traditional teacher preparation programs in addition to supports for teachers to enter and excel in the field.</i>	<i>Retention encompasses all strategies aimed at supporting educators to grow, keep educators in the profession, and elevate them into different careers within the education field.</i>
<ul style="list-style-type: none"> Attracting Excellence in Teaching Program Teacher Vacancy Survey Education & Training Program of Study (CTE) Educators Rising CTSO Career Education Teaching Permit Teach in Nebraska Teach.org Nebraska EC RESPECT Grant Blind/Visually Impaired and Deaf/Blind Projects Special Education Teacher Shortage Taskforce Early Childhood-Community College Consortia 	<ul style="list-style-type: none"> Education & Training Program of Study (CTE) Educators Rising CTSO SEED System Rule 20 Revision Rule 21 Revision Rule 24 Revision EC RESPECT Grant Blind/Visually Impaired and Deaf/Blind Projects Special Education Teacher Shortage Taskforce Early Childhood-Community College Consortia Nebraska Association for the Education of Young Children/ DHHS Child Care subsidy 	<ul style="list-style-type: none"> CTE Beginning Teacher Institute Jump Start Workshop (CTE) Technical Skill Workshops NDE Professional Learning Suite Enhancing Excellence in Teaching Program SEED System & NTPPS Educator Effectiveness Summit Special Education Journey to Inclusion Special Education Comprehensive Retention Program Blind/Visually Impaired and Deaf/Blind Projects Special Education Teacher Shortage Taskforce



LB 1218

Key Changes Resulting from LB1218

- Teach in Nebraska Act
 - \$5 million per year
 - Educator student loan repayment
 - Begins fall 2023
- Attracting Excellence to Teaching Program (AETP)
 - Fall 2022
 - Extends program eligibility to student-teachers who apply for AETP and provides an additional \$1,000 towards loan forgiveness
- Basic skills cannot be mandated as an entrance requirement for educator preparation programs
- Provides flexibilities for out-of-state teachers



Policy Levers & Opportunities

NDE Rules

NEBRASKA DEPARTMENT
OF EDUCATION

RULE 10

REGULATIONS AND PROCEDURES FOR THE ACCREDITATION OF
SCHOOLS

TITLE 42, NEBRASKA ADMINISTRATIVE CODE,
CHAPTER 10

EFFECTIVE DATE
AUGUST 1, 2013
(REVISED)



NEBRASKA DEPARTMENT
OF EDUCATION

RULE 14

REGULATIONS AND PROCEDURES FOR THE LEGAL OPERATION OF
APPROVED NONPUBLIC SCHOOLS

TITLE 42, NEBRASKA ADMINISTRATIVE CODE,
CHAPTER 14

EFFECTIVE DATE
JULY 28, 2012
(REVISED)



NEBRASKA DEPARTMENT
OF EDUCATION

RULE 20

REGULATIONS FOR THE APPROVAL OF TEACHER EDUCATION
PROGRAMS

TITLE 42, NEBRASKA ADMINISTRATIVE CODE,
CHAPTER 20

EFFECTIVE DATE
JULY 2, 2014
(REVISED)



NEBRASKA DEPARTMENT
OF EDUCATION

RULE 21

REGULATIONS FOR THE ISSUANCE OF CERTIFICATES, AND PERMITS
TO TEACH, PROVIDE SPECIAL SERVICES, AND ASSISTERS IN
NEBRASKA SCHOOLS

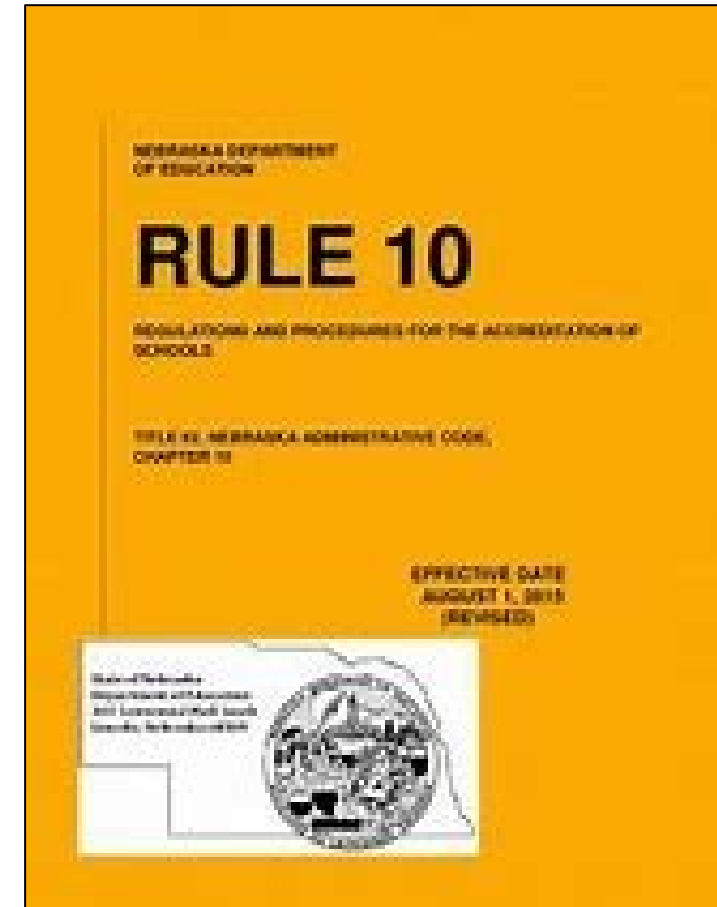
TITLE 42, NEBRASKA ADMINISTRATIVE CODE,
CHAPTER 21

EFFECTIVE DATE
OCTOBER 28, 2008
(REVISED)



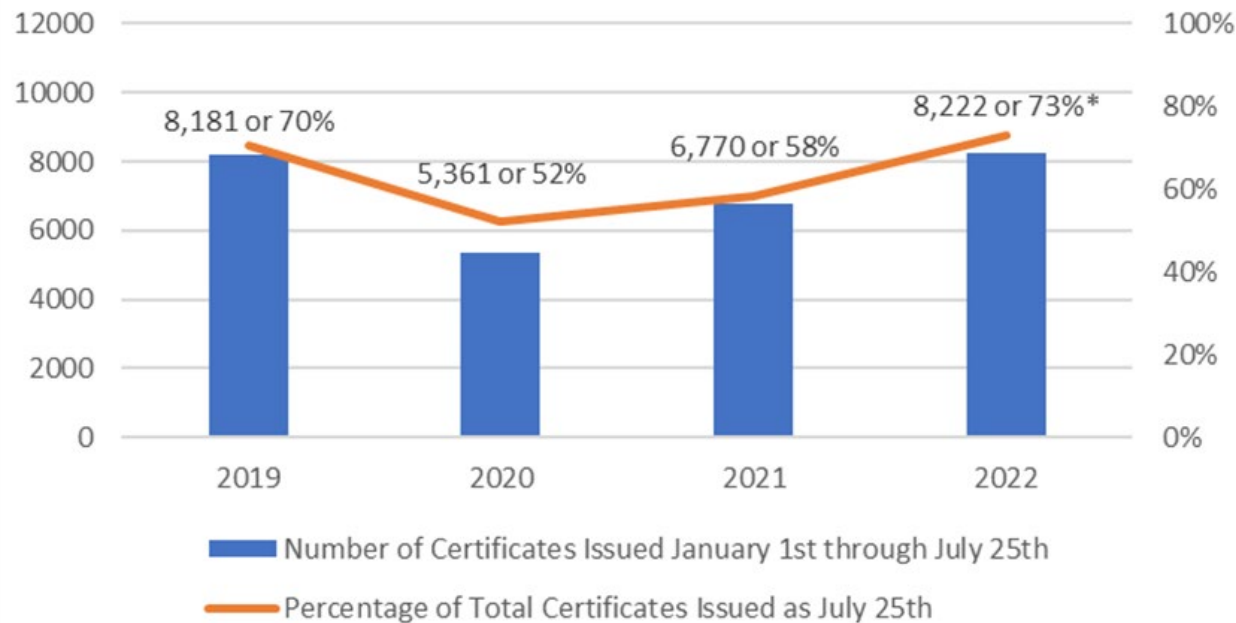
Current Flexibilities Found in Rule

- ✓ Properly endorsed
 - Rule 10: 95%, 90%, 80%
 - Rule 14: 90%, 80%, 70%
- ✓ Endorsements
 - Subject endorsement teaching field content - 6 credit hours
 - Integrated courses
 - Provisional teaching endorsement: 50% of endorsement coursework



Educator Certification Improvements

Educator Certificates Issued



- Increased staff capacity
- More certificates have been issued in 2022 as compared to the three previous years
- Applications are reviewed within three weeks in 2022 compared to twelve weeks in 2020
- Response times for support tickets reduced by 44% in 2022 compared to 2021
- There are 361 conditional permit requests for 2022 as compared to 799 in 2020



LAUNCH NEBRASKA



COMMISSIONER'S GUIDANCE
2022-2023 School Year

1. Local Substitute Teaching Permit:
 - a. Applications
 - b. Additional Days
 - c. Portability

1. Nebraska Entry Permit

1. Content Test Flexibility

1. Paraeducator Flexibility

1. Instructional Hours
 - a. Rules 10, 11, and 14



RE



STORING

NORMAL

Questions?

CAREER & TECHNICAL EDUCATION FUNDING

AUGUST 5, 2022



CTE gives purpose to learning by emphasizing real-world skills and practical knowledge within a selected career focus.



Perkins Funding Distribution

Federal Basic State Grant Perkins Allocation

\$1.193 billion in FY 2018

State Allotment

- 1.63% reserved for outlying areas and Native American program
- Remainder allotted to states by formula based on population aged 15-65 and per-capita income
- 0.5% small state minimum
- Hold harmless at FY 2018 funding level (called "foundational grant")

Nebraska FY23: \$7,930,892

State Funds

Up to 15% of total state allotment

Local Funds

At least 85% of total state allotment

State Administrative Funds

- Up to 5% or \$250,000 of state allotment (whichever is greater)
- Funds must be matched by state funds
- Allowable uses include developing the state plan, reviewing local applications, monitoring and evaluating program effectiveness, assuring compliance with other federal laws, providing technical assistance, and supporting and developing state CTE data systems

State Leadership Funds

- Up to 10% of state allotment
- 5 required and 25 permissive uses of funds

Nontraditional Training Set-aside

\$60,000 to \$150,000 for services that prepare individuals for nontraditional fields

Recruiting Special Populations Set-aside

At least the lesser of \$50,000 or 0.1% of state leadership funds for recruiting special populations to CTE

Institutional Set-aside

Some expenditure required, may be up to 2% of state allotment for serving individuals in state institutions (like correctional facilities)

Reserve Funds

States **may** reserve up to 15% of local funds for alternative distribution to local programs

Secondary Funding

States decide percentage to be distributed by specified formula based on population and poverty

Local School Districts

- Must qualify for \$15,000 minimum grant or can join consortium
- 6 broad required uses of funds and many optional activities
- Uses of funds must be based on needs assessment results
- 5% of funds may be used for administrative costs
- Distribution to each school is up to state or district

Postsecondary Funding

States decide percentage to be distributed by specified formula based on number of students receiving Pell Grants and BIA

Postsecondary Institutions

- Must qualify for \$50,000 minimum grant or can join consortium
- 6 broad required uses of funds and many optional activities
- Uses of funds must be based on needs assessment results
- 5% of funds may be used for administrative costs

For more information:
 Alisha Hyslop
 ACTE Director of Public Policy
 703-683-9331
 ahyslop@acteonline.org

NEBRASKA PERKINS FUNDING

NDE serves as the eligible agency to receive and administer Perkins funds:

- **FY23 Allocation: \$7,930,892**
 - 85% (\$6,741,258) flow-through to LEAs
 - Reserve 15% (\$1,011,188) for innovation/competitive grants
 - Remaining flow-through by formula
 - 60% (\$3,438,042) to Secondary
 - 40% (\$2,292,028) to Postsecondary
 - 10% (\$793,089) Statewide Leadership
 - 5% (\$396,545) Statewide Administration

Secondary Formula

- 30% allocated to LEA in proportion to the number of individuals aged 5-17 who reside in the district served by the LEA for the preceding fiscal year
- 70% allocated in proportion to the number of individuals aged 5-17 who reside in the school district served by the LEA and from families below the poverty level for the preceding fiscal year

Postsecondary Formula

- An amount that bears the same relationship to the portion of funds made available as the sum of the number of individuals who are Federal Pell Grant recipients and recipients of assistance from the Bureau of Indian Affairs enrolled in approved CTE programs in the preceding fiscal year

LOCAL USES OF PERKINS V FUNDS

- Funds shall be used to supplement CTE programs that are of sufficient size, scope, and quality to be effective and address the outcomes of the comprehensive local needs assessment:
 - Provide **career exploration and career development** activities (including the middle grades)
 - Provide **professional development** for teachers, faculty, school leaders, administrators, specialized support personnel, career guidance and academic counselors, and paraprofessionals
 - Provide within CTE the **skills** necessary to pursue H3 occupations
 - Support the **integration of academic skills into CTE** programs
 - Plan and carry out elements that support the implementation of CTE that increases **student achievement**
 - Develop and implement **evaluations** of the activities carried out

Key activities:

Developing local CTE programs

Career Exploration and Development

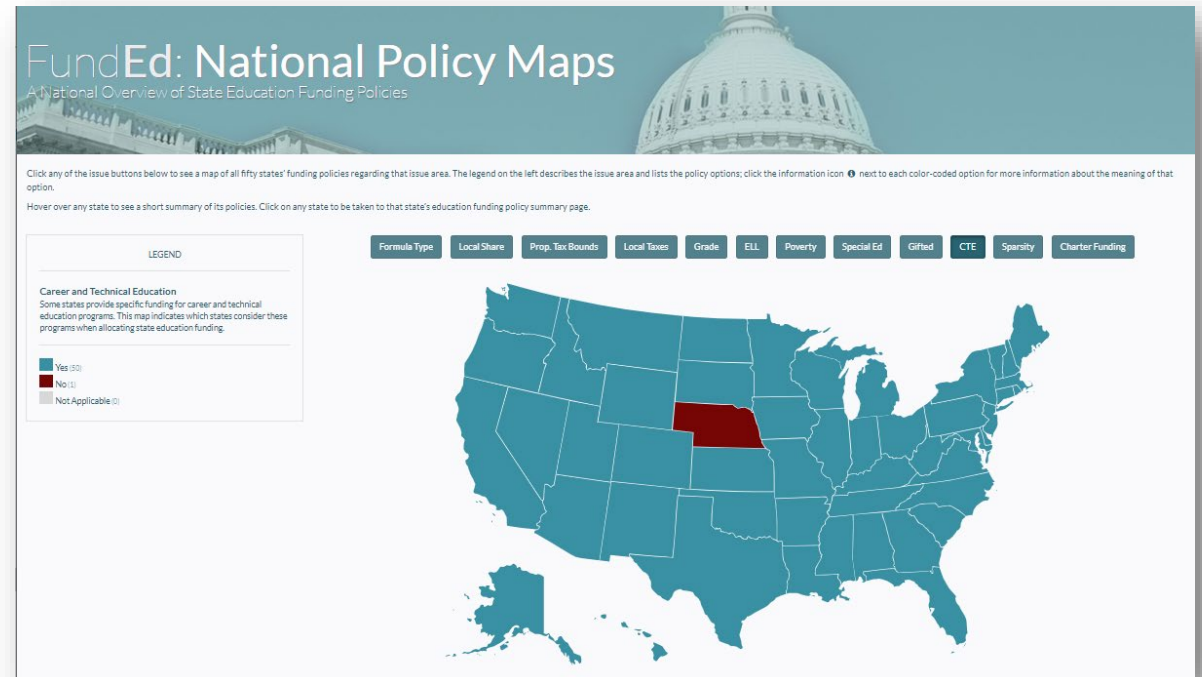
Purchasing Equipment

Developing and supporting work-based learning

Professional Development

COMMON STATE APPROACHES TO CTE FUNDING

1. Student-based formulas
2. Unit-based formulas
3. Cost-based formulas
4. CTE Centers



CENTER FOR STUDENT LEADERSHIP AND EXPANDED LEARNING

- NE Revised Statute 79-772 through 79-775
- “The center shall 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.”
- Roughly \$440,000 annually



Out-State Travel Authorization Reports - August

<u>Name</u>	<u>Event Name</u>	<u>Date</u>	<u>Location</u>	<u>Trip Request</u> (i.e. 1st, 2nd, Other)
Lisa Fricke	(NONE)			
Jacquelyn Morrison	(NONE)			
Deborah Neary	(NONE)			
Kirk Penner	(NONE)			

Out-State Travel Authorization Reports - August

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



PROPOSED AGENDA ITEM RATIONALE

DATE: July 20, 2022

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

FROM: Amy Rhone and Kris Elmshaeuser, Office of Special Education

PROPOSED AGENDA ITEM: Authorize the Commissioner to appoint the recommended individual(s) to fill vacancies on the Special Education Advisory Council (SEAC).

RATIONALE/BACKGROUND INFORMATION: The State Board approves all SEAC members. The normal expiration of terms of individuals after the 2021-2022 year created nine SEAC vacancies. To meet the requirements of the federal special education law, the Individuals with Disabilities Education Act (IDEA), it is necessary to fill the vacancies. Members chosen represent all eight of the State Board of Education election districts. The Council voting membership shall not be fewer than 15 members nor more than 30 members.

Members whose first term expired and are eligible to serve a second term will fill four SEAC vacancies along with the recommendation of two new members. Below is listed the recommended new members along with the four returning members requesting re-appointment. The completed applications for the recommended members are on file in the Special Education Office, available upon request; not included due to IDEA confidentiality requirements.

<u>Name</u>	<u>Representation</u>
Amy Bonn (i) <i>*State Board District 2</i>	Parent, *Returning Member

Stacey Carnazzo (i) <i>*State Board District 8</i>	Parent
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Stacey is the parent of a child with a disability and serves the Down Syndrome Alliance of the Midlands by volunteering for the GALA Committee, Step-Up-Walk and Halloween Trunk or Treat. Stacey has worked in Early Childhood Education for 25 years as an educator and director and she recently completed the LEND program as the 2021/2022 family trainee and is looking forward to becoming involved with programs that serve individuals with disabilities. Stacey has also attended SEAC meetings in the past and looks forward to becoming a part of the committee.

Melisa Dobish (v) Director of Special Education at Kearney Public Schools

**State Board District 6*

Melisa is the Director of Special Education at Kearney Public Schools and has served as both the President and as a Regional Rep. for the Nebraska Association of Special Education Supervisors (NASSES). Melisa has spent her entire career working in the field of Special Education. Before his passing, Melisa's brother received special education services which helped create her lifelong personal and professional connection with special education programming. Melisa would be honored to serve as a member of the SEAC.

Jennie Dyer (i) Parent

**State Board District 7*

Jennie is the parent of a child with a disability and is also a contract Physical Therapist through ESU 16; B-21. She completed the Inclusive Education Lay Advocacy Project training in 2021, works with school, family and students with disabilities in western NE and advocates for her son in his local school and community.

Kristin Flott (i) (vi) Parent & LEND Outreach Coordinator/Family Discipline Director at UNMC-Munroe Meyer Institute, *Returning Member

**State Board District 4*

Angela Gleason (i) Parent

**State Board District 8*

Angela is the parent of a child with a disability and serves as Secretary on the Executive Board for the Arc of Nebraska. She also serves on several additional committees including education. As a parent of a child with special needs, Angela is interested in helping improve access to and information about special education programs, topics, and events to other families. She would like to facilitate more discussion between parents, educators, and districts as to what is working well and what could be improved in Nebraska special education. Angela believes helping families access more information will help move districts forward to more inclusive and supportive of all children.

Tracey Kovar (vii) Student Services Adviser at Omaha Archdiocese, *Returning Member

**State Board District 4*

Matthew McNiff (i) (v) Parent & ESU 5 Director of Special Education, *Returning Member

**State Board District 5*

Tammy Voisin (v) Director of Special Education at Papillion-La Vista Comm. Schools

**State Board District 8*

Tami is the Director of Special Education at Papillion – La Vista Community Schools and is an active member/Region two representative for the Nebraska Association of Special Education Supervisors (NASSES). She has been a special education teacher, supervisor and/or director for 21 years.

PROPOSED BOARD MEETING (MONTH/YEAR): August 2022



PROPOSED AGENDA ITEM RATIONALE

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

FROM: Brad Dirksen, and Kelly Heineke, Accountability, Accreditation and Program Approval

PROPOSED AGENDA ITEM: Approval of the 2022-2023 Nebraska Council on Teacher Education (NCTE) membership roster.

RATIONALE/BACKGROUND INFORMATION: The Nebraska Council on Teacher Education is an advisory body to the State Board of Education. They develop and recommend standards related to the following: approval of Nebraska teacher education programs, teaching endorsements, and issuance of educator certificates. The nominations, which are shaded on the attached NCTE membership roster, were provided by various organizations and institutions that are specified in the Organizational Policies of the Nebraska Council on Teacher Education. The new or reappointed nominations comprise the roster of individuals plus alternates who vote on the recommendations which come before the Council.

Current terms expire on July 31, 2022 and new terms begin on August 1, 2022. The length of terms varies according to Section 4.0 of the Organizational Policies.

PROPOSED BOARD MEETING (MONTH/YEAR):
August 2022

ESTIMATED COST:

N/A

NEBRASKA COUNCIL ON TEACHER EDUCATION 2022-2023 MEMBERSHIP

– State Board Approved

❖ Indicates members with NCATE Training

⌘ Indicates members with CAEP training

*New NCTE Members

HIGHER EDUCATION

Bellevue University

Susan Alford (2023)
1000 Galvin Road South
Bellevue, NE 68005
402-557-7131
salford@bellevue.edu

Bellevue University

Erin McDonnell-Jones (2023) *alternate*
1000 Galvin Road South
Bellevue, NE 68005
402-557-7582
emcdonnelljones@bellevue.edu

Chadron State College

*Catherine Rust (2023)
1000 Main St.
Chadron, NE 69337
308-432-6337
crust@csc.edu

Chadron State College

Adam Fette (2023) *alternate*
1000 Main St.
Chadron, NE 69337
308-432-6469
afette@csc.edu

College of Saint Mary

*Lisa Nelson (2023)
7000 Mercy Rd.
Omaha, NE 68106
lnelson@csm.edu

College of Saint Mary

*Melanie Felton (2023) *alternate*
7000 Mercy Rd.
Omaha, NE 68106
mfelton@csm.edu

Concordia University

Lorinda Sankey (2023)
800 N. Columbia
Seward, NE 68434
402-643-7385
Lorinda.Sankey@cune.edu

Concordia University

*Amanda Geidel (2023) *alternate*
800 N. Columbia
Seward, NE 68434
402.643.7235
amanda.geidel@cune.edu

Creighton University

April Buschelman (2023)
2500 California Plaza
Omaha, NE 68178
402-280-3583
aprilbuschelman@creighton.edu

Creighton University

*Jean Hearn (2023) *alternate*
2500 California Plaza
Omaha, NE 68178
402-280-4905
jeanhearn@creighton.edu

HIGHER EDUCATION (continued)

Doane University

⌘Tim Frey (2023)
1014 Boswell
Crete, NE 68333
402-826-8648 (work)
timothy.frey@doane.edu

Doane University

Emily Griesch (2023) *alternate*
1014 Boswell
Crete, NE 68333
402-826-8538 (work)
emily.griesch@doane.edu

Hastings College

Darci Karr (2023)
710 N. Turner Ave.
Hastings, NE 68901
402-461-7304 (office)
dkarr@hastings.edu

Hastings College

❖⌘Kass Rempp (2023) *alternate*
710 N. Turner Ave.
Hastings, NE 68901
402-461-7307 (work)
krempp@hastings.edu

Midland University

*Mary Ritzdorf (2023)
Anderson 422A
900 North Clarkson
Fremont, NE 68025
402-941-6400 (office)
ritzdorf@midlandu.edu

Midland University

*Nancy Christensen (2023) *alternate*
Anderson 422D
900 North Clarkson
Fremont, NE 68025
402-941-6331 (cell)
christensen@midlandu.edu

Nebraska Wesleyan University

Diane Mickey (2023)
5000 St. Paul Ave.
Lincoln, NE 68504
402-465-2308
dmickey@nebrwesleyan.edu

Nebraska Wesleyan University

*Antwan Wilson (2023) *alternate*
5000 St. Paul Ave.
Lincoln, NE 68504
402-465-2309
awilson@nebrwesleyan.edu

Peru State College

Dwayne Chism (2023)
P.O. Box 10
Peru, NE 68421
402-872-2244 (office)
dchism@peru.edu

Peru State College

Stephanie Holmes (2023) *alternate*
P.O. Box 10
Peru, NE 68421
402-872-2399 (office)
sholmes@peru.edu

Union College

Peter Adams (2023)
3800 South 48th St.
Dick Building 406-A
Lincoln, NE 68506
402-486-2600 ext. 2173
peter.adams@ucollege.edu

Union College

Susan Byers (2023) *alternate*
3800 South 48th St.
Dick Building 403-E
Lincoln, NE 68506
402-486-2522 ext. 2158
susan.byers@ucollege.edu

HIGHER EDUCATION (continued)

University of NE - Kearney

Jenny Jansky (2023)
College of Education, C128
1615 W. 24th
Kearney, NE 68849
308-865-8266 (office)
janskyjl@unk.edu

University of NE – Kearney

Chandra Diaz (2023) *alternate*
College of Education, B151
1615 W. 24th
Kearney, NE 68849
308-865-8930 (office)
diazcc@unk.edu

University of NE - Lincoln

⌘Sara Skretta (2023)
116 Henzlik Hall
Lincoln, NE 68588-0355
402-472-8626 (office)
sskretta2@unl.edu

University of NE - Lincoln

*Suzanne Kemp (2023) *alternate*
BKC 353
Lincoln, NE 68588-0355
402-472-0084
skemp2@unl.edu

University of NE - Omaha

⌘Kris Swain (2023)
College of Education, Roskens Hall
6005 Dodge Street
Omaha, NE 68182-0163
402-554-3119 (office)
kswain@unomaha.edu

University of NE - Omaha

Kathy Danielson (2023) *alternate*
College of Education, Roskens Hall
6005 Dodge Street
Omaha, NE 68182-0163
402-554-2218 (office)
kdanielson@unomaha.edu

Wayne State College

Nick Shudak (2023)
Benthack Hall 111B
1111 Main St.
Wayne, NE 68787
402-375-7164
nishuda1@wsc.edu

Wayne State College

Brook Jech (2023) *alternate*
Benthack Hall 111D
1111 Main St.
Wayne, NE 68787
402-375-7373
brjech1@wsc.edu

York College

⌘Erin DeHart (2023)
Middlebrook Hall
1125 E. 8th
York, NE 68467
402-363-5684 (office)
edehart@york.edu

York College

*Brian Gilchrist (2023) *alternate*
Middlebrook Hall
1125 E. 8th
York, NE 68467
402-363-5691
bgilchrist@york.edu

NEBRASKA COMMUNITY COLLEGE ASSOCIATION

Paul Illich (2023)
Southeast Community College
8800 O Street
Lincoln, NE 68520
402-471-3333
pillich@southeast.edu

Courtney Wittstruck (2025) *alternate*
Nebraska Community College Association
1320 Lincoln Mall, Suite 9
Lincoln, NE 68508
402-471-4685
cwittstruck@nccaneb.org

NEBRASKA ASSOCIATION OF SCHOOL BOARDS

Dana Blakely (2023)
1204 S. 99 St.
Omaha, NE 68124
402-598-0816
blakely.dana@westside66.net

Lisa Wagner (2024)
1802 10th Road
Archer, NE 68816
308-940-0228
lisa.wagner@centralcityps.org

Stephanie Summers (2025) *alternate*
580 G Street
David City, NE 68632
402-367-7811
meteachmath@yahoo.com

NEBRASKA COUNCIL ON AMERICAN PRIVATE EDUCATION

Vickie K. Kauffold (2024)
Superintendent of Schools
Catholic Schools Office
2222 N. 111th St.
Omaha, NE 68164-3817
402-557-5600 Ext. 2002
vkkauffold@archomaha.org

Bob Ziegler (2025) *alternate*
Superintendent of Schools
Nebraska District Lutheran Schools
152 S. Columbia Ave. – P.O. Box 407
Seward, NE 68434
1-888-643-2961, Ext. 1010
bobz@ndlcms.org

NEBRASKA COUNCIL OF SCHOOL ADMINISTRATORS

John Schwartz (2024)
Norris School District 160
25211 South 68th
Firth, NE 68358
402-791-0000
john.schwartz@nsdtitans.org

Chad Boyer (2023)
Wisner Pilger Public Schools
PO Box 580
Wisner, NE 68791
402-529-3249 (office)
cboyer@igators.org

NEBRASKA COUNCIL OF SCHOOL ADMINISTRATORS (continued)

Jason Harris (2023)
Columbus Public Schools
2508 27th St.
Columbus, NE 68601
402-563-7000 (office)
harrisj@discoverers.org

Kraig Lofquist (2023)
Ex. Director - ESUCC
6949 S. 110th St.
La Vista, NE 68128
402-597-4915 (work)
klofquist@esucc.org

Joshua McDowell (2023)
Crete Public Schools
920 Linden Ave.
Crete, NE 68333
402-826-5855
joshua.mcdowell@creteschools.org

Sharra Smith (2025)
Director of Personnel
Bellevue Public Schools
2600 Arboretum Drive
Bellevue, NE 68005
402-293-4032 (work)
sharra.smith@bpsne.net

Jerry Beach (2025) *alternate*
11720 So. 110th Ave.
Papillion, NE 68046
402-709-2735
beachsj@hotmail.com

Kami Jessop (2023) *alternate*
Westside Community Schools
909 S. 76th St.
Omaha, NE 68114
402-390-2110
jessop.kami@westside66.net

Mark Lenihan (2023)
Wayne Community Schools
611 W. 7th St.
Wayne, NE 68787
402-375-3150 (office)
malenih1@waynebluedevils.org

Dawn Lewis (2023)
Arlington Public Schools
P.O. Box 580
Arlington, NE 68002
402-478-4173
dawn.lewis@apseagles.org

Kim Saum-Mills (2023)
Millard Public Schools
5606 S. 147th St.
Omaha, NE 68137
402-715-8418
ksaummills@mpsomaha.org

Cory Worrell (2024)
Waverly School District 145
14511 Heywood
P.O. Box 426
Waverly, NE 68462
402-786-2321
cory.worrell@district145.org

Josh Fields (2023) *alternate*
Seward Public Schools
410 South St.
Seward, NE 68434
402-643-2941
josh.fields@sewardschools.org

Mitch Kubicek (2024) *alternate*
Milford Public Schools
724 238th Road
Milford, NE 68405
402-641-3627
mkubicek@milfordpublicschools.org

NEBRASKA COUNCIL OF SCHOOL ADMINISTRATORS (continued)

Nicole Regan (2023) *alternate*
Lincoln Public Schools
5905 O St.
Lincoln, NE 68510
402-436-1576
nregan@lps.org

*Mitch Rolling (2026) - *alternate*
Millard Public Schools
5606 S. 147th
Omaha, NE 68137
402-715-8200
msmolling@mpsomaha.org

TEACHERS State Board Appointed

Tanishia Jacobs (2024)
Bellevue Public Schools
2600 Arboretum Drive
Bellevue, NE 68005
402-293-4510 (work)
402-981-7434 (Home)
butlertanishia@gmail.com

*Michelle Fouts (2026)
204 N. Noxon
PO Box 99
Wilcox, NE 68982
michellefouts1@gmail.com

*Katie Mace (2026) - *alternate*
Lyons-Decatur Schools
580 CR 19
Hooper, NE 68031
402-659-5518
kmace@lyonsdecaturschools.org

NEBRASKA STATE EDUCATION ASSOCIATION

❖Sarah Brown (2024)
1540 Forest (Home)
Crete, NE 68333
402-826-2698 (home)
travelersarah@hotmail.com

Megan Simsic (2026)
Lincoln Public Schools
8961 Broken Spoke Drive
Lincoln, NE 68507
402-314-7363
msimsic@nebr.rr.com

❖Diana Casey (2025)
Omaha Public Schools
1524 Cuming Street, #414
Omaha, NE 68102
402-596-1668 (home)
531-299-1480 (school)
diana.casey@ops.org

Marsha Edquist (2026)
14820 Mary Street
Omaha, NE 68116
402-660-4282
maedquist@cox.net

NEBRASKA STATE EDUCATION ASSOCIATION (continued)

Devin Garcia (2023)
P.O. Box 115
Diller, NE 68342
402-239-6551
devin.garcia307@gmail.com

Pat Ludeke (2026)
Fremont Public Schools
515 E. 12th St.
Fremont, NE 68025
402-727-3164 (work)
402-206-3303 (cell)
pludeke@gmail.com

Lee Perez (2025)
1502 Pasadena Ave.
Omaha, NE 68107-2114
402-301-1252
lee.perez@ops.org
leemartinperez@gmail.com

Dashiell Rohan (2025)
441 Frank St.
Harrison, NE 69346
308-668-2177
drohan00@hotmail.com

Edward Ventura (2024)
Omaha Public Schools
7800 S. 25th St.
Omaha, NE 68147-2125
531-299-1220 (work)
402-210-1655 (cell)
edward.ventura@ops.org
venturaomaha@gmail.com

Doreen Jankovich (2023) *alternate*
509 South 51st Ave.
Omaha, NE 68106
402-517-8949 (cell)
doreen.jankovich@gmail.com

Susan Loney (2026)
4107 N. 162nd Ave.
Omaha, NE 68116-2966
402-898-1697 (work)
402-660-6732 (cell)
susan.loney@ops.org

❖ Donna Moss (2023)
13410 South 35th Ave.
Bellevue, NE 68123
402-670-1611 (cell)
donna jean.moss@gmail.com

❖ ☞ Caroline Rice (2023)
18202 Nicholas Rd.
Plattsmouth, NE 68048
402-297-4263 (cell)
carolinerice@hotmail.com

Susan Stake (2023)
6615 Shenandoah Ct.
Lincoln, NE 68510
402-786-2348 (work)
204-484-6927 (home)
susan.stake@district145.org

Shannon Heng (2026)
Omaha Public Schools
216 Elm St.
Louisville, NE 68037
402-541-2219 (cell)
shannon.heng@outlook.com

Fran Marymee (2023) *alternate*
5325 W. Idlewilde Dr.
Hastings, NE 68901
402-984-7800
walf7@gmail.com

NEBRASKA STATE EDUCATION ASSOCIATION (continued)

*Kimberly Brandenburg (2026) *alternate*
North Platte Public Schools
311 James Ave.
North Platte, NE 69101
402-720-5927
Kimberly.brandenburg@outlook.com

Jenni Benson (2026) *alternate*
402-475-7611
jenni.benson@nsea.org

Sarah Dragon (2026) *alternate*
Omaha Public Schools
4208 S. 36th St.
Omaha, NE- 68107
402-612-1736
sarah.dragon@yahoo.com

Brittney Hodges-Bolkovac (2026) *alternate*
Lincoln Public Schools
2411 NW 53rd
Lincoln, NE 68524
402-730-0128
bhodges_2004@yahoo.com

*Kathie Garabrandt (2026) *alternate*
Millard Public Schools
2510 S. 40th St.
Omaha, NE 68105
402-932-1109
kathiegara@gmail.com

Renae Noble (2026) *alternate*
Chadron Public Schools
710 Mears Street
Chadron, NE 69337
308.432.0707 (work)
renae.noble@chadronschools.net

*Samantha Servellon (2026) *alternate*
Ralston Public Schools
3514 N. 45th Ave.
Omaha, NE 68104
402-350-5157
sebservellon@gmail.com

NEBRASKA DEPARTMENT OF EDUCATION

Brad Dirksen (2023)
Nebraska Dept. of Education
P.O. Box 94987
Lincoln, NE 68509
402-430-0267
brad.dirksen@nebraska.gov

Kelly Heineke (2023)
Nebraska Dept of Education
P.O. Box 94987
Lincoln, NE 68509
402-314-4432
kelly.heineke@nebraska.gov

Clayton Waddle (2023) *alternate*
Nebraska Department of Education
P.O. Box 94987
Lincoln, NE 68509
402-471-0738
clayton.waddle@nebraska.gov

ORGANIZATIONAL POLICIES
OF THE
NEBRASKA COUNCIL ON TEACHER EDUCATION

1.00 THE NEBRASKA COUNCIL ON TEACHER EDUCATION

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

2.00 PURPOSE

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

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

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

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

2.04 Standards relating to certification endorsements.

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

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

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

3.00 STATUTORY AUTHORITY

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

4.00 MEMBERSHIP

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

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

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

4.01 Higher Education

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

4.02 School Governance

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

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

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

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

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

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

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

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

4.03 Teachers

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

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

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

5.00 ALTERNATES

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

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

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

6.00 METHOD OF SELECTING MEMBERS AND ALTERNATES

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

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

7.00 LENGTH OF TERM

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

8.00 NCTE OFFICERS

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

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

Governance, Higher Education, Teachers.

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

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

9.00 EXECUTIVE COMMITTEE

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

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

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

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

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

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

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

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

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

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

9.01I Annually approve a calendar of anticipated endorsement reviews.

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

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

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

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

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

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

10.00 STANDING COMMITTEE OFFICERS.

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

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

11.00 STANDING COMMITTEES

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

11.01 Responsibilities of the Standing Committees shall be to:

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

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

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

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

12.00 COLLEGE APPROVAL

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

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

13.00 MEETINGS OF NCTE

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

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

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

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

14.00 VISITORS COMMENT PERIOD

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

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

15.00 AMENDMENTS TO THESE ORGANIZATIONAL POLICIES

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

16.00 EXPENSES

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

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

17.00 PROCEDURES FOR ENDORSEMENT REVISION

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

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

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

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

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

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

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

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

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

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

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

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

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

17.04 Ad Hoc Procedures

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

17.04A Review Nebraska endorsement requirements for the specific area.

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

Professional Teaching Standards.

17.04C Review Nebraska and national supply and demand data.

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

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

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

17.04G Present endorsement revisions to the NCTE Executive Committee.

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

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

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

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

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



PROPOSED AGENDA ITEM RATIONALE

DATE August 4, 2022

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

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

PROPOSED AGENDA ITEM:

Grant the Commissioner the authority to contract with MTW Solutions, LLC for services and continuing support for the Nebraska Department of Education Grants Management System for the period July 1, 2022, through June 30, 2023.

RATIONALE/BACKGROUND INFORMATION:

Grant Management System Overview

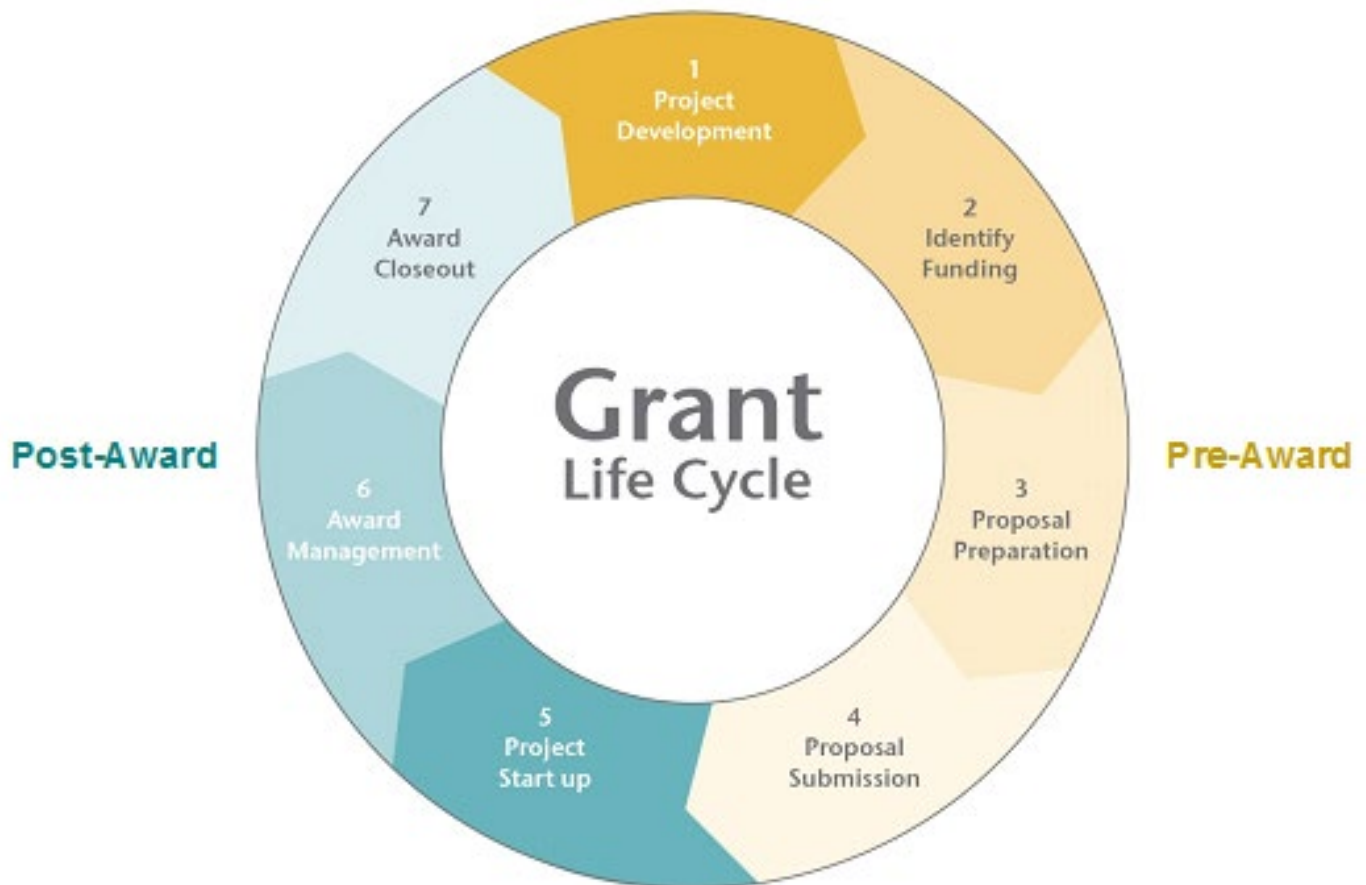
A Grant Management System (GMS) is a web-based platform that supports the management of the entire grant life cycle. A GMS system promotes efficiency, effectiveness and supports risk management while catering to the special needs of each grant. The system strengthens application submission, evaluation/approval, fund allocation, reporting, monitoring, performance management, risk management, and data analysis.

The NDE Grant Management System (GMS)

The NDE grant management technology is a fundamental instrument for successfully supporting federal grant planning, tracking, communication and sets a vision throughout the life cycle of a grant:

- **RECIPIENT SUPPORT** - The GMS streamlines allocations and facilitates interaction among all stakeholders involved in the grant management process and supporting them in discharging their functions. The technology allows grant recipients to submit applications, assurances, plans, tracking, and reimbursement online. Financial and narrative reporting can therefore be done in real time, together with any project revisions. The system provides for real time tracking of processes, tasks, reminders, and feedback.

- **ADMINISTRATIVE SUPPORT** – The GMS is a robust mechanism allowing fund managers to oversee and monitor business processes. The system is integrated with other systems, including, application approval, awarding, program/budget management tracking, program evaluation, tracking results, financial auditing, and database integration. This real time access to data allows administrator to quickly provide information and analysis on questions raised both at the field, agency, state, or federal levels.
- **FISCAL ACCOUNTABILITY** - With federal grant funding accounting for 23% of the Department’s pass-through aid and 66% of its total operations, the GMS system strengthens NDE’s capacity to effectively implement a risk based management approach and accountable financial stewardship for approximately 30 federal grants, seven thousand recipients, and \$1,250,000,000 in funds. A grant is more or less a contract - the system supports fund managers in the implementation of due diligence processes and agreed upon control mechanisms.
- **INFORMATION MANAGEMENT CAPACITY** – the GMS also allows for proper monitoring and accounting of fund management performance. The system provides analysis of the speed and the quality of different processes, including allocations, disbursement of funds, monitoring, reporting and audits.



Historical Information

The Department:

- conducted a formal Request for Proposal bidding process in 2003 to select this contractor,
- has continued to contract with MTW since that time with no increases in hourly support billing or software licensing,
- conducted a formal Request for Information process in 2017 and Department staffs' analysis and recommendation was to continue to contract with MTW, and
- prepares to deploy an RFP process in FY 2023 with modernization improvements. Changing contractors over the assessment, development, and beginning integration stages would seriously disrupt services to school districts, Education Service Units, and the NDE.

PROPOSED BOARD MEETING (MONTH/YEAR):

August 2022

ESTIMATED COST:

Up to \$250,000 for services identified within the vendor support proposal

2022 vs. 2023 Support Comparison:

2022 Amounts:

Hourly Support (Not To Exceed) - \$105,500

Change Requests (Not To Exceed) - \$50,500

Hosting - \$27,000

Product Maintenance – (\$54,000)

Total - \$237,000

2023 Proposed Amounts:

Hourly Support (Not To Exceed) - \$105,500

Change Requests (Not To Exceed) - \$50,500

Hosting - \$27,000

Product Maintenance – (\$67,000) – (\$7K of this increase is for a new Fiscal Dashboard)

Total - \$250,000

FOR CONTRACTS AND GRANTS:

- Indicate the Funding Source: Approximately 90% Federal Funds and 10% General Funds
- New or Renewal: Renewal
- If renewal, date of first approval: July 2004



PROPOSED AGENDA ITEM RATIONALE

DATE: July 21, 2022

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

FROM: Kristin Yates, NDE Information Systems Officer

PROPOSED AGENDA ITEM:

Authorize the Commissioner to amend the contract with Student1 to continue improvements NDE Central Data Repository and ADVISER LDS and to maintain Level 4 technical support related to integration of Ed-Fi technologies pursuant to 2019 Federal SLDS Grant terms.

RATIONALE/BACKGROUND INFORMATION:

NDE is currently undergoing a multi-year design and analysis project connected to the implementation of the Nebraska Central Data Repository and ADVISER. 2022-23 work will focus on development of additional CDR components, cloud installation and deployment of ADVISER LDS and additional data mapping. Level 4 technical support will also be continued. The current contract is being amended to harmonize the 2022-23 scope of work with the remaining scope of work from prior contract #40283 and adjust the estimated cost of the contract to account for additional 2022-23 scope of work after harmonization. Additional information on the 2022-23 scope of work is attached as Appendix A.

PROPOSED BOARD MEETING (MONTH/YEAR): August 2022

ESTIMATED COST: \$665,450 total (\$313,420 base contract amount approved January 2022; up to \$352,030 additional funding authorized per this agenda item)

FOR CONTRACTS AND GRANTS:

- Indicate the Funding Source: Federal SLDS 2019 Grant Funds and General Funds
- New or Renewal: Renewal (Amendment)
- If renewal, date of first approval: January 7, 2022

Appendix A

NDE IT Services and Central Data Repository (CDR) Implementation

2022-2023 Statement of Work

Introduction

The Nebraska Department of Education (NDE) has undertaken a transition to providing effective near real-time data collection and integration for Nebraska's schools. This transition includes the integration and expansion of Ed-Fi technologies for data transmission, storage, and use. More specifically, it includes the use of the Ed-Fi API and Operational Data Store (ODS), complemented by other technologies.

Student1 will provide business analysis, component development and implementation, and technical support to ensure a seamless transition toward interoperability.

Scope

This engagement expands upon analysis and development work completed under prior related agreements. It includes three major lines of work: 1) the remaining development and implementation tasks for components of the Central Data Repository (CDR), 2) Level 4 technical support services related to the existing Ed-Fi implementation, and 3) additional deliverable-based small projects necessary to support this effort. Moreover the scope retargets the work from on-premise to Azure to reflect NDE's strategic move in that direction.

CDR Implementation

Analysis and architectural design work conducted during Central Data Repository, Phase 1 recommended the following data pipelineⁱ as the core of NDE Central Data Repository, and as depicted in the following figure.

- The **NEEDS Database** (previously referred to as the "Data Lake") consolidates external and legacy data stores into one location for staging for integration and analytics.
- The **ADVISER ODS API** to integrates and unifies operational data from multiple applications, wither through batch (ETL) or transactional (API) integrations. Assessment files are loaded using the **Data Import Tool**.
- **ADVISER Validation System** performs additional business rule validations on the ODS data and provides an interface for districts to correct the data in source systems.
- The **ADVISER Longitudinal Data System (LDS)** representing the "source of authority" for integrated longitudinal data. The ADVISER LDS combines the previous concepts of the NDE Data Hub and the NDE Accountability Data Store.
- The **MetaEd tool** is used to manage the unified data model and Nebraska-specific extensions and to generate the ADVISER ODS and API, the ADVISER LDS and API and its loader.
- The **ADVISER Data Warehouse** provides a dimension view of important longitudinal data to power dashboards and reporting, including the **ADVISER Dashboards**.

- **Data marts** provide curated data to support analytics, reporting, dashboards, portals, and curated APIs.

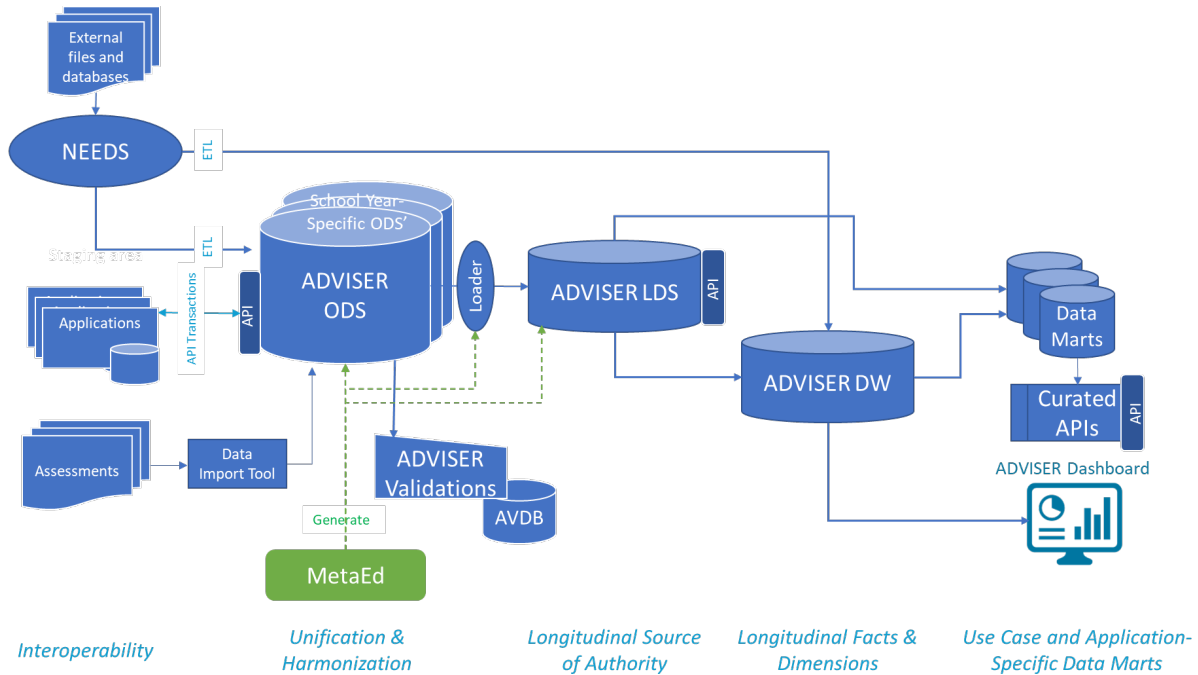


Figure 1 ADVISER Data Pipeline

This architecture leveraged existing components, but required the development of the ADVISER LDS, a multi-year variant of the Ed-Fi ODS.

A set of high priority data sources were identified for mapping and ETL into the data pipeline as shown in table below. The Ed-Fi ODS has been operational for 2019, 2020, 2021 and 2022 and populated school-year-specific ODS exist for those years. Historical data is to be mapped from NSSRS collections from NDESQL_04_STGMART_SCHOLWHS for 2008-2018 via a set of school-year specific ODS' created for that purpose.

Table 1 High Priority Data Sources

Data Domain	Source	Mapping
Descriptors	2022 ODS	Baseline latest descriptor set and augment for prior values as needed
Education Organizations	NDESQL01_DataWarehouse_dbo	AGENCIES table for each year
Courses	NDESQL01_DataWarehouse_dbo	luCourseCodeByYear
Student	NDESQL_04_STGMART_SCHOLWHS	STUDENT table plus supporting tables
School Enrollment	NDESQL_04_STGMART_SCHOLWHS	SCHOOL_ENROLL table plus supporting tables
Student Course Enrollment and Grades	NDESQL_04_STGMART_SCHOLWHS	STUD_GRADES table plus supporting tables

Data Domain	Source	Mapping
Assessments	NDESQL_04_STGMART_SCHOLWHS	ASSESSMENT_FACT plus supporting tables
Special Education	NDESQL_04_STGMART_SCHOLWHS	SPECIAL_ED_SNAP plus supporting tables
Programs	NDESQL_04_STGMART_SCHOLWHS	PROGRAMS FACT plus supporting tables
Title I	NDESQL_04_STGMART_SCHOLWHS	TITLE1_PROGRAMS plus supporting tables
Staff	NDESQL_04_STGMART_SCHOLWHS	STAFF and supporting tables
Staff Assignment	NDESQL_04_STGMART_SCHOLWHS	STAFF_ASSIGNMENT and supporting tables
Special Education (2008 only)	NDESQL01_SESIS_dbo	NDESQL01_SESIS_dbo.SESIS_UPLOAD_DATA_Active_20072008_AS_OF_12_01_2007 and NDESQL01_SESIS_dbo.SESIS_UPLOAD_DATA_Exits_20072008_AS_OF_10_16_2008 tables
Finance	NDESQL01_SFOScollections_dbo	AFR, AAFRDesc, and AFRESu tables
AdultEd	Reports requested from LACES	Map reports into Ed-Fi ODS extended data model
Grants Management	Grant Awards and Grant Expenditure Reports	Map reports into Ed-Fi ODS data model extension
Nutrition	FNS10 report	Map aggregate data from report directly into the data warehouse
ECPRS	To be defined	

CDR Components for Development and Implementation Tasks

This agreement continues development and implementation of CDR components, including:

- Remaining development, QA, and installation of the ADVISER LDS
- Mapping of remaining NEEDS data sources
- Development of ETL packages for each source data system.

ADVISER Longitudinal Data System (LDS)

ADVISER LDS development was fully outlined and organized into the following tasks and subtasks during the initial implementation of CDR, Phase 2 under a prior agreement:

1. *ADVISER LDS Creation*
 - 1.1. *Create LDS and Data Processing (completed May 2021)*
 - 1.2. *Support Definition and generation of Temporal Tables (completed October 2021)*
 - 1.3. *Process Only Changes (completed November 2021)*
2. *ADVISER LDS API*
 - 2.1. *LDS API GET Behavior (completed January 2022)*
 - 2.2. *LDS Get on Descriptors and Year-Based Filtering*
 - 2.3. *LDS API Authorization*
3. *Installation and deployment of LDS plus prior year ODSs*

This agreement will include the completion of the remaining deliverables in a cloud environment. The effort will move data from the 2021 and 2022 ODSs into the LDS to verify the correct handling of

multiple years' worth of data. The LDS installation and deployment deliverable will be expanded to allow for complexities of a cloud implementation and will also include the upgrade of the 2021 ODS to a comparable version to 2022 to accommodate final acceptance testing.

Data Source Mapping and Schema Extensions

The following data sources were identified for movement into the ADVISER LDS and/or the ADVISER Data Warehouse.

- Course, Education Organization, and NSSRS Student, Staff, and Assessments
- Special Education 2008
- Finance
- Nutrition
- Grants Management
- Adult Education
- Early Childhood Professional Record System (ECPRS)

The mapping efforts for NSSRS Student and Staff, Special Education 2008, and Finance were completed under the previous agreement. Student1 will evaluate the data above for each of the remaining data sources listed above, map the appropriate data into the Ed-Fi schema, define any necessary Ed-Fi extensions, and create related data warehouse fact and dimension tables and mappings.

As shown in Table 1, certain sources (specifically AdultEd, Grants Management, and Nutrition) may be better to map from reports rather than pull from their application database. This is precipitated when the application has complex logic that is not easily discerned from the data alone. In addition, when aggregate information only is available, as with Nutrition, the mapping will be to an extended data warehouse schema and not be processed via the ODS and LDS.

Each of the data sources have the following subtasks:

- Research the data source, determine data to map, and determine if the source data is appropriate to load into the LDS or should be directly loaded to the ADVISER DW
- Work with NDE to determine which data should be moved based upon operational and research objectives
- Identify and resolve any issues with keys
- Define any extensions to the Ed-Fi schema
- Resolve the code lists (descriptors) for those database elements to be mapped
- Map the database tables to the extended Ed-Fi schema in MappingEDU
- Extend the data warehouse schema, as required to accommodate the mapped data
- Map the extended Ed-Fi schema to the extended data warehouse schema

In areas requiring extension, Student1 will provide proposed UML and data handbook data model extensions. Student1 will coordinate, as necessary, with NDE, the Ed-Fi Alliance, and other interested parties in the Ed-Fi community regarding any proposed extensions. Note: NDE may choose to delay ECPRS mapping to better align the work with the Early Childhood Integrated Data System.

Student1 will also document the new data included in the ADVISER Data Warehouse to support development or reporting issues associated with the DW.

CDR ETL

Based on analysis and technology selection work conducted under a prior agreement, the CDR ETL effort will include two categories of DataStage ETL—one set to move information from data source systems into the single-year ODSs and a second set to move data from the ADVISER LDS into the ADVISER DW.

Student1 and its subcontractors will create one or more ETL packages to move data from the following identified sources:

- NSSRS Student and Staff (historical collection; one-time load)
- Special Ed-2008 (historical collection; one-time load)
- Finance
- Nutrition
- Grants Management
- Adult Education
- ECPRS

Data will be sourced from the NEEDS database or from source system outputs, as determined during the mapping process. Some data will be loaded into the ADVISER LDS and subsequently into the ADVISER Data Warehouse. Data sources that offer aggregate data will be loaded directly into the ADVISER Data Warehouse.

Generally, the ETL efforts will include:

- Development of one or more ETL packages to move data from the source into the ADVISER LDS (or, in selected cases, directly into the ADVISER DW) based on mappings in MappingEDU
- Confirmation by NDE that data were correctly moved from the source to the destination
- Remediation to correct identified issues
- Code review of the ETL packages, with an emphasis on packages related to active collections that will require maintenance by NDE staff

A second set of ETL will be developed to move all new data from the LDS into the ADVISER DW. Since data from mapped source systems will now be scattered throughout the Ed-Fi schema, the LDS to DW ETL will no longer be divided by source.

Technical Support

Student1 will continue to offer Level 4 Ed-Fi technical support regarding issues documented and raised via JitBit. Team members will act as an extension of NDE's agile Ed-Fi team and provide a complementary set of skills and experience to the existing NDE support structure.

Student1 team members will follow the existing service level agreement (SLA) and comply with response timelines and update protocols based on issue severity. Senior team members will review the issue and offer guidance or a suggested response to NDE staff. If the NDE team determines that Student1 should complete the fix, change or enhancement, Student1 will assign appropriate personnel and will continue to communicate regarding any issues or changes to the proposed timeline. If a fix is large enough, it may become a deliverable-based project.

Deliverable-based Projects

As in the prior contract, NDE may elect to work with Student1 on deliverable-based projects under this agreement. Deliverable-based projects may include, but are not limited to, modifications or extensions to existing systems, new functionality, or architecture or operational design.

Proposed deliverable-based projects will be outlined in a short proposal including the scope of the desired enhancement or new functionality, available budget, timeline, and acceptance criteria. The feasibility of the project will be reviewed based upon the resources and hours required to complete the work. Written approval from NDE and Student1 via email is required to initiate the work.

If the project requires an amendment to the current contract, work will not begin until the amendment is fully executed by NDE and Student1.

Deliverable Pricing

Costs for deliverable-based projects will be based on the development, testing, and business hours, as well as any travel or materials, required to fulfill initial high-level functionality requirements.

Deliverables and associated timelines will be explicitly delineated in a contract attachment and will be tracked separately from support hours. Final user review and deliverable approval will be conducted by designated NDE staff.

Travel

Travel will be conducted as necessary to support requirements gathering, stakeholder engagement, or project planning. Travel expenses will be reimbursed based on actual costs and will follow NDE expense guidelines.

Budget and Invoicing

This support agreement will include a fixed monthly fee of \$2,700 to manage the project and monitor tickets. Level 4 support will be provided at an hourly rate based on the resource(s) required. Expert Ed-Fi resources will bill at \$175/hour; junior development resources will bill at \$100/hour.

All scoped deliverables will be billed on a fixed-fee basis according to the price chart provided below. Deliverable-based projects yet to be scoped will be billed on a fixed-fee basis as agreed upon by NDE and Student1. Changes may be made to the contract deliverables at any time during the contract term through the mutual written agreement of NDE and Student1, not to exceed the total contract amount.

Deliverable Pricing and Schedule

Deliverable	Price	Target Delivery Month
Project Management and Level 4 Support	\$60,650	
Monthly Management Fee/Project Management (\$2,700/month)	\$32,400	Monthly
Expert Ed-Fi Resources (\$175/hour; 90 hours total)	\$15,750	As needed
Junior Developer (\$100/hour; 125 hours total)	\$12,500	As needed
Projects		
ADVISER LDS		
<i>ADVISER LDS API: LDS GET on Descriptors and Year-Based Filtering</i>	\$25,600	May 2022
<i>ADVISER LDS API: LDS API Authorization</i>	\$30,560	May 2022
<i>QA, Installation, and Deployment of LDS in Cloud Environment and 2021 ODS Upgrade</i>	\$14,080 \$42,240	July 2022
Source Data Mapping and Documentation		
<i>Grants Management ODS Mapping</i>	\$31,700	April 2022
<i>Adult Education ODS Mapping</i>	\$18,300	April 2022
<i>Nutrition ODS Mapping</i>	\$11,700	July 2022
<i>NECPRS ODS Mapping</i>	\$29,700	September 2022
<i>Data Warehouse Schema and Mapping</i>	\$41,500	September 2022
<i>Data Dictionary</i>	\$10,000	October 2022
CDR ETL		
<i>NSSRS ETL</i>	\$55,000	September 2022
<i>Special Education 2008 ETL</i>	\$22,000	September 2022
<i>Finance ETL</i>	\$22,000	October 2022
<i>Grant Management System ETL</i>	\$31,500	October 2022
<i>Nutrition ETL</i>	\$31,500	November 2022
<i>Adult Education ETL</i>	\$31,500	November 2022
<i>ECPRS ETL</i>	\$31,500	December 2022
<i>LDS to DW ETL</i>	\$80,000	January 2023
Deliverable-Based Projects	\$50,000	
Travel	\$5,000	
Total 2022-2023 Contract Value	\$637,290 \$665,450	

Student1 will submit a single monthly invoice for all task lines with appropriate justification.

ⁱ *Statewide Longitudinal Data Systems Grant Program Architectural Analysis*, Nebraska Department of Education, 30 November 2020.



PROPOSED AGENDA ITEM RATIONALE

DATE: July 20, 2022

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

FROM: Mary Kunes-Neary, Project Director, CPAP 2.0 Grant
Lindy Foley, Nebraska VR Office Administrator

PROPOSED AGENDA ITEM: Authorize the Commissioner to renew the contract with the Institute for Community Inclusion (ICI) University of Massachusetts-Boston for October 1, 2022-September 30, 2023.

RATIONALE/BACKGROUND INFORMATION: Nebraska VR was awarded a five year, Rehabilitation Services Administration (RSA) Rehabilitation Training: Disability Innovation Fund — Career Advancement Initiative Model Demonstration Project Grant for \$8,469,796. This grant began on October 1, 2021 and ends September 30, 2026. The Nebraska grant is similar to the Nebraska Career Pathways Advancement Project (CPAP) grant awarded in 2015. The new grant is named CPAP 2.0 and has similar criteria to the 2015 grant:

- providing for the upskill/backfill model
- advancing clients in their current career pathway or a different career pathway
- dual customer approach serving both businesses and past Nebraska VR clients

CPAP 2.0 will contact over 2200 past successfully closed Nebraska VR clients in the FY 2017-FY 2020 who were employed successfully in the career pathways of administrative support, architecture/construction, health science, lodging, manufacturing, professional sales, restaurant & food beverage service or transportation, distribution and logistics (TDL). Also 717 past Nebraska VR clients closed in the FY 2017-FY 2020 who were receiving Social Security benefits and closed successfully in any career pathway will be contacted. CPAP 2.0 will contact over 400 businesses to partner with upskilling incumbent workers. Openings from upskilling incumbent employees will be backfilled with Nebraska VR clients. From this outreach, the goal of CPAP 2.0 is to successfully upskill 350 clients who will be working full time with an average wage of \$18.00 per hour and receiving employer benefits.

The Institute for Community Inclusion (ICI) at the University of Massachusetts-Boston will partner with Nebraska VR on the RSA Disability Innovation Fund — Career Advancement Initiative Model Demonstration Project. The ICI will continue to serve as an independent evaluator of Nebraska VR's CPAP 2.0 grant as written in the grant. In this role, the ICI evaluation unit is responsible for designing and executing the evaluation plan, aligning evaluation data collection, analysis, and reporting with Government Performance and Results Act (GPRA) measures, and generating evaluation reports documenting Nebraska VR's progress toward key objectives, challenges and strategies to address challenges and impact on targeted outcomes.

The key components of the evaluation will include:

- Progress reporting including RSA requested reports (biannually, GPRA measures)
- Process evaluation including document review, key informant interviews, surveys, and administrative data analysis to describe the implementation of the model demonstration in progress
- Fidelity assessment including developing a tool to measure fidelity of implementation and yearly assessment
- Outcome evaluation including administrative data analysis, surveys (participant, employer, and training provider), and qualitative interviewing of a subpopulation of participants and employers

The ICI will also provide training and technical assistance to Nebraska VR staff to implement the career advancement model by a) supporting the alignment of resources that facilitate and promote career advancement as an agency priority and b) increasing the capability (knowledge and skill of staff) to serve model demonstration participants effectively.

PROPOSED BOARD MEETING (MONTH/YEAR): August 2022

ESTIMATED COST: \$360,916

FOR CONTRACTS AND GRANTS:

- Indicate the Funding Source: Disability Innovation Fund-Career Advancement Initiative Model Demonstration Project PR/Award# H421C210021. Federal funding.
- New or Renewal: Renewal
- If renewal, date of first approval: November 5, 2021



PROPOSED AGENDA ITEM RATIONALE

DATE: July 20, 2022

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

FROM: Amy Rhone, Office of Special Education

PROPOSED AGENDA ITEM: Authorize Commissioner to renew NDE's contract with George Toman, Nebraska MTSS Leadership Consultant.

RATIONALE/BACKGROUND INFORMATION:

The contractor will provide consultation to NDE Office of Special Education Nebraska Multi-Tiered System of Supports, Part B – 611 Discretionary Project in the provision of support and coordination to the Nebraska NeMTSS Team.

