

NEBRASKA STATE BOARD OF EDUCATION MEETING NOTIFICATION AND AGENDA

Meeting Date: Friday, September 4, 2026 9:00 AM

Meeting Title: State Board of Education Meeting Notification and Agenda

Location: NDE Office Building
Board Room
500 South 84th Street
Lincoln, NE 68510

Agenda: Except for emergency items added at the time of the meeting, the agenda will not be changed less than 24 hours prior to the start of the meeting and any changes will be immediately posted on the website. The Board will attempt to adhere to the sequence of the published agenda, but reserves the right to adjust the order of items if necessary and may elect to take action on any of the items listed.

Interpreter: If you need interpreter services or other reasonable accommodations, please contact the Nebraska Department of Education at (402) 471-5059 five (5) days prior to the meeting to coordinate arrangements.

Website: An electronic version of the agenda and support materials are available on the State Board of Education's Agenda page: www.education.ne.gov/stateboard/state-board-agendas/

Lunch: On Friday, September 4, 2026, the State Board of Education may also take a recess for lunch. The Board may resume work on the agenda at approximately 1:00 p.m.

1. CALL TO ORDER (The Board May Take a Recess)
President Tegtmeier
 - 1.1. Roll Call
President Tegtmeier
 - 1.2. Pledge of Allegiance
President Tegtmeier
 - 1.3. Announcement of the Placement of the Open Meetings Act Information
President Tegtmeier
2. SPECIAL PRESENTATIONS
President Tegtmeier
3. COMMISSIONER'S REPORT
Commissioner Maher

3.1. Agenda Overview and Consent Agenda Process
Commissioner Maher

3.1.A. Commissioner's Recommendations and Items to be Removed from Consent
Agenda
Commissioner Maher

4. PRESIDENT'S REPORT
President Tegtmeier

5. PUBLIC COMMENT PERIOD
President Tegtmeier

5.1. Public Comment

5.2. Written Public Comment

6. CONSENT AGENDA
President Tegtmeier

6.1. Board Member Out-of-State Travel Approval

6.2. Committee Appointments

6.3. Contract Approvals

6.3.A. Amend Contract to Improve the NDE's Administration of the Child
Nutrition Programs (BF.092026.001)
Zainab Rida
SO 4.2: Increased Responsiveness and Communication, SO 4.3: Improved
Capacity Building

6.4. Grant Approvals

6.5. Lease Approvals

6.6. Minutes of the Previous State Board of Education Meetings

6.7. Miscellaneous Approvals

6.7.A. Approve School Districts' Requests for 2026/27 Exclusions to the Budget
Limitation in Accordance with the Provisions of the Tax Equity & Educational
Opportunities Support Act (TEEOSA) (BF.082026.007)
Bryce Wilson
SO 1.1: Improved Student Achievement, SO 1.2: Reduced Chronic Absenteeism,
SO 2.1: Increased Supply of Teachers

6.7.B. Approve Request from School Districts for Payment of Half Their Total
2026/27 State Aid (BF.092026.002)
Bryce Wilson

SO 1.1: Improved Student Achievement, SO 1.2: Reduced Chronic Absenteeism,
SO 2.1: Increased Supply of Teachers

6.7.C. Approve Veteran Education Cooperative Agreement for Fiscal Year 2027
(BF.092026.003)

Brad Dirksen and Marisol Birth

SO 3.1: Increased Postsecondary Access and Attainment

7. STANDING COMMITTEE REPORTS

President Tegtmeier

7.1. Executive Committee

President Tegtmeier

7.1.A. Action item: Approve the 2027-2029 Biennial Legislative Priorities
(EX.062026.004)

SO 4.1: Improved Agency-Wide Efficiency, SO 4.2: Increased Responsiveness
and Communication, SO 4.3: Improved Capacity Building

7.1.B. Discussion Item: Approve Revisions to Agency Management Policies
(EX.082026.002)

7.2. Budget and Finance Committee

Kristin Christensen

7.2.A. Monthly Board Travel Expense Reports

7.2.B. Action Item: Contract for Nebraska Career Connections 2026-2027
Statewide License (BF.062026.001)

SO 1.1: Improved Student Achievement, SO 3.1: Increased Postsecondary Access
and Attainment, SO 3.2: Improved Skill Attainment for Clients and Learners

7.2.C. Action Item: Approve Comprehensive English Language Proficiency
Assessment (BF.062026.002)

SO 1.1: Improved Student Achievement, SO 3.1: Increased Postsecondary Access
and Attainment, SO 3.2: Improved Skill Attainment for Clients and Learners

7.2.D. Action Item: Approve the 2027-2029 Biennial Budget Request Submission
(BF.062026.005)

SO 4.3: Improved Capacity Building

7.2.E. Action Item: Approve Strategic Initiatives Grant Opportunities
(BF.062026.004)

SO 1.1: Improved Student Achievement, SO 1.2: Reduced Chronic Absenteeism,
SO 2.1: Increased Supply of Teachers, SO 3.1: Increased Postsecondary Access
and Attainment, SO 3.2: Improved Skill Attainment for Clients and Learners

7.2.F. Discussion Item: Subaward to Carry Out the Federal IDEA Part D SPDG
Grant Activities (BF.082026.002)

SO 1.1: Improved Student Achievement, SO 2.1: Increased Supply of Teachers

7.2.G. Discussion Item: 2026-27 Deficit Budget Request (BF.082026.003)

SO 4.3: Improved Capacity Building

7.2.H. Discussion Item: Approve Issuance of the Mental Health Training Grant
(BF.082026.004)

SO 1.2: Reduced Chronic Absenteeism

- 7.2.I. Discussion Item: Approve New Strategic Initiatives Grant Opportunities (BF.082026.001)
SO 1.1: Improved Student Achievement, SO 3.1: Increased Postsecondary Access and Attainment, SO 3.2: Improved Skill Attainment for Clients and Learners
- 7.3. Planning and Evaluation Committee
Lisa Schonhoff
 - 7.3.A. Action Item: Approve Nebraska Correctional Youth Facility Special Purpose Agreement Proposal (PE.062026.001)
SO 3.1: Increased Postsecondary Access and Attainment
 - 7.3.B. Action Item: Approve Plan(s) of Corrections for Rule 10, 14, and 18 School Systems and Interim Program Schools (PE.062026.002)
SO 1.1: Improved Student Achievement
 - 7.3.C. Action Item: Approve the Revised 2026 Nebraska College and Career Ready Standards for Social Studies (PE.032025.005)
SO 1.1: Improved Student Achievement
 - 7.3.D. Action Item: Approve Priority School Progress Plan for Bayard Secondary School in Bayard Public Schools (PE.062026.005A)
SO 1.1: Improved Student Achievement, SO 1.2: Reduced Chronic Absenteeism, SO 3.1: Increased Postsecondary Access and Attainment
 - 7.3.E. Action Item: Approve Priority School Progress Plan for Scribner-Snyder Secondary School in Scribner-Snyder Public Schools (PE.062026.005B)
SO 1.1: Improved Student Achievement, SO 1.2: Reduced Chronic Absenteeism, SO 3.1: Increased Postsecondary Access and Attainment
 - 7.3.F. Action Item: Approve Priority School Progress Plan for Northwest High School in Omaha Public Schools (PE.062026.005C)
SO 1.1: Improved Student Achievement, SO 1.2: Reduced Chronic Absenteeism, SO 3.1: Increased Postsecondary Access and Attainment
- 7.4. Rules and Regulations Committee
Maggie Douglas
 - 7.4.A. Report On Rules

8. ADDITIONAL BUSINESS

President Tegtmeier

9. INFORMATION ITEMS AND REPORTS

President Tegtmeier

9.1. Contracts Approved by Commissioner

9.2. Grants Approved by Commissioner

9.3. Notice of Vacancies on the State Rehabilitation Council (SRC) (EX.092026.002)
Angela Fujan and Lindy Foley

SO 4.2: Increased Responsiveness and Communication

9.4. Notice of Vacancies on the Nebraska Assistive Technology Partnership (ATP) Advisory Council (EX.092026.003)

Tobias Orr and Lindy Foley

SO 4.2: Increased Responsiveness and Communication

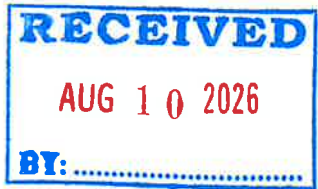
10. GOOD OF THE ORDER

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

President Tegtmeier

11. ADJOURNMENT

President Tegtmeier



Thursday, August 6, 2026

Nebraska Department of Education
500 South 84th Street
Lincoln, NE 68510

Dear State Board of Education,

I am writing you as a concerned retired Nebraska Public School Administrator here in Lincoln, Nebraska. I have reviewed the recent proposed changes to the State Social Studies Draft Standards and have multiple concerns:

Many terms like **Analze, Evaluate, Explain**, terms that have major impact on the critical thinking and literacy skills of students have been deleted. These terms help students learn in developmental ways, how to substantiate their positions as they view the world around them.

Many of the previous **Examples** which are proposed to be removed, provided teachers with more opportunities to expand their teaching strategies to reach the wide range of student abilities they deal with on a daily basis. We should be adding to examples, rather than deleting them. Furthermore, many of the deleted examples have cultural references and added to the diversity of world views, which is critical to students learning and being exposed to our world of multiple cultures.

I appreciate your taking my points into consideration and hope you **will keep the current 2019 Social Studies Standards for Nebraska.**

Sincerely,

A handwritten signature in black ink that reads "Hugh McDermott". The signature is written in a cursive style.

Hugh McDermott

Retired Nebraska Public School Administrator

Nebraska State Board of Education Written Public Comment September 4, 2026

Nebraska State Board of Education

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

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

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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 *

Jamie

Last name *

Cudaback

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.)

Dear Nebraska State Board Of Education,

I am a Nebraska parent, and I want to make my position very clear: I do not support bringing DEI, CRT, anti-racism ideology, SEL, or an oppressor/oppressed framework into our elementary classrooms.

Our children deserve to learn history and social studies without being taught to see themselves or their classmates through racial or political categories. I do not want my children being taught that they are victims, oppressors, privileged, or disadvantaged because of their race.

Teach our children history, civics, government, geography, and facts. Teach them to think critically, ask questions, treat others with respect, and understand our country's history—including its difficult parts. We can do all of that without assigning children labels or teaching them through an ideological lens.

As a parent, I believe I should have a meaningful voice in what values and beliefs are introduced to my children at school. I strongly urge Nebraska education officials to keep elementary education academically focused, age-appropriate, and politically neutral.

Please listen to Nebraska parents. Our children are not political experiments.

Thank you for considering my concerns.

Sincerely,
Jamie Cudaback
Nebraska Parent

Signature

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

Signed,

First name *

Jamie

Last name *

Cudaback

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First name *

Jamie

Last name *

Cudaback

City *

Kearney

State *

Nebraska

Written Comment

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Written Comments *

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Please listen to Nebraska parents. Our children are not political experiments.

Thank you for considering my concerns.

Sincerely,
Jamie Cudaback
Nebraska Parent

Signature

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

Signed,

First name *

Jamie

Last name *

Cudaback

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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 *

Heather Carpenter

Last name *

Epstein

City *

Scottsbluff

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 deep roots in the State of Nebraska and was devastated to learn that our state, too, has been seduced by the world's most absurd and deadly ideologies. Nebraska has always been a bastion of both shrewd horse sense and scholarly integrity. Volga German immigrant communities escaping persecution by the Bolsheviks in Russia should know better than to flirt with the very weapons of resentment which destroyed their historical homes, families and farms at the turn of the 20th century. Ideologies are false representations of reality and have no place in education. DEI, Critical Race Theory, and what is commonly referred to as 'wokeism' are nothing more than ideological traps for fools. Caring for every Nebraskan means getting this stuff out of Nebraska schools and keeping it out.

Signature

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

Signed,

First name *

Heather Carpenter

Last name *

Epstein

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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 *

Gale

Last name *

Slattery

City *

Indianola

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 believe Nebraska needs to return to teaching historically factual information. Teach about the true history of the United States. Teach about the constitution and civic responsibility. Students also need to learn about the major historical wars, the Bolshevik War, Spanish-American War, WWI and WWII. Teach the truth about communism and socialism. They do not need to be taught DEI principles or who is being oppressed. If they're taught how to just be responsible citizens they can figure out true justice.

Signature

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

Signed,

First name *

Gale

Last name *

Slattery

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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 *

Cynthia

Last name *

Copeland

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.)

Start over! This is bad.

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 *

Copeland

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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 *

Andrea

Last name *

Schmidt

City *

Fairbury

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.)

Since the attempted push of the Health Standards years ago, many NE parents have lost all faith in our NE schools. Parents should not have to fight so hard to keep woke ideology away from our children in public funded schools. This is crazy and why you continue to lose so many students to private schools. Parents are willing to PAY for our children's private education because of your relentless and crazy attempted woke push of our most basic school subjects. Please start over and keep this mess out of our schools. Our children deserve better!

Signature

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

Signed,

First name *

Andrea

Last name *

Schmidt

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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 *

Dan

Last name *

Lonowski

City *

Hastings

State *

NE

Written Comment

There is a limit of 750 words.

Written Comments *

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The integration of "woke" concepts—associated with Critical Race Theory (CRT), intersectionality, and a hyper-focus on systemic oppression—into school curricula has sparked intense national debate. Introducing these frameworks into social studies curriculum compromises academic integrity, encourages division, and detracts from foundational education. A primary concern is that "woke" curriculum shifts the focus of history from shared national identity to rigid group identities. By framing history primarily through the lens of oppressors versus the oppressed, critics argue that social studies classes risk dividing students by race, gender, or background. This does not foster a sense of community rather presents an approach that can alienate students and create an adversarial classroom environment.

Social studies should aim to present history objectively, highlighting both America's greatest achievements and its historic flaws. A woke curriculum introduces an ideological bias that view historical events through a narrow, modern political lens. This often leads to a revisionist approach where complex historical figures are dismissed rather than understood in their proper historical context, reducing rich history to modern partisan talking points. Educators may spend less time teaching foundational elements—such as the structure of the U.S. Constitution, the separation of powers, and major global events—in favor of contemporary social issues. This leaves students underprepared to participate effectively in democratic systems. I believe undermining Patriotism can discourage a healthy sense of civic pride and shared destiny, which are essential for maintaining national unity.

Signature

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

Signed,

First name *

Daniel G.

Last name *

Lonowski

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First name *

Greg

Last name *

Brown

City *

Kearney

State *

Nebraska

Written Comment

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Written Comments *

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The standards repeatedly use “gender roles” or “gender norms” as prescribed analytical categories (SS 6.4.3.A, SS 7.4.3.A, SS HS.3.4.B, and the high-school history perspective standards). Examining historical expectations and roles of men and women is appropriate, but “gender” is now a contested term that can encompass concepts extending well beyond historical male and female social roles. The standards should define what is intended or use more precise terminology.

Second, SS HS.1.2 requires students to demonstrate “meaningful civic participation,” with examples including lobbying, petitioning, advocacy, civil disobedience, “advocating for personal rights and the rights of others,” and “influencing governmental actions.” Teaching students how citizens participate in government, including the historical role and consequences of political advocacy and civil disobedience, is an essential part of civics education. Requiring students themselves to engage in political advocacy or civil disobedience is fundamentally different. The standards should explicitly state that students cannot be required or encouraged to advocate for or against a politically contested social or policy position as part of classroom instruction. They should also make clear that classroom time and school-sponsored activities are for the study and discussion of political advocacy and civil disobedience, not for organizing, promoting, or participating in such activities. Students should learn how citizens seek political change without the classroom itself becoming a vehicle for political activism.

Third, SS HS.2.1.A appropriately teaches cost-benefit analysis, but its examples include a conspicuous focus on contemporary Democratic political party policy priorities. These can appropriately be studied, but comparable examples should also include conservative concerns. The issue is not the inclusion of policy questions but the lack of ideological balance among the examples.

The most significant imbalance occurs in the high-school U.S. history standards. SS HS.4.1.C and SS HS.4.3.A-B specifically identify numerous movements, events, groups, and themes that lean towards the contemporary Democratic political party, including the Civil Rights Movement, women’s movement, organized labor, the Equal Rights Amendment, United Farm Workers, American Indian Movement, Stonewall, LGBTQ persons, and the “continuing struggle for equality.” The problem is the lack of comparable attention to the rise of modern American conservatism, one of the most consequential political developments of the same historical period. There is little or no comparable specific recognition of Barry Goldwater, Ronald Reagan, William F. Buckley, the conservative movement, religious conservatism, the pro-life movement, opposition to the ERA, supply-side economics, deregulation, limited-government movements, or conservative approaches to constitutional interpretation.

This imbalance is especially notable in SS HS.1.1.G, concerning political parties. Its examples include the Republican Party and Civil War, the Populist Party and Progressive Movement, the Democratic Party and New Deal, the Southern Strategy/Dixiecrats, and hyperpartisanship, but omit the rise of the modern Republican/conservative coalition and Reagan era. Students cannot adequately understand contemporary American politics without understanding this transformation.

The standards repeatedly emphasize “multiple perspectives,” and that is an admirable objective. Indeed, SS HS.4.5.C provides an excellent model by directing students to compare both supporters and critics of the New Deal. That same principle should be applied consistently. If students study Stonewall, the ERA, organized labor, and social movements favored by the Democratic political party, they should also study Reagan conservatism, religious political mobilization, opposition to expanding federal power, and debates over abortion, gun rights, taxation, regulation, free enterprise, and constitutional interpretation.

A few wording choices also deserve reconsideration. SS 4.1.1.D states that leaders and citizens should “equitably represent all residents.” “Represent all residents” or “fairly represent all residents” would communicate the civic principle without using the politically contested concept of “equity.” Similarly, the

“continuing struggle for equality” in SS HS.4.1.C could more neutrally be described as continuing debates over equality, equal protection, individual rights, and the proper role of government.

Signature

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

Signed,

First name *

Greg

Last name *

Brown

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Nebraska State Board of Education Written Public Comment September 4, 2026

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 *

Brenda

Last name *

Halbmaier

City *

Mead

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.)

To the Nebraska State Board of Education- I am writing to express my concerns with any form of DEI or "oppressor/oppressed" type of language in the new Social Studies standards. I do not feel that is necessary in our standards- our students need to be taught factual historical content. Critical Race Theory no longer has a place in our state's public schools or any type of language that relates to this. Please leave this type of language out of our state standards. Thank you all for your service.

Signature

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

Signed,

First name *

Brenda

Last name *

Halbmaier

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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 *

Sue

Last name *

Greenwald

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 started with very ideological left standards from 2019, and they have been tweaked a little to remove some of the Marxist dogma, but still don't pass muster with Civics Alliance or the Fordham Institute. If the ideological left is allowed to weigh in on what should be in the standards, why not also take pointers from the ideological right? Why does everything have to be controlled by the left in education? Most Nebraskans are not left wing. A better approach would be to scrap what we have and do civics and history based upon primary documents. As Lisa Schonhoff pointed out, learning from a historical document is infinitely better than learning about it with the favored political lens, which currently is anti-American. Our current system is failing. Ask any high school or college kid about the Constitution or the branches of government and they just don't know. It seems like the only thing they learn about is slavery and WWII with an anti-American flavor. Nothing about how the Declaration of Independence set the table for abolition, or what the founding fathers sacrificed for that document. They are not able to intelligently participate in self-government, and that is supposedly the main purpose of having public schools. Instead they are being trained for mindless protesting of the current thing. The legislature keeps passing laws to teach Civics and the education system keeps failing to do that. Critical theory is not Civics.

Signature

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

Signed,

First name *

Sue

Last name *

Greenwald

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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 *

Susanne

Last name *

Patrick

City *

Central City

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.)

We are sick of all the woke crap, the brainwashing of the kids, the confusion being done concerning their identity. Kids are graduating not being able to read, thinking that socialism and communism are a good thing. We pulled all four of our kids out of public school and sent them to a private Christian school. You don't even want to know what I think about the college brainwashing being done to kids. One thing I do know if you libtards get your way and run the United States you will want to slap yourself up the side of your head for your stupidity.

Signature

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

Signed,

First name *

Susanne

Last name *

Patrick

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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 *

Sharon

Last name *

Kindt

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.)

Nebraska's social studies curriculum needs to follow the true history of our nation. Wokeness does not follow that time tested standard. Rewriting history to meet the demands of Woke opinion changes the facts of history and gives a distorted view of reality, making for a fictional story, but not true history. Let's give Nebraska students the whole truth about our nation's past as a part of Nebraska's required social studies curriculum.

Signature

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

Signed,

First name *

Sharon

Last name *

Kindt

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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 *

Lori

Last name *

Samuelson

City *

Trumbull

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 writing to express my opposition to the proposed social studies standards currently under consideration. While I appreciate the effort to update and improve our curriculum, I am concerned that the current draft places an excessive emphasis on ideological perspectives that prioritize equity-based frameworks over balanced, fact-driven instruction.

My primary concerns are as follows:

1.Potential for Political Bias– Social studies should equip students with the tools to think critically and form their own conclusions. Overemphasis on certain social or political viewpoints risks narrowing the scope of inquiry and discouraging open discussion.

1.Dilution of Core Academic Content– A strong social studies curriculum should prioritize historical accuracy, civic literacy, and a broad understanding of world events. I worry that the proposed standards may shift focus away from these fundamentals in favor of thematic or ideological narratives.

1.Impact on Educational Neutrality– Public education should remain a space where students are exposed to multiple perspectives without being steered toward a particular worldview. The proposed standards, as written, may unintentionally undermine this neutrality.

I respectfully urge the Board to reconsider these standards and ensure that any revisions maintain a balanced, academically rigorous approach that serves all Nebraska students, regardless of background or belief. I trust that you will give thoughtful consideration to the concerns of parents, educators, and community members who value an unbiased and fact-centered curriculum.

.....

Signature

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

Signed,

First name *

Lori

.....

Last name *

Samuelson

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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 *

Genna

Last name *

Platte

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 am a future social studies educator, and I believe that students should be pushed to reach their full potential, and encouraged to think at a high level. Teachers need standards and guidelines that ensures that students are being pushed to learn to the best that they can. In my opinion some of the proposed standards are not designed to ensure that all students are being pushed to their full potential.

One standard that I believe should be revised is SS HS.4.3 (US) Examine historical events from the varying perspectives of relevant groups which is found under high school American History. I think that this one should be revisited because it is very broad and does not fully explain who the relevant groups are. Teachers may not look at this standard and realize that they should teach about underrepresented groups because it is not in the standard. Some teachers may use their own personal bias and choose to bypass the teaching of underrepresented groups if they are not specifically told to discuss that topic. If we do not teach about underrepresented groups then we are missing a very important perspective and experience of American History.

The other standard that I wanted to bring to attention is SS HS.3.1 Evaluate where (spatial) and why people, places, and environments are organized on the Earth's surface. which is under high school history geography. Personally, I think that this standard should be reworded. The indicators themselves are clear, but in my own opinion I believe that the standard itself doesn't fully match with the indicators. I find the wording confusing and if the teacher is confused on what the standard is referring to then how are we supposed to teach that topic in a clear manner. As a future social studies educator, the way that standards are worded impact how well we teach a topic. If a topic is very broad and does not have vocabulary that is high on Bloom's Taxonomy, then I do not think that teachers will push their students to reach their full potential in their learning. I think that the standards should be precise and the more precise and well written they are the more teachers will be able to help their students learn. From what I have read the standards are clear and explain what to teach but they are broad. They should be more thorough so my recommendation would be to go over the standards and make sure that they represent a high level of thinking and are encouraging the learning of all perspectives.

Thank you for your time.

Signature

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

Signed,

First name *

Genna

Last name *

Platte

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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 *

Teresa

Last name *

Webben

City *

Grand Island

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 respectfully disagree with the proposed Nebraska Social Studies standards that incorporate concepts associated with “woke” ideology and Critical Race Theory (CRT). I believe Nebraska’s social studies curriculum should focus on teaching students accurate American history, civics, government, economics, and the principles of individual liberty and personal responsibility. Students should be encouraged to think critically, consider differing viewpoints, and learn from our history without being taught to view themselves or others primarily through the lens of race, privilege, or victimhood. I believe our schools should unite students around our shared American ideals while honestly teaching both the successes and failures of our nation’s history.

I would like to think that our NDE would not adopt these standards!

Signature

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

Signed,

First name *

Teresa

Last name *

Webben

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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 *

Mark

Last name *

Martin

City *

Valley

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.)

Hi, My name is Mark Martin I am a citizen of Nebraska residing in Douglas county. I have read through the proposed updated standards, and would like to say that I am in support of the modifications. Just as an example as to why I am in support; when looking at the new proposed SS HS.4.1.B which states, "Interpret key eras in United States history in chronological order." I feel this example sums up the idea that shortening wording and making it more teacher friendly to be creative with lessons really will be a good thing. The 2019 version read, " Select, record, and interpret key national events in chronological order." Which I feel does not give a teacher very much space to expand on the standard in their own way. I really feel like the new standard has the same ideas in place but gives a lot more freedom to educators so they can build their lessons in the best possible way that fits their classroom environment and culture.

Thank You for your time with hearing my thoughts on the new updated state standards.