NeMTSS is a framework that promotes an integrated system connecting general education and special education, along with all components of teaching and learning, into a high quality, standards-based instruction and intervention system that is matched to a student's academic, social-emotional and behavior needs. The goal of the NeMTSS State Plan is to provide an overview for MTSS practices in Nebraska and provide supports to Nebraska Schools in the development of their MTSS Framework and Systems. As such, it will chart the course for school-wide implementation from Pre-Kindergarten through graduation. The supports are devoted to explaining the essential elements of MTSS and the systematic implementation in schools. It is intended to help Nebraska Districts increase understanding of the various aspects of the system and to identify areas that warrant future professional development within a school setting. NeMTSS has been working to provide supports to school systems for over 12 years now. What began as a small grant within the University of Nebraska - Lincoln from the Department of Education has begun to build out a tiered system of support that now includes the grant with the University of Nebraska- Lincoln as well as NDE Consultants, a State Team, and Stakeholders informing decisions to build out Nebraska MTSS Support for schools.

The contractor was chosen because he has the specific experience and skill to meet the needs and requirements of the activities specified in this contract.

PROPOSED BOARD MEETING (MONTH/YEAR): August 2022

Project amount: \$55,000

FOR CONTRACTS AND GRANTS:

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



PROPOSED AGENDA ITEM RATIONALE

DATE: July 21, 2022

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

FROM: Zainab Rida, Ph.D.
Administrator, Office of Coordinated School Student Support & Services

PROPOSED AGENDA ITEM: Authorize the Commissioner to contract with Colyar Technology Solutions, Inc. for a period from September 1, 2022 to August 31, 2023 for the purpose of maintaining the .netCNP system and incorporating change requests.

RATIONALE/BACKGROUND INFORMATION: Nutrition Services implemented the web-based Child Nutrition Program (CNP) application and claiming system in 2000. The CNP System & Administrative Review module will require ongoing maintenance to insure uninterrupted service to schools and institutions.

The change requests will further enhance the software to increase efficiency of State agency staff, simplify operation for our SFAs (School Food Authorities) and ensure integrity of the system.

PROPOSED BOARD MEETING (MONTH/YEAR): August 2022

ESTIMATED COST: \$120,253

FOR CONTRACTS AND GRANTS:

- Indicate the Funding Source: USDA State Administrative Expense Funds
- New or Renewal: Renewal
- If renewal, date of first approval: 1998



PROPOSED AGENDA ITEM RATIONALE

DATE: July 28, 2022

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

FROM Zainab Rida, Ph.D.
Administrator Office of Coordinated School Student Support & Services

PROPOSED AGENDA ITEM: Authorize the Commissioner to contract with Children’s Hospital & Medical Center for the purpose of providing expertise on child health topics and intervention through a partnership with the Nebraska Healthy Schools Program.

RATIONALE/BACKGROUND INFORMATION: Children’s will continue to partner with the Nebraska Healthy Schools program to support the development of training and professional development in the area of health services, chronic care management, the reduction of childhood obesity, and behavioral health topics best practices and activities (population based and individual case management) as well as the management of COVID-19 education and risk mitigation, for the time frame from August 5, 2022 to August 4, 2022.

The agreement will utilize Children’s expertise to support the development of training, technical assistance and tools to educate school staff about Rule 59 management/seizure safe schools management, mental health supports and execution of workplan elements and strengthen partnership between NDE and Children’s to better support AWEARE LEAs, ESUs, and schools to reach best-practices for Mental/Behavioral Health supports.

PROPOSED BOARD MEETING (MONTH/YEAR): August 2022

ESTIMATED COST: \$137,342

FOR CONTRACTS AND GRANTS:

- Indicate the Funding Source: Federal- CDC 1801 Healthy Schools Funds and SAMHSA AWARE FY2021 grant funds
- New or Renewal: Renewal
- If renewal, date of first approval: 2018 and 2021



PROPOSED AGENDA ITEM RATIONALE

DATE: July 21, 2022

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

FROM: Melody Hobson

PROPOSED AGENDA ITEM: Authorize the Commissioner to sign an amendment to a contract with Teaching Strategies for training services.

RATIONALE/BACKGROUND INFORMATION: Teaching Strategies has prepared and offers trainings to early childhood educators regarding their curriculum entitled Creative Curriculum and in the use of their child assessment tool, Teaching Strategies GOLD. Teaching Strategies GOLD is used by school districts and Head Start grantees to assess infants, toddlers, and preschool students in their programs. Creative Curriculum is used in many school districts, Head Start, and community child care. Providing training for Nebraska that is accessible to Nebraska early childhood educators is a cost-effective way to improve program quality and child outcomes. A contract in the amount of \$29,448 was created in June 2022. The Office of Early Childhood Education determined that additional training would be needed throughout the next program year. An amendment adding 11 more days of training (Six more days of Teaching Strategies Gold training and five more days of Creative Curriculum training) has been prepared. The total amount for the original contract plus the amendment totals \$56,442.

PROPOSED BOARD MEETING: August 2022

ESTIMATED COST: \$56,442

FOR CONTRACTS AND GRANTS:

- Indicate the Funding Source: State Step Up to Quality General funds, and federal Child Care Development Funds.
- New or Renewal: Renewal
- If renewal, date of first approval: 2010



PROPOSED AGENDA ITEM RATIONALE

DATE: July 8, 2022

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

FROM: Melody Hobson

PROPOSED AGENDA ITEM: Grant the Commissioner the authority to approve a contract renewal with Emspace + Lovgren

RATIONALE/BACKGROUND INFORMATION: The Office of Early Childhood Education intends to renew a contract with Emspace + Lovgren for continuing a public engagement campaign. This will be a continuation of the statewide communications and public engagement project for Step Up to Quality, involving media services, creative development and assistance with new media use, social media marketing, earned media opportunities, and other innovative and creative methods to engage the identified audiences. The project will include website expansion, paid media and a local media strategy.

PROPOSED BOARD MEETING : August, 2022

ESTIMATED COST: \$200,000

FOR CONTRACTS AND GRANTS:

- Indicate the Funding Source: Federal Child Care and Development Fund
- New or Renewal: Renewal
- If renewal, date of first approval: This is the third contract awarded as the result of a Request For Proposals (RFP) issued in June 2020.



PROPOSED AGENDA ITEM RATIONALE

DATE: July 28, 2022

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

FROM: Cory Epler, Ph.D.
Academic Officer/Administrator of Teaching, Learning, and Assessment

Marissa Payzant, Ed.D.
Assistant Administrator of Teaching, Learning, and Assessment

PROPOSED AGENDA ITEM:

Consent Agenda Item: Authorize the commissioner to contract with American Institutes for Research (AIR).

RATIONALE/BACKGROUND INFORMATION:

In November 2021, the Nebraska State Board of Education formed an ad hoc committee to review the process used by the Nebraska Department of Education (NDE) to develop and/or revise content area standards. The final committee report included five recommendations, including “The NDE enlist the services of a contractor.” The contractor will complete a review of current standards development practices and processes and will suggest revisions to enhance and assure quality of content area standards development and implementation processes and procedures. The review process should include research related to standards-based education, a review of other state processes to develop/revise content area standards, and focus group interviews with key stakeholders (e.g. school leaders, teachers, policy makers, parents/families/caregivers, etc.). The final report should include recommendations for consideration. The work may begin as early as July 1, 2022 and the final report and recommendations should be completed by May 1, 2023.

The NDE contacted four organizations regarding this work: (1) Education Commission of the States (ECS), (2) American Institute for Research (AIR), (3) Council of Chief State School Officers (CCSSO), and (4) WestEd. AIR and WestEd expressed interest in submitting informal proposals. Upon an internal review of the proposals, AIR was recommended as the contractor. AIR has worked extensively with multiple SEAs, including the NDE, in facilitating the development of common language and processes for standards revision and implementation across divisions and departments. Notably, the proposal from AIR included additional support from the Region 11 Comprehensive Center (R11CC). The R11CC, serving Nebraska, North Dakota, South Dakota, and Wyoming, is one of 19 regional centers across the nation that help state education agencies (SEAs) to implement, scale, and sustain evidence-based programs, practices, and interventions that support improved

educator and student outcomes. The partnership with R11CC allows for focus groups and stakeholder interviews to be conducted to inform the evaluation.

PROPOSED BOARD MEETING (MONTH/YEAR): August 2022

ESTIMATED COST: \$49,999

FOR CONTRACTS AND GRANTS:

- Indicate the Funding Source: General Funds (Commissioner's Office)
- New or Renewal: New Contract



PROPOSED AGENDA ITEM RATIONALE

DATE: July 18, 2022

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

FROM: Melody Hobson

PROPOSED AGENDA ITEM: Authorize the Commissioner to approve continuation grants to the specified Educational Service Units for Early Childhood Coach Consultation

RATIONALE/BACKGROUND INFORMATION: Coaching is an evidence-based practice shown to be effective in improving early childhood program quality. Like teachers, coaches benefit from reflection and support to improve their practice. The Nebraska Department of Education (NDE) Office of Early Childhood Education partnered with the Department of Health and Human Services to allocate a portion of the Child Care and Development Fund (CCDF) which was sub-granted to the NDE for Early Childhood Coach Consultation.

Educational Service Unit (ESU) 1 and ESU 13 have held grants from NDE that combined the work of the Early Childhood Coach Consultant with the work of the Early Childhood Multi-Tiered System of Support (EC MTSS) Facilitator. The number of early childhood coaching initiatives has grown in the past year. With that, the number of early childhood coaches needing support has also grown. The need has required that the Early Childhood Coach Consultant position in these regions to expand to become a full-time position independent of the EC MTSS facilitator work. The amounts per grant are listed below.

- ESU 1 \$99,153
- ESU 13 \$99,153

PROPOSED BOARD MEETING (MONTH/YEAR): August 2022

ESTIMATED COST: \$198,306

FOR CONTRACTS AND GRANTS:

- Indicate the Funding Source: Federal Child Care Development Funds
- New or Renewal: Renewal
- If renewal, date of first approval: 2021 – originally a combined position funded by the Offices of Early Childhood Education and Special Education



PROPOSED AGENDA ITEM RATIONALE

DATE: July 25, 2022

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

FROM: Melody Hobson and Brad Dirksen

PROPOSED AGENDA ITEM: Grant the Commissioner the authority to approve hiring of a fixed-term grant-funded Program Specialist to lead competency-based early childhood teacher certification work

RATIONALE/BACKGROUND INFORMATION: The Nebraska Department of Education is partnering with a coalition of Nebraska entities including the University of Nebraska system, Buffett Early Childhood Institute, the Nebraska Association for the Education of Young Children, and the Department of Health and Human Services on a grant entitled Responsive Equitable System for Preparing Early Childhood Teachers across Nebraska (RESPECT). The RESPECT grant will focus on the following three interrelated aims that will build an innovative system for preparing early childhood educators:

- Aim 1. Build a competency-based framework that defines common expectations for educator preparation, credentialing, and licensing across all early childhood settings.
- Aim 2. Collaborate with local communities to ensure the competency-based curriculum and accessible pathways are implemented in ways that are contextually grounded and culturally relevant.
- Aim 3. Develop accessible pathways and support mechanisms to ensure all members of Nebraska's early childhood workforce have equitable opportunities to earn a bachelor's degree in early childhood education and teaching certification.

The RESPECT grant funding began July 1, 2022 and will continue for the next 30 months.

A staff person to lead work designing methods for assessing competencies using a credit-based approach and collaboration to design "stackable" teaching credentials is necessary to ensure success of the grant. Funding for this position is written into the budget of the three-year grant. This grant is being funded from a private funding source. The Early Educator Investment Collaborative

PROPOSED BOARD MEETING: August 2022

ESTIMATED COST: \$305,567 over the next three years to be funded by the RESPECT grant

FOR CONTRACTS AND GRANTS:

- Indicate the Funding Source: Private funding from the Bezos family foundation and Buffett Early Childhood Fund.
- This grant is new to the University of Nebraska and its partners (including the NDE).

State Board of Education Work Session

Thursday, June 2, 2022

Nebraska Innovation Campus, Banquet Hall, 2021 Transformation Drive, Lincoln, NE 68508

[Link to Agenda and Attachments](#)

[Link to Video of Meeting](#)

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

STATE BOARD WORK SESSION, Thursday, June 2, 2022, 9:00 a.m.

1. CALL TO ORDER

President Koch Johns called the meeting to order at 9:07 a.m.

1.1 Roll Call

Roll Call showed the following attendance:

Maureen Nickels
Deborah Neary
Lisa Fricke

Robin Stevens
Kirk Penner
Jacquelyn Morrison (arrived at 9:11 a.m.)

Patsy Koch Johns
Patti Gubbels

Commissioner Blomstedt was also in attendance.

1.2. President Koch Johns led the Pledge of Allegiance.

1.3. President Koch Johns announced the placement of the Open Meetings Act.

1.4. Meeting Protocol

Commissioner Blomstedt asked members of the public to be considerate of the proceedings of the meeting.

2. BOARD TRAINING

The State Board engaged in a work session with Linda Richards, Blane McCann and Sue Pressler from PRISM Advisors.

3. ADJOURNMENT

President Koch Johns adjourned the meeting at 11:24 a.m.

The State Board of Education will reconvene Friday, June 3, 2022, at 9:00 a.m. at Nebraska Innovation Campus, Banquet Hall, 2021 Transformation Drive, Lincoln, NE 68508.

STATE BOARD OF EDUCATION MEETING, Friday, June 3, 2022, 9:00 a.m.

1. CALL TO ORDER – President Patsy Koch Johns called the meeting to order at 9:03 a.m.

1.1 Roll Call

Roll Call showed the following attendance:

Maureen Nickels
Lisa Fricke
Deborah Neary

Robin Stevens
Kirk Penner
Jacquelyn Morrison

Patsy Koch Johns
Patti Gubbels

Commissioner Blomstedt was also in attendance.

1.2. President Koch Johns led the Pledge of Allegiance.

1.3. President Koch Johns announced the placement of the Open Meetings Act.

1.4. Meeting Protocol

Commissioner Blomstedt asked members of the public to be considerate of the proceedings of the meeting.

2. SPECIAL PRESENTATIONS

2.1. High Plains Community Schools Presentation

Commissioner Blomstedt deferred to Maureen Nickels to introduce High Plains Community Schools (Hordville, Polk, Clarks) Superintendent Kim Beran, PK-6 Elementary Principal Bre Helgoth and a student who presented about the programs at the elementary school.

2.2. Impact Story of ESSER Fund Investments

Lane Carr, NDE Representative, introduced Jolene Palmer, NDE Coordinated Student Support Services Director – School Safety and Chad Denker, Superintendent of David City Public Schools who presented to the Board on Safe2Help.

3. COMMISSIONER'S REPORT

3.1. Agenda Overview and Consent Agenda Process

3.1. Agenda Overview and Consent Agenda Process

Commissioner Blomstedt provided an overview of the Consent Agenda process

3.1.A. Agenda Item 5.3.I. requested to be removed for separate vote.

3.2. Board Operations Information

No report.

4. PRESIDENT'S REPORT

President Koch Johns delivered the President's Report.

5. CONSENT AGENDA

Motion by Maureen Nickels, second by Patti Gubbels to approve the Consent Agenda without agenda item 5.3.I.

Lisa Fricke: Yes

Patsy Koch Johns: Yes
Deborah Neary: Yes
Maureen Nickels: Yes
Robin Stevens: Yes
Patti Gubbels: Yes
Jacquelyn Morrison: Yes
Kirk Penner: Yes

The motion passed.

6. STANDING COMMITTEE REPORTS

6.1. **Executive Committee** – Robin Stevens, Vice Chair, reported on the Committee meeting.

6.1.A. Action Item: Approve the employment agreement between the State Board of Education and Matthew L. Blomstedt and his goals for July 1, 2022, through June 30, 2023.

Motion by Robin Stevens, second by Jacquelyn Morrison to approve the attached amendment to the employment agreement between the State Board of Education and Matthew L. Blomstedt.

Motion by Jacquelyn Morrison, second by Robin Stevens to go into Executive Session to discuss the contract proposal of this item to avoid needless injury to the reputation of an individual

Lisa Fricke: No
Patsy Koch Johns: No
Deborah Neary: No
Maureen Nickels: No
Robin Stevens: No
Patti Gubbels: No
Jacquelyn Morrison: No
Kirk Penner: No

The motion failed.

Motion by Jacquelyn Morrison, second by Deborah Neary to lay the main motion on the table to a time later in today's meeting.

Lisa Fricke: Yes
Patsy Koch Johns: Yes
Deborah Neary: Yes
Maureen Nickels: Yes
Robin Stevens: Yes
Patti Gubbels: Yes
Jacquelyn Morrison: Yes
Kirk Penner: No

The motion passed.

President Koch Johns called for a recess at 11:24 a.m. The meeting resumed at 11:33 a.m.

6.3.A. Action Item: Remove Schuyler Central High School from Priority School Designation

Motion by Patti Gubbels, second by Deborah Neary to remove Schuyler Central High School from Priority School Designation.

Shirley Vargas, NDE Representative, introduced the Schuyler Central Priority School team: Travis Steinhoff, Assistant Principal; Samantha Ludwig, 9-12 Assistant Principal; Dr. Joey Lefdal, Director of Student Services, 9-12 Principal; Brandi Zavadil, Instructional Coach, EL Transitional Counselor; Mr. Richard Brabec, Schuyler Central School Board President, Dr. Daniel Hoelsing, Superintendent. The team gave a report on their priority school plan.

Shirley Vargas, NDE Representative, recommended Schuyler Central High School be removed from priority school designation.

Lisa Fricke:	Yes
Patsy Koch Johns:	Yes
Deborah Neary:	Yes
Maureen Nickels:	Yes
Robin Stevens:	Yes
Patti Gubbels:	Yes
Jacquelyn Morrison:	Yes
Kirk Penner	Yes

The motion passed.

8. PUBLIC COMMENT PERIOD

8.1. The following individuals from the public spoke against the Health Standards: Amber Parker, Francis Kuhlman, Jeanne Greisen, Kelli Brady, Liz Davids, Mark Bonkiewicz, Monti Starkey, Stephanie Johnson, Wayne Smith.

Marni Hodgen spoke about the teacher shortages.

8.2. Written Public Comment

Submitted written public comments are linked through SPARQ in Board Agenda item number 8.2., SBOE Written Public Comment June 2022.

President Koch Johns called for a recess at 1:12 p.m. The meeting resumed at 1:51 p.m.

6.2. **Budget and Finance Committee** – Maureen Nickels, Chair, reported on the meeting of the Committee.

6.2.A. Monthly Board Travel Expense Report

There was no further discussion on this item

6.2.B. Review In-State Travel Authorization Reports

There was no further discussion on this item.

6.2.C Action Item: Accept the 2021 Annual Comprehensive Financial Report Audit

Motion by Maureen Nickels, second by Patti Gubbels to accept the 2021 Annual Comprehensive Financial Report Audit.

Lisa Fricke:	Yes
Patsy Koch Johns:	Yes
Deborah Neary:	Yes
Maureen Nickels:	Yes
Robin Stevens:	Yes
Patti Gubbels:	Yes

Jacquelyn Morrison: Yes
Kirk Penner Yes

The motion passed.

- 6.2.D. Action Item: Authorize the Commissioner to contract with Educational Service Unit #10 (ESU 10) to provide support to the ATP Education Program.

Motion by Maureen Nickels, second by Lisa Fricke to contract with Educational Service Unit #10 (ESU 10) to provide support to the ATP Education Program.

Lisa Fricke: Yes
Patsy Koch Johns: Yes
Deborah Neary: Yes
Maureen Nickels: Yes
Robin Stevens: Yes
Patti Gubbels: Yes
Jacquelyn Morrison: Yes
Kirk Penner Yes

The motion passed.

- 6.2.E. Action Item: Authorize the Commissioner to contract with Mary Phillips for services to prepare for, participate in, and/or facilitate IEP meetings under the direction of NDE

Motion by Maureen Nickels, second by Patti Gubbels to contract with Mary Phillips for services to prepare for, participate in, and/or facilitate IEP meetings under the direction of NDE.

Lisa Fricke: Yes
Patsy Koch Johns: Yes
Deborah Neary: Yes
Maureen Nickels: Yes
Robin Stevens: Yes
Patti Gubbels: Yes
Jacquelyn Morrison: No
Kirk Penner Yes

The motion passed.

- 6.2.F. Action Item: Authorize the Commissioner to contract with SPED Strategies to offer a Yearlong professional learning series to support teaching and learning for students with disabilities

Motion by Maureen Nickels, second by Patti Gubbels to contract with SPED Strategies to offer a Yearlong professional learning series to support teaching and learning for students with disabilities.

Lisa Fricke: Yes
Patsy Koch Johns: Yes
Deborah Neary: Yes
Maureen Nickels: Yes
Robin Stevens: Yes
Patti Gubbels: Yes
Jacquelyn Morrison: Yes
Kirk Penner Yes

The motion passed.

- 6.2.G. Action Item: Authorize the Commissioner to purchase new and replacement computer equipment, software licenses and maintenance agreements, and other technology supports for the NDE

Motion by Maureen Nickels, second by Lisa Fricke to purchase new and replacement computer equipment, software licenses and maintenance agreements, and other technology supports for the NDE.

Lisa Fricke:	Yes
Patsy Koch Johns:	Yes
Deborah Neary:	Yes
Maureen Nickels:	Yes
Robin Stevens:	Yes
Patti Gubbels:	Yes
Jacquelyn Morrison:	Yes
Kirk Penner	Yes

The motion passed.

- 6.3. **Planning and Evaluation Committee** – Patti Gubbels, Chair, reported on the meeting of the Committee.

- 6.3.B. Action Item: Authorize the Commissioner to contract with one or more contractor(s) to be determined for services and support to Nebraska’s Priority Schools for the period of July 1, 2022 through June 30, 2023

Motion by Deborah Neary, second by Patti Gubbels to contract with one or more contractor(s) to be determined for services and support to Nebraska’s Priority Schools for the period of July 1, 2022 through June 30, 2023.

Lisa Fricke:	Yes
Patsy Koch Johns:	Yes
Deborah Neary:	Yes
Maureen Nickels:	Yes
Robin Stevens:	Yes
Patti Gubbels:	Yes
Jacquelyn Morrison:	Yes
Kirk Penner	Yes

The motion passed.

- 6.3.C. Action Item: Authorize the Commissioner to contract with DRC for statewide assessment services in 2022-2023

Motion by Deborah Neary, second by Maureen Nickels to contract with DRC for statewide assessment services in 2022-2023.

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

Kirk Penner Yes

The motion passed.

- 6.3.D. Action Item: Authorize the Commissioner to contract with NWEA for statewide assessment services in 2022-2023

Motion by Patti Gubbels, second by Deborah Neary to contract with NWEA for statewide assessment services in 2022-2023.

Lisa Fricke: Yes
Patsy Koch Johns: Yes
Deborah Neary: Yes
Maureen Nickels: Yes
Robin Stevens: Yes
Patti Gubbels: Yes
Jacquelyn Morrison: Yes
Kirk Penner Yes

The motion passed.

- 6.4. **Rules and Regulations Committee** – Lisa Fricke, Vice Chair reported on the meeting of the Committee.

- 6.4.A. Report on Rules

Commissioner Blomstedt reported on the rules.

Title 92, Nebraska Administrative Code, Chapter 24 is with the Governor awaiting approval.

Title 92, Nebraska Administrative Code, Chapter 51 was approved by the Governor May 12, 2022.

- 6.4.B. Discussion Item: Bylaw B13, Rule Development

There was no further discussion on this item.

7. ADDITIONAL BUSINESS

- 5.3.I. Authorize the Commissioner to contract with Boys Town, USA to continue as the communications center for the LB 322 School Safety and Security Reporting System Act, specifically Safe2HelpNE

Motion by Maureen Nickels, second by Lisa Fricke to contract with Boys Town, USA to continue as the communications center for the LB 322 School Safety and Security Reporting System Act, specifically Safe2HelpNE.

Lisa Fricke: Yes
Patsy Koch Johns: Yes
Deborah Neary: Yes
Maureen Nickels: Yes
Robin Stevens: Yes
Patti Gubbels: Yes
Jacquelyn Morrison: Yes
Kirk Penner Yes

The motion passed.

6.1.A. Action Item: Approve the employment agreement between the State Board of Education and Matthew L. Blomstedt and his goals for July 1, 2022, through June 30, 2023.

Motion by Jacquelyn Morrison, second by Deborah Neary to take from the table the motion to approve the amendment to the employment agreement between the State Board of Education and Matthew L. Blomstedt and his goals for July 1, 2022, through June 30, 2023.

Lisa Fricke:	Yes
Patsy Koch Johns:	Yes
Deborah Neary:	Yes
Maureen Nickels:	Yes
Robin Stevens:	Yes
Patti Gubbels:	Yes
Jacquelyn Morrison:	Yes
Kirk Penner	Yes

The motion passed.

Motion by Robin Stevens, second by Jacquelyn Morrison to go into executive session to discuss the amendment to the Commissioner's contract and to prevent needless injury to the reputation of an individual and to seek legal advice.

Lisa Fricke:	Yes
Patsy Koch Johns:	Yes
Deborah Neary:	Yes
Maureen Nickels:	No
Robin Stevens:	Yes
Patti Gubbels:	Yes
Jacquelyn Morrison:	Yes
Kirk Penner	No

The motion passed.

At 3:31 p.m., the Board moved into Executive Session to discuss the amendment to the Commissioner's contract and to prevent needless injury to the reputation of an individual.

Motion by Robin Stevens, second by Jacquelyn Morrison to adjourn Executive Session at 5:06 p.m.

Lisa Fricke:	Yes
Patsy Koch Johns:	Yes
Deborah Neary:	Yes
Maureen Nickels:	Yes
Robin Stevens:	Yes
Patti Gubbels:	Yes
Jacquelyn Morrison:	Yes
Kirk Penner	Yes

The motion passed.

Motion by Maureen Nickels, second by Patti Gubbels to amend the amendment to the employment agreement section A by striking 2024 and inserting 2025.

Motion by Maureen Nickels, second by Patti Gubbels to postpone the main motion and amendment until the next meeting.

Lisa Fricke:	No
Patsy Koch Johns:	No
Deborah Neary:	No
Maureen Nickels:	Yes
Robin Stevens:	No
Patti Gubbels:	Yes
Jacquelyn Morrison:	No
Kirk Penner	No

The motion failed.

On the motion to amend the amendment to the employment agreement section A by striking 2024 and inserting 2025.

Lisa Fricke:	No
Patsy Koch Johns:	No
Deborah Neary:	No
Maureen Nickels:	No
Robin Stevens:	No
Patti Gubbels:	No
Jacquelyn Morrison:	No
Kirk Penner	No

The amendment failed.

Motion by Jacquelyn Morrison, second by Robin Stevens to call the question.

Lisa Fricke:	Yes
Patsy Koch Johns:	Yes
Deborah Neary:	Yes
Maureen Nickels:	Yes
Robin Stevens:	Yes
Patti Gubbels:	Yes
Jacquelyn Morrison:	Yes
Kirk Penner	Yes

The motion passed to end debate.

On the motion to approve the attached amendment to the employment agreement between the State Board of Education and Matthew L. Blomstedt.

Lisa Fricke:	No
Patsy Koch Johns:	No
Deborah Neary:	Yes
Maureen Nickels:	No
Robin Stevens:	Yes
Patti Gubbels:	No
Jacquelyn Morrison:	Yes
Kirk Penner	No

The motion failed.

9. INFORMATION ITEMS AND REPORTS

9.1. President Koch Johns referred Board Members to review information items and reports.

10. GOOD OF THE ORDER

(NONE)

11. ADJOURNMENT

President Koch Johns adjourned the meeting at 5:50 p.m.

The next regularly scheduled business meeting of the State Board of Education will be held on Friday, August 5, 2022, at 9:00 a.m. in Lincoln, Nebraska.

DRAFT



PROPOSED AGENDA ITEM RATIONALE

DATE: July 20, 2022

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

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

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

RATIONALE/BACKGROUND INFORMATION:

Early Childhood Education Grants

Proposed Board Action: Approve the amount for the 2022/23 Early Childhood Education Grants Expenditure Exclusion for the district shown on the attachment.

Rationale/Background information: Section 79-1028.01(2)(c) provides for the State Board to permit a district to exceed its budget authority for the general fund budget of expenditures for the amount received by the district for 2022/23 Early Childhood Education Grants if 2022/23 is the first year early childhood membership is included in the district's formula students. Department Staff have reviewed the request listed on the attachment and recommend approval. If approved, the school district may access additional budget authority. This request is applicable to the 2022/23 school district budget.

Native American Impact Aid

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

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

Reimbursement for Wards of the Court

Proposed Board Action: Approve the Reimbursement for Wards of the Court listed on the attachment as a Special Grant Fund.

Rationale/Background Information: Section 79-1028.01(1)(d) provides for the State Board to permit a district to exceed its budget authority for the general fund budget of expenditures for amounts received for Reimbursement for Wards of the Court as a special grant fund for budget limitation purposes. The Reimbursement for Wards of the Court listed on the attachments has been reviewed by Department Staff and appears to qualify as a special grant fund per State Statute Section 79-1003(39). If approved, the school district may access additional budget authority. This request is applicable to the 2022/23 school district budget.

Retirement Contribution Increase

Proposed Board Action: Approve the exclusion amount for a Retirement Contribution Increase for the district shown on the attachment.

Rationale/Background information: Section 79-1028.01(1)(e)&(f) provides for the State Board to permit a district to exceed its budget authority for the general fund budget of expenditures for a retirement contribution increase. Department Staff have reviewed the request listed on the attachment and recommend approval. If approved, the school district may access additional budget authority. This request is applicable to the 2022/23 school district budget.

Short-Term Borrowings

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

Rationale/Background Information: Section 79-1028.01(1)(d) provides for the State Board to permit a district to exceed its budget authority for the general fund budget of expenditures for amounts received for Short-Term Borrowings as a special grant fund for budget limitation purposes. The Short-Term Borrowing listed on the attachment has been reviewed by Department Staff and appears to qualify as a special grant fund per State Statute Section 79-1003(39). If approved, the school district may access additional budget authority. This request is applicable to the 2022/23 school district budget.

Special Supplementary Grant

Proposed Board Action: Approve the grant listed on the attachment as a Special Supplementary Grant.

Rationale/Background Information: Section 79-1028.01(1)(d) provides for the State Board to permit a district to exceed its budget authority for the general fund budget of expenditures for amounts received for Special Supplementary Grants from Corporations, Foundations, or Other Private Interests as special grant funds for budget limitations purposes. The individual grant listed on the attachment has been reviewed by Department Staff and appears to qualify as a special supplementary grant per State Statute Section 79-1003(39). If approved, the school district may access additional budget authority. This request is applicable to the 2022/23 school district budget.

Voluntary Termination Agreements

Proposed Board Action: Approve the exclusion amount for Voluntary Termination Agreements for the district shown on the attachment.

Rationale/Background information: Section 79-1028.01(1) (g), (i), (j), (k), provides for the State Board to permit a district to exceed its budget authority for the general fund budget of expenditures for expenditures for voluntary termination agreements. Department Staff have reviewed the request listed on the attachment and recommend approval. If approved, the school district may access additional budget authority. This request is applicable to the 2022/23 school district budget.

PROPOSED BOARD MEETING (MONTH/YEAR): August 2022

ESTIMATED COST: None.

**Requests Relative to the Budgeting Provisions
of the Tax Equity & Educational Opportunities Support Act
For the 2022/23 School Year
August 5, 2022**

Recommendation 1

Early Childhood Education Grants [Section 79-1028.01(2)(c)]

County-District Number	School District Name	Amount to be Approved
01-0090	Adams Central Public Schools	\$91,017.00
59-0002	Norfolk Public Schools	\$155,000.00
87-0013	Walthill Public Schools	\$150,000.00

Recommendation 2

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

County-District Number	School District Name	Amount to be Approved	School Year
87-0016	UMO N HO N Nation Public Schools	\$7,400,000.00	2022-23
54-0505	Isanti (Santee) Community Schools	\$4,500,000.00	2022-23
87-0013	Walthill Public Schools	\$1,725,000.00	2022-23
87-0017	Winnebago Public Schools	\$3,100,000.00	2022-23

Recommendation 3

Reimbursement for Wards of the Court [Section 79-1003(40)]

County-District Number	School District Name	Amount to be Approved
30-0025	Fillmore Central Public Schools	\$700,000.00
41-0504	Aurora Public Schools	\$25,000.00

Recommendation 4

Retirement Contribution Increase [Section 79-1028.01(1)(e)&(f)]

County-District Number	School District Name	Amount to be Approved
01-0090	Adams Central Public Schools	\$297,802.00
02-0018	Elgin Public Schools	\$49,348.00
02-0115	Summerland Public Schools	\$102,718.00
07-0006	Alliance Public Schools	\$241,327.00
09-0010	Ainsworth Community Schools	\$96,648.00
11-0014	Oakland-Craig Public Schools	\$101,072.00
11-0020	Lyons Decatur NE Public Schools	\$78,683.00
12-0056	David City Public Schools	\$186,383.00
12-0502	East Butler Public Schools	\$97,625.00
13-0022	Weeping Water Public Schools	\$70,642.00
13-0032	Louisville Public Schools	\$134,908.00
14-0008	Hartington Newcastle Public Schls	\$84,064.00
14-0045	Randolph Public Schools	\$61,253.00
19-0058	Clarkson Public Schools	\$55,407.00
22-0011	South Sioux Community Schools	\$752,675.00
22-0031	Homer Community School District	\$100,240.00

Recommendation 4 (Continued)**Retirement Contribution Increase [Section 79-1028.01(1)(e)&(f)]**

23-0002	Chadron Public Schools	\$194,206.00
23-0071	Crawford Public Schools	\$48,300.00
24-0004	Overton Public Schools	\$70,662.00
24-0101	Sumner-Eddyville-Miller Schools	\$65,685.00
26-0001	Ponca Public Schools	\$96,659.00
26-0070	Allen Consolidated Schools	\$51,835.00
27-0001	Fremont Public Schools	\$1,011,539.00
27-0062	Scribner Snyder Community Schls	\$58,347.00
27-0594	Logan View Public Schools	\$122,050.00
28-0010	Elkhorn Public Schools	\$1,980,629.00
28-0017	Millard Public Schools	\$3,737,572.00
28-0054	Ralston Public Schools	\$625,566.00
28-0059	Bennington Public Schools	\$600,527.00
30-0001	Exeter-Milligan Public Schools	\$73,213.00
30-0025	Fillmore Central Public Schools	\$118,158.00
32-0125	Medicine Valley Public Schools	\$53,115.00
33-0018	Arapahoe Public Schools	\$63,839.00
33-0021	Cambridge Public Schools	\$506.00
34-0100	Diller-Odell Public Schools	\$66,141.00
36-0100	Burwell Public Schools	\$54,085.00
37-0030	Elwood Public Schools	\$57,405.00
40-0002	Grand Island Public Schools	\$2,087,250.00
41-0504	Aurora Public Schools	\$281,969.00
45-0007	O'Neill Public Schools	\$179,168.00
45-0239	West Hold Public Schools	\$154,828.00
50-0503	Minden Public School	\$170,876.00
52-0100	Keya Paha County Schools	\$30,746.00
54-0501	Niobrara Public Schools	\$69,575.00
55-0001	Lincoln Public Schools	\$7,809,322.00
55-0145	Waverly School District	\$378,659.00
56-0001	North Platte Public Schools	\$645,765.00
59-0001	Madison Public Schools	\$121,856.00
59-0002	Norfolk Public Schools	\$882,139.00
59-0005	Battle Creek Public Schools	\$100,613.00
61-0004	Central City Public Schools	\$168,819.00
65-0011	Superior Public Schools	\$96,503.00
66-0027	Syracuse Dunbar Avoca Public Schls	\$172,804.00
66-0111	Nebraska City Public Schools	\$255,544.00
69-0044	Holdrege Public Schools	\$247,802.00
71-0001	Columbus Public Schools	\$1,070,132.00
71-0067	Humphrey Public Schools	\$70,925.00
72-0015	Cross Country Community Schools	\$86,970.00

Recommendation 4 (Continued)

Retirement Contribution Increase [Section 79-1028.01(1)(e)&(f)]

76-0068	Friend Public Schools	\$57,939.00
77-0037	Gretna Public Schools	\$1,069,036.00
78-0072	Mead Public Schools	\$64,375.00
78-0107	Cedar Bluffs Public Schools	\$87,738.00
79-0032	Scottsbluff Public Schools	\$782,083.00
85-0060	Deshler Public Schools	\$57,095.00
87-0001	Pender Public Schools	\$85,919.00
87-0016	UMO N Ho N Nation Public Schls	\$248,782.00
88-0005	Ord Public Schools	\$123,680.00
89-0024	Arlington Public Schools	\$136,469.00
90-0595	Winside Public Schools	\$67,045.00
91-0047	Blue Hill Community Schools	\$80,586.00
92-0045	Wheeler Central School District	\$31,504.00

Recommendation 5

Short-Term Borrowings [Section 79-1003(40)]

County-District Number	School District Name	Amount to be Approved
28-0054	Ralston Public Schools	\$5,000,000 .00
36-0100	Burwell Public Schools	\$500,000.00
41-0504	Aurora Public Schools	\$1,500,000.00

Recommendation 6

Special Supplementary Grant [Section 79-1003(40)]

County-District Number	School District Name	Amount to be Approved	Source
25-0054	Ralston Public Schools	\$100,000.00	Ralston School Foundation
		\$20,000.00	Region 24 Interagency Planning
		\$85,000.00	Learning Community Elementary
		\$155,000.00	Buffet Early Childhood Grant
28-0010	Elkhorn Public Schools	\$146,193.00	Elkhorn Public Schools Foundation
28-0017	Millard Public Schools	\$30,000.00	Hubbard Grant
		\$5,000.00	Walmart Foundation
		\$2,500.00	Midwest Dairy Council
		\$7,500.00	Fuel Up to Play 60
		\$18,500.00	Pacific Life Foundation
		\$4,000.00	Project Wee Care
		\$2,500.00	Cox Communication
		\$6,000.00	United Way Literacy Grant
		\$5,000.00	Target Foundation
		\$3,000.00	Omaha Community Foundation
		\$500,000.00	Douglas County ARP Grant
		\$3,000.00	Whole Kids Foundation
\$2,555,000.00	Millard Education Foundation Grants		

Recommendation 6 (continued)**Special Supplementary Grant [Section 79-1003(40)]**

55-0001	Lincoln Public Schools	\$2,000,000.00	PTO/PTA
		\$3,000,000.00	Foundation for Lincoln Public Schools
		\$750,000.00	United Way
		\$50,000.00	Woods
		\$600,000.00	University of Nebraska
		\$350,000.00	TeamMates
		\$1,250,000.00	Miscellaneous Grants
80-0005	Milford Public Schools	\$250,000.00	Anonymous Donor through Union Bank and Trust

Recommendation 7**Voluntary Termination Agreements [Section 79-1028.01(1)(g)]**

County-District Number	School District Name	Amount to be Approved
13-0022	Weeping Water Public Schools	\$36,000.00
23-0071	Crawford School District	\$28,778.00
27-0001	Fremont Public Schools	\$713,731.00
27-0594	Logan View Public Schools	\$46,523.00
28-0017	Millard Public Schools	\$962,498.00
28-0054	Ralston Public Schools	\$140,000.00
32-0125	Medicine Valley Public Schools	\$9,000.00
56-0001	North Platte Public Schools	\$78,650.00
66-0111	Nebraska City Public Schools	\$43,109.00
69-0044	Holdrege Public Schools	\$115,000.00
71-0001	Columbus Public Schools	\$179,390.00
92-0045	Wheeler Central Schools	\$34,000.00



PROPOSED AGENDA ITEM RATIONALE

DATE: July 25, 2022

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

FROM: Kevin Lyons, Director of School Finance & Bryce Wilson, Finance Officer, Office of Finance and Administrative Services

PROPOSED AGENDA ITEM:

Approve Request from School Districts for Payment of Half Their Total 2022/23 State Aid.

RATIONALE/BACKGROUND INFORMATION:

It is recommended that the State Board of Education grant payment of the following amounts to the school districts listed below, pursuant to the provisions of State Statute Section 79-1033:

Agency ID	Name	2022/23 Early Payment Amount
54-0505-000	Isanti Community Schools	\$1,995,147.00
87-0013-000	Walthill Public Schools	\$1,826,159.00
87-0016-000	Umo N Ho N Nation Public School	\$3,388,371.00
87-0017-000	Winnebago Public Schools	\$3,395,911.00

These amounts represent 50% of the total State Aid for the 2022/23 school year calculated pursuant to the Tax Equity and Educational Opportunities Support Act (TEEOSA).

Pursuant to State Statute Section 79-1033, a district that receives federal funds in excess of twenty-five percent of its general fund budget of expenditures may apply for early payment of State Aid paid pursuant to the TEEOSA when such federal funds are not received in a timely manner. Such application may be made at any time by a district suffering such financial hardship and may be for any amount up to fifty percent of the remaining amount to which the district is entitled during the current fiscal year. The State Board may grant the entire amount applied for or any portion of such amount if the State Board finds that a financial hardship exists in the district.

The districts listed above have documented financial hardship when federal funds have not been received in a timely manner. If approved by the State Board, payment will be made to the districts listed above on the last working day of September 2022.

PROPOSED BOARD MEETING (MONTH/YEAR):

August 2022

ESTIMATED COST:

None.



PROPOSED AGENDA ITEM RATIONALE

DATE: August 5, 2022

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

FROM: Leslie S. Donley
Assistant Attorney General

PROPOSED AGENDA ITEM: Appoint a Hearing Officer in NDE Case No. 22-18, *Robert Wilson v. Commissioner*

RATIONALE/BACKGROUND INFORMATION: Title 92, *Nebraska Administrative Code*, Chapter 21 (“Rule 21”), “Issuance of Certificates and Permits to Teach, Provide Special Services, and Administer in Nebraska Schools,” § 003.03, states that “[f]ailure by an applicant to submit accurate information in support of an application for certification or renewal is cause for denial or revocation of such certificate or permit.”

By letter dated July 5, 2022, you denied Petitioner’s application for a Nebraska Transitional teaching permit based on the following: (1) failure to disclose a 2006 misdemeanor conviction for Domestic Abuse (Assault and Battery) in the State of Oklahoma; (2) conviction of a misdemeanor involving abuse prohibited under Rule 21, § 005.01D; and (3) a finding that the Petitioner lacks the moral fitness to teach. *See* Neb. Rev. Stat. § 79-808 (Cum. Supp. 2020) and Rule 21, § 005.01E.

Pursuant to Rule 21, § 009.03, Petitioner has timely appealed your decision. Thus, appointment of a hearing office is necessary to conduct a hearing on this matter under the provisions of 92 NAC 61 (pertaining to contested case hearings).

PROPOSED BOARD MEETING (MONTH/YEAR): AUGUST/2022

ESTIMATED COST: Current Contract with Hearing Officer services are \$125/hr.

FOR CONTRACTS AND GRANTS:

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



PROPOSED AGENDA ITEM RATIONALE

DATE: July 18, 2022

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

FROM: Melody Hobson

PROPOSED AGENDA ITEM: Approve public school districts and Educational Service Units that have established early childhood education programs in accordance with the provisions of Rule 11: (92 NAC11), Regulations for the approval of Prekindergarten Programs Established by School Boards or Educational Service Units and for the Issuance of Early Childhood Education Grants.

RATIONALE/BACKGROUND INFORMATION: The public-school districts and Educational Service Units (ESUs) included for approval submitted the required reports and Statement of Assurance indicating compliance with Rule 11 for the school year 2020-21. The Nebraska Department of Education Office of Early Childhood Education staff verified compliance based on a review of information and follow-up with programs, as needed. Included in the attachment for this item are two lists. One list is for approval of all requirements, the other is for the district that submitted an affidavit for not meeting the required number of hours due to the pandemic.

PROPOSED BOARD MEETING: August 2022

ESTIMATED COST: N/A

Rule 11 Program Approval

District	ESU Operated	District	ESU Operated
Adams Central Public Schools		Cody-Kilgore Public Schools	
Ainsworth Community Schools		Columbus Public Schools	
Allen Consolidated Schools		Conestoga Public Schools	
Alliance Public Schools		Cozad Community Schools	
Amherst Public Schools		Crawford Public Schools	
Anselmo-Merna Public Schools		Creighton Public Schools	
Ansley Public Schools		Crete Public Schools	
Arapahoe Public Schools		Cross County Community Schools	
Arcadia Public Schools		David City Public Schools	
Arlington Public Schools		Deshler Public Schools	
Arnold Public Schools		Diller-Odell Public Schools	
Ashland-Greenwood Public Schools		Doniphan-Trumbull Public Schools	
Auburn Public Schools		Dorchester Public Schools	
Aurora Public Schools		Douglas County West Community Schools	
Axtell Community Schools		Dundy County Public Schools	
Bancroft-Rosalie Community Schools		East Butler Public Schools	
Banner County Public Schools		Educational Service Unit 03	
Battle Creek Public Schools		Educational Service Unit 13	
Bayard Public Schools		Elba Public Schools	
Beatrice Public Schools		Elgin Public Schools	
Bellevue Public School		Elkhorn Public Schools	
Bennington Public Schools		Elkhorn Valley Schools	
Bertrand Public Schools		Elm Creek Public Schools	
Blair Community Schools		Elmwood-Murdock Public Schools	
Bloomfield Community Schools		Elwood Public Schools	
Blue Hill Public Schools		Emerson-Hubbard Public Schools	
Boone Central Schools		Exeter-Milligan Public Schools	6
Boyd County School District #51		Fairbury Public Schools	
Broken Bow Public Schools		Falls City Public Schools	
Bruning-Davenport Unified System		Fillmore Central Public Schools	6
Burwell Public Schools		Franklin Public Schools	
Callaway Public Schools		Freeman Public Schools	
Cambridge Public Schools		Fremont Public Schools	
Cedar Bluffs Public Schools		Friend Public Schools	
Centennial Public Schools		Garden County Schools	
Central City Public Schools		Gering Public Schools	
Central Valley Public Schools		Gibbon Public Schools	
Centura Public Schools		Giltner Public Schools	
Chadron Public Schools		Gordon-Rushville Public Schools	
Clarkson Public Schools		Gothenburg Public Schools	

District	ESU Operated	District	ESU Operated
Grand Island Public Schools		Milford Public Schools	
Gretna Public Schools		Millard Public Schools	
Hampton Public Schools		Minatare Public Schools	
Hartington-Newcastle Public Schools		Minden Public Schools	
Harvard Public Schools		Mitchell Public Schools	
Hastings Public Schools		Morrill Public Schools	
Hay Springs Public Schools		Nebraska City Public Schools	
Hayes Center Public Schools		Neligh-Oakdale Schools	
Heartland Community Schools		Newman Grove Public Schools	
Hemingford Public Schools		Niobrara Public Schools	
Hershey Public Schools		Norfolk Public Schools	
High Plains Community Schools		Norris School District 160	
Hitchcock Co School System		North Bend Central Public Schools	
Holdrege Public Schools		North Platte Public Schools	
Homer Community Schools		Northwest Public Schools	
Howells-Dodge Consolidated Schools		Oakland Craig Public Schools	
Humboldt Table Rock Steinauer Schools		Ogallala Public Schools	
Humphrey Public Schools		Omaha Public Schools	
Isanti (Santee) Community Schools		O'Neill Public Schools	
Johnson County Central Public Schools		Ord Public Schools	
Johnson-Brock Public Schools		Osceola Public Schools	
Kearney Public Schools		Overton Public Schools	
Kenesaw Public Schools		Palmer Public Schools	
Kimball Public Schools		Palmyra District O R 1	
Lakeview Community Schools		Papillion-La Vista Public Schools	
Laurel-Concord-Coleridge Public Schools		Pawnee City Public Schools	
Leigh Community Schools		Paxton Consolidated Schools	
Lewiston Consolidated Schools		Pender Public Schools	
Lexington Public Schools		Perkins County Schools	
Lincoln Public Schools		Pierce Public Schools	
Litchfield Public Schools		Plainview Public Schools	
Loomis Public Schools		Plattsmouth Community Schools	
Louisville Public Schools		Pleasanton Public Schools	
Loup City Public Schools		Ponca Public Schools	
Loup County Public Schools		Ralston Public Schools	
Lyons-Decatur Northeast Schools		Randolph Public Schools	
Madison Public Schools		Ravenna Public Schools	
Malcolm Public Schools		Raymond Central Public Schools	
Maywood Public Schools		Red Cloud Community Schools	
Mc Cook Public Schools		Riverside Public Schools	
Mc Cool Junction Public Schools	6	Rock County Public Schools	
Mead Public Schools		Sargent Public Schools	
Medicine Valley Public Schools		Schuyler Community Schools	
Meridian Public Schools		Scottsbluff Public Schools	
		Scribner-Snyder Community Schools	
		Seward Public Schools	
		Shelby - Rising City Public Schools	

District	ESU Operated
Shelton Public Schools	
Shickley Public Schools	
Sidney Public Schools	
Silver Lake Public Schools	
Sioux County Public Schools	
South Central NE Unified System 5	
South Sioux City Community Schools	
Southern School Dist 1	
Southern Valley Schools	
Southwest Public Schools	
Springfield Platteview Community Schools	
St Edward Public Schools	
St Paul Public Schools	
Stanton Community Schools	
Stapleton Public Schools	
Sterling Public Schools	
Stuart Public Schools	
Summerland Public Schools	
Sumner-Eddyville-Miller Schools	
Superior Public Schools	
Sutherland Public Schools	
Sutton Public Schools	
Syracuse-Dunbar-Avoca Schools	
Tekamah-Herman Community Schools	
Thayer Central Community Schools	
Thedford Public Schools	
Tri County Public Schools	
Twin River Public Schools	

District	ESU Operated
Umo ho Nation Public Schools	
Valentine Community Schools	
Verdigre Public Schools	
Wahoo Public Schools	
Wakefield Community Schools	
Wallace Public School Dist 65 R	
Walthill Public Schools	
Wauneta-Palisade Public Schools	
Wausa Public Schools	
Waverly School District 145	
Wayne Community Schools	
Weeping Water Public Schools	
West Holt Public Schools	
West Point Public Schools	
Westside Community Schools	
Wheeler Central Schools	
Wilber-Clatonia Public Schools	
Wilcox-Hildreth Public Schools	
Winnebago Public Schools	
Winside Public Schools	
Wisner-Pilger Public Schools	
Wood River Rural Schools	
Wynot Public Schools	
York Public Schools	
Yutan Public Schools	

Rule 11 Program Approval
Did not meet 450 hour requirement, submitted affidavit

District	ESU Operated
Fort Calhoun Community Schools	



PROPOSED AGENDA ITEM RATIONALE

DATE: July 19, 2022

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

FROM: Melody Hobson

PROPOSED AGENDA ITEM: Approve renewal of the Rule 11 waiver request from ESU #13 and approve the annual operation of the early childhood program for the named educational service unit.

RATIONALE/BACKGROUND INFORMATION: Educational Service Unit (ESU) #13 is a Federal Head Start Grantee. Federal Head Start Performance Standards do not require each Grantee to have all classroom teachers to hold a teaching certificate. Educational Service Unit #13 is in compliance with Federal Head Start Requirements but not in compliance with Rule 11 Section 005.05A which requires each classroom teacher to have a valid Nebraska Teaching Certificate with appropriate early childhood endorsement. Legislation enacted in 2018 allowed districts and ESUs operating an early childhood program to apply for a waiver enabling them to be approved while employing one or more teachers who do not have a teaching certificate, but meet requirements set in Rule 11 for a waiver.

The minimum education needed to be eligible for a district/ESU to request a waiver approval follows:

003.02A4a Twelve graduate hours in early childhood education; or

003.024b Bachelor's degree or higher including 12 undergraduate hours in early childhood education, or

003.02A4c Associate's degree in early childhood education.

PROPOSED BOARD MEETING: August 2022

ESTIMATED COST: N/A



PROPOSED AGENDA ITEM RATIONALE

DATE: July 18, 2022

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

FROM: Melody Hobson

PROPOSED AGENDA ITEM: Approve the renewal of the Rule 11 teacher waiver for Ainsworth Community Schools and approve annual operation of the early childhood program for the named school district.

RATIONALE/BACKGROUND INFORMATION: Rule 11 Section 005.05A allows districts to seek a waiver for the teacher(s) if the teacher(s) meet the following minimum requirements:
003.02A4a Twelve graduate hours in early childhood education; or

003.02A4b Bachelor's degree or higher including 12 undergraduate hours in early childhood education, or

003:02A4c Associate Degree in early childhood education.

Ainsworth Community Schools received a Rule 11 teacher waiver in August 2021 and is requesting a renewal of that waiver. The teacher has made appropriate progress toward completing the requirements for an initial teaching certificate.

PROPOSED BOARD MEETING (MONTH/YEAR): August 2022

ESTIMATED COST: N/A



PROPOSED AGENDA ITEM RATIONALE

DATE: July 20, 2022

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

FROM: Amy Rhone and Kris Elmshaeuser, Office of Special Education

PROPOSED AGENDA ITEM:

Authorize the Commissioner to continue to fund a grant to the University of Nebraska Lincoln and Educational Service Unit 13 for the Nebraska Personnel Development to Improve Services and Results for Children with Disabilities – Improving Retention of Special Education Teachers and Early Intervention Personnel Project.

RATIONALE/BACKGROUND INFORMATION: On August 1, 2021, the Office of Special Education was awarded a US Department of Education Grant for the Nebraska Personnel Development of Improve Services and Results for Children with Disabilities – Improving Retention of Special Education Teachers and Early Intervention Personnel. This is a 5-year grant. The first-year grant award was for \$241,838. These funds will not be used to hire people at NDE rather, a portion of Kris Elmshaeuser’s salary currently will be allocated for grant project oversight at the department, and we will be using the funds to subgrant to the Board of Regents of the University of Nebraska and Educational Services Unit 13 to hire and carry out the grant activities.

The ability of States to deliver high quality special education instruction to students with special needs is contingent upon the availability of specially trained teachers with appropriate backgrounds, credentials, and certifications. Unfortunately, special education staff shortages are a growing problem nationally (Billingsley, 2002) and in Nebraska (Nebraska Special Education Teacher and Provider Shortage Task Force, 2019), leaving many students with special needs at further risk for compromised educational outcomes. Prior to the start of the 2019-2020 school year, nearly one third of Nebraska schools responding to a survey reported unfilled special education positions (Nebraska Special Education Teacher and Provider Shortage Task Force, 2019). The impact of these shortages is felt in schools and by students across the state. Therefore, a systematic state-wide program is needed to address special education teacher retention and ultimately teacher shortages.

During the 2021-2022 project period, The University of Nebraska-Lincoln will develop a system for collecting and reporting statewide special education teacher retention data. A comprehensive, web-based data system that will allow the collecting and monitoring of special education teacher retention data in Nebraska. Staff at UNL will also identify and describe the key components of the comprehensive retention plan. Further

they will create professional development materials, both for the administrator leadership training academy and for an induction and mentorship program, implementation procedures and fidelity measures. The Principal Investigator, Dr. Amanda Witte, will be responsible for the overall contract project management. Dr. Witte will work closely with Amy Rhone and Kris Elmshaeuser and will be responsible for conducting organizational meetings, providing expertise, and serving as the primary liaison with the evaluation and communications teams. She will serve on the project management team and will help guide all project efforts.

Map Academy Faculty, Dr. HyeonJin Yoon will lead the evaluation team and all evaluation efforts. Dr. Yoon will serve on the project management team and will provide ongoing consultation. The MAP Academy is a service center housed within CYFS that provides statistical and methodological assistance in research design, analysis, and dissemination.

Nebraska Center for Research on Children, Youth, Families, and Schools (CYFS) Communications & Media is a service center housed within CYFS that provides Computer, technology and web support, database development, website design and interactive learning modules, articles, press releases and social media promotion, videos, photography, animation, graphics and other materials for print and web designs. The Communications and Media team will be responsible for the development and maintenance of the project website and the creation of the project brand, digital multi-media modules, video training materials, interactive web platforms, and social media messages (blogs, Facebook pages, Twitter feeds). They will support overall dissemination of project findings via the web, social media, and other means.

Education Service Unit 13 will hire a Project Manager during the 2021-2022 grant year. The Project Manager will address day-to-day management details such as working with budget and office staff; addressing challenges and barriers to overall project execution; and providing regular progress updates to the project directors. She will help develop retention plan materials and procedures, will lead the academy and mentorship programs, and will collect fidelity measures. She will serve as a bridge between the implementation, operations, and evaluation arms of the project.

PROPOSED BOARD MEETING (MONTH/YEAR): August 2022

ESTIMATED COST: University of Nebraska-Lincoln \$ 97,906
Educational Service Unit 13 \$115,496

FOR CONTRACTS AND GRANTS:

- Indicate the Funding Source: US Department of Education Discretionary Grant: IDEA Personnel Development to Improve Services and Results for Children with Disabilities.
- New or Renewal: Renewal
- If renewal, date of first approval: October 2021



PROPOSED AGENDA ITEM RATIONALE

DATE: July 20, 2022

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

FROM: Amy Rhone and Theresa Hayes, Office of Special Education

PROPOSED AGENDA ITEM: Authorize the Commissioner to continue to fund Parent and Training Information – Nebraska (PTI-NE) to provide Parent Support Services specifically to Secondary Transition and Family/Parent Supports.

RATIONALE/BACKGROUND INFORMATION: This Agreement will primarily facilitate the collaboration of the Nebraska Department of Education and PTI Nebraska to work with other agencies in Nebraska that offer resources and support to young adults transitioning from high school to post-high school to adult living. PTI-NE will support Nebraska families of young adults with a disability or special health care need, to help them advocate, collaborate, and assist in their child's transition into adult living.

Beyond the work supporting transition, PTI Nebraska provides advocacy and support to Nebraska families through webinars, trainings, and information sessions around disability supports for students. This additional work is also supported through this cooperative agreement.

This grant will also provide funding for PTI to hire a Project Director as the current Project Director will retire in September of 2022. The Project Director will be well qualified with previous special education experience and leadership. The work of the project director is critical to meet the project's goals. The project director will serve on the state transition advisory group and transition practitioner's group, to ensure knowledgeable of practices and in providing leadership.

PROPOSED BOARD MEETING (MONTH/YEAR): August 2022

ESTIMATED COST: \$86,680

FOR CONTRACTS AND GRANTS:

- Indicate the Funding Source: Federal IDEA Part B
- New or Renewal: Renewal
- If renewal, date of first approval: 12/2018



PROPOSED AGENDA ITEM RATIONALE

DATE: July 18, 2022

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

FROM: Amy Rhone, Office of Special Education

PROPOSED AGENDA ITEM: Authorize the Commissioner to continue to fund the Nebraska Center for the Education of Children who are Blind/Visually Impaired (NCECBVI) Project specific to Outreach services.

RATIONALE/BACKGROUND INFORMATION: The Nebraska Department of Education approved the original state plan for Statewide Vision Services in 2004 with subsequent reviews and amendments being made in 2014. This plan offers the following supports and services: instructional materials and technology support, assessments and evaluation services, consultation services, professional development, center-based program and residential services, and student and family support services. Historically, this Project has helped fund parts of these programs outlined in the state plan. This project will fund the outreach services such as teacher mentoring, family and student supports/trainings including summer camp, management, and oversight of the instructional materials for all students who are blind/visually impaired statewide, and statewide professional development for teachers, administrators, orientation and mobility specialists, and families.

The Nebraska Instructional Resource Center, housed at the Nebraska Center for the Education of Children Who Are Blind or Visually Impaired, supports local education agencies in providing students statewide with instructional materials and technology support needed for their education. The Center:

- Acts as a liaison to the American Printing House for the Blind, Inc. Federal Quota System
- Serves as a resource for materials in braille, large print, recorded item, and tactile representations
- Maintains a statewide inventory of large print and braille materials available for loan from local school districts and educational service units
- Collaborates with the Nebraska Assistive Technology Partnership (ATP) Project regarding technology loan programs and technology support

The Nebraska Center for the Education of Children Who Are Blind or Visually Impaired provides and coordinates staff development opportunities for statewide educators, related service providers, parents and agency personnel as needs are identified. In addition, the University of Nebraska-Lincoln, in cooperation with the Nebraska Department of Education, the Kansas State School for the Blind, and the Nebraska Center for

the Education of Children Who Are Blind or Visually Impaired, offers an endorsement program for teaching the blind and visually impaired.

PROPOSED BOARD MEETING (MONTH/YEAR): August 2022

ESTIMATED COST: \$200,000

FOR CONTRACTS AND GRANTS:

- Indicate the Funding Source: Federal IDEA Part B
- New or Renewal: Renewal
- If renewal, date of first approval: 2004



PROPOSED AGENDA ITEM RATIONALE

DATE: July 25, 2022

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

FROM: Amy Rhone, Office of Special Education

PROPOSED AGENDA ITEM: Authorize the Commissioner to continue to fund the Board of Regents, University of Nebraska – Lincoln, Nebraska Multi-Tiered System of Support (MTSS) Implementation Support Team (IST).

RATIONALE/BACKGROUND INFORMATION: This grant will continue to fund ongoing professional learning and research needed to assist Nebraska schools in effective implementation of a Multi-Tiered System of Support (MTSS), high quality instruction and interventions, and data-based decision making to advance academic outcomes for all students, including those at risk. Data for students in Nebraska, current levels of implementation of MTSS for academics, and research on the importance of schools receiving professional development support when building and implementing MTSS, and new Nebraska legislation point to a need for continued support for districts/buildings.

During the 2021-2022 project period, the University of Nebraska – Lincoln, Center for Research on Children, Youth, Families, and Schools will provide support to the NeMTSS State Team in direct regional MTSS and SEL and behavior Supports, Research Expertise, Program Monitoring, Consultant Support, and Communication and Materials Development Support. The CYFS Communications Service Center will provide the NeMTSS team with assistance in communications and technology. They will provide support for materials development, promotion of events, coordination of distance-learning efforts (e.g., webinars), and expertise in knowledge dissemination. In addition, they will provide development and ongoing additions and revisions to the NeMTSS website, including the web-based Program Comparison Tool and other tools to be developed. They will also coordinate all social media efforts including regular Twitter and Facebook postings to spread NeMTSS information and brand awareness. They will work with The Pyramid Team to script, film and edit a series of explainer videos. The communications team will assist in planning and managing the annual NeMTSS summit, monitoring online registration systems and hosting Zoom sessions for summit presentations.

This project will support all NeMTSS team efforts as needed. They will provide coordination support for efforts such as purchasing goods and services, organizing the NeMTSS summit, promoting the summit and other events, and providing coordination among the larger NeMTSS team (e.g., calendar updates, scheduling meetings, file organization). They will also support the development and refinement of training materials. This

project will also help support NeMTSS team learning efforts including the annual NeMTSS retreat. This all-staff training event aims to make efficient use of team time.

The CYFS team will also continue to provide research services through Graduate Assistantships to support the overall efforts of the NeMTSS team. They will provide research briefs upon request, will continue to update the program comparison chart, and will continue the development of the social emotional screeners chart. The team will also provide statistical and methodological advice as needed.

The Principal Investigator, Amanda Witte, will work closely with the Director of the Office of Special Education, Nebraska Department of Education, and NeMTSS statewide coordinators to provide expertise and leadership to support the overall NeMTSS efforts. She will lead evidence-based practices research, participate in regional and state planning and leadership meetings and activities, lead knowledge dissemination efforts, support grant writing, and provide expertise as needed. She will also serve as liaison between UNL, NDE, and NeMTSS as well as develop and coordinate the monitoring of NeMTSS implementation and outcomes.

PROPOSED BOARD MEETING (MONTH/YEAR): August 2022

ESTIMATED COST: \$802,000

FOR CONTRACTS AND GRANTS:

- Indicate the Funding Source: Federal IDEA Part B
- New or Renewal: Renewal
- If renewal, date of first approval: 2018



PROPOSED AGENDA ITEM RATIONALE

DATE: July 25, 2022

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

FROM: Amy Rhone, Office of Special Education

PROPOSED AGENDA ITEM: Authorize the Commissioner to continue to fund the NeMTSS Regional Facilitator (Lead) for Educational Service Units #3, #6, #10 and #13

RATIONALE/BACKGROUND INFORMATION: NeMTSS is a framework that promotes an integrated system connecting general education and special education, along with all components of teaching and learning, into a high quality, standards-based instruction and intervention system that is matched to a student's academic, social-emotional and behavior needs. The goal of the NeMTSS State Plan is to provide an overview for MTSS practices in Nebraska and provide supports to Nebraska Schools in the development of their MTSS Framework and Systems. As such, it will chart the course for school-wide implementation from Pre-Kindergarten through graduation. The supports are devoted to explaining the essential elements of MTSS and the systematic implementation in schools. It is intended to help Nebraska Districts increase understanding of the various aspects of the system and to identify areas that warrant future professional development within a school setting. NeMTSS has been working to provide supports to school systems for over 12 years now. What began as a small grant within the University of Nebraska - Lincoln from the Department of Education has begun to build out a tiered system of support that now includes the grant with the University of Nebraska- Lincoln as well as NDE Consultants, a State Team, and Stakeholders informing decisions to build out Nebraska MTSS Support for schools.

The NeMTSS Regional Facilitator (Lead) will provide coordination, technical assistance, training, and support to Nebraska Schools and ESUs through a regional support, dividing the state into three sections. The Facilitator (Lead) will serve on the NeMTSS State Team (PLC) and build out the trainings and technical assistance needed throughout the region and state that is identified as needed. The coordination, technical assistance, training, and support will be provided through on-site training, building meetings, module development, webinars, etc. to Nebraska's School District and ESU personnel.

PROPOSED BOARD MEETING (MONTH/YEAR): August 2022

ESTIMATED COST: \$162,000 each

FOR CONTRACTS AND GRANTS:

- Indicate the Funding Source: Federal IDEA Part B
- New or Renewal: Renewal
- If renewal, date of first approval: December 2019



PROPOSED AGENDA ITEM RATIONALE

DATE: July 25, 2022

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

FROM: Amy Rhone and Theresa Hayes, Office of Special Education

PROPOSED AGENDA ITEM: Authorize the Commissioner to continue to fund the “NDE Transition System Support Project” with ESU #10.

RATIONALE/BACKGROUND INFORMATION: ESU 10 has successfully provided these supports for the 2018-19, 2019-20, 2020-21, and 2021-22 school years. Dr. Jean Anderson, Special Education Director, provides oversight of the project activities and fiscal management of resources. Dr. Anderson also supervises Denise Neill, Administrative Assistant. NDE Office of Special Education currently does not have the capacity to provide these services without the cooperation of ESU 10.

Dr. Anderson’s credentials and experience with special education administration provides NDE with the expertise needed to meet the grant goal and objectives. Dr. Anderson has previously provided this service and has served in an advisory capacity in building state capacity for Secondary Transition.

The overall budget is reasonable for the nature of the work and volume of activities. The administrative assistant’s salary and benefits are aligned with ESU 10 policy. The indirect cost has been reviewed by NDE accounting staff.

PROPOSED BOARD MEETING (MONTH/YEAR): August 2022

ESTIMATED COST: \$252,402

FOR CONTRACTS AND GRANTS:

- Indicate the Funding Source: Federal IDEA Part B
- New or Renewal: Renewal
- If renewal, date of first approval: 2018



PROPOSED AGENDA ITEM RATIONALE

DATE: August 5, 2022

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

FROM: Brad Dirksen, Administrator
Micki Charf, Director of Accreditation

PROPOSED AGENDA ITEM: Accept the list of submissions of Affidavit for Covid-19 Instructional Hour Exception for 2021-2022 filed under the waiver provisions contained in State Statute 79-213 R.R.S.

RATIONALE/BACKGROUND INFORMATION: School districts and systems that were unable to meet instructional hour requirements as outlined in State Statute 79-211 R.R.S. due to the pandemic have submitted an Affidavit for Covid-19 Instructional Hour Exception for the 2021-2022 school year, as allowed for in State Statute 79-213 R.R.S.

PROPOSED BOARD MEETING (MONTH/YEAR): August 2022

ESTIMATED COST: None

FOR CONTRACTS AND GRANTS:

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

Affidavit Submissions for 2021-2022

8 Public School Districts

- Banner County Public Schools
- Cody-Kilgore Public School
- Fairbury Public Schools
- Gibbon Public Schools
- Isanti Community School
- North Platte Public Schools
- Papillion-LaVista Public Schools
- Plattsmouth Community Schools



PROPOSED AGENDA ITEM RATIONALE

DATE: July 25, 2022

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

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

PROPOSED AGENDA ITEM:

Approve Michael Logan's appointment to the Nebraska Assistive Technology Partnership Advisory Council

RATIONALE/BACKGROUND INFORMATION:

The purpose of the Nebraska Assistive Technology Partnership Advisory Council is to provide guidance for the development and expansion of assistive technology devices and services, and guidance to state agencies and local planning and administrative entities providing assistive technology devices and services. This Advisory Council was established pursuant to the terms of the federal grant provided under the AT Act of 2004 (PL108-364), and requires the Advisory Council to be made up of a majority (51%) of individuals with disabilities that use assistive technology or the family members or guardians of the individuals.

Michael comes to us with years of experience using various types of assistive technology including adaptive mice, keyboards and dictation software. As a youth he participated in a Youth With Disabilities Conference in Washington D.C.. He has communicated about disability issues with employers and the public.

It is recommended that the State Board of Education approve this individual as a new member to serve on the Nebraska Assistive Technology Partnership Advisory Council.

PROPOSED BOARD MEETING (MONTH/YEAR): August 2022

ESTIMATED COST: N/A

FOR CONTRACTS AND GRANTS:

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



STATE BOARD OF EDUCATION
EXECUTIVE COMMITTEE REPORT

Date: August 4, 2022

The Executive Committee reports on its meeting from August 4, 2022, and July 22, 2022. At the July 22 meeting, the committee and the Commissioner discussed Executive Committee roles and conducted short-term planning for the committee. The draft short-term plan is attached in Sparq; board members are encouraged to review and discuss with any member of the Executive Committee.

The committee intends to discuss the Commissioner's appraisal process this fall and will bring any changes to the process to the board for approval.

This concludes the Executive Committee report.

Robin Stevens, Vice Chair on behalf of
Patsy Koch Johns, Chair

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

State Board Executive Committee Draft Work Plan for Fall 2022
 Prepared by Commissioner Blomstedt for Executive Committee Consideration
 7-29-2022

Executive Committee Roles (Bylaw B2)	Description of Work	Timeframe	Responsible
<p>Appraisal : “reviewing and recommending policies and procedures for the review of performance of the commissioner”</p>	Review 2022-23 Appraisal Document and Proposed Priorities. (Note: Consensus was to edit reporting times to be aligned with Board meetings quarterly rather than first of such months)	Committee reviewed and discussed on July 22, 2022 Report to Board in August, 2022	Commissioner and Committee to recommend for approval of full board.
	Commissioner progress reporting.	Schedule monthly with Executive Committee. Quarterly with full board with reports in October, January, April, and June)	Commissioner and President
	Propose 2023-24 appraisal process	By December 2022	Committee and support from staff or consultant
<p>Legislative: “advising the commissioner on legislative matters while the state legislature is in session; making recommendations to the Board on the NDE’s position on specific bills and legislative resolutions”</p>	Advising the Commissioner on Legislative matters while the Legislature is in session	Routine meetings in January through the end of each session (approximately weekly)	Commissioner Blomstedt and Deputy Commissioner Halstead
	Recommendations to the Board on NDE’s position on specific bills and legislative resolutions (Board legislative and regulatory priorities)	August/September for consideration by full board in September or October.	Executive Committee recommends the Rules and Regulations Committee establish a draft legislative and regulatory priorities list). President Koch Johns to convey to Committee- Staff support provided by

State Board Executive Committee Draft Work Plan for Fall 2022
 Prepared by Commissioner Blomstedt for Executive Committee Consideration
 7-29-2022

			Commissioner, Deputy Halstead, and Lane Carr.
Policy: <i>“reviewing board policies, including the bylaws, and recommending to the Board changes to board policy”</i>	Review and propose restructure of policy manual	By November of 2022	Assigned to Ad Hoc Committee (Patti Gubbels, Kirk Penner, & Maureen Nickels)
	Determine what if any substantive policy changes should be considered in addition to Ad Hoc committee work.	By November of 2022	Executive Committee with Commissioner and appropriate staff
	2023 Meeting Schedule	By December 2022	Committee with staff support
Consultant Group: <i>“The Executive Committee shall serve as a consultant group for the commissioner”</i>	Regular meeting schedule for the Fall of 2022	Bi-Monthly	Commissioner to propose specific schedule
	Topics may include but not limited to, legislative interim studies, state and national policy issues, board meeting planning, etc.	As topics surface	Commissioner will request consultation from time to time.
	Assistance in Board member communication and exchange	As needed	Commissioner will request consultation from time to time.
	Standing committee assignments when topics may not be clear.	As needed	Commissioner will request consultation from time to time.
	Communications strategies	Ongoing as needed	Commissioner will request consultation from time to time.



STATE BOARD OF EDUCATION
(Enter name of Committee) COMMITTEE REPORT

Date: August 4, 2022

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

No discussion over previous Committee Notes.

Action Items:

The Committee reviewed all action items and discussed questions with NDE staff seeking clarification on recipients of the reVISION grants and further explanation for the work to be done on the FDA Federal Grant. Additionally, the Committee also had questions about the method and rationale for the procurement on several of the contracts which was discussed in detail.

2.3.C. Discussion Item: 2023-2025 Biennial Budget Request Submission

Speaker(s): Bryce Wilson and Jen Utemark

Discussion:

NDE went over the budget timeline, process of submitting our budget request, and highlighted numbers from the current budget in detail to provide a base for the Committee to move forward from as it prepares to approve NDE budget submission at the September board meeting. NDE then presented four potential budget issues to the Committee that could be included with the September proposed budget submission. The Committee had discussion about additional information that might be helpful to the Committee as well as other potential budget issues that could be included in budget request. NDE will be providing further information to board members as we prepare for the September meeting.

2.4.A. Presentation on Mental Health programming from ESU 5

Speaker(s): Kirk Penner

Discussion:

Jen McNally and Brenda McNiff from ESU 5 presented on their Mental Health program, Wellness 4all. This program supported over 200+ students during the previous school year. These services are being provided in 10 ESU 5 schools and 3 in ESU 6.

This concludes the Budget and Finance report.”

Maureen Nickels, Chair



2021-2022 Board Travel

At-A-Glance

Budgeted

\$60,000

Monthly Spending

\$1,425
Average

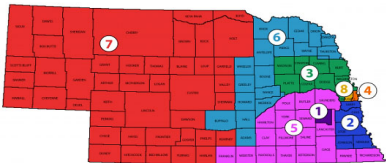
Annual Spending

\$17,0
Projected

Expenditures

Lodging
Meals
Mileage

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



Board Member Activity

District Board Member

1	Patsy Koch Johns, President
2	Lisa Fricke
3	Patti Gubbels <i>Appointed Jan. 2021</i>
3	Rachel Wise <i>Outgoing Dec. 2020</i>
4	Jacquelyn Morrison <i>Appointed Jan. 2021</i>
4	John Witzel <i>Outgoing Dec. 2020</i>
5	Kirk Penner <i>Appointed Dec. 2021</i>
5	Patricia Timm <i>Outgoing Nov. 2021</i>
6	Maureen Nickels
7	Robin Stevens, Vice President
8	Deborah Neary

Current Year
July 2021-June 2022

June	Year-To-Date
\$144	\$631
\$1,228	\$3,449
\$386	\$3,927
\$0	\$0
\$128	\$1,818
\$0	\$0
\$144	\$294
\$0	\$239
\$386	\$2,521
\$425	\$3,759
\$128	\$1,809
\$2967	\$18,447

Prior Year
July 2020-June 2021

June	Year-To-Date
\$130	\$425
\$493	\$1,916
\$581	\$2,170
\$0	\$1,077
\$458	\$640
\$0	\$1,722
\$0	\$0
\$0	\$915
\$144	\$1,811
\$297	\$3,264
\$250	\$1,034
\$2,354	\$14,974

Variance

June	Year-To-Date
\$14	\$206
\$734	\$1,533
-\$195	\$1,758
\$0	-\$1,077
-\$330	\$1,178
\$0	-\$1,722
\$144	\$294
\$0	-\$677
\$241	\$711
\$127	\$494
-\$122	\$775
\$613	\$3,473

Annual Budget

\$60,000

\$60,000

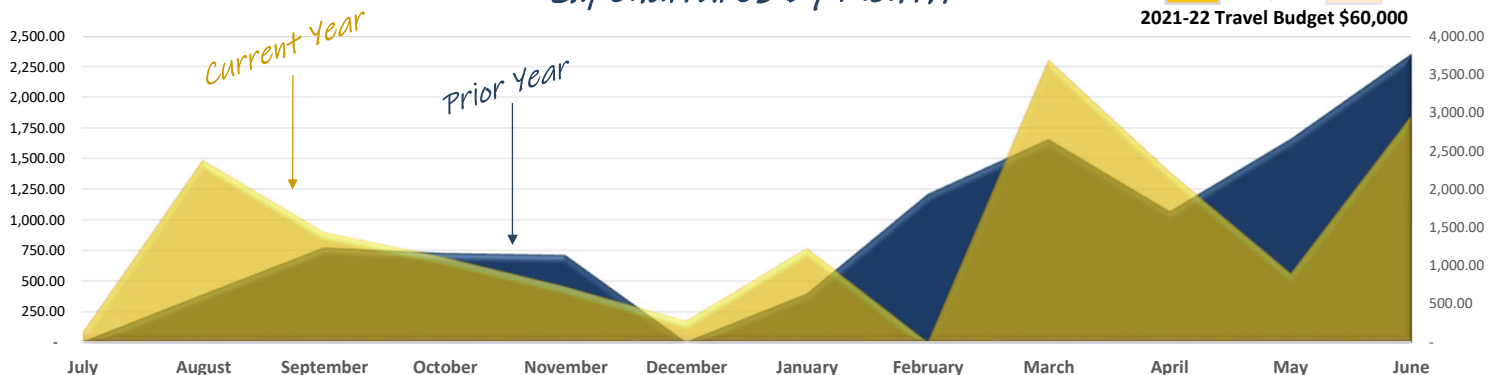
Over/(Under) Budget

(\$41,553) 69%

(\$45,026) 75%

2020-21 vs. 2021-22

Expenditures by Month



Historical Annual Expenditures - FY2021 (\$11,000), FY2020(\$35,000), FY2019(\$48,500)

In-State Travel Authorization Reports - August

Name	Event Name	Date	Location	Board Bylaw B16 Code A-F
Lisa Fricke	(NONE)			
Jacquelyn Morrison	(NONE)			
Deborah Neary	(NONE)			
Kirk Penner	(NONE)			

In-State Travel Authorization Reports - August

<u>Name</u>	<u>Event Name</u>	<u>Date</u>	<u>Location</u>	<u>Board Bylaw B16 Code A-F</u>
Patsy Koch Johns	(NONE)			
Patti Gubbels	(NONE)			
Maureen Nickels	Grand Island Public Schools Academies Open House	08/01/2022	Tommy Gunz Community Room1607 South Locust Street, Grand Island, NE	E
Robin Stevens	(NONE)			



PROPOSED AGENDA ITEM RATIONALE

DATE: June 23, 2022

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

FROM: Katie Graham, Ph.D.
Administrator, Office of Career, Technical, and Adult Education

PROPOSED AGENDA ITEM:

Grant the Commissioner the authority to contract with Kuder, Inc. for the continuation of services provided for a statewide license for Nebraska Career Connections.

RATIONALE/BACKGROUND INFORMATION:

Nebraska Career Connections is a career development system provided to Nebraska school districts. The system is customized to contain Nebraska Career and Technical Education information with an emphasis on Nebraska Colleges, Universities, and Nebraska's labor market information.

Nebraska Career Connections is used by over 220 school districts. It is available to middle and high school students with over 165,000 users. A majority of Nebraska school districts rely on Career Connections as their primary career development tool. It is primarily used by students and school counselors and within career and technical education classrooms.

Nebraska Career Connections provides career interest inventories, work valued assessments, and information on careers and postsecondary education. It provides information on the education needed to pursue and advance within the career pathway of a student's choice. The system also contains a Personal Learning Plan segment for students to create and manage their personal learning plans and a student portfolio section for students to upload documents, videos, and other artifacts they may want to use in a college and career portfolio.

A unique aspect of Career Connections not available from other career information services is the 24 hours a day / 7 days a week access for students and parents. Students can access the site away from the school building, unlike other career information systems that require the student to be at the school site.

Nebraska Career Connections continues to evolve and can be used from any mobile device and is translated for Spanish speakers.

PROPOSED BOARD MEETING (MONTH/YEAR): August, 2022

ESTIMATED COST: \$312,500.00

FOR CONTRACTS AND GRANTS:

- Indicate the Funding Source: Lottery Innovation Funds
- New or Renewal: Renewal
- If renewal, date of first approval: 11/7/2016



PROPOSED AGENDA ITEM RATIONALE

DATE: July 13, 2022

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

FROM: Katie Graham, Ph.D.
Administrator, Office of Career, Technical, and Adult Education

PROPOSED AGENDA ITEM:

Grant the commissioner the authority to approve the 2022-2023 reVISION Action grants.

RATIONALE/BACKGROUND INFORMATION:

The purpose of reVISION is to: (1) align and support Career and Technical Education (CTE) Systems with Nebraska’s Economic Initiatives, (2) develop Nebraska’s talent pipelines for economic growth and workforce development, (3) strengthen high school CTE programs to align with Nebraska’s postsecondary education entrance expectations, and (4) create a common language between local employers and education. The reVISION Action grant is intended to assist school districts and community colleges with implementing the action items that were identified though the Perkins V reVISION process. These activities align with high-skill, high-wage, and in-demand occupational preparation and Nebraska’s economic priorities.

A total of 38 reVISION Action grant applications were received with a total funding request of \$3,133,605. The available budget for grants is \$1,011,000. After selection teams comprised of internal and external reviewers, the following grants over \$50,000 are to be awarded. In addition the grants listed below, there are three grants under \$50,000 to be awarded.

Award Recipients	Amount
Columbus Public Schools	\$100,000.00
Crete Public Schools	\$100,000.00
ESU 2	\$98,436.00
ESU 5	\$100,000.00
Leigh Community Schools	\$81,522.00
Metropolitan Community College	\$99,148.00
Milford Public Schools	\$100,000.00
Ogallala Public Schools	\$100,000.00
Sidney Public Schools	\$60,072.00
Western Nebraska Community College	\$100,000.00
TOTAL	\$939,178.00

PROPOSED BOARD MEETING (MONTH/YEAR): August, 2022

ESTIMATED COST: \$939,178.00

FOR CONTRACTS AND GRANTS:

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



PROPOSED AGENDA ITEM RATIONALE

DATE: July 20, 2022

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

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

PROPOSED AGENDA ITEM: Authorize the Commissioner to contract with the recipients of the Educator Shortage Grant from August 2022 to December 2024.

RATIONALE/BACKGROUND INFORMATION:

On April 6, 2022, the NDE, in partnership with NACTE, convened 20 stakeholders to discuss statewide ESSER III investment strategies to address the educator shortage. Attendees included leaders from public and private schools, ESUs, policy partners including NSEA, NASB, and NCSA, educator preparation program officials, and NDE staff.

The NDE used this input to develop the Educator Pipeline Grant, which had the following objectives:

- Address the immediate shortages of educators, including but not limited to strategies supporting the recruitment, preparation, and retention of teachers, paraprofessionals, education specialists, and leaders.
- Provide funding to a site and/or a consortium of sites to create localized approaches to addressing the educator shortage.
- Develop and deepen partnerships to address the complex educator shortage problem.

The grant had three funding levels: \$250,000, \$100,000, and \$50,000. Primary scoring priorities focused on well-articulated partnerships, focus on immediate needs, stakeholder engagement, strong evidence-basis, evaluation, and focus on identified shortage areas.

The NDE opened the grant opportunity May 23 and closed the grant June 13. The agency received 25 applicants requesting a total of \$3.5 million. Applications were triple reviewed by a team of eight NDE staff. The following are the proposed recipients needing state board approval:

\$250,000

- University of Nebraska-Lincoln – The New Nebraska Teaching Project
- University of Nebraska-Kearney – Mid-Nebraska Educator Pipeline

\$100,000

- Doane University - Educator Pipeline Collaborative: Regional Multiple Modality Grow Your Own, Dual Credit Education Career Pathway (Epic)
- Chadron State College – Nebraska Panhandle Para to Teacher Academy

- Westside Community Schools – Growing Our Own – EA to Teacher Ladder Program
- ESU 6 & 9 – Grow Your Own: Addressing Educator Pipeline Shortage in Rural Southeast & South Central NE
- MOEC/UNO - Synergy: Utilizing Collaborative Leadership Training to Positively Flip the Conversation about Education Profession
- ESU 6 – Lead Nebraska
- ESU 4 – Coaching 4 Retention
- Scottsbluff Public Schools – Scottsbluff Public Schools Recruiting & Retaining Project
- UNL/LPS – Building the Special Education Teacher Pipeline

\$50,000

- UNL – Educator Shortage Summit 2.0
- ESU2 – ESU2-Midland University Induction
- Wood River – Grow Your Own
- ESU8 – Empowered to Stay

PROPOSED BOARD MEETING (MONTH/YEAR): August 2022

ESTIMATED COST: \$1.6 million

FOR CONTRACTS AND GRANTS:

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



PROPOSED AGENDA ITEM RATIONALE

DATE: August 1, 2022

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

FROM: Melody Hobson

PROPOSED AGENDA ITEM: Authorize the Commissioner to award grants to the named ESUs for Pre-K through grade 2 support

RATIONALE/BACKGROUND INFORMATION: In 2021, a workgroup consisting of staff from the NDE and ESUs worked together to create an early childhood needs assessment survey. The survey was disseminated statewide to school districts and ESUs and was designed to determine what needs teachers of preschoolers and primary grades need. Results of the survey indicated teacher support is needed in using research informed practices including teaching and assessment strategies appropriate for the age and development of the student.

The Nebraska Department of Education (NDE), Office of Early Childhood Education released a “Request for Proposals” on June 7, 2022. Grant applications were due to NDE on July 11, 2022. Five applications were submitted. The grants were reviewed by a group of ESU, school district and NDE staff. Decisions to fund were based on need, scope of work, partnerships, and budget. The grants are to serve as two year “pilot” projects that are intended to serve regional needs. After the two years, the ESUs will fund the positions with revenue from school districts in the service region requesting the services of the early childhood specialist.

PROPOSED BOARD MEETING (MONTH/YEAR): August 2022

ESTIMATED COST: \$640,975.00

FOR CONTRACTS AND GRANTS:

- Indicate the Funding Source: ESSERS
- New or Renewal: New

The following ESUs are recommended to receive a grant to support PreK-2 professional development:

Educational Service Unit 1 \$121,875.00
Serving ESU 1 area

Educational Service Unit 2 \$129,100.00
Serving ESU 2 and ESU 7 area

Educational Service Unit 3 \$130,000.00
Serving ESU 3 area

Educational Service Unit 10 \$130,000.00
Serving ESU 10 area

Educational Service Unit 16 \$130,000.00
Serving ESU 15 and 16 area



PROPOSED AGENDA ITEM RATIONALE

DATE: July 19, 2022

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

FROM: Zainab Rida, Ph.D.

PROPOSED AGENDA ITEM: Grant the Commissioner authority to accept the Federal Grant Award and enter into Cooperative Agreement with the USDA Food and Nutrition Service.

RATIONALE/BACKGROUND INFORMATION: The Nebraska Department of Education received a two year grant that supports agency efforts to design and implement a statewide network for farm to school collaboration, communication, and expansion of activities. Nationally, farm to school networks are drivers for strengthening capacity for local food procurement, development of agriculture and nutrition curriculum inclusive of farm to school, and greater school garden support. A network will foster equitable opportunity for Nebraska communities to receive expansive benefits gained by farm to school activity. The Nebraska Farm to School Act charged the NDE to develop a statewide network, and this funding will support those efforts and increase collaboration.

PROPOSED BOARD MEETING (MONTH/YEAR): August 2022

ESTIMATED COST:

Total Amount of Federal Award: \$280,563.00

FOR CONTRACTS AND GRANTS:

- Indicate the Funding Source: USDA Food and Nutrition Service, Farm to School Grant Program, CFDA 10.575
- New or Renewal: New
- If renewal, date of first approval: Not applicable



PROPOSED AGENDA ITEM RATIONALE

DATE: July 27, 2022

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

FROM: Zainab Rida, Ph.D.
Administrator, Office of Coordinated School Student Support & Services

PROPOSED AGENDA ITEM: Action Item: Authorize the Commissioner to award SY 2022-2023 Fresh Fruit and Vegetable Grant Award Notifications

RATIONALE/BACKGROUND INFORMATION:

The Fresh Fruit and Vegetable Program (FFVP), under Section 19 of the Richard B. Russell National School Lunch Act (NSLA), has been a nationwide program since 2008 and operates in selected elementary schools in the 50 States, the District of Columbia, Guam, Puerto Rico, and the Virgin Islands. The School Food Authority's (SFA) allocation is based on enrollment and receives a specified amount per student. In order to fund as many SFAs as possible and to best utilize the funding allocated to Nutrition Services, obligations were based on the number of days during the school week when the FFVP is anticipated to be implemented as indicated on the approved SFA FFVP grant applications (\$50-\$54/student) for SY 2022-2023. Out of 182 SFAs that applied, an estimated 163 will be funded.

PROPOSED BOARD MEETING (August 2022):

ESTIMATED COST: \$3,062,279

FOR CONTRACTS AND GRANTS:

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

Agreement Number	School District	Site Number	School Building	City	Total Allocation	FR Lunch Percentage
010018	Hastings Public Schools	001	Lincoln Elementary	Hastings	\$16,146.00	88.92%
010018	Hastings Public Schools	002	Alcott Elementary	Hastings	\$12,528.00	77.19%
010018	Hastings Public Schools	003	Longfellow Elementary	Hastings	\$17,334.00	62.91%
010018	Hastings Public Schools	005	Watson Elementary	Hastings	\$18,630.00	52.45%
010018	Hastings Public Schools	006	Hawthorne Elementary	Hastings	\$18,576.00	53.84%
020115	Summerland Public Schools	008	Summerland Public Schools	Ewing	\$10,653.00	51.17%
040001	Banner County School	001	Banner County School	Harrisburg	\$3,705.00	73.07%
060075	Riverside Public School	001	Riverside Public School-Cedar Rapids	Cedar Rapids	\$4,104.00	59.42%
100002	Gibbon Public Schools	001	Gibbon Public Schools	Gibbon	\$14,204.00	53.88%
100007	Kearney Public Schools	004	Bryant Elementary	Kearney	\$13,737.00	81.01%
100007	Kearney Public Schools	006	Central Elementary	Kearney	\$14,307.00	73.94%
100007	Kearney Public Schools	007	Emerson Elementary	Kearney	\$13,053.00	75.10%
100007	Kearney Public Schools	010	Northeast Elementary	Kearney	\$20,691.00	51.35%
100007	Kearney Public Schools	019	Kearney Education Center	Kearney	\$6,441.00	90.56%
110020	Lyons-Decatur N.E. School	001	Lyons-Decatur N.E. School	Lyons	\$8,162.00	54.23%
120056	David City Public Schools	001	David City Elementary	David City	\$14,999.00	50.59%
120056	David City Public Schools	002	Bellwood Elementary School	Bellwood	\$5,656.00	57.60%
160030	Cody-Kilgore School District	001	Cody-Kilgore Elementary School	Cody	\$4,256.00	63.75%
160030	Cody-Kilgore School District	002	Cody-Kilgore Secondary	Cody	\$1,904.00	50.00%
190123	Schuyler Community Schools	004	Schuyler Richland School	Richland	\$2,700.00	64.10%
190123	Schuyler Community Schools	008	Schuyler Elementary School	Schuyler	\$36,960.00	78.32%
190123	Schuyler Community Schools	009	Schuyler Middle School	Schuyler	\$23,632.00	74.82%
200001	West Point Public Schools	004	West Point Public Schools	West Point	\$15,768.00	54.71%
210180	Callaway Public Schools	001	Callaway Public Schools	Callaway	\$6,099.00	53.08%
220011	South Sioux City School District #11	001	Harney Elementary	South Sioux City	\$19,398.00	79.03%
220011	South Sioux City School District 11	003	Cardinal Elementary	South Sioux City	\$18,921.00	69.15%
220011	South Sioux City School District 11	004	Dakota City Elementary	Dakota City	\$11,183.00	74.01%
220011	South Sioux City School District #11	005	Lewis & Clark Elementary	South Sioux City	\$12,402.00	87.80%
220011	South Sioux City School District 11	010	Covington Elementary	South Sioux City	\$21,412.00	77.60%
220701	St. Michael's School	001	St. Michael's School - South Sioux City	South Sioux City	\$10,089.00	72.28%
270001	Fremont Public Schools	001	Washington Elementary	Fremont	\$19,292.00	87.14%
270001	Fremont Public Schools	005	Grant Elementary	Fremont	\$8,268.00	66.66%

270001	Fremont Public Schools	008	Linden Elementary	Fremont	\$18,444.00	77.65%
270001	Fremont Public Schools	009	Milliken Park Elementary	Fremont	\$14,575.00	74.88%
270001	Fremont Public Schools	014	Bell Field Elementary	Fremont	\$15,794.00	66.22%
270001	Fremont Public Schools	018	Johnson Crossing Academic Center	Fremont	\$36,040.00	68.86%
280001	Omaha Public Schools	001	Ashland Park	Omaha	\$45,050.00	82.98%
280001	Omaha Public Schools	002	Bancroft	Omaha	\$29,150.00	86.92%
280001	Omaha Public Schools	004	Castelar	Omaha	\$26,500.00	88.92%
280001	Omaha Public Schools	005	Central Park	Omaha	\$19,080.00	90.07%
280001	Omaha Public Schools	006	Field Club	Omaha	\$32,860.00	84.28%
280001	Omaha Public Schools	007	Franklin	Omaha	\$17,437.00	100.00%
280001	Omaha Public Schools	008	Highland	Omaha	\$24,380.00	89.39%
280001	Omaha Public Schools	011	King Primary	Omaha	\$19,080.00	100.00%
280001	Omaha Public Schools	013	Miller Park	Omaha	\$22,790.00	91.81%
280001	Omaha Public Schools	016	Spring Lake Magnet	Omaha	\$39,750.00	88.78%
280001	Omaha Public Schools	018	Mount View	Omaha	\$17,490.00	88.69%
280001	Omaha Public Schools	022	Lewis & Clark	Omaha	\$47,700.00	71.97%
280001	Omaha Public Schools	024	Chandler View	Omaha	\$32,330.00	82.15%
280001	Omaha Public Schools	035	Washington	Omaha	\$15,953.00	57.18%
280001	Omaha Public Schools	037	Western Hills	Omaha	\$19,080.00	74.54%
280001	Omaha Public Schools	048	Bryan Middle School	Omaha	\$45,315.00	86.01%
280001	Omaha Public Schools	057	Belvedere	Omaha	\$21,200.00	93.73%
280001	Omaha Public Schools	062	Masters	Omaha	\$14,580.00	70.07%
280001	Omaha Public Schools	063	Gomez Heritage	Omaha	\$35,775.00	86.39%
280001	Omaha Public Schools	067	Kellom	Omaha	\$16,748.00	87.26%
280001	Omaha Public Schools	069	Jefferson	Omaha	\$26,500.00	81.99%
280001	Omaha Public Schools	070	Laura Dodge Elementary	Omaha	\$23,320.00	73.25%
280001	Omaha Public Schools	072	Fontenelle	Omaha	\$24,380.00	91.29%
280001	Omaha Public Schools	076	Hartman	Omaha	\$23,956.00	92.22%
280001	Omaha Public Schools	080	Gilder	Omaha	\$17,225.00	83.92%
280001	Omaha Public Schools	085	R.M. Marrs Magnet Middle School	Omaha	\$58,989.00	87.82%
280001	Omaha Public Schools	111	Gateway	Omaha	\$46,905.00	82.24%
280001	Omaha Public Schools	128	Gifford Park	Omaha	\$19,504.00	87.16%
280054	Ralston Public Schools	001	Blumfield Elementary	Omaha	\$19,170.00	69.62%
280054	Ralston Public Schools	003	Karen Western Elementary	Omaha	\$11,232.00	75.63%

280054	Ralston Public Schools	004	Wildewood Elementary	Omaha	\$15,012.00	55.44%
280054	Ralston Public Schools	005	Mockingbird Elementary	Omaha	\$21,384.00	74.21%
280054	Ralston Public Schools	008	Seymour Elementary	Omaha	\$13,932.00	60.39%
280759	St. Peter and Paul School	001	St. Peter and Paul School	Omaha	\$15,822.00	84.93%
280775	Nelson Mandela Elementary	001	Nelson Mandela Elementary	Omaha	\$11,925.00	92.12%
290117	Dundy County Stratton Schools	002	Benkelman Elementary	Benkelman	\$7,722.00	61.53%
290117	Dundy County Stratton Schools	003	Dundy County Stratton High School	Stratton	\$2,385.00	54.43%
320125	Medicine Valley Public Schools	001	Medicine Valley Elementary School	Curtis	\$5,512.00	51.36%
340015	Beatrice Public Schools	001	Lincoln Elementary	Beatrice	\$11,024.00	65.61%
340015	Beatrice Public School	002	Stoddard Elementary	Beatrice	\$11,448.00	59.09%
340015	Beatrice Public School	003	Beatrice Community Preschool	Beatrice	\$11,766.00	69.44%
340015	Beatrice Public School	004	Paddock Lane	Beatrice	\$20,299.00	62.98%
340015	Beatrice Public School	005	Beatrice Middle School	Beatrice	\$23,797.00	52.03%
350001	Garden County Schools	002	Garden County Elementary	Oshkosh	\$7,068.00	70.80%
390060	Central Valley Public Schools	002	Central Valley Elementary	Greeley	\$10,260.00	53.79%
400002	Grand Island Public Schools	001	Dodge Elementary	Grand Island	\$20,723.00	79.46%
400002	Grand Island Public School	002	Howard Elementary	Grand Island	\$23,320.00	92.93%
400002	Grand Island Public School	003	Lincoln Elementary	Grand Island	\$14,045.00	85.95%
400002	Grand Island Public Schools	006	Knickrehm Elementary	Grand Island	\$10,653.00	87.72%
400002	Grand Island Public Schools	009	Jefferson Elementary	Grand Island	\$16,695.00	83.86%
400002	Grand Island Public Schools	012	Newell Elementary	Grand Island	\$18,020.00	64.43%
400002	Grand Island Public Schools	013	Seedling Mile Elementary	Grand Island	\$5,300.00	65.00%
400002	Grand Island Public Schools	014	West Lawn Elementary	Grand Island	\$16,748.00	76.65%
400002	Grand Island Public Schools	021	C Ray Gates Elementary School	Grand Island	\$16,960.00	59.67%
400002	Grand Island Public Schools	029	Starr Elementary	Grand Island	\$17,066.00	79.54%
440070	Hitchcock County Schools	002	Hitchcock County Elementary	Trenton	\$9,504.00	50.28%
450007	O'Neill Public Schools	002	O'Neill Elementary School	O'Neill	\$23,585.00	55.22%
450044	Stuart Public School	001	Stuart Public School	Stuart	\$6,664.00	61.95%
480008	Fairbury Public School	002	Jefferson Intermediate	Fairbury	\$13,409.00	56.40%
480008	Fairbury Public School	003	Central Elementary	Fairbury	\$15,476.00	55.29%
480083	Wood River Rural Schools	003	Wood River Elementary	Wood River	\$12,349.00	51.20%
490702	St. Andrew's School	001	St. Andrew's School	Tecumseh	\$1,242.00	100.00%
520100	Keya Paha County School	001	Keya Paha County School	Springview	\$2,166.00	54.44%
540501	Niobrara Public School	001	Niobrara Public School	Niobrara	\$7,504.00	77.63%

540505	Santee Community School	001	Santee School	Niobrara	\$9,861.00	100.00%
540583	Verdigre Public School	002	Verdigre Public School	Verdigre	\$3,816.00	54.55%
550001	Lincoln Public Schools	001	Hartley Elementary School	Lincoln	\$18,815.00	84.38%
550001	Lincoln Public Schools	002	McPhee Elementary	Lincoln	\$15,635.00	93.50%
550001	Lincoln Public Schools	004	Roper Elementary School	Lincoln	\$43,884.00	54.87%
550001	Lincoln Public Schools	008	Elliott Elementary School	Lincoln	\$20,405.00	86.35%
550001	Lincoln Public Schools	010	Calvert Elementary School	Lincoln	\$18,709.00	60.26%
550001	Lincoln Public Schools	011	Clinton Elementary School	Lincoln	\$21,836.00	93.77%
550001	Lincoln Public Schools	012	Belmont Elementary School	Lincoln	\$44,361.00	81.64%
550001	Lincoln Public Schools	014	Arnold Elementary School	Lincoln	\$38,955.00	66.58%
550001	Lincoln Public Schools	015	Everett Elementary School	Lincoln	\$20,617.00	88.91%
550001	Lincoln Public Schools	018	Campbell Elementary School	Lincoln	\$32,436.00	71.85%
550001	Lincoln Public Schools	020	West Lincoln Elementary	Lincoln	\$26,659.00	87.47%
550001	Lincoln Public Schools	023	Saratoga Elementary School	Lincoln	\$13,409.00	81.91%
550001	Lincoln Public Schools	024	Randolph Elementary School	Lincoln	\$24,009.00	62.74%
550001	Lincoln Public Schools	026	Prescott Elementary School	Lincoln	\$25,864.00	70.21%
550001	Lincoln Public Schools	027	Pershing Elementary School	Lincoln	\$23,532.00	69.75%
550001	Lincoln Public Schools	028	Norwood Park Elementary School	Lincoln	\$13,992.00	72.88%
550001	Lincoln Public Schools	034	Lakeview Elementary School	Lincoln	\$21,306.00	74.55%
550001	Lincoln Public Schools	035	Holmes Elementary School	Lincoln	\$22,843.00	55.06%
550001	Lincoln Public Schools	036	Huntington Elementary School	Lincoln	\$20,246.00	85.83%
550001	Lincoln Public Schools	037	Riley Elementary School	Lincoln	\$17,278.00	66.66%
550001	Lincoln Public Schools	040	Goodrich Middle School	Lincoln	\$44,626.00	78.43%
550001	Lincoln Public Schools	041	Culler Middle School	Lincoln	\$38,531.00	76.42%
550001	Lincoln Public Schools	042	Lefler Middle School	Lincoln	\$29,839.00	61.86%
550001	Lincoln Public Schools	044	Dawes Middle School	Lincoln	\$20,988.00	68.97%
550001	Lincoln Public Schools	046	Park Middle School	Lincoln	\$46,640.00	72.02%
550001	Lincoln Public Schools	055	Donald D. Sherrill Education Center	Lincoln	\$3,816.00	84.50%
550001	Lincoln Public Schools	072	Brownell Elementary School	Lincoln	\$17,278.00	63.47%
550001	Lincoln Public Schools	083	Nuernberger Education Center	Lincoln	\$2,968.00	86.88%
590001	Madison Public Schools	001	Madison Elementary School	Madison	\$13,110.00	72.66%
660111	Nebraska City Public Schools	004	Hayward Elementary	Nebraska City	\$14,787.00	52.79%
660111	Nebraska City Public Schools	006	Northside Elementary	Nebraska City	\$19,928.00	61.58%
670069	Lewiston Consolidated School	001	Lewiston Consolidated School	Lewiston	\$6,943.00	57.06%

740056	Falls City Public Schools	001	Falls City Middle School	Falls City	\$9,126.00	58.46%
740056	Falls City Public Schools	002	Falls City South Elementary School	Falls City	\$9,342.00	63.38%
740056	Falls City Public Schools	003	Falls City North Elementary School	Falls City	\$13,716.00	57.97%
760002	Crete Public Schools	002	Crete Elementary School	Crete	\$24,396.00	69.44%
760002	Crete Public Schools	003	Crete Middle School	Crete	\$26,220.00	63.88%
760002	Crete Public Schools	006	Crete Intermediate School	Crete	\$20,935.00	66.19%
770027	Papillion-La Vista School	010	La Vista West Elementary	La Vista	\$15,953.00	60.00%
770027	Papillion La Vista School	012	Golden Hills Elementary	Omaha	\$11,448.00	55.13%
780107	Cedar Bluffs Public School	001	Cedar Bluffs Elementary School	Cedar Bluffs	\$21,033.00	56.42%
790002	Minatare Public Schools	001	Minatare Elementary School	Minatare	\$3,808.00	90.80%
790011	Morrill Public School	001	Morrill Public School	Morrill	\$22,800.00	65.97%
790016	Gering Public Schools	003	Lincoln Elementary	Gering	\$19,610.00	63.09%
790016	Gering Public Schools	004	Northfield Elementary School	Gering	\$15,120.00	62.94%
790032	Scottsbluff Public Schools	001	Roosevelt Elementary	Scottsbluff	\$12,773.00	95.74%
790032	Scottsbluff Public Schools	002	Lincoln Heights Elementary	Scottsbluff	\$15,847.00	71.68%
790032	Scottsbluff Public Schools	003	Westmoor Elementary	Scottsbluff	\$20,617.00	64.69%
790032	Scottsbluff Public Schools	012	Scottsbluff Preschool	Scottsbluff	\$7,314.00	57.14%
810010	Gordon/Rushville Public Schools	001	Gordon-Rushville Middle School	Rushville	\$13,110.00	75.40%
810010	Gordon/Rushville Public Schools	002	Gordon-Rushville Elementary at Gordon	Gordon	\$10,545.00	75.55%
820001	Loup City Public Schools	001	Loup City Elementary	Loup City	\$4,050.00	57.37%
870013	Walthill Public School	002	Walthill Public School	Walthill	\$7,980.00	100.00%
870016	Umo 'ho' Nation Public School	001	Umo 'ho' Nation Public School	Macy	\$27,759.00	100.00%
870017	Winnebago Public Schools District 17	001	Winnebago Public School	Winnebago	\$23,142.00	100.00%
870701	St. Augustine Mission School	001	St. Augustine Mission School	Winnebago	\$5,459.00	91.22%
880021	Arcadia Public Schools	001	Arcadia Public Schools	Arcadia	\$4,047.00	51.58%
900560	Wakefield Community School	001	Wakefield Community School	Wakefield	\$22,736.00	57.48%



PROPOSED AGENDA ITEM RATIONALE

DATE: July 29, 2022

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

FROM: Amy Rhone and Amy Bunnell, Office of Special Education

PROPOSED AGENDA ITEM: Authorize Commissioner to contract with Westat, Inc. for support to The Office of Special Education in meeting the general supervision requirements set forth by The Individuals with Disabilities Education Act (IDEA).

RATIONALE/BACKGROUND INFORMATION:

The contractor will offer technical assistance and training to NDE Office of Special Education through the Nebraska Technical Assistance Project Part B (NETA-B) and Nebraska Technical Assistance Project Part C (NETA-C).

This contract is intended to help Nebraska consider ways to leverage their general supervision systems to improve outcomes for students with disabilities and their families while ensuring compliance with the Individuals with Disabilities Education Act (IDEA). Nebraska, in compliance with IDEA – Part B and Part C has adopted systems of general supervision to oversee implementation of IDEA, which requires states to ensure that students with disabilities receive a free and appropriate public education (FAPE). The areas of technical assistance provided by Westat to both Part B and Part C will ensure that Nebraska provide all required components within the following general supervision requirements:

1. State Performance Plan
2. Policies, Procedures, and Effective Practices
3. Effective Dispute Resolution
4. Data on Processes and Results
5. Integrated Monitoring Activities
6. Targeted Technical Assistance and Professional Development
7. Improvement, Correction, Incentives, and Sanctions
8. Fiscal Management and Accountability

At its core, a general supervision system consists of the mechanisms by which states ensure that students with disabilities are provided FAPE by their local schools and districts. However, while these general supervision systems have enabled states to report high rates of compliance with IDEA requirements for a number of

years, many states have not reported improvement in actual student outcomes, including academic achievement, graduation rates, and post-school outcomes.

Under the NETA-B contract, technical assistance will be offered in the following six major task categories: Data Analysis and Use; Equity; SSIP; 619; TA Coordination, Training, and Consultants; and Project Management.

Under the NETA-C contract, technical assistance will be offered in the following five major task categories: Family Survey Data and Management; Routines-Based Early Intervention Boot Camps and Getting Ready Training, including Results-Based Early Intervention (RBEI) Consultants; Training support, preparation, and document development and enhancement; 508 Compliance for the State Systemic Improvement Plan (SSIP); and Project management, DMS and Ad Hoc TA.

This contract content historically ran through the Office of Special Education grant process. Within review of the Administrative Memorandums of NDE, the grant is being shifted to a contract within this renewal year.

PROPOSED BOARD MEETING (MONTH/YEAR): August 2022

Project amount: \$690,844 (NETA-B)
\$685,607 (NETA-C)

FOR CONTRACTS AND GRANTS:

- Indicate the Funding Source: Federal IDEA Part B- 611/619 and Part C Funding
- New or Renewal: Renewal (New contract – Renewal Project)
- If renewal, date of first approval: October 2017



PROPOSED AGENDA ITEM RATIONALE

DATE: July 20, 2022

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

FROM: Amy Rhone and Amy Bunnell, Office of Special Education

PROPOSED AGENDA ITEM: Authorize Commissioner to contract with complaint investigators ACERI Partners, LLC; Emily Adams dba Data Driven Enterprises; Lisa Arborgast; Nicole Stewart; and PRISM Investigations, LLC.

RATIONALE/BACKGROUND INFORMATION:

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

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

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

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

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

PROPOSED BOARD MEETING (MONTH/YEAR): August 2022

Project amount: ACERI PARTNERS, LLC,	not to exceed \$50,000.00
EMILY ADAMS DBA DDE,	not to exceed \$50,000.00
LISA ARBORGAST,	not to exceed \$50,000.00
NICOLE STEWART	not to exceed \$50,000.00
PRISM, INVESTIGATIONS, LLC,	not to exceed \$50,000.00

FOR CONTRACTS AND GRANTS:

- Indicate the Funding Source: Federal IDEA Part B – 611 and Part C Funding
- New or Renewal: New



PROPOSED AGENDA ITEM RATIONALE

DATE: July 25, 2022

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

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

Kristin Yates, Ph.D.
Information Officer

PROPOSED AGENDA ITEM: Authorize the commissioner to contract with Hourglass for one year to provide a software as a service and discovery and knowledge transfer services for the Comprehensive Needs Assessment.

RATIONALE/BACKGROUND INFORMATION: The NDE Comprehensive Needs Assessment (CNA) was developed in 2018, in partnership with other NDE staff, ESU staff members, and REL Central, to meet the requirements for improvement planning of Comprehensive Support and Improvement (CSI) schools. The CNA is a tool to help school-level teams determine areas of strength and growth based on multiple sources of data and is part of a larger continuous improvement process. It's aligned with the six tenets of AQuESTT and allows school-level teams to systematically review their processes, practices, and systems, to understand needs, examine root causes, identify evidence-based strategies, and create meaningful continuous improvement plans.

To reach more than CSI schools, we launched a pilot study with 12 schools/ESUs during the 2021-22 school year, to understand the user experience in a web-based CNA tool with Hourglass, through our partnership with REL Central and Marzano Research. Prior to this year, the CNA was a Microsoft Excel Sheet, not conducive to team collaboration and data sharing. We found participants appreciated the collaborative nature of platform and its ease of use, however, they would look more training on its use and to engage more staff.

This contract will allow Hourglass to continue to provide the CNA as a Software as a Service (SaaS) for SY 2022-23, and discovery and knowledge transfer services, which will help the NDE determine how best to position the NDE CNA Web App for sustainability beyond SY 2022-23.

PROPOSED BOARD MEETING (MONTH/YEAR): August 2022

ESTIMATED COST: \$102,500

FOR CONTRACTS AND GRANTS:

- Indicate the Funding Source: General Funds & Title II-A Statewide Funds
- New or Renewal: New
- If renewal, date of first approval:



PROPOSED AGENDA ITEM RATIONALE

DATE: July 28, 2022

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

FROM: Bryce Wilson, Finance Officer
Jen Utemark, Controller/Budget and Grants Management Administrator

PROPOSED AGENDA ITEM: Preparing the Budget and Finance Committee for the upcoming 2023-25 Bi-ennial Budget Request.

RATIONALE/BACKGROUND INFORMATION: The State Board will need to approve NDE's budget request submittal during the September board meeting. NDE will cover the budget process and give an overview of our budget to the Budget and Finance Committee. NDE will also cover proposed budget issues or requests to be included with our budget submission and answer questions from the Committee.

PROPOSED BOARD MEETING (MONTH/YEAR): August 2022

ESTIMATED COST: \$0

FOR CONTRACTS AND GRANTS: N/A

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

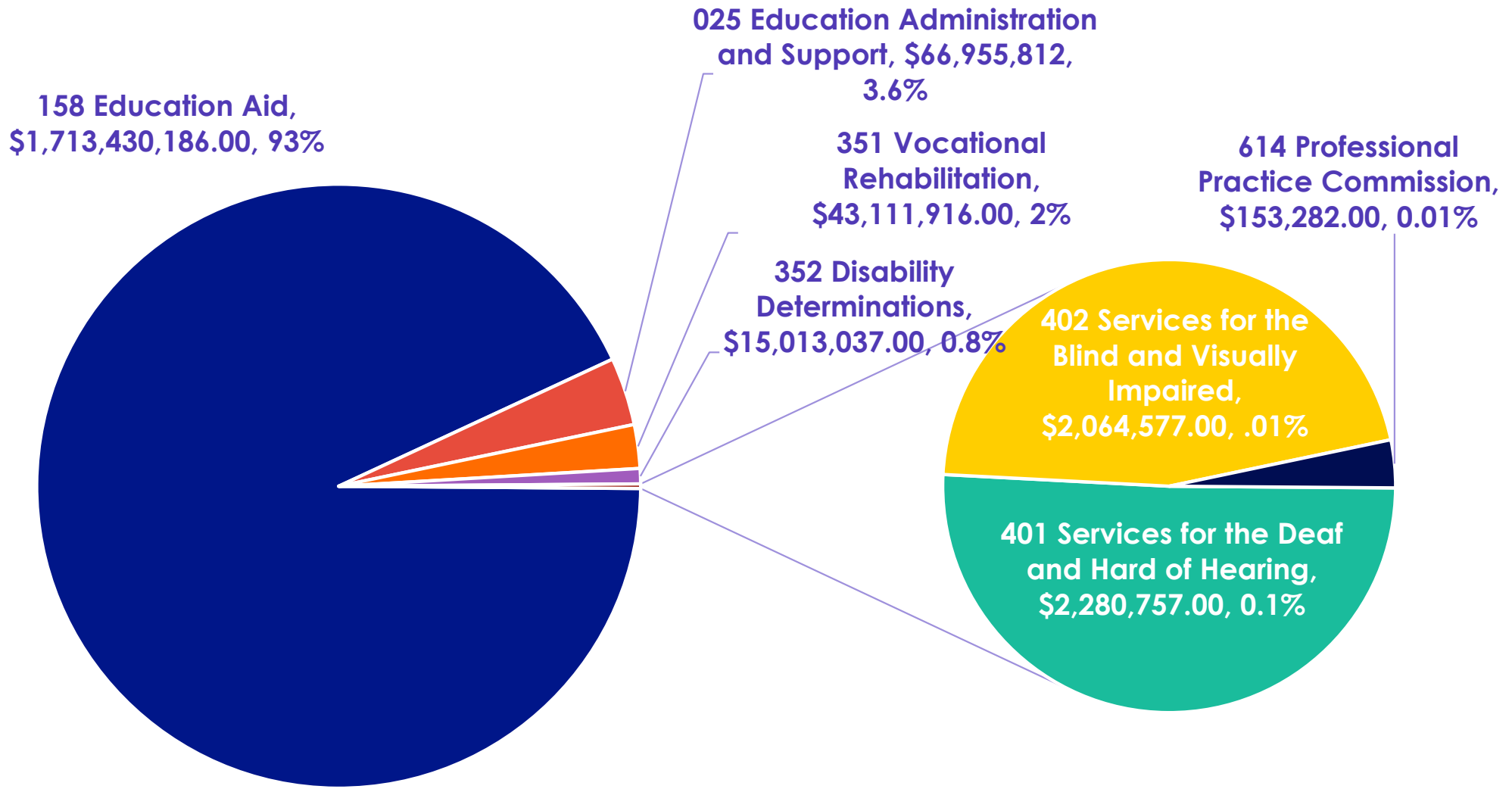


Biennial Budget Overview for FY 2023-24 & FY 2024-25

Summary for the August 5, 2022
State Board Work Session



Budget by Program for FY 2022-23





Required Parts of the Budget Request

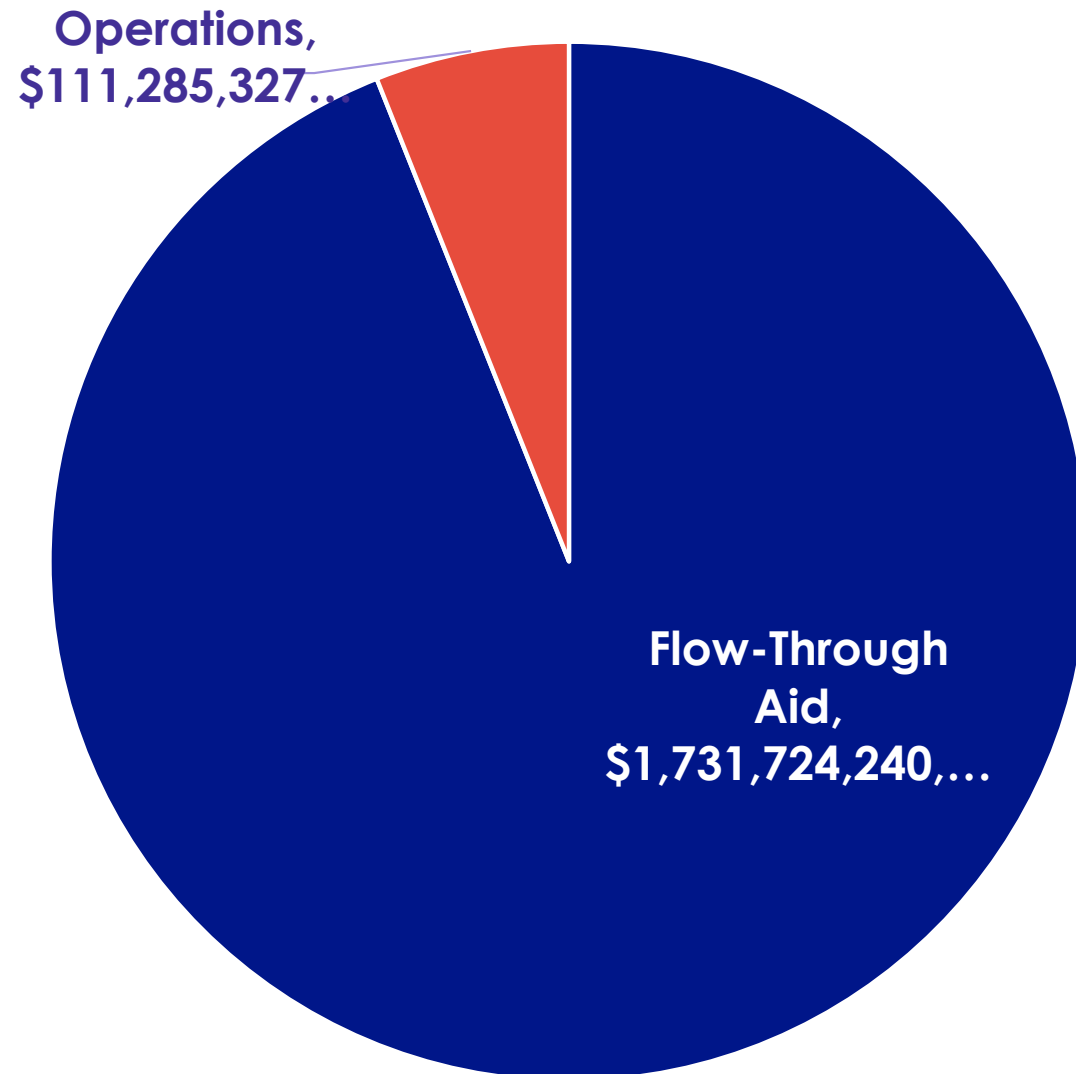
- Base Year Allocation Budget
- Building Renewal Requests
- Information Technology Plan
- Budget Issues
 - Requests for changes in funding
- Budget Modifications
 - Where would reductions be made if appropriations are reduced



Expenditure Types

- Flow-through Aid
 - Budget authority for appropriations to be distributed to school districts and other sub-recipients
- Operations
 - Budget authority for leadership and administration of the Department
 - Personal Services including salaries and benefits
 - Basic Operations such rent, contracts, travel, supplies, and equipment

Budgeted Flow Through and Operations for FY 2022-23

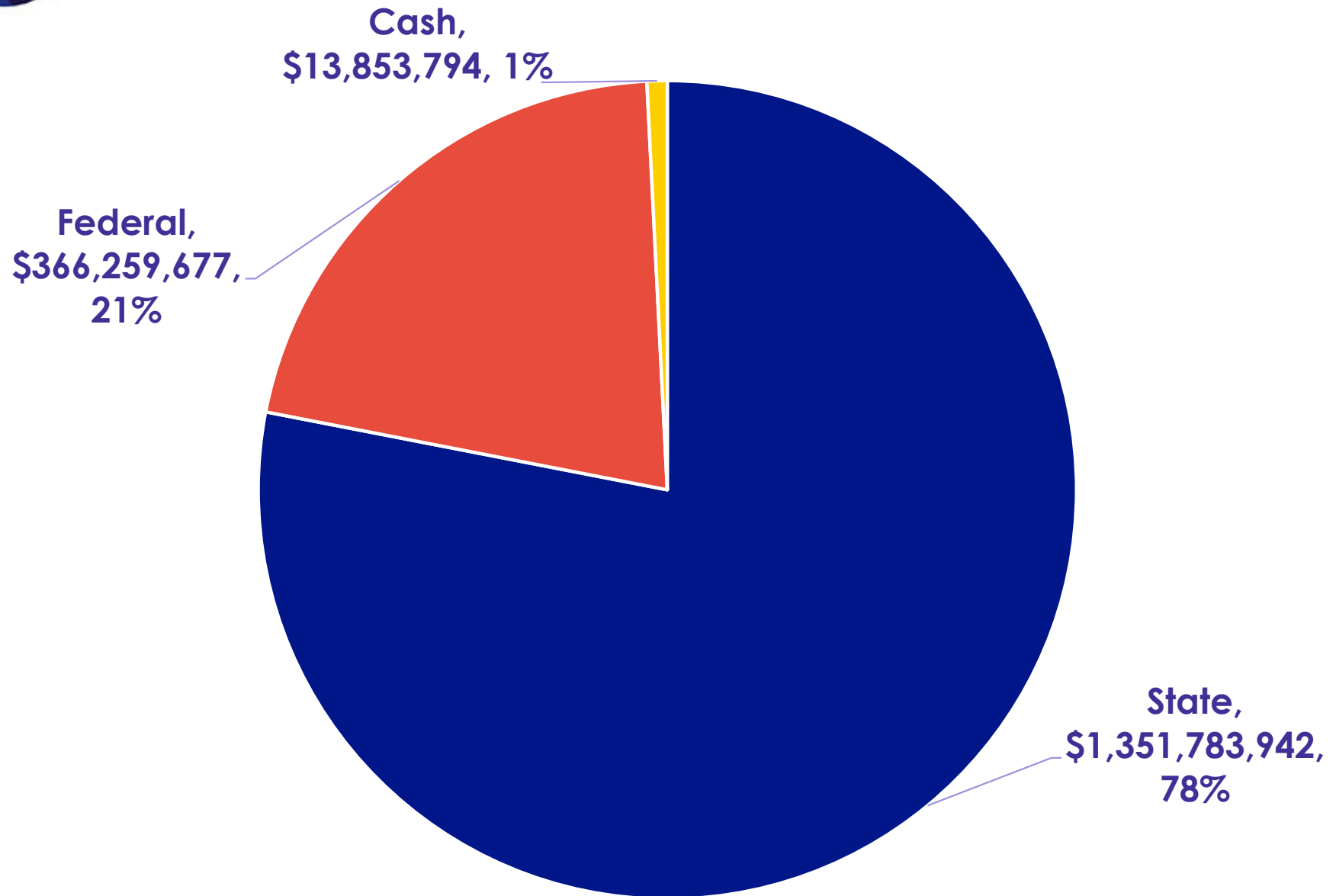




Funding Sources

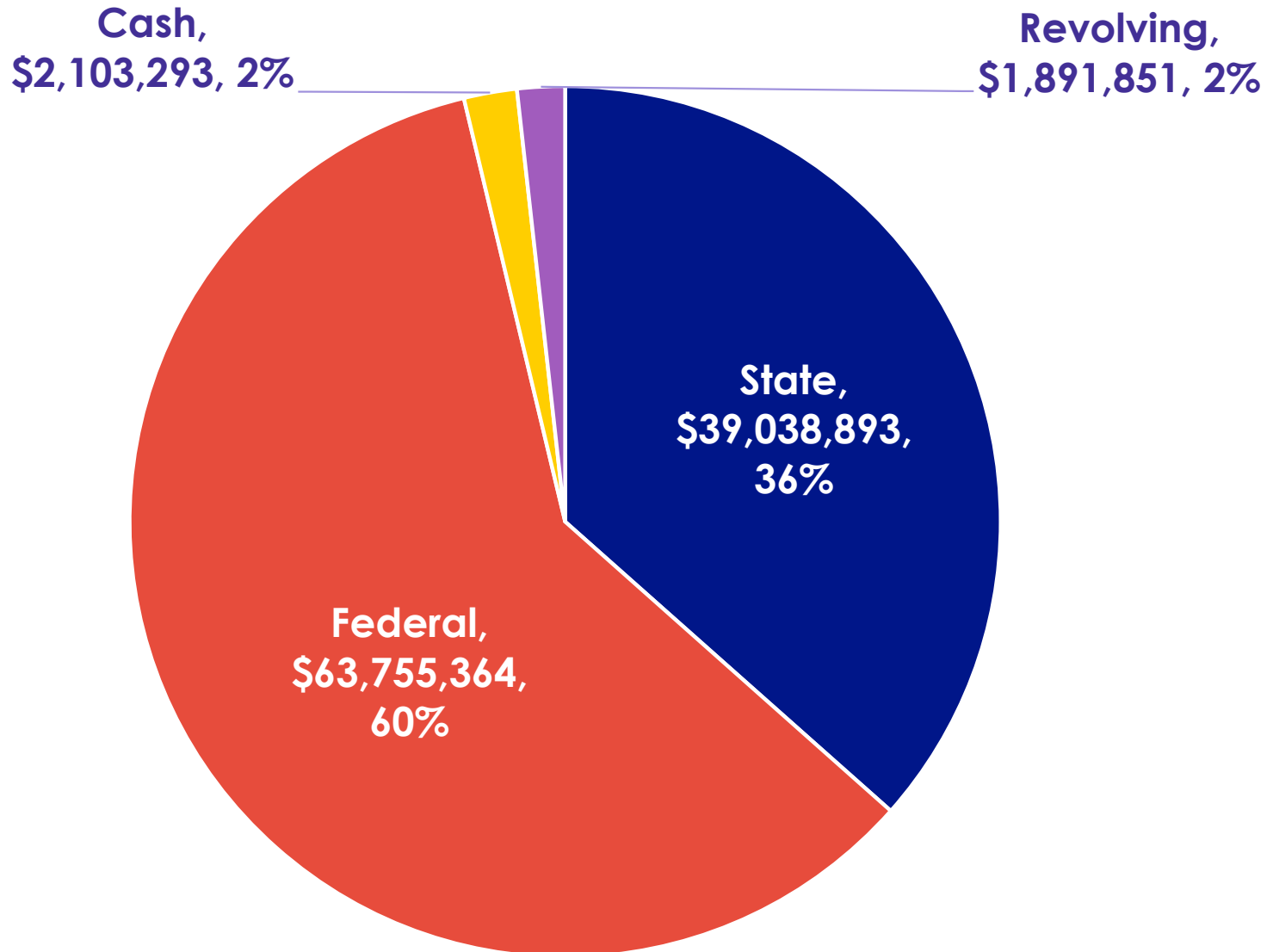
- General Funds – Appropriated from State revenues
- Cash Funds – Revenues from fees and grants from non-federal sources
- Federal Funds – Grants from the Federal Government
- Revolving Funds – Revenues from internal fees

Flow Through by Source of Funding for FY 2022-23



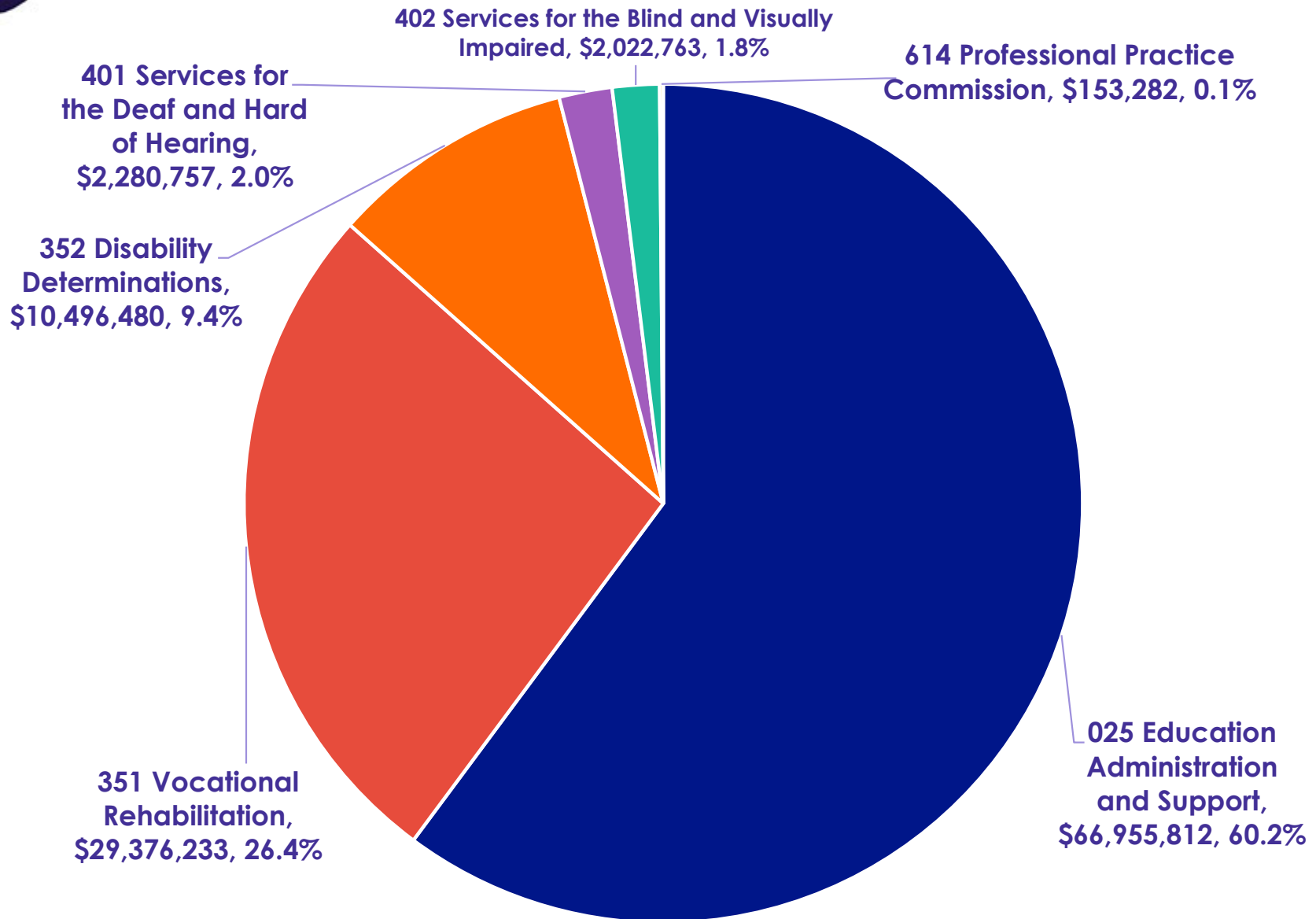


Operations by Source of Funding for FY 2022-23





Operations by Program for FY 2022-23





Budget Issues

Advance Early Literacy

Fiscal Year 2023-2024	\$10,000,000
Fiscal Year 2024-2025	\$10,000,000

The Nebraska Reading Improvement Act sets forth actions for to support students reading below grade level. Statewide funding for early literacy will allow system-wide implementation of programs and practices with the goal that every student be able to read at or above grade level by Grade 3. Targeted areas of support include statewide teacher training in the science of reading, support for selection and implementation of high-quality K-3 instructional materials, development of a statewide literacy coach network, support for teacher preparation programs, and to support literacy at home.



Budget Issues

School Improvement

Fiscal Year 2023-2024	\$2,000,000
Fiscal Year 2024-2025	\$2,000,000

Educational assessment is a systematic process of documenting and using data on the knowledge, skill, attitudes, and beliefs to refine programs and improve student learning. Current State funds support identifying and measuring learning outcomes, however, do not provide State appropriations to provide a continuous process after assessment for accountability.

Six targeted focus areas are revealed through an analysis of statewide data:

- Multicultural Teaching, Learning, and Leading
- Focus on Achievement and Opportunity Gaps
- Focus on comprehensive support and improvement for schools
- Focus on Priority Schools
- Focus on Systems Involved Youth support
- Focus on Data Quality Support



Budget Issues

Early Childhood Workforce

Fiscal Year 2023-2024	\$169,000
Fiscal Year 2024-2025	\$320,500

Strengthen Step Up to Quality. Increase the amount of the program quality bonuses for Step Up to Quality and provide bonuses to programs that maintain their quality at re-rating time. Bonus levels do not come close to the cost of increasing and maintaining quality. Add additional funding for technical assistance, verification of quality and rating processes will be needed at some time in the future. Step Up to Quality is within budget for the current year.



Budget Issues

Career and Technical Education

Fiscal Year 2023-2024

Amount Requested TBD

Fiscal Year 2024-2025

Amount Requested TBD

Categorical State funding for Career and Technical Education (CTE). Blueprint Nebraska emphasizes our strong education system is what powers Nebraska's successful labor market, though, we struggle to retain and attract young talent. With a statewide investment to support local high-quality CTE programs, scaling public-private partnerships that create more opportunities for students, including internships and apprenticeships and other work-based learning opportunities, will positively contribute to the skilled talent pipeline and allow for industry growth.



Modifications

- Required to specify how budget shortfalls would be addressed
- All Budget Issues and Modifications will be prioritized in the order they will be added back based on funding
 - Ranking still to be determined
- Enterprise Issues cannot be included with Modifications



Next Steps

- September 2, 2022 – State Board approves biennial budget request
- October 7, 2022 – State Board approves deficit budget request
- January 2023 – Governor presents budget request to the Legislature
- February/March 2023 – Appropriations Committee hearing
- May 2023 – Budget passed by the Legislature and signed by the Governor



STATE BOARD OF EDUCATION
Planning and Evaluation COMMITTEE REPORT

Date: August 5, 2022

“The Committee on Planning and Evaluation reports that...