Signature

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

Signed,

First name *

Mark

Last name *

Martin

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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 *

S. 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.)

Include the dangers of Islam. It is an ideology, not a religion. Islamic schools describe teach that Islam is a "deen" - not a religion. Unlike the Western concept of a religion, a deen encompasses political authority, military affairs, law, governance, economics, family life, commerce, social relations, morality, and private life. Sharia is the practical implementation of deen in law and society which is incompatible with the U.S. Constitution. For example, we are not all created equal. Women are not equal to men. Islam is a nation without borders. Its objectives are global. Sharia law - head to toe covering for women, feminine genital mutilation, arranged marriage as young as 9, testimony is worth half of a man, can only act financially with a male endorsing, requires testimony of 4 witnesses to prove rape, honor killings, etc.

Include the dangers of socialism and communism. They restrict individual freedom, make each man a mere agent, a mere number, seek equality in restraint and servitude, aim for equal outcomes (not equal opportunity), use class warfare to create dissention. They teach that rights come from the state and not from God. They don't believe in private property. The result of their goal of equal outcomes is equal poverty.

Signature

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

Signed,

First name *

S. 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 *

Gabriel

Last name *

Gutierrez

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.)

Members of the Nebraska State Board of Education,

My name is Dr. Gabriel Gutiérrez. I am a former Nebraska public school social studies teacher and now prepare future social studies teachers. I am writing as an individual to ask the Board to reconsider several changes in the proposed Social Studies Standards before final adoption.

I want to begin by recognizing that the current draft contains strengths. It continues to ask students to analyze sources, consider multiple perspectives, evaluate evidence, and engage in historical inquiry. My concern is not that the entire draft is poor. My concern is the cumulative effect of revisions that narrow or remove opportunities for students to engage deeply with history, civics, and the experiences of different people.

The 2019 standards emphasized questioning, communicating, evaluating, and applying. They also intentionally asked students to examine history from multiple perspectives. That was not about telling students what to think. It was about asking students to do more thinking.

Three changes especially concern me.

First, the 2019 fifth-grade geography standards asked students to explain reasons for historical and present-day migration to and within the United States, with examples including economic opportunity, war, famine, natural disasters, and persecution. That standard is absent from the proposed draft. Migration is not peripheral to American history. Understanding why people move is essential to understanding the development of our country and its communities.

Second, the 2019 eighth-grade civics standards asked students to compare and contrast how individuals, groups, and the media influence American government. Examples included the Seneca Falls Convention, the Underground Railroad, muckrakers, Booker T. Washington, Chief Standing Bear, and Susan La Flesche. The proposed draft removes that standard. At a time when young people encounter political messages constantly, understanding how citizens, organizations, movements, and media influence government is basic civic literacy.

Third, the 2019 high school U.S. history standards explicitly asked students to examine events from the perspectives of “marginalized and underrepresented groups.” The proposed draft replaces that language with the “varying perspectives of relevant groups.” I recognize that the draft still includes many of the same groups in its examples. But words in standards matter. “Relevant groups” is less precise and makes it easier for important perspectives to become optional rather than expected.

Some revisions may be intended to streamline the standards or reduce redundancy. If so, I would ask the Board: where has the learning been preserved? Removing a standard is not merely removing words. It can remove a clear signal to teachers about what Nebraska students should have the opportunity to understand and do.

Good social studies should not simply ask students to remember names, dates, and institutions. Students should learn to ask meaningful questions, examine sources, judge credibility, compare accounts, recognize

different perspectives, identify cause and effect, and build conclusions from evidence. Those are not partisan skills. They are habits we should expect from informed citizens in a democratic society.

Research on culturally responsive and ethnic studies programs has found positive outcomes in areas including attendance, academic performance, graduation, engagement, and students’ ability to understand perspectives beyond their own. No instructional approach is a cure-all, but students benefit when curriculum is rigorous, connected to their lives and communities, and broad enough to help them understand experiences beyond their own.

Learning about Native American history, immigration, civil rights, labor, race, religion, gender, political disagreement, and competing interpretations of the past does not diminish American history. It makes our understanding of American history more complete. Encountering perspectives with which students may disagree is not indoctrination. Done well, it is preparation for citizenship.

I am not asking the Board to preserve every word of the 2019 standards or reject every revision in the current draft. I am asking for another careful review before adoption, centered on three questions:

- 1) Does each change strengthen or weaken the level of thinking expected of students?
- 2) Does it preserve meaningful opportunities for inquiry, evidence-based reasoning, and civil discourse?
- 3) And does it ensure that Nebraska students encounter the breadth of people and perspectives necessary to understand our state, our country, and the world?

Nebraska already had social studies standards worth building upon. I hope the Board will revise this draft in a way that strengthens that work rather than narrowing it.

Thank you for your consideration.

Sincerely,
Dr. Gabriel Gutiérrez

.....

Signature

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

Signed,

First name *

Gabriel

Last name *

Gutierrez

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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 *

Tahlia

Last name *

Steinbeck

City *

Fort Calhoun

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.)

Hello, my name is Tahlia Steinbeck, and I am in the Social Science Teacher Education program at the University of Nebraska at Omaha. After close reading and review of the proposed 2026 Social Studies Standards, I have come to the conclusion that these standards have not only refined teaching expectations but also enhanced and improved them in the process. As a future Social Studies teacher, I think these revisions and additions are necessary and will provide a better framework for current and future teachers.

I have made my evaluations and opinions with consideration of the C3 framework (College, Career, and Civic Life) as a point of reference. This framework focuses on four key dimensions of social studies skills, which are asking questions and planning inquiries, disciplinary tools and concepts, evaluating sources and using evidence, and communicating solutions and taking informed action. After reading through the proposed standards, I notice that many times the standards have been changed to fit what the C3 framework is supporting.

For example, the standard HS.SS.2.1b is currently written as "Assess the incentives for investing in personal education, skills, and talents," and the proposed version is "Assess the incentives for investing in human capital." From a teacher's point of view, I appreciate this clarification, as the term "human capital" can be overgeneralized as purely education, and that leaves out many aspects of it. I think that the switch to "personal education, skills, and talents" broadens the scope of what our students should understand human capital to be. Relating to the C3 format, this switch applies to the fourth dimension because these aspects of human capital need to be taught to students so that they can make informed decisions for their futures and become civilized citizens. Making sure students understand that there are many aspects to human capital is also much more Culturally Relevant, as many students will not be able to afford further schooling; by broadening this standard, we are making sure all students are accounted for in planning their future. This is just one example of how the proposed standards are better suited to current classrooms and benefit not only the students but also teachers' scope and options in teaching.

A second standard that specifically stood out to me in the proposed draft was SS HS.4.5.A (US) "Construct meaningful questions about topics in U.S. history". The interesting thing about this the only thing changed from the original standard to the proposed one is the examples that were provided. Currently, the example that is given for this standard is "Why did the United States enter World War I?". The new proposed examples are "How did the American political system respond to the Great Depression? Was the Civil Rights Movement driven by leaders or the grassroots?" As a teacher, I find the examples to be not only extremely helpful, but important in guiding the avenues we take in teaching. In the proposed standards, I have noticed that examples have been refined, which I think is a core strength of the standards. In this specific example, I think that the new questions are designed in a way to force students to naturally use disciplinary tools and concepts such as historical and critical thinking skills, which relates to the second dimension of the C3 framework. Students are being asked to evaluate and analyze historical events rather than the first question, which is more of a convergent question. The newly proposed examples prompt students to answer in divergent ways and create a more in-depth understanding of the content.

Overall, the proposed standards are aiding in the shift of perspective around the Social Sciences. As we are seeing, less time and value are being placed on this content area, as it can be viewed as less important in relation to solving a growing literacy crisis in the United States. By making these shifts in the standards, I feel that it is enhancing the critical thinking and real-world application of the content area. As a future educator, I strongly encourage the passing of the new proposed standards and hope to be able to work with these in the future.

References

College, Career, and Civic Life (C3) Framework for Social Studies State Standards | Social Studies. (n.d.). National Council for the Social Studies. Retrieved September 1, 2026, from <https://www.socialstudies.org/standards/c3>

Signature

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

Signed,

First name *

Tahlia

Last name *

Steinbeck

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Nebraska State Board of Education Written Public Comment September 4, 2026

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 *

Trena

Last name *

Boshart

City *

Wood River

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.)

Dear Members of the State Board of Education,

I am writing to express my strong opposition to the draft social studies standards currently under consideration by the Nebraska Department of Education. As a concerned resident and taxpayer, I believe these standards move away from traditional, core academic instruction and instead introduce divisive political concepts.

Public education should focus on foundational knowledge, historical facts, and traditional American values. Unfortunately, these new frameworks appear heavily influenced by identity politics and critical race theory. Instead of uniting our students through a shared understanding of our nation's history, these frameworks divide students into groups based on race and background.

I urge the Board to reject ideological trends and focus on objective history. Schools should teach students how to think, not what to think. Please revise these standards to ensure they remain neutral, factual, and focused on genuine academic achievement.

Sincerely,

Trena Boshart

Retired Elementary Teacher from Wood River Rural Schools

Wood River, NE

Signature

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

Signed,

First name *

Trena

Last name *

Boshart

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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 *

Carli

Last name *

Harris

City *

Papillion

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.)

As a future high school social studies teacher, I generally support the proposed 2026 Nebraska Social Studies Standards. I like that the standards focus on helping students understand history through evidence and different perspectives. However, I am concerned that some of the wording is less specific than it was in the 2019 standards. I believe teachers need clear standards so they know what students are expected to learn.

One change that stands out to me is SS HS.4.3 (US). The 2019 standard stated, "Examine historical events from the perspectives of marginalized and underrepresented groups" (Nebraska Department of Education, 2019). The proposed 2026 standard changes this to, "Examine historical events from the varying perspectives of relevant groups" (Nebraska Department of Education, 2026). I understand why the wording was changed, but I find the word "relevant" unclear. What makes a group relevant? As a future teacher, I would want more direction so I know which groups students are expected to learn about. I think the standards should give teachers enough information to guide their lessons without making them guess. I also support SS HS.4.2 (US), which focuses on analyzing multiple perspectives when studying important events in history (Nebraska Department of Education, 2026). I think this is important because students should not learn history from only one point of view. Learning about different groups and their experiences can help students better understand why people may view the same event differently.

This is especially important to me because of my own experience with social studies. When I was a student, history often felt like memorizing dates, names, and events. As I have prepared to become a teacher, I have realized that history is much more meaningful when students understand what happened, why it happened, and how it affected different people. I want my future students to have accurate information, look at different sources, and use evidence to come to their own conclusions.

Clear standards are also important for teachers when explaining what they teach. If a parent questions why a certain topic or group is being taught, teachers should be able to point to the state standards and explain why it is part of the curriculum. If the standards are too broad, teachers may interpret them differently. This could mean that students in different classrooms learn very different things about the same historical event. I also believe teachers should use accurate historical vocabulary when teaching social studies. Certain words or topics should not be avoided just because they may be viewed as political. Teachers should be able to use educational terms that best describe the history they are teaching instead of changing their language or avoiding a topic. At the same time, teachers should not push their own political opinions onto students. Students should be given accurate information and different perspectives so they can form their own opinions.

Overall, I support the proposed 2026 standards. My recommendation to the Nebraska State Board of Education is to keep the focus on multiple perspectives while making the wording clear enough for teachers to understand what students should learn. Teachers should have room to teach in ways that work for their students, but they should also have clear guidance from the state.

References

Nebraska Department of Education. (2019). Nebraska social studies standards.

Nebraska Department of Education. (2026). Draft 2026 update for social studies standards [Draft].

Signature

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

Signed,

First name *

Carli

Last name *

Harris

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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 *

Joe

Last name *

Hofer

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.)

I request that the Nebraska Department of education and the Nebraska Board of Education Remove All, DEI and WOKE language from the Nebraska social studies curriculum.

Signature

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

Signed,

First name *

Joe

Last name *

Hofer

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Nebraska State Board of Education

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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 *

Patricia

Last name *

Bartels

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 would like to comment on the 2026 social studies standards. I understand that these standards are to be changed this year by the present board of education members. I would like to return to teaching the actual factual history as it happened. I am aware of the fact there are many things which happened which we are not proud of. These things should still be taught as fact without blame on one side or the other. Teach what really happened and why. If you don't learn from your mistakes you tend to repeat them. Please pick a program that teaches the actual facts and does not color the materials to show favoritism to one side or the other. There is plenty of blame to go around. The students need to understand what really happened in the past and why.

My understanding of this situation is that the department should end their association with the National Council of Social Studies materials. There have been many flaws found in their subject matters.

Respectfully,

Patricia A. Bartels

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 *

BARTELS

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Nebraska State Board of Education

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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 *

Christopher

Last name *

McMahon

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.)

Hello! I am Christopher McMahon and I am currently a senior at UNO in secondary education social studies. My first year of teaching will be in fall of 2027, so this new curriculum will be the first real practicum I will be using as a new teacher! Thus, I would love to help make this new curriculum perfect in almost every way.

As I was reading the curriculum, I noticed some things that I would like to change or modify. The first one I noticed is SS HS.2.2.B. I am planning on becoming an economics teacher and I love how we are teaching students checking and saving accounts and how to properly store their money. However, I was wondering in the example portion, could we add the FDIC as an example? Or at least find a way to incorporate it into the curriculum in general. As a student teacher, I take example portions in these indicators to heart as it proves what I am teaching is what I am supposed to be teaching. Thus, adding the FDIC is something that I think could benefit many teachers, including me. However, the reason why I believe we should teach about the FDIC is because it helps students understand why banks are important. If a student doesn't understand what separates keeping his/her money under their mattress compared to putting it in a bank, they probably won't bother opening a checking or savings account. Thus, the rest of the indicator doesn't really matter if you don't mention the FDIC.

The second thing I noticed was in SS 8.2.2.A* I noticed that in examples, we talk about credit scores. I think teaching about credit scores is one of the most important things we can teach to these students. However, my main problem with such an action is the fact that we are supposed to teach it in 8th grade. The problem I have with teaching about it in 8th grade is the fact it's incredibly early for a student to learn about credit scores that early. In the state of Nebraska, you must be at least 18 years old for you to take out a loan. The problem is that most 8th graders are only 13-14 years old. Meaning they have to wait at least four years in order for them to use their credit score. Four years is an extremely long time for something as important as a credit score. Credit scores play a role in car loans, mortgages, student loans, credit scores, personal loans, and so much more. The problem is we are teaching something this important to these young adults who will probably forget about it until they actually need these loans and at that point, they are set up for disaster. When I student taught in Council Bluffs, Iowa. I was in an economic class, and I personally taught credit scores to high schoolers, mainly juniors and seniors. These students will be using credit scores in less than a year or two know matter the career. This is something that Nebraska needs to follow. Iowa has set up their students to success; I am hoping Nebraska can follow suit.

Signature

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

Signed,

First name *

Christopher

Last name *

McMahon

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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 *

Merlyn

Last name *

Bartels

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.)

Concerning setting new social studies standards, I would ask that the department of education would end their association with National Council for Social Study Materials. I understand that Thomas B. Fordham Institute has given the 2019 standards we are using now a D- rating. This group has been reviewing state standards for over 20 years. I believe they should have experience as a team includes practicing educators. Also Civics Alliance recommends a complete overhaul of the 2019 standards.

I feel the standards we have now are not teaching the true historical facts as they happened. Please teach what actually happened even if some of them are hard to understand. We can learn from mistakes and try to not repeat those errors. Please take the politics out of the classroom and teach what actually happened. There are programs available that will do just that. Scrap the 2019 program.

Thank you for your time.

Signature

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

Signed,

First name *

Merlyn

Last name *

Bartels

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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 *

Toni

Last name *

Schroeder

City *

Elkhorn

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 need to stop teaching lies to our children. All one has to do is look around at Society today. Please go back to just teaching facts and teaching our children to love and not to hate. This all started when the public schools took God out of the schools. We need to get back to our roots please work together to do what's best for our children, not for their feelings, but for their souls.

Signature

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

Signed,

First name *

Toni

Last name *

Schroeder

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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 *

Marie

Last name *

Meyers

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.)

Proposed Social Studies Standards

My name is Marie Meyers. I was a public school elementary music teacher in Nebraska for 38 years. Regarding the proposed social studies standards containing fewer references to cultural diversity, immigration, civic Participation, Indigenous history, marginalized communities, and multiple historical perspectives I would make the following comments. We have a shared history that needs to be taught. Examples of courage, creativity, and willingness to stand up for all peoples' rights need to be taught.

- 1) At Omaha Westside our musical emphasis in the 6th grade was the blues. We covered the contributions that black field workers made when singing work songs, the African influences in this music, the routes this music took when slaves were freed, and the enormous influence the blues had on rock and roll music and jazz. We did not cover up the fact that these were slaves who made these contributions and the conditions they worked under.
- 2) People of all races have made contributions to our country by their bravery, their willingness to stand up for all peoples' rights, and their fortitude under difficult conditions. Harriet Tubman, Martin Luther King Jr., Crazy Horse, and Harvey Milk are certainly among many examples of those who should be studied.
- 3) Our daughter was in the Peace Corps in Ukraine from 2005-2007. One of her take aways from that experience was that the United States did not have all of the answers. We have much to learn from other countries and other cultures. Students need to learn about other cultures and viewpoints in our Nebraska Social Studies classrooms.
- 4) Our nephew did his Phd on comparative literature, analyzing literature from different perspectives, Native American, Women, Black, Hispanic, LGBTQIA, and White European. In my opinion, this is the best way to approach education.

Please do not narrow our students' learning of our past history. They need that so that we can go forward with a broader view of the world.

Thank you, Marie Meyers

14131 Eagle Run Drive, Omaha, NE, 68164

Signature

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

Signed,

First name *

Marie

Last name *

Meyers

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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 *

Winifred

Last name *

Huber

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.)

As a concerned community member, it is imperative that children of Nebraska continue to receive education related to cultural experiences, diversity, and, quite frankly, the colonialist and imperialist history of the United States. Removing these educational standards maintains censorship in our schools and discourages criticism of our nation. It reinforces ideals that are harmful to progress and an equitable future. Our youth will repeat America's discriminatory and bloody history unless we maintain accurate social studies and civic education in our K-12 schools. Those who do not learn the past are doomed to repeat it. Support Nebraska's children, because they are our future.

Signature

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

Signed,

First name *

Winifred

Last name *

Huber

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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 *

Brayden

Last name *

Sylvester

City *

Papillion

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, I'm Brayden Sylvester, a current senior at UNO pursuing a degree in secondary education. One of the major things I noticed appeared in the high school U.S. history section. The largest concern for me is the erasure of groups specifically listed within standards. Being broad can be beneficial for a standard as it can allow for teachers to expand or elaborate on what they're teaching and provide agency, however such as in standard HS.4.3 where the language changes from underrepresented and marginalized groups to relevant groups. While the switch can seem irrelevant as there are still examples provided for what can be taught about. The switch in language also allows the underrepresented groups to miss out on representation or for teachers and districts to omit these groups and these discussion points from their classroom. Despite this there is one strength that needs to be highlighted, and that is the expanded use of higher levels of bloom's taxonomy. Such as how in the high school civics standards the standards almost exclusively utilize the verb analyze and in the new version both standards HS.1.1.C, HS.1.1.G, and HS.1.1.H change from analyze to synthesize, evaluate, and examine respectively. The changes seem minor across the board, and while I commend the expanded use of higher level of bloom's taxonomy, but I also believe that the exclusion/removal of important groups directly in the standards is detrimental to both the represented groups and those who may not learn about these marginalized and underrepresented groups.

Signature

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

Signed,

First name *

Brayden

Last name *

Sylvester

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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 *

Teresa

Last name *

Carey

City *

Wilcox

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.)

We, as a republic, need to teach our children the whole truth, the real truth, and nothing but the truth! Students need to learn factual history while keeping personal biases out of the curriculum. The current social studies curriculum has received a D- rating from the Thomas B. Fordham Institute. It is time to remove the WOKE theme from the Social Studies curriculum and give the students some solid teaching without the identity politics like CRT, Equity & SEL ideologies as well as removing the extreme activism. Please revise the 2019 Social Studies Standards!!!

Signature

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

Signed,

First name *

Teresa

Last name *

Carey

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Nebraska State Board of Education Written Public Comment September 4, 2026

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 *

John

Last name *

Kennett

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.)

According to the Nebraska Department of Education, as of the 2025-26 academic year, there were 490 unfilled or vacant teaching positions. While this is a marked improvement over the over 900 vacancies reported in the 2023-24 academic year, we, as a state, are still facing a massive shortage of qualified educators. One of the ways the state has closed the gap in the number of employed educators is by implementing Nebraska's version of the "Teachers of Tomorrow" program, which is designed to expedite online certification to teach in our classrooms. This short-term solution has massive drawbacks. Firstly, and the biggest point of contention, this program does not require or monitor any clinical practice in the classroom before certification is earned. The other issue is the lack of peer-to-peer or peer-to-mentor guidance to assist and collaborate with classroom management. Left to their own devices, their new teachers are vulnerable to using unauthorized methods to manage classrooms. The combination of these two sore spots will result in an inadequate ability to teach from even the current version of the "Nebraska State Social Studies Standards," not to mention the proposed updated version. This is not an indictment of the current solution to the teaching problem, but rather this, in combination with a proposed update to the standards, will only be a cocktail of inefficient, inconsistent, and incomplete teaching and learning. I have a couple of examples from the proposed standards that give me pause about the current teaching situation in the field and the topics the standards are set to address.

The first standard that causes concern is the proposed "SS 8.4.1" list of examples. I find it frustrating that certain founding events and perspectives were chosen to be lifted, such as the Columbian Exchange, European colonization, and the Native American response. The first two topics are the foundational context of the US History subject. While it may be uncomfortable to teach and discuss, without this sober take on the founding and colonization of the New World, it will be hard in later units when topics of slavery, westward expansion, industrialization, and immigration come into play. In addition, for new teachers without practical experience, this only makes their lesson planning more difficult, as the starting point of the US History lesson shifts forward, leaving new instructors without an anchor to recall how complex the topics of enslavement, subjugation, and tribal removal originated. With the current standards, we have a more complete picture for teachers to move forward, which can gradually layer these imperfect periods of the subject. As for the proposed removal of the Native American response, we are deliberately undercutting one of the essential elements of learning history: taking other perspectives into account and developing empathy that informs a bigger picture of events. If the new proposed standards should pass, not only are we putting our learners at a disadvantage, but we will also fail to get the newer, less experienced teachers up to speed on the crucial skills of developing pedagogical confidence that will serve in their own development in classroom conversation building, but also not give them exposure to culturally responsive teaching, which they may not have received in their accelerated program.

Another is the inconsistency and progressive use of Bloom's verbs in the subsection. For example, in the proposed curriculum draft, SS HS.4.4, the verb used is "evaluate," which is at a very high level in Bloom's taxonomy. However, the subsections underneath it are all over the place. For the first subsection, SS HS.4.4.A, the verb "compare" is almost a bottom-rung verb; the next subsection verb "critique" is on equal standing as the main section verb in the evaluating tier. "Determine" in the subsequent section falls under applying in Bloom's order. "Explain" settles under the Understanding category of Bloom's ranking. A more consistent application of Bloom's taxonomy in creating these standards might help inexperienced teachers scaffold their students' learning more effectively. The new standards proposed, as written regarding Bloom's hierarchical progression, may not be a big deal for more experienced teachers. Still, if we are to

inject our education system with teachers who have zero practicum or clinical experience via an accelerated program, we need to frame the standards so that they implicitly develop complexity gradually.

Signature

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

Signed,

First name *

John

Last name *

Kennett

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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 *

Sabrina

Last name *

Danielsen

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 oppose planned changes to social studies standards that take away emphasis on diversity and how to be an engaged citizen. Planned changes to SS K.4.4.a diminish engagement with family stories of movement and migration (and instead emphasize experiences in the classroom, which is a very confusing addition). Planned changes to SS K.1.4.1.a diminish emphasis on different cultural perspectives in understanding cultural celebrations, which is something that my now-third grader really enjoyed learning about in 1st grade. I'm concerned about taking "equality" out of the SS 2.1.2.a standard. I'm concerned that SS5.1.2.a is being diluted to not give students an understanding of practical rights (freedom of speech) and civic responsibilities (like voting).

I come to these opinions as the proud parent of a NE public school third grader. I pay a lot of attention to his social studies education, talk to him about what he's learning, and look at his curriculum materials for social studies that come home. His learning about cultural diversity and practical rights and responsibilities of US citizens has been some of his favorite learning. I also teach social studies at the university level in NE, and I hear about what students liked and didn't like about their social studies education at the K-12 level. Students generally either (1) feel enriched by what they did learn about cultural diversity or (2) wish they learned more about cultural diversity and history. Please do not dilute these standards because of outside partisan forces. I am proud of the diversity of NE public 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 *

Sabrina

Last name *

Danielsen

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Nebraska State Board of Education

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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 *

Hannah

Last name *

Broughton

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.)