Board Members Present:

Patti Gubbels
Robin Stevens
Deb Neary
Kirk Penner

NDE Staff Members Present

Cory Epler
Shirley Vargas
Deb Frison
Marissa Payzant
Matt Blomstedt
Micki Charf
Lora Sypal
Melody Hobson
Lane Carr
Audrey Webb

1. The meeting was called to order at 12:13 p.m.

1.1 Committee members had no corrections or comments about the previous committee meeting notes.

2.1 ACTION ITEMS

The committee discussed five action items, four to be presented to the board for approval and one that is included in the consent agenda:

2.1.A. Action Item: Grant conditional approval under Rule 14 (92 NAC 14), Regulations & Procedures for the Legal Operation of Approved Nonpublic Schools, for Legacy Christian nonpublic school to operate in the 2022-23 school year.

Through discussions and an on-site visitation, it has been determined that Legacy Christian School, Holdrege, NE has met the requirements for conditional approval to operate for the 2022-2023 school year. After the school year begins an additional on-site visit will be conducted to verify compliance with Rule 14 requirements.

2.1.B. Approve Rule 11 teacher waiver request for Grand Island Public Schools and approve annual operation of the early childhood program for the named school district.

Grand Island Public Schools had three unfilled preschool teacher positions and have three candidates who meet the basic requirements for a Rule 11 teacher waiver. Grand Island Public Schools has submitted all documents required by Rule 11 to apply for a waiver for these three individuals. GIPS has also submitted a detailed supervision/internal mentoring program for the three candidates.

2.1.C. Approve the Rule 11 teacher waiver request from Lexington Public Schools and approve annual operation of the early childhood program for the named school district.

Lexington Public Schools is requesting a Rule 11 waiver for an internal staff member who has agreed to continue her education to complete her bachelor's degree with an emphasis in Early Childhood and serve as a preschool teacher. Lexington has submitted the required supporting documents for this waiver.

2.1.D. Action Item: The original proposed action item was to Authorize the Commissioner to set statewide assessment cut scores for NSCAS Science General and NSCAS Science Alternate. Following dialogue and discussion about the setting of cut scores for NSCAS Science and NSCAS Alternate Assessment the committee is recommending that the State Board act today to approve identified cut scores with the understanding that those cut scores are transitional and will remain in effect for one year. The rationale is that the science cut scores are important so NDE can complete the classification and designation of schools early this fall and school districts benefit from having the cut scores at the beginning of the school year.

The committee recommends that Summer of 2023 the cut scores for NSCAS Mathematics, ELA, and Science be reviewed as a whole to assure consistency in the cut score determination processes and resulting cut scores.

2.1.E. Consent Agenda Item: Authorize the Commissioner to contract with American Institutes for Research (AIR). The final committee report of the Ad Hoc Committee to review the standards development process included five recommendations, one of which was for NDE to enlist the services of a contractor to review the standards development practices and processes and suggest revisions to enhance and assure quality of content area standards development and implementation. The review will include research related to standards-based education, a comparison of other state standards development processes and focus group interviews with stakeholders. Two organizations submitted proposals for the consultation/evaluation work. AIR (American Institute for Research) was recommended as the contractor. AIR provides additional support from Region 11 Comprehensive Center (R11CC), which provides SEAs with the implementation, scale, and sustainment of evidence-based programs, practices and interventions and will allow for focus groups and stakeholder interviews.

DISCUSSION:

2.2. NDE staff and committee engaged in a discussion about Nebraska's College and Career Ready Standards for Mathematics. The second draft of the Nebraska College and Career Ready Standards was released recently. Feedback will be received over the next weeks. It is not anticipated that any substantial changes will be made to the second draft anticipated to come before the board for approval at the September board meeting.

COMMITTEE UPDATES

2.3.A. NDE Staff provided an update on the Fall 2022 accountability requirements and federal flexibilities. The accountability requirements and federal flexibilities will be part of a board work session in September.

The committee meeting adjourned at 1:45p.m.

This concludes the Planning and Evaluation Committee report.”

Patti Gubbels, Chair

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



PROPOSED AGENDA ITEM RATIONALE

DATE: August 5, 2022

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

FROM: Brad Dirksen, Administrator
Micki Charf, Director of Accreditation

PROPOSED AGENDA ITEM: Grant conditional approval under Rule 14 (92 NAC 14), *Regulations & Procedures for the Legal Operation of Approved Nonpublic Schools*, for the following applicant nonpublic school to operate in the 2022-23 school year:

- Legacy Christian School, Holdrege, NE

RATIONALE/BACKGROUND INFORMATION: Representatives of the school have complied with the application procedures of Rule 14. Staff members of the Accountability, Accreditation, and Program Approval Office completed an on-site visit and reviewed requirements of the Rule with school representatives. On the basis of these discussions and observations, NDE representatives have determined that the school is prepared to meet Rule 14 requirements in the 2022-23 school year. Visitations will be conducted after the opening of the school to verify compliance with Rule 14.

PROPOSED BOARD MEETING (MONTH/YEAR): August 2022

ESTIMATED COST: None

FOR CONTRACTS AND GRANTS:

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



PROPOSED AGENDA ITEM RATIONALE

DATE: July 18, 2022

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

FROM: Melody Hobson

PROPOSED AGENDA ITEM: Approve Rule 11 teacher waiver request for Grand Island Public Schools and approve annual operation of the early childhood program for the named school district.

RATIONALE/BACKGROUND INFORMATION: Beginning in February 2022, Grand Island Public Schools (GIPS) received notice of four openings for preschool teachers for the 2022-2023 school year. Advertising began for these open positions that same month. Advertising included posting on NDE's Teach in Nebraska website, Facebook, LinkedIn, the GIPS website, Greater Nebraska Schools Hiring Consortium, as well as efforts with individual colleges and universities. Advertising information included the requirement of an early childhood inclusive or early childhood special education endorsement.

In April 2022, GIPS amended the position requirement and began advertising to allow for an early childhood endorsement without the requirement of an inclusive or special education endorsement. These efforts have been continuous and ongoing.

In March, an appropriately qualified candidate applied for both a preschool and elementary school teaching position with the district. The candidate accepted the elementary school position. In May, the district received another application for the preschool teacher position. This candidate was interviewed and hired.

No other applicants with teacher certificates applied. The district has three unfilled preschool teacher positions and have three candidates who meet the base requirements for a Rule 11 teacher waiver. Grand Island Public Schools has submitted all documents required by Rule 11 to apply for a waiver for these three individuals. Additionally, GIPS has submitted a detailed supervision/ internal mentoring plan for these individuals to ensure that they will be successful in the preschool program.

Rule 11 Section 005.05A allows districts to seek a waiver for the teacher(s) if the teacher(s) meet the following minimum requirements:

003.02A4a Twelve graduate hours in early childhood education; or

003.02A4b Bachelor's degree or higher including 12 undergraduate hours in early childhood education, or

003:02A4c Associate Degree in early childhood education.

PROPOSED BOARD MEETING: August 2022

ESTIMATED COST: N/A



PROPOSED AGENDA ITEM RATIONALE

DATE: July 18, 2022

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

FROM: Melody Hobson

PROPOSED AGENDA ITEM: Approve the Rule 11 teacher waiver request from Lexington Public Schools and approve annual operation of the early childhood program for the named school district.

RATIONALE/BACKGROUND INFORMATION: Lexington Public Schools operates an early childhood education program with 9 preschool classrooms and a Sixpence Home visiting program serving 36 children birth through age three. Lexington Public Schools has been advertising for a certified teacher to teach one of their preschool classrooms. They advertised in the Nebraska Schools Employment Network. They received application from two appropriately certified applicants. One of the applicants was an internal candidate teaching in an elementary position. The district was not able to find a replacement for her elementary position and she was retained at the elementary school. The other applicant accepted a job at another school district.

Rule 11 Section 005.05A allows districts to seek a waiver for the teacher(s) if the teacher(s) meet the following minimum requirements:

003.02A4a Twelve graduate hours in early childhood education; or

003.02A4b Bachelor's degree or higher including 12 undergraduate hours in early childhood education, or

003:02A4c Associate Degree in early childhood education.

Lexington Public Schools is requesting a Rule 11 waiver for an internal staff member who has agreed to continue her education to complete her bachelor's degree with an Early Childhood Inclusive Endorsement. The school district has submitted all supporting documents required.

PROPOSED BOARD MEETING: August 2022

ESTIMATED COST: N/A



PROPOSED AGENDA ITEM RATIONALE

DATE: July 28, 2022

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

FROM: Jeremy Heneger Ed.D. Director of Statewide Assessment

PROPOSED AGENDA ITEM: Action Item: Authorize the Commissioner to set statewide assessment cut scores for NSCAS Science General and NSCAS Science Alternate.

RATIONALE/BACKGROUND INFORMATION: The process will allow The NDE to determine proficiency levels for the assessments to meet federal and state requirements for assessment reporting and accountability.

PROPOSED BOARD MEETING (MONTH/YEAR): August 2022

ESTIMATED COST: No additional costs. Costs were included in assessment contracts.

FOR CONTRACTS AND GRANTS:

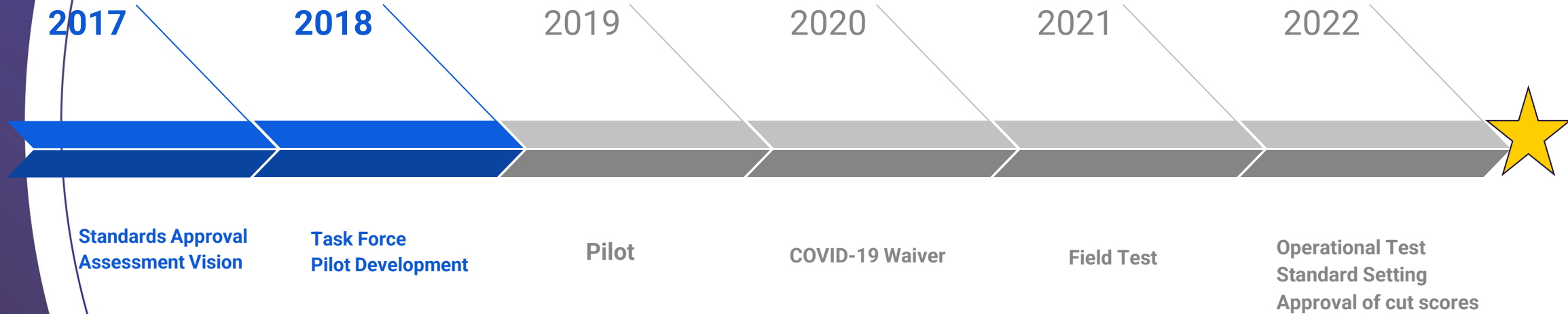
- Indicate the Funding Source: Combination of Federal and State General Funds
- New or Renewal: New
- If renewal, date of first approval:



NSCAS Science: Standard Setting

August 2022

NSCAS Science Development Timeline

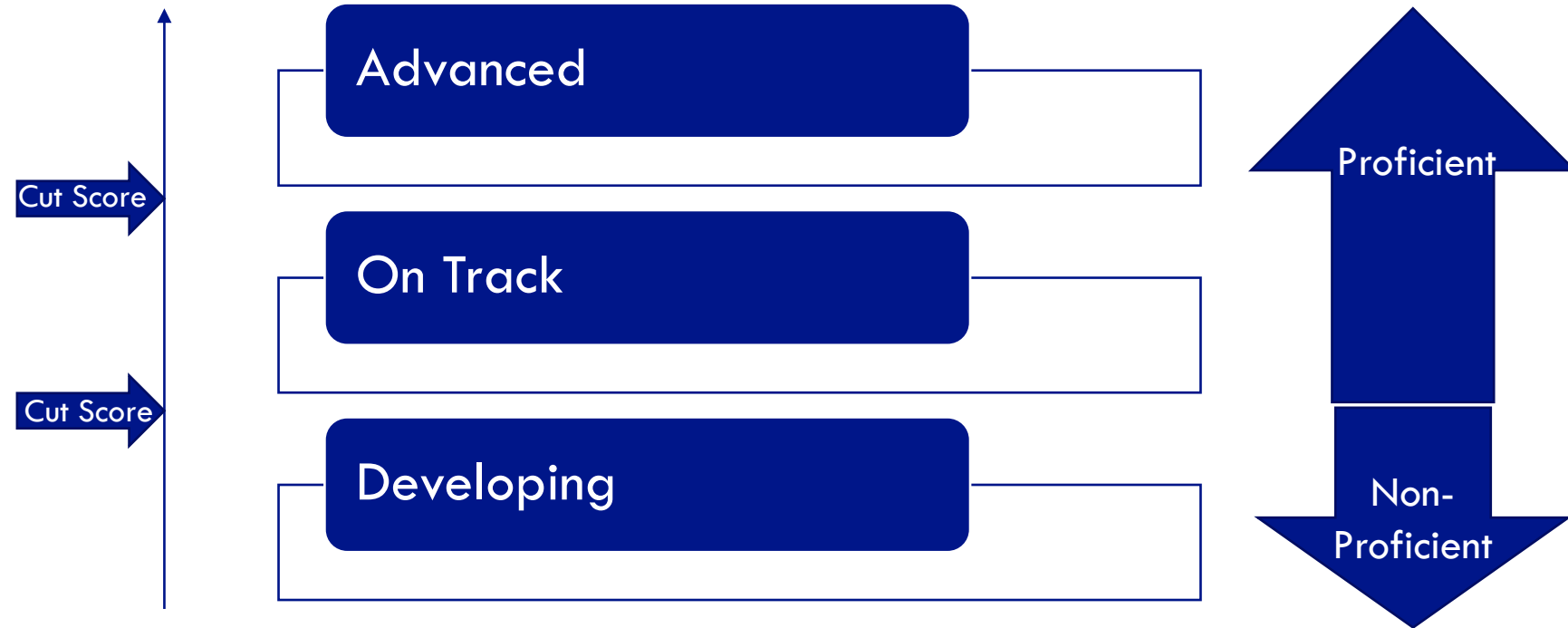


Standard Setting for Assessments

- Process of determining the scores (or the point(s) of achievement) that determine the category of a student's proficiency.
 - Advanced: "...demonstrate high levels of proficiency..."
 - On Track: "...demonstrate proficiency..."
 - Developing: "...do not demonstrate proficiency..."
- Occurs as a result of new assessment items measuring revised content area standards and a revised Table of Specifications (e.g. what is tested).

Standard Setting for Assessments

- For example...



NSCAS Science and Alternate Science: *Standard Setting Process*

- NSCAS Science (Grades 5 & 8)
- NSCAS Alternate Science (Grades 5, 8, & 11)
 - 1% of students with the most significant cognitive disabilities.

NSCAS Science and Alternate Science: *Standard Setting Process*

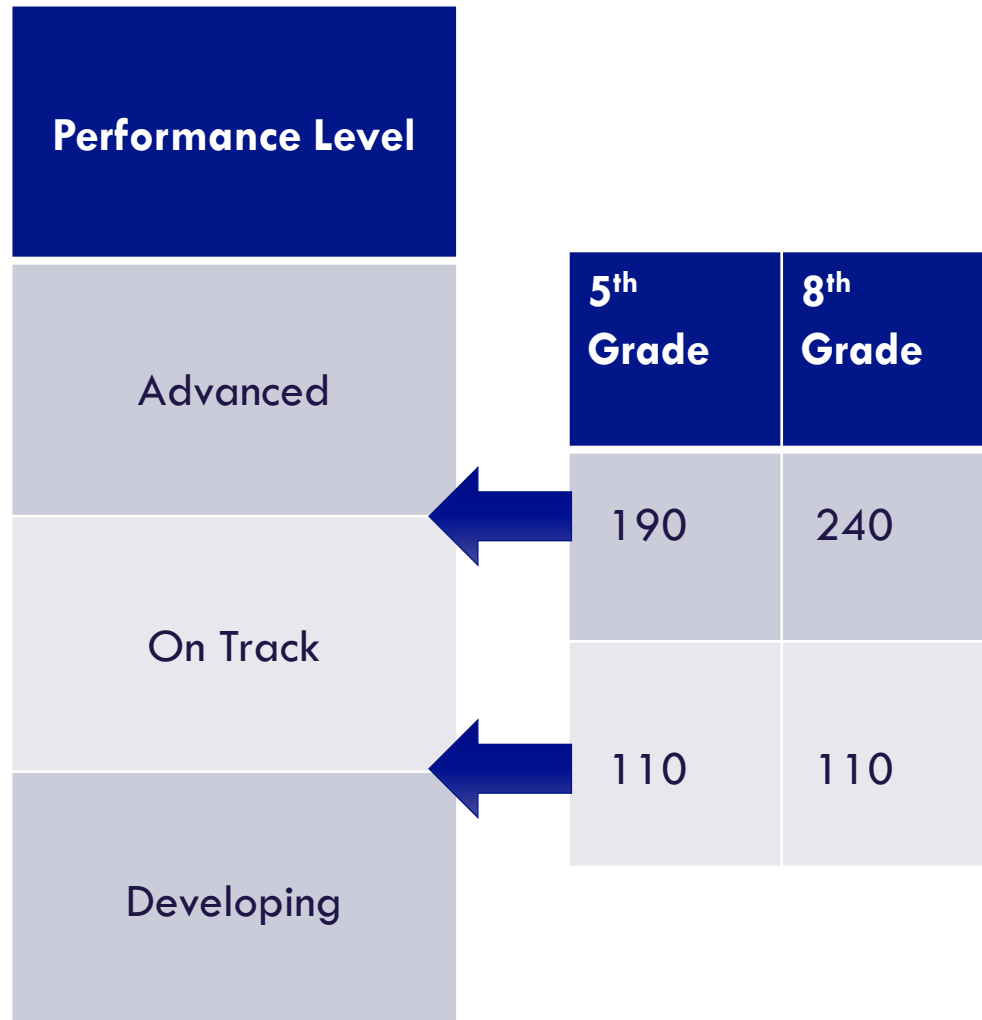
- Panelist Selection and Training:
 - Nebraska educators with science education expertise, including teachers, curriculum directors, postsecondary faculty, district assessment coordinators, etc.
- Method: Extended Angoff & Yes/No Angoff (Alternate)
- Multiple Rounds of Judgements:
 - Informed by content expertise, professional conversations, and impact data from Spring 2022 assessment.
 - Independent recommendations inform the group's recommendations.

NSCAS Science and Alternate Science: *Standard Setting Process*

- Educators determined scores most likely for each proficiency level.
 - “Would a student that is barely advanced student get this question correct?”
- Panelists reviewed item data between rounds.
- Scores were aggregated and presented to the NDE as a recommended range around a median cut.
- Recommended cut scores reflect the recommendations of the panel.

NSCAS Science: Cut Score Recommendations

Performance Level	5 th Grade	8 th Grade
Advanced	190	240
On Track	110	110
Developing		



NSCAS Science Scales:
Grade 5: 100-220
Grade 8: 100-330

NSCAS Science: Recommended Cut Score with Impact Data

Performance Level	5 th Grade	5 th Grade % Proficient	8 th Grade	8 th Grade % Proficient
Advanced	4.0%	64.0%	3.1%	52.1%
On Track	60.0%		45.3%	
Developing	32.0%		47.9%	

NSCAS Science Alternate: Cut Score Recommendations

Performance Level	5 th Grade	8 th Grade	High School
Advanced			
On Track	250	250	250
Developing	200	200	200

NSCAS Alternate Science Scale:
100 to 300 points

NSCAS Science Alternate: Recommended Cut Score with Impact Data

Performance Level	5 th Grade	5 th Grade % Proficient	8 th Grade	8 th Grade % Proficient	HS	HS % Proficient
Advanced	8.4%	46.3%	7.0%	57.0%	10.4%	45.5%
On Track	37.9%		50.0%		45.1%	
Developing	53.7%		43.0%		44.6%	

State Board Policy Decision

- August:
 - Action Item: Approve the cut scores for NSCAS Science and NSCAS Science Alternate.



Questions?



PROPOSED AGENDA ITEM RATIONALE

DATE: July 19, 2022

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

FROM: Cory Epler, Ph.D.
Academic Officer/Administrator for Teaching, Learning, and Assessment

Marissa Payzant, Ed.D.
Assistant Administrator for Teaching, Learning, and Assessment

Deb Romanek
Mathematics Education Specialist

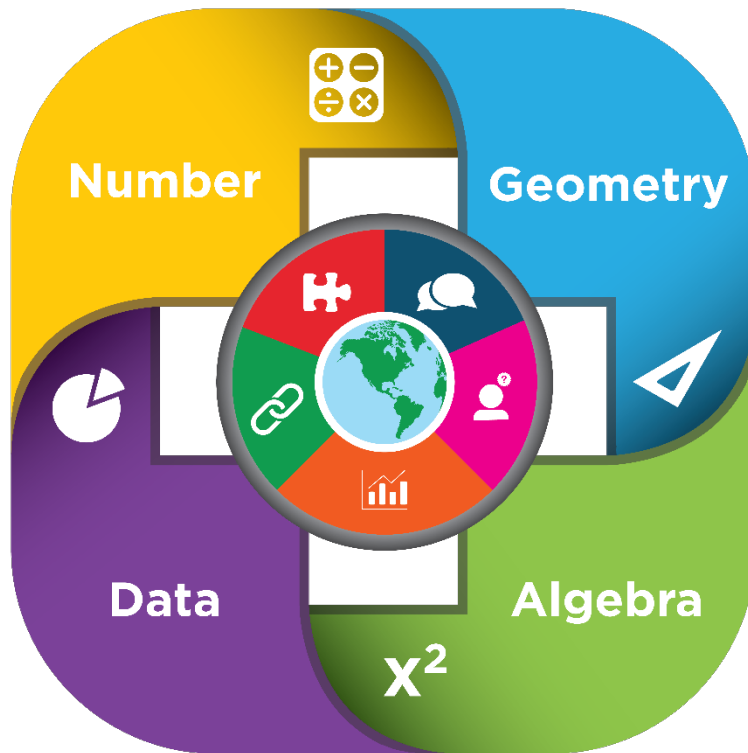
PROPOSED AGENDA ITEM:

Discussion Item: Nebraska's College & Career Ready Standards for Mathematics

RATIONALE/BACKGROUND INFORMATION:

Nebraska Revised Statute 79.760.01 requires the Nebraska State Board of Education to adopt measurable academic content standards in the subject areas of reading, writing, mathematics, science, and social studies. The statute requires the State Board to review and update the standards every seven years. Pursuant to 79.760.01, and under the leadership of the Nebraska Department of Education, the process to review and revise Nebraska's College and Career Standards for Mathematics will begin in Fall 2021 with anticipated approval in September 2022. The current mathematics standards were approved by the State Board of Education in 2015.

PROPOSED BOARD MEETING (MONTH/YEAR): August 2022



Nebraska's College and Career Ready Standards for Mathematics

August 5, 2022 - Draft #2



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High School Advanced Topics Standards	60

Acknowledgements

The standards within this document were developed by a team of Nebraska educators. These educators represent the diversity of students served by Nebraska's K-12 schools, a variety of content and grade-level expertise, and geographic locations across the state. In addition, a panel of subject matter experts reviewed and provided guidance on the recommended revisions. The standards were developed during the 2021-2022 academic year and approved by the Nebraska State Board of Education in [insert date]. The Nebraska Department of Education would like to express warm gratitude to these educators for their knowledge, expertise, and dedication to Nebraska's K-12 students.

Adeline Johnson, Elementary Teacher, Hastings Public Schools

Alexander Way, Teacher, Fremont Senior High School

Alicia K Davis, Teacher, Lincoln Public Schools

Allan Donsig, Math Dept, University of Nebraska-Lincoln

Amy Barton, Teacher, Lincoln Public Schools

Andrew Boone, Teacher, Gretna Public Schools

Ann Marie Scott, Teacher, Umonhon Nation Public School

Audrey Smalley, Teacher, Harvard Public Schools

Bev Newton, Retired Career Field Specialist, NDE Communication and Information Systems

Bonnie Sibert, Retired Career Field Specialists, NDE Business, Marketing and Management

Cody Franzen, Teacher, Litchfield Public Schools

Cory Epler, Academic Officer, Nebraska Department of Education

Deborah Romanek, Math Specialist (Retired), Nebraska Department of Education

Deb Bulin, Teacher, Thayer Central Community Schools

Dianah Steinbrink, Teaching and Learning Coordinator, ESU 10

Angela Mosier, Mathematics Department Chair, Westside High School

Elizabeth Huben, Teacher, Westside Middle School

Heidi Rethmeier, Staff Developer, ESU 8

Jane Strawhecker, Professor, University of Nebraska - Kearney

Janna Giles, Teacher, DC West Elementary School

Jason Bartman, Teacher, Nebraska City High School

Jason Weseman, Teacher, Grand Island Public Schools

Jenne Gregor, Teacher, Creighton Preparatory School

Jennifer Lange, Teacher, Cross County Community Schools
Judy Stukenholtz, Teacher, Wahoo Public Schools #39
Julie Kreikemeier, Math Coach, Columbus Public Schools
Kevin L Pettigrew, Teacher, Valentine Community Middle School
Laura Melonis, Teacher, Papillion-LaVista Community Schools
Marissa Payzant, Assistant Administrator of TL&A, Nebraska Department of Education
Mallory Charvat, Teacher, Elkhorn Public Schools
Margaret Fisher, Teacher, Lexington Public Schools
Marni Driessen, Mathematics Coach, Omaha Public Schools
Mary Lenser, Special Education Specialist, Nebraska Department of Education
Mary Kuchta, Associate Professor, Wayne State College
Michelle Mika, Teacher, Boys Town
Peter Bogardus, Teacher, Cambridge Public Schools
Rachel Kluthe, Teacher, Seward Public Schools
Sara Kucera, Teacher, Kearney Public Schools
Sasha Welch, Teacher, North Platte High School
Susan Christensen, Teacher, Faith Christian School
Tami Whitted, Curriculum Facilitator, Millard Public Schools
Whitney Flower, Principal, Grand Island Public Schools
Yvonne Lai, Associate Professor, University of Nebraska-Lincoln

Introduction

College and career readiness for Nebraska's K-12 students requires content area standards that are clearly defined and increasingly rigorous across grade levels. The standards are designed to ensure all students have access to grade-level mathematics content centered on deep learning of concepts while actively building new knowledge from their experiences. The revised mathematics standards encompass a wide range of essential skills across the strands of Number, Algebra, Geometry, and Data. The standards, both individually and as an integrated whole, describe not only expectations for college and career readiness, but the 21st century mathematical literacies for critical and innovative thinking and problem solving. The progression of skills within each strand are research and evidence-based and designed to prepare Nebraska's students for postsecondary and workforce demands.

Content Area Standards Overview

Nebraska Revised Statute 79-760.01 requires the State Board of Education to adopt measurable academic content standards for the areas of reading, writing, mathematics, science, and social studies. Standards describe grade-level expectations for given content areas and provide a framework upon which Nebraska districts develop, establish, and implement curriculum. For effective teaching and learning to occur, the content area standards should drive local decisions related to instructional materials, resources, and interim, formative, and summative assessments.

The Nebraska Department of Education has identified quality criteria in the development of content area standards. These criteria ensure that standards are grounded in a strong research base of human cognition, motivation, and teaching and learning and describe essential knowledge and skills for college, career, and civic readiness. The revised mathematics standards, written by teams of Nebraska educators and reviewed by local and national experts, were developed with the following indicators of quality:

Measurable. Standards provide benchmarks against which student progress toward learning goals can be measured.

Appropriately challenging. Standards must build in complexity so that by the end of grade 12, students are prepared for postsecondary education and the workforce.

Connected. Student learning is most effective when it connects knowledge and skills to related topics and authentic applications.

Clearly worded. Content area standards must effectively communicate what students should know and be able to do.

Scaffolded. Indicators in the Nebraska content area standards scaffold student learning by sequencing connected knowledge and skills across grades so that students build and deepen understanding and ability over time.

Specific. Specificity assures that the language used in standards and indicators is sufficiently detailed to be accurately interpreted by educators.

Mathematics Standards Design

Nebraska's College and Career Ready Standards for Mathematics reflect the tiered structure common across all Nebraska content area standards. *Grade-level standards* include broad, overarching content-based statements that describe the basic cognitive or affective expectations of student learning. They also reflect, across all grade levels, the long-term goals for learning associated with college and career readiness. *Indicators* further describe what students must know and be able to do to meet the standard as well as provide guidance related to classroom instruction and assessment. In addition to standards and indicators, some of the standards include examples. The "e.g." statements, where appropriate, provide guidance relative to topics that may be included in a locally determined curriculum.

The structure of Nebraska's College and Career Ready Standards for Mathematics includes:

K-12 Content Strands. The strands are broad, general statements that are not grade-level specific. They reflect major topics in mathematics (number, algebra, geometry, and data) and the five mathematical processes.

Grade-Level Standards. The grade-level standards identify what students should know and be able to do by the end of each grade level or grade band. The standards are organized within K-12 Content Strands. The grade-level standards include a statement that describes the expectations for proficiency relative to the major work of the grade.

Indicators. The indicators provide additional specificity to distinguish expectations between grade levels. They are considered an integral part of the standard to be taught and assessed.

For grades K-8, the standards and indicators are written at grade level and are organized by four content strands: Number, Algebra, Geometry, and Data. The High

School Standards and Advanced Topics Standards are organized by four content strands: Number, Algebra, Geometry, and Data.

Coding: The standards are organized using a coding system that includes the content area, the grade level, an abbreviation for the content strand, and the number within the strand. Lowercase letters represent indicators for some of the standards. (NOTE: not all standards include indicators.)

-----Example: MA.K.N.1.a-----

MA = Content Area (Math)

K = Kindergarten

N = Content Strand (Number)

1 = Standard

a = indicator

K-12 Content Strands and Description

Content Strand	Description
Number (N)	Students will solve problems and reason with number concepts using multiple representations, make connections within math and across disciplines, and communicate their ideas.
Ratios and Proportions (R) ¹	Students will understand ratio concepts and use ratio reasoning to solve problems.
Algebra (A)	Students will solve problems and reason with algebra using multiple representations, make connections within math and across disciplines, and communicate their ideas.
Geometry (G)	Students will solve problems and reason with geometry using multiple representations, make connections within math and across disciplines, and communicate their ideas.
Data (D)	Students will solve problems and reason with data/probability using multiple representations, make connections within math and across disciplines, and communicate their ideas.

¹ Ratios and Proportions is a new content strand found only in Grades 6 and 7.

Nebraska Mathematical Processes

Introduction. The Nebraska Mathematical Processes reflect overarching processes that students should master as they work towards college and career readiness. As described by the National Research Council (2001), mathematical processes are integral to all mathematics teaching and learning. The Nebraska Mathematical Processes reflect the interaction of skills necessary for success in math coursework as well as the ability to apply math knowledge and processes within authentic contexts. The processes highlight the applied nature of math within the workforce and clarify the expectations held for the use of mathematics in and outside of the classroom. Additionally, the Fordham Institute (2018) states that high quality standards for mathematics “integrate and promote the ‘math processes’ or mathematical habits of mind that every student should possess.” Mathematical processes activate the learning process while increasing the likelihood that students will become mathematically proficient (Van de Walle et al., 2018).

To develop essential mathematical habits of mind, mathematically proficient students:



Make sense of problems and persevere in solving them. Students make sense of problems and look for entry points to plan solution pathways. A variety of tools including, but not limited to, mental math, estimation, concrete and visual models, and appropriate technology may be selected to support problem solving. Students form conjectures or inferences based on patterns or sets of examples and nonexamples and monitor their progress. Perseverance includes working without knowing if a plan will succeed, trying other plans if an initial plan does not work, and checking if a solution is reasonable. **(PROBLEM SOLVING)**



Reason quantitatively and abstractly and consider the reasoning of others. Students make sense of quantities and their relationships using quantitative and abstract reasoning. Quantitative reasoning uses the properties of numbers, operations, and geometric objects. Abstract reasoning includes making sense of and manipulating representations in terms of the original context. Students can represent a problem using numbers and mathematical symbols, solve the problem and then make sense of the solution in context of the original situation. Students can analyze their own reasoning and the reasoning of others by comparing different approaches, recognizing correctness and efficiency, and finding counterexamples. **(REASONING)**



Create and use representations to organize, record, and communicate mathematical ideas. Students will understand that representations of mathematical ideas – physical, visual, symbolic, contextual, and verbal – are an essential part of learning, doing, and communicating mathematics. Students create, use, and evaluate the effectiveness of representations to clearly communicate mathematical ideas. **(REPRESENTATIONS)**



Analyze mathematical relationships to connect mathematical ideas. Students routinely interpret their mathematical results in the context of the situation and reflect on whether the results make sense. By modeling mathematics in authentic contexts, students make connections among and between different areas of mathematics and other disciplines. Students seek out and make connections among different approaches and representations, including those of other students. **(CONNECTIONS)**








Explain and justify mathematical ideas using precise mathematical language in written or oral communication. Students will communicate their solutions with displays, explanations, and justifications. Students make sense of the mathematics by asking helpful questions that clarify or deepen understanding. Students will use precise mathematical language when explaining and justifying their work in written or oral form. **(COMMUNICATION)**



Kindergarten Standards

During Kindergarten, instruction should emphasize the development of the mathematical processes as the vehicle for mastering the grade-level content. Instruction should focus on these critical areas:

- Using numbers to represent quantities and to solve quantitative problems, such as quickly recognizing the number in a small set, counting objects in a set, producing sets of given sizes, and comparing and ordering sets or numerals.
- Working with numbers 11-19 to gain foundations for place value.
- Understanding addition as putting together and adding to and understanding subtraction as taking apart and taking from.
- Identifying, naming, and describing two- and three-dimensional shapes that are presented in a variety of ways.

Mathematical Processes				
To develop essential mathematical habits of mind, mathematically proficient students:				
<p>Make sense of problems and persevere in solving them.</p> 	<p>Reason quantitatively and abstractly and consider the reasoning of others.</p> 	<p>Create and use representations to organize, record, and communicate mathematical ideas.</p> 	<p>Analyze mathematical relationships to connect mathematical ideas.</p> 	<p>Explain and justify mathematical ideas using precise mathematical language in written or oral communication.</p> 
PROBLEM SOLVING	REASONING	REPRESENTATIONS	CONNECTIONS	COMMUNICATION

NUMBER: Students will solve problems and reason with number concepts using multiple representations, make connections within math and across disciplines, and communicate their ideas.

K.N.1 Subitizing: Students will quantify briefly shown collections and verbally label the arrangements without counting.

K.N.1.a Without counting, recognize and verbally label arrangements for briefly shown collections up to 10 (e.g., "I saw 5." "How did you know?" "I saw 3 and 2, that is 5.")

K.N.2 Counting and Cardinality: Students will understand the relationship between numbers and quantities.

K.N.2.a Use one-to-one correspondence when counting objects to show the relationship between numbers and quantities and understand the last number counted is a direct representation of the total objects in a given set.

K.N.2.b Understand that each successive number name refers to a quantity that is one larger.

K.N.2.c Count out the number of objects given a number from 1 to 20.

K.N.2.d Count up to 20 objects *arranged* in a line, a rectangular array, or a circle, and count up to 10 objects in a *scattered* configuration.

K.N.2.e Count verbally forward and backward from any given number within 20.

K.N.2.f Count verbally in sequential order by ones and by tens to 100, making accurate decade transitions (e.g., 89 to 90).

K.N.2.g Write and name numbers 0 to 20. Represent a number of objects with a written numeral 0 to 20.

K.N.2.h Compare the number of objects in two groups, up to 20, using the words *fewer than*, *more than*, *the same as*.

K.N.3 Base Ten: Students will work with numbers 11 to 19 to gain a foundation for place value.

K.N.3.a Compose and decompose numbers from 11 to 19 into a group of ten ones and some more ones using a model, drawing, or equation.

K.N.4 Number and Algebraic Relationships: Students will understand and demonstrate the meaning of addition and subtraction.

K.N.4.a Represent and explain addition and subtraction as part-whole relationships, with addition as *putting together* and/or *adding to* and subtraction as *taking apart* and/or *taking from*, using objects, drawings, numbers, and equations.

K.N.4.b Compose and decompose numbers less than or equal to 10 into pairs in more than one way using verbal explanations, objects, or drawings.

K.N.4.c For any number from 1 to 9, find the number that makes 10 when added to the given number, sharing the answer with a model, drawing, or equation.

K.N.4.d Efficiently, flexibly, and accurately add and subtract within 5.

K.N.4.e Solve authentic problems that involve addition and subtraction within 10 (e.g., by using objects, drawings, and equations to represent the problem).

ALGEBRA: Students will solve problems and reason with algebra using multiple representations, make connections within math and across disciplines, and communicate their ideas.

SEE NUMBER AND ALGEBRAIC RELATIONSHIPS IN NUMBER (K.N.4)

GEOMETRY: Students will solve problems and reason with geometry using multiple representations, make connections within math and across disciplines, and communicate their ideas.

K.G.1 Shapes and Their Attributes: Students will identify and represent the attributes of two-dimensional shapes and three-dimensional solids.

K.G.1.a Identify and name two-dimensional shapes including circles, triangles, squares, and rectangles regardless of orientation or size.

K.G.1.b Identify and name three-dimensional shapes including spheres, cubes, cylinders, and cones regardless of orientation or size.

K.G.1.c Describe the relative positions of shapes in relation to other objects or shapes using terms such as *above*, *below*, *in front of*, *behind*, and *next to*.

K.G.1.d Create shapes using given materials and describe one or more of the attributes such as number of sides/corners.

K.G.1.e Combine simple shapes to compose larger shapes.

K.G.2 Measurement: Students will describe and compare measurable attributes.

K.G.2.a Describe measurable attributes of authentic objects including length, capacity, and weight.

K.G.2.b Directly compare two objects with a measurable attribute in common to describe which object is longer/shorter, heavier/lighter, and has more/less-capacity.

K.G.3 Time and Money: Students will know coin names and values and tell time to the hour.

K.G.3.a Identify the name of pennies, nickels, dimes, quarters, and a dollar. Count collections of pennies.

K.G.3.b Identify the parts of digital and analog clocks. Tell and write time to the hour using digital clocks and analog clocks using only the hour hand.

DATA: Students will solve problems and reason with data/probability using multiple representations, make connections within math and across disciplines, and communicate their ideas.

K.D.1 Classification: Students will sort and classify objects using one or more attributes.

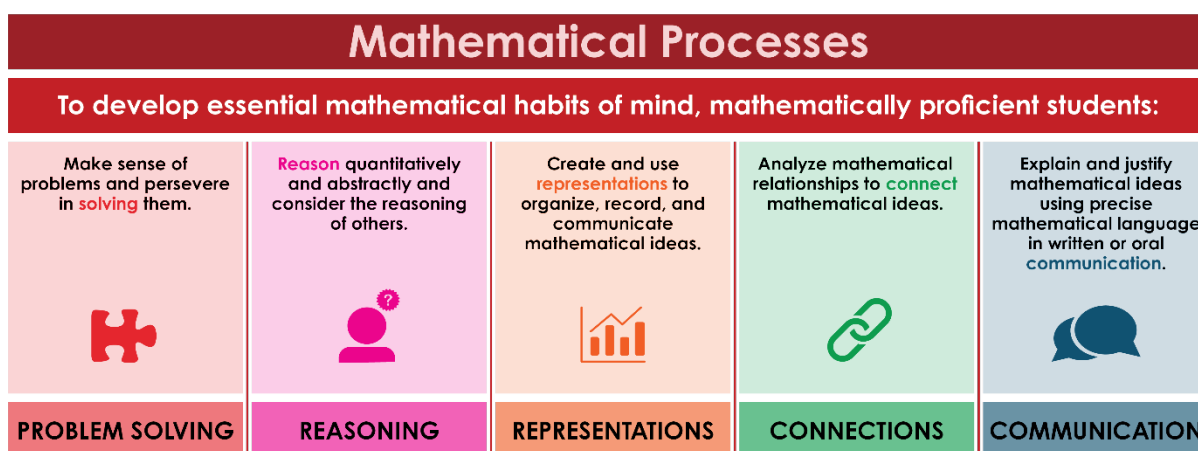
K.D.1.a Identify, sort, and classify objects by size, shape, color, and other attributes.

K.D.1.b Identify objects that do not belong to a particular group and explain the reasoning used.

Grade 1 Standards

During Grade 1, instruction should emphasize the development of the mathematical processes as the vehicle for mastering the grade-level content. Instruction should focus on these critical areas:

- Extending the counting sequence and strategies for solving quantitative questions
- Representing and solving problems involving addition and subtraction to include work with equations and the properties of the operations.
- Developing understandings of addition and subtraction strategies for basic addition facts and related subtraction facts.
- Developing an understanding of whole number relationships, including grouping in tens and ones.
- Measuring lengths indirectly and by iterating length units.



NUMBER: Students will solve problems and reason with number concepts using multiple representations, make connections within math and across disciplines, and communicate their ideas.

1.N.1 Subitizing: Students will quantify briefly shown collections and verbally label the arrangements without counting.

1.N.1.a Without counting, recognize and verbally label arrangements for briefly shown collections up to 20 (e.g., "I saw 16." "How did you know?" "I saw 10 and 6, that is 16").

1.N.2 Counting and Cardinality: Students will understand the relationship between numbers and quantities to extend the counting sequence.

1.N.2.a Count verbally by ones and tens within 120 starting at any given number.

1.N.2.b Count verbally by ones and tens within 120 starting at any given number. Understand that the given number is a direct representation of the total objects in a given set and counting on each successive number represents adding an additional object, and counting back each preceding number represents removing an object.

1.N.2.c Write numerals to match a representation of a given set of objects for numbers up to 120.

1.N.2.d Understand patterns of skip counting by 2s, 5s, and 10s.

1.N.3 Base Ten: Students will represent and compare two-digit numbers to gain foundations for place value.

1.N.3.a Understand 10 as a bundle, collection, or (more abstractly) composition of ten ones and that the two digits of a two-digit number represent a composition of some tens and some ones.

1.N.3.b Compare two, two-digit numbers using words *greater than*, *less than*, *equal to*, and symbols $<$, $>$, $=$. Justify comparisons based on the number of tens and ones.

1.N.4 Number and Operations: Students will compute using addition and subtraction.

1.N.4.a Add and subtract within 20, using flexible strategies such as counting on or counting back, making ten, using ten, and using doubles and near doubles.

1.N.4.b Efficiently, flexibly, and accurately add and subtract within 10.

1.N.4.c Find the difference between two numbers that are multiples of 10, ranging from 10 to 90 using concrete models, drawings, or strategies, and write the corresponding equation.

1.N.4.d Mentally find 10 more or 10 less than a two-digit number without having to count and explain the reasoning used.

1.N.4.e Add within 100, including adding a two-digit number and a one-digit number, adding a two-digit number and a multiple of ten, using concrete

models, drawings, and strategies that reflect an understanding of place value, the relationship between addition and subtraction, and the properties of operations. Relate the strategy to a written method and explain the reasoning used to solve.

1.N.4.f Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; sometimes it is necessary to compose a ten.

1.N.4.g Subtract multiples of ten from two-digit numbers (positive or zero differences) using concrete models, drawings, and strategies that reflect an understanding of place value, the relationship between addition and subtraction, and the properties of operations. Relate the strategy to a written method and explain the reasoning used to solve.

1.N.5 Number and Algebraic Relationships: Students will understand and apply properties of operations and the relationship between addition and subtraction to solve problems.

1.N.5.a Use the meaning of the equal sign to determine if equations are true and give examples of equations that are true (e.g., $4 = 4$, $6 = 7 - 1$, $6 + 3 = 3 + 6$, $7 + 2 = 5 + 4$).

1.N.5.b Use the relationship of addition and subtraction to solve subtraction problems (e.g., find $12 - 9 = \underline{\quad}$, using the addition fact $9 + 3 = 12$).

1.N.5.c Determine the unknown whole number in an addition or subtraction equation (e.g., $7 + ? = 13$).

1.N.5.d Use the commutative property of addition to develop addition strategies and compose/decompose numbers to develop addition and subtraction strategies. (See *other flexible strategies* in 1.N.4.a49).

1.N.5.e Solve problems that call for addition of three whole numbers whose sum is less than or equal to 20 using flexible strategies with objects, drawings, and/or equations.

1.N.5.f Solve authentic problems involving addition and subtraction within 20 in situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all parts of the addition or subtraction problem by using objects, drawings, and/or equations with a symbol for the unknown number to represent the problem.

1.N.5.g Create an authentic problem to represent a given equation involving addition and subtraction within 20.

ALGEBRA: Students will solve problems and reason with algebra using multiple representations, make connections within math and across disciplines, and communicate their ideas.

SEE NUMBER AND ALGEBRAIC RELATIONSHIPS IN NUMBER (1.N.5)

GEOMETRY: Students will solve problems and reason with geometry using multiple representations, make connections within math and across disciplines, and communicate their ideas.

1.G.1 Shapes and Their Attributes: Students will represent and describe the attributes of two-dimensional shapes.

1.G.1.a Determine geometric attributes of two-dimensional shapes regardless of orientation or size for rhombi, trapezoids, and hexagons (e.g., a hexagon is closed with six sides).

1.G.1.b Determine geometric attributes of three-dimensional shapes including cones, cylinders, cubes, and rectangular prisms regardless of orientation or size.

1.G.1.c Describe lines and sides of shapes as parallel or non-parallel.

1.G.1.d Partition circles and rectangles into two and four equal parts using the language *halves* and *fourths*.

1.G.2 Measurement: Students will measure and compare lengths.

1.G.2.a Measure the length of an object as a whole number of same-size, non-standard units by placing them end to end.

1.G.2.b Order three objects by directly comparing their lengths or indirectly by using a third object.

1.G.3 Time and Money: Students will solve problems with coins and tell time to the half hour.

1.G.3.a Understand the value of dimes and pennies (e.g., a dime is equal to ten pennies) relating to tens and ones and solve problems involving dimes and pennies using the ¢ symbol appropriately.

1.G.3.b Count collections of like coins (*penny, nickel, and dime*) relating to patterns of counting by 1s, 5s, and 10s.

1.G.3.c Tell and write time to the half hour and hour using analog and digital clocks.

DATA: Students will solve problems and reason with data/probability using multiple representations, make connections within math and across disciplines, and communicate their ideas.

1.D.1 Data Collection: Students will formulate questions to collect, organize, and represent data.

1.D.1.a Collect, organize, and represent a data set with up to three categories using a picture graph.

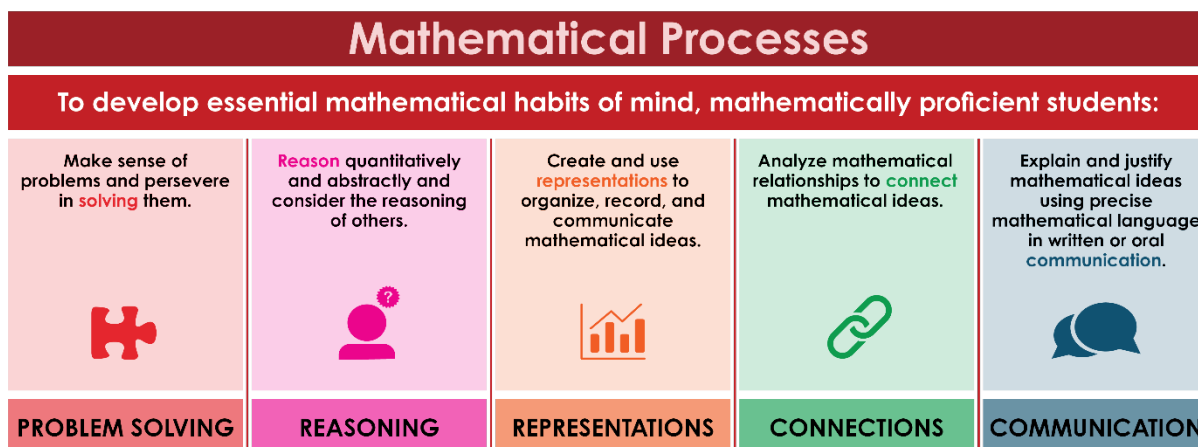
1.D.2 Analyze Data and Interpret Results: Students will analyze the data and interpret the results.

1.D.2.a Ask and answer questions about the total number of data points, how many in each category, and compare categories by identifying how many more or less are in a particular category using a picture graph.

Grade 2 Standards

During Grade 2, instruction should emphasize the development of the mathematical processes as the vehicle for mastering the grade-level content. Instruction should focus on these critical areas:

- Building on base-ten numeration system and place-value concepts to demonstrate understanding of multi-digit numbers.
- Applying properties of operations and the relationship between adding and subtracting.
- Developing quick recall of addition facts and related subtraction facts.
- Solving problems that involve time and/or money.
- Extending understanding of linear measurement by measuring and estimating lengths and relating length to addition and subtraction.



NUMBER: Students will solve problems and reason with number concepts using multiple representations, make connections within math and across disciplines, and communicate their ideas.

2.N.1 Subitizing: Students will quantify briefly shown collections and verbally label the arrangements without counting.

2.N.1.a Without counting, recognize and verbally label structured arrangements for briefly shown collections using groups, multiplicative thinking, and place value (e.g., "I saw 48." "How did you know?" "I saw 4 groups of 10 and 2 groups of 4 is 8...4 tens and 8 ones...48").

2.N.2 Counting: Students will understand the relationship between numbers and quantities to extend the counting sequence.

2.N.2.a Count within 1,000, including skip counting by 5s, 10s, and 100s starting at a variety of multiples of 5, 10, or 100.

2.N.3 Base Ten: Students will represent and compare three-digit numbers to apply concepts of place value.

2.N.3.a Read and write numbers within the range of 0 to 1,000 using standard, word, and expanded forms.

2.N.3.b Understand 100 as a bundle, collection, or (more abstractly) composition of ten tens and that the three digits of a three-digit number represent a composition of some hundreds, some tens, and some ones.

2.N.3.c Compare two three-digit numbers by using symbols $<$, $>$, $=$ and justify the comparison based on the value of the hundreds, tens, and ones.

2.N.4 Number and Operations: Students will compute using addition and subtraction.

2.N.4.a Fluently add and subtract within 20.

2.N.4.b Add and subtract within 100 strategies based on place value including properties of operations, relationships between addition and subtraction, and algorithms.

2.N.4.c Mentally add or subtract 10 or 100 to or from a given number 100 to 900.

2.N.4.d Add up to three two-digit numbers using strategies based on place value and understanding of properties.

2.N.4.e Add and subtract within 1,000 using concrete models, drawings, and strategies that reflect an understanding of place value and the properties of operations.

2.N.5 Number and Algebraic Relationships: Students will create and solve problems involving addition and subtraction and work with equal groups of objects to gain foundations for multiplication.

2.N.5.a Solve authentic problems involving addition and subtraction within 100 in situations of addition and subtraction, including adding to, subtracting from, joining and separating, and comparing situations with unknowns in all positions using objects, models, drawings, verbal explanations, expressions, and equations.

2.N.5.b Create authentic problems to represent one-step addition and subtraction within 100 with unknowns in all positions.

2.N.5.c Use repeated addition to find the total number of objects arranged in an array no larger than five rows and five columns and write an equation to express the total.

2.N.5.d Identify a group of objects from 0 to 20 as even or odd by counting by 2s or by showing even numbers as a sum of two equal parts.

ALGEBRA: Students will solve problems and reason with algebra using multiple representations, make connections within math and across disciplines, and communicate their ideas.

SEE NUMBER AND ALGEBRAIC RELATIONSHIPS IN NUMBER (2.N.5)

GEOMETRY: Students will solve problems and reason with geometry using multiple representations, make connections within math and across disciplines, and communicate their ideas.

2.G.1 Shapes and Their Attributes: Students will recognize and represent the attributes of two-dimensional shapes and three-dimensional solids.

2.G.1.a Recognize and describe all faces of three-dimensional shapes as two-dimensional shapes. Identify and count attributes of solid shapes including the edges, faces, and vertices.

2.G.1.b Recognize and draw two-dimensional shapes having a specific number of sides, angles, and vertices including triangles, quadrilaterals, pentagons, and hexagons.

2.G.1.c Partition a rectangle into rows and columns of equal-sized squares and count to find the total.

2.G.1.d Divide circles and rectangles into two, three, or four equal parts and describe the parts using the language of *halves*, *thirds*, *fourths*, *half of*, *a third of*, and *a fourth of*.

2.G.1.e Recognize that equal shares of identical wholes need not have the same shape.

2.G.2 Describe Measurable Attributes: Students will measure, estimate, and compare lengths to build meaning of the measurement process.

2.G.2.a Measure the length of an object using two different length units and describe how the measurements relate to the size of the specific unit.

2.G.2.b Compare the difference in length of objects using inches and feet or centimeters and meters.

2.G.3 Measurement: Students will use tools to measure and estimate length using standard units.

2.G.3.a Identify and use appropriate tools for measuring length.

2.G.3.b Measure and estimate lengths using whole numbers with inches, feet, centimeters, and meters.

2.G.4 Relate Addition and Subtraction to Measurement: Students will add or subtract to solve length problems.

2.G.4.a Represent whole numbers as equally spaced lengths on a number line diagram. Use number lines to find sums and differences within 100.

2.G.4.b Use addition and subtraction within 100 to solve problems using the same standard-length units.

2.G.5 Time and Money: Students will solve problems with dollar bills and coins and tell time to the nearest five-minute interval.

2.G.5.a Solve problems involving dollar bills, quarters, dimes, nickels, and pennies using \$ and ¢ symbols appropriately.

2.G.5.b Identify and write time to five-minute intervals using analog and digital clocks and both a.m. and p.m.

DATA: Students will solve problems and reason with data/probability using multiple representations, make connections within math and across disciplines, and communicate their ideas.

2.D.1 Data Collection: Students will formulate questions to collect, organize, and represent data.

2.D.1.a Ask authentic questions to generate data and represent the data using scaled picture graphs with up to four categories.

2.D.1.b Ask authentic questions to generate data and represent the data using bar graphs with up to four categories.

2.D.1.c Create and represent a data set by making a line plot using whole numbers.

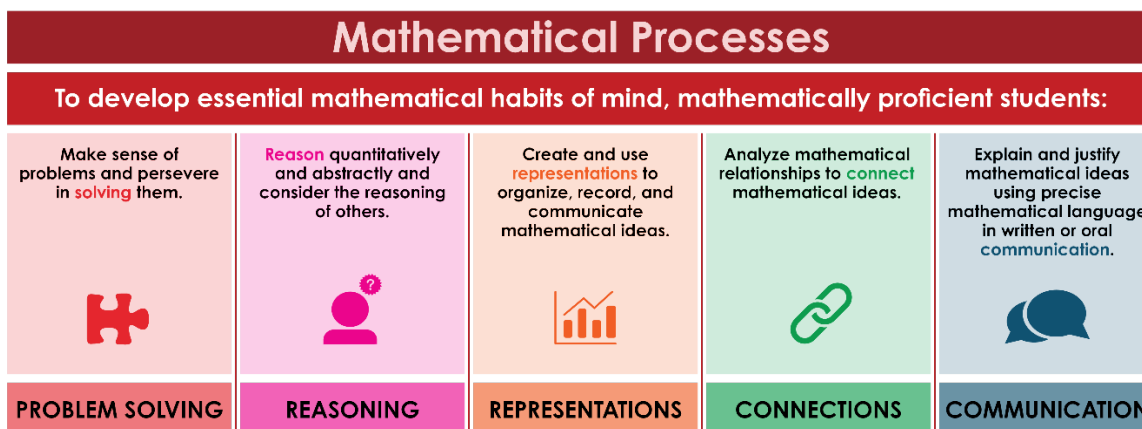
2.D.2 Analyze Data and Interpret Results: Students will analyze the data and interpret the results.

2.D.2.a Analyze data using scaled picture graphs or bar graphs with up to four categories. Solve problems including one-step comparison problems, using information from the graphs.

Grade 3 Standards

During Grade 3, instruction should emphasize the development of the mathematical processes as the vehicle for mastering the grade-level content. Instruction should focus on these critical areas:

- Building on additive reasoning to develop understanding of multiplication and division
- Exploring multiplication properties and strategies to multiply within 100 flexibly and efficiently
- Developing understanding of fractions as numbers by connecting prior work in partitioning shapes in equal areas to the relationship between numerator and denominator
- Solving problems using visual fraction models to compare and find equivalencies.
- Reasoning with shapes and their attributes.
- Recognizing area as an attribute of two-dimensional shapes and connecting understanding to multiplication.



NUMBER: Students will solve problems and reason with number concepts using multiple representations, make connections within math and across disciplines, and communicate their ideas.

3.N.1 Numeric Relationships: Students will demonstrate and represent multi-digit numbers using place value understanding.

3.N.1.a Read, write, and demonstrate multiple equivalent representations for numbers up to 10,000 using objects or visual representations including standard form and expanded form.

3.N.1.b Represent and justify comparisons of whole numbers up to 10,000 using number lines and reasoning strategies.

3.N.2 Fractions: Students will develop understanding of fractions as numbers.

3.N.2.a Partition two-dimensional figures into equal areas and express the area of each part as a unit fraction of the whole.

3.N.2.b Find parts of a whole using visual fraction models.

3.N.2.c Represent and understand a fraction as a number on a number line.

3.N.2.d Show and identify equivalent fractions using visual representations including pictures, manipulatives, and number lines.

3.N.2.e Justify whole numbers as fractions and identify fractions that are equivalent to whole numbers.

3.N.2.f Compare and order fractions having the same numerators or denominators by reasoning about their size.

ALGEBRA: Students will solve problems and reason with algebra using multiple representations, make connections within math and across disciplines, and communicate their ideas.

3.A.1 Operations and Algebraic Thinking: Students will extend understanding of multiplication and apply operational properties to solve problems.

3.A.1.a Add and subtract up to four-digit whole numbers with or without regrouping using strategies based on place value and algorithms.

3.A.1.b Determine the reasonableness of whole number sums and differences using estimations and number sense.

3.A.1.c Solve and write one-step whole number equations to represent authentic problems using the four operations including equations with an unknown start, unknown change, or unknown result.

3.A.1.d Interpret and solve two-step authentic problems involving whole numbers and the four operations.

3.A.1.e Apply commutative, associative, distributive, identity, and zero properties as strategies to multiply and divide.

3.A.1.f Use drawings, words, arrays, symbols, repeated addition, equal groups, and number lines to interpret and explain the meaning of multiplication and division and their relationship.

3.A.1.g Fluently multiply and divide within 100 using strategies based on understanding and properties of operations.

3.A.1.h Multiply one-digit whole numbers by multiples of 10 in the range of 10 to 90 using strategies based on place value and properties of operations.

GEOMETRY: Students will solve problems and reason with geometry using multiple representations, make connections within math and across disciplines, and communicate their ideas.

3.G.1 Shapes and Their Attributes: Students will recognize and represent the attributes of two-dimensional shapes.

3.G.1.1 Sort quadrilaterals into categories according to their attributes.

3.G.2 Area and Perimeter: Students will recognize perimeter and area as attributes of plane figures and understand concepts of area measurement.

3.G.2.a Solve authentic problems involving perimeters of polygons when given the side lengths or when given the perimeter and unknown side length(s).

3.G.2.b Use concrete and pictorial models to measure areas in square units by counting square units.

3.G.2.c Find the area of a rectangle with whole-number side lengths by modeling with unit squares; show that area can be additive and is the same as it would be found by multiplying the side lengths.

3.G.3 Measurement: Students will use tools to solve measurement problems.

3.G.3.a Identify and use the appropriate tools and units of measurement, both customary and metric, to solve authentic problems involving length, weight, mass, liquid volume, and capacity (within the same system and unit).

3.G.3.b Estimate and measure length to the nearest half inch, fourth inch, and centimeter.

3.G.4 Time: Students will tell time to the nearest minute and find elapsed time.

3.G.4.a Tell and write time to the minute using both analog and digital clocks.

3.G.4.b Solve authentic problems involving addition and subtraction of time intervals and find elapsed time.

DATA: Students will solve problems and reason with data/probability using multiple representations, make connections within math and across disciplines, and communicate their ideas.

3.D.1 Data Collection: Students will formulate questions to collect, organize, and represent data.

3.D.1.a Create scaled picture graphs and scaled bar graphs to represent a data set with more than four categories, including data collected through observations, surveys, and experiments.

3.D.1.b Generate and represent data using line plots where the horizontal scale is marked off in halves and whole number units.

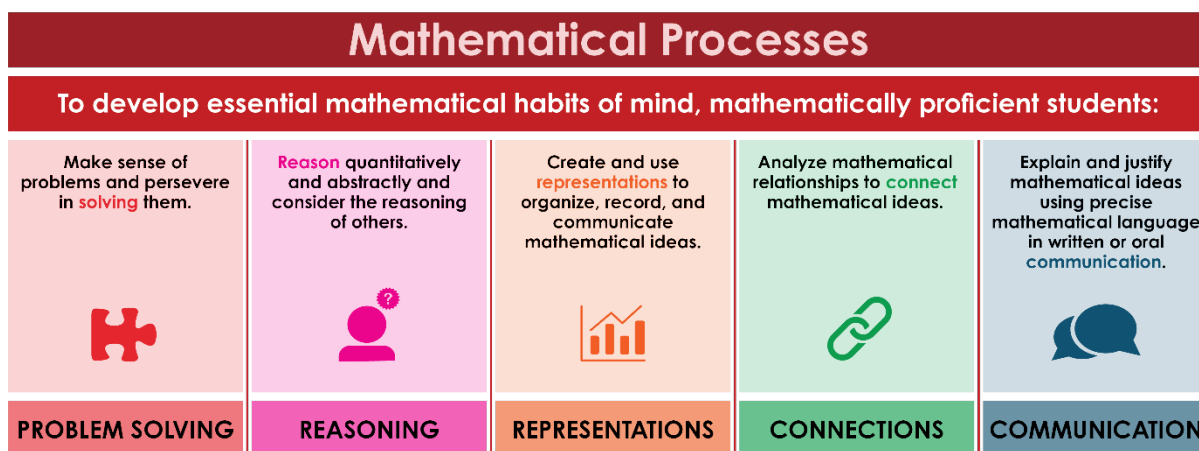
3.D.2 Analyze Data and Interpret Results: Students will analyze the data and interpret the results.

3.D.2.a Analyze data and make simple statements using information represented in picture graphs, line plots, and bar graphs.

Grade 4 Standards

During Grade 4, instruction should emphasize the development of the mathematical processes as the vehicle for mastering the grade-level content. Instruction should focus on these critical areas:

- Developing understanding and fluency with multi-digit multiplication through visual models and operational properties.
- Developing understanding of division involving multi-digit dividends using place value models.
- Extending understanding of fraction equivalence and operations with fractions by composing and decomposing, reasoning about relative size, and applying properties of operations.
- Classifying two-dimensional shapes according to their attributes such as the presence or absence of lines or angles.
- Developing understanding of an angle as a turn in a circle and justify the classification of angles as acute, obtuse, and right.



NUMBER: Students will solve problems and reason with number concepts using multiple representations, make connections within math and across disciplines, and communicate their ideas.

4.N.1 Numeric Relationships: Students will demonstrate and represent multi-digit numbers using relationships with the base-ten number system.

4.N.1.a Read, write, and demonstrate multiple equivalent representations for whole numbers up to 1,000,000 and decimals to the hundredths using visual representations, standard form, and expanded form.

4.N.1.b Represent and justify comparisons of whole numbers up to 1,000,000 and decimals through the hundredths place using number lines and reasoning strategies.

4.N.1.c Recognize a digit in one place represents ten times what it represents in the place to its right.

4.N.1.d Use decimal notation for fractions with denominators of 10 or 100 (e.g., $43/100 = 0.43$).

4.N.2 Fractions and Decimals: Students will extend understanding of fractions by equivalence and ordering and will develop an understanding of decimals.

4.N.2.a Explain and demonstrate how a mixed number is equivalent to a fraction greater than one and how a fraction greater than one is equivalent to a mixed number using visual fraction models and reasoning strategies.

4.N.2.b Explain and demonstrate how equivalent fractions are generated by multiplying by a fraction equivalent to 1 using visual fraction models and the Identity Property of Multiplication.

4.N.2.c Compare and order fractions having unlike numerators or denominators using number lines, benchmarks, reasoning strategies, and/or equivalence.

4.N.3 Operations with Fractions: Students will understand and demonstrate fractional computation.

4.N.3.a Decompose a fraction into a sum of fractions with the same denominator in more than one way and record each decomposition with an equation and a visual representation.

4.N.3.b Explain the meaning of addition and subtraction of fractions with like denominators using visual fraction models, properties of operations, and reasoning strategies.

4.N.3.c Add and subtract fractions and mixed numbers with like denominators.

4.N.3.d Solve authentic problems involving addition and subtraction of fractions and mixed numbers with like denominators.

4.N.3.e Multiply a fraction by a whole number using visual fraction models and properties of operations.

4.N.4 Factors and Multiples: Students will find factors and multiples and classify numbers as prime or composite.

4.N.4.a Determine whether a given whole number up to 100 is a multiple of a given one-digit number.

4.N.4.b Determine factors of any whole number up to 100 and classify a number up to 100 as prime or composite.

ALGEBRA: Students will solve problems and reason with algebra using multiple representations, make connections within math and across disciplines, and communicate their ideas.

4.A.1 Operations and Algebraic Thinking: Students will extend understanding of multiplication and division and apply operational properties to solve problems involving variables.

4.A.1.a Add and subtract multi-digit numbers using an algorithm.

4.A.1.b Multiply up to a four-digit whole number by a one-digit whole number and multiply a two-digit whole number by a two-digit whole number, using strategies based on place value, properties of operations, and algorithms.

4.A.1.c Divide up to a four-digit whole number by a one-digit divisor with and without a remainder using strategies based on place value.

4.A.1.d Determine the reasonableness of whole number products and quotients using estimations and number sense.

4.A.1.e Create a simple algebraic expression or equation using a variable for an unknown number to represent an authentic mathematical situation (e.g., $3 + n = 15$, $81 \div n = 9$).

4.A.1.f Solve one- and two-step authentic problems using the four operations including interpreting remainders and the use of a letter to represent the unknown quantity.

GEOMETRY: Students will solve problems and reason with geometry using multiple representations, make connections within math and across disciplines, and communicate their ideas.

4.G.1 Shapes and Their Attributes: Students will draw and identify lines and angles and classify shapes by properties of their lines and angles.

4.G.1.a Identify, create, and describe points, lines, line segments, rays, angles, parallel lines, perpendicular lines, and intersecting lines.

4.G.1.b Justify the classification of angles as acute, obtuse, or right.

4.G.1.c Justify the classification of two-dimensional shapes based on the presence or absence of parallel and perpendicular lines or the presence or absence of specific angles.

4.G.1.d Recognize, draw, and justify lines of symmetry in two-dimensional shapes.

4.G.2 Measurement: Students will generate simple conversions from a larger unit to a smaller unit to solve authentic problems and measure angles.

4.G.2.a Identify and use the appropriate tools, operations, and units of measurement, both customary and metric, to solve authentic problems involving time, length, weight, mass, and capacity.

4G.2.b Determine the reasonableness of measurements involving time, length, weight, mass, capacity, and angles.

4G.2.c Generate simple conversions from a larger unit to a smaller unit within the customary and metric systems of measurement.

4.G.2.d Measure angles in whole number degrees using a protractor and relate benchmark angle measurements to their rotation through a circle (e.g., $180^\circ = 1/2$ of a circle).

4.G.2.e Recognize angle measures as additive and solve problems involving addition and subtraction to find unknown angles on a diagram.

4.G.3 Area and Perimeter: Students will apply perimeter and area formulas for rectangles.

4.G.3.a Apply perimeter and area formulas for rectangles to solve authentic problems.

DATA: Students will solve problems and reason with data/probability using multiple representations, make connections within math and across disciplines, and communicate their ideas.

4.D.1 Data Collection: Students will formulate questions to collect, organize, and represent data.

4.D.1.a Generate and represent data using line plots where the horizontal scale is marked off in appropriate units—whole numbers, halves, fourths, or eighths.

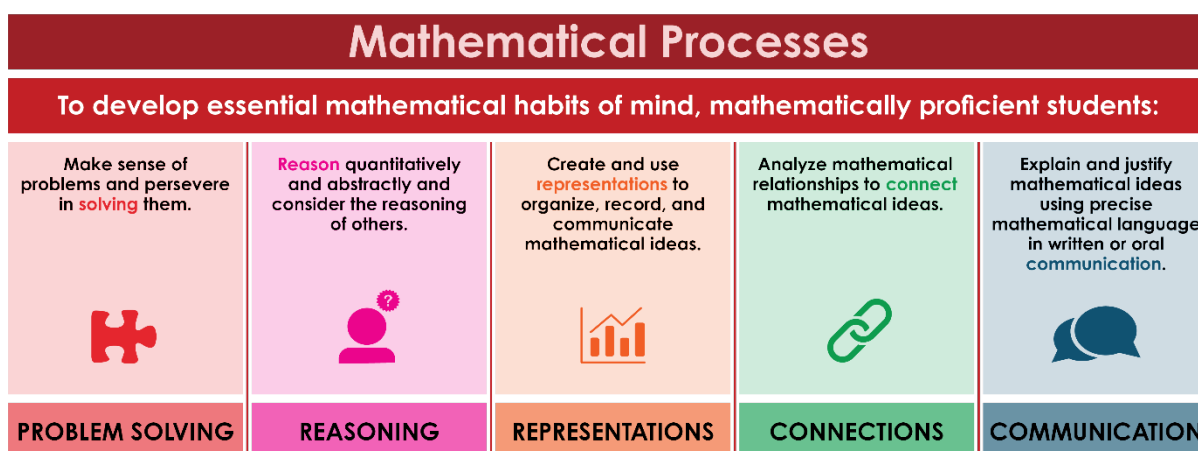
4.D.2 Analyze Data and Interpret Results: Students will analyze the data and interpret the results.

4.D.2.a Solve authentic problems and analyze data involving addition or subtraction of fractions presented in line plots.

Grade 5 Standards

During Grade 5, instruction should emphasize the development of the mathematical processes as the vehicle for mastering the grade-level content. Instruction should focus on these critical areas:

- Extending previous understandings of multiplication and division to multiply and divide fractions and decimals.
- Performing operations with multi-digit whole numbers and decimals to the hundredths in order to solve authentic problems following the order of operations.
- Categorizing shapes using knowledge of their attributes.
- Developing concepts of volume and relating volume to multiplication and addition.



NUMBER: Students will solve problems and reason with number concepts using multiple representations, make connections within math and across disciplines, and communicate their ideas.

5.N.1 Numeric Relationships: Students will understand the place value system.

5.N.1.a Read, write, and demonstrate multiple equivalent representations for multi-digit whole numbers and decimals through the thousandths place using standard form and expanded form.

5.N.1.b Recognize a digit in one place represents $\frac{1}{10}$ of what it represents in the place to its left.

5.N.1.c Use whole number exponents to denote powers of 10.

5.N.2 Fractions and Decimals: Students will extend understanding of fraction and decimal equivalence and ordering.

5.N.2.a Generate equivalent forms of commonly used fractions and decimals (e.g., halves, fourths, fifths, tenths).

5.N.2.b Represent and justify comparisons of whole numbers, fractions, mixed numbers, and decimals through the thousandths place using number lines, reasoning strategies, and/or equivalence.

5.N.3 Operations with Fractions and Decimals: Students will apply and extend previous understandings of whole number operations to add, subtract, multiply and divide fractions and decimals.

5.N.3.a Interpret a fraction as division of the numerator by the denominator.

5.N.3.b Multiply a whole number by a fraction or a fraction by a fraction, including mixed numbers, using visual fraction models and properties of operations.

5.N.3.c Divide a unit fraction by a whole number and a whole number by a unit fraction using visual fraction models and properties of operations.

5.N.3.d Solve authentic problems involving addition, subtraction, and multiplication of fractions and mixed numbers with like and unlike denominators.

5.N.3.e Add and subtract fractions and mixed numbers with unlike denominators without simplifying.

5.N.3.f Solve authentic problems involving division of fractions by whole numbers and division of whole numbers by unit fractions.

5.N.3.g Add, subtract, multiply, and divide decimals to hundredths using strategies based on place value, properties of operations, and/or algorithms.

ALGEBRA: Students will solve problems and reason with algebra using multiple representations, make connections within math and across disciplines, and communicate their ideas.

5.A.1 Operations and Algebraic Thinking: Students will extend understanding of division and apply operational properties to solve problems involving order of operations.

5.A.1.a Multiply multi-digit whole numbers using an algorithm.

5.A.1.b Divide four-digit whole numbers by a two-digit divisor, with and without remainders, using strategies based on place value.

5.A.1.c Justify the reasonableness of computations involving whole numbers, fractions, and decimals.

5.A.1.d Solve authentic numerical or algebraic expressions using order of operations (excluding exponents).

GEOMETRY: Students will solve problems and reason with geometry using multiple representations, make connections within math and across disciplines, and communicate their ideas.

5.G.1 Shapes and Their Attributes: Students will classify two-dimensional figures into categories based on their properties.

5.G.1.a Identify and describe faces, edges, and vertices of rectangular prisms.

5.G.1.b Recognize volume as an attribute of solid figures that is measured in cubic units.

5.G.1.c Justify the classification of two-dimensional figures in a hierarchy based on their properties.

5.G.2 Coordinate Geometry: Graph points on the coordinate plane to solve authentic problems.

5.G.2.a Identify the origin, x axis, and y axis of the coordinate plane.

5.G.2.b Graph and name points in the first quadrant of the coordinate plane using ordered pairs of whole numbers.

5.G.2.c Form ordered pairs from authentic problems involving rules or patterns and graph the ordered pairs in the first quadrant on a coordinate plane and interpret coordinate values in the context of the situation.

5.G.3 Measurement: Generate conversions within the customary and metric systems of measurement to solve authentic problems.

5.G.3.a Generate conversions in authentic mathematical situations from larger units to smaller units and smaller units to larger units, within the customary and metric systems of measurement.

5.G.4 Area and Volume: Students will extend area problems for rectangles to include fractions and build meaning for measuring volume.

5.G.4.a Find the area of a rectangle with fractional side lengths by tiling it with unit squares of the fraction side lengths and show that the area is the same as would be found by multiplying the side lengths.

5.G.4.b Multiply fractional side lengths to find areas of rectangles and represent fraction products as rectangular areas.

5.G.4.c Use concrete models to measure the volume of rectangular prisms by counting cubic units.

5.G.4.d Find the volume of a rectangular prism with whole-number side lengths by modeling with unit squares and show that the volume can be additive and is the same as would be found by multiplying the area of the base times height.

5.G.4.e Solve authentic problems by applying the formulas $V = l \times w \times h$ and $V = B \times h$ for rectangular prisms to find volumes of rectangular prisms with whole number edge lengths.

DATA: Students will solve problems and reason with data/probability using multiple representations, make connections within math and across disciplines, and communicate their ideas.

5.D.1 Data Collection: Students will formulate questions to collect, organize, and represent data.

No additional indicators at this level.

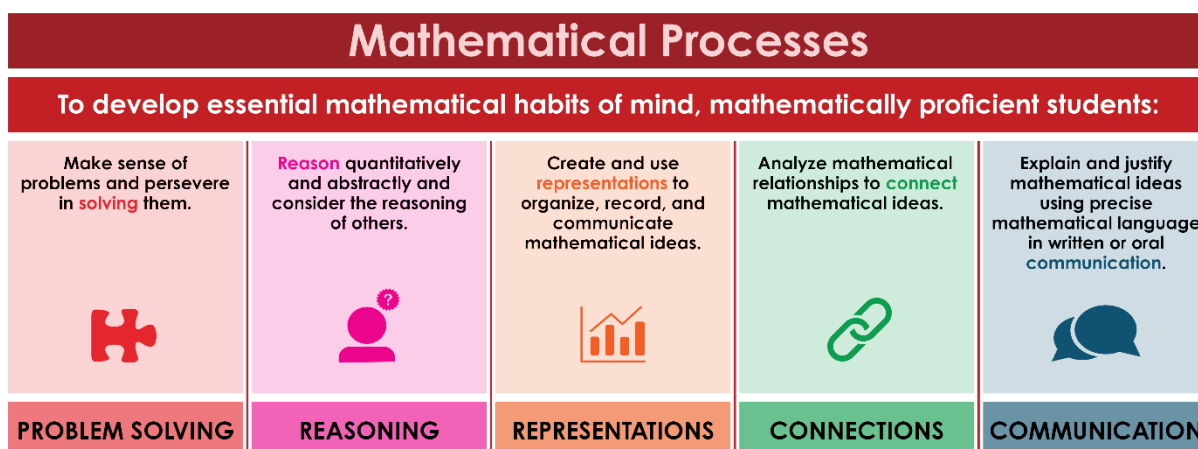
5.D.2 Analyze Data and Interpret Results: Students will analyze the data and interpret the results.

5.D.2.a Represent, analyze, and solve authentic problems using information presented in one or more tables or line plots including whole numbers and fractions.

Grade 6 Standards

During Grade 6, instruction should emphasize the development of the mathematical processes as the vehicle for mastering the grade-level content. Instruction should focus on these critical areas:

- Connecting ratio and rate to whole number multiplication and division and using concepts of ratio and rate to solve problems.
- Completing computational understanding with the division of fractions and moving towards efficiency by using the algorithm for each operation.
- Extending understanding of the number line to include the entire system of rational numbers, which now includes negative numbers.
- Writing and using expressions and equations
- Representing data in multiple ways in order to analyze and interpret the results.



NUMBER: Students will solve problems and reason with number concepts using multiple representations, make connections within math and across disciplines, and communicate their ideas.

6.N.1 Numeric Relationships: Students will demonstrate, represent, and show relationships among fractions, decimals, percents, and integers within the base-ten number system.

6.N.1.a Determine common factors and common multiples.

6.N.1.b Determine prime factorization of numbers with and without exponents.

6.N.1.c Model integers using drawings, words, number lines, models and symbols.

6.N.1.d Determine absolute value of rational numbers.

6.N.1.e Compare and order numbers including non-negative fractions and decimals, integers, and absolute values and locate them on the number line.

6.N.2 Operations: Students will compute with fractions and decimals accurately.

6.N.2.a Divide multi-digit whole numbers and decimals using an algorithm.

6.N.2.b Divide non-negative fractions and mixed numbers.

6.N.2.c Evaluate numerical expressions including absolute value and/or positive exponents with respect to order of operations.

RATIOS AND PROPORTIONS: Students will understand ratio concepts and use ratio reasoning to solve problems.²

6.R.1 Ratios and Rates: Students will understand the concept of ratios and unit rates, use language to describe the relationship between two quantities, and use ratios and unit rates to solve authentic situations.

6.R.1.a Determine ratios from concrete models, drawings, and/or words.

6.R.1.b Explain and determine unit rates.

6.R.1.c Find a percent of a quantity as a rate per 100 and solve problems involving finding the whole, given a part and the percent.

6.R.1.d Convert among fractions, decimals, and percents using multiple representations.

6.R.1.e Solve authentic problems using ratios, unit rates, and percents.

6.R.1.f Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities.

² Ratios and Proportions is a new content strand found only in Grades 6 and 7.

6.R.2 Represent: Students will represent ratios and rates on the coordinate plane.

- 6.R.2.a Identify the ordered pair of a given point in the coordinate plane.
- 6.R.2.b Plot the location of an ordered pair in the coordinate plane.
- 6.R.2.c Identify the location of a given point in the coordinate plane (e.g., axis, origin, quadrant).
- 6.R.2.d Make tables of equivalent ratios relating quantities with whole number measurements.
- 6.R.2.e Use the constant of proportionality to find the missing value in ratio tables.
- 6.R.2.f Plot the pair of values from a ratio table on the coordinate plane.
- 6.R.2.g Explain what a point (x, y) on the graph of a proportional relationship means in terms of the situation.

ALGEBRA: Students will solve problems and reason with algebra using multiple representations, make connections within math and across disciplines, and communicate their ideas.

6.A.1 Algebraic Processes: Students will apply the operational properties when evaluating expressions and solving equations and inequalities.

- 6.A.1.a Recognize and generate equivalent algebraic expressions involving the distributive property and combining like terms.
- 6.A.1.b Given the value of the variable, evaluate algebraic expressions with non-negative rational numbers with respect to order of operations, which may include absolute value.
- 6.A.1.c Use substitution to determine if a given value for a variable makes an equation or inequality true.
- 6.A.1.d Solve one-step equations with non-negative rational numbers using addition, subtraction, multiplication, and division.
- 6.A.1.e Solve one-step inequalities with whole numbers using addition, subtraction, multiplication, and division and represent solutions on a number line (e.g., graph $3x > 3$).

6.A.2 Applications: Students will solve authentic problems with algebraic expressions, equations, and inequalities.

6.A.2.a Create algebraic expressions (e.g., one operation, one variable as well as multiple operations, one variable) from word phrases.

6.A.2.b Write equations (e.g., one operation, one variable) to represent authentic situations involving non-negative rational numbers.

6.A.2.c Write inequalities (e.g., one operation, one variable) to represent authentic situations involving whole numbers.

GEOMETRY: Students will solve problems and reason with geometry using multiple representations, make connections within math and across disciplines, and communicate their ideas.

6.G.1 Attributes: Students will identify and describe geometric attributes of two-dimensional shapes.

6.G.1.a Identify and create nets to represent two-dimensional drawings of prisms and pyramids.

6.G.2 Coordinate Geometry: Students will determine location, orientation, and relationships on the coordinate plane.

SEE WORK WITH COORDINATE PLANES IN RATIOS AND PROPORTIONS (6.R.2)

6.G.3 Measurement: Students identify geometric attributes that create two- and three-dimensional shapes in order to perform measurements and apply formulas to find area and volume.

6.G.3.a Determine the area of quadrilaterals and triangles by composition and decomposition of these shapes, as well as applications of properties and formulas. Quadrilaterals include parallelograms and trapezoids.

6.G.3.b Determine the surface area of rectangular prisms and triangular prisms using nets as well as application of formulas.

6.G.3.c Apply volume formulas for triangular prisms.

DATA: Students will solve problems and reason with data/probability using multiple representations, make connections within math and across disciplines, and communicate their ideas.

6.D.1 Data Collection and Statistical Methods: Students will formulate statistical investigative questions, collect data, and organize data.

No additional indicators at this level.

6.D.2 Analyze Data and Interpret Results: Students will represent and analyze the data and interpret the results.

6.D.2.a Represent data using dot plots, box-and-whisker plots, and histograms.

6.D.2.b Solve problems using information presented in dot plots, box-and-whisker plots, histograms, and circle graphs.

6.D.2.c Find and interpret the mean, median, mode, and range for a set of data.

6.D.2.d Compare the mean, median, mode, and range from two sets of data.

6.D.2.e Compare and interpret data sets based upon their measures of central tendency and graphical representations (e.g., center, spread, shape).

6.D.3 Probability: Students will interpret and apply concepts of probability.

6.D.3.a Identify a list of possible outcomes for a simple event.

6.D.3.b Describe the theoretical and experimental probability of an event using a fraction, percentage, and decimal.

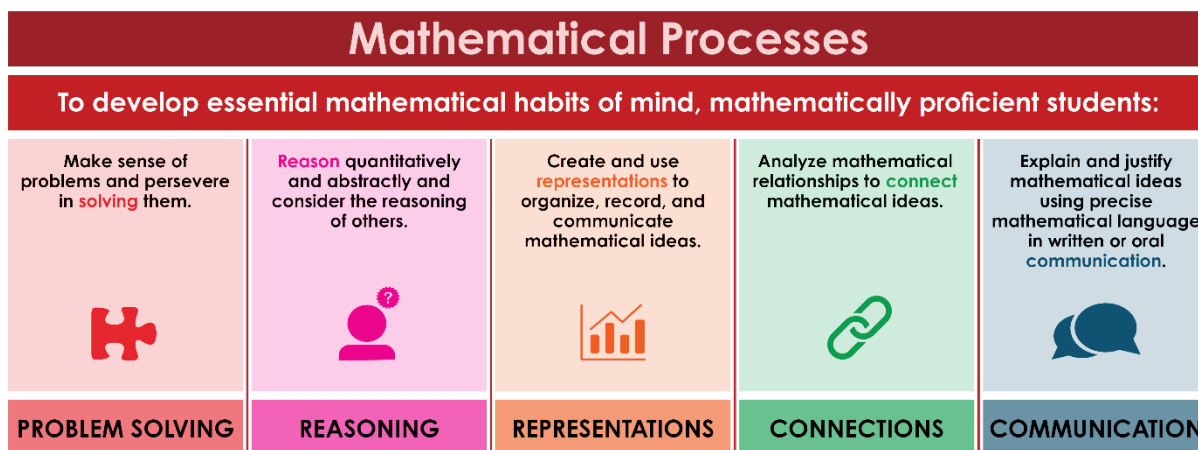
6.D.3.c Express the degree of likelihood (possible, impossible, certain, more likely, equally likely, or less likely) of simple events.

6.D.3.d Compare and contrast theoretical and experimental probabilities.

Grade 7 Standards

During Grade 7, instruction should emphasize the development of the mathematical processes as the vehicle for mastering the grade-level content. Instruction should focus on these critical areas:

- Developing an understanding of proportional relationships.
- Understanding operations with rational numbers.
- Using expressions and linear equations to represent and solve problems.
- Solving problems involving perimeter and area of two-dimensional figures as well as surface area and volume of three-dimensional figures.
- Investigating probability concepts.



NUMBER: Students will solve problems and reason with number concepts using multiple representations, make connections within math and across disciplines, and communicate their ideas.

7.N.1 Numeric Relationships: Students will demonstrate, represent, and show relationships among rational numbers within the base-ten number system.

No additional indicator(s) at this level.

7.N.2 Operations: Students will compute with rational numbers accurately.

7.N.2.a Add, subtract, multiply, and divide rational numbers (e.g., positive and negative fractions, decimals, and integers).

7.N.2.b Apply properties of operations (commutative, associative, distributive, identity, inverse, zero) as strategies for problem solving with rational numbers.

³RATIOS AND PROPORTIONS: Students will understand ratio concepts and use ratio reasoning to solve problems.

7.R.1 Proportional Relationships: Students will understand the concept of proportions, use language to describe the relationship between two quantities, and use proportions to solve authentic situations.

7.R.1.a Decide whether two quantities are in a proportional relationship (e.g., by testing for equivalent ratios in a table).

7.R.1.b Represent and solve authentic problems with proportions.

7.R.1.c Use proportional relationships to solve authentic percent problems (e.g., percent change, sales tax, mark-up, discount, tip).

7.R.1.d Solve authentic problems involving scale drawings.

ALGEBRA: Students will solve problems and reason with algebra using multiple representations, make connections within math and across disciplines, and communicate their ideas.

7.A.1 Algebraic Processes: Students will apply the operational properties when evaluating expressions, and solving equations and inequalities.

7.A.1.a Use factoring and properties of operations to create equivalent algebraic expressions (e.g., $2x + 6 = 2(x + 3)$).

³ Ratios and Proportions is a new content strand found only in Grades 6 and 7.

7.A.1.b Given the value of the variable(s), evaluate algebraic expressions, which may include absolute value.

7.A.1.c Solve one- and two-step equations involving rational numbers.

7.A.1.d Solve equations using the distributive property and combining like terms.

7.A.1.e Solve one- and two-step inequalities involving integers and represent solutions on a number line.

7.A.2 Applications: Students will solve authentic problems with algebraic expressions, equations, and inequalities.

7.A.2.a Write one- and two-step equations involving rational numbers from words, tables, and authentic situations.

7.A.2.b Write one- and two-step inequalities to represent authentic situations involving integers.

GEOMETRY: Students will solve problems and reason with geometry using multiple representations, make connections within math and across disciplines, and communicate their ideas.

7.G.1 Attributes: Students will identify angle relationships and apply properties to determine angle measures.

7.G.1.a Apply properties of adjacent, complementary, supplementary, linear pair, and vertical angles to find missing angle measures.

7.G.2 Coordinate Geometry: Students will determine location, orientation, and relationships on the coordinate plane.

7.G.2.a Draw polygons in the coordinate plane given coordinates for the vertices.

7.G.2.b Calculate vertical and horizontal distances in the coordinate plane to find perimeter and area of rectangles.

7.G.3 Measurement: Students will identify geometric attributes that create two- and three-dimensional shapes in order to perform measurements and apply formulas to find area and volume.

7.G.3.a Solve authentic problems involving perimeter and area of composite shapes made from triangles and quadrilaterals.

7.G.3.b Determine surface area and volume of composite rectangular and triangular prisms.

7.G.3.c Determine the area and circumference of circles both on and off the coordinate plane using 3.14 for the value of Pi.

DATA: Students will solve problems and reason with data/probability using multiple representations, make connections within math and across disciplines, and communicate their ideas.

7.D.1 Data Collection and Statistical Methods: Students will formulate statistical investigative questions, collect data, and organize data.

7.D.1.a Create an investigative question and collect data.

7.D.1.b Generate conclusions about a population based on a random sample.

7.D.1.c Identify and critique biases in various data representations.

7.D.2 Analyze Data and Interpret Results: Students will represent and analyze the data and interpret the results.

No additional indicator(s) at this level.

7.D.3 Probability: Students will interpret and apply concepts of probability.

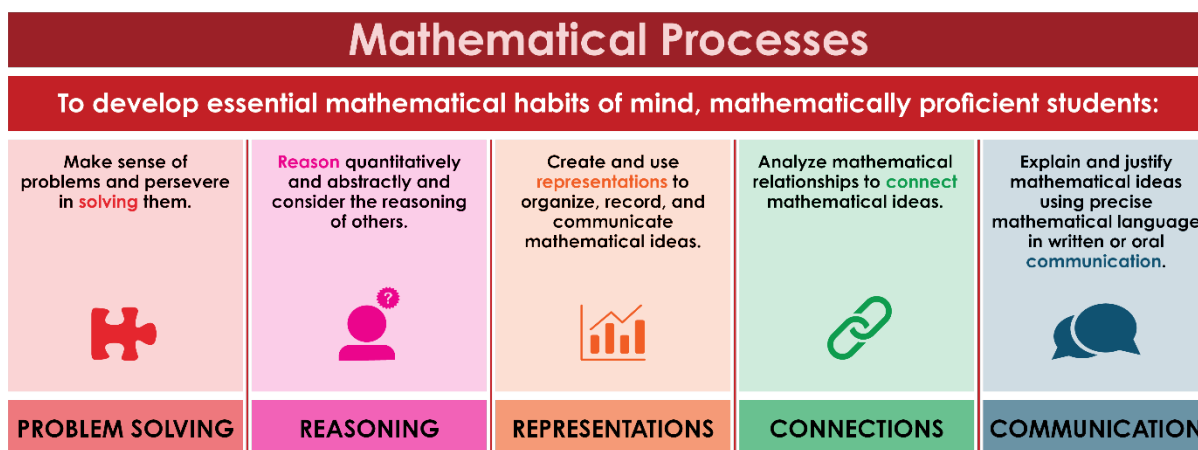
7.D.3.a Find theoretical and experimental probabilities for compound independent and dependent events.

7.D.3.b Identify complementary events and calculate their probabilities.

Grade 8 Standards

During Grade 8, instruction should emphasize the development of the mathematical processes as the vehicle for mastering the grade-level content. Instruction should focus on these critical areas:

- Using linear equations to represent, analyze, and solve a variety of problems.
- Developing an understanding of irrational numbers and integer exponents.
- Analyzing two-dimensional figures and solving problems using understanding of distance, angle, similarity, and congruence.
- Understanding and applying the Pythagorean Theorem.
- Determining and describing rate of change and y-intercept for given situations.



NUMBER: Students will solve problems and reason with number concepts using multiple representations, make connections within math and across disciplines, and communicate their ideas.

8.N.1 Numeric Relationships: Students will demonstrate, represent, and show relationships among real numbers within the base-ten number system.

8.N.1.a Determine subsets of numbers as natural, whole, integer, rational, irrational, or real based on the definitions of these sets of numbers.

8.N.1.b Represent numbers with positive and negative exponents and in scientific notation.

8.N.1.c Describe the difference between a rational and irrational number.

8.N.1.d Approximate, compare, and order real numbers, both rational and irrational, and locate them on the number line.

8.N.2 Operations: Students will compute with exponents and roots.

8.N.2.a Evaluate the square roots of perfect squares less than or equal to 400 and cube roots of perfect cubes less than or equal to 125.

8.N.2.b Simplify numerical expressions involving integer exponents, square roots, and cube roots (e.g., 4^{-2} is the same as $1/16$).

8.N.2.c Evaluate numerical expressions involving absolute value.

8.N.2.d Multiply and divide numbers using scientific notation.

ALGEBRA: Students will solve problems and reason with algebra using multiple representations, make connections within math and across disciplines, and communicate their ideas.

8.A.1 Algebraic Processes: Students will apply the operational properties when evaluating expressions and solving equations.

8.A.1.a Describe single variable equations as having one solution, no solution, or infinitely many solutions.

8.A.1.b Solve multi-step equations involving rational numbers with the same variable appearing on both sides of the equation.

8.A.1.c Solve equations of the form $x^2 = k$ ($k \leq 400$) and $x^3 = k$ ($k \leq 125$), where k is a positive rational number, using square root and cube root symbols.

8.A.2 Applications: Students will solve authentic problems involving multi-step equations.

8.A.2.a Write multi-step single variable equations from words, tables, and authentic situations.

8.A.2.b Determine and describe the rate of change for given situations through the use of tables and graphs.

8.A.2.c Graph proportional relationships and interpret the rate of change.

GEOMETRY: Students will solve problems and reason with geometry using multiple representations, make connections within math and across disciplines, and communicate their ideas.

8.G.1 Attributes: Students will apply properties of angle relationships in triangles and with lines to determine angle measures.

8.G.1.a Determine and use the relationships of the interior angles of a triangle to solve for missing measures.

8.G.1.b Identify and apply geometric properties of parallel lines cut by a transversal and the resulting corresponding same side interior, alternate interior, and alternate exterior angles to find missing measures.

8.G.2 Coordinate Geometry: Students will determine location, orientation, and relationships on the coordinate plane.

8.G.2.a Perform and describe positions and orientations of shapes under single transformations including rotations in multiples of 90 degrees about the origin, translations, reflections, and dilations on and off the coordinate plane.

8.G.2.b Determine if two-dimensional figures are congruent or similar.

8.G.2.c Perform and describe positions and orientations of shapes under a sequence of transformations on and off the coordinate plane.

8.G.3 Measurement: Students will reason with formulas and context to determine and compare length, area, and volume.

8.G.3.a Explain a model of the Pythagorean Theorem.

8.G.3.b Apply the Pythagorean Theorem to find side lengths of triangles and to solve authentic problems.

8.G.3.c Find the distance between any two points on the coordinate plane using the Pythagorean Theorem.

8.G.3.d Determine the volume of cones, cylinders, and spheres and solve authentic problems using volumes.

DATA: Students will solve problems and reason with data/probability using multiple representations, make connections within math and across disciplines, and communicate their ideas.

8.D.1 Data Collection and Statistical Methods: Students will formulate statistical investigative questions, collect data, and organize data.

No additional indicator(s) at this level.

8.D.2 Analyze Data and Interpret Results: Students will represent and analyze the data and interpret the results.

8.D.2.a Represent and interpret bivariate data (e.g., ordered pairs) using scatter plots.

8.D.2.b Describe patterns such as positive or negative association, linear or nonlinear association, clustering, and outliers when bivariate data is represented on a coordinate plane.

8.D.2.c Draw an informal line of best fit based on the closeness of the data points to the line.

8.D.2.d Use a linear model to make predictions and interpret the rate of change and y-intercept in context.

8.D.3 Probability: Students will interpret and apply concepts of probability.

No additional indicator(s) at this level.

High School Standards

During high school, instruction should emphasize the development of the mathematical processes as the vehicle for mastering the content standards. The content standards are designed to be accessible to each and every high school student prior to graduation whereas the Advanced Topics reflect the mathematical content leading to certain career interests. Schools have the flexibility to organize the standards into integrated or strand-focused courses.

NUMBER: Instruction in Number should focus on these critical areas:

- Working in authentic contexts, solutions involve quantities, numbers with units.
- Using units, approximations, and estimations to check the reasonableness of their work.
- Understanding how forms of approximation can accumulate errors when problem solving.
- Understanding the four operations on real numbers applies to complex numbers.

ALGEBRA: Instruction in Algebra should focus on these critical areas:

- Solving many authentic problems to best understand patterns, expressions, relations, and functions.
- Using algebraic symbols and mathematical models to represent and demonstrate an understanding of quantitative relationships.
- Analyzing change as it arises in various contexts such as physical and social as supported by algebraic reasoning and the concept of function.
- Interpreting the functions in multiple representations, using their points of interest, and connecting across multiple representations to understand their mathematical equivalence instead of rote steps or procedures.

GEOMETRY: Instruction in Geometry should focus on these critical areas:






- Using mathematics to define the spatial attributes of the world around us.
- Exploring transformations (translations, reflections, rotations, and dilations) to build a foundation to understand congruence, similarity, and symmetry.
- Formalizing geometric concepts using planar geometry, parallelism, congruence, similarity, and symmetry.
- Connecting algebra and geometry via coordinate geometry, planar transformations, and trigonometry.
- Developing skills of argumentation and proof by proving congruence, similarity, symmetry, and other concepts of plane geometry.

DATA: Instruction in Data should focus on these critical areas:

- Using numbers in context (data) with the mathematical processes can result in better predictions and informed decisions.
- Using tools to apply statistical methods to describe patterns and trends.
- Understanding randomness, variability, and causality through data collection, data analysis, and interpretation of results.
- Describing data using probability and sampling distributions to judge whether a result is unsurprising or rare.

Mathematical Processes

To develop essential mathematical habits of mind, mathematically proficient students:

<p>Make sense of problems and persevere in solving them.</p> 	<p>Reason quantitatively and abstractly and consider the reasoning of others.</p> 	<p>Create and use representations to organize, record, and communicate mathematical ideas.</p> 	<p>Analyze mathematical relationships to connect mathematical ideas.</p> 	<p>Explain and justify mathematical ideas using precise mathematical language in written or oral communication.</p> 
PROBLEM SOLVING	REASONING	REPRESENTATIONS	CONNECTIONS	COMMUNICATION

NUMBER: Students will solve problems and reason with number concepts using multiple representations, make connections within math and across disciplines, and communicate their ideas.

HS.N.1 Estimation and Technology: Students will use estimation strategies and technology to reason, to solve problems, and to make connections within mathematics and across disciplines.

HS.N.1.a Select, apply, and explain the method of computation when problem solving using real numbers (e.g., models, mental computation, paper-pencil, technology).

HS.N.1.b Determine if the context of a problem calls for an approximation or an exact value.

HS.N.1.c Determine the rounding convention to be used based on the context of a problem.

HS.N.1.d Estimate a value using the concept of betweenness by bounding above and below (e.g., since $\log(10) = 1$ and $\log(1,000) = 3$ we know $\log(500)$ is between 1 and 3).

HS. N.1.e Determine the tolerance interval and percent of error in measurement.

HS.N.1.f Convert equivalent rates (e.g., miles per hour to feet per second).

HS.N.1.g Determine whether extremely large or extremely small quantities can be reasonably represented by a calculator or graphing utility.

HS.N.1.h Use scientific notation to appropriately represent large and small quantities.

HS.N.2 Sets and Operations: Students will use number sets and operations to reason and to solve problems.

HS.N.2.a Extend the properties of exponents to rational numbers.

HS.N.2.b Use properties of rational and irrational numbers.

HS.N.2.c Demonstrate, represent, and show relationships among the subsets of real numbers and the complex number system.

HS.N.2.d Compute with subsets of the complex number system including imaginary, rational, irrational, integers, whole, and natural numbers.

HS.N.3 Interpretation and Sense Making: Students will reason abstractly and quantitatively using units to solve problems and interpret results in context.

HS.N.3.a Understand roundoff error and why roundoff error accumulates when rounding occurs prior to the last step in a computation.

HS.N.3.b Use estimation methods to check the reasonableness of real number computations and decide if the problem calls for an approximation (including appropriate rounding) or an exact number.

HS.N.3.c Use units to assess the validity of an answer in the context of a problem.

HS.N.3.d Communicate the meaning of an answer in the context of a problem.

ALGEBRA: Students will solve problems and reason with algebra using multiple representations, make connections within math and across disciplines, and communicate their ideas.

HS.A.1 Algebraic Relationships: Students will demonstrate and represent relationships with functions.

HS.A.1.a Demonstrate that functions are a well mapped subdomain of relations.

HS.A.1.b Analyze a relation to determine if it is a function given mapping diagrams, function notation (e.g., $f(x)=x^2$), a table, or a graph.

HS.A.1.c Classify a function given its mapping diagram, function notation, table, or graph as a linear, quadratic, absolute value, exponential, or other function.

HS.A.1.d Analyze a function's domain and range to determine if it is one-to-one and has an inverse function both algebraically and graphically.

HS.A.1.e Define, interpret, and analyze linear, quadratic, absolute value, and exponential functions using the points of interest of the functions and graphing technology.

HS.A.1.f Identify, analyze, and apply transformations of existing functions (including translation and dilation).

HS.A.1.g Interpret logarithmic equations as exponential equations.

HS.A.1.h Describe arithmetic sequences using tables of values and functions in explicit and recursive forms.

HS.A.1.i Describe geometric sequences using tables of values and functions in explicit and recursive forms.

HS.A.2 Algebraic Processes: Students will apply the operational properties when evaluating rational expressions and solving linear and quadratic equations, and inequalities.

HS.A.2.a Analyze and explain the properties used in solving equations, inequalities, systems of linear equations, systems of linear inequalities, and literal equations.

HS.A.2.b Generate expressions in equivalent forms by using algebraic properties to make different characteristics or features visible.

HS.A.2.c Analyze equations and inequalities to determine and apply efficient methods to solve and use appropriate technology as needed.

HS.A.2.d Calculate the slope (rate of change) of a line given coordinate points, a graph, or a table of values.

HS.A.2.e Write and graph equations of functions (linear, absolute value, quadratic, and exponential) using the points of interest of the function.

HS.A.2.f Given a line, write the equation of a line that is parallel or perpendicular to it.

HS.A.2.g Perform and explain operations such as addition, subtraction, multiplication, division, and factoring on polynomials.

HS.A.2.h Explain the connection between the factors of a polynomial and the zeros of a polynomial.

HS.A.2.i Combine functions by composition and perform operations on functions.

HS.A.3 Applications: Students will solve authentic problems using nonlinear functions.

HS.A.3.a Analyze and model authentic situations using various representations and appropriate technology.

HS.A.3.b Identify, interpret, relate, and graph the factors, x-intercepts, roots, and zeros of polynomial functions using algebraic and graphing methods.

HS.A.3.c Identify and predict appropriate solutions to equations given context and domain/range (e.g., extraneous solutions, imaginary solutions, no solution, infinitely many solutions).

GEOMETRY: Students will solve problems and reason with geometry using multiple representations, make connections within math and across disciplines, and communicate their ideas.

TOOLS: Students will sketch, draw, and construct appropriate representations using a variety of tools and methods which may include ruler/straight edge, protractor, compass, reflective devices, paper folding, or dynamic geometric software.

HS.G.1 Attributes: Students will identify and describe geometric attributes, apply properties and theorems, and create two-dimensional shapes.

HS.G.1.a Demonstrate that two figures are similar or congruent by using a sequence of rigid motions and dilations that map a figure onto the other in problems both with and without coordinates.

HS.G.1.b Describe symmetries of a figure in terms of rigid motions that map a figure onto itself and make inferences about symmetric figures (e.g., unknown side lengths or angle measures) in problems both with and without coordinates.

HS.G.1.c Explain how the criteria for triangle congruence and similarity (ASA, SAS, and AAS SSS congruence; AA similarity criterion) follow from the definition of congruence and similarity in terms of corresponding parts.

HS.G.1.d Identify and apply right triangle relationships including converse of the Pythagorean Theorem.

HS.G.1.e Apply side and angle relationships of special right triangles (30-60-90 and 45-45-90) to solve geometric problems.

HS.G.1.f Identify and apply right triangle relationships including sine, cosine, and tangent.

HS.G.1.g Apply interior and exterior angle formulas for n-gons and apply to authentic situations.

HS.G.1.h Compare/contrast the properties of quadrilaterals: parallelograms, rectangles, rhombi, squares, kites, trapezoids, and isosceles trapezoids.

HS.G.1.i Use slope and the distance formula to determine the type of quadrilateral.

HS.G.1.j Identify, describe, apply, and reason through properties of central angles, inscribed angles, angles formed by intersecting chords, secants, and/or tangents to find the measures of angles related to the circle, arc lengths, and areas of sectors.

HS.G.2 Attributes: Students will identify and describe geometric attributes, apply properties and theorems and create three-dimensional shapes.

HS.G.2.a Convert between various units of volume (e.g., cubic feet to cubic yards).

HS.G.2.b Apply the effect of a scale factor to determine the volume of similar three-dimensional shapes and solids.

HS.G.2.c Determine surface area and volume of pyramids, as well as solids that are composites of pyramids, prisms, spheres, cylinders, and cones, using formulas and appropriate units.

HS.G.3 Coordinate Geometry and Transformations: Students will demonstrate and represent location, orientation, and relationships on the coordinate plane.

HS.G.3.a Derive the midpoint formula using the concept of average and apply the midpoint formula to find coordinates.

HS.G.3.b Find the images and preimages of transformations of a point, shape, or a relation on the coordinate plane. Transformations include the following and their compositions: reflections across horizontal and vertical lines and the lines $y=x$ and $y=-x$, rotations about the origin of 90 degrees, dilations about the origin by any positive scale factor, and any translation.

HS.G.3.c Find the equation of a circle given the radius and the center.

HS.G.4 Logic and Proof: Students will use geometric definitions and theorems to reason abstractly and quantitatively.

HS.G.4.a Know and use definitions to make deductions in mathematical argumentation (e.g., syllogism, detachment).

HS.G.4.b Evaluate the validity of conditional statements, including biconditional statements (e.g., conditional, converse, contrapositive, inverse).

HS.G.4.c Evaluate the validity of an argument communicated in different ways (e.g., a flow format, two-column, paragraph format).

HS.G.4.d Use coordinate geometry to prove triangles are right, acute, obtuse, isosceles, equilateral, or scalene.

HS.G.4.e Prove and apply geometric properties and theorems regarding triangles, congruence, and similarity using deductive reasoning.

HS.G.4.f Prove and apply geometric theorems about quadrilaterals using deductive reasoning.

DATA: Students will solve problems and reason with data/probability using multiple representations, make connections within math and across disciplines, and communicate their ideas.

HS.D.1 Data Collection and Statistical Methods: Students will formulate statistical investigative questions, collect data, and organize data.

HS.D.1.a Formulate multi-variable statistical investigative questions and determine how data can be collected and analyzed to provide an answer.

HS.D.1.b Apply an appropriate data collection plan when collecting primary data for the statistical investigative question of interest.

HS.D.1.c Use appropriate technology, including spreadsheet-based logic, to organize data for analysis

HS.D.1.d Distinguish between surveys, observational studies, and experiments.

HS.D.1.e Understand what constitutes good practice in designing a sample survey, an experiment, and an observational study.

HS.D.1.f Understand issues of bias and confounding variables in a study and their implications for interpretation.

HS.D.2 Analyze Data and Interpret Results: Students will represent and analyze the data and interpret the results.

HS.D.2.a Identify appropriate ways to summarize and then represent the distribution of univariate data and bivariate data through the construction of histograms, dot plots, stem plots, box plots, cumulative relative frequency graphs, time plots, circle graphs, stacked bar graphs, and mosaic bar graphs by hand or with technology.

HS.D.2.b Describe the shape, identify any outliers, and determine the spread of a data set.

HS.D.2.c Select and determine the appropriate measure of center based on the shape of a distribution and/or the presence of outliers.

HS.D.2.d Recognize when a data set can be reasonably said to be normally distributed and draw conclusions about the data from the associated normal distribution.

HS.D.2.e Summarize categorical data for two categories in two-way frequency tables. Interpret relative frequencies in the context of the data and recognize possible associations and trends in the data.

HS.D.2.f Represent data on two quantitative variables on a scatter plot and describe how the variables are related.

HS.D.2.g Use technology to develop regression models for linear and non-linear data to predict unobserved outcomes. Interpret slope and y-intercept in the context of the problem.

HS.D.2.h Measure the strength of association using correlation coefficients for regression curves and interpret their meanings for the model.

HS.D.2.i Use residuals and residual plots to judge the quality of a regression model.

HS.D.2.j Recognize and explain when arguments based on data confuse correlation with causation.

HS.D.2.k Understand what constitutes statistical significance. Interpret statistical significance in the context of a situation and answer investigative questions appropriately.

HS.D.2.l Use probability as a tool for assessing risk and for informed decision making by interpreting P-values.

HS.D.3 Probability: Students will interpret and apply concepts of probability.

HS.D.3.a Describe events as subsets of a sample space using characteristics of the outcomes or as unions, intersections, or complements of other events.






HS.D.3.b Explain independent versus dependent probability of an event.

HS.D.3.c Determine when order in counting matters and use permutations and combinations to compute probabilities of events accordingly.

HS.D.3.d Determine whether or not events are mutually exclusive (disjoint) and calculate their probabilities in either case.

HS.D.3.e Recognize and explain the concepts of conditional probability in everyday language and everyday situations.

High School Advanced Topics Standards

Mathematical Processes				
To develop essential mathematical habits of mind, mathematically proficient students:				
Make sense of problems and persevere in solving them.	Reason quantitatively and abstractly and consider the reasoning of others.	Create and use representations to organize, record, and communicate mathematical ideas.	Analyze mathematical relationships to connect mathematical ideas.	Explain and justify mathematical ideas using precise mathematical language in written or oral communication.
				
PROBLEM SOLVING	REASONING	REPRESENTATIONS	CONNECTIONS	COMMUNICATION

NUMBER: Students will solve problems and reason with number concepts using multiple representations, make connections within math and across disciplines, and communicate their ideas.

AT.N.1 Estimation and Technology: Students will use estimation strategies and technology to reason, to solve problems, and to make connections within mathematics and across disciplines.

AT.N.1.a Use domain and range restrictions to apply an appropriate viewing window while using graphing technology.

AT.N.1.b Compare and contrast radians and degrees as measures of angles and the reason graphing utilities tend to use radians as the default setting.

AT.N.2 Sets and Operations: Students will compare and contrast subsets and perform operations with subsets of the complex number system to reason and to solve problems.

AT.N.2.a Perform arithmetic operations with complex numbers.

AT.N.2.b Represent complex numbers and their operations in the complex plane.

AT.N.2.c Use complex numbers in polynomial identities and equations.

AT.N.2.d Represent quantities using bases other than decimal such as binary (base 2) or hexadecimal (base 16) and convert numbers to and from base 10.

AT.N.2.e Explain modular arithmetic and its role in computer programming.

AT.N.2.f Represent and model vector quantities.

AT.N.2.g Perform operations on vectors.

AT.N.2.h Perform operations on matrices and use matrices in applications.

AT.N.3 Interpretation and Sense Making: Students will reason abstractly and quantitatively using units to solve problems and interpret results in context.

AT.N.3.a Use vectors to communicate the geometric relationships between complex numbers in the complex plane.

ALGEBRA: Students will solve problems and reason with algebra using multiple representations, make connections within math and across disciplines, and communicate their ideas.

AT.A.1 Algebraic Relationships: Students will demonstrate and represent relationships with functions.

AT.A.1.a Analyze and graph nonlinear functions (trigonometric, rational, higher-order polynomials, logarithmic, and piecewise) and relations (conic sections) using their points of interest and graphing technology.

AT.A.1.b Use the unit circle to define the trigonometric functions on multiples of known angles (positive and negative multiples of 30 and 45 degrees or $\pi/6$ and $\pi/4$).

AT.A.1.c Given a function, list the sequence of algebraic transformations that changes a parent function to the given function.

AT.A.1.d Define the radian unit of measure and its relationship with degrees.

AT.A.2 Algebraic Processes: Students will apply the operational properties when evaluating nonlinear expressions and solving nonlinear equations and inequalities.

AT.A.2.a Explain symmetry of functions and determine whether a function is odd, even, or neither.

AT.A.2.b Represent, interpret, and analyze inverses of functions algebraically and graphically using domain restrictions when necessary.

AT.A.2.c Write equations of nonlinear functions (trigonometric, rational, higher-order polynomials, logarithmic and piecewise) using points of interest of the function.

AT.A.2.d Convert between radian and degree measures of an angle.

AT.A.2.e Use limits to describe the behavior of a function near its asymptotes and removable discontinuities.

AT.A.3 Applications: Students will solve authentic problems using nonlinear functions and relations.

AT.A.3.a Analyze and model authentic situations using various non-linear representations and relations with appropriate technology.

AT.A.3.b Analyze and model authentic application situations using various non-linear representations and relations with appropriate technology.

GEOMETRY: Students will solve problems and reason with geometry using multiple representations, make connections within math and across disciplines, and communicate their ideas.

TOOLS: Students will sketch, draw, and construct appropriate representations using a variety of tools and methods, which may include ruler/straight edge, protractor, compass, reflective devices, paper folding, or dynamic geometric software.

AT.G.1 Attributes: Students will identify and describe geometric attributes, apply properties and theorems, and create two-dimensional shapes.

AT.G.1.a Apply the Law of Sines and the Law of Cosines to find unknown measures in triangles.

AT.G.2 Attributes: Students will identify and describe geometric attributes, apply properties and theorems, and create three-dimensional shapes.

AT.G.2.a Determine the three-dimensional object created by rotating or revolving a two-dimensional object about an axis.

AT.G.2.b Determine the shape of a two-dimensional cross-section of a three-dimensional object.

AT.G.2.c Use Cavalieri's Principle to determine volume of three-dimensional figures.

AT.G.3 Coordinate Geometry and Transformations: Students will demonstrate and represent location, orientation, and relationships on the coordinate plane.

AT.G.3.a Identify symmetry properties of a function (e.g., axis of symmetry of a parabola) and know the connection between its symmetry properties and specific transformations.

AT.G.3.b Recognize that translations can be described in terms of vectors.

AT.G.3.c Find the images and preimages of transformations of a point, shape, or relation on the coordinate plane, where transformations include the following compositions: reflections about lines of any rational slope passing through the origins, dilations about the origin by any positive scale factor, and translations.

AT.G.3.d Explain the focus-directrix construction of a parabola and derive the equation of a parabola from focus and directrix for a parabola whose axis of symmetry is a coordinate axis.

AT.G.4 Logic and Proof: Students will use geometric definitions and theorems to reason abstractly and quantitatively.

AT.G.4.a Use known definitions and results in informal argumentation to construct logical arguments.

AT.G.4.b Distinguish between empirical reasoning, examples, and deductive reasoning, as well as informal and formal reasoning.

AT.G.4.c Evaluate the deductive consequences of alternative definitions of known objects (e.g., whether a trapezoid is defined as a quadrilateral with exactly one pair of parallel sides or defined as at least one pair of parallel sides).

DATA: Students will solve problems and reason with data/probability using multiple representations, make connections within math and across disciplines, and communicate their ideas.

AT.D.1 Data Collection and Statistical Methods: Students will formulate statistical investigative questions, collect data, and organize data.

AT.D.1.a Explain what constitutes good practice in designing a sample survey, an experiment, and an observational study.

AT.D.1.b Explain the use of randomization to reduce the influence of confounding or lurking variables.

AT.D.1.c Explain issues of bias and confounding variables in a study and their implications for interpretation.

AT.D.1.d Demonstrate knowledge of the role sampling distributions play in the estimation of an unknown population parameter through the use of appropriate sampling techniques.

AT.D.2 Analyze Data and Interpret Results: Students will represent and analyze the data and interpret the results.

AT.D.2.a Determine when a data set can be reasonably said to be normally distributed and draw conclusions about the data from the associated normal distribution.

AT.D.2.b Use technology to develop regression models for linear and non-linear data to predict unobserved outcomes. Apply algebraic transformations to non-linear data to generate a linearized data set and employ linear regression techniques to analyze the non-linear data set.

AT.D.3 Probability: Students will interpret and apply concepts of probability.

AT.D.3.a Weigh the possible outcomes of a decision by assigning probabilities to payoff values and finding expected values. Interpret the expected value as the mean of a probability distribution.

AT.D.3.b Communicate what constitutes statistical significance. Interpret statistical significance in the context of a situation and answer investigative questions appropriately.

AT.D.3.c Use data to compare two groups, describe sample variability, and decide if differences between parameters are significant based on the statistics.

AT.D.3.d Use probability as a tool for assessing risk and for informed decision making by computing and interpreting P-values.

AT.D.3.e Use confidence intervals to estimate an unknown population parameter.

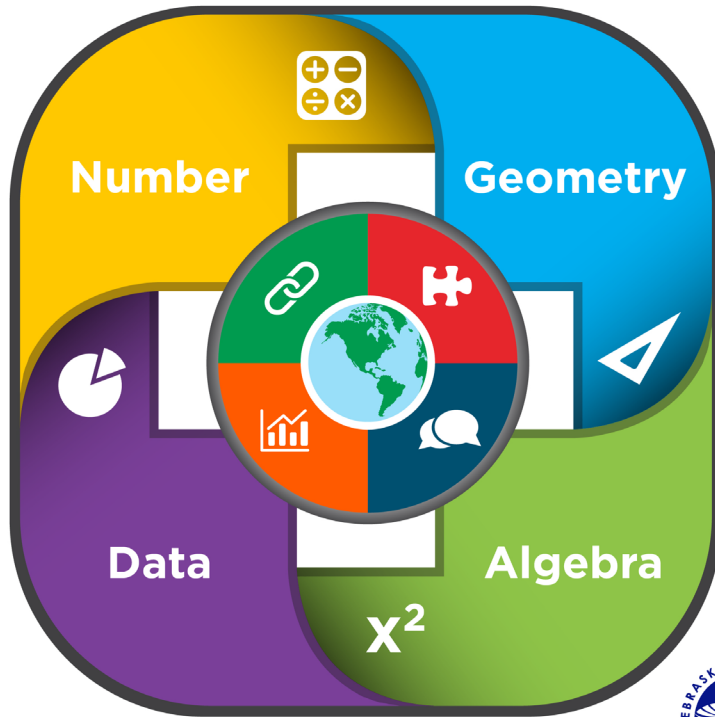


Nebraska's College & Career Ready Standards for Mathematics

State Board Update

August 4, 2022

NEBRASKA MATHEMATICS STANDARDS



- Current Math Standards:
 - Approved on September 4, 2015.
 - Designated as “College & Career Ready Standards” by Nebraska’s postsecondary systems.
 - Assessed by NSCAS General and Alternate for Grades 3-8; ACT for Grade 11.

Percent Proficient - Combined Results for All Grades Tested (Grades 3-8; Grade 11)

School Year	% Proficient
2017-2018*	51%
2018-2019*	52%
2019-2020	NA
2020-2021**	46%

*<https://nep.education.ne.gov/>

**<https://nscas2021specialreport.education.ne.gov/>

Nebraska's College & Career Ready Standards for Mathematics

- Instructional Materials Data:


	# of Districts	% of Districts
Elementary		
2021-2022	98	40%
2020-2021	64	26%
2019-2020	27	11%
Middle School		
2021-2022	49	20%
2020-2021	17	7%
2019-2020	11	5%
High School		
2021-2022	62	25%
2020-2021	19	8%
2019-2022	20	8%

Districts using instructional materials rated as "meets" for alignment and usability as determined by EdReports.



College & Career Ready Standards

“...a high school graduate has the knowledge and skills necessary to qualify for and succeed in entry-level, credit-bearing postsecondary coursework without the need for remediation as required for their career interest.”



Math Standards: Revision Process

- Starting Point (Fall 2021):
 - 2015 Nebraska Math Standards
 - Evaluation of State Standards (Fordham Institute, 2018)
 - National research related to mathematics education
 - Public Input Survey #1 (292 responses)
- Writing Team:
 - Applications made available to PK-12 educators
 - Evaluated and selected by NDE staff
 - Inclusion of postsecondary educators
 - Met virtually and in-person between November 2021 – April 2022
- Postsecondary Subject Matter Experts:
 - Met virtually in December 2021 and January 2022 to review recommended revisions.
 - Postsecondary advisors provided support to writing teams.
- Draft #1: Released May 9, 2022
- Public Input and Feedback
 - Public Input Survey #2 (232 responses)
 - Math Standards Input Email (No emails)
 - Targeted postsecondary outreach
- Draft #2: Approval Draft: Released August 5, 2022

Key Improvements:

- Centers deep learning of mathematics concepts while actively building new knowledge.
- Strengthens the mathematics processes based on input from educators, employers, and post-secondary educators.
- Aligns with current research and evidence-based practices for improving teaching and learning in mathematics.
- Strengthens the DATA strand and includes revised standards related to understanding data and basic statistics.
- Focuses on ratios, proportional reasoning, and arithmetic of rational numbers in Grades 6-8.
- Aligns with the expectations required of the 11th Grade Summative Assessment – the ACT.

Public Input Data:

- Do the revised standards:
 - Reflect essential knowledge and skills in mathematics?
 - Define the numeracy expectations for college, career, and civic life?
 - Demonstrate coherence within and across grade levels?
 - Support the development of mathematical processes?
- What content should be added? Removed? Rigor improved?

Implementation of Revised Math Standards

- For state standards to improve student achievement, they must change the minds and practices of teachers.
- Challenges with standards implementation:
 - Some teachers engage deeply in high-quality, standards-aligned practices;
 - others engage in those practices at a superficial level;
 - and still others are unable or unwilling to engage in them at all.

Implementation of Revised Math Standards

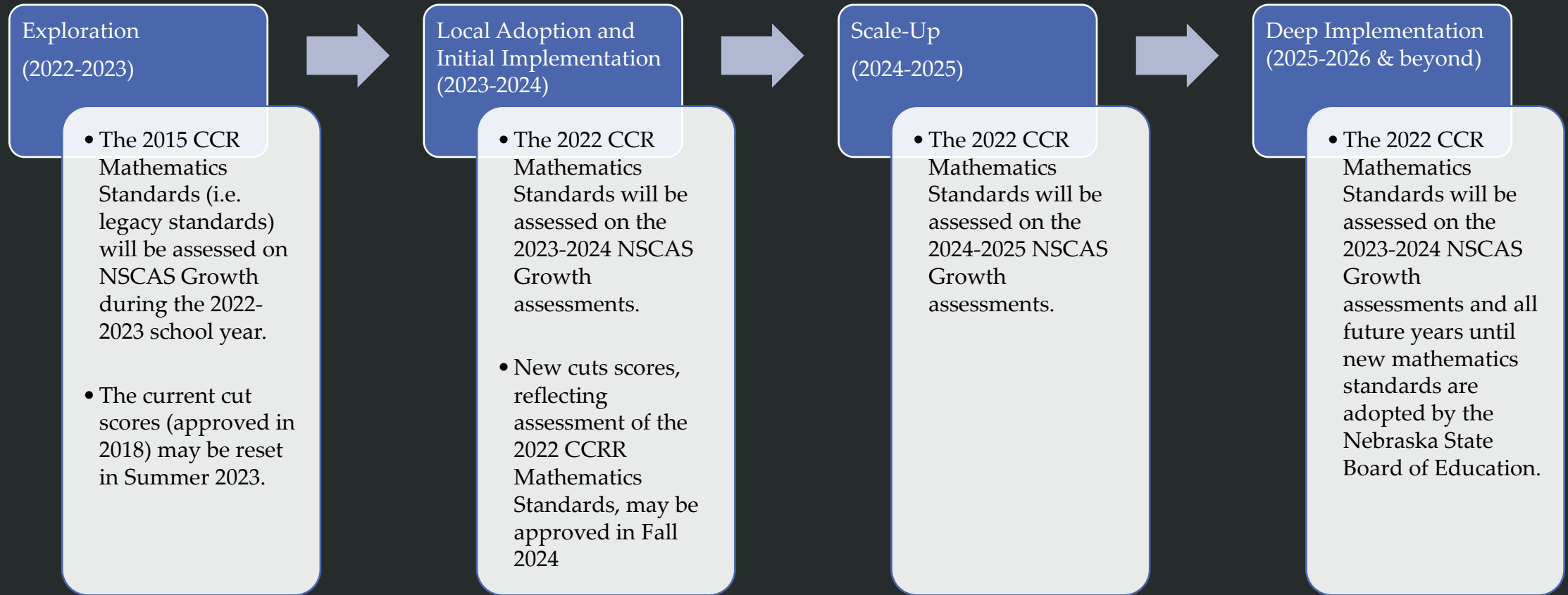
- Content area standards are a foundation from which we can build, but the focus on improving instruction requires a more holistic view.
- Improving teaching and learning at scale, requires:
 - Guidance in interpreting standards and indicators so that there is a common understanding of what standards are asking students to do.
 - Expanding access to high-quality instructional materials, assessments, and interventions;
 - Ensuring teachers receive high-quality professional learning to successfully implement those resources.

Polikoff, M. (2021). Beyond standards: The fragmentation of education governance and the promise of curriculum reform. Harvard Education Press.

Implementation of Revised Math Standards

- Math Rollout Resources:
 - The overarching goal is to support educators in beginning the process of understanding and implementing the standards. Specifically, the training will help Nebraska educators to:
 1. Articulate a shared vision of excellent mathematics instruction.
 2. Describe major revisions and how they support the instructional vision.
 3. Prepare to launch the revised standards.

Implementation and Summative Assessment Overview





Thank you!

Nebraska's College and Career Ready Standards for Mathematics Revision Process Overview



Nebraska Revised Statute [79-760.01](#) requires the State Board of Education to “develop a plan to review and update standards for reading, writing, mathematics, science, and social studies” every seven years. Content area standards that are measurable, appropriately rigorous, and scaffolded become the framework for locally determined curricula. Guided by local and national resources, including an [evaluation of state standards](#) by the Fordham Institute (2018), a group of Nebraska educators is working to revise the 2015 Mathematics standards, [Nebraska's College- and Career-Ready Standards for Mathematics](#).”

September 2021. The standards revision process began in the Fall of 2021 with Public Input Survey #1. The survey was disseminated through the Nebraska Department of Education (NDE) website and directly to groups including the Nebraska Mathematics Cadre, the Nebraska MTSS network, District Assessment Contacts, and District Curriculum Contacts. The survey was also sent to state and national mathematics experts identified by the NDE's Mathematics staff. State mathematics experts are individuals with specialized training in mathematics and who work closely and extensively with Nebraska educators. Likewise, the identified national mathematics experts have previously collaborated with both the NDE and Nebraska educators as well as conducted and published mathematics research.

October 2021. Public Input Survey #1 sought feedback on the 2015 Mathematics standards including the content, or the knowledge and skills students are expected to learn, and the rigor, or cognitive complexity, of the standards. The questions were organized into four grade bands—K-2, 3-5, 6-8, and 9-12, respectively, and responses were made either individually or in groups (i.e. ESU staff developers, a school mathematics department, etc.). The survey was open between October 22, 2021 and November 16, 2021 and received a total of 292 responses. The majority of respondents identified as educators (e.g. Pre-K-12 educators, school or district administrators, postsecondary education representatives) followed by parents and business/industry representatives. Educators and other stakeholders were also invited to provide input to nde.mathstandardsinput@nebraska.gov.

Next, the NDE began recruiting educators for revision teams. Invitations to apply were sent to Educational Service Units (ESUs), post-secondary institutions, the Nebraska Association of Teachers of Mathematics (NATM), and the Nebraska Mathematics Cadre (a statewide collaboration between the NDE and ESU math professionals) along with a request to share with educators. The NDE received 134 applications and used a rubric to assess applicants' qualifications. The rubric utilized a 4-point scale that evaluated educators' experiences with teaching, curriculum development, standards writing, and

working with diverse groups of learners, i.e. special education and EL students. In addition, the NDE math staff determined applicants' geographic locations, i.e. rural, urban, and suburban districts in various regions of the state, to ensure writing team members represented Nebraska's diverse student population

November 2021. Selection notifications were sent to applicants in early November. Revision team members will receive a stipend upon completion of the work in the amount of \$600.00. Applicants who had indicated their willingness to lead groups were then identified as team facilitators according to their grade-level experience. The role of the team facilitators is to organize meeting times and locations, provide an agenda to writing team members, track and maintain attendance, and communicate progress with other writing team members and the NDE staff. Team facilitators will receive a stipend of \$750.00. Writing team members and team facilitators also signed an assurance document confirming their status as individual contractors.

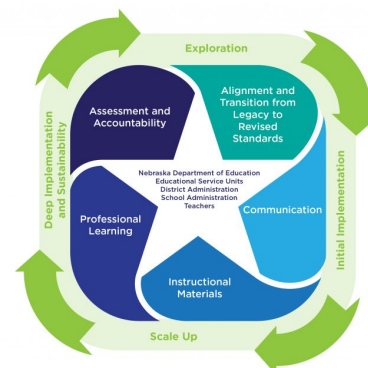
Writing team members participated in an initial, virtual meeting on November 20th, 2021 in which they received an orientation to the revision process, previewed and discussed survey data, and began coordinating future meetings.

December. Throughout December, team facilitators with their revision team members as part of the planning and preparation phase. Members of the revision also began a book study, [Invigorating High School Math: Practical Guidance for Long-Overdue Transformation](#) by Steven Leinwand. In December, two stakeholder engagement sessions (K-5 and 6-12) were held with mathematics leaders from districts and ESUs. Meetings with the NDE staff (Cory Epler, Marissa Payzant, Deb Romanek, and Jane Strawhecker) are ongoing and occur weekly. This time is used to discuss considerations of the revision team, coordinate revision activities, and develop agenda items for future meetings. December 13th marked the first meeting with subject matter experts from the Nebraska University system. This meeting allowed university subject matter experts to provide input relative to this guiding question: *What do students need to know and be able to do in order to be successful in postsecondary mathematics coursework without the need for remediation?*

January. The January weekly check-in meetings were also used to begin discussing possible standards rollout resources. The NDE would like to, as staff did for the revised English Language Arts standards, develop professional learning modules to support educators in the *Exploration* stage of implementation (see right). The modules would orient educators to the major revisions to structure and content, the instructional shifts, and considerations for initial implementation (SY 2022-23). A steering team, consisting of the NDE staff, ESU staff, and representation from Nebraska's MTSS, would design the professional learning series.



Nebraska Content Area Standards Implementation Framework



Throughout January, the revision teams continued to meet virtually. In addition, a meeting with subject matter experts from Nebraska's State Colleges took place on January 25th. This conversation allowed

state college subject matter experts to provide input on this guiding question: *What do students need to know and be able to do in order to be successful in postsecondary mathematics coursework without the need for remediation?* Table 1 includes key considerations for the revision as of January 2022.

February. The mathematics revision team convened for in-person work on Monday, February 21st. Group members worked in their grade band teams to continue developing the standards draft, as well as across grades to begin aligning the standards and indicators. Teams spent the morning recording information to be communicated with above- and below-grade-level teams pertaining to deleted or relocated standards and any additions of new standards and/or indicators. They also wrote questions for the other grade levels as discussion topics for the afternoon. The NDE staff provided team members a transition chart that indicated essential questions posed to later or earlier grade bands. For example: *Which proposed Kindergarten revisions have important implications for Pre-K?* The latter portion of the day was spent in purposeful discussion and making appropriate adjustments. A closing activity consisted of a whole-group reflection and guidance from the NDE staff regarding next steps for development of the first standards draft. Throughout the day, the teams used a wide variety of math research and resources, including ongoing feedback from public input surveys, post-secondary advisors, and subject matter experts.

The internal team, which consists of NDE staff, continued meeting weekly during the spring months to discuss progress of the revision and organize upcoming events.

March/April 2022. The writing teams met for an in-person collaboration on Monday, March 28th in Kearney during the Nebraska Association of Teachers of Mathematics' (NATM) annual conference. They worked to prepare an initial draft of the revised standards as well as had the opportunity to attend professional learning sessions. The writing teams continued to meet during March and April, working within and across grade bands and content areas to develop the draft.

An embargoed Draft 1 standards document was provided to Planning and Evaluation Committee members on **Apr 11, 2022**. The committee had a two-week period of time to review the draft. On April 27, 2022 NDE staff made the document available to ESU staff developers, district math leads, and superintendents across the state.

At the end of April, NDE staff recruited members of the revision teams to be part of the editing team that will work through the summer months to review data and recommendations from public input. *Editing team members are indicated with an * starting on pg. 8 of this document. In addition to these individuals, two post-secondary advisors, Allan Donsing and Yvonne Lai, were identified for participation on the editing team.*

May 2022. [Draft 1](#) of Nebraska's Revised Standards for Mathematics was released publicly on Monday, May 9, 2022 along with a statewide press release and public input survey. The survey link was made available via NDE's main and Mathematics websites, as well as shared directly with various stakeholder groups. The public input survey closed on May 27, 2022 with 232 total responses.

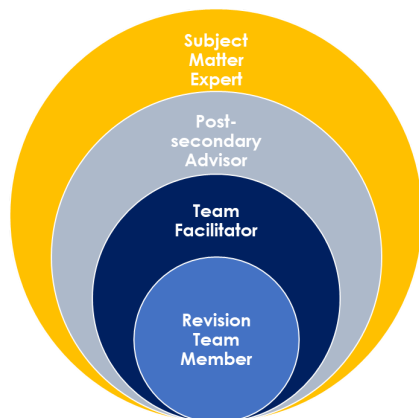
NDE staff worked throughout the month to elicit further recommendations on the initial draft. The document and survey link were shared with approximately 300 Nebraska business and industry leaders on May 11, 2022. Employer engagement informs the revision team of the essential knowledge and skills employers seek from high school graduates entering the workforce. On May 12, two meetings were held to gather feedback from postsecondary faculty. The meetings included NDE staff and representatives from the NU and state college systems. NDE staff also sought input from a handful of national experts by sharing the draft standards and survey link during the week of May 16, 2022.

June 2022. The editing team met June 2nd and 3rd to review feedback data and make additional adjustments to the draft. In addition, a smaller group of educators met on June 9th and 10th to begin drafting supporting information and materials such as the instructional considerations and glossary definitions. The instructional considerations are brief guidance statements related to instruction of some of the standards and/or indicators, as needed for clarification purposes. The team also reviewed the mathematical processes (pgs. 6/7) and provided updated information and language. Both teams, editing and “enhancements,” were members of the larger revision group and received an additional stipend for their work. On June 6th, the University of Nebraska-Lincoln’s Math and Science Summit convened. Draft 1 of the standards was shared with postsecondary faculty in attendance, and were also given the opportunity to provide feedback.

July 2022. Throughout the month of July, NDE staff members collaborated to prepare the second draft. This included establishing the numbering system, finalizing the logo, creating icons (pg. 8) to accompany each of the mathematical processes, and other details related to the overall format. In addition, two members of the 2015 revision team were contracted to do final editing of the draft. This work was completed at the end of July.