Hello, my name is Hannah Broughton. I am a current holder of a substitute teaching certificate and future secondary Social Science educator studying at the University of Nebraska Omaha. I am writing because I have some comments and concerns about the upcoming revisions to the Social Science standards, specifically high school level history classes. I would like to start by recognizing the examples included with each standard. Throughout the proposed standards the examples remain thorough and in depth. Having many examples gives educators inspiration and guidance in lesson planning. Especially new educators like me. Now looking at S.S HS.4.4: Evaluate sources for perspective, limitations, accuracy, and historical context. This main standard did not change however, some wording in 4.4.a-d changed. I think it is interesting that the word critique was taken out of 4.4a and was added to 4.4b even though the premise of each standard did not change. When evaluating sources, I think it is important to critique the strengths and weaknesses of each source as well as the strengths and weaknesses of each central argument. Students now are faced with an overflow of online information. By giving them the foundation provided by this standard they are set up to evaluate any information they consume. This certainly doesn't mean they will, but they will have the knowledge needed. Now standard 4.4c and 4.4d these address the relationships between causes and effects of the past as well as the relationship between past events and the present. I think these are very important to include in the standards however, I do not agree with their placement. I think they should be included with SS HS.4.1: analyze and evaluate patterns of continuity and change over time in world history. Moving on to the final issue with the proposed standards. One fear I think a lot of Social Science educators face is the threat of the "red state standard". Multiple perspectives are an essential point in understanding history. Especially learning and teaching the perspectives of those who have previously been left out of this Eurocentric version of history I was taught growing up. Even comparing the "old" Nebraska standards to those in Iowa. I did practicum in Nebraska and Iowa, and the vague nature of the Iowa standards did not include any form of multiple perspectives. It was very hard to form lesson plans that included every fact to events without the protection of multiple perspectives being stated in the standards. An example that I can not stop thinking about is SS HS.4.3.b which states in the old standards, "Interpret how and why marginalized and underrepresented groups and/or individuals might understand historical events similarly or differently". The key words here are marginalized and underrepresented groups. These are the groups that are often left out of history. In the proposed standards those words are taken out and replaced by the word 'various'. So far in my college education classes we have been taught that no matter what inclusion and cultural relevance is essential to every lesson plan. By changing the wording in this standard, the standard becomes so vague that any person could be taught. For me it has been an effort to learn more about marginalized communities in college because in High School they were not taught. This wording change takes us a step back in social science education when we should be including more information on this standard each re-write. It doesn't completely mean that educators won't teach about underrepresented groups, but it is allowing them to. If educators are in a similar boat as me, they may want to just stick to what they know and teach an outdated, one-sided point of view. I have always praised the Nebraska standards for their inclusion and diversity however; this change would make it hard. Social science prepares students for college, career, and civic life. Understanding all perspectives of history is essential for knowing the present and anticipating the future. Thank you.

.....

Signature

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

Signed,

First name *

Hannah

Last name *

Broughton

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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 *

Amanda

Last name *

Ripley

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 would like to encourage you to revise the social study standards in line with the analysis by organizations such as Civics Alliance and the Thomas B Fordham Institute. Children need to know the actual events of history as they occurred and be able to come to their own decisions. Get away from the terrible standards of 2019.

Signature

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

Signed,

First name *

Amanda

Last name *

Ripley

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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 *

Rhonda

Last name *

Bors

City *

Ashland

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.)

Dear Members of the State Board of Education,

I am writing to express my concern regarding the current Social Studies Standards. As a former public school teacher with 35 years of experience, I oppose including political ideologies in our state standards. Our curriculum should ensure students learn factual, objective history without personal bias.

The Thomas B. Fordham Institute recently issued Nebraska a D rating in Civics and a D- in United States History. Given these low marks, it is imperative that we focus on comprehensive, fact-based historical content and unbiased civics education.

Additionally, I believe that "equitable education" initiatives create political division rather than unity. Differential treatment based on race or background can lead to reverse discrimination and lower overall academic standards to achieve uniform outcomes.

Our students deserve a factual, unbiased curriculum, free from political influence. Thank you for your time and consideration.

Sincerely,
Rhonda Bors

Signature

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

Signed,

First name *

Rhonda

Last name *

Bors

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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 *

John

Last name *

Neal

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.)

Dear State Board of Education / Nebraska Department of Education,

I am concerned about the changes that I see proposed in the 2026 Nebraska State Social Studies Standards would lessen the rigor of the standards and create limits to logical examples that appropriate to use in classrooms. I feel that these deficiencies in the 2026 standards are errors that can be corrected and approved in the future by the Board. It is better to keep the 2019 standards until these deficiencies can be corrected than approve the 2026 standards. Once approved, it is likely that the Board will lose the momentum make these corrections.

While many deficiencies exist, I will focus on just two and provide examples at the end of my message.

The first is the addition or removal of examples that can help guide teachers to content and concepts to bring the standards to life for their students. The list of examples is not only helpful to teachers. It also ensures that teachers feel safe using the examples in their classrooms because it is approved within the state standards. Whether an example does not move from the 2019 to the 2026 standards or is only added to the 2026 standards, its removal or absence from the 2026 stands can chill the likelihood of teachers using those examples in their classes as some community members may see the absence of the examples as a repudiation of those examples by the State Board of Education and attack teachers or districts who use them. The addition of new examples in an unbalanced manner can have the same impact as it creates an obvious vacuum when providing examples of one half of common pair of thoughts or entities, but not the other half. It gives the appearance that the State Board of Education is trying to tilt the table of balanced conversation and diminishes the trust that teachers, families, and the community have in the State Board of Ed. For this reason, the 2019 standards are better.

The second is the reduction in rigor apparent throughout the 2026 standards. On many occasions, language describing student outcomes has been edited to lower expectations for student performance. To give you a sense of this regression, on several occasions, student outcomes are lowered from students being able to apply what they have learned to students simply being able to describe what they have learned. To help explain the importance of this difference, I am going to relate it to math standards because I think the difference is easier to understand within math standards, but it is equally impactful in the social studies standards. What would it mean if we changed from requiring students to be able to apply mathematic skills and asked them simply to describe mathematic skills. I don't believe that the Nebraska State Board of Education wouldn't stand for it. For this reason, the 2019 standards are better. (Examples below, additional examples sent to you via email)

These two issues point to at least some issues with the system and process used to create the new standards that eliminate essential teacher tools, risks lowering trust in the Board of Ed., and lowers student performance rigor. The 2026 social studies standards should not be approved. I would recommend continuing with the 2019 standards rather than taking a step backward with the 2026 standards.

Sincerely,

John P. Neal
jpnealgm@gmail.com

402-440-7946

Examples for #1: This comparison between 2019 and 2026 standard 7.1.2.C demonstrates the limitations that would be placed on teachers that would make learning less relevant and effective for students. Can the State Board of Education explain how seventh graders would understand the influence of media on the government when the 2026 standards would eliminate discussions of media literacy and social media platforms and replace them with conversations about religious leaders and nobles and manuscripts to understand the roles and influence of media on governments? Not teaching our students about these issues is in direct conflict to the issues being identified in the standard. Additionally, students know about social media platforms and how they influence the world around them, so their absence undercuts students belief in the relevance of the standards.

Examples for #2: This is a comparison of between three 2019 and 2026 social studies standards that demonstrates that a small change in language has a big impact on rigor:

SS 2.2.1.a (2019) Identify and APPLY civic responsibilities that are important ... (2026) Identify and DESCRIBE civic responsibilities that are important....

Signature

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

Signed,

First name *

John

Last name *

Neal

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Nebraska State Board of Education Written Public Comment September 4, 2026

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 *

Trot

Last name *

Nigh

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.)

Dear Nebraska State Board of Education,

I am addressing you with the perspective of a future social studies teacher in the state of Nebraska. On the whole I think the proposed standards are sufficient for districts to implement. However, I have a few points of contention with the purposed standards. To start, the purposed standards use 'identify' in 102 different standards and indicators. I think if we want our educators to give students lessons that not only cover content, but develop historical thinking skills we need to consider how word choice effects what level of thinking educators are tasked with getting their students to operate at. I understand that a majority of identify's uses in the purposed standards are in the k-5th level, but in my opinion the earlier we are asking students to do more than identify the better for their development later down the road. I understand that many kindergarteners have trouble synthesizing, evaluating, etc, but when we task them with doing this things we are still having them identify in the first place, so nothing is lost. Next, I would like to talk about the inclusion of the Grade level Summary and theme. I think the grade level summary and theme is a great idea. It ties all the grade levels together and gives districts and educators a bigger picture of what they are aiming to accomplish. I also think it would be a good idea to include a preamble before the standards begin. I think it would be beneficial to include a sort of mission statement of why we teach social studies in the classroom. This would give districts and educators a roadmap of what the bigger picture goal is for our students when developing lessons and curriculums. Rather than just standards that operate like a checklist for educators to get through. The grade level summaries sort of accomplish this goal, but I think an overall subject summary at the beginning would improve how social studies is approached for the reasons I just mentioned. The National council for the Social Studies' College, Career, and Civic Life (C3) Framework for Social Studies State Standards: Guidance for Enhancing the Rigor of K-12 Civics, Economics, Geography, and History would be a great resource for developing a discipline summary in the purposed standards. Similar to changing the word choice in our standards I don't think we stand to lose anything by including this in our state standards. I know these suggestions seem rather trivial, but the purposed changes would change the way our schools, teachers, and ultimately would approach social students in a positive manner and that is worth their inclusion. I would finally like to thank the board for their time and Effort.

.....

Signature

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

Signed,

First name *

Trot

Last name *

Nigh

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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 *

Caroline

Last name *

Epp

City *

Giltner

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.)

As I have read through the standards, I have been greatly disappointed. The sections of U.S. History basically does NOT touch our American History. I have done a lot of research this past year on our founding fathers. Our kids need to hear the real stories of their lives and what they stood for and what they did to form our nation. Our kids need to hear the recipe for a moral and civil society which comes straight from the Bible. There is no other religion on earth that promotes true freedom and respect for human beings than Christianity.

I pray that you as a board would fully embrace strengthening these standards to dig into the depths of our founding, truly connecting the youth with the roots of our past. Like did you know that by 1876 more than a thousand blacks had held offices in the U.S.? It was a democrat who tried to erase the true history of blacks from our country - Woodrow Wilson! Let's get real with the kids and give them the truth!

Signature

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

Signed,

First name *

Caroline

Last name *

Epp

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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 *

Stephanie

Last name *

Graham

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 am writing to you today as a deeply concerned constituent and community member to express my strong opposition to recent efforts to censor, minimize, and whitewash our social studies and history education standards. A complete education requires an honest look at our past. History is not just a collection of inspiring stories; it is a complex narrative that includes systemic injustice, conflict, and the diverse contributions of marginalized communities. Stripping these essential truths from our curriculum does a profound disservice to our students, leaving them unprepared to navigate or improve a diverse world. When we sanitize history, we erase the lived experiences of Black, Indigenous, and communities of color, as well as LGBTQ+ individuals and other vital groups who helped shape this nation. Students deserve to learn accurate history that encourages critical thinking, empathy, and objective analysis. They cannot learn from the mistakes of the past if they are never allowed to read about them. I urge you to advocate for and support history standards that are comprehensive, inclusive, and accurate. Please reject any legislative or administrative efforts to restrict teachers from leading open, honest discussions about systemic racism and historical realities.

Signature

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

Signed,

First name *

Stephanie

Last name *

Graham

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Nebraska State Board of Education Written Public Comment September 4, 2026

Nebraska State Board of Education

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

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

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

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

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

Click the "Next" button below to begin.

Identification

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

First name *

Sara

Last name *

Hoogeveen

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.)

It is time our educational system took note of the detrimental effects of existing Screen Time usage and educational technology currently being used. Thus far, there has been little to no substantiated proof that utilizing screens and educational technology in a classroom setting improves the academic scores of children. However, there has been substantial peer reviewed proof that ongoing screen usage, and gamification of educational content can be detrimental to the development of young minds. It is time that strong parameters be put in place for how school districts utilize educational technology and what is available to students on this technology in a school setting.

Signature

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

Signed,

First name *

Sara

Last name *

Hoogeveen

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

Google Forms

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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 *

Dave

Last name *

Murman

City *

Glenvil

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.)

It would be beneficial for the Nebraska social city standards to increase focus on the intersection of Christianity and American culture and morality. There should also be a heavier emphasis on patriotism and American exceptionalism.

Signature

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

Signed,

First name *

Dave

Last name *

Murman

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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 *

Kolby

Last name *

Cozad

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 a teacher candidate at the University of Nebraska at Omaha who is preparing to enter secondary social science classrooms. I am writing to share my perspective on the draft revisions to the state social studies standards. Having received these standards as a student and now preparing to teach them, I care deeply about a curriculum that builds strong critical thinking and real-world skills. While I strongly support the proposed Nebraska Social Studies Standards, I am concerned about how some indicators are worded in the high school economics standards.

First, the indicator SS HS.2.4.A: Explain the importance of saving and investing early to ensure financial security. This indicator is very vague due to the complexities that come with investing and saving money. This indicator seems too simple for high school students, and there needs to be a more analytical approach to understanding why saving is important, such as: Analyze how the value of money, compound interest impact, and inflation impact long-term savings and investment. This revision focuses on the actual math and real-world forces that control our money, rather than repeating something the students already know, which is the "importance of saving and investing". The revision shows students how compound interest builds wealth over time, how inflation shrinks what a dollar can buy, and how there needs to be a strategy for saving and investing. This will help students because, rather than just telling them to basically "explain why saving is good," students will have to analyze the factors that will make their money actually grow and will give students such an important real-world tool they will actually use.

Second, the indicator SS HS.2.5.D: Investigate possible causes and consequences of shortages and surpluses is extremely vague and can be elevated to help students understand markets. A revised indicator I created: Deconstruct why shortages and surpluses happen, and evaluate how the price affects buyers and sellers. This forces students to actively break down the mechanics of market failure rather than being vague; students must deconstruct and dig deeper into the markets and how they operate. Students will have to figure out the exact domino effect that broke the market. Students will have to look closely at how buyers and sellers react; it also shifts the focus from basic research to analyzing real-world problems about who gets hit hardest when prices get messed with.

.....

Signature

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

Signed,

First name *

Kolby

Last name *

Cozad

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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 *

Shannon

Last name *

Peterson

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 not in support of white washing our history/social studies curriculum! Our children need to learn accurate information about all history in general

Signature

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

Signed,

First name *

Shannon

Last name *

Peterson

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

Google Forms

Out-State Travel Authorization Reports - September				
<u>Name</u>	<u>Event Name</u>	<u>Date</u>	<u>Location</u>	<u>Trip Request (i.e. 1st, 2nd, Other)</u>
Kristin Christensen	(NONE)			
Lisa Schonhoff	ExcelinEd National Summit on Education	December 2-5, 2026	Washington, D.C.	1st (<i>some expenses paid by a scholarship from ExcelinEd and other expenses paid by NDE</i>)
Sherry Jones	(NONE)			
Elizabeth Tegtmeier	(NONE)			

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



PROPOSED AGENDA ITEM RATIONALE

DATE: August 19, 2026

TO: Dr. Brian L. Maher
Commissioner of Education

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

PROPOSED AGENDA ITEM: Amend the contract with LINQ to add functionality to support operators of the Child Nutrition Programs.

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

RATIONALE/BACKGROUND INFORMATION:

This is the first amendment to the FY2026 contract; this amendment requires board approval because of the value of the contract is increasing from \$373,693.44 to \$445,343.44.

The enhancements are intended to improve the NDE's administration of the Child Nutrition Programs by aligning the system with program regulations, operationalizing automated communication tools, and enhancing reporting tools the NDE uses for program administration.

STATUTORY/POLICY REFERENCE:

The code of federal regulations governing the state agency administrative requirements are found in: 7 CFR 210 and 220, 7 CFR 225, and 7 CFR 226.

STRATEGIC PLAN ALIGNMENT:

- Strategic Priority 4: Provide Exceptional Service
 - Strategic Outcome 4.2: Improved Agency Wide Efficiency
 - The maintenance of an operable and responsive system for applications, claims and reporting for the Child Nutrition Programs supports the NDE's efficiency in its administration of the programs.
 - Strategic Outcome 4.3: Improved Capacity Building
 - The maintenance of an operable and responsive system for applications, claims and reporting for the Child Nutrition Programs supports the NDE's capacity to provide excellent customer service.

PROPOSED BOARD MEETING (MONTH/YEAR): September 2026

ESTIMATED COST: \$445,343.44

FOR CONTRACTS AND GRANTS:

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

FOR NEW CONTRACTS OR OTHER CONTRACTS REQUIRING PROCUREMENT:

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

FOR GRANT SUBAWARDS:

- Describe the grantee selection process:

**Updated 03.30.2026*

State Board of Education Business Meeting.

Thursday August 6, 2026

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

[Link to Agenda and Attachments](#)

[Link to Video of Meeting](#) August 7, 2026

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

STATE BOARD OF EDUCATION WORK SESSION, Thursday, August 6, 2026, 2:15 p.m.

1. CALL TO ORDER – President Elizabeth Tegtmeier called the meeting to order at 2:15 p.m.

1.1 Roll Call

Roll Call showed the following attendance:

Deborah Neary	Elizabeth Tegtmeier	Kirk Penner (left 2:48 pm)
Kristin Christensen	Lisa Schonhoff	Liz Renner
Maggie Douglas	Sherry Jones (absent)	

Commissioner Maher was also in attendance.

1.2. President Tegtmeier led the Pledge of Allegiance.

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

2. BUSINESS

2.1. Governor Memo Re: Restraining Spending in State Government (Dated July 8, 2026)

NDE Representatives, Commissioner Maher, Bryce Wilson, and Grant Norgaard, presented on the Governor's Memo regarding restraining spending in state government.

2.2. Strategic Plan Update

NDE Representative, Ryan Foor, presented an update on the strategic plan.

2.3. Information on NDE Artificial Intelligence (AI) Efforts, Part 2

NDE Representatives, Chris Wlaschin, Katie Graham. and Dorann Avey, presented information on NDE Artificial Intelligence (AI) efforts, part 2.

2.4. Information on LB937, Establish a Cybersecurity Program for K-12 Schools and ESU's

NDE Representative, Chris Wlaschin, presented information on LB937, to establish a cybersecurity program for K-12 schools and ESU's.

3. ADJOURNMENT President Tegtmeier adjourned the meeting at 3:11 p.m. The State Board of Education will reconvene Friday, August 7, 2026, at 9:00 a.m. at the Nebraska Department of Education Office Building for a regular business meeting at the Nebraska Department of Education Office Building, State Board Room, 500 S 84th Street, Lincoln, NE 68508.

State Board of Education Business Meeting.

Friday August 7, 2026

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

[Link to Agenda and Attachments](#)
[Link to Video of Meeting](#) August 7, 2026

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

STATE BOARD OF EDUCATION MEETING, Friday, August 7, 2026, 9:00 a.m.

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

1.1 Roll Call

Roll Call showed the following attendance:

Deborah Neary	Elizabeth Tegtmeier	Kirk Penner (arrived 9:27 a.m.)
Kristin Christensen	Lisa Schonhoff	Liz Renner
Maggie Douglas	Sherry Jones	

Commissioner Maher was also in attendance.

1.2. President Tegtmeier led the Pledge of Allegiance.

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

2. SPECIAL PRESENTATIONS

2.1. Nebraska Teacher of the Year Quarterly Report

Sarah Hardin, 2026 Nebraska Teacher of the Year, High School Science Teacher at Mullen High School, Mullen, Nebraska provided her quarterly report.

2.2. Annual Presentation by the Nebraska Council on Teacher Education (NCTE)

Susan Stake President of the Nebraska Council on Teacher Education provided an annual presentation by the Nebraska Council on Teacher Education (NCTE).

3. COMMISSIONER'S REPORT

3.1. Agenda Overview and Consent Agenda Process

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

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

Commissioner Maher delivered the Commissioner's report.

4. PRESIDENT'S REPORT

President Tegtmeier provided a brief report and recognized NDE staff for planning events NDE provides, such as Administrator's Days.

5. PUBLIC COMMENT PERIOD

5.1. Public Comment

The following individuals spoke in public comment: Hope Hibler, Brooke Crumb, and DerNecia Phillips.

5.2. Written Public Comment

There was one Written Public Comment submitted.

6. **CONSENT AGENDA**

Motion by Kristin Christensen, second by Maggie Douglas to adopt the Consent Agenda.

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

The motion passed.

7. **STANDING COMMITTEE REPORTS**

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

7.1.A. Discussion Item: Approve Legislative Priorities.

There was no further discussion on the item.

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

7.2.A. Monthly Board Travel Expense Report

There was no further discussion on the item.

7.2.B. Action Item: Contract for Required Compliance and Monitoring of the USDA Child Nutrition Programs

NDE Representative, Zainab Rida, provided additional information regarding the amount of the contract and monitoring visits per USDA requirements.

Motion by Kristin Christensen, second by Lisa Schonhoff to contract for required compliance and monitoring of the USDA child nutrition programs.

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

The motion passed.

7.2.C. Action Item: Accept the 2025 Single Audit Report

NDE Representative, Bryce Wilson, provided additional information regarding compliance in the audit report.

Motion by Kristin Christensen, second by Lisa Schonhoff to accept the 2025 Single Audit Report.

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

The motion passed.

7.2.D. Discussion Item: Contract for Nebraska Career Connections 2026-2027 Statewide License

NDE Representative, Katie Graham, provided additional information regarding the how the statewide license information will be shared for Nebraska Career Connections.

7.2.E. Discussion Item: Approve Comprehensive English Language Proficiency Assessment Process

There was no further discussion on the item.

7.2.F. Discussion Item: Approve Strategic Initiatives Grant Opportunities

There was no further discussion on the item.

7.2.G. Discussion Item: 2027-2029 Biennial Budget Request

There was no further discussion on the item.

President Tegtmeier called for a break at 9:57 a.m. The meeting resumed at 10:10 a.m.

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

7.3.A. Action Item: Approval of Educator Preparation Programs for 2026-2027

NDE Representatives, Brad Dirksen and Jim Kent, provided additional information regarding educator preparation programs, yearly cycle and compliance with literacy, state statute, and Rule 20.

Motion by Kirk Penner, second by Liz Renner to Approve Educator Preparation Programs for 2026-2027.

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

The motion passed.

7.3.B. Action Item: Conditional Approval of New Nonpublic Rule 14 School System, Sandhill Cranes Montessori

Motion by Sherry Jones, second by Maggie Douglas to authorize conditional approval of new nonpublic Rule 14 school system, Sandhill Cranes Montessori.

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

The motion passed.

7.3.C. Action Item: Conditional Approval of New Nonpublic Rule 14 School System, Adult Education Center

Motion by Kristin Christensen, second by Liz Renner to authorize conditional approval of new nonpublic Rule 14 school system, Adult Education Center.

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

The motion passed.

7.3.D. Action Item: Conditional Approval of New Nonpublic Rule 14 School System, Identity Preparatory Academy

Motion by Deborah Neary, second by Kristin Christensen to authorize conditional approval of new nonpublic Rule 14 school system, Identity Preparatory Academy.

Motion by Kirk Penner, second by Lisa Schonhoff to postpone the conditional approval of new nonpublic Rule 14 school system, Identity Preparatory Academy until Tuesday, August 11 at 1:00 p.m.

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

The motion passed.

The Commissioner will establish a full board meeting, electronic meeting, Tuesday August 11 at 1:00 p.m. and the public will have access to the meeting by the State Board of Education website.

7.3.E. Discussion Item: Nebraska Correctional Youth Facility Special Purpose Agreement Proposal

There was no further discussion on the item.

7.3.F. Discussion Item: Approval of Plan(s) of Corrections for Rule 10, 14, and 18 School Systems and Interim Program Schools

There was no further discussion on the item.

7.3.G. Discussion Item: Approve Priority School Progress Plans

7.3.H. Discussion Item: Social Studies Content Standards Review

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

7.4.A. Report on Rules

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

7.4.B. Action Item: Proposed Revision of Rule 6 (92 NAC 6) Regulations and Standards for Uniform Sharing of Student Data, Records and Information

Motion by Maggie Douglas, second by Kristin Christensen to adopt proposed revisions of Rule 6 (92 NAC 6) Regulations and Standards for Uniform Sharing of Student Data, Records and Information.

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

The motion passed.

7.4.C. Action Item: Proposed Revisions of Rule 59 (92 NAC 59) Regulations for School Health and Safety

Motion by Maggie Douglas, second by Kristin Christensen to adopt Rule 59 (92 NAC 59) Regulations for School Health and Safety.

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

The motion passed.

8. ADDITIONAL BUSINESS

(NONE)

9. INFORMATION ITEMS AND REPORTS

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

10. GOOD OF THE ORDER

Maggie Douglas attended Administrators' Days and shared highlights from the conference.

11. ADJOURNMENT

President Tegtmeier adjourned the meeting at 11:38 a.m.

The next meetings of the State Board of Education are scheduled for September 3-4, 2026, in Lincoln, Nebraska.

State Board of Education Business Meeting.

Tuesday August 11, 2026

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

[Link to Agenda and Attachments](#)

[Link to Video of Meeting](#) August 11, 2026

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

STATE BOARD OF EDUCATION MEETING, Tuesday, August 11, 2026, 1:00 p.m.

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

1.1 Roll Call

Roll Call showed the following attendance:

Deborah Neary	Elizabeth Tegtmeier	Kirk Penner (arrived 1:08 p.m.)
Kristin Christensen	Lisa Schonhoff	Liz Renner
Maggie Douglas	Sherry Jones	

Commissioner Maher was also in attendance.