Next steps. Validation and sign-off from postsecondary education will be procured in the summer months. The “enhancements” team will continue refining the instructional considerations. The anticipated approval date for the revised College and Career Ready Standards for Mathematics is September 2nd, 2022.

Roles and responsibilities. NDE’s Office of Teaching, Learning, and Assessment, which oversees the development of content standards, uses principles of the [RAPID Model](#) for its revision process. This model emphasizes the importance of establishing clear roles for those involved in decision-making within an organization.



This graphic illustrates the various roles of educators involved in the revision of content area standards. *Revision team members* (see pg. 6) are directly responsible for carefully reviewing the current standards while considering recommendations from various stakeholders. This team adds, removes, or revises standards and indicators based on their grade appropriateness, measurability, specificity, and scaffolding. These decisions determine the content of the final, approved document. *Team facilitators* coordinate the revision team meetings and establish

channels of communication between the NDE and other team facilitators. *Post-secondary advisors* are university faculty who oversee mathematics education programs, and/or prepare pre-service teachers in one of Nebraska's 16 Educator Preparation Programs. The advisors provide feedback and expertise via multiple channels including surveys and collaboration with the NDE staff and revision team members. Their feedback is critical to the development of standards, as they help determine the extent to which the standards support college and career readiness for Nebraska's students. These individuals also share important updates to other faculty and pre-service teachers. *Subject matter experts* are engaged flexibly throughout the process. Subject matter experts provide feedback on key considerations for revision (see Table 1), review standards drafts, share content-specific research and resources, and communicate with other stakeholders during the process of revision.

Key Considerations. Writing team members engaged in activities and conversations designed to build their mathematics knowledge and develop a shared vision for mathematics education for Nebraska's K-12 students. Table 1 outlines the key revisions that have emerged from collaborations amongst the educators involved in the process.

Table 1

**Nebraska's College and Career Ready Standards for Mathematics
Key Considerations (Presented in March 2022)**

Revision	Rationale
Identification of "big" mathematical ideas to consider reducing number of standards	<p>Teachers indicated there was insufficient time to develop students' understanding of math concepts. Fewer, but more focused, standards will allow teachers and students time to develop conceptual understanding of key math ideas. The refined distribution of concepts will also allow students to understand the "why" of a math concept and how to apply it in real-world contexts.</p> <p>For example, current K-2 standards acknowledge the importance of building number sense. To identify the "big ideas" and foundational framework, the team proposed adding <i>Numeric Reasoning: Counting and Cardinality</i> along with <i>Numeric Reasoning: Base 10</i>, in order to refine the distribution of number sense concepts.</p>
Grade 6-8 focus on ratios and proportional reasoning and arithmetic of rational numbers to build a strong foundation prior to high school	<p>A shift in focus to these foundational concepts in the middle grades will better prepare students to be successful in high school Algebra courses.</p> <p>For example, to encourage more instructional time to build foundational understanding for high school algebra at the middle grades, a shift toward emphasis of numerical operations, including ratios, has been added to the standards.</p>
Closely examine standards found in high school math to identify skills that may not be relevant to future learning	<p>Public input survey data and feedback from revision teams and subject matter experts indicated the Advanced Algebra 2 course may not be beneficial to students. The first semester is typically a repeat of the full year Algebra 1 and the second semester contains topics that, with technology, may be outdated.</p>
Strengthen the data strand across the standards K-12	<p>A frequent theme of survey data and conversation was the need to develop standards related to understanding data and basic statistics. The revision will support the collection, display, and accurate interpretation of data.</p>
Strengthen the process standards throughout the document	<p>In past input from Nebraska business and industry leaders, the process standards reflected skills that were more important for their employees to have than the content of mathematics. The current format did not provide the emphasis that was desired.</p>

	<p>The proposed revisions reflect input from various stakeholder groups and include the addition of <i>Reasoning</i>. The number of processes at 4-5 increases the likelihood of implementation by classroom teachers. In addition, to make the process standards more transparent, icons were created to represent each one.</p>
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Draft #1 – Key Features & Talking Points (Presented in May 2022)

These standards outline grade-level expectations for mathematics and provide a framework upon which Nebraska districts develop, establish, and implement their locally determined curriculum. The standards are also the foundation for the selection and implementation of instructional materials, resources, and interim, formative, and summative assessments.

The structure of the standards:

- Includes grade-level standards for grades K-8; grade-banded standards for high school.
- Is organized by four (4) content strands: NUMBER SENSE, ALGEBRA, GEOMETRY and DATA, with the addition of Ratios and Proportions in the 6-8 grade band
- Identifies “mathematical processes” that are necessary for success in mathematics at each grade level: PROBLEM SOLVING, REPRESENTATIONS, COMMUNICATION, REASONING, and CONNECTIONS.

The content of the Mathematics Standards:

- Centers deep learning of mathematics concepts while actively building new knowledge across K-12.
- Reflects the processes needed for students develop mathematical habits of mind and become mathematically proficient.
 - Strengthens the mathematics processes within the standards based on previous input from educators, employers, and post-secondary educators.
- Aligns with current research and evidence-based practices for improving teaching and learning in mathematics.
- Strengthens the DATA strand across K-12 and includes revised standards related to understanding data and basic statistics.
- Focuses on ratios, proportional reasoning, and arithmetic of rational numbers in Grades 6-8 to build a strong foundation prior to high school.
- Aligns with the expectations required of the 11th Grade Summative Assessment – the ACT.

Comparison Table: 2015 version to 2022 Draft #1 (Presented in May 2022)

Key Features of Proposed Revisions	Differences Between 2015 and 2022 Versions	Rationale
<p>In K-5, the content strands of NUMBER, ALGEBRA, GEOMETRY and DATA are the same.</p>	<ol style="list-style-type: none"> 1. K-2 has strategically placed all curricular indicators that align with <i>Algebraic Relationships</i> in the main content strand of NUMBER rather than ALGEBRA. 2. Grades 3-5 have added standards related to <i>Fractions</i>. 3. Grades 6-8 have added a standalone strand entitled, <i>RATIOS AND PROPORTIONS</i>. 	<ol style="list-style-type: none"> 1. <i>The foundation for algebra in the early grades is reflected in the essential conceptual knowledge of addition/subtraction or making meaning for these operations. The placement increases the visibility of the interconnectedness for classroom teachers.</i> 2. <i>Fractions are a challenging math concept to comprehend but the foundation starts in elementary grades.</i> 3. <i>To encourage more instructional time to build foundational understanding for high school algebra at the middle grades, emphasis of numerical operations, including ratios, has been added to the standards.</i>

<p>The 2015 Nebraska Mathematical Process Standards include Problem Solving, Representations, Communication, and Connections. The 2022 version includes Problem Solving, Representations, Communication, Connections, and Reasoning.</p>	<ol style="list-style-type: none"> 1. Revised the title of "Process Standards" to Mathematical Processes. 2. Addition of Reasoning as a mathematical process. 3. Written narrative for the five mathematical processes 4. Develop a visual that communicates the integration of mathematical processes in all grade levels. 	<ol style="list-style-type: none"> 1. <i>This more accurately describes how processes support the mathematical content included in the standards.</i> 2. <i>Reasoning was included in the 2009 Mathematical Processes, and the writing team indicated it was a critical skill for students to master.</i> 3. <i>With the addition of Reasoning, the narrative for each of the other four mathematical processes was revised to clearly depict the importance for each.</i> 4. <i>Using input from various stakeholders, a banner was designed to increase visibility and placed at the beginning of each grade level. This also highlights the importance of the mathematical processes in teaching the content outlined in the standards.</i>
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<p>NUMBER: Emphasize <i>Number Sense</i> in the K-5 Standards.</p>	<p>1. The categories are <i>specific to the grade level</i>. For example, for K-2, NUMBER is subdivided into:</p> <ol style="list-style-type: none"> 1. <i>Counting</i> 2. <i>Base Ten</i> 3. <i>Number and Algebraic Relationships</i> 4. <i>Number and Operations</i> <p>Similar categories in NUMBER are proposed for Grades 3-5 and High School.</p>	<p>1. <i>In the 2015 standards, the categories under NUMBER were very broad (Numeric Relationships and Operations) and spanned K-12. This revision provides greater specificity and guidance for instruction.</i></p>
<p>ALGEBRA: Create greater K-12 coherence.</p>	<p>1. The 2015 standards have only three broad categories for ALGEBRA.</p> <p>To improve elementary algebra standards, Algebraic Relationships was removed from Grades 3-5 with categories designed that reflect an emphasis on <i>Operations and Algebraic Thinking</i>, followed by Algebraic Processes and Applications for Grades 6-8.</p> <p>The High School categories remain the same.</p>	<p>1. <i>Increases clarity and reserves Algebra 1 concepts for Algebra 1.</i></p>

<p>GEOMETRY: Create greater K-12 coherence.</p>	<ol style="list-style-type: none"> 1. <i>Grade-level categories added to reflect how curricular indicators “cluster” and are unique to age groups. These include:</i> <ol style="list-style-type: none"> 1. <i>Shapes and Their Attributes,</i> 2. <i>Measurement; Time and Money,</i> 3. <i>Area and Perimeter,</i> 4. <i>Area and Volume,</i> 5. <i>Coordinate Geometry,</i> 6. <i>Coordinate Geometry and Transformation and,</i> 7. <i>Logic and Proof</i> 	<ol style="list-style-type: none"> 1. <i>This adds specificity that was lacking in the 2015 Math Standards for Geometry to inform instruction.</i> 2. <i>Many of the basic geometry concepts are to be learned in grades K-8 leaving the proof and logic level of thinking for high school.</i>
<p>DATA: Create greater K-12 coherence.</p>	<ol style="list-style-type: none"> 1. <i>As with other strands (e.g. NUMBER, GEOMETRY), the categories are proposed to be specific to the grade level. For example, at the kindergarten level, Classification is a category under DATA.</i> 2. <i>Probability remains a category under the DATA strand and concepts begin in grade 6.</i> 3. <i>High School DATA represents the content that all students should learn prior to graduation.</i> 	<ol style="list-style-type: none"> 1. <i>Including Classification under DATA for kindergarten emphasizes the foundational skill of sorting to precede graphical representations.</i> 2. <i>A frequent theme of feedback over the past seven years has been the need to further develop standards related to understanding data and basic statistics. It is important to be able to collect, display and interpret data accurately.</i>

The mathematics standards revision team is represented by the following:

Districts

- Omaha Public Schools
- Grand Island Public Schools
- Millard Public Schools

Elementary and Middle Schools

- Wahoo Public Schools
- Gretna Public Schools
- Hastings Public Schools
- Kearney Public Schools
- Papillion LaVista Public Schools
- DC West Community Schools
- Lincoln Public Schools
- Grand Island Public Schools
- Omaha Public Schools

High Schools

- Harvard Public Schools
- Scottsbluff Public Schools
- Columbus Public Schools
- Umoho Nation Public Schools
- Westside Community Schools
- Cambridge Public Schools
- Cross County Community Schools
- Thayer Central Community Schools
- Lexington Public Schools
- North Platte Public Schools
- Nebraska City Public Schools
- Fremont Public Schools

Educational Service Units

- ESU 8

Non-Public Schools

- Faith Christian School
- Creighton Preparatory School
- Boys Town High School

Nebraska Department of Education

- **Cory Epler, Ph.D.**, NDE Academic Officer
- **Marissa Payzant, Ed.D.**, Director - Content Area Standards & Instruction
- **Deb Romanek**, Mathematics Education Specialist
- **Jane Strawhecker, Ph.D.**, Professor of Teacher Education, University of Nebraska Kearney

Members of the mathematics standards revision team, organized by work strand:

	Full Name	School / District (Role)	ESU
Gr K-2	Judy Stukenholtz*	Wahoo Public Schools (Kindergarten teacher)	2
	Andrew Boone	Gretna Public Schools (1st grade teacher)	3
	Whitney Flower	Grand Island Public Schools (K-5 building principal)	10
	Adeline Johnson*	Hastings Public Schools (2nd grade teacher)	9
	Sara Kucera*	Kearney Public Schools (1st grade teacher)	10
Gr 3-5	Laura Melonis*	Papillion-LaVista Public Schools (4th grade teacher)	3
	Janna Giles	DC West Community Schools (5th grade teacher)	3
	Jason Weseman	Grand Island Public Schools (5th grade teacher)	10
	Amy Barton	Lincoln Public Schools (3rd grade teacher)	18
	Marni Driessen*	Omaha Public Schools (K-6 curriculum facilitator)	19
Gr 6-8	Tami Whitted	Millard Public Schools (6-12 math curriculum facilitator)	3
	Susan Christensen	Faith Christian School (4-8 math teacher)	10
	Kevin L Pettigrew*	Valentine Community Schools (7-8 math teacher)	17
	Alicia K Davis*	Lincoln Public Schools (8th grade math teacher)	18

	Mallory Charvat	Elkhorn Public Schools (7th grade math teacher)	3
	Rachel Kluthe	Seward Public Schools (7th grade math teacher)	6
HS Data	Jenne Gregor*	Creighton Preparatory School (H.S. math teacher)	3
	Audrey Smalley	Harvard Public Schools (H.S. math teacher)	9
	Shelby Aaberg*	Scottsbluff Public Schools (H.S. math teacher)	13
	Julie Kreikemeier	Columbus Public Schools (H.S. math teacher, math coach)	7
	Heidi Rethmeier	Educational Service Unit 8 (Staff developer)	8
HS Geom	Ann Marie Scott	Umo ^{ho} Nation Public Schools (H.S. math teacher)	1
	Michelle Mika*	Boys Town High school (H.S. math teacher)	3
	Angela Mosier	Westside Community Schools (H.S. math teacher)	3
	Peter Bogardus	Cambridge Public Schools (H.S. math teacher)	11
	Jennifer Lange*	Cross County Community Schools (H.S. math teacher)	7
HS Alg.	Deb Bulin*	Thayer Central Community Schools (H.S. math teacher)	5
	Peg Fisher	Lexington Public Schools (H.S. math teacher)	10
	Sasha Welch	North Platte Public Schools (H.S. math teacher)	16

	Jason Bartman*	Nebraska City Public Schools (H.S. math teacher)	4
	Alexander Way	Fremont Public Schools (H.S. math teacher)	2

Nebraska's College and Career Ready Standards for Mathematics

Key Features & Talking Points

These standards outline grade-level expectations for mathematics and provide a framework upon which Nebraska districts develop, establish, and implement their locally determined curriculum. The standards are also the foundation for the selection and implementation of instructional materials, resources, and interim, formative, and summative assessments.

The **structure** of the standards:

- Includes grade-level standards for grades K-8; grade-banded standards for high school.
- Is organized by four (4) content strands: NUMBER SENSE, ALGEBRA, GEOMETRY and DATA, with the addition of Ratios and Proportions in the 6-8 grade band
- Identifies “mathematical processes” that are necessary for success in mathematics at each grade level: PROBLEM SOLVING, REPRESENTATIONS, COMMUNICATION, REASONING, and CONNECTIONS.

The **content** of the Mathematics Standards:

- Centers deep learning of mathematics concepts while actively building new knowledge across K-12.
- Reflects the processes needed for students develop mathematical habits of mind and become mathematically proficient.
 - Strengthens the mathematics processes within the standards based on previous input from educators, employers, and post-secondary educators.
- Aligns with current research and evidence-based practices for improving teaching and learning in mathematics.
- Strengthens the DATA strand across K-12 and includes revised standards related to understanding data and basic statistics.
- Focuses on ratios, proportional reasoning, and arithmetic of rational numbers in Grades 6-8 to build a strong foundation prior to high school.
- Aligns with the expectations required of the 11th Grade Summative Assessment – the ACT.

Nebraska's College and Career Ready Standards for Mathematics

Key Features & Talking Points

Revision Timeline:

August

- **Approval Draft to State Board; Public Release of Final Draft**

September

- **Action Item for State Board: Approval of standards**

Nebraska's College and Career Ready Standards for Mathematics

Key Features & Talking Points

Comparison Table: 2015 version to 2022 Draft #2

Key Features of Proposed Revisions	Differences Between 2015 and 2022 Versions	Rationale
<p>In K-5, the content strands of NUMBER, ALGEBRA, GEOMETRY and DATA are the same.</p>	<ol style="list-style-type: none"> 1. K-2 has strategically placed all curricular indicators that align with Algebraic Relationships in the main content strand of NUMBER rather than ALGEBRA. 2. Grades 3-5 have added standards related to Fractions. 3. Grades 6-8 have added a standalone strand entitled, RATIOS AND PROPORTIONS. 	<ol style="list-style-type: none"> 1. <i>The foundation for algebra in the early grades is reflected in the essential conceptual knowledge of addition/subtraction or making meaning for these operations. The placement increases the visibility of the interconnectedness for classroom teachers.</i> 2. <i>Fractions are a challenging math concept to comprehend but the foundation starts in elementary grades.</i> 3. <i>To encourage more instructional time to build foundational understanding for high school algebra at the middle grades, emphasis of numerical operations, including ratios, has been added to the standards.</i>
<p>The 2015 Nebraska Mathematical Process Standards include Problem Solving, Representations,</p>	<ol style="list-style-type: none"> 1. Revised the title of "Process Standards" to Mathematical Processes. 	<ol style="list-style-type: none"> 1. <i>This more accurately describes how processes support the mathematical content</i>

Nebraska's College and Career Ready Standards for Mathematics

Key Features & Talking Points

<p>Communication, and Connections. The 2022 version includes Problem Solving, Representations, Communication, Connections, and Reasoning.</p>	<ol style="list-style-type: none"> 2. Addition of Reasoning as a mathematical process. 3. Written narrative for the five mathematical processes 4. Develop a visual that communicates the integration of mathematical processes in all grade levels. 	<p><i>included in the standards.</i></p> <ol style="list-style-type: none"> 2. <i>Reasoning was included in the 2009 Mathematical Processes, and the writing team indicated it was a critical skill for students to master.</i> 3. <i>With the addition of Reasoning, the narrative for each of the other four mathematical processes was revised to clearly depict the importance for each.</i> 4. <i>Using input from various stakeholders, a banner was designed to increase visibility and placed at the beginning of each grade level. This also highlights the importance of the mathematical processes in teaching the content outlined in the standards.</i>
<p>NUMBER: Emphasize Number Sense in the K-5 Standards.</p>	<ol style="list-style-type: none"> 1. The categories are specific to the grade level. For example, for K-2, NUMBER is subdivided into: <ol style="list-style-type: none"> a. Counting b. Base Ten 	<ol style="list-style-type: none"> 1. <i>In the 2015 standards, the categories under NUMBER were very broad (Numeric Relationships and Operations) and spanned K-12. This revision provides</i>

Nebraska's College and Career Ready Standards for Mathematics

Key Features & Talking Points

	<p>c. Number and Algebraic Relationships</p> <p>d. Number and Operations</p> <p>Similar categories in NUMBER are proposed for Grades 3-5 and High School.</p>	<p><i>greater specificity and guidance for instruction.</i></p>
<p>ALGEBRA: Create greater K-12 coherence.</p>	<p>1. The 2015 standards have only three broad categories for ALGEBRA.</p> <p>To improve elementary algebra standards, Algebraic Relationships was removed from Grades 3-5 with categories designed that reflect an emphasis on Operations and Algebraic Thinking, followed by Algebraic Processes and Applications for Grades 6-8.</p> <p>The High School categories remain the same.</p>	<p>1. <i>Increases clarity and reserves Algebra 1 concepts for Algebra 1.</i></p>
<p>GEOMETRY: Create greater K-12 coherence.</p>	<p>1. Grade-level categories added to reflect how curricular indicators "cluster" and are unique to age groups. These include:</p> <ul style="list-style-type: none"> a. Shapes and Their Attributes, b. Measurement; Time and Money, 	<p>1. <i>This adds specificity that was lacking in the 2015 Math Standards for Geometry to inform instruction.</i></p> <p>2. <i>Many of the basic geometry concepts are to be learned in grades K-8 leaving the proof and logic level</i></p>

Nebraska's College and Career Ready Standards for Mathematics

Key Features & Talking Points

	<ul style="list-style-type: none"> c. Area and Perimeter, d. Area and Volume, e. Coordinate Geometry, f. Coordinate Geometry and Transformation and, g. Logic and Proof 	<p><i>of thinking for high school.</i></p>
<p>DATA: Create greater K-12 coherence.</p>	<ol style="list-style-type: none"> 1. As with other strands (e.g. NUMBER, GEOMETRY), the categories are proposed to be specific to the grade level. For example, at the kindergarten level, Classification is a category under DATA. 2. Probability remains a category under the DATA strand and concepts begin in grade 6. 3. High School DATA represents the content that all students should learn prior to graduation. 	<ol style="list-style-type: none"> 1. Including Classification under DATA for kindergarten emphasizes the foundational skill of sorting to precede graphical representations. 2. A frequent theme of feedback over the past seven years has been the need to further develop standards related to understanding data and basic statistics. It is important to be able to collect, display and interpret data accurately.



Introduction

Pursuant to Nebraska Revised State Statute 79.760.01, the Nebraska Department of Education leads the development of revised content area standards in collaboration with Nebraska educators. Once the process of developing an initial draft is completed, public input is sought so that the revision and editing teams can consider further recommendations. The survey is open to a broad audience that includes teachers, math leads and coaches, school, district, and ESU staff, postsecondary faculty, business and industry leaders, and parents or other caregivers.

Data collection process

The public input survey for Draft 1 of the revised Mathematics standards opened on May 9th, 2022 and was accompanied by a statewide press release. In addition, the survey link was made available via NDE's main website, as well as shared directly with various stakeholder groups. The survey design is consistent across content areas, with the recent addition of parent-friendly sections that include descriptive statements about the major work of the grade band.

Respondents are asked to identify their role and select a grade band (K-2, 3-5, 6-8, or 9-12 and Advanced Topics) for which they would provide feedback. The survey allows respondents to participate individually or as a group, i.e. a high school math team. In addition, respondents have the option to provide feedback on the proposed mathematical processes. Questions related to the content and rigor of the proposed standards and indicators are organized on a Likert scale of Strongly Agree to Strongly Disagree. Other survey questions allow respondents to leave open-ended feedback, for example, suggestions for which standards and indicators should be added or removed. Finally, respondents provide basic demographic information including their zip code. Data was collected until the survey's closing date of May 27th, 2022.

Nebraska's Revised 2022 College and Career Ready Standards for Mathematics

Draft 1 Public Input Survey Data Overview

June 2nd, 2022

Public responses

A total of 232 responses were recorded during the collection period. Percentages of respondents by grade band were distributed fairly evenly, with **60% K-2, 68% 3-5, 62% 6-8, and 58% 9-12 and Advanced Topics**. The quantitative data reflected high levels of agreement related to the content and rigor statements of the proposed revisions:

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
The standards... reflect essential knowledge and skills that students need relative to Mathematics education	K-2: 38% 3-5: 38% 6-8: 33% 9-12: 25% AT: 30%	K-2: 47% 3-5: 59% 6-8: 52% 9-12: 55% AT: 55%	K-2: 6% 3-5: 3% 6-8: 12% 9-12: 10% AT: 10%	K-2: 6% 3-5: 0% 6-8: 3% 9-12: 5% AT: 0%	K-2: 3% 3-5: 0% 6-8: 0% 9-12: 5% AT: 5%
define and articulate the numeracy expectations for success in college, career, and civic life	K-2: 34% 3-5: 28% 6-8: 24% 9-12: 25% AT: 25%	K-2: 47% 3-5: 62% 6-8: 55% 9-12: 60% AT: 65%	K-2: 13% 3-5: 10% 6-8: 15% 9-12: 5% AT: 10%	K-2: 3% 3-5: 0% 6-8: 3% 9-12: 5% AT: 0%	K-2: 3% 3-5: 0% 6-8: 3% 9-12: 5% AT: 0%
demonstrate coherence within and across grade levels	K-2: 25% 3-5: 34% 6-8: 18% 9-12: 30% AT: 25%	K-2: 50% 3-5: 41% 6-8: 70% 9-12: 55% AT: 60%	K-2: 9% 3-5: 10% 6-8: 9% 9-12: 15% AT: 15%	K-2: 13% 3-5: 14% 6-8: 3% 9-12: 0% AT: 0%	K-2: 3% 3-5: 0% 6-8: 0% 9-12: 0% AT: 0%
support the development of five mathematical processes (problem solving, representations, communication, connections, and reasoning)	K-2: 47% 3-5: 34% 6-8: 18% 9-12: 40% AT: 25%	K-2: 34% 3-5: 48% 6-8: 73% 9-12: 50% AT: 60%	K-2: 13% 3-5: 7% 6-8: 6% 9-12: 10% AT: 15%	K-2: 0% 3-5: 10% 6-8: 3% 9-12: 0% AT: 0%	K-2: 6% 3-5: 0% 6-8: 0% 9-12: 0% AT: 0%

Nebraska's Revised 2022 College and Career Ready Standards for Mathematics

Draft 1 Public Input Survey Data Overview

June 2nd, 2022

Respondents were invited to provide suggestions, by grade band, on what content should be added, removed, or how the rigor in a given grade band could be improved. Overall, the written comments were both specific and actionable, which will allow the editing team to consider further recommendations productively. The table below provides samples of the types of suggestions and comments provided by respondents*:

What content should be added?	
Grades K-2	We need a foundations section for improving number sense and math vocabulary. There also needs to be more emphasis on fluency with math facts. Students are weak in both those areas, and I think it is because there isn't enough focus.
	K.N.1.10 Previously the standard was "compare to 10", the draft changes this to compare to 20. This is an inappropriate change, other standards resources and textbook resources keep this at "up to 10"
Grades 3-5	more standards that relate to projects
	The prime number standard in fourth grade (4.N.2.2) seems out of place. They don't do anything else with prime numbers in elementary school. It seems like that standard should come closer to a point of need - in either 5th or 6th grade. As the standards are currently written, since that knowledge isn't something they'll use for anything in fifth grade, what is the likelihood that students will retain it across that fifth grade year?
Grades 6-8	None. There are already a lot of standards to cover. If we want to encourage reasoning, retention, and proficiency, we cannot increase the number of standards.
	Integer computation. Students do not have positive and negative numbers with operations mastered by this time. We are allowing many to fall through the cracks if this topic is not covered. This could be added into 6.N.2 to make "Operations: Students will compute with fractions, decimals, and integers accurately."
Grades 9-12	11.3.1.a - knowing precise geometry definitions

Nebraska's Revised 2022 College and Career Ready Standards for Mathematics

Draft 1 Public Input Survey Data Overview

June 2nd, 2022

<p>& Advanced Topics</p>	<p>An emphasis on modeling, application, and real-world seems to be an emphasis in the data domain, but missing more in the algebra and geometry (specifically geometry). Should there be included more focus on modeling and applying geometric skills?</p>
---	--

What content should be removed?

<p>Grades K-2</p>	<p>1.G.1.2. Change verbiage of decompose and/or divide to partition (see 2.G.1.3) Partition- change all standards related identifying fractions of shapes to partitioning.</p>
	<p>1.G.3.1 Students should learn the names and values of all coins-pennies, nickels, dimes & quarters? This can be moved from kindergarten to first grade as it is more appropriate here. 1.G.3.2. IF we learn the names of ALL 4 coins (1.G.3.1) then keep nickel in this standard (1.G.3.2). If 1.G.3.1 stays the same, then this standard (1.G.3.1) should just say penny and dime for consistency and to easily relate to tens and ones.</p>
<p>Grades 6-8</p>	<p>As a teaching team (mathematics 6-8), we are OK with some shuffling between grade levels that appears to have happened, as long as there are some standards that are designated to be tested at the "local level". Rationale: We can't get through everything in the standards before the Spring NSCAS as this draft is written. However, since there is 1-2 more months of school after the Spring NSCAS window closes, we can get through what is listed by the end of the school calendar in May. Please understand that this also leaves us very little wiggle room in our pacing guides, but we will do the best we can.</p>
	<p>8.G.2.3 Perform and describe positions and orientations of shapes under a sequence of transformations on and off the coordinate plane.</p>
<p>Grades 9-12 & Advanced Topics</p>	<p>I have never taught different bases - like base 2, base 3, base 16... etc. If you keep this, will there be some free resources to help teach this?</p>
	<p>None</p>

Nebraska's Revised 2022 College and Career Ready Standards for Mathematics

Draft 1 Public Input Survey Data Overview

June 2nd, 2022

How can the rigor be improved?	
Grades K-2	The rigor for K-2 is appropriate except as noted above. Using common, precise language across standards and grade level will increase the rigor and connections for students.
	Different standards for fractions use different terms eg divide, decompose, partition. The language should be consistent- and if students are partitioning to create fractions, that should be the language. (1.G.1.2 and 2.G.1.4) Using precise language will increase the rigor of these standards.
Grades 3-5	3.N.1.1 Professional resources and recommendations set the standard at 1,000. This is appropriate based on appropriate understanding of place value. Pushing to this number context can only lead to a procedural understanding of place value and limits future development of multiplicative understanding
	5.N.3.2 Is this meant to include mixed numbers? or fractions greater than 1. Needs to be added to tie to 5.G.3.4
Grades 6-8	We need to make sure that the rigor is cognitively appropriate. Moving content down from one grade level to the next will not be beneficial if the students are not ready for that level of rigor. We feel that we are pushing content too far back and retention is going to diminish because we are asking too much of our 6 - 8 students.
	This draft has plenty of rigor, as it has added some things to each grade level. We know that high school teachers would certainly like their students to "know more", but listing them in the standards does not mean that will magically happen.
Grades 9-12 & Advanced Topics	If the standards are taught in conjunction with the mathematical processes outlined in the Nebraska Mathematical Processes, I believe they will be quite rigorous.
	use a time limit to answer questions. ACT requires to answer a question within 30 seconds to 2 minutes.

*Survey results indicated no respondents provided open-ended feedback relative to the mathematical processes.

Demographic data

The majority of respondents were PK-12 educators (e.g. teachers, school counselors, etc.), 81%, followed by school and district administrators, 6%. Most responses were by individuals, 89% and a small number by groups, 11%.

NDE staff compiled and organized the survey results into grade bands. Members of the editing team will meet on June 2 and 3, 2022 to begin reviewing the data. Team members will work in grade-band groups, focusing on the open-ended responses and sorting them into thematic categories. The work of the editing team will be to discuss and incorporate relevant feedback. This work will continue throughout June and July.

Nebraska's College and Career Ready Standards for Mathematics (2022 CCR Math Standards) Implementation Overview

Exploration: School Year (SY) 2022 – 2023

After State Board approval, teachers and leaders should explore the 2022 mathematics standards and assess readiness to implement. During this stage, time and activities focus on building understanding of the revised standards, mathematical processes, and the instructional shifts reflected within revised standards. This includes participating in the professional learning included in the [Math Standards Rollout Resources](#). This phase should also include an analysis of the current instructional materials used in grades K-12 to determine alignment to the 2022 mathematics standards.

Summative Assessment Implications: The 2015 CCR Mathematics Standards (i.e. legacy standards) will be assessed on NSCAS Growth during the 2022-2023 school year. The current cut scores (approved in 2018) may be reset in summer 2023.

Local Adoption and Initial Implementation: SY 2023 – 2024

During *Initial Implementation*, the focus is on analyzing the 2022 mathematics standards at a deeper level and determining the resources to support implementation, including instructional materials. At this stage, schools develop an infrastructure and process to support the implementation of the 2022 mathematics standards. This includes practices and policies designed to support student learning as reflected in the revised standards, and it includes professional learning to support the implementation of high-quality instructional materials.

Summative Assessment Implications: The 2022 CCR Mathematics Standards will be assessed on the 2023-2024 NSCAS Growth assessments. New embedded items may be field tested during each successive test assessment. New cuts scores, reflecting assessment of the 2022 CCRR Mathematics Standards, may be adopted in the summer/fall of 2024.

Scale Up: SY 2024 – 2025

This stage, *Scale Up*, is where teachers and leaders are fully implementing the 2022 mathematics standards while recognizing and attending to instructional gaps resulting from the transition from legacy standards to revised standards. During this stage, the focus is on using the 2022 mathematics standards to guide instruction, actively reflecting on, and refining instructional practices, and providing on-going professional learning to support implementation of high-quality instructional materials.

Summative Assessment Implications: The 2022 CCR Mathematics Standards will be assessed on the 2024-2025 NSCAS Growth assessments.

Deep Implementation and Sustainability: SY 2025 – 2026 and beyond

During *Deep Implementation and Sustainability*, educators have a deep understanding of the 2022 mathematics standards and work towards implementation with fidelity. During this stage, the focus is on seamless integration of curriculum, instruction, and assessments. It also includes a focus on cross-curricular planning and continued reflection and refinement of practice.

Summative Assessment Implications: The 2022 CCR Mathematics Standards will be assessed on the 2023-2024 NSCAS Growth assessments and all future years until new mathematics standards are adopted by the Nebraska State Board of Education.



STATE BOARD OF EDUCATION
RULES AND REGULATIONS COMMITTEE REPORT

Date: August 4, 2022

“The Committee on Rules and Regulations reports

on its Thursday, August 4, 2022, meeting.

The committee reviewed the Report on Rules. A Public Hearing was held on July 26, 2022, for Rule 20: *Regulations for the Approval of Teacher Education Programs*.

The committee reviewed the final draft of Bylaw B13: Rule Development and recommends adoption of the proposed revisions by the full Board.

The committee received a progress update from NDE Staff on Legislative and Regulatory Priorities. The committee will have a discussion at the September 2022 meeting on proposing Legislative Priorities for 2023.

The committee received an update from NDE Staff on Rule 24: *Regulations for Certification* revision process and advised the NDE Staff to propose a draft to the committee at a future meeting.

The committee received an update from NDE Staff on Rule 20: *Regulations for the Approval of Teacher Education Programs* revision process. The NDE Staff reported on feedback mentioned from the Nebraska Attorney General’s office and will revise the rule. NDE Staff will bring recommended revisions to the committee at a future meeting.

This concludes the Rules and Regulations report.”

Lisa Fricke, Vice Chair

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

MATTHEW L. BLOMSTEDT, PH.D., COMMISSIONER



TEL 402.471.2295
FAX 402.471.0117



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



education.ne.gov



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

FROM: Brenda Wid, Legal Services


DATE: July 26, 2022

SUBJECT: Report on Rules

PUBLIC RULE-MAKING HEARING

Title 92, Nebraska Administrative Code, Chapter 20, *Regulations and Standards for the Approval of Teacher Education Programs*

Public Hearing Date: 07/26/2022

 <p>Nebraska Department of Education Policy and Reference Manual</p>	<p>Bylaw Number B13</p>	<p>Page Number 1 of 2</p>
<p>State Board Bylaw B13 Rule Development</p>	<p>Created: 1976 Last Revised: 2015 Reviewed: 1978, 1984, 1995, 2006, 2015, 2019, <u>2022</u> Reaffirmed: 06/07/2019</p>	


The Rules and Regulations Committee (committee) is responsible for reviewing and recommending changes to the Commissioner and the Board on the rules and regulations of the State Department of Education adopted in accordance with the Nebraska Administrative Procedures Act. The Commissioner shall develop and maintain the procedures that direct the staff on the development, revision, and repeal of rules and regulations.

The Committee shall review each ~~Each rule or regulation~~ of the Department ~~will be reviewed at least~~ in conjunction with the review by staff every ~~five~~ four years, although failure to conduct such a review shall not affect the validity or enforceability of any existing rule. Any proposed new rule, or proposed changes to existing rules shall be reviewed by the Committee prior to a hearing draft being approved by the Commissioner.

All rules submitted to the State Board for approval shall be in legislative format showing additions to, and deletions from, existing rules unless a majority of the rule chapter has been substantially revised. The State Board must give final approval to all rules and rule changes.

The Commissioner shall review and approve hearing drafts of rules. The Commissioner or his or her designee shall conduct rule hearings. The Commissioner shall notify the Board when rules are scheduled for hearing; provide a written summary of all hearing testimony to the full Board along with copies of all written testimony submitted; and shall make an audio recording of all hearings available to the full Board on request.

The rule dockets that are required to be maintained under the Administrative Procedures Act shall be maintained by the Legal Services Office.

 <p>Nebraska Department of Education Policy and Reference Manual</p>	<p>Bylaw Number B13</p>	<p>Page Number 2 of 2</p>
<p>State Board Bylaw B13 Rule Development</p>	<p>Created: 1976 Last Revised: 2015 Reviewed: 1978, 1984, 1995, 2006, 2015, 2019, <u>2022</u> Reaffirmed: 06/07/2019</p>	

Board Action History

- 12/10/76
Prior BCAE (Rule-making hearings)
Prior BD-1 (5-Year Review)
Prior BDBD-1 (Optional student rule review)
Prior BDC-1 (APA Rules)
Prior Form BCAE-E
Prior Form BDD-E-1
- 8/21/78 – Prior BDA – 1
(Rule development system policy.)
- 12/7/84 – Prior 9313 BOP
(Replaced prior policies – required 5-year review and legislative format drafts.)
- 12/8/95 – Prior B9
(Added rule hearing officials and rule dockets.)
- 9/7/06 – B9
(Added authority for Commissioner to approve rules and appoint hearing officers.)
- 9/4/15 – B9
(Added language that Commissioner shall review and approval hearing drafts of rule.)
- 03/03/2017 – B9(B13)
(Reorganized Board Policy Reference Manual with new designated letters for categories of policy [P], bylaws [B] and position statements [S]. B9 is now B13.)
- 06/07/2019 – B13
Reaffirmed.

Cross-References

- 84-906.1 R.R.S. – Rule dockets.
- 84-907 R.R.S. – Rule adoption after hearing.



Resolution to Revise the State Board of Education Policy Reference Manual

WHEREAS, President Patsy Koch Johns appointed Patti Gubbels (chair), Maureen Nickels, and Kirk Penner to an ad hoc committee to explore revisions to the State Board of Education policy reference manual;

WHEREAS, the ad hoc committee has met to review the current policy reference manual, review board policies from other states, review Robert's Rules of Order Newly Revised, and recommends that structural changes to the policy reference manual be proposed to the State Board for consideration; and

WHEREAS, the ad hoc committee intends to make final recommendations to the board at the November 2022 meeting with recommended adoption at the December 2022 meeting; now, therefore, be it

RESOLVED, That the State Board of Education adopts the following definitions to direct the work of the ad hoc committee:

- Bylaws: The board's own basic rules relating principally to itself as an organization;
- Board Operational Policies: The board's policies that relate to and support the policymaking, rulemaking, and quasi-judicial responsibilities of the board. They specify how board members are to conduct themselves and interact with individuals and external entities;
- Agency Management Policies: The board's policies that define how the state board intends the Department of Education to operate and conduct its actions and business and how the State Board itself may be involved in such matters; and

RESOLVED, That the State Board of Education intends for the ad hoc committee to present recommendations for revisions to the current policy reference manual to the State Board of Education at the November 4, 2022 meeting, with the potential for adoption of any presented recommendations at the December 2, 2022 meeting.

Signed on behalf of the Nebraska State Board of Education, this 2nd day of September 2022.

Patsy Koch Johns, President

Robin Stevens, Vice President

Nebraska State Board of Education Written Public Comment August 2022

Nebraska State Board of Education

Pursuant to State Board of Education Bylaw B9 - Public Participation at Board Meetings:

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

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

Click the "Next" button below to begin.

Identification

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

First name *

Alexandria

Last name *

Mcbride

City *

Omaha

State *

NE

Written Comment

There is a limit of 750 words.

Written Comments *

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

For the betterment of the children bring back reciprocity. I am a qualified and experienced speech pathologist that was educated at UNO. I graduated in 2011. I have been licensed in 3 other states and hold an active teaching license for speech pathology in Illinois. As well as hold my CCC with ASHA. I am not currently working in Nebraska because of the licensure process. I have four children and do not have the time to re-take exams or classes. I have never had any complaints on my license or my license revoked. I would be more than happy to give time to help with the special education shortage but the licensing process is too daunting. Bring back reciprocity. You are losing qualified and experienced professionals who could be servicing your schools.

Signature

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

Signed,

First name *

Alexandria

Last name *

Mcbride

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Nebraska State Board of Education Written Public Comment August 2022

Nebraska State Board of Education

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Click the "Next" button below to begin.

Identification

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

First name *

Joni

Last name *

Schwarting

City *

Norfolk

State *

NE

Written Comment

There is a limit of 750 words.

Written Comments *

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

We the People of Nebraska are informing you that we are still watching all activity in our public school systems. Our wish is to have transparency, accountability, honest and open dialogue with all school boards and the members. We are concerned about the indoctrination of our precious children into areas of teaching that are out of the perimeter of the 3 r's of learning. Schools should be institutions of learning, not brain washing!

Signature

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

Signed,

First name *

Joni

Last name *

Schwarting

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Click the "Next" button below to begin.

Identification

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

First name *

Jaime

Last name *

Schmidt

City *

Firth

State *

NE

Written Comment

There is a limit of 750 words.

Written Comments *

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

First I want to say that as a parent I am Thankful for the NASB’s unanimity in removing their membership from the National School Board Association. The Ethics and Tactics of those in positions of national education policy against parents are not aligning with logic or common sense. We Nebraskan Parents have tried and true ethics & values that have served our families well both in Rural & Urban settings. We do not want educators who have been influenced by unproven modern moral theories to teach non academic contradictory ideas of race & sex to our kids. We have been a state of reason & strong traditional values and that has served to provide a good framework for education departments to work hand in hand with parents to do what is best for kids. I am for transparency in the schools. Do not allow policies that will allow third parties like Planned Parenthood and SIECUS to influence our kids behind our backs.

Signature

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

Signed,

First name *

Jaime

Last name *

Schmidt

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Nebraska State Board of Education

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Click the "Next" button below to begin.

Identification

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

First name *

Patricia

Last name *

Ruppert

City *

Kearney

State *

Nebraska

Written Comment

There is a limit of 750 words.

Written Comments *

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

The sexual standards in Nebraska schools have to be completely taken out of the curriculum permanently. The Nebraska Board Of Education and the schools are acting as a totalitarian agent. Instead of teaching math, language arts, social sciences, philosophy, pe, music, arts what the Nebraska Board of Education through the schools want to do anything is indoctrinate. Through indoctrination you want the children to become dumb. Not to have their own critical thinking skills. You can try to present the emotional-social application as a great tool for the development of the child but the only purpose it has, is to enforce a leftist, perverted agenda. Who are you representing? Our children? Or the left agenda?

Signature

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

Signed,

First name *

Patricia

Last name *

Ruppert

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Nebraska State Board of Education Written Public Comment August 2022

Nebraska State Board of Education

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Click the "Next" button below to begin.

Identification

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

First name *

Colleen

Last name *

Corey

City *

Omaha

State *

Nebraska

Written Comment

There is a limit of 750 words.

Written Comments *

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

I hear that In-class surveys of minor children are being conducted WITHOUT parental consent. These surveys are connected to Social Emotional Learning (SEL), which in turn is directly related to Comprehensive Sexuality Education and Critical Race Theory in the classrooms. Please make teachers jobs easier and stick to academic topics only or you will lose more teachers. Parents are the primary educators of their children and need to be in the know about everything at school or this example could happen: <https://www.foxnews.com/media/america-first-legal-files-lawsuit-loudoun-county-school-board-violations-parental-rights>

Signature

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

Signed,

First name *

Colleen

Last name *

Corey

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Click the "Next" button below to begin.

Identification

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

First name *

Ann

Last name *

Mouw

City *

Elkhorn

State *

Nebraska

Written Comment

There is a limit of 750 words.

Written Comments *

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

Hello, my second grader was kicked out of Hillrise Elementary in the fall of 2021. She has a documented medical condition with Elkhorn. Dr Bary Habrock personally had my 8 year old kicked out of Hillrise even with a Religious Exemption and a Ceist and Desist delivered to the principal personally. Her 1st Amendment right to attend school was violated. I expect Elkhorn to be held responsible. I have the incident recorded on video.

Signature

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

Signed,

First name *

Ann

Last name *

Mouw

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Click the "Next" button below to begin.

Identification

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

First name *

Clayton B and Cheryl

Last name *

Willis

City *

Kearney

State *

NE

Written Comment

There is a limit of 750 words.

Written Comments *

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

We are still requesting that the State Board of Education relieve itself of the "self-prescribed duty" of pursuing Comprehensive Sex Education and Critical (Race) Theory. Neither of these need to be curriculum in the schools. Our children are already holding low scores in the basics. The SEL is not working. Teachers are overwhelmed with trying to teach just the basics. And, our children do not need the excessive oversight. As you can see time and again, parents ARE involved with their children, and expect something different than what you are pursuing.

Signature

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

Signed,

First name *

Clayton B and Cheryl M

Last name *

Willis

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Nebraska State Board of Education Written Public Comment August 2022

Nebraska State Board of Education

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Click the "Next" button below to begin.

Identification

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

First name *

Jennifer

Last name *

Ziemer

City *

Lincoln

State *

Ne

Written Comment

There is a limit of 750 words.

Written Comments *

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

Most of the public schools in Nebraska have abysmal testing scores. It is ridiculous for them to be trying to teach anything other than academics. Parents in Nebraska will not stand for their children to not be educated in reading writing and Arithmetic but be spoon fed someone else's moral and ethical values. Leave our children alone! Let parents/caregivers determine what their children learn and when, regarding morals and sex Ed. Many teachers feel the same way and do not want to be crossing those lines. SCRAP THE SEX ED STANDARDS. Don't bother shelving them because we will never allow it. Stop teaching and promoting GROOMING in the classrooms and school events! This is sexual predation and we the parents WILL NOT TOLERATE IT!

Signature

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

Signed,

First name *

Jennifer

Last name *

Ziemer

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Nebraska State Board of Education Written Public Comment August 2022

Nebraska State Board of Education

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Click the "Next" button below to begin.

Identification

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

First name *

Camille

Last name *

Clark

City *

Omaha

State *

NE

Written Comment

There is a limit of 750 words.

Written Comments *

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

In watching the changes that are happening in education along with society as a whole, it is disappointing that education is continuing to watch fads. Education is not to be swaying towards select groups but putting forth facts and information and training individuals in basic information. Education continues to reach further into what is the parents' role. I understand that some parents are absent or that some parents are not talking about certain items or that some parents are not accepting of certain life styles, but that is a parent's choice and not a schools. The school needs to back up and assess what their role is. They are an educational facility first and for most which they are failing to meet that in many regards with fad pedagogical methods and trendy curriculum with technology over functionality and quality.

Signature

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

Signed,

First name *

Camille

Last name *

Clark

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Nebraska State Board of Education Written Public Comment August 2022

Nebraska State Board of Education

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Click the "Next" button below to begin.

Identification

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

First name *

Sarah

Last name *

Byrne

City *

BLAIR

State *

NE

Written Comment

There is a limit of 750 words.

Written Comments *

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

SBOE,

It seems the gap between what is happening in government schools and what parents want for their kids continues to travel further apart. Over the past several years there has been a lot of time, money, and energy spent on CRT, SEL, and sex ed in schools. In my opinion, these efforts need to be shifted to academics. It only takes a few quick scrolls on statewide social media pages to see that a good portion of publicly-educated Nebraskans have a very poor understanding of grammar and writing. A trip to a restaurant often shows individuals who lack math and money skills. If our schools did a stellar job with academics, I'd be more willing to entertain a conversation about CRT, SEL, etc. Please refocus your attention to the statewide academic crisis and make a plan to teach basic grammar and math effectively instead of using backdoor methods to push political agendas on our kids.

Respectfully,
Sarah Byrne

Signature

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

Signed,

First name *

Sarah

Last name *

Byrne

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Click the "Next" button below to begin.

Identification

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

First name *

Lin

Last name *

Jurgena

City *

Lincoln

State *

Nebraska

Written Comment

There is a limit of 750 words.

Written Comments *

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

I don't know how much clearer parents can be that CRT, SEL or whatever letters being dreamed up, are opposed to our students being subjected to this indoctrination. Student proficiency scores for reading, writing and arithmetic are dismal. Our education system is concerned with gender identity, racism, pronouns etc., while other countries are making sure students are educated in subjects very necessary to lead productive lives and acquire good paying jobs. Your behavior and condescension to parent's valid concerns has focused an even larger microscope on your agenda. We aren't going to drop our objections or be scared away, if anything, our intensity will increase.

Lin Jurgena

Signature

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

Signed,

First name *

Lin

Last name *

Jurgena

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Identification

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

First name *

Joyce

Last name *

Porter

City *

Lincoln

State *

NE

Written Comment

There is a limit of 750 words.

Written Comments *

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

I continue to appeal to you to let our kids be kids without confusing them with very unnecessary information! I totally disagree with the CSE & CRT that you are wanting to put in the curriculum. I believe these things should be left to the parents to discuss with their children at the appropriate time. I am in favor of the "opt out" option for parents to not have their children participate in surveys that will be handed out. Parents know "their" kids better than anyone else & should have a say in all of this! Thank you for your time. Please listen to the parents!!

Signature

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

Signed,

First name *

Joyce

Last name *

Porter

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Click the "Next" button below to begin.

Identification

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

First name *

Don

Last name *

Fletcher

City *

Omaha

State *

NE

Written Comment

There is a limit of 750 words.

Written Comments *

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

I am watching your words and actions closely. Please stop trying to indoctrinating our students, and stick to the basics.

Signature

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

Signed,

First name *

Don

Last name *

Fletcher

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Click the "Next" button below to begin.

Identification

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

First name *

Cyndi

Last name *

Splear

City *

Lincoln

State *

Nebraska

Written Comment

There is a limit of 750 words.

Written Comments *

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

NEBE

Nebraska parents are standing watch. Control over their children resides with them. Children need protected from radical agendas. School was originally structured around fundamental learning . Basic skill sets reading , writing, math, national history, ten commandments were posted, the pledge recited. Pride for your country was taught. We learned what July 4th celebrated. I'd ask the board if they know. Constitutional rights are important to teach.

A total restructuring is needed .What really needs to go is the board. Structure equal amounts of parents serving alongside elected officials if boards remain.

Attention all parents ,In-class surveys of minor children are being conducted without parental consent Surveys connected to SEL (social emotional learning.) This is a direct link to CRT and comprehensive sexuality education. Parents opt out!

We are the watchers on the wall .We won't stop we won't back down and we want you to understand you can not have our children.

Respectfully,
Cyndi Splear

Signature

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

Signed,

First name *

Cynthia

Last name *

Hartman

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Identification

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

First name *

Wayne

Last name *

Smith

City *

Lincoln

State *

NE

Written Comment

There is a limit of 750 words.

Written Comments *

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

Please vote to permanently scrap the health standards.

Also, vote no to continue a \$137,342 federal taxpayer-paid Healthy Schools fund grant contract with Omaha Children's Hospital. This agreement would utilize Children's "expertise" to support the development of training, tech assistance, and tools to educate school staff. Children's Hospital recently sponsored a Drag Queen show at a local pervert festival that promoted transgenderism.

Signature

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

Signed,

First name *

Wayne

Last name *

Smith

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Click the "Next" button below to begin.

Identification

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

First name *

Gerald

Last name *

Splear

City *

Lincoln

State *

Nebraska

Written Comment

There is a limit of 750 words.

Written Comments *

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

I vote to permanently scrap the Health Standards.

Public Schools must be safe for families that maintain traditional values. Your sex is biologically determined at conception. Gender options are personal options but it does not change the DNA of the person.

Public school can not be a training ground for political activism.

Did I ask that you scrap the Health Standards permanently? If not let me say again please scrap the Health Standards permanently.

Let us also scrap the push to worry more about sociological beliefs and concentrate on ACADEMIC ACHIEVEMENT.

Respectfully,
Gerald Splear.

Signature

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

Signed,

First name *

Gerald

Last name *

Splear

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Identification

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

First name *

Karen

Last name *

Licking

City *

Tryon

State *

Nebraska

Written Comment

There is a limit of 750 words.

Written Comments *

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

No surveys should be given to children without parental consent. I am praying for you that as a board, you will be convicted of the damage you would be doing to our children. I raised 4 children and have 5 grandchildren. I want them to grow up without being influenced wrongly by the curriculum taught. Please think about this.

Signature

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

Signed,

First name *

Karen

Last name *

Licking

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Identification

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

First name *

Cora Charlene

Last name *

Martin

City *

Broken Bow

State *

Nebraska

Written Comment

There is a limit of 750 words.

Written Comments *

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

I continue to be opposed to the school policies, protocols and indoctrination being promoted by the majority of the current board members.

Signature

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

Signed,

First name *

Cora Charlene

Last name *

Martin

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Click the "Next" button below to begin.

Identification

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

First name *

Lexi

Last name *

Nixon

City *

Norfolk

State *

Nebraska

Written Comment

There is a limit of 750 words.

Written Comments *

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

I do not support any sexuality education or critical race theory be taught to kids in the school system. Parents should be able to know exactly what will be taught to their children ahead of time and information should not be withheld from them.

Signature

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

Signed,

First name *

Lexi

Last name *

Nixon

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Click the "Next" button below to begin.

Identification

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

First name *

Vicki

Last name *

Ahrens

City *

Kearney

State *

Nebraska

Written Comment

There is a limit of 750 words.

Written Comments *

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

TY for servicing NE's children's education. I petition SBOE's rejection of promoting/allowing CSE&CRT in our schools. I petition in-class surveys of minor children without parental consent be banned. These issues have been front and center for long enough that we all understand the justified concern of the majority of Nebraskans.

Signature

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

Signed,

First name *

Vicki

Last name *

Ahrens

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Click the "Next" button below to begin.

Identification

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

First name *

Marlys

Last name *

Meyer

City *

SCRIBNER

State *

NE

Written Comment

There is a limit of 750 words.

Written Comments *

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

Just a quick, but strongly held, opinion that the health standards you, the members of the Nebraska State Board of Education are attempting to enact, are NOT what we, the majority people of Nebraska, want to see become our guiding standards in our schools. These standards strip our young children of their carefree early youth and cloud and muddy their natural development into the men and women their Creator God intended them to become. Talk about "crimes against humanity", these health standards you are seeking to instill are among the most serious such crimes of today!

Please I implore you don't continue along this path.

If you do choose to continue, you will be contributing one more huge factor to the utter destruction of our nation from the inside out.

Please VOTE TO PERMANENTLY SCRAP THE HEALTH STANDARDS!

Signature

Signature

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

Signed,

First name *

Marlys

Last name *

Meyer

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Click the "Next" button below to begin.

Identification

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

First name *

Elissa

Last name *

Martin

City *

Lexington

State *

NE

Written Comment

There is a limit of 750 words.

Written Comments *

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

I continue to wonder what practical steps are being taken to address the teacher shortage and students' low proficiencies in core areas. As schools begin session in the next few days or weeks, I have already heard of teachers in my circle of friends and family who are stressed before school even begins because of the lack of staff at school and how many additional responsibilities are on their plates this year. I have another teacher friend whose daycare informed her last week that they would be unable to keep her infant daughter due to staffing shortages. I'm very concerned about this! Even though I don't agree with the ideologies that have been pushed by most members of this board, I am in no way anti public school. I want our students to have safe places to LEARN and our teachers to be able to do their jobs and TEACH STUDENTS, not just have to jump through hoops of ideology. Can we have more conversations about how to make these things happen instead of painting concerned and involved parents as enemies of public schools? When people work together, amazing things happen, and public schools shouldn't be "left" or "right", but rather places where authentic learning of core subjects takes place so that students are prepared for the future.

Thank you for your work. I want you to know that I pray for each of you daily.

Signature

Signature

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

Signed,

First name *

Elissa

Last name *

Martin

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Click the "Next" button below to begin.

Identification

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

First name *

Deb

Last name *

Pickering

City *

Lincoln

State *

NE

Written Comment

There is a limit of 750 words.

Written Comments *

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

Before I begin, I would like a response to one question --- How many emails and in-person comments have you had "For" and "Against" your CRT and Health Standards agenda? Surely someone has been keeping track of this information. I will expect a reply since you have my email.

I've attended several State Board of Education meetings this year, and it appears that you aren't listening to the citizens -- with the exception of Mr. Penner. The majority (except for one or two) in the "packed room" have been extremely frustrated individuals who are VERY concerned with the Board's direction and agenda. The sex education standards that are proposed are not suitable for any grade, not to mention the other agendas -- CRT for example.

As a Board, you work for the citizens of Nebraska, and the citizens are entrusting their children to you for the best education possible. I sincerely hope your main goal is to help them excel in the basics (reading, writing, math, history, science, life skills, common courtesy/respect, etc.) so when they graduate they have a solid foundation for success whether they attend college, a trade school, or choose to start working in a job that offers advancement and personal satisfaction. If your goal is to implement your own agenda, I suggest you resign for the sake of our children.

In closing, I think you need to re-evaluate your duties and listen to the citizens you serve. I never thought I'd have to be concerned about the quality of education (or indoctrination) of the children of Nebraska. I'm disappointed and disgusted.

VOTE TO PERMANENTLY SCRAP THE HEALTH STANDARDS!!!!!!

Thanks for your time, and I'll be waiting for the answer to my question.

Signature

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

Signed,

First name *

Deb

Last name *

Pickering

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Google Forms

Nebraska State Board of Education Written Public Comment August 2022

Nebraska State Board of Education

Pursuant to State Board of Education Bylaw B9 - Public Participation at Board Meetings:

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

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

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

Click the "Next" button below to begin.

Identification

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

First name *

bradd richter

Last name *

richter

City *

doniphan

State *

ne

Written Comment

There is a limit of 750 words.

Written Comments *

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

August 4th, 2022 1 ½ years later, my recommendation has not changed!

Good Morning Matthew L. Blomstedt

I would first like to thank you Sir for your 7 years of service to the GREAT state of Nebraska as the Nebraska Commissioner of Education. But our kids scores are worse! What are you doing to fix our broken schools in Nebraska? Terrible scores in core subjects and teacher escaping to private schools or leaving the system completely..... WHAT ARE YOU DOING TO FIX THESE PROBLEMS, WHAT IS THE PLAN, WHEN WILL IT HIT THE STREET, FIX IT NOW OR LET PEOPLE WHO WANT IT FIXED TAKE OVER!!! You are wasting time and precious recourses of kids and parents and you need to do better, now!

Bradd,

March 24, 2021

Nebraska Education Health Standards

As we review the information on these standards (my wife, children, family and friends) are very concerned of the adoption of these "Health Standards" and the push for them to be mandated to be taught to each student in Nebraska as we currently do with Math, English, Science and Social Studies. We feel that local school boards of each school in Nebraska should continue to have local school board control, including and especially pertaining to sex ed curriculum. Parents and grandparents do NOT want state standards in sex education dictating to schools in Nebraska what to teach in this sensitive area.

Schools should not be teaching controversial topics that undermine the values being taught in the home and that are given to us in the HOLY BIBLE by God.

We believe,

- 1) Parents, NOT TEACHERS teach their children about their private parts and determine when to teach them.
- 2) Gender is God given at conception and he created Male or Female. XX or XY Chromosomes.
- 3) Abstinence is the only standard for the unmarried..... believe it or NOT.
- 4) CRT theory is not and should not be taught in any school, and especially NEBRASKA SCHOOLS.

I cannot imagine as young child how embarrassing and humiliating it would be to sit through classes that might teach some of these topics in mixed company.....

God Bless You and the other members of the State Board of Education for your service to this country.

Your friend

bradd

Signature

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

Signed,

First name *

bradd

Last name *

richter

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Nebraska State Board of Education Written Public Comment August 2022

Nebraska State Board of Education

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Click the "Next" button below to begin.

Identification

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

First name *

Jenna

Last name *

McGrain

City *

Omaha

State *

Nebraska

Written Comment

There is a limit of 750 words.

Written Comments *

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

The direction that our education system is headed is disgusting. It started with equity statements last year which has now opened the door to gay pride and drag queen shows in public schools. All this worry on making sure kids are affirming of one another has taken the focus completely off actual education. So many stories in the news now about pride events and teachers grooming/abusing children. We need God back in our schools not this garbage satanic religion that's being taught. Critical thinking and sex education have no place in school so I ask that you move to take them out completely. Let's get back to the basics and leave the controversial topics to parents.

Signature

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

Signed,

First name *

Jenna

Last name *

Mcgrain

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Nebraska State Board of Education Written Public Comment August 2022

Nebraska State Board of Education

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Click the "Next" button below to begin.

Identification

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

First name *

April

Last name *

Maunu

City *

Valentine

State *

Nebraska

Written Comment

There is a limit of 750 words.

Written Comments *

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

I have been watching the board of education as they deliberate on the health standards and curriculum for my children. Even though I have at times chosen to put my five children into public school, I take full responsibility for their training both in life and in education. At present I have one child that I'm homeschooling and two others that are presently going to public school. Your decisions on the health curriculum standards will determine if they continue and if my homeschooled child goes back. I am not the only parent in Nebraska that your decisions will influence, there are many. It is our God-given responsibility to raise our children how we see fit. I believe in protecting the innocence of childhood until an age appropriate time. I do not agree that a public education should include sexual explicit details or controversial opinions.

Signature

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

Signed,

First name *

April

Last name *

Maunu

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

Google Forms

Nebraska State Board of Education Written Public Comment August 2022

Nebraska State Board of Education

Pursuant to State Board of Education Bylaw B9 - Public Participation at Board Meetings:

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Click the "Next" button below to begin.

Identification

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

First name *

Paul

Last name *

Fredricks

City *

Hastings

State *

NE

Written Comment

There is a limit of 750 words.

Written Comments *

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

I would like to once again like to state my strong oppositions to the health standards. We do not need to have are schools teach a certain political agenda. It seems that you have abandoned all the values of a majority of Nebraskans. We need our schools to teach children how to think on there own and not be guided to a certain political agenda. There are only two genders. That is not an opinion but what science and nature shows us and no matter how much some people push for something different it will remain a fact. You want to push something else unto our children. We do not need a State School Board if all you are going to do is push a certain political agenda.

Signature

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

Signed,

First name *

Paul and Ronna

Last name *

Fredricks

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Google Forms

TO: MATTHEW L. BLOMSTEDT, PH.D.

FROM: BRYCE WILSON, DENISE THEGE

DATE: August 5, 2022

SUBJECT: MONTHLY LIST OF CONTRACTS \$10,000 TO \$50,000

RATIONALE: As stated in the Nebraska State Board of Education Policy Manual P5 the Commissioner shall provide the Board each month with a list of contracts between \$10,000 and \$50,000.

1. Contractor(s): META Associates
Contract Amount: \$17,200
Funding Source: Federal
Scope of Services: Conduct an update to the MEP Service Delivery Plan (SDP), preparing a SDP report, conducting a statewide evaluation of MEP services, and preparing an annual MEP evaluation report. The information collected through the evaluation process will help the State make decisions about program improvement and success.
Date of Contract: 7/1/22-6/15/23
Contact Person: Beth Wooster
2. Contractor(s): NE Dept of Environment & Energy
Contract Amount: \$10,200
Funding Source: Federal
Scope of Services: Conduct health inspections/site visits for SFSP sites in summer 2022.
Date of Contract: 6/1/22-8/31/22
Contact Person: Zainab Rida
3. Contractor(s): Kristi Albrecht
Contract Amount: \$14,500
Funding Source: Federal
Scope of Services: Coaching/training services.
Date of Contract: 6/15/22-6/14/23
Contact Person: Melody Hobson
4. Contractor(s): Cindy Jennett
Contract Amount: \$34,800
Funding Source: Federal
Scope of Services: Complete program quality observations.
Date of Contract: 7/1/22-6/30/23
Contact Person: Melody Hobson
5. Contractor(s): Kathleen Miller
Contract Amount: \$17,400
Funding Source: Federal
Scope of Services: Develop and provide training.
Date of Contract: 7/1/22-6/30/23
Contact Person: Melody Hobson

6. Contractor(s): Leah Merkwan
Contract Amount: \$20,000
Funding Source: Federal
Scope of Services: Coaching and training services.
Date of Contract: 7/1/22-6/30/23
Contact Person: Melody Hobson

7. Contractor(s): Education Resource Strategies
Contract Amount: \$49,500
Funding Source: General/Federal
Scope of Services: To see more equitable and effective use of time in elementary grades, ERS will provide access to scheduling exemplars, tools, and guidance as well as direct support and capacity-building around schedule development. This includes producing a set of recommendations for adjusted statewide supports and tools for elementary school leaders, including updates to Nebraska's Elementary Scheduling Guide.
Date of Contract: 6/6/22-12/30/22
Contact Person: Cory Epler

8. Contractor(s): Donelle Wolters
Contract Amount: \$41,200
Funding Source: Federal
Scope of Services: Serve as FFA program manager.
Date of Contract: 7/1/22-6/30/23
Contact Person: Katie Graham

9. Contractor(s): Sally Carlson
Contract Amount: \$20,500
Funding Source: General/Federal
Scope of Services: Train school staff and ESU staff in Psychological First Aid and assist with Suicide Prevention efforts.
Date of Contract: 7/1/22-6/30/23
Contact Person: Zainab Rida

10. Contractor(s): ESU 7
Contract Amount: \$49,500
Funding Source: Federal
Scope of Services: Handle conference registrations.
Date of Contract: 2/1/22-6/30/22
Contact Person: Zainab Rida

11. Contractor(s): Literacy Pro Systems
Contract Amount: \$47,458
Funding Source: Federal
Scope of Services: Cloud-based system for National Reporting System requirements under the Adult Education and Family Literacy Act, Title II of the Workforce Innovation and Opportunity Act and Nebraska Adult Education and to improve statewide professional development and technical assistance to subrecipient providers of Adult Education activities.
Date of Contract: 7/1/22-6/30/23
Contact Person: Tate Lauer
12. Contractor(s): Emspace
Contract Amount: \$28,250
Funding Source: Federal
Scope of Services: Develop marketing campaigns.
Date of Contract: 6/10/22-6/9/23
Contact Person: Zainab Rida
13. Contractor(s): Rebecca Dunlap-Morton
Contract Amount: \$15,800
Funding Source: General
Scope of Services: Conduct program quality observations and training services.
Date of Contract: 7/1/22-6/30/23
Contact Person: Melody Hobson
14. Contractor(s): Teaching Strategies
Contract Amount: \$29,448
Funding Source: Federal/General
Scope of Services: Training services.
Date of Contract: 7/1/22-6/30/23
Contact Person: Melody Hobson
15. Contractor(s): Rachel Buss
Contract Amount: \$38,249
Funding Source: Federal
Scope of Services: Support HOSA State Advisor.
Date of Contract: 7/5/22-7/2/23
Contact Person: Katie Graham
16. Contractor(s): Saffron Buettner
Contract Amount: \$24,500
Funding Source: Federal/General
Scope of Services: Coaching/training services.
Date of Contract: 7/1/22-6/30/23
Contact Person: Melody Hobson
17. Contractor(s): Megan Davison
Contract Amount: \$18,000
Funding Source: Federal
Scope of Services: Health/wellness assistance.
Date of Contract: 6/15/22-6/14/23
Contact Person: Zainab Rida

18. Contractor(s): NCSA
Contract Amount: \$24,000
Funding Source: General
Scope of Services: NDE Day at Administrator Days.
Date of Contract: 7/1/22-8/31/22
Contact Person: Ryan Foor
19. Contractor(s): Joyce Kinney
Contract Amount: \$12,000
Funding Source: Federal
Scope of Services: Coaching, training and assistance on creating a Step Up to Quality Guide Review.
Date of Contract: 7/1/22-6/30/23
Contact Person: Melody Hobson
20. Contractor(s): NCBVI
Contract Amount: \$24,999.99
Funding Source: Federal
Scope of Services: Provide installation of equipment and individualized consumer training.
Date of Contract: 7/1/22-6/30/23
Contact Person: Lindy Foley
21. Contractor(s): Gina DeFreece
Contract Amount: \$14,000
Funding Source: General
Scope of Services: Training and program quality observation.
Date of Contract: 7/1/22-6/30/23
Contact Person: Melody Hobson
22. Contractor(s): KLK Educational Services
Contract Amount: \$49,000
Funding Source: General
Scope of Services: Provide Schuyler Central High School with customized support.
Date of Contract: 7/1/22-5/31/23
Contact Person: Shirley Vargas
23. Contractor(s): Nebraska Agricultural Educators Association
Contract Amount: \$45,000
Funding Source: Federal
Scope of Services: Plan and facilitate teacher mentorship program.
Date of Contract: 6/24/22-5/31/23
Contact Person: Katie Graham
24. Contractor(s): NE Commission on Indian Affairs
Contract Amount: \$49,500
Funding Source: Federal
Scope of Services: Improve Native American student outcomes.
Date of Contract: 7/1/22-6/30/23
Contact Person: Zainab Rida

25. Contractor(s): HHS
Contract Amount: \$11,381
Funding Source: Federal
Scope of Services: Provide epidemiology and data analysis services to compare traumatic brain injury.
Date of Contract: 6/27/22-6/26/23
Contact Person: Lindy Foley
26. Contractor(s): Sandra Miller
Contract Amount: \$11,000
Funding Source: General
Scope of Services: Coaching/training services.
Date of Contract: 7/1/22-7/14/23
Contact Person: Melody Hobson
27. Contractor(s): Say Hey There
Contract Amount: \$16,000
Funding Source: Federal
Scope of Services: Produce a video for social media to support Safe2Help hotline efforts.
Date of Contract: 8/1/22-1/31/23
Contact Person: Zainab Rida
28. Contractor(s): Douglas Co Health Dept
Contract Amount: \$10,600
Funding Source: Federal
Scope of Services: Conduct health inspections/site visits for Summer Food Service Program sites.
Date of Contract: 6/1/22-8/31/22
Contact Person: Zainab Rida
29. Contractor(s): Eagle Delivery Services
Contract Amount: \$19,378.80
Funding Source: Federal
Scope of Services: Mail services.
Date of Contract: 8/1/22-6/30/23
Contact Person: Krysti Michl
30. Contractor(s): Nebraska Children & Families Foundation
Contract Amount: \$30,000
Funding Source: Federal
Scope of Services: Support Kearney Youth Rehabilitation Treatment Center programs.
Date of Contract: 7/29/22-8/20/22
Contact Person: Katie Graham
31. Contractor(s): ESU 7
Contract Amount: \$13,500
Funding Source: General
Scope of Services: Provide training
Date of Contract: 8/1/22-7/31/23
Contact Person: Melody Hobson

32. Contractor(s): Teaching Strategies
Contract Amount: \$20,000
Funding Source: Federal
Scope of Services: Provide access and technical assistance support.
Date of Contract: 8/1/22-7/31/23
Contact Person: Amy Rhone
33. Contractor(s): Centennial Public School
Contract Amount: \$33,000
Funding Source: Federal
Scope of Services: Participate in School Mental Health Project.
Date of Contract: 7/25/22-7/24/23
Contact Person: Zainab Rida
34. Contractor(s): David Hefley
Contract Amount: \$32,640
Funding Source: General
Scope of Services: Website development.
Date of Contract: 8/1/22-7/31/23
Contact Person: David Jespersen
35. Contractor(s): Bryan Hermsen
Contract Amount: \$25,000
Funding Source: Federal
Scope of Services: Enhance Case Management System.
Date of Contract: 8/1/22-7/31/23
Contact Person: Lindy Foley
36. Contractor(s): Bartle & Geier Law Firm
Contract Amount: \$20,000
Funding Source: Federal
Scope of Services: Serve as hearing officer.
Date of Contract: 8/1/22-7/31/23
Contact Person: Lindy Foley
37. Contractor(s): Cedar Bluffs Public Schools
Contract Amount: \$40,900
Funding Source: Federal
Scope of Services: Participate in School Mental Health Project.
Date of Contract: 7/25/22-7/24/23
Contact Person: Zainab Rida
38. Contractor(s): Wisner-Pilger Public Schools
Contract Amount: \$40,900
Funding Source: Federal
Scope of Services: Participate in School Mental Health Project.
Date of Contract: 7/25/22-7/24/23
Contact Person: Zainab Rida
39. Contractor(s): South Heartland District Health Dept
Contract Amount: \$20,000
Funding Source: Federal
Scope of Services: Support Healthy School in their region.
Date of Contract: 8/1/22-7/31/23
Contact Person: Zainab Rida

40. Contractor(s): Panhandle Public Health Dept
Contract Amount: \$15,200
Funding Source: Federal
Scope of Services: Support Healthy School in their region.
Date of Contract: 8/1/22-7/31/23
Contact Person: Zainab Rida
41. Contractor(s): Seward Public Schools
Contract Amount: \$40,750
Funding Source: Federal
Scope of Services: Participate in School Mental Health Project.
Date of Contract: 7/25/22-7/24/23
Contact Person: Zainab Rida
42. Contractor(s): Oakland-Craig Public Schools
Contract Amount: \$40,900
Funding Source: Federal
Scope of Services: Participate in School Mental Health Project.
Date of Contract: 7/25/22-7/24/23
Contact Person: Zainab Rida

CONTESTED CASES ACTIVE DURING 2022
(EXCLUDING SPECIAL EDUCATION)

AUGUST 5, 2022

<u>CASE NO.</u>	<u>TYPE</u>	<u>DATE FILED</u>	<u>PETITIONER</u>	<u>RESPONDENT</u>	<u>ATTORNEYS FOR PARTIES</u>	<u>STATE BOARD ATTORNEY</u>	<u>HEARING OFFICER</u>	<u>STATUS</u>
21-16	Personnel	7/15/2021	G.D.	Commissioner	Hubly/Román	Donley	Bartle	Final Order Entered 1/7/22
22-01	PPC	1/14/2022	Commissioner	Jadlowski	Halstead/Bartling	Donley	PPC	Final Order Entered 2/22/22
22-02	PPC	1/14/2022	Commissioner	Woster	Halstead/	Donley	PPC	Final Order Entered 3/10/22
22-03	Option	1/24/2022	Ritter	Northwest Public Schools	/	Román	Titus	Final Order Entered 3/4/22
22-04	PPC (SA)	2/16/2022	Commissioner	Reinmuth	Román/	Donley	PPC	Final Order Entered 2/22/22
22-05	PPC (SA)	3/7/2022	Commissioner	Moore	Román/Kirkpatrick	Donley	PPC	Final Order Entered 3/10/22
22-06	Option	4/8/2022	Pignotti	Elkhorn Public Schools	/Knight	Román	Titus	Final Order Entered 5/3/22
22-07	Nutrition	4/15/2022	Next Generation Child Care & Preschool	NDE	Place/Román	N/A	Tegtmeier	Final Order Entered 6/28/22
22-08	PPC	4/19/2022	Commissioner	Ellen Wagner	Román/	Donley	PPC	Final Order Entered 5/3/22
22-09	PPC	4/19/2022	Commissioner	Treva Nutter	Román/Welding	Donley	PPC	Final Order Entered 5/3/22
22-10	PPC	4/19/2022	Commissioner	Ben Veilleux	Román/Welding	Donley	PPC	Final Order Entered 5/3/22
22-11	Nutrition	4/28/2022	Next Generation Child Care and Preschool	NDE	Place/Román	NA	Burton	PENDING
22-12	Nutrition	5/3/2022	Next Generation Child Care and Preschool	NDE	Place/Román	NA	Tegtmeier	PENDING
22-13	ESU Boundary	5/11/2022	(Not a Contested APA Case)					Final Order Entered 5/3/22
22-14	Option	5/11/2022	Kubik	Ponca Public Schools	/	Román	Titus	PENDING
22-15	St. Teach	5/25/2022	Fernau	Commissioner	/Román	Donley	Titus	PENDING
22-16	PPC	7/19/2022	Commissioner	Kirsten Sessions	Román/	Donley	PPC	PENDING
22-17VR	Rule 71/VR	7/21/2022	C.S.	NDE/VR	/Walz	NA	TBD	PENDING
22-18	T. Cert	7/22/2022	Robert Wilson	Commissioner	Hunzeker/Román	Donley		PENDING



PROPOSED AGENDA ITEM RATIONALE

DATE: July 20, 2022

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

FROM: Amy Rhone – Office of Special Education

PROPOSED AGENDA ITEM: 2021-2022 Special Education Advisory Council (SEAC) Annual Report

RATIONALE/BACKGROUND INFORMATION: As per the federal Individuals with Disabilities Education Act (IDEA), the NDE has established the Special Education Advisory Council (SEAC) for the purpose of providing advice and policy guidance with respect to special education and related services for children with disabilities in Nebraska. The State Board approves membership on SEAC annually and receives advice and comments from SEAC, as necessary, throughout the year on special education issues. The 2017-18 Annual Report provides information about SEAC, SEAC committees and a summary of Council activities.

Nebraska Department of Education | Office of Special Education

SPECIAL EDUCATION ADVISORY COUNCIL



ANNUAL REPORT

2021-2022

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COMMISSIONER OF EDUCATION
Matthew Blomstedt, Ph.D.

OFFICE OF SPECIAL EDUCATION (SPED)

Amy Rhone
Administrator

Kris Elmshaeuser
Assistant Administrator

SPECIAL EDUCATION ADVISORY COMMITTEE (SEAC)

Executive Committee

Terry Houlton, Chair
Kasey Alexander
Kris Elmshaeuser, Facilitator

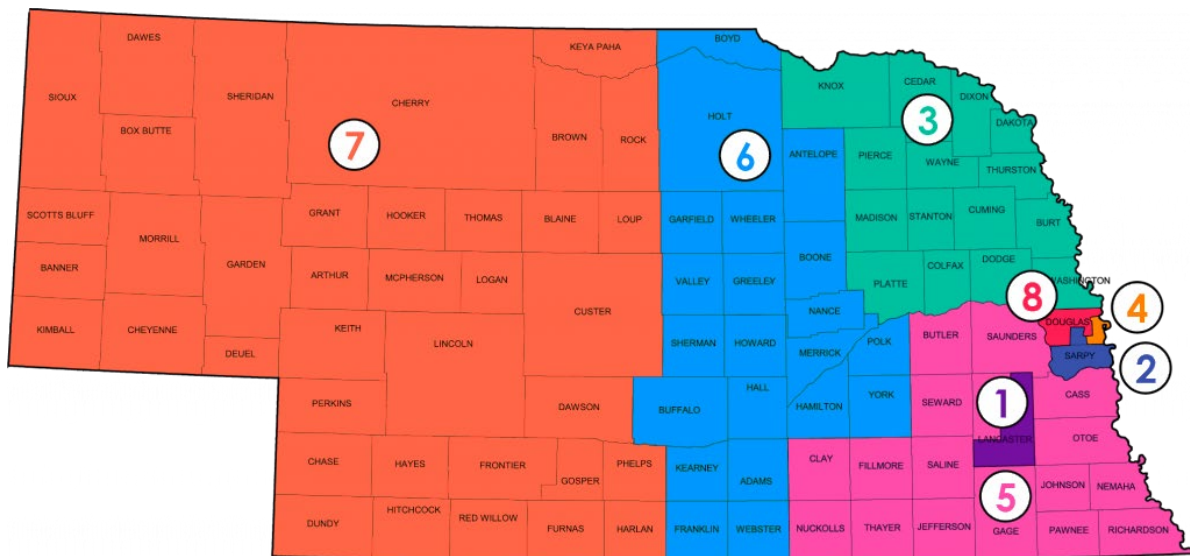
Graciela Sharif
Sr. Janelle Buettner
Leslie Galloway, Recorder

STATE BOARD MEMBERS

DISTRICT

Matthew Blomstedt, Ph.D.	Commissioner of Education	
Patsy Koch Johns	President	1
Lisa Fricke		2
Patti Gubbels		3
Jacquelyn Morrison		4
Kirk Penner		5
Maureen Nickels		6
Robin Stevens	Vice President	7
Deborah Neary		8

NEBRASKA DEPARTMENT OF EDUCATION DISTRICT MAP



Funded by Nebraska Department of Education (NDE) Part B funds, grant H027A200079. Copies of this report, and additional information regarding SEAC and the NDE Office of Special Education can be obtained at <https://www.education.ne.gov/sped>



A NOTE FROM THE SEAC CHAIR

Wow! It has been an amazingly impactful honor to serve as a member of the Special Education Advisory Council (SEAC) over the past several years and as the Chair over the last year. As a school district director of special education, I truly appreciate the value of hearing about topics from multiple perspectives. It has made me a better professional and a better person. I also would like to thank my fellow committee members for the trust that they showed in me as Chair and the assistance that I have been provided by so many to make for a successful year for SEAC.

I have always believed that if we put the right people around a table and have the right conversations focused on what is best for students, including students with disabilities, we can solve any issue that we face in education. SEAC does this by including membership from parents, educators, administrators and other representatives from various state agencies to provide insight and guidance to the Nebraska Department of Education – Office of Special Education. SEAC leans into the multiple perspectives of members who come together in good will to reach recommendations in the best interest of students with disabilities that can only be reached through the melding of expertise from various stakeholders.

Some of the highlights of SEAC work over the last year;

- Engaged in discussions around the ongoing affects of the COVID-19 pandemic on students with disabilities and opportunities that are available through recovery and a return to learning. NDE-Office of Special Education provided several updates on efforts and resources to assist schools in educating students with disabilities during this unique time in education.
- Developed recommendations regarding the use of restraint and seclusion for students with disabilities for use by the NDE-Office of Special Education.
- Identified the need to develop SEAC standing positions on issues related to students with disabilities and special education services within Nebraska. This work started with the collection of past position statements laying the foundation for future discussion around areas where SEAC standing positions would be a benefit.
- NDE-Office of Special Education provided numerous updates and solicited input from SEAC on topics in areas of their work on Journey to Inclusion, State Systemic Improvement Plan, State Performance Plan and Annual Targets among others.
- SEAC discussed the special educator shortage and awareness around Nebraska for opportunities to become a special educator and other professional development available to educators.
- The year ended with work on a draft SEAC flier that provided information the council and the work it engages with.

The purpose of SEAC is to inform the NDE-Office of Special Education and the State Board regarding topics that are impactful to the education of students with disabilities. Over the course of the past year this purpose was accomplished thanks to the efforts of the NDE-Office of Special Education staff and its leadership by Amy Rhone State Director and Kris Elmshaeuser Assistant State Director along with the thoughtful input and engagement of each of the SEAC members. This group of people truly understands that we are better together and through working together we position ourselves to impact the education and learning of students with disabilities across Nebraska. I am very thankful to be a part of this impactful group and to have had the opportunity to Chair SEAC over the last year.

Respectfully,
Terry Houlton

Terry Houlton, Ed. D.
SEAC Chair 2021-2022

WHAT IS THE NEBRASKA SPECIAL EDUCATION ADVISORY COUNCIL (SEAC)?

The Special Education Advisory Council (SEAC) is an advisory panel established to provide policy guidance with respect to special education and related services for children with disabilities. SEAC members become knowledgeable about research-based educational practices and review Nebraska Department of Education, Office of Special Education activities designed to improve outcomes for children with disabilities. The Council reviews and approves Nebraska's State Performance Plan and Annual Performance Report.

SEAC Members are selected for a term of four years, and seek information from the perspectives of their constituency groups and share information with these same constituency groups. Members include parents and professionals from all areas of the state. SEAC serves in an advisory capacity to the NDE Office of Special Education, the Commissioner of Education, and to the Nebraska State Board of Education.

The responsibility of each Council member is to advise, (i.e. inform, counsel, recommend, suggest or guide) the Department of Education, not to advocate for individual issues. Recommendations are made by SEAC for the consideration and possible action by the NDE Special Education Office and the State Board.



2021-22 Executive Committee included (L-R): Kris Elmshaeuser, Assistant Administrator of the Office of Special Education and Facilitator for SEAC, Terry Houlton, Chair, Kasey Alexander, Sister Janelle Buettner, Amy Rhone, Administrator of the Office of Special Education, Graciela Sharif

REGULATORY AUTHORITY

By the authority of the Individuals with Disabilities Education Act of 2004, each state is required to have a state advisory panel that provides policy guidance in the area of serving children with disabilities. The IDEA regulations specify the duties and make-up of each state advisory panel. In Nebraska, this panel is called the *Nebraska Special Education Advisory Council*.

EXCERPTS FROM THE FEDERAL INDIVIDUALS WITH DISABILITIES EDUCATION ACT OF 2004 (IDEA):

- I. Regulatory Authority for Committee
Sec. 1412(21)(A) State Advisory Panel
 - a. The State has established and maintains an advisory panel for the purpose of providing policy guidance with respect to special education and related services for children with disabilities in the State.

- II. Committee
Sec. 1412(21)(D)
 - d. The state advisory panel shall –
 - i. Advise the state education agency of unmet needs within the state in the education of children with disabilities;
 - ii. Comment publicly on the state plan and rules or regulations proposed for issuance by the state regarding the education of children with disabilities;
 - iii. Advise the State educational agency in developing evaluations and reporting on data to the Secretary under section 618;
 - iv. Advise the State educational agency in developing corrective action plans to address findings identified in Federal monitoring reports under this part; and
 - v. Advise the State educational agency in developing and implementing policies relating to the coordination of services for children with disabilities.

2021-2022 SEAC MEMBERSHIP

NAME	REPRESENTATION	TERM EXPIRATION	STATE BOARD DISTRICT
Kasey Alexander †	i, ii	2023	District 3
Jean Anderson	v	2024	District 7
Paul Bohn	x	2024	District 2
Amy Bonn	i	2022	District 2
Adia Brightman	v	2025	District 4
Sr. Janelle Buettner †	vii	2024	District 1
Julie Czepa	i	2024	District 2
Christina Edelbrock	ii, vi	2024	District 4
Kristin Flott	i, vi	2022	District 4
Barb Gentrup	ii	2022	District 6
Lupe Stevens	viii	2025	District 3
Jennifer Meints	i	2025	District 1
Terry Houlton †	v	2022	District 2
Samantha Jacobson	i, ii	2025	District 5
Kami Jessop	v	2022	District 8
Mary Jorgensen	i	2022	District 2
Tom Kadavy	i	2022	District 1
Seamus Kelly	i	2023	District 8
Renee Kiernan	i	2022	District 2
Tracey Kovar	vii	2022	District 4
Kristen Larsen	vi	2023	District 1
Matthew McNiff	i, v	2022	District 5
Kirk Russell	iv	2023	District 1
Mandy Plog	i	2024	District 7
Dr. Felicity Post	iii	2023	District 5
Carlos Sevan	i, vii	2025	District 1

Graciela Sharif	i, vi	2025	District 8
Heidi Sommer	i	2024	District 2
Allison Wilson	ix	2025	District 1

LEGEND: (i) parents of children with disabilities (ages birth through 26); or Individuals with disabilities; **(ii)** teachers; **(iii)** representatives of institutions of higher education that prepare special education and related services personnel; **(iv)** State and local educational officials who carry out activities under Homeless Assistance Act; **(v)** administrators of programs for children with disabilities; **(vi)** representatives of other State agencies involved in the financing or delivery of related services to children with disabilities; **(vii)** representatives of private schools and public charter schools; **(viii)** not less than one representative of a vocational, community, or business organization concerned with the provision of transition services to children with disabilities; and **(ix)** a representative from the State child welfare agency responsible for foster care; and **(x)** representatives from the State juvenile and adult corrections agencies. Special Rule – a majority of the members of the panel shall be individuals with disabilities or parents of children with disabilities.

OTHER ASSOCIATES

Kris Elmshaeuser	NDE	SEAC Facilitator
Leslie Galloway	NDE	SEAC Recorder

SEAC MEMBERSHIP REQUIREMENTS

Categories of Required Representation

EXCERPTS FROM THE FEDERAL INDIVIDUALS WITH DISABILITIES EDUCATION ACT – IDEA, SEC. 1412(21)(B):

- B. Membership – Such advisory panel shall consist of members appointed by the Governor, or any other official authorized under State law to make such appointments, be representative of the State population, and be composed of individuals involved in, or concerned with, the education of children with disabilities, including—
- i. parents of children with disabilities (ages birth through 26); or Individuals with disabilities;
 - ii. teachers;
 - iii. representatives of institutions of higher education that prepare special education and related services personnel;
 - iv. State and local educational officials who carry out activities under Homeless Assistance Act;
 - v. administrators of programs for children with disabilities;
 - vi. representatives of other State agencies involved in the financing or delivery of related services to children with disabilities;
 - vii. representatives of private schools and public charter schools;
 - viii. not less than one representative of a vocational, community, or business organization concerned with the provision of transition services to children with disabilities; and
 - ix. a representative from the State child welfare agency responsible for foster care; and
 - x. representatives from the State juvenile and adult corrections agencies.
- Special Rule – a majority of the members of the panel shall be individuals with disabilities or parents of children with disabilities.

Special Rules – a majority of the members of the panel shall be individuals with disabilities or parents of children with disabilities (ages birth through 26).

EXCERPT FROM NEBRASKA SPECIAL EDUCATION ADVISORY COUNCIL OPERATING PROCEDURES ARTICLE II, SEC. B:

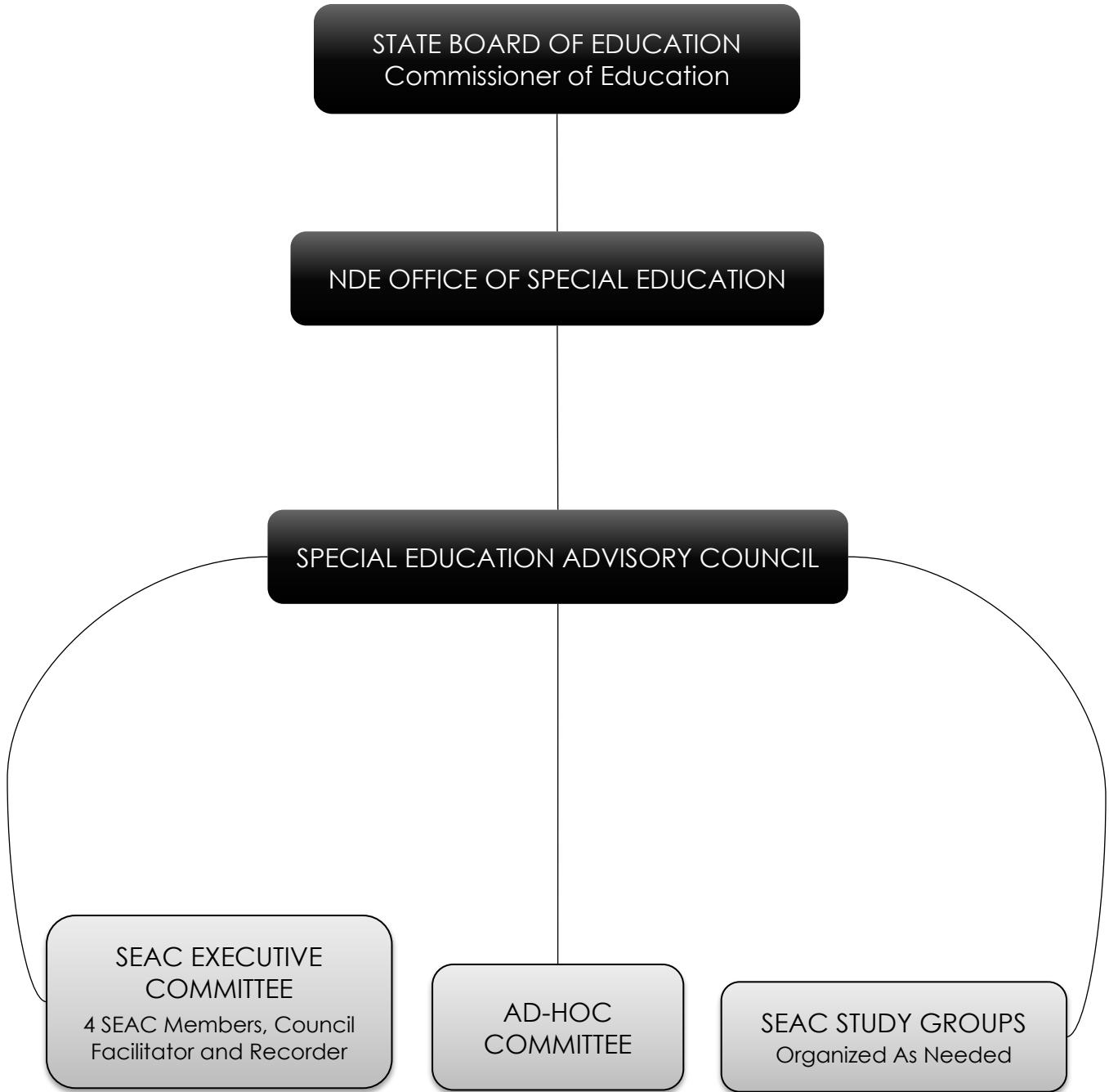
The members shall be selected so as to represent all eight of the State Board of Education election districts. The Council voting membership shall not be fewer than 15 members.

SEAC PRIORITIES

For the purpose of providing policy 4803y guidance to the Nebraska Department of Education, with respect to special education and related services for children with disabilities, the following priorities will serve for a focus of continuity as we transition from 2019-2020 through 2021-2022.

1. To participate in the development, review and revision of the State Systemic Improvement Plan Process with input on the Targeted Improvement Plan implementation at the local level to improve results for students with disabilities in the following areas:
 - a. Impact Area 1: Improving Academic Achievement, Functional Outcomes and Child Outcomes in Natural and Inclusive Environments
 - b. Impact Area 2: Improving Communication and Relationships Among Families, Schools, Communities and Agencies
 - c. Impact Area 3: Improving Transitions from the Early Development Network to Preschool and School to Living
2. To review the effectiveness of the current State Performance Plan (SPP) through the analysis of data in the Annual Performance Report (APR) to determine that Nebraska is demonstrating continuous improvement in the compliance and results indicators. To inform the NDE in the development and improvement of The LEA Level Determinations.
3. To monitor state and federal legislation, including the Every Student Succeeds Act (ESSA) and the Individuals with Disabilities Education Act (IDEA) to assure the linkage between ESSA and IDEA.
4. To inform NDE – The Office of Special Education in initiatives that are relevant to both federal and state priorities within special education, specific to:
 - a. Health/Medical
 - b. Family and Professionals Support
 - c. Discipline/Behavior - Suspension/Expulsion
 - d. Mental Health
 - e. Social/Emotional Learning
 - f. Transition Supports

SPECIAL EDUCATION ADVISORY COUNCIL STRUCTURE



REVIEWING THE WORK OF SEAC 2020-2021

The Special Education Advisory Council held the first meeting of the year on September 9, 2021 in a hybrid model. Those who attended in person met at the Embassy Suites in Lincoln with other members attending via Zoom.

A new member orientation meeting was provided at the first meeting in September. Additionally, new Council members and current members reviewed the SEAC Priorities, the duties of the SEAC, council structure, and roles and responsibilities.

The second meeting held in December was also held in a hybrid model with the last two SEAC meetings for the year held in March and May with the full council in person.

Prior to each meeting, the SEAC Executive Committee met to develop meeting agendas, monitor the progress of any SEAC committee work, and prioritize agenda items that required SEAC recommendations or specific actions.

At each meeting, SEAC members were afforded the opportunity to share information from their respective constituent groups, learned about professional learning activities sponsored by the Nebraska Department of Education – Office of Special Education, and engaged in learning about the status of critical initiatives.

This year's NDE updates including the Deaf or Hard of Hearing State Plan, State Systemic Improvement Plan, Equity and Monitoring Work being done with districts. Also included topics in district wide assessments, assistive technology, and use of ESSER funds and additional IDEA dollars - ARP.

Sought input and feedback from our SEAC stakeholders on the State Performance Plan/Annual Performance Report target setting for 2020-2025. Rule 51 was updated and was awaiting signature of the Governor. The update to Rule 51, 007.07A9 states, "Beginning not later than the first IEP to be in effect when the child turns 14 and updated annually thereafter". This replaces the previous wording of "16, or younger if deemed appropriate by the IEP team".



REVIEWING THE WORK OF SEAC 2021-2022 (CONT.)

The council discussed several Legislative issues: LB 1251 and how to support non-public needs for students with disabilities placed by their parents in a nonpublic school. SEAC also discussed that while LB595 is currently a moot point as the Senator behind the bill resigned, discussion around this topic will continue as there are still supporters of this bill and it has the potential to be raised again.

Functional Behavioral Assessments & Behavioral Intervention Plans subcommittee continued their work and presented their current proposal to the Council in September. Suggestions were made and then in December it was brought back to the council for approval. A motion was made and approved to send the SEAC sub-committee's recommended amendment proposals regarding FBA's and BIP's to the State Board of Education. These recommendations included wording amendments to 51 NAC 007.07B3 as well as adding definitions for restraint and seclusion and additional wording to the current provisions in Rule 51, section 007 regarding record keeping, data collection, and submission of data in regards to incidences of restraint/seclusion.

Two other topics of discussion by the council included creating a SEAC flyer for distribution to potential new members and creations of a clearinghouse for professional development available for special education and general education teachers to increase their knowledge around special education and become more equipped to continue in educating students with disabilities.

SEAC priorities shaped the foundation of the construction of each SEAC meeting agenda. All SEAC agendas, including the SEAC meeting minutes are included herein.





NEBRASKA

DEPARTMENT OF EDUCATION

NEBRASKA SPECIAL EDUCATION ADVISORY COUNCIL

An advisory panel providing policy guidance to the Nebraska Department of Education with respect to special education and related services for children with disabilities.

September 9, 2021 - AGENDA

Attend In-Person

Embassy Suites
1040 P. Street
Lincoln, NE 68508

Attend via Zoom Meeting

<https://educationne.zoom.us/j/97671380753?pwd=U2FJSERSaEhXR1AreUtDRklmbDEzQT09>

Meeting ID: 976 7138 0753

Passcode: 395924

8:30 Meeting Begins

8:30 Orientation for New Members (Review of SEAC Operating Procedures & Orientation Materials)

10:00 Welcome & Introductions

Kris Elmshaeuser
Terry Houlton

Council Business

Terry Houlton

- Open Meetings Law Announcement
- Notification posted in the Omaha World-Herald on August 26, 2021
- Approval of September 9, 2021 agenda*
- Approval of May 6, 2021 Minutes*
- SEAC Members Eligible for Executive Committee
 - Adia Brightman
 - Samantha Jacobson
 - Jennifer Meints
 - Kirk Russell
 - *Carlos Servan - Pending State Board Approval*
 - Graciela Sharif
 - *Lupe Stevens - Pending State Board Approval*
 - Allison Wilson
- Notice of Conferences/Meetings
- Annual Report for 2020-2021
- NASES Update – Lona Nelson
- SEAC Member Updates/New/Sharing
- Executive Board Meeting Report

Public Comment**

Functional Behavioral Assessments & Behavioral Intervention Plans

SEAC Sub-Committee

Discussion Items

Kris Elmshaeuser

- Assessment – Jeremy Heneger
- Assistive Technology Partnership – Brian Wojcik
- ARP ESSER Funds and Stakeholder Input to Districts

NDE Office of Special Education Team Reports

Amy Rhone
Jamie Chambers

- Technology
- IDEA/ARP
- New Guidance Documents
- LB 527
- Non-Public/Homeschool Exempt
- Flexible Funding and Coordinated Early Intervening Services
- Updates on complaint issues within the State
- RDA Stakeholders Meeting

Kelly Wojcik

Adjourn

Terry Houlton

*Items requiring Council action

**Per the SEAC Operating Procedures, opportunity for public comment is requested in advance

Next Meeting Date: December 9, 2021

2021-2022 Meeting Dates

September 9, 2021
December 9, 2021
March 17, 2022
May 12, 2022

Upcoming Conferences:

- October 7-8, 2021 – NMTSS Summit – Virtual
- November 4-5, 2021 – Tri-State Law Conference – Virtual
- November 9, 2021 – PARA Educator Conference – Hybrid (Virtual & In-Person - Younes Conference Center, Kearney, NE)

NE SEAC Executive Committee Members

Terry Houlton, (2021-2022) Director of Special Education Millard Schools, Omaha, NE
Kasey Alexander, (2022-2023) Educator, West Point Schools, West Point, NE
Sr. Janelle Buettner, (2023-2024) Principal, North American Martyrs Catholic School, Lincoln, NE
New Member, (2024-2025) *Will be elected at December, 2021 SEAC Meeting*

Understanding the Advisory Council Functions under IDEA

All Council activities should relate to one or more of the functions

1. Advise the SEA of unmet needs within the State in the education of children with disabilities. CFR 300.169(a)
 - a) Training educations on working with children with Autism
 - b) Students not being adequately served in juvenile and adult correctional facilities
2. Comment publicly on any rules or regulations proposed by the State regarding the education of children with disabilities. CFR 300.169(b)
 - a) The federal law is reauthorized, and the State makes revisions to their regulations
3. Advise the State in developing evaluations and reporting on data to the Secretary under Section 618 of the Act. CFR 300.169(c) *Grown the most since 2004
 - a) The SEA is reviewing and refining APR improvement strategies
 - b) Upon completion of a State and school district drill down, it was concluded that students with disabilities had lower graduation rates than students without disabilities.
4. Advise the State in developing corrective action plans to address finding identified in federal monitoring reports under Part B of the Act. CFR 300.169(d)
 - a) The State has just experienced an OSEP Visit and was found to be in noncompliance on various fiscal issues.
5. Advise the State in developing and implementing policies relating to the coordination of services for children with disabilities. CFR 300.169€
 - a) The SEA is proposing a new MOU with the Department of Corrections
 - b) The SEA is revising its MOU with the Department of Health
6. The SEA, after deleting personally identifiable information must
 - Provide the Advisory Council with the DPH findings and decisions and
 - Make those finding and decisions available to the public. CFR 300.513(d) & 300.514(c)
 - a) DPH decisions identify consistent issues.
 - b) The SEA has experienced a spike in DPHs
7. Waiver of non-supplant requirement. State must consult with the Advisory Council regarding provisions of FAPE. CFR 300.164(c)(4)
8. States retain discretion to determine the risk ration threshold above which disproportionality is significant so long as that threshold is reasonable and based on advice from their stakeholders, including their State Advisory Councils. 34 CFR 600.647(b)(iii)(A)



NEBRASKA

DEPARTMENT OF EDUCATION

NEBRASKA SPECIAL EDUCATION ADVISORY COUNCIL

In-person - Embassy Suites – Lincoln

Virtually via Zoom Com.

September 9, 2021

MINUTES

SEAC MEMBERS PRESENT: Alexander, Anderson, Bohn, Bonn, Czepa, Edelbrock, Flott, Gentrup, Higgins, Houlton, Jessop, Kiernan, Kovar, Larsen, McNiff, Meints, Plog, Post, Russell, Sharif, Sommer, Wilson.

MEMBERS ABSENT: Brightman, Buettner, Jacobson, Jorgensen, Kadavy, Kelly.

NDE STAFF PRESENT: C. Chambers, J. Chambers, Galloway, Gunderson, Hayes, Lenser, Miranda, Rhone, Tantow, Wojcik.

SEAC FACILITATOR: Elmshaeuser

This meeting of the Special Education Advisory Council (SEAC) commenced at 8:30 a.m. Public notification of the meeting was on the Nebraska Department of Education website and in the Omaha World-Herald.

Orientation – Kris Elmshaeuser

Kris spoke to the committee about understanding the Eight Advisory Council Functions under IDEA and reviewed the SEAC orientation materials, priorities, and operating procedures. Kris also talked about the importance of meetings, council functions, and how the meetings should run, etc. Covering such topics as agendas, confidentiality, consensus on voting, meeting minutes, public comment, etc., and how to use the resources provided on the SEAC Committee electronic platforms.

All members were encouraged to continue familiarizing themselves with all aspects of being a committee member and their responsibilities as such.

Welcome – Kris Elmshaeuser & Terry Houlton

Kris and Terry welcomed the committee and reminded everyone about open meeting laws.

Approval of September 9, 2021, Agenda

Barb Gentrup made a motion to approve today's agenda. Tracey Kovar seconded the motion and the motion passed unanimously by member vote.

The motion carried.

Approval of May 6, 2021, Meeting Minutes

Jean Anderson made a motion to approve the amended minutes of the meeting. Kristin Flott seconded the motion and the motion passed unanimously by member vote.

The motion carried.

SEAC Members Eligible for Executive Committee – Terry Houlton

Terry spoke to the committee and reminded them of the importance of the executive committee and its role within SEAC, particularly in regards to setting each meeting agenda. With this in mind, Terry shared that the executive committee would like to discuss revising the SEAC bylaws to revert to selecting the new class year executive committee member at the first meeting of each year rather than during the second meeting of each year as it is done currently. Terry explained that this would be discussed further at a future meeting and tabled the discussion for the time being.

Kris Elmshaeuser explained that while all-new 2021-2022 SEAC members are eligible for nomination to the SEAC Executive Board, the nomination process this year would be limited to new members who are a parent of a child(ren) with disabilities. This is due to the SEAC bylaws requiring at least one executive committee member to be a parent member and this role being vacant at the beginning of the 2021-2022 year.

Notice of Conferences/Meetings – Terry Houlton

Terry shared the upcoming conferences with members and reminded members to contact the SEAC Recorder, Leslie Galloway if they would like to attend any.

- September 21-24, 2021 – Division for Early Childhood Conference – Hybrid (New Orleans, LA)
- October 7-8, 2021 – NMTSS Summit – Virtual
- November 4-5, 2021 – Tri-State Law Conference – Virtual
- November 9, 2021 – PARA Educator Conference – Hybrid (Younes Conference Center, Kearney, NE & Zoom)

Annual Report for 2020-2021 – Kris Elmshaeuser

Kris shared the 2020-2021 SEAC Annual Report with members and informed them that the report is available on the NDE/SPED-SEAC Webpage as well as the SEAC Google Site.

NASES Update – Lona Nelson

Lona Nelson, past president of the Nebraska Association of Special Education Supervisors (NASES) updated the committee on recent projects within NASES as well as their goals moving forward. Lona explained that NASES prioritizes networking by working with partners in all Nebraska Department of Education (NDE) departments. She reminded the committee that every year NASES reaches out to new special education directors within the state of Nebraska and provides new membership programs to align new directors with mentors. Opportunities are then provided for the new directors and their mentors to meet regularly.

Lona shared that NASES had a spring conference with the NDE which focused on inclusion and they have scheduled monthly webinars so directors and partners may continue to engage in focused monthly hour-long conversations. Terry Houlton reminded members to take advantage of opportunities to work together as not all states offer these types of opportunities. Terry impressed upon the committee that SEAC is trying to engage in opportunities to bridge gaps and give everyone a voice as while everyone is coming from different places, partners must come together for the benefit of our students with disabilities and their growth and development as learners as we educate them.

SEAC Member Updates/News/Sharing – Terry Houlton

Kristen Larsen shared that after hosting a successful RFA process, the Council on Developmental Disabilities (DD) awarded a competitive grant to PTI Nebraska for transition planning at three locations across the State of Nebraska. Kristen shared that DD is excited to launch this initiative as well as their new state plan for 2022-2026. She directed committee members to the DD website for more information on the new state plan goals and objectives.

Graciela Sharif shared that while she is still in contact with her former colleagues and believes in their mission, she is no longer with PTI Nebraska. Graciela is now working with the Munroe-Meyer Institute in a similar role to the one she held at PTI Nebraska. She went on to explain that she is excited to continue her work within the community assisting non-English speaking families, and refugees but her role on SEAC will now solely be as a parent member.

Johanna Higgins shared that oftentimes there are grant opportunities through the University of Nebraska-Lincoln for individuals that desire to pursue a master's degree. Johanna shared that these opportunities are very beneficial as they provide a great way to partner with the University as well as receive assistance with education expenses. Johanna asked that the committee consider ways to share information on these grant opportunities regularly. Terry encouraged members to share this type of information with the committee when they are aware of it and shared that the executive committee will discuss ways to share this information moving forward.

Executive Committee Meeting Report – Terry Houlton

Terry shared that the executive committee met on August 24, 2021, to discuss today's meeting agenda items. Terry explained that oftentimes, the executive committee sets each agenda through open discussions on such topics as working with what the NDE/SPED staff is ready to report on as well as discussions and work with Amy Bonn and the SEAC subcommittee. It is vital that when work is happening the committee is engaging in these discussions. Terry reiterated from earlier in the meeting that it is because of these types of important discussions and work of the executive committee that the committee considers holding new executive committee member elections at the first meeting of each year.

Public Comment:

Terry Houlton opened the floor for public comment and reminded all in attendance that as SEAC is an advisory board, public commenting is not an exchange or conversation between the board and the person commenting but is for SEAC to receive information and understand from the public their thoughts and concerns. Clarifying questions may be asked by SEAC members but discussional exchange back and forth will not be allowed. Public commenting may lead to the executive board discussing specific topics and this, in turn, may lead to a future agenda item at which point the topic would become official board business, and at that time more in-depth discussion will be allowed. Members of the public requesting public comment were allowed 3-5 minutes each to address the committee.

Bradley A. Meurrens, MPA – Public Policy Director, Disability Rights Nebraska – Topic - Restraint/Seclusion Regulations:

“Overall, we are concerned that the existing language in Rule 101, expressly requiring each school system to have a seclusion and restraints policy approved by the school board or local governing body, is not carried over into the initial draft of a proposed re-write of this rule. The omission of the current regulation raises multiple concerning questions:

First, is restraint and seclusion no longer a concern, no longer needing state-level regulation or policy? The omission sends that signal. Restraint and seclusion data is now required by state law to be collected, recognizing the risk to students, predominantly those with disabilities, and teachers/staff; why is it not further (thinly) regulated at the state level? Why would the existing state-level regulation be removed? Silence is tacit approval.

Second, do school systems need to retain their current restraint/seclusion policies? If the new regulations omit the current requirement, does this greenlight schools to erase their existing policies? The omission sends that signal—after all, these policies are *no longer* required. The existing requirement provides an insufficient prescription of school policy content, resulting in a patchwork of varied school policies (and student/staff protection); but it is better than no language at all.

Third, what other mechanism will be used to regulate restraint and seclusion? This omission flies in the face of the national and federal trends toward increasing the regulation of restraint or seclusion, ultimately reducing its use. Perhaps the principles for restraint and seclusion school policy established by the US Department of Education and the policy guidance developed by the Nebraska Department of Education could be utilized. There should be uniformity for school policies that authorize practices that directly involve the physical safety of students and staff. Students with disabilities and staff ultimately should not have different protections and policies based on their zip codes. If the department can require a basic uniformity in content area standards (see 004.01A4 Content Area Standards) why not also for restraint and seclusion?

We continue to be disappointed in the legislative proposals regarding student discipline and the attendant discourse by some policymakers. We grow skeptical of the appropriate nature and effectiveness of the current approach— a binary of legislative proposals that are either overly prescriptive or too loosely constructed. Perhaps there is a more effective means to move forward on the restraint and seclusion policy in Nebraska. Disability Rights Nebraska has some ideas on policy and process alternatives; particularly focused on working with/connecting those state and local authorities expert in education policy, advocates, and families/individuals who have lived experience with restraint and seclusion. Disability Rights Nebraska stands ready and willing to share resources, engage in dialogue, and work collaboratively to strengthen the regulation of restraint/seclusion in Nebraska.” – Bradley A. Meurrens

1 See Rule 10 at Page 35: “011.01E Each school system has a seclusion and restraints policy approved by the school board or local governing body.

Edison McDonald, Executive Director – The Arc of Nebraska – Topic: Restraint/Seclusion Regulations & ARP Funds

Edison echoed Bradley’s concerns regarding restraint and seclusion regulations and shared that he believes it is tremendously important for SEAC and the State Board of Education to take more leadership on this topic as he too is very concerned about the potential changes.

Edison then provided information around the specific needs of children with disabilities during the Covid-19 pandemic and how these needs may be served by programs funded by the American Rescue Plan (ARP). He shared his concerns with how the ARP funding process has been implemented and discussed across the state and his belief that the process has lacked input, transparency, and consistency. Edison explained that while some districts have held open forums or distributed surveys to parents with children with disabilities, others have not, and in

some of the districts that did seek input, the input process was unclear, not particularly proactive, and difficult to engage in.

He went on to share that he has sent letters to many districts and that Arc of Nebraska has had one of the largest on the ground presences of any disability organization in the state but they have heard little back as to engagement by local chapters and or members, which raises serious concerns as to how much engagement is happening. Arc of Nebraska has also learned of several families struggle to receive any specific individualized supports in response to significant educational loss their students have suffered due to the ongoing Covid-19 pandemic and some families with children with disabilities with complex medical needs are not being offered opportunities for home instruction as an official special education placement under IDEA. Many parents with medically fragile children with disabilities were given two choices, to attend school in person or disenroll entirely and homeschool. Edison strongly stated that this is unacceptable and that supports for those who need to be educated at home for their safety be allowed that opportunity. He believes that our state's vulnerable students are being pushed out of school instead of receiving safe, reasonable, and, appropriate supports and services and stressed that it is the responsibility of the NDE to ensure districts provide all students with a Free Appropriate Public Education (FAPE) especially now with the fallout of the Covid-19 pandemic and that he will remain available for any further discussion on this topic.

Terry asked Edison to clarify Arc's involvement throughout Nebraska and if he was more concerned about the way districts are using the ESSERS funds or potentially using the IDEA ARP funds. After explaining the role of Arc across Nebraska, Edison said he is concerned with both but mainly the lack of input and that families are struggling with such a diverse set of needs. He believes it is vital for funds to be made available and maximized to help students with what they are struggling with now for both those that require in-person attendance as well as remote attendance as there is funding available for both of those options.

Renee Kiernan asked for clarification on how parents find out how the funds are being spent and how it is being interpreted. Edison said there doesn't seem to be a standardized outreach as it is so it seems to be different district to district. He continued that it has even been a struggle when trying to reach out to districts in simply locating the correct person in each district as it varies greatly, so there is no particular process in which to engage, making it very difficult to help families engage at various districts.

Terry thanked both Bradley and Edison for their comments and for helping SEAC understand these topics from their point of view.

Functional Behavioral Assessments & Behavioral Intervention Plans – SEAC Sub-Committee – Amy Bonn

Pursuant to Article 1, Section B of the Operating Procedures for the Nebraska Special Education Advisory Council, a SEAC subcommittee was created on March 18, 2021, for the purpose of developing possible recommendations for the SEAC to make to the State Board of Education. These possible recommendations stem from concerns about the unmet needs of children with disabilities for behavioral supports in order to reduce the incidents of restraint and seclusion in Nebraska schools.

Amy updated the council and solicited feedback and suggestions on the revisions of the subcommittee proposal, which are ongoing. Amy shared that on August 4, 2021, the SEAC subcommittee met via Zoom to address and implement the suggested revisions from members of the council during the May 6, 2021 meeting. The group concluded that the need for revisions continues and that both of the following will still be needed, a presentation of the current draft to the full SEAC at today's meeting allowing for brief discussion and solicited feedback, as

needed; and additional work and meeting(s) among the members of the subcommittee to finalize a proposal for the full SEAC at a later meeting during the 2021-2022 school year.

Kris Elmshaeuser shared that the NDE along with feedback and input from a large crossover of partners is currently drafting a technical assistance document regarding what a functional behavioral assessment is, who would be conducting such assessments, and the different levels of assessments, etc. The document is currently in final edits and the NDE hopes to have it completed this Fall.

Assessment – Jeremy Heneger Ed.D., NDE-Director of Statewide Assessment

Jeremy updated and discussed with members the Nebraska Student-Centered Assessment System (NSCAS) Growth. He explained that Nebraska has embarked on a transition to an adaptive through-year assessment model, one which combines the best of MAP Growth and the NSCAS General Summative test, builds on the work Nebraska educators have done statewide to create an assessment system that is instructionally useful, meaningful to students, and connected to classroom practice. NSCAS Growth will be aligned to both the state standards and to the state summative blueprint. Adaptive outside of grade level and measuring growth, it will yield grade-level performance data throughout the school year and produce summative proficiency scores at year's end.

NSCAS Growth is a system that prioritizes educators and students while still delivering mandated data for policymakers, maximizes efficiency by not asking questions about what students know and can do that we know the answers to and instead uses that time to ask questions that still need answering and with actionable results tailored to each student and improving instruction multiple times a year, not just annually. NSCAS Growth improved grade-level data is provided to multiple levels of Nebraska's educational system in near real-time and results are specific for each student but can also be rolled up from the classroom, school, district, ESU Region, and state levels.

NSCAS Growth Data Information produced by NSCAS Growth What When RIT scores, including access to national norms, Fall, winter, spring Grade-level data based on indicators used to determine summative proficiency Fall, winter, spring Projected summative proficiency scores Fall, winter Spring Official summative proficiency scores and classification Remember that 2021-2022 is a preliminary transition year, so MAP Growth could be administered if RIT is used for high-stakes decision-making or MAP Accelerator/curricular connections. Professional learning Webinar(s) will support understanding of NSCAS Growth reports and data expected from the 2021-2022 winter pilot and spring administration Professional learning for 2022-2023 will support effective use of grade-level and grade-independent data from NSCAS Growth to inform instruction and foster student learning.

The NSCAS Growth will be operational in 2022-2023.

Assistive Technology Partnership (ATP) – Brian Wojcik, Ed.D., NDE/ATP-Education Program Supervisor

Brian shared that ATP's vision is to ensure that individual Nebraska children/students receiving special education services be successful by creating systemic capacity that results in quality Assistive Technology (AT) services for every child/student who needs AT. Brian then explained how the ATP implements its vision through a process-oriented evaluation of AT needs utilizing Quality Indicator for Assistive Technology Services (QIAT). The definition of 'Quality' AT services is derived from the Quality Indicators of Assistive Technology or QIAT. QIAT is based on research conducted by Joy Zabala and has been refined through the efforts of the QIAT Consortium.

Brian also discussed ATP's capacity building and the various levels of foundational organizational capacities, support structure, ATP educational activities, AT professional development, AT infrastructure, and AT systems, feedback, and consistency.

SEAC members then engaged in discussion and feedback around additional steps that need to be taken to help high-quality AT services increase as a "standard of practice" in Nebraska and strategies that will allow the ATP Education Program to measure "depth of impact" on AT practices within Nebraska.

ARP ESSER Funds and Stakeholder Input to Districts – Kris Elmshaeuser

As a condition of receiving these additional funds, districts are required to gain stakeholder feedback and input regarding how they should be used. Kris explained that while districts only have a short period to apply for these funds, the funds are ongoing and awarded grants can be amended to meet specific needs as they arise and thus stakeholders still have ample time to make their views heard.

The federal definition of stakeholders is broad, including parents, teachers, providers, administrators, and partners in education, etc. and thus, districts are allowed to utilize any of these avenues for feedback and input. Some districts have chosen to hold open meetings and/or surveys of staff and families as well as other means. Parents and/or parent groups who feel their voices are not being heard should speak with their district representatives as views and needs vary greatly across the state and from district to district, it is imperative that all viewpoints and needs are being taken into consideration to ensure the best is being done for all.

NDE-SPED Team Report – IDEA/ARP – Amy Rhone

Amy introduced the NDE Office of Special Education staff members and explained their various roles at NDE. Amy then shared that districts that have made the most significant gains among students, whether with or without disabilities, have done so by providing students with teachers skilled in content instruction during extra instructional time. However, typical achievement distributions show that both groups of students — those with mild to moderate disabilities and those without disabilities — fail at high rates to meet grade-level standards. Amy explained that with both categories of students performing poorly, there needs to be a focus on better supporting all students and blurring the often-sharp divide that exists. This goal requires a shift from thinking of students as belonging to two distinct categories and refocusing on better equipping general education teachers to educate all students.

The American Rescue Plan makes clear that ESSER funds can and should be used for activities that support students with disabilities. The Act calls out "students with disabilities" and activities authorized by the IDEA in its allowable use of funds. Additionally, all communications from The US Dept of Education to SEAs have emphasized the expectation that ARP ESSER funds will be focused on underserved student populations that have been disproportionately impacted by COVID-19, including students with disabilities. Amy then discussed the ARP at greater length and how districts can utilize these funds and directed SEAC members to the NDE Office of Special Education for various resources and information.

Amy then shared and discussed at length that the U.S. Department of Education's Office of Special Education and Rehabilitative Services (OSERS) sent a letter to its state and local partners reiterating its commitment to ensuring children with disabilities and their families have successful early intervention and educational experiences in 2021-2022 school year. She also spoke about how as part of the launch of the Roadmap, the White House also released a fact sheet highlighting the Administration's efforts to safely reopen schools and support our nation's students, including how the historic investment in the American Rescue Plan is advancing this work. The Roadmap also outlines how federal funding can support the safe and sustained return to in-person learning and how ARP funds can be used to support these reopening efforts.

NDE-SPED Team Report – New Guidance Documents – Amy Rhone

Amy shared with the committee that the NDE Office of Special Education recently shared, created, and/or revised several technical assistance and guidance documents. These documents include, “Developing Local Policies & Procedures Required for Implementation of Special Education Part B Regulations in Nebraska’s Public Schools”, “Guidance on Serving Homeschool, Exempt Students with Disabilities”, “Return to School Roadmap: Child Find Under Part B of the Individuals with Disabilities Education Act”, “Teaching Students with Specific Learning Disabilities Math”, “U.S. Department of Education – Importance of Full Implementation of IDEA Amidst Covid-19 Pandemic” and the “U.S. Department of Education – Return to School Roadmap”. All of these documents may be located on the main page of the NDE Office of Special Education webpage.

NDE-SPED Team Report – LB 527 Transition Planning for 14-15 years olds– Amy Rhone

Amy informed the committee that with the passing of LB 527 which will be codified at Neb. Rev. Stat. § 83-1225, Nebraska statute will require transition planning to be documented in Individual Education Programs (IEPs) as required by both federal and state law and must occur in the first IEP meeting held after the student reaches the age of 14. Amy then shared with the committee a memo that will serve as guidance beginning from August 28, 2021, until the completion of updates to 92 NAC 51 (Rule 51). Amy explained that this memo will serve as the guidance to districts to implement federal and state regulations as prescribed by IDEA, Nebraska Revised State Statute, and Title 92 Nebraska Administrative Code Chapter 51 (Rule 51). As this revision will be in effect, August 28, 2021, all Districts will have 90 days from the start of the 2021-2022 school year, to hold IEP meetings for current students, 14 and 15 years of age, to update current IEPs to comply with the new state statute.

NDE-SPED Team Report – Non-Public/Homeschool Exempt – Amy Rhone

The final regulations for the reauthorized Individual with Disabilities Education Act (IDEA) 2004 were published in the Federal Register on August 14, 2006, and became effective on October 13, 2006. These regulations contain several significant changes from the existing law and regulations. The regulations now require that public school districts, after timely and meaningful consultation with non-public school representatives and non-public school parent representatives, complete the ChildFind process to determine the number of parentally-placed children with disabilities attending nonpublic schools located within the public school district’s boundaries. The requirements make clear the obligation to spend a proportionate amount of IDEA Part B funds to provide special education services to children with disabilities enrolled by their parents in nonpublic schools. Additionally, the regulations require that children with disabilities parentally placed in a non-public school be served by the public school district within which the non-public school is located. Other key changes relate to a consultation process, calculation of the proportionate share, and standards applicable to personnel providing equitable services.

In response to the requirements of IDEA 2004, the NDE Office of Special Education formed a stakeholders task force to discuss and make recommendations on how best to merge the requirements of federal laws, and Nebraska’s state law. The stakeholders engaged in extensive discussions around the pros and cons of three service delivery models. These models were: 1) change Nebraska state statute from FAPE to equitable services for all children with disabilities parentally-placed in a non-public school; 2) revise Nebraska state statute definition of residency for non-public school children and provide FAPE for all children with disabilities parentally-placed in non-public schools; 3) provide a dual delivery system in which resident children with disabilities parentally-placed in a non-public school within their school district boundaries receive FAPE, and non-resident children with disabilities parentally-placed in a non-public school would be eligible to receive equitable services from the school district within which the non-public school is located, or parents may request the provision of FAPE from the child’s school district of residence.

The dual delivery system was recommended by the stakeholders, as this system provided harmonization of both federal law and state law and provided flexibility for non-resident children with disabilities parentally placed in a non-public school. Non-resident parentally-placed nonpublic school children with disabilities have two choices: 1) receive equitable services from the public school district within which the non-public school is located; or 2) request the provision of a free and appropriate public education (FAPE) from the child's resident public school district. Resident children with disabilities parentally placed in a non-public school continue to be eligible for the provision of a free and appropriate public education (FAPE) from the school district where the child resides. This dual delivery system aligns with Nebraska statute which requires public school districts to make the provision of a free appropriate public education (FAPE) available for all resident children.

NDE-SPED Team Report – Flexible Funding and Coordinated Early Intervening Services (CEIS) – Kris Elmshaeuser
IDEA flexible funding is state funding allowing for the use of special education funds to be used for at-risk students who are not currently identified as special education. CEIS is federal IDEA funding that allows a district to use up to 15% of its funding for programs or projects for at-risk students to keep them from being identified as special education.

Kris shared with members that the NDE Office of Special Education has created a Flex Funding Guidance Document as well as a Coordinated Early Intervening Services (CEIS) Guidance Document to ensure funds are being used for projects within districts that are truly focusing on at-risk students and following the letter of the law. These documents may be accessed on the NDE-SPED Webpage or by contacting the Office of Special Education.

NDE-SPED Team Report – Updates on Complaint Issues with the State – Kelly Wojcik

Kelly updated the committee on the complaint/dispute resolution process as well as the increase in complaints since the onset of the Covid-19 pandemic. Complaint data is tracked annually from July 1 through June 30 and issues that occurred more than one year before the filing of the complaint cannot be investigated. Complaints are managed and tracked by the NDE Office of Special Education Director of Accountability with support from the Director & Assistant Director. The NDE/SPED office contracts with investigators provided by the Technical Assistance for Excellence in Special Education (TAESE) and Corrective Action is overseen by selected Special Education Staff who are members of the Dispute Resolution Team,

During the 2020-2021 school year, 21 written state complaints (one being a systemic complaint) were received by the NDE/SPED office. Two were not investigated, nine had no findings of noncompliance, and were closed. Some complaints contained multiple issues and do not relate to the total number of complaints that had "No Findings". 10 complaints resulted in findings of non-compliance.

As of September 3, 2021, the NDE-SPED office has received eight complaints with two investigations being systemic complaints.

Kelly explained that the dispute resolution team encourages staff and parents to try to work out conflict(s) with whom the conflict(s) exist and obtain assistance from outside entities when resolution cannot be found. Staff and parents are also encouraged to understand Rule 51 and IDEA Requests Continued For Districts. It is also important to remember districts can respond to a complaint by admitting an error and offering a method of correction for parents.

NDE-SPED Team Report – RDA Stakeholders Meeting – Amy Rhone

Amy announced that the annual Nebraska IDEA Part C Results Driven Accountability (RDA) annual stakeholder meeting will be held on October 27, 2021 and that the IDEA Part B stakeholder meeting would be held on October

28, 2021. The meetings are being planned as Hybrid meetings but are expected to become fully virtual due to the ongoing Covid-19 pandemic.

Stakeholders will receive updates regarding the federally required State Systemic Improvement Plan for infants and toddlers and students with disabilities and will advise on setting data targets for the 2020-2025 Annual Performance Report.

Approval to Adjourn Meeting

Jennifer Meints made a motion to adjourn the meeting, Barb Gentrup seconded, and the motion passed unanimously by voice vote. The meeting adjourned at 3:36 p.m.

The Motion carried

The next meeting will be **Thursday, December 9, 2021, at 8:30 am** in-person at the Embassy Suites – Lincoln and possibly via Zoom Conferencing.

Respectfully submitted by:

Leslie Galloway

SEAC Recorder



NEBRASKA

DEPARTMENT OF EDUCATION

NEBRASKA SPECIAL EDUCATION ADVISORY COUNCIL

An advisory panel providing policy guidance to the Nebraska Department of Education with respect to special education and related services for children with disabilities.

DECEMBER 9, 2021 – AGENDA

ATTEND IN-PERSON

Embassy Suites
1040 P. Street
Lincoln, NE 68508

ATTEND VIA ZOOM MEETING

<https://educationne.zoom.us/j/96893946864?pwd=Nxo1M1VFMIQyOQ5pYk1Qa1Y3RWlaZz09>

Meeting ID: 968 9394 6864
Passcode: 2426

8:30 REGISTRATION

9:00 WELCOME & INTRODUCTIONS

Kris Elmshaeuser
Terry Houlton

COUNCIL BUSINESS

Terry Houlton

- Open Meetings Law Announcement
- Notification posted in the Omaha World-Herald on November 25, 2021
- Approval of December 9, 2021 agenda *
- Approval of September 6, 2021 Minutes *
- SEAC Members Eligible for Executive Committee
 - Adia Brightman
 - Samantha Jacobson
 - Jennifer Meints
 - Kirk Russell
 - Carlos Serván
 - Graciela Sharif
 - Lupe Steven
 - Allison Wilson
- Notice of Conferences/Meetings
- Annual Report for 2020-2021
- NASES Update – Lona Nelson
- SEAC Member Updates/New/Sharing
- Executive Board Meeting Report

PUBLIC COMMENT **

- Board Certified Behavior Analysts (BCBA)

Johanna Higgins



FUNCTIONAL BEHAVIORAL ASSESSMENTS & BEHAVIORAL INTERVENTION PLANS

SEAC Sub-Committee

DISCUSSION ITEMS

- Connecting Higher Education with Practicing Educators/Administrators Across the State.
Grants to Fund Students to Become Teachers or Other Types of Providers
- Data and Progress Monitoring Related to IEP Goals
- State Performance Plan/Annual Performance Report – Target Setting
- State Systemic Improvement Plan (SSIP)

Kris Elmshaeuser
Johanna Higgins
Terry Houlton
Kris Elmshaeuser
Kelly Wojcik
Jamie Chambers
Heather Ottoson
Theresa Hayes
Kelly Wojcik

Amy Rhone
Kris Elmshaeuser
Teresa Coonts
Kelly Wojcik

NDE OFFICE OF SPECIAL EDUCATION TEAM REPORTS

- Monitoring Activities
- Disproportionality
- RDA Stakeholder Meeting Update
- 92 NAC 51 – State Complaint Filing Update
- Special Education Teacher Retention Grant
- IDEA American Rescue Plan Funds
- Other Topics

ADJOURN

Terry Houlton

NEXT MEETING DATE: MARCH 17, 2022

A VIRTUAL OPTION WILL NOT BE OFFERED FOR THE MARCH 17, 2022 MEETING

2021-2022 MEETING DATES

- September 9, 2021 – Hybrid
- December 9, 2021 – Hybrid
- March 17, 2022 – **IN-PERSON ONLY**
- May 12, 2022 – **IN-PERSON ONLY**

UPCOMING CONFERENCES:

- February 22-23, 2022 – Transition Conference – Hybrid / Younes Conference Center, Kearney, NE
- April 7-8, 2022 – ASD Network State Conference – Hybrid / Younes Conference Center North, Kearney, NE
- June 1-2, 2022 – Nebraska School Mental Health Conference – Embassy Suites, La Vista, NE)

NE SEAC EXECUTIVE COMMITTEE MEMBERS:

Chairman – Terry Houlton, (2021-2022) Director of Special Education Millard Schools, Omaha, NE
Kasey Alexander, (2022-2023) Educator, West Point Schools, West Point, NE
Sr. Janelle Buettner, (2023-2024) Principal, North American Martyrs Catholic School, Lincoln, NE
New Member, (2024-2025) *Will be elected at December 9, 2021 SEAC Meeting*

* Items requiring Council action

** Per the SEAC Operating Procedures, opportunity for public comment is requested in advance

UNDERSTANDING THE ADVISORY COUNCIL FUNCTIONS UNDER IDEA

All Council activities should relate to one or more of the functions

1. Advise the SEA of unmet needs within the State in the education of children with disabilities. CFR 300.169(a)
 - a) Training educations on working with children with Autism
 - b) Students not being adequately served in juvenile and adult correctional facilities
2. Comment publicly on any rules or regulations proposed by the State regarding the education of children with disabilities. CFR 300.169(b)
 - a) The federal law is reauthorized, and the State makes revisions to their regulations
3. Advise the State in developing evaluations and reporting on data to the Secretary under Section 618 of the Act. CFR 300.169(c) *Grown the most since 2004
 - a) The SEA is reviewing and refining APR improvement strategies
 - b) Upon completion of a State and school district drill down, it was concluded that students with disabilities had lower graduation rates than students without disabilities.
4. Advise the State in developing corrective action plans to address finding identified in federal monitoring reports under Part B of the Act. CFR 300.169(d)
 - a) The State has just experienced an OSEP Visit and was found to be in noncompliance on various fiscal issues.
5. Advise the State in developing and implementing policies relating to the coordination of services for children with disabilities. CFR 300.169€
 - a) The SEA is proposing a new MOU with the Department of Corrections
 - b) The SEA is revising its MOU with the Department of Health
6. The SEA, after deleting personally identifiable information must
 - Provide the Advisory Council with the DPH findings and decisions and
 - Make those finding and decisions available to the public. CFR 300.513(d) & 300.514(c)
 - a) DPH decisions identify consistent issues.
 - b) The SEA has experienced a spike in DPHs
7. Waiver of non-supplant requirement. State must consult with the Advisory Council regarding provisions of FAPE. CFR 300.164(c)(4)
8. States retain discretion to determine the risk ration threshold above which disproportionality is significant so long as that threshold is reasonable and based on advice from their stakeholders, including their State Advisory Councils. 34 CFR 600.647(b)(iii)(A)



NEBRASKA

DEPARTMENT OF EDUCATION

NEBRASKA SPECIAL EDUCATION ADVISORY COUNCIL

In-person - Embassy Suites – Lincoln
Virtually via Zoom Com.

December 9, 2021

MINUTES

SEAC MEMBERS PRESENT: Alexander, Anderson, Bohn, Bonn, Brightman, Buettner, Czepa, Flott, Gentrup, Higgins, Houlton, Jacobson, Jessop, Jorgenson, Kiernan, Kovar, Larsen, McNiff, Meints, Plog, Post, Russell, Sharif, Sommer, Wilson.

MEMBERS ABSENT: Edelbrock, Kadavy, Kelly.

NDE STAFF PRESENT: C. Chambers, J. Chambers, Coonts, Galloway, Gunderson, Hayes, Heater, Lenser, Miranda, Ottoson, Rhone, Tantow, Wojcik.

SEAC FACILITATOR: Elmshaeuser

This meeting of the Special Education Advisory Council (SEAC) commenced at 9:00 a.m. Public notification of the meeting was on the Nebraska Department of Education website and in the Omaha World-Herald.

Welcome – Kris Elmshaeuser & Terry Houlton

Kris and Terry welcomed the committee and reminded everyone about open meeting laws.

Approval of December 9, 2021, Agenda

Jean Anderson made a motion to approve today's agenda. Barb Gentrup seconded the motion and the motion passed unanimously by member vote.

The motion carried.

Approval of September 9, 2021, Meeting Minutes

Samantha Jacobson made a motion to approve the amended minutes of the meeting. Tracey Kovar seconded the motion and the motion passed unanimously by member vote.

The motion carried.

SEAC Members Eligible for Executive Committee – Terry Houlton

Nominations were made for the new member Executive Committee member representing the class of 2025. Terry explained that due to SEAC Bylaws requiring specific representation amongst the committee, the nominees from the new class would be limited to new members who are serving as a parent of a child with a disability. Thus the nominees for new member executive committee consideration were Jennifer Meints and Graciela Sharif. A ballot vote was conducted and Graciela was elected to serve on the Executive Committee.