1.2. President Tegtmeier led the Pledge of Allegiance.

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

2. PUBLIC COMMENT PERIOD

2.1. Public Comment

The following individuals spoke in public comment:

- Online: Bishop K. Jevon Chambers, Angel Starks, Margo Juarez, AnJanae Hargrove, Meghan McLarny, Sean McGhee, Cecilia Schneider, Latasha Willis, JoAnna LeFlore, Willie Barney (left the call – returned to call 2:05 p.m.), and Terrell McKinny.
- In-person: Virginia Smith, Jessica Jurgensen, Candice Price, Portia Cavitt, Lacey Lamar, T. Michael Williams, and DerNecia Phillips.

2.2. Written Public Comment

There was forty-eight Written Public Comment submitted.

3. BUSINESS

3.1. Action Item: Conditional Approval of New Nonpublic Rule 14 School System, Identity Preparatory Academy

Motion by Deborah Neary, second by Kristin Christensen to authorize Conditional Approval of New Nonpublic Rule 14 School System, Identity Preparatory Academy.

Sherry Jones	Yes
Liz Renner	Yes
Maggie Douglas	Yes
Kirk Penner	Yes
Kristin Christensen	Yes
Elizabeth Tegtmeier	Yes

Lisa Schonhoff	Yes
Deborah Neary	Yes

The motion passed.

4. ADJOURNMENT

President Tegtmeier adjourned the meeting at 2:56 p.m.

The next meetings of the State Board of Education are scheduled for September 3-4, 2026, in Lincoln, Nebraska.

DRAFT



PROPOSED AGENDA ITEM RATIONALE

DATE: August 19, 2026

TO: Dr. Brian L. Maher
Commissioner of Education

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

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

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

RATIONALE/BACKGROUND INFORMATION:

1. 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 2026/27 school district budget.

2. Short-Term Borrowings

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

Rationale/Background Information: Section 79-1028.01(1)(m) provides for the State Board to permit a district to exceed its budget authority for the general fund budget of expenditures for amounts received for Short-Term Borrowings as a special grant fund for budget limitation purposes. The Short-Term Borrowing listed on the attachment has been reviewed by Department Staff and appears to qualify as a special grant fund per State Statute Section 79-1003(38). If approved, the school district may access additional budget authority. This request is applicable to the 2026/27 school district budget.

3. 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)(m) provides for the State Board to permit a district to exceed its budget authority for the general fund budget of expenditures for amounts received for 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(38). If approved, the school district may access additional budget authority. This request is applicable to the 2026/27 school district budget.

4. 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 2026/27 school district budget.

STATUTORY/POLICY REFERENCE:

- Statute listed above according to the exclusion item.

STRATEGIC PLAN ALIGNMENT:

- *Strategic Priority 1: Accelerate Student Achievement*
 - *Strategic Outcome 1.1: Improved Student Achievement*
 - *Strategic Outcome 1.2: Reduced Chronic Absenteeism*
- *Strategic Priority 2: Grow the Educator Pipeline*
 - *Strategic Outcome 2.1: Increased Supply of Teachers*

The additional budget authority for schools could be used by the school to address any of the first two strategic priorities.

PROPOSED BOARD MEETING (MONTH/YEAR): September 2026

ESTIMATED COST: None

FOR CONTRACTS AND GRANTS: N/A

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

FOR GRANT SUBAWARDS: N/A

**Updated 03.30.2026*

**2026/27 School Year
Requests Relative to the Budgeting Provisions
of the Tax Equity & Educational Opportunities Support Act
September 4, 2026, State Board Meeting**

Recommendation 1

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

County-District Number	School District Name	Amount to be Approved
03-0500	Arthur County Schools	\$35,441
10-0119	Amherst Public Schools	\$69,805
13-0056	Conestoga Public Schools	\$137,792
19-0039	Leigh Community Schools	\$59,488
20-0020	Bancroft-Rosalie Community Schools	\$41,368
21-0084	Sargent Public Schools	\$47,122
27-0001	Fremont Public Schools	\$1,173,117
28-0017	Millard Public Schools	\$4,045,340
31-0506	Franklin Public Schools	\$69,410
32-0046	Maywood Public Schools	\$55,444
32-0095	Eustis-Farnam Public Schools	\$56,212
40-1026	Doniphan-Trumbull Public Schools	\$127,598
48-0303	Meridian Public Schools	\$56,661
54-0096	Crofton Community Schools	\$88,214
54-0505	Isanti Community Schools	\$100,471
66-0111	Nebraska City Public Schools	\$259,880
70-0542	Osmont Community Schools	\$104,201
72-0015	Cross County Community Schools	\$85,375
85-0060	Deshler Public Schools	\$63,408
89-0024	Arlington Public Schools	\$162,582

Recommendation 2

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

County-District Number	School District Name	Amount to be Approved
76-0002	Crete Public Schools	\$2,000,000
90-0560	Wakefield Public Schools	\$730,000

Recommendation 3

Special Supplementary Grant [Section 79-1003(38)]

County-District Number	School District Name	Amount to be Approved	Source
28-0017	Millard Public Schools	\$2,816,503	Millard Education Foundation Grants
		\$6,000	Reading Is My Superpower
		\$20,000	National Center for Families Learning (NCFL)

Recommendation 4**Voluntary Termination Agreements [Section 79-1028.01(1)(g), (i), (j), (k)]**

County-District Number	School District Name	Amount to be Approved
27-0001	Fremont Public Schools	\$131,646
28-0017	Millard Public Schools	\$899,790
66-0111	Nebraska City Public Schools	\$70,000



PROPOSED AGENDA ITEM RATIONALE

DATE: August 19, 2026

TO: Dr. Brian L. Maher
Commissioner of Education

FROM: Michelle Cartwright, Director of School Finance & Bryce Wilson, Finance Officer

PROPOSED AGENDA ITEM: Approve Request from School Districts for Payment of Half Their Total 2026/27 State Aid.

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

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 2026/27 Early Payment Amount

87-0013-000	Walthill Public Schools	\$1,580,018.00
87-0016-000	Umo N Ho N Nation Public School	\$4,070,959.00
87-0017-000	Winnebago Public Schools	\$3,686,559.00

These amounts represent 50% of the total State Aid for the 2026/27 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 2026.

STATUTORY/POLICY REFERENCE: Per State Statute 79-1033

STRATEGIC PLAN ALIGNMENT:

- Strategic Priority 1: Accelerate Student Achievement
 - Strategic Outcome 1.1: Improved Student Achievement
 - Strategic Outcome 1.2: Reduced Chronic Absenteeism
- Strategic Priority 2: Grow the Educator Pipeline
 - Strategic Outcome 2.1: Increased Supply of Teachers

The early payment of TEEOSA funding can be used by the school to address any of the first two strategic priorities.

PROPOSED BOARD MEETING (MONTH/YEAR): September 2026

ESTIMATED COST: None.

FOR CONTRACTS AND GRANTS: N/A

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

FOR GRANT SUBAWARDS: N/A

**Updated 03.30.2026*



PROPOSED AGENDA ITEM RATIONALE

DATE: August 18, 2026

TO: Dr. Brian L. Maher
Commissioner of Education

FROM: Brad Dirksen,
Educational Effectiveness Officer

Dr. Marisol Birth, Private Postsecondary Career School Approval and Veterans Education
Director

PROPOSED AGENDA ITEM: Action Item: Authorize Commissioner to approve the Veteran Education Cooperative Agreement for fiscal year 2027

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

RATIONALE/BACKGROUND INFORMATION:

- The Veterans Education Cooperative Agreement with the United States Department of Veterans Affairs provides \$186,925.00 dollars to NDE.
- The Cooperative Agreement is for the purpose of approving and monitoring programs and conducting risk-based surveys and supervisory visits regarding veteran education benefits.
- The Cooperative Agreement provides guidelines to oversee educational institutions that serve Nebraska veterans and eligible individuals.
- Effective program supervision is necessary to approve programs offered to the veterans of Nebraska by ensuring these meet veterans and eligible individuals' educational needs.
- The Cooperative Agreement covers the period of October 1, 2026, through September 30, 2027. This is an annual agreement between the Nebraska Department of Education and The United States Department of Veterans Affairs.
- Authority for approval and supervision of courses offered by qualified educational institutions and/or training establishments is in accordance with the standards and provisions of 38 U.S.C. § 3671; chapters 30, 32, 33, 34, 35, and 36 of title 38, United States Code; section 510 and chapter 1606 of title 10, United States Code; title 38, Code of Federal Regulations.
- State Board authority for this agreement is found in Nebraska Revised State Statute 79-319(2). United States Department of Veterans Affairs provided this cooperative agreement to the Department on August 7, 2026, for work starting October 1, 2026.

STATUTORY/POLICY REFERENCE:

- State Board authority for this agreement is found in Nebraska Revised State Statute 79-319(2). “The State Board of Education has the authority to... (2) act as the state's authority for the approval of all types of veterans educational programs and have jurisdiction over the administration and supervision of on-the-job and apprenticeship training, on-the-farm training, and flight training programs for veterans which are financially supported in whole or in part by the federal government,...”.

STRATEGIC PLAN ALIGNMENT:

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

Approval and monitoring of programs for veteran education benefits helps ensure that quality education and training programs are provided to veterans in Nebraska. Veteran Education benefits help increase postsecondary attainment by reducing the financial barriers to postsecondary education.

PROPOSED BOARD MEETING (MONTH/YEAR): September 2026

ESTIMATED COST: \$186,925.00 dollars to NDE from the US Department of Veterans Affairs

FOR CONTRACTS AND GRANTS:

- Indicate the Funding Source: Federal
- New or Renewal: New (annual agreement)
- If renewal, date of first approval:

The funds received related to this agreement are budgeted in the Office’s annual budget.

FOR NEW CONTRACTS OR OTHER CONTRACTS REQUIRING PROCUREMENT:

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

FOR GRANT SUBAWARDS:

- Describe the grantee selection process: NA

**Updated 03.30.2026*



STATE BOARD OF EDUCATION EXECUTIVE COMMITTEE REPORT

Date: September 4, 2026

The Executive Committee reports on its September 3, 2026, meeting. Members present were chair Elizabeth Tegtmeier, vice chair Liz Renner, Sherry Jones, and Deborah Neary.

The committee reviewed one action item. The committee reviewed the proposed legislative priorities for the 2027-2029 biennium and there was brief discussion. The committee recommends this item for approval.

The committee reviewed one discussion item. The committee received a proposed revision to NDE's Agency Management Policies. NDE staff provided additional information.

The committee reviewed seven information items. First, the committee reviewed the notice of vacancy on the State Rehabilitation Council. Second, the committee reviewed the notice of vacancy on the Nebraska Assistive Technology Partnership Advisory Council. Third, the committee reviewed information provided by NDE staff on the application for the Educational Flexibility Program Waiver. Fourth, the committee reviewed information provided by NDE staff on the State Level Set-Aside Waiver. Fifth, the committee reviewed information provided by NDE staff regarding the ESSA State Plan amendment. Sixth, the committee reviewed procedures and protocols for Zoom board meetings. There was brief discussion and the committee provided initial input. Finally, the committee reviewed information provided by NDE staff on student screen time and there was brief discussion.

This concludes the Executive Committee report.

Elizabeth Tegtmeier, Chair

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



PROPOSED AGENDA ITEM RATIONALE

DATE: August 19, 2026

TO: Dr. Brian L. Maher
Commissioner of Education

FROM: Lane Carr, Administrator, Office of Policy and Strategic Initiatives
Grant Norgaard, Assistant Commissioner

PROPOSED AGENDA ITEM: Approve Legislative Priorities (EX.062026.004)

AGENDA ITEM TYPE: Discussion

RATIONALE/BACKGROUND INFORMATION:

In August 2024, the State Board of Education adopted a set of [biennial legislative priorities](#), which guided legislative efforts and informed positions. In June 2026, NDE staff:

- 1) Reviewed current biennial priorities and shared progress toward priorities.
- 2) Discussed a high-level set of priorities aligned with the *Good Life | Great Schools | Excellent Education* strategic plan.
- 3) Sought input on timelines and revisions.

Staff gathered feedback from Board members throughout June and incorporated it into the current draft for discussion by the Executive Committee.

STATUTORY/POLICY REFERENCE:

The State Department of Education, provided for in Article VII, Section 2 of the Constitution of Nebraska, shall have the general supervision and administration of the school system of this state and of such other activities as the Legislature may direct. The State Board of Education, acting as a unit, shall be the policy-forming, planning, and evaluative body for the state school program under Section 79-301.

State Board Bylaw 4 establishes standing committees, including the role of the Executive Committee:

The Executive Committee is responsible for reviewing and recommending policies and procedures for the review of performance of the Commissioner; *advising the Commissioner on legislative matters while the state legislature is in session; making recommendations to the Board on the position of the Department on specific bills and legislative resolutions*; and reviewing Board policies, including the bylaws, and recommending to the Board changes to Board policy. The Executive Committee shall serve as a consultant group for the Commissioner.

STRATEGIC PLAN ALIGNMENT:

Strategic Priority 4: Provide Exceptional Service

- *Strategic Outcome 4.1: Improved Agency-Wide Efficiency*
- *Strategic Outcome 4.2: Increased Responsiveness and Communication*
- *Strategic Outcome 4.3: Improved Capacity Building*

Setting clear legislative priorities will help NDE communicate and be more responsive to other policymakers and create coalitions anchored in agreed-upon initiatives and needs. Legislative priorities create efficiency by focusing staff and the State Board on an agreed-upon agenda and setting aside legislation that does not align with that agenda. Finally, they provide a record and guide for future Board members or staff who must operationalize the policy agenda, thus increasing capacity and ensuring succession planning.

PROPOSED BOARD MEETING (MONTH/YEAR): August 2026

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

FOR NEW CONTRACTS OR OTHER CONTRACTS REQUIRING PROCUREMENT:

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

FOR GRANT SUBAWARDS:

- N/A

**Updated 03.30.2026*

State Board Legislative Priorities for the 2027-29 Biennium September 2026

The State Board of Education established a bold vision for the education system in the state, including setting ambitious yet attainable metrics for Nebraska learners. To support these efforts, the State Board is aligning their legislative priorities to the three strategic priorities outlined in the Good Life | Great Schools | Excellent Education plan.

Legislative Priority 1: Accelerate Student Achievement

- Advocate for robust literacy interventions (e.g., coaches, family literacy, expanded learning opportunities, and tutoring)
- Modernize statutes for ESU core services and maintain funding
- Support measures which promote distraction-free learning environments where every student is present, focused, connected, and prepared to learn
- Maintain adequate funding for statewide assessment
- Harmonize literacy statutes to ensure coherence, evidence-based practice, and alignment
- Ensure statutes on dyslexia are up-to date
- Support evidence-based interventions which accelerate student learning
- Support additional funding for school improvement activities and targeted interventions

Legislative Priority 2: Grow the Educator Pipeline

- Extend the Teacher Recruitment and Retention Act, and consolidate or align programs incentivizing educators
- Ensure broad access to educator retention grants (e.g., mid-career educators, high-need areas, critical support staff like school psychologists, school counselors, and school nurses)
- Expand state investments in apprenticeships and ensure system is responsive to state vacancy reports
- Work to identify and eliminate administrative or training burdens included in legislation
- Establish pre-apprenticeship programming for educators
- Explore residency programs as a retention and efficacy tool

Legislative Priority 3: Equip Learners for the Workforce

- Ensure students have access to highly-rigorous high school and early postsecondary opportunities like AP, IB, dual enrollment, and dual credit
- Establish regional work-based learning coordinators and/or navigators based in the six community college regions
- Collaboratively examine laws pertaining to work-based learning, and pursue change if necessary
- Continue to support the education and career planning of youth who are systems-involved
- Partner in the development of a postsecondary direct admissions program and seek legislation to carry out if necessary
- Ensure adult basic education funding is adequate and stable



PROPOSED AGENDA ITEM RATIONALE

DATE: August 24, 2026

TO: Dr. Brian L. Maher
Commissioner of Education

FROM: Ami Huff
General Counsel

PROPOSED AGENDA ITEM:

- Discussion Item: Revisions to Agency Management Policies

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

RATIONALE/BACKGROUND INFORMATION:

NDE staff proposes the attached revisions as follows:

1. AMP 2.02: Includes that the Department must require Nebraska school superintendents and ESU administrators to sign an assurance statement before receiving discretionary funding from the Department for mental or behavioral health services grants.

STATUTORY/POLICY REFERENCE:

Board Agency Management Policy 2.02 sets policies for contracts, grants and purchases.

STRATEGIC PLAN ALIGNMENT:

- Strategic Priority 4: Provide Exceptional Service
 - Strategic Outcome 4.1: Improved Agency-Wide Efficiency
- This proposed revision to Agency Management Policies creates efficiency in awarding funding.

PROPOSED BOARD MEETING (MONTH/YEAR): August, 2026

ESTIMATED COST: \$0.00

FOR CONTRACTS AND GRANTS: Not applicable.

- Indicate the Funding Source:
- New or Renewal:

- If renewal, date of first approval:

FOR NEW CONTRACTS OR OTHER CONTRACTS REQUIRING PROCUREMENT: Not applicable.

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

FOR GRANT SUBAWARDS: Not applicable.

- Describe the grantee selection process:



Nebraska State Board of Education

Agency Management Policies

Adopted January 5, 2024

Revisions Adopted December 5, 2025

Table of Contents

AMP 2.00: Delegation to Commissioner	pg. 3
AMP 2.01: Human Resources Policies	pg. 5
AMP 2.02: Contracts, Grants, and Purchases	pg. 8
AMP 2.03: Trust Funds	pg. 10
AMP 2.04: Audits	pg. 12
AMP 2.05: Ethics/Accountability & Disclosure	pg. 14
AMP 2.06: Political Activities/Use of Resources	pg. 17
AMP 2.07: Records Access and Use	pg. 19

**Link to return to Table of Contents can be found at the end of each
AMP**

AMP 2.00

Delegation to Commissioner

The Commissioner is responsible for faithfully executing the policies and directives of the Board. All administrative functions are the responsibility of the Commissioner who may delegate certain functions to members of the Department staff. The Commissioner, in consultation with the President, is responsible for providing an orientation for new Board members, and for providing an annual Board orientation.

When any law specifies that the Board is responsible for a duty, the Board may not delegate that duty to the Commissioner alone.

When any law specifies that the Department is responsible for a duty, the Board may delegate that authority to the Commissioner. In these instances, the Board reserves the right to overrule the decisions of the Commissioner.

Revision History

- Created: 1979
- Reviewed: 1984, 1995, 2006, 2009, 2011, 2015, 2019, 2022, 2023
- Approved: 01/05/2024

Board Action History

- 11/15/1979 – Prior CD
(Included one section now in D2, as well as delegation and right to overrule decisions.)
- 12/07/1984 – 2131 DO
(Transferred one section to what is now D2 and added state government relations.)
- 12/08/1995 – Prior D3
(Shortened)
- 11/03/2006 – D3
(One word change)

Board Action History (cont'd)

- 10/08/2009 – D3
(Language added addressing the Commissioner’s obligation to carry out both the policies and the directives of the State Board, consistent with LB 549 [Laws, 2009].)
- 03/03/2017 – D3(P3)
(Reorganized Board Policy Reference Manual with new designated letters for categories of policy [P], bylaws [B] and position statements [S]. D3 is now P3.)
- 08/09/2019 – P3
(Language added to clarify when an action is committed by law or regulation to the Board and when it is committed to the Department as-a-whole and may be delegated to the Commissioner’s decision.)
- 12/02/2022 – P3(AMP 2.00)
(Reorganized Board bylaws and policies with new designated letters for categories of bylaws [BLW], board operating policies [BOP] and agency management policies [AMP]. P3 is now AMP 2.00.)
- 01/05/2024 – AMP 2.00
(Added language to give Commissioner authority to provide orientation for new Board members and provide an annual Board orientation; removed language referencing state statutes verbatim; removed sentence related to Commissioner keeping Board apprised of legislation in State Legislature; rearranged sentences for clarity; revised to include consistent language throughout the document.)

Cross-References

- 79-301 R.R.S.
- 79-305 R.R.S.
- 79-306 R.R.S.
- 79-318 R.R.S.

[Return to Table of Contents](#)

AMP 2.01

Human Resources Policies

Personnel Policies and Internal Operating Policies

The Commissioner is the administrative head of the Department and has the authority to establish and maintain an appropriate system of personnel administration and such administrative rules and regulations as are necessary for the proper execution of duties and responsibilities placed upon him or her. The Department Personnel Rules for employees exempt from the Bargaining Agreement shall be approved by the Board as these are subject to the Nebraska Administrative Procedures Act.

The Board also authorizes the Commissioner to promulgate a series of internal operating procedures for the Department at his or her discretion and to issue, revise, and update such internal operating procedures without subsequent approval by this Board.

Professional Personnel Hiring

The Board shall, upon the recommendation of the Commissioner of Education, appoint and fix the compensation of all new professional positions in the Department, including any Deputy Commissioner. A new professional position is defined as one that requires specialized knowledge and intensive academic preparation and was not previously part of the organization of the agency.

The Commissioner may approve employment of any persons hired as a replacement Deputy Commissioner or a new professional position in the interim between Board meetings; however, such appointments are still subject to Board approval at the subsequent Board meeting.

Labor Negotiations

The Commissioner shall act as representative of the Board in all labor negotiations and shall appoint the bargaining team and chief negotiator. The Commissioner shall advise the Board prior to, and on a regular basis, during negotiations. Bargaining Agreements shall be approved by the Board.

Equal Opportunity Employment and Nondiscrimination

The Board prohibits employment practices by the Department that are a violation of state and federal law.

Revision History

- Created: 1977
- Reviewed: 1978, 1979, 1984, 1995, 2006, 2009, 2012, 2016, 2020, 2022, 2023, 2025
- Approved: 12/05/2025

Board Action History

- 03/11/1977 – Prior BIB
(Mentioned statute authorizing system of personnel administration in list of Commissioner’s duties.)
- 07/07/1978 – Prior HAE
(Board appoints negotiating team and chief spokesman)
- 07/02/1979 – Prior GAAA
(Equal Opportunity Employment)
- 12/07/1984 – Prior 2231 DO
(Referenced personnel statute as in former BIB, and covered personnel policies, administrative memorandums, and State school policy manual)
- 12/07/1984 – Prior 4135.3 DO
(Same as former HAE)
- 12/07/1984 – 4118.11 DO
(Same as GAAA, without statute references)
- 12/08/1995 – Prior D4
(Combined 3 prior policies, but designated Commissioner to act as labor representative and to appoint bargaining team. Revised non-discrimination statement to cite statute.)
- 11/03/2006 – D4
(Deleted reference to State school policy manual and Personnel manual and added 48-004 R.R.S. reference.)
- 10/08/2009 – D4
(Amended to include Subsection (4) of 48-1004 R.R.S., which prohibits retaliation.)

Board Action History (cont'd)

- 03/03/2017 – D4(P4)
(Reorganized Board Policy Reference Manual with new designated letters for categories of policy [P], bylaws [B] and position statements [S]. D4 is now P4.)
- 09/04/2020 – P4
(Revisions providing further clarification to existing language that aligns with the Board’s approval of the NDE Personnel Rules and also an addition that makes reference to the Department following not only state law concerning employment discrimination, but also Federal Law.)
- 12/02/2022 – P4
(Combined prior P6 with P4.)
- 12/02/2022 – P4(AMP 2.01)
(Reorganized Board bylaws and policies with new designated letters for categories of bylaws [BLW], board operating policies [BOP] and agency management policies [AMP]. P4 is now AMP 2.01.)
- 01/05/2024 – AMP 2.01
(Removed language deemed unnecessary; clarified definition of new professional position; clarified replacement Deputy Commissioner or new professional position hires are subject to approval at subsequent Board meetings; removed language referencing state statutes verbatim related to employment practices; revised to include consistent language throughout the document.)
- 12/05/2025 – AMP 2.01
(Revised language to use the term “Internal Operating Policies” instead of “Administrative Memoranda” to reflect current NDE practice.)

Cross-References

- 79-306 R.R.S.
- 48-1004 R.R.S.
- 49-1104 R.R.S.
- 93 NAC 1-16

[Return to Table of Contents](#)

AMP 2.02

Contracts, Grants, and Purchases

The Board shall review and approve contracts and purchases of \$50,000 or more. The Board shall also review and approve the submission, receipt, or distribution of grants of \$50,000 or more. The duration of Board approval of any grant or contract shall not exceed a four (4) year time period. The Board shall approve all contracts directly related to the work of the Board, except contracts for less than \$5,000 may be approved by the President.

As a condition of an award of discretionary funding for mental or behavioral health services by the Department to any Nebraska public school, the Department shall require the superintendent or Educational Service Unit (ESU) administrator to sign a Mandatory Assurance Statement for Mental and Behavioral Health Services Discretionary Funding, as adopted by the Board.

Each month the Commissioner of Education shall provide the Board with a list of contracts and grants between \$10,000 and less than \$50,000 approved the preceding month. The Commissioner shall periodically provide the Board with a list of contracts and grants less than \$10,000.

Any federally-funded grants with a formula-based distribution to the Department or its sub-recipients are excluded from these requirements.

Revision History

- Created: 1976
- Reviewed: 1984, 1995, 2006, 2016, 2017, 2021, 2022, 2023
- Approved: 01/05/2024

Board Action History

- 12/10/1976 – Prior DDF
(\$10,000 or more Board approval and less than \$10,000 periodic list from Commissioner)
- 12/07/1984 – Prior 3324.1 DO
(SAME)

Nebraska State Board of Education
Agency Management Policies

- 12/08/1995 – Prior D6
(SAME)
- 09/07/2006 – D6
(Board approval increased to \$25,000 and added monthly list of \$10,000 to \$25,000)
- 12/02/2016 – D6
(Board approval increased to \$50,000 and added monthly list of \$10,000 to \$50,000)

Board Action History (cont'd)

- 03/03/2017 – D6(P5)
(Reorganized Board Policy Reference Manual with new designated letters for categories of policy [P], bylaws [B] and position statements [S]. D6 is now P5.)
- 09/08/2017 – P5
(New language opens submission to the Board of their approval or review of all grants issued by NDE except for those federally funded and have a regulated formula component to awarding them to the sub recipients.)
- 12/02/2022 – P5(AMP 2.02)
(Reorganized Board bylaws and policies with new designated letters for categories of bylaws [BLW], board operating policies [BOP] and agency management policies [AMP]. P5 is now AMP 2.02.)
- 01/05/2024 – AMP 2.02
(Added opportunity for contract approval up to four years; added stipulation that Board approves all contracts that procure goods or services that are directly related to the work of the Board and that the President may approve contracts of this nature up to \$5,000; revised to include consistent language throughout the document.)

Cross-References

- 79-301 R.R.S.
- 79-305 R.R.S.
- 79-306 R.R.S.
- 79-318 R.R.S.
- 79-319 R.R.S.

[Return to Table of Contents](#)

AMP 2.03

Trust Funds

The Board shall approve the receipt of any (all) property, real or personal, acquired by donation devise, or bequest, which is to be held in trust.

The Board shall annually approve the budgets for expenditures of trust money. Separate budgets shall be approved for expenditure from the unrestricted trust funds and from each restricted trust fund.

Expenditures may exceed the amount approved for any line item or budget category so long as the total amount of expenditures approved for each budget is not exceeded. Expenditures over the total amount budgeted and expenditures for additional line items or budget categories may be made if approved in advance by the Board.

Revision History

- Created: 1976
- Reviewed: 1977, 1984, 1995, 1999, 2002, 2004, 2006, 2013, 2016, 2020, 2022, 2023
- Approved: 01/05/2024

Board Action History

- 12/10/1976 – Prior KHE
(Donations)
- 08/19/1977 – Prior AI
(NSVH policies, including Trusts)
- 08/19/1977 – Prior AH
(NSD policies, including Trusts)
- 12/07/1984 – Prior 6172.4 DO
(Replaced prior policies)
- 12/08/1995 – Prior D11
(Renumbered and deleted labor sections)
- 06/11/1999 – Prior D11
(Reduced to just approval of receipts, and expenditures over \$500)

Board Action History (cont'd)

- 06/07/2002 – Prior D11
(Corrected typo)
- 02/06/2004 – Prior D11
(Deleted \$500 or more expenditure approval and added two paragraphs regarding Trust budgets)
- 11/03/2006 – D11
(One wording change)
- 03/03/2017 – D11(P8)
(Reorganized Board Policy Reference Manual with new designated letters for categories of policy [P], bylaws [B] and position statements [S]. D11 is now P8.)
- 12/11/2020 – P8
(Reaffirmed by Board)
- 12/02/2022 – P8(AMP 2.03)
(Reorganized Board bylaws and policies with new designated letters for categories of bylaws [BLW], board operating policies [BOP] and agency management policies [AMP]. P8 is now AMP 2.03.)
- 01/05/2024 – AMP 2.03
(Removed “Department” as Board would not approve any other budgets for trusts; revised to include consistent language throughout the document.)

Cross-References

- 79-318(13) R.R.S.

[Return to Table of Contents](#)

AMP 2.04

Audits

The Commissioner is responsible for the performance of the Nebraska Department of Education. Financial audits of the Department and its various programs are instrumental to the efficient and effective operation of the Department.

The Commissioner shall take the following steps in response to financial audits of the Department and its various programs:

- The Budget and Finance Committee will review the audit and report their deliberations and recommendations to the Board.
- Provide the Board with copies of audit reports from audits of the Department and its various programs, descriptions of the plans and actions by the Department for the correction or dispute of all audit findings identified in audit reports, and correspondence identifying the resolution of audit findings;
- For audit findings not disputed by the Department, immediately identify and implement corrective action;
- Prepare and submit a management response to the auditing authority for each audit finding, which identifies the corrective action taken or the rationale for dispute of the finding; and
- Maintain documentation of 1) all audit reports and 2) all follow-up actions with regard to corrective action.

Revision History

- Created: 2003
- Reviewed: 2006, 2014, 2016, 2020, 2022, 2023
- Approved: 01/05/2024

Board Action History

- 10/03/2003 – Prior D13
(NEW)

Board Action History (cont'd)

- 11/03/2006 – D13
(Date change)
- 12/02/2016 – D13
(Added language that audits will be reviewed by the Budget and Finance Committee before going to the Board.)
- 03/03/2017 – D13(P10)
(Reorganized Board Policy Reference Manual with new designated letters for categories of policy [P], bylaws [B] and position statements [S]. D13 is now P10.)
- 12/11/2020 – P10
(Reaffirmed by Board)
- 12/02/2022 – P10(AMP 2.04)
(Reorganized Board bylaws and policies with new designated letters for categories of bylaws [BLW], board operating policies [BOP] and agency management policies [AMP]. P10 is now AMP 2.04.)
- 01/05/2024 – AMP 2.04
(Revised to include consistent language throughout the documents.)

Cross-References

- 79-301 R.R.S
- 79-305 R.R.S.
- 79-306 R.R.S
- 79-318 R.R.S.

[Return to Table of Contents](#)

AMP 2.05

Ethics/Accountability & Disclosure

Board members, the Commissioner and Department staff are all subject to the provisions of the Nebraska Political Accountability and Disclosure Act. The Commissioner is authorized to develop administrative and personnel policies dealing with ethics and conflicts of interest for Department staff, which may include requirements for the reporting of outside consulting income received by staff.

In addition to sections of the Act regarding campaign activities of Board members, the following sections should be of primary interest to the Board and staff of the Department:

Occasionally the Board is requested to appoint staff or Board members as Board of Directors members for non-profit corporate boards that may, or may not, eventually have financial dealings with the Department or may take positions on the regulatory operations of the Department. Absent specific statutory directive, the Board has no authority to appoint Board of Directors members for any corporation. If regular contact with the entity would be in the best interests of the Department, and is within the Constitutional and statutory authority granted to the Department, the Board may choose to assign Board members, the Commissioner, or staff to serve as regular liaisons with such organizations or corporations. Such liaisons may convey information and monitor and coordinate joint activities, but shall take no role in managing the affairs of the private entity.

The Board encourages opportunities to cooperate with other agencies and associations involved in education. The Commissioner, or designee, is directed to represent the Board when such representation is appropriate. The Board may also designate members of the Board to act as official or additional liaisons or representatives to agencies and associations.

It is the responsibility of the Commissioner to secure Board approval for joining associations or other formal groups when acting on behalf of the Board, whenever such membership involves the policy function of the Board, and whenever a commitment of resources not previously approved by the Board is involved.

Revision History

- Created: 1995
- Reviewed: 2006, 2009, 2014, 2018, 2022, 2023
- Approved: 01/05/2024

Board Action History

- 12/08/1995 – Prior D12
(NEW)
- 11/03/2006 – D12
(Revised statute changes)
- 10/08/2009 – D12
(Amended to add language to specifically permit the use of certain state communication resources for essential personal business and to require reimbursement, consistent with LB 626 [Laws, 2009].)
- 09/05/2014 – D12
(Revised statute changes)
- 03/03/2017 – D12(P9)
(Reorganized Board Policy Reference Manual with new designated letters for categories of policy [P], bylaws [B] and position statements [S]. D12 is now P9.)
- 11/09/2017 – P9
(Added clarifying information regarding Board members seeking options from the Accountability and Disclosure Commission.)
- 12/02/2022 – P9(AMP 2.06)
(Reorganized Board bylaws and policies with new designated letters for categories of bylaws [BLW], board operating policies [BOP] and agency management policies [AMP]. P9 is now AMP 2.06.)
- 01/05/2024 – AMP 2.05
(Ethics/Accountability & Disclosure is now AMP 2.05, was 2.06; deleted entire policy AMP 2.05 – Certification Complaints and Investigations; removed language from state statute except to reference the law and to include information of interest to the Board; revised to include consistent language throughout the document.)

Cross-References

- 49-1401 et seq. R.R.S.
- 49-1499.02 R.R.S.
- 49-14,100 R.R.S.

[Return to Table of Contents](#)

AMP 2.06

Political Activities/Use of Resources

The Commissioner and Department staff shall not use or authorize the use of Department resources for the purpose of campaigning for or against the nomination or election of a candidate or the qualification, passage, or defeat of a ballot question, except as permitted by the Nebraska Political Accountability and Disclosure Act and this policy. “Department resources” means personnel, property, resources, or funds under the official care or control of the Commissioner or Department staff. The Commissioner and Department staff shall not engage in campaign activity for or against the qualification, passage, or defeat of a ballot question or the nomination or election of a candidate while on government work time or when otherwise engaged in official duties. This policy does not prohibit the Commissioner or Department staff from identifying themselves by their official titles.

Revision History

- Created: 1977
- Reviewed: 1981, 1984, 1995, 2006, 2009, 2011, 2015, 2019, 2022, 2023
- Approved: 01/05/2024

Board Action History

- 08/19/1977 – Prior GAHB
(Reference to statute prohibiting political activity during office hours)
- 06/01/1981 – Prior KIA
(Use of resources and votes of censure)
- 12/07/1984 – Prior 1311.1 DO
(Same as KIA; GAHB not included in 1984 revisions)
- 12/08/1995 – Prior D1
(Same as 1311.1 DO, except it only includes Commissioner and staff and includes disciplinary action instead of censure, and Board provisions moved to B18)
- 11/03/2006 – D1
(Complete revision)
- 10/08/2009 – D1
(Amended to permit certain political activities consistent with LB 626 [Laws, 2009].)

Board Action History (Cont'd)

- 03/03/2017 – D1(P1)
(Reorganized Board Policy Reference Manual with new designated letters for categories of policy [P], bylaws [B] and position statements [S]. D1 is now P1.)
- 11/08/2019 – P1
(After four-year review, Policy Committee recommended policy to be reaffirmed.)
- 12/02/2022 – P1(AMP 2.07)
(Reorganized Board bylaws and policies with new designated letters for categories of bylaws [BLW], board operating policies [BOP] and agency management policies [AMP]. P1 is now AMP 2.07.)
- 01/05/2024 – AMP 2.06
(Political Activities/Use of Resources is now AMP 2.06, was AMP 2.07; removed paragraphs on public inquiries on ballot questions and use of resources related to ballot questions, individual rights, and personal gain; revised to include consistent language throughout the document.)

Cross-References

- 49-14,101.01 R.R.S.
- 49-14,101.02 R.R.S.

[Return to Table of Contents](#)

AMP 2.07

Records Access and Use

Pursuant to the Nebraska public records laws, the Department will provide access to or copies of Department records upon written request, unless the records are specifically required to be kept confidential or the records are permitted to be kept confidential and the Commissioner chooses to withhold the record as permitted by law.

Pursuant to the federal Family Educational Rights and Privacy Act (FERPA), the Individuals with Disabilities Education Act (IDEA) and implementing regulations, the Department will provide access to education records it maintains relating to an individual student to the student's parents or to the student if he or she qualifies as an "eligible student" under the Act. Access to such records will not be provided to others without the consent of the student's parents or of the eligible student, except as provided below.

The Department may disclose information from students' education records if the information is not personally identifiable; for example, if the information is in aggregate form and appropriately masked. The Department may disclose personally identifiable information from student records without the consent of a parent, guardian or eligible student permitted by FERPA and/or the IDEA subject to all other applicable privacy laws.

The Department will share individual student information as a member of the Nebraska Statewide Workforce and Education Reporting System Act for the purposes of evaluation of and research related to public prekindergarten, elementary, secondary and postsecondary education to improve education in Nebraska to the extent and in the manner permitted by FERPA, subject to all other applicable privacy laws.

When publicly disclosing aggregate data, the Commissioner should protect the confidentiality of all individuals' information by, at a minimum, masking data cells containing fewer than 10 individuals or

100% of individuals (except as may be otherwise provided or allowed by law, regulation or interpretation of the United States Department of Education).

The Board does believe that, to the extent permitted by and in accordance with all requirements of law and regulation, the Commissioner should share student data, including when appropriate personally identifiable student information, with other public agencies and non-governmental entities when it determines such entities are conducting useful studies for or on behalf of educational agencies or institutions to (i) develop, validate or administer predictive tests; (ii) administer student aid programs; or (iii) improve instruction in Nebraska.

Individuals' social security numbers will be collected and maintained only as permitted by Section 7 of the federal Privacy Act.

Information on students with disabilities will be maintained and protected as required by the Individuals with Disabilities Education Act and implementing regulations.

Information on eligibility for free and reduced price meals or free milk (poverty information) will be maintained and protected as required by the federal National School Lunch Act and implementing regulations.

Records containing personal information regarding Vocational Rehabilitation (VR) Program clients and applicants for services shall be protected, used and maintained in accordance with federal VR program regulations. Similarly, the Disabilities Determinations Service (DDS) office and the Assistive Technology Partnership (ATP) program shall comply with all requirements regarding confidentiality, use and access to personal information concerning clients and consumers.

Revision History

- Created: 2010
- Reviewed: 2013, 2017, 2022, 2023
- Approved: 01/05/2024

Board Action History

- 11/03/2010
(NEW)
- 01/07/2014 – G22
(Reaffirmed by State Board of Education.)
- 03/03/2017 – G22(P11)
(Reorganized Board Policy Reference Manual with new designated letters for categories of policy [P], bylaws [B] and position statements [S]. G22 is now P11.)
- 09/08/2017 – P11
(Added more specific language regarding how NDE should handle personally identifiable information regarding students that NDE may possess and come into contact with.)
- 12/02/2022 – P11(AMP 2.08)
(Reorganized Board bylaws and policies with new designated letters for categories of bylaws [BLW], board operating policies [BOP] and agency management policies [AMP]. P11 is now AMP 2.08.)
- 01/05/2024 – AMP 2.07
(Records Access and Use is now AMP 2.07, was AMP 2.08; updated statutory reference and wording; added the Commissioner shall also consider in any matter under this AMP to be inclusive statement; changed NDE to Commissioner based on authority related to disclosure of information and data; revised to include consistent language throughout the document.)

Cross-References

- 84-712 through 84-712.09 R.R.S.
- 20 U.S.C. 1232g
- 34 C.F.R. 99
- 79-766 R.R.S.

Cross-References (cont'd)

- 79-2,104(4) R.R.S.
- 5 U.S.C. 552a
- 20 U.S.C. 1412(a) (8) and 1417(c)
- 34 C.F.R. 300.123
- 34 C.F.R. 300.610 and 300.627
- 42 U.S.C. 1758
- 7 C.F.R. 245.8
- 34 C.F.R. Part 361

[Return to Table of Contents](#)



STATE BOARD OF EDUCATION BUDGET AND FINANCE COMMITTEE REPORT

Date: September 4, 2026

The Budget and Finance Committee reports that at its Thursday, September 3rd meeting, members present were Kristin Christensen, Maggie Douglas and Lisa Schonhoff. The Committee reviewed four action items including contracts for the 2026/27 Career Connections Statewide License and the Comprehensive English Language Proficiency Assessment, potential grant application opportunities and the 2027/29 Biennial Budget Request submission. The Committee recommended approval of all four action items.

The Committee then reviewed five discussion items which included board member travel expenses, potential new strategic grant opportunities, subawards to carry out Federal IDEA Part D SPDG Grant Activities, the 2026/27 deficit budget request submission and a mental health training grant.

Last, the Committee reviewed one information item which was an update on the Comprehensive Literacy State Development grant expenditures.

This concludes the Budget and Finance Committee report.

Kristin Christensen, Chair

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



NEBRASKA STATE BOARD OF EDUCATION TRAVEL REPORT

September 2026

2026-2027 Board Travel

At-A-Glance

Budgeted

\$20,141

Monthly Spending

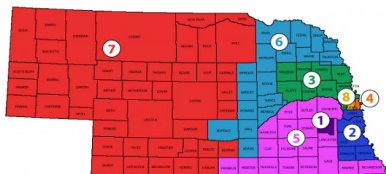
\$395
Average

Annual Spending

\$4750
Projected

Expenditures

Lodging
Meals
Mileage



Board Member Activity

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

Current Year July 2026-June 2027		
August	Year-To-Date	
\$215	\$416	
\$0	\$0	
\$0	\$0	
\$0	\$0	
\$0	\$0	
\$0	\$0	
\$152	\$372	
\$0	\$0	
\$367	\$788	
	\$20,141	
	\$19,353	

Prior Year July 2025-June 2026		
August	Year-To-Date	
\$677	\$706	
\$0	\$813	
\$687	\$1,197	
\$580	\$610	
\$0	\$30	
\$60	\$310	
\$1,368	\$1,618	
\$0	\$30	
\$3,372	\$5,312	
	\$19,754	
	\$14,442	

Variance		
August	Year-To-Date	
\$215	-\$290	
\$0	-\$813	
\$0	-\$1,197	
\$0	-\$610	
\$0	-\$30	
-\$60	-\$310	
-\$1,216	-\$1,246	
\$0	-\$30	
-\$1,061	-\$4,524	

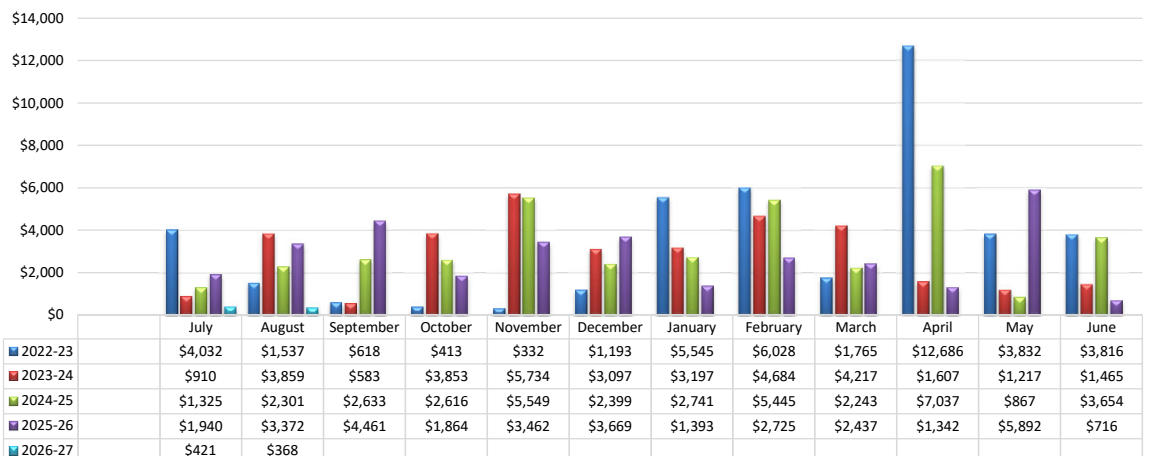
Annual Budget

Under or -Over Budget

Annual Expenditures by Fiscal Year



Annual Expenditures by Month



In-State Travel Authorization Reports - September (Updated)

Name	Event Name	Date	Location	Board Bylaw B16 Code A-F
Kristin Christensen	(NONE)			
Lisa Schonhoff	(NONE)			
Sherry Jones	Meet with Dr. Phillips, Identity Preparatory Academy	August 10, 2026	Omaha, NE	E
Elizabeth Tegtmeier	Governor's Proclamation	August 13, 2026	Lincoln, NE	E

In-State Travel Authorization Reports - September				
Name	Event Name	Date	Location	Board Bylaw B16 Code A-F
Maggie Douglas	(NONE)			
Liz Renner	(NONE)			
Kirk Penner	(NONE)			
Deborah Neary	(NONE)			



PROPOSED AGENDA ITEM RATIONALE

DATE: August 17, 2026

TO: Dr. Brian L. Maher
Commissioner of Education

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

Jamelyn Denny
Assistant Administrator, Office of Career, Technical, and Adult Education

PROPOSED AGENDA ITEM: Action Item: Contract for Nebraska Career Connections 2026-2027 statewide license (BF.062026.001).

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

RATIONALE/BACKGROUND INFORMATION:

Nebraska Career Connections is a statewide career information system that provides a centralized, research-based platform supporting career awareness, career exploration, and career planning and management for Nebraska public, private, and homeschool students and staff in grades 6–12. The continuation of the annual statewide license ensures schools, families, and educators maintain access to high-quality tools and resources aligned to Nebraska's Career and Technical Education (CTE) model, workforce priorities, postsecondary planning efforts, and Nebraska workforce and labor market data, regardless of geographic location, school size, or available local resources.

As career pathways and workforce expectations continue to evolve, access to career development tools and current labor market information remains important to supporting successful learner transitions beyond high school. Nebraska Career Connections continues to demonstrate broad statewide use, with more than 106,000 student logins annually, over 130,000 assessments completed in the last three years, and approximately 230 school districts currently utilizing the platform.

The platform includes tools and resources for career assessments, Nebraska CTE model exploration, individualized academic and career planning, postsecondary and financial aid planning, workforce preparation, digital career portfolios, parent and family engagement, administrative reporting, and ongoing technical assistance and customer support. Beginning in 2026–2027, the platform will also include Connect2Business, a work-based learning coordination tool connecting students, schools, workforce agencies, and employers, along with enhanced PK-5 career exploration resources to support a seamless, statewide PK-12 career development continuum.

Contract Administration

This contract continues statewide licensing and support for Nebraska Career Connections during the 2026–2027 academic year. The contract will be administered by NDE’s Office of Career, Technical, and Adult Education, which oversees statewide coordination, implementation, stakeholder support, and alignment with Nebraska career readiness, postsecondary planning, and CTE initiatives.

Contractor Selection Process

Kuder, Inc. was originally selected to develop and customize Nebraska Career Connections to align with Nebraska’s CTE model, Nebraska postsecondary institutions, and Nebraska labor market information. The platform continues to be customized and maintained specifically for Nebraska users and statewide implementation needs.

NDE is currently preparing for a comprehensive statewide revision and modernization process involving Nebraska’s CTE programs of study, course-based standards, and career readiness expectations. Because the outcomes of this broader statewide modernization effort are still in development, continuation of the existing statewide Nebraska Career Connections platform during this transition period represents the most operationally and fiscally responsible approach.

Upon completion of the modernization process and related stakeholder engagement activities, NDE intends to reevaluate statewide career information system needs and pursue a formal competitive procurement process for future statewide platform services.

Timeline

Information regarding the statewide license continuation was presented to the State Board of Education in June 2026, followed by Board discussion in August 2026, and action requested in September 2026. Upon approval, continuation of the statewide license will resume for the 2026–2027 school year.

STATUTORY/POLICY REFERENCE:

In accordance with State Board AMP 2.02 - Contracts, Grants, and Purchases, the Board shall review and approve contracts and purchases of \$50,000 or more.

STRATEGIC PLAN ALIGNMENT:

- Strategic Priority 1: Accelerate Student Achievement
 - Strategic Outcome 1.1: Improved Student Achievement
 - Nebraska Career Connections supports student engagement and academic planning by helping students connect their interests, career goals, and postsecondary aspirations to their educational experiences. The platform provides individualized planning tools and career exploration resources that support informed decision-making and long-term student success.
- Strategic Priority 3: Equip Learners for the Workforce

- Strategic Outcome 3.1: Increased Postsecondary Access and Attainment
 - Nebraska Career Connections supports postsecondary planning by providing students with tools to explore postsecondary institutions, career pathways, financial aid opportunities, and education and training options aligned to their interests and career goals.
- Strategic Outcome 3.2: Improved Skill Attainment for Clients and Learners
 - Nebraska Career Connections supports career readiness and skill development through career assessments, individualized academic and career planning, workforce preparation tools, and career-connected learning opportunities aligned to Nebraska workforce priorities.

PROPOSED BOARD MEETING (MONTH/YEAR): September 2026

ESTIMATED COST: 175,000.00

FOR CONTRACTS AND GRANTS:

- Funding Source: State - The funds for this contract are budgeted in the Office's annual allocation of State CTE funds.
- New or Renewal: New contract for 2026-2027
- If renewal, date of first approval: N/A

FOR NEW CONTRACTS OR OTHER CONTRACTS REQUIRING PROCUREMENT:

- Method of procurement: Non-competitive negotiation
- Rationale for method of procurement: Because Nebraska is currently undertaking a statewide modernization of CTE programs of study, course-based standards, and career readiness expectations, continuation of the existing Nebraska Career Connections platform during this transition period represents the most practical and cost-effective approach. Upon completion of this work, NDE will reassess statewide needs and pursue a formal competitive procurement process for future statewide platform services.
- Rationale for contractor selection: Kuder, Inc. currently maintains and supports the existing statewide platform and Nebraska-specific customizations utilized by school districts across the state. Continuation of services with the current provider supports uninterrupted statewide access and ongoing platform administration during the broader statewide modernization process.