Notice of Conferences/Meetings – Terry Houlton

- February 22-23, 2022 – Transition Conference – Hybrid / Younes Conference Center, Kearney, NE
- April 7-8, 2022 – ASD Network State Conference – Hybrid / Younes Conference Center North, Kearney, NE
- June 1-2, 2022 – Nebraska School Mental Health Conference – Embassy Suites, La Vista, NE
- June 28-29, 2022 – Young Child Institute – Younes Conference Center, Kearney, NE

Annual Report for 2020-2021 – Terry Houlton

Terry shared that the 2020-2021 SEAC Annual Report has been completed and is available on the SEAC Google Site.

NASES Update – Lona Nelson

Lona shared that NASES continues to appreciate and value their partnership with NDE and is planning joint conferences for early 2022 that will represent that collaboration. Lona also shared that NASES is excited to support NDE's "Journey to Inclusion" initiative and NASES is doing what they can to support and educate districts, teachers, and special education parents. Lona reminded the committee that regional meetings are held regularly for networking and brainstorming together along with various NDE staff members.

SEAC Member Updates/News/Sharing – Terry Houlton

There were no updates to share at this time.

Executive Committee Meeting Report – Terry Houlton

Terry shared that the Executive Committee met on November 30, 2021, to set today's agenda and discuss subcommittee work on restraint/seclusion and future target setting for Results-Driven Accountability (RDA).

Public Comment:

Board Certified Behavior Analysts (BCBA) – Johanna Higgins. Johanna shared the below public comment as well as the article, "What is a Board Certified Behavior Analyst? Written by Johanna and William Higgins. Following the public comment the SEAC Executive Committee was asked to consider this topic for a future agenda item.

Thank you for allowing this public comment. I am speaking not as a member of SEAC but as a private citizen or member of the public making comments.

I have asked to speak today to share some information with this group that may be important to the future of special education in Nebraska.

I am also a Board Certified Behavior Analyst or BCBA. BCBAs are professionals that are certified in using applied behavior analysis (or ABA) to identify and design interventions. I have shared a link to an article I wrote with my husband about BCBAs. This was published in a magazine called Rethinking Behavior – Reece Peterson helped with this article and in an effort to make it as objective as possible he contacted individuals to provide feedback – some of you are here today I think.

First, I wanted to share with this group the role that BCBAs can play in helping to support districts/ESUs. BCBAs are not utilized as much in Nebraska as in other states. I believe there is an opening for teachers to become certified as BCBAs or work collaboratively with BCBAs to support children and families. They can be a valuable asset to teams, but BCBAs need to have specific training related to special education and collaboration to truly be part of the team.

Second, this year the Nebraska ABA has submitted an application that is the first step towards licensure 407 Process – this process is the way that the state of Nebraska reviews applications for new professions that want to be licensed. I have shared a link on the SEAC site to the application.

Licensure of BCBAs is important for several reasons:

- Over 30 states have licensure for BCBAs – this allows states to better recognize the profession and incorporate BCBAs into settings that require a professional to be licensed. Right now this is a barrier to services.

- Within the last few years, there has been an influx of BCBA's trying to practice in Nebraska – most of which are providing tele-practice and do not have BCBA's living in the state. The reason they can do this is because we do not have licensure. It is important to understand who is serving our children and families so that we can partner and collaborate towards better outcomes.

One other important point is that the proposed licensure exempts any person that is working in their role at the district level. Therefore, it does not prevent others from practicing behavior analysis (meaning ABA can continue to be used by teachers, coaches, etc.), it simply prevents people that are not BCBA's from saying they are Licensed Behavior Analysts in Nebraska.

I hope that the group will consider two actions:

- How BCBA's are utilized (or not utilized) across Nebraska right now (ASD Network on this one and Annette Wragge!)
- How teachers are trained in certification/endorsement programs to implement behavioral interventions in Nebraska right now (Felicity can help with this one!)

Functional Behavioral Assessments & Behavioral Intervention Plans – SEAC Sub-Committee

Amy Bonn shared that the Nebraska SEAC Sub-committee on FBAs and BIPs was ready to propose that the SEAC resolve, by a majority vote, to advise the State Board of Education of recommendations stemming from concerns about the unmet needs of children with disabilities for behavioral supports in order to reduce the incidents of restraint and seclusion in Nebraska schools.

Proposed recommendations included wording amendments to 51 NAC 007.07B3 as well as adding definitions for restraint and seclusion and additional wording to the current provisions in Rule 51, section 007 regarding record keeping, data collection, and submission of data in regards to incidences of restraint/seclusion.

Motion to Discuss and Send the SEAC Sub-Committee's Recommended Amendment Proposals Regarding FBA's and BIP's to the State Board of Education

Amy Bonn made a motion for SEAC to discuss recommended amendment proposals and once approved to then send the proposed recommendations to the State Board of Education for consideration to potentially amend, revise and make additions to Rule 51. Heidi Sommer seconded the motion and the motion passed unanimously by member vote.

The motion carried

Discussion Item - Connecting Higher Education with Practicing Educators/Administrators Across the State. Grants to Fund Students to Become Teachers or Other Types of Providers - Johanna Higgins

Johanna shared information on the history, benefits to Nebraskans across the state, and how to apply for the University of Nebraska-Lincoln (UNL) Department of Special Education and Communication Disorders Personal Preparation Grants.

These grants are designed to provide funding for special education educators and related professionals requiring collaboration or partnerships at the state, district, and/or ESU levels. Administrators, teachers, and other interested individuals may use these grants to go back to school or receive additional training. The application deadline for these grants is January 15th, 2022 but UNL faculty will continue to submit proposals for these types of grants in the future. Districts and ESU's may consider developing partnerships with faculty to submit grants related to areas of need.

Discussion amongst SEAC members regarding this topic was held after Johanna's presentation.

Discussion Item - Data and Progress Monitoring Related to IEP Goals - Terry Houlton

Terry discussed Rule 51, Section 007.07A4 which states, "A description of how the child's progress toward meeting the annual goals described in 92 NAC 51-007.07A2 will be measured and when periodic reports on the progress the child is making toward meeting the annual goals (such as through the use of quarterly or other periodic reports, concurrent with the issuance of report cards) will be provided".

Terry shared concerns regarding data and progress monitoring when setting IEP goals as there is now more technology available to more adequately review and capture progress which makes the validity of data more reliable. Terry also discussed the importance of collecting and communicating progress made and in cases where progress is not being made, the importance of re-convening the IEP team to ensure the IEP is providing educational benefit to the child and amendments are being made so that progress can continue.

Discussion amongst SEAC members regarding this topic was held.

Discussion Item - State Performance Plan/Annual Performance Report – Target Setting - Kris Elmshaeuser, Kelly Wojcik, Jamie Chambers, Heather Ottoson & Theresa Hayes

Kris, Kelly, Jamie, Heather, and Theresa, all NDE Office of Special Education (NDE-OSE) staff members, discussed the State Performance Plan/Annual Performance Report with SEAC Members. They explained that this is a yearly report that the NDE-OSE is required to submit to the U.S. Office of Special Education Programs (OSEP) and is due on February 1, 2022. This year NDE is setting new targets and worked around Indicator 8 at today's meeting as well as sharing information regarding the other indicators.

They explained that the Part B State Performance Plan and Annual Performance Report that is submitted to OSEP, annually has made changes to the FFY 2020–2025 SPP/APR Submission. New baselines need to be considered and new targets need to be set. As the new baselines and targets are being considered OSEP will allow districts to consider the impact of COVID-19 on the State's SPP/APR data. OSEP recognizes that COVID-19 could impact FFY 2020 data collection and data reporting. Baseline requirements include, (1) states must indicate a baseline year for each indicator, (2) states are permitted to revise baseline data – If revising, states must provide an explanation for the revision (3) OSEP expects that states would revise baseline data when there is a change in methodology or data source for the indicator that affects the comparability of the data. Some reasons indicators will require a new baseline are because (1) the requirement or the way the indicator is measured has changed, (2) the impact of COVID-19 on data quality, completeness, and accuracy, (3) the baseline data are not representative, (4) state or local programs have out-of-range data, (5) Data collection tools and/or methods changed and (6) measurement requirements changed.

Staff members also discussed that for target setting, states must set targets for SPP/APR indicators through FFY 2025 – Indicators B1 through B17 – Covering the years of the SPP/APR (FFY 2020 through FFY 2025) targets must reflect improvement over the baseline data. Requirements for Results Targets include, (1) targets must be rigorous yet achievable, (2) they must show improvement over baseline, and (3) they must be set with the advice of stakeholders.

Discussion amongst SEAC members regarding this topic was held.

Heather specifically discussed the proposed targets for Indicators 6 and 7 which both involve preschool children with disabilities.

Indicator 6 or Preschool Environments, looks at the percentage of children ages 3 through 5 with IEPs who receive special education and related services in 3 types of settings. These include a regular early childhood program (where the majority of children (50% or more) are non-disabled or children who do not have an IEP). The second setting is in a separate class, school, or residential facility. The third setting is home. Something new that is taking place with this data reporting cycle is that 5-year-old children who are in kindergarten on or before the October 1st child count are no longer being reported. Previously, these 5-year-old children were being reported within Indicator 6. However, Nebraska's data will not show see drastic effects from having those children removed from the data count.

Heather shared the proposed targets for 3-5 year-olds. Over the past few months, NDE-OSE has met with several groups of early childhood stakeholders who voted on the model to be used for the projected targets. The stakeholder groups landed on a set percentage and are now using that model. Heather noted that specifically for the 3 year-olds, they must be afforded access to a regular early childhood program more than they currently are in the state of Nebraska. The baseline for 4 year-olds, is again school year 20-21 which allows access to the progress or impact related to preschool educational environments due to effects such as COVID, statewide initiatives, and initiatives within districts. Lastly, the

proposed targets for 5 year-olds are again, similar to the other age groups in that category, high, while B and C are lower than national averages.

Now, we will look at the proposed targets for Indicator 7 or preschool child outcomes. This indicator looks at the percent of children ages 3 through 5 with IEPs who demonstrate improved positive social-emotional skills (including social relationships), acquisition and use of knowledge and skills (including early language and communication as well as early literacy), and use of appropriate behaviors to meet their needs. All of our preschool outcome scores come from our Nebraska Early Childhood Assessment, Teaching Strategies GOLD. Districts are required to enter ratings on the child's current level of functioning in a variety of developmental areas upon entry and exit into Part B special education services. The scores derived from these ratings are then in turn reported annually to the federal government.

Heather also shared that it is important to note that there are changes that will be taking place with how GOLD data is reported to OSEP. Those changes have already been applied to the Part C Infant/Toddler outcomes and will now trickle down into the Part B Preschool outcome scores. These changes within the GOLD data should allow for the infant and toddler child outcomes scores to be higher and will then cause the preschool outcome scores to hopefully stabilize over time. Over the years, the Part B preschool outcome data has been extremely variable and the hope is to see more consistency with scores going forward. These changes will be applied to the 2021-22 school year and impact children exiting Part B on or after July 1st. With these changes to the state's GOLD data, the state will need to reset targets again next year. At that time, the state will have the best-represented data with two years' worth of data (the school year 2021-22 and manually recalculated the school year 2020-21 data) to analyze and reset targets again.

The proposed targets for Indicator 7 will set a baseline as the year 2020-21 and incrementally increase by .25% annually for each outcome area. NDE-OSE is being cautious with the targets due to the effects of Covid-19 as well as knowing that the applied changes with GOLD will be going into effect starting with this school year's data and continuing onward.

Lastly, the committee was reminded that Indicator 8 Parent Involvement Surveys are sent every year to districts to request feedback from parents with students with disabilities. Districts are in a three-year cycle for sending surveys. In the last three years, the return rate has been between just under 3000 surveys. In 2018, 15,641 surveys were sent to parents and in the last two years, it has been 3316 and 4904. Although the number of surveys sent out in 2018 was significantly higher, the response was not different than the last two years. Proposed changes are being discussed to increase the rate of participation/responses. Some of these proposals include working with districts to improve distribution to parents, making slight changes to the survey, and changing the three-year cycle so all districts year one, then half of the districts in year two, and the other half in year three. More discussion around this topic is imperative as every parent needs an opportunity in the state to complete the survey.

Discussion amongst SEAC members regarding this topic and how Covid-19 was held.

Discussion Item - State Systemic Improvement Plan (SSIP) - Kelly Wojcik

Kelly discussed changes to improving outcomes for students with disabilities by identifying a State Identified Measurable Result (SiMR). The current SiMR states, Increase Reading Proficiency for students with disabilities at the 3rd Grade Level as measured by the statewide reading assessment (NSCAS). The new SiMR states, Increase Reading proficiency for students with disabilities at the 4th Grade Level as measured by the statewide reading assessment (NSCAS).

The rationale for this change is the OSEP changed how assessment results will be reported, Stakeholders felt the SSIP should align to what is already being reported and the request that NSCAS Scores are disaggregated by disability category to assist districts in understanding what supports may be needed. Recommendations from Stakeholders included using results from the Spring 2021 NSCAS Assessment as the baseline. This will result in a .5% increase for Spring 2022 and then additional increases of 1% in Spring 2023 and beyond.

The evaluation plan for the SSIP was required to make changes to the measurement used for the State Identified Measurable Result (SiMR). These changes include Measures of Academic Progress (MAP) to Nebraska Student-Centered Assessment System (NSCAS) Growth, Prune activities completed, Consolidation of Activities and Measures from Phase II SSIP into a single document, and use of the template required by the Office of Special Education Programs (OSEP)

NDE-SPED Team Report – Monitoring Activities – Teresa Coonts

Teresa discussed monitoring of 52 school districts for Part B (ages 3-21). Teresa shared that many great things are going on (MTSS work, working on updating policies and procedures, making improvements in transition for post-secondary; districts seeing how using evidence-based strategies are supporting students). She also noted the dedication of educators and administrators as many welcomed the conversation on how to improve things for their districts and ways to improve IEPs. There have been a few issues with consent from outside agencies for purpose of providing or paying for transition services before inviting the outside agency to IEP meetings (i.e. VR, DHHS, etc.).

Teresa explained Prior Written Notice (PWN)-using NA or leaving areas blank. Some districts have been confused in regards to conducting MDT and Determination Notice of No Additional Testing at the same time instead of the IEP team using data to make that decision and choosing one or the other. Copying and pasting of annual goals without making any changes, and progress notes are showing improvement or they are the same year-to-year. Some documents in draft format (IEPs,) with many not understanding when the IEP meeting is completed, the IEP is final.

In MDTs some did not address educational needs and left the area blank, and also missed what criteria they used from Rule 51 to determine eligibility. Post-secondary transition still needs assistance on writing measurable postsecondary goals based on age-appropriate assessments (more than one) and in all areas employment, education/training, and independent living if needed. There have also been instances where the courses of study were missing or were only for the current year. Many districts are struggling with writing transition plans for students with more significant disabilities.

With State Assessment it was sometimes not clear if the student was taking the assessment with accommodations or alternate assessment. In instances where the student was taking an alternate assessment, some districts were not explaining why the student was taking the alternate assessment, just stating they can't take the general, but no reason. Other instances included not listing accommodations on the services page, so NDE could see the correlation to determine if the same accommodations were used for daily instruction and not just for assessment

Timeline issues involved IEPs more than one year past due (over 365 days), issues in a few regarding initial evaluation within 60 calendar days or 45 school days, but not to go over the 60 calendar days which is a federal requirement.

NDE-SPED Team Report – Disproportionality – Kris Elmshaeuser

Kris shared that the NDE Office of Special Education is working with 3 districts on Action Plans and meet quarterly for updates. 19 districts have submitted data and a review of Policies Procedures and Practices. The equity team will review and determine if the disproportionality is due to inappropriate policies and procedures for Indicators 9 & 10.

NDE-SPED Team Report – RDA Stakeholder Meeting Update – Amy Rhone

Amy discussed the IDEA Part C & Part B Stakeholder meetings that were held October 27-28, 2021. Amy expressed her appreciation to all of the SEAC members who were able to participate.

Amy shared that similar to today's meeting, much of the time was spent discussing the Statewide Level of Determination and Overview of the LOD, Nebraska Indicator Trend Data, Setting the stage for SPP/APR Baseline and Target Setting, Indicator Small Group Discussion, Indicator 17 - SSIP: All Group Discussion and a preview of NDE's newest initiative, the "Journey to Inclusion".

Amy explained that annually, the U.S. Department of Education (U.S. - D.O.E.) uses both results and compliance data in making determinations for each State under Section 616(d) of the IDEA. For 2021, the U.S. - D.O.E. considers the totality of the information they have about a State, including information related to the participation of children with disabilities (CWD) on regular Statewide assessments; the participation and performance of CWD on the most recently-administered (school year (SY) 2018-2019) National Assessment of Educational Progress (NAEP); exiting data on CWD who dropped out and CWD who graduated with a regular high school diploma; the State's Federal fiscal year (FFY) 2019 State Performance Plan/Annual Performance Report (SPP/APR); information from monitoring and other public information, such as Department-imposed Specific Conditions on the State's grant award under Part B; the impact of Covid-19 on the State's ability to collect and report valid and reliable data; and other issues related to State compliance with IDEA.

In June of this year, the U. S. Department of Education released the 2021 determination under section 616 of the Individuals with Disabilities Education Act (IDEA). The Department has determined that Nebraska meets the

requirements in implementing the requirements of Part B of the IDEA. This determination is based on the totality of the State's data and information, including the Federal fiscal year (FFY) 2019 State Performance Plan/Annual Performance Report.

As required by IDEA, each State must report annually to the public, by posting on the State educational agency's (SEA's) website, the performance of each local educational agency (LEA) located in the State on the targets in the SPP/APR as soon as practicable, but no later than 120 days after the State's submission of its annual SPP/APR. In addition, each State must: (1) review LEA performance against targets in the State's SPP/APR; (2) determine if each LEA "meets the requirements" of Part B, or "needs assistance," "needs intervention," or "needs substantial intervention" in implementing Part B of the IDEA; (3) take appropriate enforcement action; and (4) inform each LEA of its determination.

Amy then reminded SEAC members that all of the Nebraska Department of Education Public Reporting can be accessed on the NDE/SPED Public Reporting Website at <https://www.education.ne.gov/sped/public-reporting/>

NDE-SPED Team Report – 92 NAC 51 – State Complaint Filing Update – Kelly Wojcik

Kelly gave the SEAC members an overview of the state complaints that have been filed so far for the 2021-2022 school year. As of December 2021, the State has a total of 15 state written complaints, nine have been fully investigated and are now working on corrective actions and six are currently under investigation with reports going out in late December 2021 or early January 2022.

Two of the cases specifically involved Covid-19 mask-wearing mandates and Kelly explained that Districts need to be cautious when implementing policies regarding remote instruction, mask mandates, and applying those policies to students with disabilities. Kelly reminded SEAC members that IEPs require individual consideration of the Revision of the IEP based on the child's anticipated needs and other matters (92 NAC 51- 007.10D and 007.10E) which include supplementary aids and services (92 NAC 51-007.07A5) and how disability affects involvement (92 NAC 51-007.07A1a). She went on to discuss placement (92 NAC 51-008.01E2) and LRE (92 NAC 51-008.01A).

Kelly also shared that OSERS issued the Return to School Roadmap: Development and Implementation of Individualized Education Programs in the Least Restrictive Environment under the Individuals with Disabilities Education Act which can be of assistance to districts as they navigate back to in-person learning.

NDE-SPED Team Report – Special Education Teacher Retention Grant – Kris Elmshaeuser

Kris discussed the importance of developing, refining, and taking to scale a comprehensive retention plan to reduce special education teacher attrition. This included discussing developing a system for collecting and reporting statewide SPED teacher retention data, developing a comprehensive retention plan that includes a leadership academy for administrators and mentoring program for early-career teachers, and implementing, testing, and refining comprehensive retention plans. Kris also discussed scaling up the comprehensive retention plan to schools statewide and fostering retention plan sustainability through partnerships and infrastructure changes.

NDE-SPED Team Report – IDEA American Rescue Plan Funds – Amy Rhone

Amy talked about the IDEA, ARP funds that are available currently to districts. Nebraska has been awarded approximately \$17 million in American Rescue Plan (ARP) - IDEA, Part B (611) and (619) funds. These additional funds will be added to the district IDEA Consolidated Grant for the 2021-22 school year and available for districts to budget expenditures. Districts were to complete the amendment for IDEA applications for the additional IDEA ARP allocations by September 25th.

Districts are encouraged to consider strategies and activities that are consistent with the Nebraska Department of Education's Renewal and Acceleration Framework. Implementation of Nebraska's Framework for School Renewal & Acceleration requires school districts and school systems to target resources to support four core actions, which are; (1) Anchor core instruction to high-quality instructional materials and content and move forward with appropriate supports and interventions, (2) Leverage and collect specific data to determine the level of support needed by all students, and in particular, students who have been historically marginalized, (3) Assess and attend to whole child needs (e.g. mental health, nutritional needs, etc.) while integrating and aligning to academic acceleration and (4), utilize community engagement and partnerships as strategies for maximizing every available resource.

Planning for effective uses of IDEA - ARP funds should be done within the broader context of schoolwide improvement initiatives that are designed to improve learning outcomes for all students. In 2019, 75% of all Nebraska students with disabilities spent at least 80% or more of their time in a regular education classroom. Districts are encouraged to use IDEA funds in the context of their overall plans for systemic school improvement. In appropriate cases, they may coordinate the use of IDEA - ARP funds with funds from other sources (e.g., regular IDEA Part B allocation, ESEA, SFSF, and State and local) consistent with Federal program requirements in school-wide initiatives to improve outcomes for all students, including students with disabilities. In other situations, Districts may use IDEA - ARP funds to exclusively support the unique special education and related services needs of students with disabilities in ways that complement the District's overall school improvement activities.

Before making decisions about how to spend ARP funds, Districts and schools should consider the views of a wide array of stakeholders, including general and special education, District and school leaders, as well as teachers, students, and families and review existing data, identify areas of greatest need, and focus on effective strategies that are consistent with their overall plan for improving student achievement effectively within two to three years.

Approval to Adjourn Meeting

Jean Anderson made a motion to adjourn the meeting, Barb Gentrup seconded, and the motion passed unanimously by member vote. The meeting adjourned at 3:42 p.m.

The Motion carried

The next meeting will be **Thursday, March 17, 2022, at 8:30 am** in-person at the Embassy Suites – Lincoln, there will **not** be a virtual attendance option for this meeting.

Respectfully submitted by:
Leslie Galloway
SEAC Recorder



NEBRASKA

DEPARTMENT OF EDUCATION

NEBRASKA SPECIAL EDUCATION ADVISORY COUNCIL

An advisory panel providing policy guidance to the Nebraska Department of Education with respect to special education and related services for children with disabilities.

March 17, 2022 – AGENDA

ATTENDANCE IS IN-PERSON ONLY

Embassy Suites
1040 P. Street
Lincoln, NE 68508

8:30 REGISTRATION

9:00 WELCOME & INTRODUCTIONS

Kris Elmshaeuser
Terry Houlton

COUNCIL BUSINESS

Terry Houlton

- Open Meetings Law Announcement
- Notification posted in the Omaha World-Herald on March 3, 2022
- Approval of March 17, 2022 agenda *
- Approval of December 9, 2021 Minutes *
- Notice of Conferences/Meetings
- NASES Update – Lona Nelson
- SEAC Member Updates/News/Sharing
- Executive Board Meeting Report

PUBLIC COMMENT **

DISCUSSION ITEMS

Kris Elmshaeuser

- Creating a Brief Document to Share About SEAC
- Assessment Scores So Parents Can Understand
- Professional Development from the Universities/Colleges that is Available for Special/Regular Education Teachers to Increase Their Knowledge
- State Performance Plan/Annual Performance Report – Targets Submitted
- State Systemic Improvement Plan (SSIP)

NDE OFFICE OF SPECIAL EDUCATION TEAM REPORTS

Amy Rhone
Kelly Wojcik &
Kris Elmsheuser

- Journey to Inclusion
- Legislative Update
- Disproportionality Discipline Update
- Policies and Procedures
- State Complaint Update
- IDEA Part B & C Federal Applications
- Parent Surveys

ADJOURN

Terry Houlton

NEXT MEETING DATE: MAY 12, 2022

A VIRTUAL OPTION WILL NOT BE OFFERED FOR THE MAY 12, 2022 MEETING

2021-2022 MEETING DATES

- September 9, 2021 – Hybrid
- December 9, 2021 – Hybrid
- March 17, 2022 – **IN-PERSON ONLY**
- May 12, 2022 – **IN-PERSON ONLY**

UPCOMING CONFERENCES:

- April 7-8, 2022 – ASD Network State Conference – Hybrid / Younes Center North, Kearney, NE
- June 1-2, 2022 – Nebraska School Mental Health Conference – Embassy Suites, La Vista, NE)
- June 28-29, 2022 – Young Child Institute – Younes Conference Center, Kearney, NE

NE SEAC EXECUTIVE COMMITTEE MEMBERS:

Chairman – Terry Houlton, (2021-2022) Director of Special Education Millard Schools, Omaha, NE
Kasey Alexander, (2022-2023) Educator, West Point Schools, West Point, NE
Sr. Janelle Buettner, (2023-2024) Principal, North American Martyrs Catholic School, Lincoln, NE
Graciela Sharif, (2024-2025) Parent of a Student with a Disability, Community Parent Resource Coordinator-UNMC

* Items requiring Council action

** Per the SEAC Operating Procedures, opportunity for public comment is requested in advance

UNDERSTANDING THE ADVISORY COUNCIL FUNCTIONS UNDER IDEA

All Council activities should relate to one or more of the functions

1. Advise the SEA of unmet needs within the State in the education of children with disabilities. CFR 300.169(a)
 - a) Training educations on working with children with Autism
 - b) Students not being adequately served in juvenile and adult correctional facilities
2. Comment publicly on any rules or regulations proposed by the State regarding the education of children with disabilities. CFR 300.169(b)
 - a) The federal law is reauthorized, and the State makes revisions to their regulations
3. Advise the State in developing evaluations and reporting on data to the Secretary under Section 618 of the Act. CFR 300.169(c) *Grown the most since 2004
 - a) The SEA is reviewing and refining APR improvement strategies
 - b) Upon completion of a State and school district drill down, it was concluded that students with disabilities had lower graduation rates than students without disabilities.
4. Advise the State in developing corrective action plans to address findings identified in federal monitoring reports under Part B of the Act. CFR 300.169(d)
 - a) The State has just experienced an OSEP Visit and was found to be in noncompliance on various fiscal issues.
5. Advise the State in developing and implementing policies relating to the coordination of services for children with disabilities. CFR 300.169€
 - a) The SEA is proposing a new MOU with the Department of Corrections
 - b) The SEA is revising its MOU with the Department of Health
6. The SEA, after deleting personally identifiable information must
 - Provide the Advisory Council with the DPH findings and decisions and
 - Make those findings and decisions available to the public. CFR 300.513(d) & 300.514(c)
 - a) DPH decisions identify consistent issues.
 - b) The SEA has experienced a spike in DPHs
7. Waiver of non-supplant requirement. State must consult with the Advisory Council regarding provisions of FAPE. CFR 300.164(c)(4)
8. States retain discretion to determine the risk ration threshold above which disproportionality is significant so long as that threshold is reasonable and based on advice from their stakeholders, including their State Advisory Councils. 34 CFR 600.647(b)(iii)(A)



NEBRASKA

DEPARTMENT OF EDUCATION

NEBRASKA SPECIAL EDUCATION ADVISORY COUNCIL

In-person - Embassy Suites – Lincoln
Virtually via Zoom Com.

March 17, 2022

MINUTES

SEAC MEMBERS PRESENT: Anderson, Czepa, Edelbrock, Flott, Gentrup, Houlton, Jacobson, Jessop, Kelly, Kovar, Larsen, Serván, Sharif, Sommer, Stevens.

PENDING SEAC MEMBER(S) PRESENT: Thomas.

MEMBERS ABSENT: Alexander, Bohn, Bonn, Brightman, Buettner, Jorgenson, Kiernan, McNiff, Meints, Plog, Post, Russell, Kadavy, Wilson.

NDE STAFF PRESENT: Galloway, Rhone, Wojcik.

SEAC FACILITATOR: Elmshaeuser

This meeting of the Special Education Advisory Council (SEAC) commenced at 9:26 a.m. Public notification of the meeting was on the Nebraska Department of Education website and in the Omaha World-Herald.

Welcome – Kris Elmshaeuser & Terry Houlton

Kris and Terry welcomed the committee and reminded everyone about open meeting laws.

Approval of March 17, 2022, Agenda

Jean Anderson made a motion to approve today's agenda. Kristin Flott seconded the motion and the motion passed unanimously by member vote.

The motion carried.

Approval of December 9, 2021, Meeting Minutes

Barb Gentrup made a motion to approve the amended minutes of the meeting. Seamus Kelly seconded the motion and the motion passed unanimously by member vote.

Kelly - Abstained

The motion carried.

Notice of Conferences/Meetings – Terry Houlton

- April 7-8, 2022 – ASD Network State Conference – Hybrid / Younes Conference Center North, Kearney, NE
- June 1-2, 2022 – Nebraska School Mental Health Conference – Embassy Suites, La Vista, NE
- June 28-29, 2022 – Young Child Institute – Hybrid / Younes Conference Center, Kearney, NE
- June 6-7, 2022 - LPS Supporting PBIS Conference – Virtual
- October 13-14, 2022 – NeMTSS Summit – Hybrid / Younes Conference Center North, Kearney, NE
- November 3-4, 2022 – Tri-State Law Conference – CHI Center, Omaha, NE

NASES Update – Lona Nelson

Lona shared that NASES has partnered with the NDE to host an upcoming spring conference. The conference will focus on Inclusive

Instructional Practices, and help to grow skills and philosophies around inclusivity in districts by inviting partners including school principals, NeMTSS teams, etc. who will discuss how to instill inclusivity in districts.

Lona also shared that NASES has been participating in liaison meetings with the NDE where participants discuss and share ideas and situations that may not be the same across the state. NASES appreciates this opportunity and is always actively seeking ways to collaborate and grow opportunities for students and their educational teams.

SEAC Member Updates/News/Sharing – Terry Houlton

Jean Anderson shared that she had been receiving very positive feedback from educators in her area that attended the NDE Transition Conference. Participants reported that they felt the information and lessons they engaged in can easily be taken back to and shared within their districts where they can be implemented to truly assist in transition programs and support students.

Lupe Stevens shared that Nebraska Voch. Rehab along with the Offices of Special Education and Nebraska Career & Technical Education received proposals for summer programs from across the state and are now in the process of completing 19 contracts. More information about these programs will be shared at a later date.

Executive Committee Meeting Report – Terry Houlton

Terry shared that the Executive Committee met on March 10, 2022, to set today's agenda. He explained that executive members, Kasey Alexander and Sr. Buettner were not able to attend today's meeting but both attended the executive committee meeting and participated in a great discussion about setting the agenda.

Terry reminded the SEAC that there is only one more scheduled meeting for the 2021-2022 term year. Members whose terms are ending but are eligible for a second term need to inform the SEAC Facilitator if they are interested in renewing their membership for a second 4-year term. Members who have served two consecutive 4-year terms must sit at least one term year out before they're eligible to renew their membership.

Public Comment:

Anne Thomas introduced herself to the SEAC members as she is in line to replace Dr. Johanna Higgins who recently resigned from her position at the University of Nebraska-Lincoln and hence her SEAC membership. Anne shared that Johanna had many positive things to say about the SEAC and that she is happy to become a member once her membership is approved by the State Board of Education.

Bradley A. Meurrens, MPA – Public Policy Director at Disability Rights Nebraska. spoke about initiatives around Supported Decision Making (SDM). He shared that a steering committee and task force with very broad and diverse stakeholders had been developed. One area in which stakeholders have identified as important to address is educators and administrators in the educational arena. Bradley shared that he is always willing to do presentations on this topic as he has done at the transition conference and will be doing at an upcoming brain injury conference. He encouraged anyone who would like more information and/or discuss areas of collaboration to please contact him and/or view the webinar on SDM at <https://youtu.be/tDSq-7E6FU>.

Discussion Item – Creating a Brief Document to Share About SEAC – Kris Elmshaeuser

Kris discussed the need to create a one-page Nebraska SEAC Flyer that could be shared with interested parties regarding what exactly SEAC is and how it operates. Discussion amongst members was held regarding whether the flyer should be created by a sub-committee or the NDE and it was decided it would be created by a SEAC sub-committee and then shared with all members for final approval.

Motion to Move SEAC Flyer from Discussion to Action

Kami Jessop made a motion to move the SEAC Flyer from a Discussion Item to an Action Item. Jean Anderson seconded the motion and the motion passed unanimously by member vote.

Flott – Not in the Room for Voting

The motion carried

Motion to Begin Process of Researching and Creating Draft for SEAC Members to Vote and Finalize SEAC Flyer

Seamus Kelly made a motion to begin the process of researching and creating a draft for SEAC members to vote on and finalize the SEAC Flyer. Heidi Sommer seconded the motion and the motion passed unanimously by member vote.

Flott – Not in the Room for Voting

The motion carried

Discussion Item – Assessment Scores So Parents Can Understand – Kris Elmshaeuser

Kris discussed having Jeremy Heneger, the NDE Director of Statewide Assessment do another presentation at a future time regarding

changes to scoring assessments and assisting parents in understanding the scoring due to additional questions being raised regarding Measures of Academic Progress (MAP) and State Summative Testing.

Heidi Sommer shared that a lot of parents across the state do not understand the scores and if the scores are using their MDT, it becomes difficult to understand what the baselines are if they are on grade level and what the percentages mean related to peers on grade level. There is confusion with the various acronyms etc. and the confusion is widespread.

Terry Houlton shared that it is difficult because the scoring becomes technical so at his district, they use a base flyer for all students to help explain the scoring. The flyer is shared each time scores are shared and also included in newsletters etc. but his district is unsure how this will work with new testing. His district plans to monitor the new testing to decide how to move forward, especially if parents will be receiving scores three times a year.

Kristin Flott asked if there is a way for district SPED teams to create a document with testing dates etc. so parents can prepare for the testing. She pointed out that the school calendars do not necessarily include the SPED items going on throughout the year or when those tests will be meaningful. Christina Edelbrock reiterated what Kristin had said and added that explaining the difference between evaluations and assessments would also be beneficial to share with families.

Kelly Wojcik, NDE - Director of Accountability explained that the dates with the MAP assessments are set deadlines and shared on the NDE - Assessment webpage. Currently, the rule of thumb is the Fall window is the start of the school year through the end of November, the Winter window is December-February, and ending with the Spring assessment in March through the remainder of the school year. It is unknown at this time if the new testing will follow the same window schedule.

Graciela Sharif added that another layer of difficulty is that when working with non-English speaking families, the interpreter is the key, and a lot of times they don't understand what they are interpreting. There is a great need for interpreters to be more adequately trained to ensure they can explain what they are interpreting.

Kami Jessop shared that in regards to MDT meetings, it is vital that the entire MDT team understands the results and can explain them to the parents rather than trying to teach the parents to understand the technical terms.

Discussion Item – Professional Development from the Universities/Colleges that is Available for Special/Regular Education Teachers to Increase Their Knowledge – Kris Elmshaeuser

Kris discussed how once educators graduate they still need continued training and that as our country is facing unprecedented staffing shortages, the need for actions in curtailing this shortage is of utmost importance. When teachers are engaged in learning, the lessons learned are valued and used, and most importantly, teachers stay in the profession longer. The University of Nebraska – Omaha (UNO) has a program that assists those with degrees in getting into the field of special education. The University of Nebraska – Kearney (UNK) has a similar program. Kris encouraged members to assist in spreading this information to those who may be interested and to reach out to the University of Nebraska – Lincoln (UNL) as well as colleges in surrounding states to inquire if they have similar programs or would consider adding similar programs.

Amy Rhone discussed issues like teacher shortages and the need for ongoing professional development along with demands placed on teachers creating additional challenges as many teachers do not have the availability to participate in training opportunities. Everyone needs to rethink how professional development is approached in an ever-changing world. For example, in-person training is ideal but making the development accessible is vital and of the utmost importance at this time. Many graduate programs and courses are offered online and UNL offers graduate certificates with this in mind to allow for more focused training being offered. Everyone must remain open to discussing other ways to meet the needs of teachers. Certain subjects can be taught in small doses but others take time and are more of an ongoing format. The UNL and SPED/Communications Disorders Programs are very open to new ways to support the state with ongoing professional development. The shortage is affecting everyone and UNL is very much aware that partnerships are needed to ensure professional development is ongoing and thus offers college credits as well as a certificate showing participants completed the training to encourage more people to participate.

Amy also shared that surveys of staff leaving the field of education have indicated, that the main reason staff is leaving is because the staff does not feel they are receiving adequate support from administrators. The surveys are also showing that the number one recruitment strategy is having friends and family already in the field. For this reason, Amy encouraged members who work in the profession to recognize the passion in others and encourage others to join the field as well.

Discussion on this topic was held amongst SEAC Members

Discussion Item - State Performance Plan/Annual Performance Report – Targets Submitted – Kris Elmsphaeuser & Kelly Wojcik

Annually the NDE-OSE Office issues Public Reports to districts and districts, in turn, must report to their communities. The OSE Office also shares levels of determination with districts and districts are to share that information. The NDE also shares the Nebraska Educational Profile (NEP) on its website annually and it is accessible to the public on the NDE website.

Kris and Kelly then led an in-depth discussion regarding Indicators needing Targets, Stakeholder Engagement, and Evidence-Based Practices. SEAC members also participated in discussions around these topics.

Discussion Item - State Systemic Improvement Plan (SSIP) - Kelly Wojcik

Kelly addressed the SEAC with an update regarding the State Systemic Improvement Plan (SSIP) and Indicator 17 which has few changes.

Amy Rhone explained to members that when looking generally at Kindergarten through Grade 3 students without disabilities you see a natural decrease, but when you look at students with disabilities it begins increasing in later years begging the question of if students with disabilities had the same access to high-quality learning would that change when looking at the Least Restrictive Environment (LRE).

Heidi Sommer asked if students in Grade 4 are ever looked at and then followed up with in later years. Amy explained that up to this point, there has not been the ability to do that however, now Kindergarten data can be reviewed with the MAP assessments and followed through to 4 grade. Trend data could not be matched before but the NDE-OSE is working on a way to make it happen moving forward.

Kristen Larsen asked about the Covid-19 pandemic impact and whether Nebraska can compare to that of national, or does OSEP provide that. It was explained no, National Numbers can be compared because it is looked at broadly and specific pre-literature and language scores cannot be drilled down.

Language-rich environments are not the same as they previously researched showing children struggling in this area. Home and social environments also greatly influence this.

NDE-SPED Team Report – Journey to Inclusion – Amy Rhone

Amy shared that the NDE – Office of Special Education (OSE) is excited to partner with SPED Strategies, a Louisiana-based organization working to advance educational equity for students with disabilities. SPED Strategies works with states and now Nebraska school systems to build strong special education systems and advance inclusion and equity in the classroom. Amy shared with the SEAC that NDE, OSE along with SPED Strategies gave a presentation on Journey to Inclusion at the joint NDE/NASES meeting

Amy went on to explain that the percentage of special education students who spend most of their time in regular education classes is now 63.4%, up from 31.7% in 1989. Although that sounds great what needs to be focused on is that three models often play out in schools. The first is “exclusion” which occurs when students are directly or indirectly prevented from or denied access to education in any form, the second is segregation which occurs when the education of students with disabilities is provided in separate environments designed or used to respond to particular or various impairments, in isolation from students without disabilities and finally, the third is integration which many people think is inclusion but in reality, it is a process of placing persons with disabilities in existing mainstream educational institutions, as long as the former can adjust to standardized requirements of such institutions. Amy stated that she was sharing this because while the need to do better for our students is still there, we also need to honor our history as we have come a long way. We have moved from access to buildings and classrooms and now the focus must be on access to HQ / rigorous grade-level learning.

Amy explained that Nebraska’s Journey to Inclusion will launch small-scale pilots beginning in Spring 2022 that can serve as proof points to inform change in additional schools across Nebraska. Over the next 3 years, NDE and SPED Strategies will partner with local systems to, design the school-level conditions for inclusive education, equip general and special educators with the tools and skills they need to reach every learner and provide ongoing support and collaboration for inclusive education. She also shared that the two pilot districts selected to begin the Core Inclusion Project are Blair Community Schools and Scottsbluff Public Schools.

NDE-SPED Team Report – Legislative Update – Amy Rhone

Amy shared updates on Legislative Bills, 852, 1158, 1217, 1218, and 1251.

A discussion was held amongst SEAC members regarding concerns with tiering of children in LB1251 and how to support non-public needs while not supporting this particular plan. It is Federal law that states provide services to non-public students, however, the resident district can decide what those equitable services are. Nebraska State Statute adds that families choosing to enroll at non-public schools and/or those who opt into other districts receive full FAPE services from the district the family resides in. For example, many districts will send their staff to the non-public or opted into school for services. However, it is within the rights of the district to

say they will provide the services but require the student to come to the residential district building to receive such services. With the onslaught of teacher shortages happening across the country and in Nebraska, this is an obstacle that will likely see an increase in occurrences.

SEAC also discussed that while LB595 is currently a moot point as the Senator behind the bill resigned, discussion around this topic will continue as there are still supporters of this bill and it has the potential to be raised again.

Rule 51 Update – Amy Rhone

Amy shared that after a two-year process the update to Rule 51 is complete and as soon as the Governor signs it, it is in law. Districts are encouraged to begin preparing now because once it is in law, the NDE will begin monitoring.

The update to Rule 51, 007.07A9 states, “Beginning not later than the first IEP to be in effect when the child turns 14 and updated annually thereafter”. This replaces the previous wording of “16, or younger if deemed appropriate by the IEP team”.

DMS 2.0 – Differentiated Monitoring and Support (DMS) 2.0 – Amy Rhone

Beginning in the Federal fiscal year (FFY) 2021 Part B and Part C systems of general supervision will be monitored by OSEP in a five-year cycle. States will be assigned a specific monitoring cohort and, by cohort, will engage in a three-phase cycle of DMS 2.0 monitoring activities.

Phase 1: Document Request and Protocol Interviews: The OSEP monitoring team will begin working with the State to prepare for the Phase 2 visit. Phase 1 will occur 5 months before the Phase 2 on-site/virtual visit. The OSEP monitoring team will review all publicly available information before working with the State. State engagement will include responses to OSEP’s requests for documents and targeted interviews on the component-specific protocols.

Phase 2: On-site/Virtual Visit through issuing of the Monitoring Report: Based on information collected during the Phase 1 work, OSEP will develop an agenda for the on-site/virtual visit with participating states focusing on the issues that require further exploration, deeper looks, or additional discussions.

Phase 3: Follow-up and Close-out: In the year following the on-site visit, the OSEP will work with the State to ensure the correction of any remaining outstanding findings, provide technical assistance, and support, and discuss progress in improving identified results areas.

The monitoring protocols will guide OSEP’s Phase 1 inquiry and state engagement. They are organized by an overarching topical question and focus area related to the monitoring component, general information about what States need to answer the question, follow-up questions to more closely examine general information provided by the State, and possible areas for additional focus or support that could result in areas of identified concern or noncompliance.

NDE-SPED Team Report – Disproportionality Discipline Update – Kris Elmshaeuser

Districts were notified in February of Disproportionality in Discipline. There were no districts found to have Disproportionate Representation or Significant Discrepancy in Discipline. Three Districts were identified in the Cautionary Zone

NDE-SPED Team Report – Policies and Procedures – Kris Elmshaeuser

Kris shared with SEAC that all districts need to upload Policies and Procedures by March 31, 2022. She also shared the Policies and Procedures Guidance Document created by the NDE, OSE, and Facilitation of Policies and Procedures discussions.

NDE-SPED Team Report – State Complaint Update – Kelly Wojcik

Kelly shared that as of March 15, the State has a total of 24 state-written complaints. 15 have been fully investigated and are now working on corrective action and seven are currently under investigation.

Kelly explained that NDE - OSE expects to possibly reach 30 complaints this school year as several of the complaints have been systemic (not just about one child) and complaints are becoming more numerous and in-depth and have been broached into systemic. The overall themes of complaints range from basic provision of FAPE, several ChildFind issues, accusations of a district not finding a student eligible, the development of the IEP as a whole, and independent evaluations. Those examples are the heart of the issues but become more specific under larger umbrellas.

MONITORING – Kelly Wojcik

Kelly shared that NECounts Risk Analysis is completed and that districts identified through the analysis have been notified. Areas identified as “high” or “medium” risk will be targeted in the file review process as monitoring will no longer look at everything in the file and instead will now target specific data elements that identify the district in files and policies and procedures etc.

NDE-SPED Team Report – IDEA Part B & C Federal Applications – Amy Rhone

The IDEA Parts B and C applications for states to receive federal funding will be available for public review and comment beginning this month.

The Nebraska Part B Application, which includes the Statements of Assurances will be available for Public Comment March 28 - April 26, 2022; and for Public Review March 28- May 26, 2022. The application must be submitted to OSEP by May 27, 2022. Upon approval, Nebraska will receive IDEA federal funding on July 1, 2022, to support the state’s Part B 611 (school age) and 619 (preschool) programs.

The IDEA Part C Application, which includes a Statement of Assurances and funding information, is available for public review from March 11th through May 12, 2022, with public comment from March 11th through April 10th, 2022. Federal funds received under the Part C Application are used by the Nebraska Departments of Education and Health and Human Services, school districts, and other service providers in the provision of early intervention/special education and related services to children with verified disabilities from the date of diagnosis to age three.

Both applications are available for review and public commenting on the NDE Office of Special Education Public Reporting Webpage as well as at 2 public educational offices in the state, (1) Educational Service Unit #13, 4215 Ave I, Scottsbluff, NE 69361; (2) Educational Service Unit #3, 6949 South 110th Street, Omaha, Nebraska 68128.

NDE-SPED Team Report – Parent Surveys – Amy Rhone

Amy shared that surveys were sent to all districts on February 9 and were provided links for parents and guardians to access online. Surveys are due by April 1, 2022.

Office of SPED Revisions – Amy Rhone

Amy shared upcoming staffing changes within the NDE – OSE. These changes include new additions to the office as well as upcoming additions.

Darsha Pelland has been hired as the new Director of Low Incidence and will begin July 5, Jamie Chambers transitioned from her role as an Education Specialist to the role of Part B Data Manager on February 1, and Christopher Chambers has been promoted to an Education Specialist III. Three additional Education Specialist positions will be filled as well as an IDEA Fiscal Specialist.

Reminders about attendance in by-laws and needing a quorum.

Approval to Adjourn Meeting

Jean Anderson made a motion to adjourn the meeting, Heidi Sommer seconded, and the motion passed unanimously by member vote. The meeting adjourned at 2:37 p.m.

The Motion carried

The next meeting will be **Thursday, May 12, 2022, at 9:00 am** in-person at the Embassy Suites – Lincoln, there will not be a virtual attendance option for this meeting.

Respectfully submitted by:
Leslie Galloway
SEAC Recorder



NEBRASKA

DEPARTMENT OF EDUCATION

NEBRASKA SPECIAL EDUCATION ADVISORY COUNCIL

An advisory panel providing policy guidance to the Nebraska Department of Education with respect to special education and related services for children with disabilities.

May 12, 2022 – AGENDA

ATTENDANCE IS IN-PERSON ONLY

Embassy Suites
1040 P. Street
Lincoln, NE 68508

8:30 REGISTRATION

9:00 WELCOME & INTRODUCTIONS

Kris Elmshaeuser
Terry Houlton

COUNCIL BUSINESS

Terry Houlton

- Open Meetings Law Announcement
- Notification posted in the Omaha World-Herald on April 29, 2022
- Approval of May 12, 2022 agenda *
- Approval of March 17, 2022 Minutes *
- Notice of Conferences/Meetings
- NASES Update – Lona Nelson
- SEAC Member Updates/News/Sharing
- Executive Board Meeting Report
- Recognition of SEAC Members whose Terms are Ending

PUBLIC COMMENT **

DISCUSSION ITEMS

Kris Elmshaeuser
Terry Houlton

- Develop a Summer Sub-Committee to Create a Nebraska SEAC Flyer
- Professional Development Available for Special/Regular Education Teachers to Increase their Knowledge-DD Council Funding Opportunity (Kristen Larsen)
- General Questions about to whom the Nebraska SEAC can Submit Advisory Letters, Public Comments, etc.(when can a member as a SEAC member act publicly on behalf of SEAC) Clarifying the Distinction Between Advising/Lobbying
 - Could SEAC create policy statements or position statements annually based on legislative proposals or other “hot areas”?

NDE/ OFFICE OF SPECIAL EDUCATION TEAM REPORTS

Amy Rhone
Kris Elmsheuser
Chris Chambers
Jamie Chambers
Theresa Hayes
Mary Lenser
Tammy Barry
Juan Roman

- Director's Updates
- NSCAS Update
- ASD Network Update (Annette Wragge, UNL ASD Network – Project Director)

ADJOURN

Terry Houlton

NEXT MEETING DATE: MAY 12, 2022

2022-2023 MEETING DATES (Tentative)

- September 8, 2022
- December 8, 2022
- March 9, 2023
- May 11, 2023

UPCOMING CONFERENCES:

- June 1-2, 2022 - Nebraska School Mental Health Conference – Embassy Suites, La Vista, NE
- June 28-29, 2022 - Young Child Institute – Younes Conference Center, Kearney, NE
- October 13-14, 2022 - NeMTSS Summit - Younes Conference Center-North, Kearney, NE
- November 3-4, 2022 - Tri-State Law Conference – CHI Health Center, Omaha, NE

NE SEAC EXECUTIVE COMMITTEE MEMBERS:

Chairman - Terry Houlton, (2021-2022) Director of Special Education Millard Schools, Omaha, NE

Kasey Alexander, (2022-2023) Educator, West Point Schools, West Point, NE

Sr. Janelle Buettner, (2023-2024) Principal, North American Martyrs Catholic School, Lincoln, NE

Graciela Sharif, (2024-2025) Parent of a Student with a Disability, Community Parent Resource Coordinator-UNMC

* Items requiring Council action

** Per the SEAC Operating Procedures, opportunity for public comment is requested in advance

UNDERSTANDING THE ADVISORY COUNCIL FUNCTIONS UNDER IDEA

All Council activities should relate to one or more of the functions

1. Advise the SEA of unmet needs within the State in the education of children with disabilities. CFR 300.169(a)
 - a) Training educations on working with children with Autism
 - b) Students not being adequately served in juvenile and adult correctional facilities
2. Comment publicly on any rules or regulations proposed by the State regarding the education of children with disabilities. CFR 300.169(b)
 - a) The federal law is reauthorized, and the State makes revisions to their regulations
3. Advise the State in developing evaluations and reporting on data to the Secretary under Section 618 of the Act. CFR 300.169(c) *Grown the most since 2004
 - a) The SEA is reviewing and refining APR improvement strategies
 - b) Upon completion of a State and school district drill down, it was concluded that students with disabilities had lower graduation rates than students without disabilities.
4. Advise the State in developing corrective action plans to address findings identified in federal monitoring reports under Part B of the Act. CFR 300.169(d)
 - a) The State has just experienced an OSEP Visit and was found to be in noncompliance on various fiscal issues.
5. Advise the State in developing and implementing policies relating to the coordination of services for children with disabilities. CFR 300.169€
 - a) The SEA is proposing a new MOU with the Department of Corrections
 - b) The SEA is revising its MOU with the Department of Health
6. The SEA, after deleting personally identifiable information must
 - Provide the Advisory Council with the DPH findings and decisions and
 - Make those findings and decisions available to the public. CFR 300.513(d) & 300.514(c)
 - a) DPH decisions identify consistent issues.
 - b) The SEA has experienced a spike in DPHs
7. Waiver of non-supplant requirement. State must consult with the Advisory Council regarding provisions of FAPE. CFR 300.164(c)(4)
8. States retain discretion to determine the risk ration threshold above which disproportionality is significant so long as that threshold is reasonable and based on advice from their stakeholders, including their State Advisory Councils. 34 CFR 600.647(b)(iii)(A)



NEBRASKA

DEPARTMENT OF EDUCATION

NEBRASKA SPECIAL EDUCATION ADVISORY COUNCIL

In-person - Embassy Suites – Lincoln

May 12, 2022

MINUTES

SEAC MEMBERS PRESENT: Alexander, Anderson, Bonn, Brightman, Buettner, Czepa, Edelbrock, Flott, Gentrup, Houlton, Jacobson, Jessop, Jorgenson, Kelly, Kiernan, Kovar, Larsen, McNiff, Plog, Russell, Serván, Sharif, Sommer, Stevens, Thomas, Wilson.

MEMBERS ABSENT: Bohn, Kadavy, Meints, Post,

NDE STAFF PRESENT: T. Barry, C. Chambers, J. Chambers, Galloway, Hayes, Lenser, Rhone.

SEAC FACILITATOR: Elmshaeuser

This meeting of the Special Education Advisory Council (SEAC) commenced at 9:00 a.m. Public notification of the meeting was on the Nebraska Department of Education website and in the Omaha World-Herald.

Welcome – Kris Elmshaeuser & Terry Houlton

Kris and Terry welcomed the committee and reminded everyone about open meeting laws.

Approval of May 12, 2022, Agenda

Carlos Serván made a motion to approve today's agenda. Kristin Flott seconded the motion and the motion passed unanimously by member vote.

The motion carried.

Approval of March 17, 2022, Meeting Minutes

Jean Anderson made a motion to approve the amended minutes of the meeting. Kristin Flott seconded the motion and the motion passed by member vote.

Abstain: Alexander, Bonn, Buettner

The motion carried.

Notice of Conferences/Meetings – Terry Houlton

- June 1-2, 2022 – Nebraska School Mental Health Conference – Embassy Suites, La Vista, NE
- June 6-7, 2022 - LPS Supporting PBIS Conference – Virtual
- June 28-29, 2022 – Young Child Institute – Hybrid / Younes Conference Center, Kearney, NE
- October 13-14, 2022 – NeMTSS Summit – Hybrid / Younes Conference Center North, Kearney, NE
- November 3-4, 2022 – Tri-State Law Conference – CHI Center, Omaha, NE

NASES Update – Lona Nelson

Lona shared that the NASES Spring Conference held in collaboration with the Nebraska Department of Education was well attended and attendees including general education partners had the opportunity to hear from two speakers discussing the importance of CORE and Universal Instruction. She also shared that NASES members will be in Washington D.C. this summer to speak with Senators and/or their Offices to advocate for support for students with disabilities.

Lona shared that for the 2022-23 school year, the NASES Board will include McKayla LaBorde as the Past-President thus replacing Lona as the NASES SEAC Liaison, Misty Bear, as NASES President, and Betsy Skelcher as President-Elect.

SEAC Member Updates/News/Sharing – Terry Houlton

Jean Anderson shared that The ATP Education Program's Loan Pool is relocating. As this move is occurring, however, some important dates need to be communicated. From May 1st through July 15th, the loan pool will be unavailable and will not process new loan requests during this time. Any items currently on loan during this period should be returned using the UPS label or by arranging pick up when the item's loan period has ended. To be clear, loan periods on any existing loans are not shortened or impacted by this relocation. On July 15th, the loan program will resume normal operations. The loan pool once relocated, will continue to serve schools and education programs throughout Nebraska. Requests to borrow items will continue to be available through education.at4all.com when normal operations resume.

Carlos Serván, Executive Director at the Nebraska Commission for the Blind and Visually Impaired reminded members that they also provide equipment and technology to students who are blind and/or visually impaired and anyone interested can contact him for more information.

Amy Bonn shared that she is working with a parent initiative regarding a local Board of Education in Wyoming having nutritional requirements for health education standards for high school students stemming from a state statute from the early 1980s. Anyone interested in more information can visit the Wyoming Department of Education Advisory Panel webpage at <https://edu.wyoming.gov/for-district-leadership/special-programs/wapsd-advisory-panel/> or may contact her for more information.

Executive Committee Meeting Report – Terry Houlton

Terry shared that the Executive Committee met on May 3, 2022, to set today's agenda and discuss possible future meeting topics.

Recognition of SEAC Members whose Terms are ending

Kris Elmshaeuser recognized the SEAC Members whose terms ended with today's meeting.

SEAC Recorder, Leslie Galloway shared with members that the plaques given to members who completed their terms over the last two years have been made and will be delivered over the next few months. Historically members are presented with their plaques at their final meeting, however, due to the Covid-19 Pandemic awards have not been able to be given out until now.

Public Comment:

No individuals requested public comment.

Discussion Item – SEAC Flyer

Members discussed the need to create an informational flyer regarding what the SEAC is as well as creating a small summer sub-committee that will then report back in the Fall with a draft of the flyer for all of the SEAC to review and approve. The flyer will be an overview of the goals of the SEAC that members can share with interested parties. The flyer will be beneficial to many including state senators, members of the public, and most importantly parents and families of Nebraska students.

Terry Houlton, Mandy Plog, and Heidi Sommer, along with the SEAC facilitator, Kris were selected as the sub-committee.

Professional Development Available for Special/Regular Education Teachers to Increase their Knowledge- DD Council Funding Opportunity (Kristen Larsen)

Kristen shared that the Nebraska Department of Health and Human Services is focusing on an RFA Grant for the next Financial Fiscal Year to address direct support for professionals and teacher shortages.

Kristen also shared exciting news from the Nebraska Council on Developmental Disabilities (NCDD). The Council's Planning Committee met on April 7, 2022, to select the RFA funding priorities that the full Council approved at their meeting on April 8. NCDD voted to approve an RFA of up to \$50,000 for an entity to develop and maintain an online clearinghouse of classes and pieces of training for regular and special education teachers. The focus of this project will fall under the Council's State Plan Goal Three, Objective A. Kristen explained that this online one-stop shop for educators could be posted on state or district websites which would be beneficial for teachers.

Kristen then accepted feedback from members with the understanding that while the Council will not have control over what districts offer, they will share feedback with the districts.

Discussion amongst SEAC members regarding this topic was held and Kristen thanked everyone for their feedback.

General Questions about to whom the Nebraska SEAC can Submit Advisory Letters, Public Comments, etc. (when can a member as a SEAC member act publicly on behalf of SEAC) Clarifying the Distinction Between Advising/Lobbying - Could SEAC create policy statements or position statements annually based on legislative proposals or other "hot areas"?

Kris reviewed with members the SEAC Orientation Manual, Committee Duties, and Council Role and Responsibilities.

Amy Bonn shared that she has been inspired by the sub-committee work our SEAC has completed coming together with what is best for Nebraska students. Amy shared examples of how some other states have been advocating and is looking forward to continuing this type of work within Nebraska.

Motion to Amend Today's Agenda

Sr. Janelle Buettner made a motion to amend today's agenda to add exploring changes to the SEAC Operating Procedures and by-laws, developing a position statement to present to the State Board of Education and Archiving of Positions the SEAC has taken. Carlos Serván seconded the motion and the motion passed unanimously by member vote.

The motion carried

Members then engaged in a discussion regarding creating a continual running document of what the SEAC is working on, developing a position statement for presentation to the State Board of Education, and possible future changes to the SEAC operating procedures and by-laws.

Motion to Have Committee Begin Working on Amending the SEAC Operating Procedures Regarding What is to Be Done to Work with the State Board of Education and Other Entities.

Carlos Serván made a motion to have the SEAC committee begin working on amending the SEAC Operating Procedures regarding what is to be done to work with the State Board of Education and other entities. Seamus Kelly seconded the motion and the motion passed unanimously by member vote.

The motion carried

Discussion amongst SEAC members was then held regarding beginning work on amending the SEAC Operating Procedures.

Motion to Propose Archiving Previous Position Statements the SEAC Has Made to Ensure Statements Are Available to All Council Members.

Terry Houlton made a motion to propose archiving previous position statements the SEAC has made to ensure statements are available to all council members. Jean Anderson seconded the motion and the motion passed unanimously by member vote.

The motion carried

Discussion amongst SEAC members regarding archiving previous position statements the SEAC has made to ensure statements are available to all council members was held.

Motion to have SEAC Prepare & Deliver Position Statements for Students with Disabilities Before the Annual Legislative Session.

Jean Anderson made a motion to have SEAC prepare & deliver position statements for students with disabilities before the annual legislative session. Mary Jorgensen seconded the motion and the motion passed unanimously by member vote.

The motion carried

Individual brainstorming and discussion amongst members were then held. Topics for potential position statements for SEAC included restraint and seclusion, SPED funding reimbursement, transition to adulthood job training, transfer and acceptance of credits varying across school boards and wards of the state who move, and the effects on their Individual Education Plan (IEP). Additional topics that were discussed were focusing on the Americans with Disabilities Act (ADA) and how it pertains to students with disabilities, transition supports, alternatives to guardianship as well as guardianship and supported decision making, teacher workforce shortage, marginalized groups, school building accessibility concerns if a pandemic were to happen again. The final topics discussed today were around English learners, philosophy on inclusionary practices, the importance of braille literacy, the school to prison pipeline, waivers, curriculum and testing, CRT and school choice, teacher retention and attracting qualified resources, parent and community involvement, disproportionality, and suspensions regarding people of color, and coordination between agencies and departments.

The SEAC Executive Committee will meet to discuss these topics in further detail and will bring this discussion back to the members at a future meeting.

NDE-SPED Team Report – Directors Updates – Amy Rhone

Amy shared that annually the Office of Special Education submits the Part B and Part C Applications to the U.S. Department of Education, Office of Special Education Programs (OSEP) for approval of the federal grant awards under each part of the IDEA. The Nebraska Part B Application is available for Public Review through May 26, 2022. The application must be submitted to OSEP by May 27, 2022. Upon approval, Nebraska will receive IDEA federal funding on July 1, 2022, to support the state's Part B 611 (school age) and 619 (preschool) programs. The Nebraska Part C application will be submitted to OSEP by May 13, 2022. Upon approval, Nebraska receives approximately \$3 million in federal funding on July 1, 2022, to support the state's early intervention program.

Amy reminded members that The Nebraska Department of Education (NDE), Office of Special Education is on a Journey to Inclusion as all students deserve a high-quality education that prepares them for future success. To realize this vision, all students with disabilities must have equitable access to the full rigor of grade-level instruction. However, districts, schools, classrooms, and families often encounter significant challenges in enacting the systems, structures, support, and development needed to ensure equitable access for all learners. With best intentions, these groups often unintentionally exacerbate persistent inequities. Inclusive education provides a model for providing high-quality equitable educational programming that improves access and opportunities for all learners. The NDE Office of Special Education is partnering with SPED Strategies through an ESSERS sub-award to provide a pilot program to enhance school/district learning around Inclusive learning to be able to build out statewide support over the next 3 years. This work ties nicely into the school improvement work currently being done in conjunction with the NDE Office of Coordinated School and District Support, and many of the other projects being run in coordination with several other offices.

Amy went on to share that a newly released fast fact from the Office of Special Education Programs (OSEP) focused on the population of students with disabilities who are English Learners. The overall number of school-aged students with disabilities who are also English Learners (ELs) in the U.S. has seen a noteworthy increase in recent years, according to statistics released by the U.S. Education Department's Office of Special Education Program in [OSEP Fast Facts: Students with Disabilities Who are English Learners Served by IDEA Part B](#). OSEP's statistics show that 5-to-21-year-old students with disabilities who are ELs were more likely to be designated to have specified learning disabilities, speech or language impairments, or intellectual disabilities in the 2020-21 school year than other students with disabilities. The same population was less likely than other students to attend a regular classroom for at least 80 percent of the day, according to the report.

Amy also shared that a new guidance document titled [How to Write Measurable IEP Goals](#) is now available. This document can be found on the Assessment, Instruction, and Achievement page. This page includes documents, links, and/or information to assist users in locating information on academic standards, accommodations, accessibility, statewide assessment, and Results Matter.

Amy then gave a brief Legislative Update regarding LB 1014 regarding Coronavirus State Fiscal Recovery Funds (CSFRF) Appropriations. She also shared that Governor Ricketts is expected to sign today, the most recent regulatory updates made to Rule 51 which will change the age of transition planning to begin at age 14 from 16 as stated in regulations previously.

NDE-SPED Team Report – Amy Rhone

Amy discussed upcoming events within the Office of Special Education as well as the upcoming Nebraska Young Child Institute, the Deaf-Blind Summer Institute, and the NeMTSS Summit. She reminded members to contact the SEAC Recorder, Leslie Galloway if interested in attending an event as a SEAC member.

NDE-SPED Team Report – ASD Network Update – Annette Wragge, UNL ASD Network – Project Director

Annette Wragge, Project Director of the UNL ASD Network shared a brief overview of the ASD Network and the work they engage in. Annette encouraged members to visit the ASD Network website where there are over 70 webinars available that are beneficial to first-time parents, specialists in both general and special education, and members of the public in the field of Autism.

Annette also discussed with members pieces of training being offered during summer explaining that more were being offered during the summer months due to ongoing teacher shortages and the desire to help make pieces of training more accessible during non-school hours.

Approval to Adjourn Meeting

Jean Anderson made a motion to adjourn the meeting, Matt McNiff seconded, and the motion passed unanimously by member vote. The meeting adjourned at 2:40 p.m.

The Motion carried

The next meeting will be **Thursday, September 8, 2022, at 9:00 am** in-person at the Embassy Suites – Lincoln, there may be a virtual attendance option for this meeting.

Respectfully submitted by:

Leslie Galloway
SEAC Recorder

UNDERSTANDING THE ADVISORY COUNCIL FUNCTIONS UNDER IDEA

All Council activities should relate to one or more of the functions

1. Advise the SEA of unmet needs within the State in the education of children with disabilities. CFR 300.169(a)
 - a. Training educations on working with children with Autism
 - b. Students not being adequately served in juvenile and adult correctional facilities
2. Comment publicly on any rules or regulations proposed by the State regarding the education of children with disabilities. CFR 300.169(b)
 - a. The federal law is reauthorized and the State makes revisions to their regulations
3. Advise the State in developing evaluations and reporting on data to the Secretary under Section 618 of the Act. CFR 300.169(c) *Grown the most since 2004
 - a. The SEA is reviewing and refining APR improvement strategies
 - b. Upon completion of a State and school district drill down, it was concluded that students with disabilities had lower graduation rates than students without disabilities.
4. Advise the State in developing corrective action plans to address finding identified in federal monitoring reports under Part B of the Act. CFR 300.169(d)
 - a. The State has just experienced an OSEP Visit and was found to be in noncompliance on various fiscal issues.
5. Advise the State in developing and implementing policies relating to the coordination of services for children with disabilities. CFR 300.169€
 - a. The SEA is proposing a new MOU with the Department of Corrections
 - b. The SEA is revising its MOU with the Department of Health
6. The SEA, after deleting personally identifiable information must
 - Provide the Advisory Council with the DPH findings and decisions and
 - Make those finding and decisions available to the public. CFR 300.513(d) & 300.514(c)
 - a. DPH decisions identify consistent issues.
 - b. The SEA has experienced a spike in DPHs
7. Waiver of non-supplant requirement. State must consult with the Advisory Council regarding provisions of FAPE. CFR 300.164(c)(4)
8. States retain discretion to determine the risk ration threshold above which disproportionality is significant so long as that threshold is reasonable and based on advice from their stakeholders, including their State Advisory Councils. 34 CFR 600.647(b)(iii)(A)

2022-2023 SEAC MEETING SCHEDULE

All meetings are held at the Embassy Suites, located at 1040 P Street in Lincoln, Nebraska. They begin at 8:30 a.m. and conclude when a motion to adjourn has been approved. Some meetings may also be attended via Zoom.

September 8, 2022

December 8, 2022

March 9, 2023

May 11, 2023

Further information regarding SEAC or this report may be directed to Kris Elmshaeuser at kris.elmshaeuser@nebraska.gov.