PROPOSED AGENDA ITEM RATIONALE

DATE: August 19, 2026

TO: Dr. Brian L. Maher
Commissioner of Education

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

PROPOSED AGENDA ITEM: Action Item: Approve Comprehensive English Language Proficiency Assessment (BF.062026.002)

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

RATIONALE/BACKGROUND INFORMATION:

- The purpose of the Request for Proposal released by the office of ESEA Federal Programs was “for the purpose of soliciting a comprehensive English language proficiency assessment package that provides screening of potential English language learners and an annual summative assessment for identified English language learners that are in regular education programs and are in alternate education programs”.
- Through the formal Request for Proposals (RFP) procurement process, Cambium Assessment, Inc. (CAI) has been identified as the qualified vendor to support this work. In accordance with, Nebraska Rule 15 requires that all English learner identified students participate in assessments required by Section 005 of 92 NAC 10.
- The contract will serve all public school English language students in grades K-12 for screening and assessment.
- The assessment package will include all services for English Language Proficiency Assessment, Screener, Scoring and Reporting; Alt ELP Assessment Screener, Scoring and Reporting; ELP Paper and ELP Braille Assessments; Testing Administration, training and System Operations. Post implementation maintenance and enhancements will also occur. Test administration, implementation support, and scoring and reporting services to include alternate education and will serve all school districts, district staff and English learner students across the state of Nebraska.
- The contract will be for one year beginning with the 2027-2028 school year, The contract may be renewed for three (3) additional years.

STATUTORY/POLICY REFERENCE:

- Under Federal Requirements, states are required by Title I, Part A of the Elementary and Secondary Education Act, as amended by Every Student Succeeds Act (2015), to annually administer a single statewide English language proficiency (ELP) Assessment to all English learners (ELs) enrolled in public schools' grades K-12. Nebraska Rule 15 requires that all English learner identified students participate in assessments required by Section 005 of 92 NAC 10.

STRATEGIC PLAN ALIGNMENT:

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

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

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

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

PROPOSED BOARD MEETING (MONTH/YEAR): September 2026

ESTIMATED COST:

Year 1 (2027-2028)	\$1,155,834.
Year 2 (2028-2029)	\$1,178,952
Year 3 (2029-2030)	\$1,202,530
Year 4 (2030-2031)	\$1,251,113

To calculate the pricing, the tested quantities from the 2025–2026 school year were used. If volumes differ by more than 2%, CAI will work with NDE to modify pricing.

FOR CONTRACTS AND GRANTS:

- Indicate the Funding Source: Source of funds for contract will be grants for State Assessments and Related Activities 84.369A
- New or Renewal: New
- If renewal, date of first approval:

FOR NEW CONTRACTS OR OTHER CONTRACTS REQUIRING PROCUREMENT:

- Indicate the method of procurement: Request for Proposal with Competitive Negotiation
- Rationale for method of procurement: NDE entered into a Memorandum of Understanding in 2016 and has been operating under the MOU since that time and was due to be replaced. Solicitation from two qualified vendors allowed NDE to select the best company to align with NDE's needs in the areas of test administration, implementation support, and scoring and reporting services.
- Rationale for contractor selection: Selection process was awarded to Cambium Assessment, Inc who earned the highest overall score from the evaluation team. Their proposal included all services for English Language Proficiency Assessment, Screener, Scoring and Reporting; Alt ELP Assessment Screener, Scoring and Reporting; ELP Paper and ELP Braille Assessments; Testing Administration, training and System Operations. Post implementation maintenance and enhancements will also occur. Test administration, implementation support, and scoring and reporting services to include alternate education and will serve all public-school districts, district staff and English learner students across the state of Nebraska.

FOR GRANT SUBAWARDS:

- Describe the grantee selection process: N/A

**Updated 03.30.2026*



PROPOSED AGENDA ITEM RATIONALE

DATE: August 19, 2026

TO: Dr. Brian L. Maher
Commissioner of Education

FROM: Bryce Wilson, Finance Officer

PROPOSED AGENDA ITEM: 2027-29 Biennial Budget Request Submission Approval

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

RATIONALE/BACKGROUND INFORMATION:

STATUTORY/POLICY REFERENCE:

Per Neb. Rev. Stat. Sec. 81-1113, R.R.S. the Departments biennial budget request for fiscal years 2027-28 and 2028-29 must be submitted to the State Budget Division by September 15th, 2026. The State Board will need to approve NDE's budget request submittal during the September board meeting.

In preparation for the September board vote on the proposed budget submission NDE will be reviewing the budget process and current budget highlights during June meeting. A draft of potential budget issues will be brought to the Board in August with a September action item to approve the NDE budget submission.

STRATEGIC PLAN ALIGNMENT:

- *Strategic Priority 4: Provide Exceptional Service*
 - *Strategic Outcome 4.3: Improved Capacity Building*

The NDE budget supports all required work and pass through funds for Education which has significant impacts on capacity not only at NDE but across the State.

PROPOSED BOARD MEETING (MONTH/YEAR): September 2026

ESTIMATED COST: N/A

FOR CONTRACTS AND GRANTS: N/A

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

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

FOR GRANT SUBAWARDS:

- Describe the grantee selection process:

**Updated 03.30.2026*



Proposed Biennial Budget Requests

Aid Funding Requests

1. ESU Core Service Funding

Description: The ESU Core Services and Technology Infrastructure budget proposal supports services ESUs are required to provide under Nebraska law (§79-1204), including staff development, instructional materials, and technology infrastructure/distance learning. Across the ESU system, Core Services are organized into 159 identified service areas and sub-service areas: 108 related to staff development, 7 related to instructional materials, and 44 related to technology services. These counts vary in scope and cost, but they demonstrate the breadth of regional service support through Core Services funding. Core Services funding is distributed to ESUs through a statutory formula based on needs and resources, similar in concept to school state aid. Because the formula accounts for local resources, reductions in state Core Services funding do not eliminate the need for services; they shift pressure to local sources, including fees to districts and property tax supported ESU budgets.

The proposal requests a 1.5% increase in each year of the 2027-2029 biennium. This amount is below the estimated statutory growth approach in Nebraska law (§79-1241.01) and reflects a conservative request in recognition of the state's current budget environment.

Amount:	FY 27/28	\$196,018
	FY28/29	\$394,976

Operations Funding Requests

1. Statewide assessment system funding request

Description: Nebraska's statewide assessment system exists not only to meet federal and state accountability requirements under ESSA and Nebraska Statute 79-760.03, but also to provide meaningful information about whether students can truly read, think, and communicate at grade level. Constructed response items are a critical component of that work because they measure skills that selected-response items alone cannot adequately capture — including written reasoning, text analysis, evidence-based responses, and the ability to communicate understanding clearly. The return on investment for maintaining constructed response items is instructional as much as it is assessment-related. What states assess ultimately influences classroom instruction. When

assessments include authentic writing and evidence-based responses, educators are more likely to emphasize deeper comprehension, critical thinking, and written communication in daily instruction. Removing constructed response risks narrowing instruction to recognition and recall rather than analysis and application. Nebraska has also experienced declines in NAEP Reading performance over time. While many factors contribute to student achievement trends, the reduction of opportunities for students to regularly engage with complex reading and writing tasks may be one contributing factor. NAEP reading itself continues to rely heavily on constructed-response and extended written-response tasks because national experts recognize that literacy proficiency cannot be fully measured through multiple-choice items alone. Maintaining constructed response within NSCAS-ELA better aligns Nebraska’s assessment system to the rigor and expectations reflected in NAEP and college- and career-ready standards. Other states continue to prioritize constructed response as part of balanced assessment systems because they recognize its value in measuring higher-order literacy skills. States such as Massachusetts, Louisiana, and Tennessee incorporate evidence-based writing and extended response tasks into statewide ELA assessments to ensure students demonstrate comprehension, reasoning, and written communication — not simply answer recognition. These states consistently emphasize alignment between assessment, instruction, and long-term literacy outcomes. In Nebraska, constructed response items support a broader vision of literacy that aligns with the state’s strategic priorities: preparing students to think critically, communicate effectively, and engage successfully in postsecondary education, careers, and civic life. While constructed response items require additional investment in scoring and administration, they provide substantially richer information for educators, families, and policymakers regarding whether students can apply literacy skills in authentic ways.

Amount:	FY 27/28	\$3,000,000
	FY28/29	\$3,000,000

2. Nebraska Center for the Education of Children who are Blind and Visually Impaired (NCECBVI) funding for increased staffing capacity

Description: The Nebraska Department of Education (NDE) is requesting additional funding through Program 402 – State Special Education to support the Nebraska Center for the Education of Children who are Blind or Visually Impaired (NCECBVI), Nebraska's state-operated program serving children and youth with visual impairments. NCECBVI is authorized in state statute and serves as both a direct educational service provider and a statewide resource center supporting school districts, Educational Service Units (ESUs), students, and families. The requested funding will support critical staffing needs, including the addition of a Business Manager and two Paraeducator/Residential Assistant positions, to address increasing operational demands, strengthen fiscal management, maintain safe residential and instructional services, and ensure continued statewide access to specialized educational supports. The request will help NDE fulfill its statutory responsibilities, support district compliance with Rule 51 and IDEA requirements, and preserve Nebraska's statewide infrastructure for serving students who are blind or visually impaired. The estimated additional staffing cost supports the continued delivery of specialized educational, residential, outreach, technical assistance, and assistive technology services that are not readily available in local school districts.

Amount:	FY 27/28	\$250,000
	FY 28/29	\$250,000

3. PSL Only – Early Childhood Program Specialist/Ed Specialist III

Description: This budget issue would not require additional state funding. Instead, this would only require PSL. Paying a staff person is significantly less expensive than contracting. A Program Specialist/Ed Specialist III would cost the NDE approximately \$117,000 in salary and benefits in the 2027/2028 year and 121,000 the 2028/2029 year. The Office of EC has spent more than \$123,000* on contractor time to accomplish these services in the past year. *This amount is underestimated. Only contract expenses for time clearly identified as being spent on CLASS observations/anchor duties on the OEC contractor tracking chart was used for this calculation.

Amount:	FY 27/28	\$0 (\$117,000 PSL only)
	FY 28/29	\$0 (\$121,000 PSL only)

4. PSL Only - Two Early Childhood Program Specialist III's

Description: Hiring two trainers in the NDE Office of Early Childhood would reduce costs and improve consistency and quality of training. Two full-time trainers will be able to meet a significant portion of the training that will satisfy the requirements of Child Care Licensing and Step Up to Quality. Contractors are paid for training time and limited planning time. Hour for hour, paying salary and benefits on the NDE pay scale is less expensive than contracting. Additionally, by providing training “in-house”, the OEC will have access to the fees collected from the training participants resulting in an increased income stream for the NDE OEC. Up to 60% of the salary and benefits of 2 Program Specialist III positions would be offset by a reduction in the amount of money spent on contracts and grants. Nominal fees paid by ECE providers for training would increase income (into the Early Childhood Training Cash Fund) by an estimated \$44,000 per staff person. Combining the reduction in contractor fees and the revenue generated by the registration fees, up to 95% of the projected staff cost would be covered in the first year of the biennium and up to 90% of the cost in the second year of the biennium. Not included in the calculations above is the amount of staff time that both the Budgets and Grants Management and the Office of Early Childhood spend on creating and managing contracts. Any remaining funding needed would come from the Child Care Development Grant.

Amount:	FY 27/28	\$0 (\$234,866 PSL Only)
	FY 28/29	\$0 (\$241,966 PSL Only)

5. Early Childhood Endowment Cash Fund

Description: The Early Childhood Education Endowment Board of Trustees is requesting a \$1.9 million dollar increase to the cash funds each year to ensure they have adequate spending authority to approve grants as needed each year. This additional authority is only for private cash funds that flow through the NDE’s budget and does not increase the obligation to Nebraska taxpayers. The administration of the early childhood education grant program for children from birth to age 3 is governed by the Endowment Board of Trustees however, for “administrative support and budgetary purposes only, the board of trustees shall be within the State Department of Education “ Rev. S.S §79.1104.03.

Amount: FY 27/28 \$1,900,000 Cash funds
 FY 28/29 \$1,900,000 Cash funds

6. Housekeeping Items

Description: The following are logistical items that have historically been included in our budget request and have historically been funded.

<u>Proposed Issue Description:</u>	<u>Amount 2027-28</u>	<u>Amount 2028-29</u>
State Farm Building Rental Rate Increase (\$1.20/sq. ft.)	\$154,765	\$154,765
Office of the Chief Information Officer (OCIO) Rate Assessments	OCIO Estimating	OCIO Estimating
Department of Administrative Services (DAS) Rate Assessments	\$125,480	\$125,480
Vacation and Sick Payouts	\$200,000	\$200,000



PROPOSED AGENDA ITEM RATIONALE

DATE: August 27, 2026

TO: Dr. Brian L. Maher
Commissioner of Education

FROM: Dr. Ryan Foor
Deputy Commissioner

Grant Norgaard
Assistant Commissioner

PROPOSED AGENDA ITEM: Approve Strategic Initiatives Grant Opportunities (BF.062026.004)

AGENDA ITEM TYPE: Action

RATIONALE/BACKGROUND INFORMATION:

Background:

The NDE has applied for several grants aligned to the Good Life | Great Schools | Excellent Education strategic plan. The NDE anticipates notification of receipt in September or early October. This item seeks authorization to *receive funds pending notification* from federal grantors. Subsequent items will be brought before the Board for subawards or contracts over \$50,000 per Board policy.

Federal Grant Opportunities:

Talent Search: This funding identifies and assists low-income, first-generation students to complete secondary school, highlighting alignment to Strategic Plan Priority #3. This year's funding prioritized a Talent Marketplace, pre- and registered apprenticeships, and measurable metrics for success. For this priority, high-need LEAs must be identified in the application. NDE staff utilized information from the US Census Bureau and the NDE's NEP to include schools that met the federal criteria. If awarded, the Talent Search grant funds will be used to connect more of Nebraska's statewide workforce initiatives to the students in our schools.

TOTAL: \$50 million (\$10 million per year for five years)

Jacob K. Javits Gifted and Talented Students Education Program: This funding is available to support the identification of and instruction for high ability learners with a preference for projects aligned to math initiatives and operated in coordination with state education agencies. The NDE worked with partners to apply for two separate Javits grants.

TOTAL of the first application: \$284,055 (Over five years)

TOTAL of the second application: \$45,945 (Over five years)

Competitive Grant for State Assessment: This funding is aligned to assessment improvements led by an SEA. Grant funding will be sought to continue to meet the needs of Nebraska's students, educators, and families: Bridging Assessment Evidence to Instructional Decision-making through Generative AI (BRIDGE). BRIDGE is designed to engage three participating organizations and two participating states in the project work and produce resources for use by all states by:

- Developing Generative Artificial Intelligence (GenAI) applications for scoring, interpretation, and reporting grounded in educator needs and learning science;
- Establishing trust in GenAI outputs through transparent, validated, educator-informed design and calibration; and
- Improving the timeliness, usability, and instructional impact of assessment information for educators, students, and families.

TOTAL: \$3,999,313 (roughly \$1 million per year for four years)

Career Pathways Exploration: This funding is aligned to the NDE's recent Talent Search application mentioned previously. CPE would allow the NDE to continue investing in Teacher Apprenticeship pathways, CTE expansion, and statewide alignment between workforce and education systems.

TOTAL: \$9 million (\$3 million per year for three years)

Expanding Career Pathways and Workforce Readiness of Special Education Teachers and Early Intervention Personnel Through Registered Apprenticeships: This funding would allow the NDE to continue investing in Teacher Apprenticeship pathways specific to special educator pathways.

TOTAL: \$4,862,936 (roughly \$1 million per year for five years)

STATUTORY/POLICY REFERENCE:

AMP 2.02 – Contracts, Grants, and Purchases – This Board policy specifies that the Board shall review and approve the receipt and distribution of grants of \$50,000 or more.

STRATEGIC PLAN ALIGNMENT:

Talent Search:

- Strategic Priority 1: Accelerate Student Achievement
 - By supporting initiatives leading to increased graduation rates, and individualized college and career planning services as young as grade six, the Talent Search program would bring resources to target schools and support regional efforts to close gaps, especially in grades 6 through 12.
- Strategic Priority 3: Equip Learners for the Workforce
 - Grant funds will be utilized by NDOL to implement a statewide Talent Marketplace, allowing for increased access to individualized career and college planning tools and information.

Jacob K. Javits Gifted and Talented Students Education Program:

- Strategic Priority 1: Accelerate Student Achievement
 - Through identification of advanced coursework and engaging students of all abilities.

Competitive Grant for State Assessment:

- Strategic Priority 1: Accelerate Student Achievement
 - Grant funds will provide clear and usable assessment results.
- Strategic Priority 2: Grow the Educator Pipeline
 - Grant funds will create and implement evidence-based best practices in teaching.

Career Pathways Exploration:

- Strategic Priority 2: Grow the Educator Pipeline
 - Funding will be used to continue the success of NDE's T-RAP program and expand the pathway for students interested in serving in the para role through a pre-apprenticeship pathway.
- Strategic Priority 3: Equip Learners for the Workforce
 - Grant funds will support the NDE and NDOL to implement a statewide Talent Marketplace, allowing for increased access to individualized career and college planning tools and information.

Expanding Career Pathways and Workforce Readiness of Special Education Teachers and Early Intervention Personnel Through Registered Apprenticeships:

- Strategic Priority 2: Grow the Educator Pipeline
 - Funding will be used to continue the success of NDE's T-RAP program and expand apprenticeship pathways.

PROPOSED BOARD MEETING (MONTH/YEAR): September 2026

ESTIMATED COST: None. Estimated grant revenue ranges from \$45,000 to \$50,000,000

FOR CONTRACTS AND GRANTS:

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

FOR NEW CONTRACTS OR OTHER CONTRACTS REQUIRING PROCUREMENT:

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

FOR GRANT SUBAWARDS:

- Describe the grantee selection process: N/A

**Updated 03.30.2026*



PROPOSED AGENDA ITEM RATIONALE

DATE: July 23, 2026

TO: Dr. Brian L. Maher
Commissioner of Education

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

PROPOSED AGENDA ITEM: Discussion Item: Subaward to carry out the Federal IDEA Part D - SPDG grant activities.

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

RATIONALE/BACKGROUND INFORMATION:

Pursuant to the requirements of the federal Individuals with Disabilities Education Act, Part D, State Personnel Development Grant funds must be used by states to carry out activities identified within the federally approved State Personnel Development Grant. The Office of Special Education is requesting approval to use Part B discretionary grant funds to establish a special project with Educational Service Unit 6 to provide additional professional learning, technical assistance, coaching support, and resource development necessary to complete the remaining objectives and deliverables of Nebraska's current State Personnel Development Grant, which is scheduled to end in October 2027.

The proposed special project meets the federal subgranting requirements contained in 2 C.F.R. § 200.331 because ESU 6 will carry out a portion of the federal award for the public purpose identified in the approved grant. ESU 6 will work in partnership with the Nebraska Department of Education, Office of Special Education, to expand the availability of training and implementation resources, strengthen statewide and regional capacity, and ensure that the products and professional learning developed through the grant remain available to Nebraska schools beyond the conclusion of the federal award.

Nebraska students and educators have benefited from the opportunities, training, coaching, and resources supported through the State Personnel Development Grant. For more than a decade, Nebraska has used successive SPDG awards to strengthen educator capacity and improve student outcomes through the implementation of Positive Behavioral Interventions and Supports within a multitiered system of support. Earlier grant activities focused largely on schoolwide and classroom-level Tier 1 practices. In recent years, Nebraska has experienced increased demand from educators and school systems for additional training and support related to more intensive Tier 2 and Tier 3 behavioral interventions.

Nebraska schools continue to experience significant implementation challenges, including educator turnover, changes in district and school leadership, increasing student social-emotional and behavioral needs, and the

need for more consistent access to evidence-based behavioral supports. These conditions make it important to use the remaining grant period to strengthen the training infrastructure, finalize high-quality resources, and build the capacity of state, regional, and local personnel to sustain the work after the federal grant ends. In October 2022, the Nebraska Department of Education, Office of Special Education, was awarded a five-year State Personnel Development Grant. The award continues work that began with Nebraska's original SPDG award in 2011 and supports a comprehensive plan to improve the social, emotional, and behavioral outcomes of students with disabilities. The grant promotes the implementation of developmentally appropriate, evidence-based behavioral interventions and the long-term sustainability of those practices within an integrated multitiered system of support.

The current grant is organized around four objectives:

1. Increase access to professional development opportunities that support Nebraska schools in implementing PBIS as a multitiered system of support for behavior with fidelity.
2. Provide tailored implementation and coaching support to participating districts to strengthen leadership-team capacity and sustain research-based practices.
3. Increase the capacity of state and district personnel to train educators and support the implementation of PBIS research-based practices.
4. Increase educator awareness of inclusive practices and reduce the use of exclusionary practices for students with disabilities.
- 5.

The State Board of Education accepted the current SPDG award in October 2022. As the grant enters its final phase, the Office of Special Education proposes establishing a special project with ESU 6 to support the successful completion and sustainability of the grant's approved activities.

Through this special project, ESU 6 will support work that may include:

- Developing and delivering additional professional learning related to Tier 2 and Tier 3 PBIS practices;
- Expanding training and coaching resources for school and district leadership teams;
- Creating facilitator guides, implementation tools, training materials, and other resources that can be used statewide;
- Supporting the development of state, regional, and local trainer and coaching capacity;
- Organizing and refining existing SPDG resources into an accessible and sustainable statewide collection;
- Assisting with implementation support for participating districts and schools;
- Supporting professional learning related to inclusive practices and the reduction of exclusionary discipline;
- Assisting with dissemination and transition planning as the federal grant approaches its conclusion; and
- Completing other approved SPDG activities necessary to meet the objectives, performance measures, and deliverables contained in Nebraska's federal grant award.

This special project will allow Nebraska to maximize the remaining federal award, respond to identified district and educator needs, and ensure that the knowledge, tools, training materials, and implementation supports developed through the SPDG are sustained after the grant ends in October 2027. The project will also strengthen Nebraska's statewide infrastructure for supporting positive behavioral interventions, inclusive practices, and improved outcomes for students with disabilities.

Approval of this special project will authorize the Nebraska Department of Education, Office of Special Education, to enter into an agreement with Educational Service Unit 6 and use available Part D grant funds for activities consistent with Nebraska's approved State Personnel Development Grant and applicable federal requirements.

STATUTORY/POLICY REFERENCE:

Individuals with Disabilities Education Act (IDEA), Part D, Subpart 2—State Personnel Development Grants, 20 U.S.C. §§ 1462–1465; 34 C.F.R. §§ 300.700–300.714; 2 C.F.R. § 200.331. Neb. Rev. Stat. §§ 79-3601 through 79-3606 (Behavioral Intervention Training and Teacher Support Act), requiring statewide behavioral awareness training, teacher support systems, and evidence-based training in positive behavior support, proactive teaching strategies, and de-escalation techniques.

STRATEGIC PLAN ALIGNMENT:

Strategic Priority 1: Accelerate Student Achievement

Strategic Outcome 1.1: Improved Student Achievement

This special project supports the implementation of evidence-based Positive Behavioral Interventions and Supports (PBIS), inclusive practices, and coaching systems that strengthen educators' ability to improve the social, emotional, behavioral, and academic outcomes of students with disabilities.

Strategic Priority 2: Grow the Educator Pipeline

Strategic Outcome 2.1: Increased Supply of Teachers

The project expands professional learning, coaching, and resource development that strengthens educator effectiveness, supports ongoing professional growth, and builds the capacity of school personnel to implement evidence-based behavioral practices with fidelity, contributing to educator retention and long-term workforce sustainability.

PROPOSED BOARD MEETING (MONTH/YEAR): August 2026

ESTIMATED COST: \$100,000.00

FOR CONTRACTS AND GRANTS:

- Indicate the Funding Source: Federal – Part D; State Personnel Development Grant
- New or Renewal: New
- If renewal, date of first approval:

FOR NEW CONTRACTS OR OTHER CONTRACTS REQUIRING PROCUREMENT:

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

- Rationale for contractor selection:

FOR GRANT SUBAWARDS:

- The Office of Special Education proposes entering into a subaward agreement with Educational Service Unit 6 (ESU 6) to carry out a portion of Nebraska's federally funded State Personnel Development Grant (SPDG) activities through the conclusion of the grant period in October 2027.

The selection of ESU 6 is based on its demonstrated expertise, statewide experience, and existing capacity to support the implementation of the approved objectives and activities contained within Nebraska's federally approved State Personnel Development Grant. ESU 6 has an established history of partnering with the Nebraska Department of Education to provide statewide professional learning, coaching, technical assistance, and resource development in support of evidence-based practices and has the infrastructure necessary to successfully complete the remaining grant deliverables within the required federal timelines.

Consistent with Neb. Rev. Stat. §§ 81-1712 through 81-1725 and Nebraska procurement requirements, this agreement is a subaward to an Educational Service Unit, which is a political subdivision of the State of Nebraska. As a result, the Office of Special Education is not required to conduct a competitive procurement process when entering into an intergovernmental agreement with an Educational Service Unit for the performance of public educational services authorized by law.

Additionally, this agreement is not a procurement contract for goods or services. Rather, it is a federal subaward governed by 2 C.F.R. § 200.331, under which ESU 6 will carry out a substantive portion of the federally approved State Personnel Development Grant for a public purpose identified in the grant award. As a subrecipient, ESU 6 will be responsible for implementing grant activities, meeting applicable federal program requirements, collecting and reporting required performance data, maintaining appropriate fiscal controls, and complying with all applicable federal and state grant requirements.

The proposed subaward is also consistent with the requirements of the Individuals with Disabilities Education Act (IDEA), Part D, Subpart 2—State Personnel Development Grants (20 U.S.C. §§ 1462–1465; 34 C.F.R. §§ 300.700–300.714), which require grant funds to be used to carry out the activities and objectives contained within Nebraska's approved State Personnel Development Grant. The activities supported through this agreement—including statewide professional learning, coaching, implementation support, resource development, and sustainability planning—directly advance the approved goals and performance measures of Nebraska's SPDG and are necessary to successfully complete the grant prior to its expiration in October 2027.

The Office of Special Education will maintain oversight of the subaward through established subrecipient monitoring procedures consistent with 2 C.F.R. §§ 200.331–200.333, including review of programmatic progress, fiscal accountability, performance reporting, and compliance with all applicable federal and state requirements.



PROPOSED AGENDA ITEM RATIONALE

DATE: August 19, 2026

TO: Dr. Brian L. Maher
Commissioner of Education

FROM: Bryce Wilson, Finance Officer

PROPOSED AGENDA ITEM: Authorize the Commissioner to submit the Department's deficit budget request for fiscal year 2026-27.

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

RATIONALE/BACKGROUND INFORMATION:

The NDE is annually required to submit deficit budget items that are requests for changes to our current year appropriated budget for items that are the most critical situations that cannot be managed within existing appropriations and other requirements of the enacted appropriation laws or as may be required by statute. These changes are called budget issues and can be increases or decreases to the funding that NDE is currently appropriated if they are included in the State's deficit budget bill.

STATUTORY/POLICY REFERENCE:

Section 81-126 R.R. of Nebraska provides for the Governor to make recommendations to the Legislature as to the deficiency funding requirements of the various agencies, boards, and commissions of State government.

Section 81-126 further defines deficiency as "any increase or decrease in any fund source for any budget program for the biennium in progress."

The Department's deficit budget request must be submitted to State Budget Division for consideration by October 15th, 2026.

STRATEGIC PLAN ALIGNMENT:

- *Strategic Priority 4: Provide Exceptional Service*
 - *Strategic Outcome 4.3: Improved Capacity Building*

The NDE budget supports all required work and pass through funds for Education which has significant impacts on capacity not only at NDE but across the State.

PROPOSED BOARD MEETING (MONTH/YEAR): October 2026

ESTIMATED COST: N/A

FOR CONTRACTS AND GRANTS:

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

FOR NEW CONTRACTS OR OTHER CONTRACTS REQUIRING PROCUREMENT:

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

FOR GRANT SUBAWARDS:

- Describe the grantee selection process:

**Updated 03.30.2026*

NEBRASKA DEPARTMENT OF EDUCATION
2027 Legislative Session - Proposed Deficit Items

2026-27

NDE
Request

Issue Description

ISSUE

25 Vacation/Sick Leave Payout

General	\$48,544
Cash	\$0
Federal	\$45,824
PSL	\$94,368

Amounts will be
updated until
submission in October

158 TEEOSA Aid Adjustment
Reduce TEEOSA - Premium Tax
Based on Certified Valuations

General	Place Holder
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General	\$48,544
Cash	\$0
Federal	\$45,824



PROPOSED AGENDA ITEM RATIONALE

DATE: August 17, 2026

TO: Dr. Brian L. Maher
Commissioner of Education

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

PROPOSED AGENDA ITEM: Discussion Item: Administration of the Mental Health Training Grant (BF.082026.004)

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

RATIONALE/BACKGROUND INFORMATION:

What: Administer Mental Health Training grants in school districts and Educational Service Units.

Why: Nebraska Revised Statute 79-3605 tasked the Nebraska Department of Education to establish and administer the Mental Health Training Grant to support school districts and educational service units in improving their ability to address student mental health crises.

How:

- The Nebraska Department of Education (NDE) will issue a Request for Proposals (RFP) for grants to support the efforts in recognizing and guiding students experiencing mental health challenges by connecting them to professional help, applicable during years when grant funds are available.
- The grant applications will be reviewed by both internal and external school mental health experts.
- Reviewers will score the applications using weighted rubric with the components of; program(s): (needs, objectives, & implementation), stakeholder engagement, poverty percentage, evidence-based programs, and allowable uses.
- The number of subgrants will be determined by the Nebraska Department of Education based on the rubric scores and the available state funds.

Who: School districts and educational service unit are eligible to apply.

When:

- Grant Open: October 2026,
- Grant Close: November 2026

STATUTORY/POLICY REFERENCE:

- N.R.S. § 79-3605, The State Department of Education shall establish a mental health training grant program. The department shall award mental health training grants from any money available in the Mental Health Training Cash Fund. A grantee shall be a school district or an educational service unit.

STRATEGIC PLAN ALIGNMENT:

- Strategic Priority 1: Accelerate Student Achievement
 - **Strategic Outcome 1.2: Reduced Chronic Absenteeism**
1. When students have timely access to school-based mental health support, they are better able to manage stress, trauma, and mental health challenges, leading to improved engagement, attendance, and overall academic success.

PROPOSED BOARD MEETING (MONTH/YEAR): August 2026

ESTIMATED COST: approximately \$250,000

FOR CONTRACTS AND GRANTS:

Indicate the Funding Source:

- Nebraska Capital Expansion Act, see section 72-1269.
 - Nebraska State Funds Investment Act, see section 72-1260.
-
- New or Renewal: New
 - If renewal, date of first approval:

FOR NEW CONTRACTS OR OTHER CONTRACTS REQUIRING PROCUREMENT:

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

FOR GRANT SUBAWARDS: Subgrants are awarded on a competitive basis and will be made based on the proposed projects quality, an assessment of the educational and related needs of students, and the ability of the applicant to meet these needs related to the School Mental Health Grant.

**Updated 03.30.2026*

MANDATORY ASSURANCE STATEMENT for
Mental and Behavioral Health Services Discretionary Funding

School districts and personnel providing mental or behavioral health services within Nebraska public schools shall comply with all applicable federal and state laws, regulations, and professional standards governing the provision of educational and related services to students. These laws include, but are not limited to the following sections of Neb. Rev. Stat:

- § 79-258. Administrative and teaching personnel; authorized actions.
- § 79-2,104. Access to school files or records; limitation; fees; disciplinary material; removed and destroyed; when; sharing of student data, records, and information.
- § 79-530. Involvement of parents, guardians, and educational decisionmakers; term, defined; legislative findings.
- § 79-531. Involvement of parents, guardians, and educational decisionmakers; public school district; adopt policy.
- § 79-532. Involvement of parents, guardians, and educational decisionmakers; policy; contents.
- § 79-533. Involvement of parents, guardians, and educational decisionmakers; policy; hearing; review.
- § 79-533.01. Involvement of parents, guardians, and educational decisionmakers; policy; accessibility.
- § 79-533.02. Involvement of parents, guardians, and educational decisionmakers; learning materials; availability.
- § 79-533.03. Involvement of parents, guardians, and educational decisionmakers; noncompliance of school district; remedial action.
- § 79-11,159. Behavioral health points of contact; designation; qualifications; behavioral health training and resources; access; coordination; report.

And, the following federal laws:

- Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. § 1232g; 34 C.F.R. Part 99.
- Individuals with Disabilities Education Act (IDEA), 20 U.S.C. § 1400–1482; 34 C.F.R. Part 300.

Individuals holding Nebraska educator certificates are subject to the professional practices criteria established by the State Board of Education under Rule 27 (Title 92, Nebraska Administrative Code, Chapter 27). Alleged violations of these standards shall be investigated and adjudicated pursuant to the procedures set forth in Rule 28 (Title 92, Nebraska Administrative Code, Chapter 28). If found to be in violation, sanctions shall include admonishment, reprimand, suspension, limitation, or revocation of a Nebraska teaching certificate.

When mental or behavioral health services are provided by individuals licensed under Nebraska health professions statutes, those individuals remain subject to the jurisdiction and disciplinary authority of the Nebraska Department of Health and Human Services (DHHS) under the Uniform Credentialing Act and applicable professional licensing statutes. Violations of licensure requirements, ethical standards, or scope of practice limitations may result in investigation and

disciplinary action by the appropriate licensing authority. Any such violations shall be reported to DHHS by school personnel.

School districts retain responsibility for ensuring that all personnel providing services to students operate within the scope of their certification, licensure, and assigned professional responsibilities and all state statutes and federal laws on page one of this document. Districts must ensure that services are delivered in accordance with applicable legal requirements governing parental consent, confidentiality, procedural safeguards, and professional scope of practice. Failure of district personnel to comply with these requirements shall result in employment or disciplinary actions consistent with district policy and applicable law if found to be in violation.

Nothing in this document shall be construed to limit the rights of parents, students, employees, or other individuals to file complaints or seek remedies through administrative, regulatory, or judicial processes when violations of federal or state law are alleged.

As a condition of receiving funding from the Nebraska Department of Education (NDE) for school mental health and behavioral health services, the undersigned superintendent certifies that the district will comply with all applicable federal and state laws, regulations, and professional standards governing the provision of educational and related student services.

If the NDE determines that a district is not in compliance with applicable requirements related to this program, the district shall be required to implement corrective actions within a specified timeframe. Failure to resolve identified noncompliance shall result in termination of funding for school mental and behavioral health services.

(Signed by superintendent)



PROPOSED AGENDA ITEM RATIONALE

DATE: August 27, 2026

TO: Dr. Brian L. Maher
Commissioner of Education

FROM: Dr. Ryan Foor
Deputy Commissioner

Grant Norgaard
Assistant Commissioner

PROPOSED AGENDA ITEM: Approve Strategic Initiatives Grant Opportunities (BF.082026.001)

AGENDA ITEM TYPE: Discussion

RATIONALE/BACKGROUND INFORMATION:

Background:

The NDE has applied for several grants aligned to the Good Life | Great Schools | Excellent Education strategic plan. This discussion item follows the August 2026 information item noting several opportunities that impact students in Nebraska, highlighting some of the inter-agency collaborations happening around NDE priorities, and provide an opportunity to discuss specific initiatives aligned with the strategic plan. As grant funding is awarded, the NDE will bring each opportunity back to the Board for action.

Federal Grant Opportunities:

School Safety Enhancement. This funding would allow the NDE to support more schools in addressing physical safety concerns through competitive subawards.

Traumatic Brain Injury Partnership Program. This funding would allow the NDE's Office of Vocational Rehabilitation to continue TBI supportive programming.

Gaining Early Awareness and Readiness for Undergraduate Programs. This funding would allow the NDE to expand current Postsecondary Readiness Pilot services to additional school partners and statewide services aligned to the federal funding agency's priorities.

STATUTORY/POLICY REFERENCE:

AMP 2.02 – Contracts, Grants, and Purchases – This Board policy specifies that the Board shall review and approve the receipt and distribution of grants of \$50,000 or more.

STRATEGIC PLAN ALIGNMENT:

School Safety Enhancement:

- Strategic Priority 1: Accelerate Student Achievement

- Students learn better when they are in safe and supportive environments. This initiative would provide increased resources to schools for school safety initiatives.

Traumatic Brain Injury Partnership Program:

- Strategic Priority 3: Equip Learners for the Workforce
 - Grant funds will support the NDE to continue to implement TBI supports.

Gaining Early Awareness and Readiness for Undergraduate Programs:

- Strategic Priority 1: Accelerate Student Achievement
 - Implement evidence-based best practices for students in grades 7-12 to support academic achievement in areas such as Algebra.
- Strategic Priority 3: Equip Learners for the Workforce
 - Grant funds will support the NDE and NDOL to implement a statewide Talent Marketplace, allowing for increased access to individualized career and college planning tools and information while supporting work-based learning initiatives.

PROPOSED BOARD MEETING (MONTH/YEAR): September 2026

ESTIMATED COST: None. Estimated grant revenue ranges from \$615,000 to \$35,000,000

FOR CONTRACTS AND GRANTS:

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

FOR NEW CONTRACTS OR OTHER CONTRACTS REQUIRING PROCUREMENT:

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

FOR GRANT SUBAWARDS:

- Describe the grantee selection process: N/A

**Updated 03.30.2026*



STATE BOARD OF EDUCATION
PLANNING AND EVALUATION COMMITTEE REPORT

Date: September 4, 2026

The Planning and Evaluation Committee report on their committee meeting on September 3, 2026. The members present were Lisa Schonhoff, Sherry Jones, Deborah Neary, and Kristin Christensen.

The committee discussed five action items related to the approval of the Nebraska Correctional Youth Facility Special Purpose Agreement proposal, the approval of plans of correction for Rule 10, 14, and 18 school systems and interim program schools, the approval of Priority School Progress Plans from Bayard Secondary School in Bayard Public Schools, Scribner-Snyder Secondary School in Scribner-Snyder Public Schools, and Northwest High School in Omaha Public Schools. The committee recommends board approval of these items.

The committee discussed the action item related to the 2026 Nebraska College and Career Ready Standards for Social Studies. The committee has no recommendation for this item.

There were no discussion items.

The committee also reviewed informational items related to the Assessment and Reporting Plan and Assessment Technical Report for 2026-2027 and the Rule 10 Teacher Waiver Request from Roncalli Catholic High School.

This concludes the Planning and Evaluation committee report.

Lisa Schonhoff, Chair

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

Updated 02.02.2023



PROPOSED AGENDA ITEM RATIONALE

DATE: August 19, 2026

TO: Dr. Brian L. Maher
Commissioner of Education

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

PROPOSED AGENDA ITEM: Nebraska Correctional Youth Facility (Compass High School) Special Purpose Agreement Proposal (PE.062026.001)

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

RATIONALE/BACKGROUND INFORMATION:

The Nebraska Correctional Youth Facility (NCYF) is requesting approval of a revised Special Purpose Agreement. The current agreement was last updated in 2016. NCYF has undergone significant changes, including a name change to **Compass High School** and relocation from Omaha to Lincoln.

The proposed revision preserves all previously approved special purpose modifications while aligning the agreement with the school's current program, student needs, and operational environment. Specifically, the revision:

1. Maintains all existing special purpose modifications currently in effect.
2. Expands opportunities for students in World Language and Personal Health and Physical Education.
3. Updates program requirements and instructional flexibility to better serve students and maximize the resources available at the school's new facility.

These revisions will support Compass High School's ability to provide meaningful educational opportunities within a correctional setting while ensuring continued alignment with its unique mission and student population.

Nebraska Revised Statute § 79-703(4) states that *"all public schools in the state, including, but not limited to, schools operated by school districts and education programs in state institutions under the supervision of the Department of Health and Human Services that house juveniles, shall be accredited."*

Rule 10, Section 013.04 further recognizes the necessity of special public purpose school systems, including schools designed specifically for students with disabilities or those operating within correctional facilities. When such a school system can demonstrate that a requirement of Rule 10 is not educationally necessary or appropriate for its student population, or conflicts with state or federal laws or facility regulations, the State Board of Education may waive that requirement.

STRATEGIC PLAN ALIGNMENT:

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

Good life, Great Schools and Excellent Education is embodied in the accrediting of Nebraska public and non-public accredited schools. Accelerating student achievement and equipping learners for the workforce is greatly impacted by a school being able to meet the requirements and regulations within Rule 10.

PROPOSED BOARD MEETING (MONTH/YEAR): September 2026

ESTIMATED COST: \$0

FOR CONTRACTS AND GRANTS: N/A

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

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

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

FOR GRANT SUBAWARDS: N/A

- Describe the grantee selection process:

**Updated 01.12.2026*

RULE 10 SPECIAL PURPOSE AGREEMENT

NEBRASKA CORRECTIONAL YOUTH FACILITY (NCYF) Omaha and associated sites having students of compulsory attendance age For students in grades 7-12

Conditions for Recognition as an Accredited Special Purpose School System
According to Rule 10, *Regulations and Procedures for the Accreditation of Schools*
Dated August 1, 2015

Adopted by the Nebraska State Board of Education

Date Approved: June 3, 2016

Background Information

The Nebraska Correctional Youth Facility (NCYF) was established in 1998 as a maximum security facility for youthful offenders convicted through adult courts. NCYF is one of ten correctional facilities operated by the Nebraska Department of Correctional Services (NDCS). NCYF provides housing for 94 orientation and general population inmates and also has 8 special management cells. Only male inmates under the age of 18 years are assigned to NCYF; however, the facility is authorized to house inmates up to the age of 21 years and 10 months. Historically, inmates range from 14-21 years of age with an average daily population of 98 in 2006. There are approximately 200 additional youth under the age of 21 in other NDCS facilities.

In addition to balancing public safety with the care and custody of student inmates, NCYF also places a high priority on educational and vocational programming designed to facilitate successful re-integration into the community upon release from prison. Student inmates, while assigned to NCYF, undergo treatment and rehabilitation on a year-round basis. Since education is a part of all inmate program plans, the school year is year-round.

Youth in an adult correctional facility rarely, if ever, return to public school to continue their education after discharge or parole. With the average length of stay at NCYF being 12-18 months, the instructional program parallels those found in other secondary schools as the majority of inmates may be able to earn academic credits leading to graduation while still incarcerated. For student inmates unable to achieve a high school diploma, Adult Basic Education and GED testing continue to be offered as an option.

Given the nature of this penal institution and the inmate population it serves, several regulations required of other public school systems are not in the best interests of the NCYF School or its student inmates. NCYF serves a distinct and unique statewide population, averaging between 90-100 male inmates, a fluctuation beyond the control of the school or the governance structure of the Nebraska Department of Correctional Services. The size of the enrollment in these circumstances reduces the scope of possible course offerings.

Special Purpose Modifications

The NCYF School System will meet all requirements of Rule 10 applicable to public school secondary school grades, with the following modifications. Failure to meet any non-cited regulation or

noncompliance with these special provisions shall result in the school system citation for violation(s), which, if not corrected, would result in probation.

003.06 School Year. The school will be in operation between July 1 and June 30 of each year for at least 1080 hours.

004.01A The instructional program of the school system shall be based on a written statement of purposes and/or goals developed at the local level and approved by the Department of Correctional Services. This document shall be on file in each school building, and each certificated staff member shall have a copy.

004.04A The high school program shall consist of courses totaling a minimum of 300 instructional units.

004.04B1 Language Arts – 40 instructional units. This shall include courses in English and may also include other courses in language arts such as speech and journalism.

004.04B2 Social Sciences – 30 instructional units.

004.04B3 Mathematics – 30 instructional units.

004.04B4 Science – 30 instructional units.

004.04B5 World Language – Not Applicable.

004.04B6 Career Education – 40 instructional units. Courses shall be offered in at least two of the following areas: Agriculture Education, Business Education, Marketing Education, Career Education, Cooperative Education / Diversified Occupations, Family and Consumer Science, Health Occupations, Industrial Technology, and Trade and Industrial Education.

004.04B8 Visual and Performing Arts – 20 instructional units each year which may include instruction in vocal music, instrumental music, visual arts, theatre or dance.

007.03A Because of the unique grouping programs at the school and the varied and special educational needs of the students, teacher endorsement shall not be considered in determining the propriety of teacher assignment, except that at least one teacher must be endorsed in each of the areas of science, English, math, and social sciences to act as consultant and curriculum coordinator for the rest of the facility. All teachers, however, must hold a Nebraska Teaching Certificate.

007.05 Guidance staff – Not applicable. NCYF counselors and psychologists meeting the requirements of the Nebraska Department of Corrections will conduct the guidance and counseling programs.

008.05A Superintendent – Not applicable.

010.01A The school shall annually prepare a written report for its governing body which includes but need not be limited to student academic performance and demographics.

010.01B The school shall have a written policy for reporting the information required in 010.01A to the Nebraska Department of Correctional Services and Nebraska Department of Education.

011.01C The school has a safety committee representative of the following institutional groups: school administration, faculty, and other institutional staff. The safety committee meets periodically throughout the year to review plans and procedures.

011.01D The school's safety and security plan is reviewed annually by one or more persons not employed at or specifically assigned to the NCYF School site.

012.01B The school provides educational services year-round. Because the school provides a longer than normal school year, it is entitled to include in the accounting of course offerings any course which is provided at any time during the school year, subject to the limitation imposed on all schools that any given course may only be counted once, no matter how many sections of that course are offered or how many times during the school year that course is offered.

All students who are committed to the NCYF School site, with specific emphasis on those of compulsory attendance age, except those who have met the criteria to otherwise drop out of school, are in orientation or have graduated from a high school, will be scheduled to be in school for a minimum of five hours per weekday on a year round schedule excluding school holidays and in compliance with the NCYF Community High School calendar as approved by the NDCS School Board. All students must be enrolled in the school program as soon as necessary school induction and facility orientation procedures are completed.

An educational program meeting the requirements of this Agreement will be available to any student of compulsory attendance age who is transferred to any penal facility within the Nebraska Department of Correctional Services.

COMPASS HIGH SCHOOL
RULE 10 SPECIALIST PURPOSE AGREEMENT
Proposal May 12, 2026

COMPLIANCE & INTEGRITY VALIDATION

Students within the Nebraska Department of Correctional Services (NDCS) face inherent limitations on their availability for school due to operational demands, security requirements, and participation in self-improvement and clinical programming. The proposed Rule 10 Special Purpose Agreement is designed to address these constraints by allowing for a more individualized and flexible approach to education. Given that many NDCS students have struggled in traditional academic settings, these accommodations enable teachers to focus more intentionally on personalization and engagement without compromising the quality of instruction.

DEFINITIONS

To ensure all stakeholders (administrators, auditors, and staff) understand the context, the following terms are defined:

Rule 10: The state regulation governing the accreditation and procedures for all Nebraska schools.

Special Purpose School: A school system that serves a specific population and requires modified regulations to meet the unique needs of its students.

Compulsory Attendance Age: The age range during which a student is legally required to attend school in Nebraska which encompasses ages 6 to 18.

NDCS Intake and Orientation Procedures: Terms referring to the different housing and security statuses of student incarcerated individuals which dictate their access to classrooms.

Rob Jeffreys, Director

Department of Correctional Services

NEBRASKA CORRECTIONAL YOUTH FACILITY

2610 North 20th Street East Omaha, NE 68110
Phone: 402-595-2000 Fax: 402-636-8610

corrections.nebraska.gov

BALANCING SECURITY & EDUCATION

All students attending Compass High School, particularly those of compulsory attendance age, excluding those who have graduated, dropped out in accordance with NDCS Policy, or in orientation, will be scheduled for a minimum of five instructional hours per weekday. This schedule will operate year-round, excluding school holidays, and will align with the high school calendar approved by the NDCS School Board.

Students will be enrolled in high school following completion of NDCS intake and orientation procedures. In cases where a student's behavior prevents participation in a traditional classroom setting, educational services will be delivered within their housing units. Certificated teachers will provide instruction in a model similar to hospital-based or homebound education, ensuring continued academic engagement even during periods of separation.

MISSION-DRIVEN OUTCOMES

The proposed modifications within the Compass Community High School Rule 10 Special Purpose Agreement are intended to overcome the administrative and staffing challenges unique to a secure correctional environment. By adapting regulatory expectations to fit the facility's context, these changes directly support the mission of empowering students with the knowledge, skills, and attitudes necessary for successful reintegration.

The requested modifications support student success and diploma attainment in several keyways:

1. Removing Staffing Barriers to Graduation: In traditional settings, vacancies in specialized roles, such as a certificated Media Specialist, can hinder accreditation and limit access to required coursework. By requesting a waiver for Regulation 007.04A, the school ensures that staffing shortages do not disrupt its Rule 10 status. This guarantees that students can continue earning accredited diplomas recognized by employers and post-secondary institutions.

2. Integrating Essential Skills into Core Curriculum

The multidisciplinary model embeds research and information literacy skills into core courses such as English IV A and Social Studies. For example, one-fifth of the English IV A curriculum is dedicated to research paper writing, ensuring students develop critical academic skills despite limited access to traditional library resources.

3. Supporting Individualized Academic Progress

With a small student population, staff flexibility is essential. Teachers are able to take on multiple roles, enabling:

- **Timely Intervention:** Students are assessed within 30 days and engaged within 5 days of arrival.
- **Targeted Support:** Resources are strategically allocated to increase graduation rates, with a goal of a 10% annual improvement.

4. Promoting Cultural Dignity and Inclusion

The program emphasizes respect for cultural diversity and student identity by ensuring qualified oversight through a master's-level librarian and certified staff and by providing an inclusive learning environment tailored to the unique needs of an incarcerated population.

STATEMENT OF NEED

Overall, these modifications shift the focus from rigid regulatory compliance to practical, student-centered education. By allowing for professional flexibility and integrated instruction, Compass High School ensures that the constraints of a secure setting do not limit student potential. Instead, they support meaningful academic progress and successful reentry into the community.

PRE-EXISTING SPECIAL PURPOSE MODIFICATIONS

This section outlines all existing modifications for the Compass High School Special Purpose Agreement.

(003.06) School Year

Compass High School functions on a trimester annual, year-round calendar and will meet for at least 1080 hours.

(004.04A) Instructional Units

The high school program shall consist of courses totaling a minimum of 300 instructional units. This is due in part to the low number of students enrolled in our school as well as the limited number of years they are likely to participate here, it is difficult to meet the same instructional unit requirement as a full-size public high school.

(004.04B1) Language Arts

40 instructional units. This shall include courses in English and may also include other courses in language arts such as speech and journalism.

(004.04B2) Social Sciences

30 instructional units. To include required courses and a variety of social science electives.

(004.04B3) Mathematics

30 instructional units. To include communicating, reasoning, problem solving, numeration, computation, estimation, measurement, geometry, data analysis, probability and statistical concepts, and algebraic concepts.

(004.04B4) Science

30 instructional units.

(004.04B5) World Language

Not applicable.

(004.04B6) Career Education

40 Instructional Units in at least two of the following: Agriculture Education, Business Education, Marketing Education, Career Education, Cooperative Education / Diversified Occupations, Family and Consumer Science, Health Occupations, Industrial Technology, and Trade and Industrial Education

(004.04B8) Visual and Performing Arts

20 instructional units each year which may include instruction in vocal music, instrumental music, visual arts, theatre or dance

(007.03A) Teacher Certification

Safety and security practices may provide limitations on the size of class and dictate who can program with whom. Due to this, and the varied, special educational needs of the students, teacher endorsements shall not be considered in determining the propriety of teacher assignments, except that at least one teacher must be endorsed in each of the areas of science, English, math, and social sciences to act as consultant and curriculum coordinator for the rest of the facility. All teachers, however, must hold a Nebraska Teaching Certificate.

(007.04A) Library Media Specialist

The State Board of Education approved the NCYF waiver request of 007.04A on March 7, 2026. The waiver is valid for three years (July 1, 2025 - June 30, 2028). See *attached submitted request for waiver*.

(007.05) Guidance staff

Not applicable.

NCYF counselors and psychologists meeting the requirements of NDCS will conduct the guidance and counseling programs. Additionally, Compass High School leverages a multidisciplinary team to fulfill guidance requirements, ensuring students receive specialized support that exceeds standard academic counseling. This support includes:

Holistic Support: Onsite mental health and substance abuse counselors that provide the emotional and behavioral foundation necessary for academic success, directly supporting the high school's mission to create an atmosphere based on "dignity and inclusiveness."

Academic Advising: Teachers and administrative staff are trained in graduation requirements and post-secondary enrollment. This "distributed advising" model ensures that academic growth is monitored daily by staff who understand the specific credit needs of each student.

Community Integration: To prepare students for successful reintegration into their communities, a collaborative, person-centered approach is implemented that extends beyond the high school experience. While Compass High School provides the academic foundation, students are supported through a network of internal partners, including Career Services and Reentry Services, as well as external organizations that offer postsecondary education, vocational training, life skills development, reentry support, career planning, and related services.

This work is grounded in the holistic framework of the 5-Key Model for Reentry and Wellbeing Development™, which emphasizes growth in healthy thinking patterns, effective coping strategies, positive relationships, meaningful work trajectories, and positive social engagement. Through continuous collaboration across teams and partners, students are provided with opportunities that address these key areas, ensuring a well-rounded and individualized pathway toward success.

By integrating education with wraparound services, the model bridges the gap between incarceration and community reentry, supporting not only high school completion, but also long-term personal development, employability, and positive societal engagement.

(008.05A) Superintendent

Not Applicable. Traditional district requirements, such as a designated superintendent, are not educationally necessary for the correctional setting. Instead, the administrative structure is optimized for facility operational needs while maintaining full state accreditation standards.

(010.01A) Annual Report

In lieu of a prepared written report, school performance information, including student academic performance and demographics, is shared automatically through the SIMS system hosted by EUS #3, annually with Title I, and also with the administration of NDCS. Beginning with the 2025-2026 school year, a formalized report is being prepared to submit to the NDCS School Board annually at the second quarterly meeting of the year.

(010.01B) Policy Related to 10.01A Annual Reporting

The school shall have a written policy for reporting the information required in 010.01A to NDCS and NDE.

(011.01C) Safety Committee

Compass High School administration and/or faculty participate in safety committee meetings alongside NDCS custody and administrative staff. This committee meets periodically throughout the year to review plans and procedures.

(011.01D) School Safety and Security Plan

The facility safety plan and facility safety are reviewed annually as part of the greater accreditation process for correctional facilities by NDCS staff and every three years by external audits as part of the American Correctional Association accreditation process.

(012.01B) Education Services Provision

Compass High School offers year-round education on a trimester basis and is permitted to count instructional units from any of these trimesters towards required units, but any given course may only be counted once each year.

Due to the number of students entering the program with a significant number of elective credits, often earned through alternative schools, Rule 18 Interim Program Schools, and other Special Purpose High Schools rather than traditional high school settings, it is proposed that graduation requirements emphasize completion of core subject areas in total. This approach ensures that students receive a high-quality, balanced core education while recognizing prior elective coursework, as outlined below.

REQUESTED SPECIAL PURPOSE MODIFICATIONS & VALIDATIONS

This section outlines requests for additional modifications of the Compass High School Special Purpose Agreement.

(004.04B5) World Language

10 instructional units via an accredited distance learning platform.

Validation:

This component represents an important element of a well-rounded education; however, current staffing limitations do not allow for the effective in-person delivery of world language instruction. As a result, the requested modification permits foreign language coursework to be provided through distance education options, without restriction related to the total number of asynchronous units.

This adjustment is intended to better prepare students for the academic expectations of postsecondary education. Many four-year institutions require a minimum of two years of high school world language study for admission. Providing up to 10 instructional units through an approved virtual learning platform ensures that students are not disadvantaged during the college application process.

This proposal establishes a strategic balance between the flexibility afforded under the Special Purpose Agreement and the rigorous academic standards of Rule 10, while expanding access to global perspectives and essential college-preparatory coursework.

(004.04B7) Personal Health & Physical Fitness

10 instructional units or one year of daily instruction.

Validation:

This modification is requested to allow for greater flexibility in prioritizing core academic recovery for a transient student population. Data indicates that a significant majority of students enrolling at Compass High School have already completed multiple years of physical education at their previous institutions.

Furthermore, all students participate in daily, structured physical activity supervised by NDCS recreational specialists. While these activities are categorized as operational rather than curricular, they ensure that students' physical wellness needs are met consistently. Reducing the formal instructional requirement allows the school to redirect student focus toward urgent credit recovery in core academic areas (math, science, and language arts) necessary for timely graduation.

(004.04D) Multi-site and Distance Learning Options for Providing High School Courses

Up to 150 units may be delivered through alternate course options and up to 100 of these units be facilitated through asynchronous platforms, such as SchoolsPLP's

asynchronous courses (in addition to the use of SchoolsPLP for synchronous or team taught courses), which utilize certificated instructors to monitor and assess student progress. All curriculum and study are facilitated by a state certificated educator at the Rule 10 Special Purpose high school.

Validation:

This modification is essential to addressing the unique operational and instructional demands of a specialized correctional setting. Unlike traditional Rule 18 interim programs, NCYF serves a smaller, more stable population over an extended period, many of whom will not have opportunity to return to a traditional public-school environment. This context supports the continued need for a Rule 10 Special Purpose Agreement. Given the constraints of the correctional environment, combined with the diverse academic needs and limited teaching staff, access to robust, Cognia-accredited curriculum is critical to ensuring educational continuity.

The implementation of a blended learning model offers three distinct advantages:

- **Instructional Continuity:** The platform minimizes learning disruptions as students transition between facilities within the system, allowing coursework to continue without interruption.
- **Differentiated Instruction:** A self-paced structure supports both advanced learners and those in need of intensive credit recovery, increasing engagement and promoting student ownership of learning.
- **Blended Support Structure:** The model is designed to supplement, not replace, classroom instruction. While the platform offers structure and certified oversight, on-site certificated staff serve as the primary facilitators, delivering direct instruction, individualized support, and social-emotional guidance.

This approach aligns with modern educational practices by providing a flexible, individualized pathway suited to the demands of a secure, multi-site learning environment.

(007.03A) Teacher Certification

Compass High School maintains a system-wide consultancy model to vet all instructional materials and curricular changes.

Validation:

Compass High School is transitioning to a more concentrated instructional model serving a smaller secure youth unit, along with students distributed across additional sites. Maintaining site-specific endorsements in every subcategory presents significant recruitment and logistical challenges. To preserve academic integrity under these conditions, a system-wide consultancy model is utilized.

By leveraging the collective expertise of certificated staff across all NDCS educational programs, each core subject area is overseen by a properly endorsed subject-matter expert. These specialists function as advisors and curriculum coordinators, evaluating instructional materials and curricular changes to ensure alignment with state standards. This collaborative structure supports highly individualized, small-group instruction at the site level while maintaining the rigorous academic oversight required under Rule 10.

(011.01C) Safety Committee

As the school transitions to a more distributed model, featuring a smaller secure youth unit within a larger consolidated facility, along with students assigned across additional sites, a modification to standard committee participation requirements is requested. While the school will remain fully integrated within each facility's safety and security framework, an exemption from regular, recurring Safety Committee meetings for school staff is proposed.

Validation:

This request is grounded in the need to maximize the effectiveness of a limited instructional staff while maintaining the rigorous safety expectations of a maximum-security correctional environment. In place of standing committee participation, the following measures will be implemented:

- **Active Compliance:** Full adherence to all institutional safety and security protocols inherent to a maximum-security setting.
- **Audit Participation:** Direct participation in all applicable facility inspections and safety audits to ensure that educational spaces consistently meet established institutional standards.
- **Communication Protocols:** Implementation of a streamlined reporting structure with the facility safety officer to ensure that emergent concerns are addressed promptly without detracting from instructional responsibilities.

This structure maintains a strong commitment to institutional safety while addressing the operational realities of a specialized, small-unit educational program. It also ensures consistency in safety practices across all educational sites within the system.

(011.01D) School Safety and Security Plan

The plan for the school as one small entity yet part of a much larger adult facility should be in alignment with the facility plan which is reviewed annually by the Fire Marshall as well as external and internal auditors of the facility.

An educational program meeting the requirements of this Agreement will be available to any student of compulsory attendance age who is transferred to any facility within NDCS.



PROPOSED AGENDA ITEM RATIONALE

DATE: August 19, 2026

TO: Dr. Brian L. Maher
Commissioner of Education

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

PROPOSED AGENDA ITEM: Approval of Plan(s) of Corrections for Rule 10, 14, and 18 school systems and interim program schools (PE.062026.002)

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

RATIONALE/BACKGROUND INFORMATION:

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

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

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

Information:

- Rule 10 Public School POCs submitted
- 3rd group of Plans of Corrections
- There are no Rule 14 or 18 Plans of Corrections included in this group.

STATUTORY/POLICY REFERENCE:

- Title 92, NAC Chapter 10 - 014.05A School systems having an uncorrected violation may submit a written plan to the Department by February 1 for correcting the violation before the following school year. Such plans may be approved by the Board if evidence provided indicates that the violation occurred after August 1, and the violation could not reasonably be corrected immediately

before or during the current school year. Written evidence of the correction must be submitted to the Department by the following September 1.

- Title 92, NAC Chapter 14 - 008.03A Schools having an uncorrected violation may submit a written plan to the Department by February 1 for correcting the violation before the following school year. Such plans may be approved by the Board if evidence provided indicates that the violation occurred after August 1, and the violation could not reasonably be corrected immediately before or during the current school year. Written evidence of the correction must be submitted to the Department by the following September 1.
- Title 92, NAC Chapter 18 - 007.04A Interim-program schools having an uncorrected violation may submit a written plan to the Department by February 1 for correcting the violation before the following school year. Such plans may be approved by the Board if evidence provided indicates that the violation occurred after August 1, and the violation could not reasonably be corrected immediately before or during the current school year. Written evidence of the correction must be submitted to the Department by the following September 1.

STRATEGIC PLAN ALIGNMENT:

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

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

PROPOSED BOARD MEETING (MONTH/YEAR): September 2026

ESTIMATED COST: N/A

FOR CONTRACTS AND GRANTS: N/A

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

FOR NEW CONTRACTS OR OTHER CONTRACTS REQUIRING PROCUREMENT:

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

FOR GRANT SUBAWARDS: N/A

- Describe the grantee selection process

**Updated 03.30.2026*

Plans of Corrections

(As of July 17, 2026)

Public Schools

- Adam Central Public Schools
- Giltner Public Schools
- Maywood Public Schools
- Mitchell Public Schools
- Morrill Public Schools

(Additional Plans of Corrections)

- Ashland Greenwood - (LMC) Library Media/Counselor
- Elba Public Schools - (LMC)
- Grand Island Central Catholic
- Holy Cross Catholic School
- Logan View Public Schools (LMC)
- Overton Public Schools
- Pine Ridge Job Corps - Special Purpose School
- Scribner-Snyder – (LMC)
- St. Paul Public Schools –(LMC)
- West Kearney High School *Special Purpose School
- Winside – (LMC)
- Wynot Public Schools – (LMC)



ADAMS CENTRAL
PUBLIC SCHOOLS

AdamsCentral.us

April 17, 2026

Dr. Sanda Suiter
Nebraska Department of Education
PO Box 94987
Lincoln, NE 68509-4987

Dear Dr. Suiter,

Thank you for the Rule 10 visit on March 26th and your follow up letter on April 7th. This letter is in response to the non-compliance of 007.06A Certificated Staff Evaluation.

Due to the timing of your letter and of our regularly scheduled school board meetings, the Adams Central Public School Board updated the policies needed at our April 13, 2026 meeting. Enclosed you will find the updated policies as well as the minutes of the school board meeting showing approval. In addition, these policies and our board minutes can be found on our school website.

I trust this will satisfy the areas of non-compliance. If any additional information is needed, please contact me.

Thank you!

Shawn Scott

ADAMS CENTRAL JR.-SR. HIGH SCHOOL
1090 S Adams Central Ave
Hastings, NE 68901
P: 402.463.3285 | F: 402.463.6344

ADAMS CENTRAL ELEMENTARY
975 S Adams Central Ave
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P: 402-463-0040 | F: 402.463.0128

ADAMS CENTRAL EARLY CHILDHOOD CENTER
512 N Brass Ave
Juniata, NE 68955
P: 402.751.2245 | F: 402.751.2711



Giltner Public Schools

"Own today to empower your tomorrow."

Mr. Matt Gordon, Superintendent

Dr. Curtis Cogswell, Administrator · Mr. Kurt Finkey, Administrator and Activities Director

April 8, 2026

Sandra M. Suiter, Ed.D.
Accreditation Specialist
Nebraska Department of Education

RE: Plan of Correction – Rule 10 Compliance (004.01A-B and 004.01C)

Dear Dr. Suiter,

Giltner Public Schools acknowledges the findings of non-compliance identified during the Rule 10 compliance visit dated March 26, 2026, specifically regarding:

- **004.01A-B Instructional Program and Standards**
- **004.01C Curriculum and Standards**

Root Cause

The district has determined that while instructional materials, pacing, and instructional practices were in place across grade levels, formal **curriculum documentation, alignment to Nebraska State Standards, and scope and sequence documents were not consistently maintained or centrally stored.**

Additionally, the district has identified that **previously existing documentation was removed at the conclusion of the 2024–2025 school year**, resulting in a lack of accessible evidence during the compliance review.

Corrective Actions

Giltner Public Schools will implement the following actions to ensure full compliance:

1. **Curriculum Documentation Development**
 - Develop comprehensive written curriculum documents for all subjects K–12
 - Documents will include course descriptions, learning objectives, and instructional resources
2. **Standards Alignment**
 - Align all curriculum documents to Nebraska State Standards
 - Clearly identify standards within curriculum maps and instructional frameworks
3. **Scope and Sequence Creation**
 - Establish vertically aligned scope-and-sequence documents for all K–12 content areas to ensure continuity of instruction

4. **Collaboration with ESU 9**
 - Partner with ESU 9 to:
 - Facilitate structured work sessions
 - Provide curriculum templates and alignment tools
 - Assist in verifying standards alignment and completeness
5. **Board Review and Approval**
 - Present completed curriculum documents to the Giltner Public Schools Board of Education for formal review and approval

Timeline for Completion

- **October 2026:** Initial curriculum documentation drafts completed for all subjects K–12
- **January 2027:** Alignment to Nebraska State Standards and scope and sequence documents finalized
- **Spring 2027:** Board of Education review and formal approval of curriculum documents

Responsibility

The following individuals will oversee the implementation of this plan:

- **Matt Gordon, Superintendent**
- **Hannah Pogue, PK–6 Administration**
- **Kurt Finkey, 7–12 Administration**

Monitoring and Sustainability

To ensure ongoing compliance:

- The district will implement an **annual administrative review of curriculum documentation and alignment**
- A **formal curriculum review cycle** will be enforced to ensure materials and alignment remain current
- Curriculum documents will be stored in a **centralized, secure digital location** to ensure accessibility and continuity

Evidence of Compliance

Upon completion, the district will maintain and provide the following evidence:

- Written curriculum documents for all subjects K–12
- Standards alignment documentation
- Scope and sequence guides
- Documentation of ESU 9 collaboration
- Board of Education meeting minutes reflecting curriculum approval

Giltner Public Schools is committed to ensuring all students have access to a standards-aligned, well-documented instructional program and appreciates the opportunity to correct these deficiencies.

Please feel free to contact me if additional information is required.

Sincerely,



Matt Gordon
Superintendent
Giltner Public Schools



MAYWOOD PUBLIC SCHOOLS
Preparing Students to Embrace Success Every Day!
www.maywoodtigers.org

Mark Bejot
Superintendent
Tiger Drive
PO BOX 46
Maywood, NE 68038

February 11, 2026

Mr. Todd Wolverton
Office of Accreditation
Nebraska Department of Education

Dear Todd,

I enjoyed visiting with you last week regarding Rule 10 Accreditation requirements. As per your letter we have one violation regarding our annual report. According to rule 0.10.01A Annual Written Report, 010.01A "The school system annually prepares a written report which includes at least student academic performance as required in Section 005.02, school system demographics, school improvement goals and progress and, in the case of public schools, financial information. School systems report the information in accordance with the policy in 010.01B." Maywood's Annual Report needs to include additional information on "school improvement goals and progress."

Maywood will make these corrections in the current Annual Report, submit to the board for approval and distribute the report to our parents and patrons. I have updated our 2024-25 report to reflect these changes and submit to you a copy of the Annual Report.

If you have any questions, please feel free to contact me. Again, thank you for coming out to Maywood and inspecting our schools.

Sincerely,

A handwritten signature in black ink that reads "Mark Bejot". The signature is fluid and cursive, with the first letters of the first and last names being capitalized and prominent.

Mark Bejot
Superintendent

Attachment: 1



Mitchell Public Schools

Jr./Sr. High School
1819 19th Ave.
Mitchell, NE 69357

Ms. Katherine Urbanek, Superintendent
(308) 623-1707
Mr. Kaci Kearns, Elementary Principal
(308) 623-2828
Mr. Heath Peters, Jr/HS Principal
(308) 623-2235

Elementary
1439 13th Ave.
Mitchell, NE 69357

Dear Mr. Wolverton and NDE Board:

To address the following compliance violations per Rule 10, Mitchell Public Schools has implemented the following action plans. Action Plans will be carried out by the Superintendent of Schools and any additional appointed members of administration, teachers, and/or staff members.

004.01C Curriculum and Standards – All content areas outside of the core

(language arts, math, and science) need to have developed curriculum that includes alignment with state standards. I'd recommend that you go beyond the Opportunities to Learn so that there is more detail in the document. Descriptions for library and guidance programs also needs to be developed. I recommend a bullet list of topics by grade level. (Consider reaching out to the ESU and utilizing their staff to work with you through the development of all content areas over the course of the next few years, including the cores.)

Mitchell Plan of Action: Curriculum for each non-content area was discovered on file and has been provided to every teacher upon hire. This curriculum is aligned with state standards. However, it is evident some teachers are unaware of this curriculum. As a result, all non-core teachers will engage in a curriculum review and development process beginning in May 2026 and continuing into the first days of the 2026-2027 school year. This process will involve reviewing all state standards by the teachers, adding additional key areas if state standards are not deemed sufficient by each department and administration, and instructional strategies and materials will be aligned to these standards in written

form. This process will utilize the latest version of each content area and will be reviewed as the Nebraska Department of Education approves new, updated standards.

Documentation of Action: Evidence of current evidence of standards for non-content areas will be uploaded to the Mitchell Google Folder no later than Friday, February 27, 2026. In reference to the revision process, standards alignment with courses in all non-content areas will be available for review at the start of the 2026-2027 academic year.

004.03C Middle Grade Athletic Competitions – Football exceeds the maximum of six games per season.

Mitchell Plan of Action: The athletic director and football coach will work in conjunction to remove one competition from the football schedule. This will be in place for the 2026-2027 fall sports' season.

Documentation of Action: The revised football schedule will be available by May 2026.

If additional information is needed, please do not hesitate to contact me for clarification.

Sincerely,

Dr. Katherine Urbanek, Superintendent of Schools
Mitchell Public Schools

Morrill Public Schools

508 Jefferson Ave.
Morrill, NE 69358
(308) 247-3414

February 25, 2026

Todd Wolverton

Accreditation Specialist

Office of Accreditation, Certification, and Approval

Nebraska Department of Education

Mr. Wolverton,

Thank you for the letter outlining our areas of non-compliance for Morrill Public Schools. Our plan of action concerning our corrective areas is as follows:

- 004.01A-B Instructional Program Standards – Curriculum aligned with state standards need to be developed for the three core areas – language arts, math, and science – at all grade levels and for all courses in these content areas.

- 004.01C Curriculum and Standards – All content areas at all grade levels outside of the core (language arts, math, and science) need to have developed curriculum that includes alignment with state standards. Descriptions for library and guidance programs also need to be developed. I recommend a bullet list of topics by grade level.

- 011.01D Safety and Security Visit – Schedule and hold a third-party safety and security plan review.

- 012.01D American Civics Committee – Schedule and hold a meeting before the end of the year and document in your Board minutes, including the names of the committee members

We are currently developing a K–12 shared document in which all grade levels and content areas will align their standards and curriculum by grade. This will be an ongoing, continuous process as curriculum and standards evolve. The document will also provide an opportunity to compare alignments across grade levels, allowing us to identify overlaps and gaps in standards implementation.

This process will include collaboration with our Library Science and Guidance departments to ensure alignment and continuity across all areas.

Morrill Public Schools

508 Jefferson Ave.
Morrill, NE 69358
(308) 247-3414

In addition, we are scheduling a safety and security visit with Chuck Elly as part of our comprehensive safety plan review.

The American Civics Committee met on February 12, and a presentation was delivered at the February 16 Board of Education meeting. Meeting notes are enclosed for your review.

We appreciate your continued support and guidance throughout this process. Please let us know if any additional information is needed.

Thank you,

School District Administration

Todd Chessmore – Superintendent

Tom Peacock – High School Principal

DeLinda Lackey – Elementary Principal

Dear Todd Wolverton & Office of Accreditation, Certification, & Approval,

This letter serves as the Ashland-Greenwood Public Schools' Plan of Correction in response to the notice dated June 15, 2026 regarding noncompliance with Title 92, Nebraska Administrative Code, Chapter 10, Section 007.04B related to the Library/Media Specialist endorsement requirement.

We acknowledge the identified violation and the district has taken immediate action to ensure compliance moving forward.

Plan of Correction:

- **Staff Member:** Patrick Mencke will now fill the Library/Media Specialist position within our district. He will begin the University of Nebraska at Kearney program to obtain his Library/Media Specialist endorsement.
- **Credit Hour Requirement:** Mr. Mencke will complete a minimum of six (6) credit hours annually toward the endorsement in accordance with 92 NAC 24.
- **Progress Monitoring:** The district will verify and document the completion of coursework each academic year and maintain records for NDE review.
- **Timeline for Completion:** Mr. Mencke will continue coursework until all requirements for the Library/Media Specialist endorsement are met.

If further information or documentation is needed, please contact me directly at 402-944-2128 or jason.libal@agps.org

Sincerely,

Jason Libal
Superintendent
Ashland-Greenwood Public Schools

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



"Small classes, big futures"

Bobby Kelley - Superintendent
Tim Potter - Principal
Logan Simmerman - Athletic Director
Jason Folkers - Guidance Counselor

August 14, 2026

RE: Plan of Correction – Title 92, NAC Chapter 10 (Section 007.04B) – Elba Public Schools

Dear Accreditation Section,

Thank you for your correspondence regarding Elba Public Schools' compliance with Title 92, Nebraska Administrative Code, Chapter 10. We appreciate your partnership in maintaining educational quality and accreditation standards. Please accept this letter as our formal **Plan of Correction** regarding the endorsement status of our school counselor, Mr. Jason Folkers.

Mr. Folkers is actively working toward completing his counseling endorsement through the University of Nebraska at Kearney (UNK). He currently has only **four (4) classes remaining** to fulfill all degree and endorsement requirements.

While Mr. Folkers initially planned to enroll in one course during the Fall term, his application experienced an administrative delay resulting from a miscommunication with the university's admissions department.

The miscommunication with UNK has been fully resolved, and Mr. Folkers is back on track to complete his required coursework. The timeline for full compliance is as follows:

- **Spring 2027:** Re-enroll and commence coursework at UNK.
- **Summer 2027:** Complete remaining required credit hours, satisfying all 92 NAC 24 endorsement standards and degree requirements.

Elba Public Schools is fully committed to upholding state accreditation regulations. To ensure compliance:

1. **Coursework Requirement:** If Mr. Folkers does not begin his required coursework in the **Spring of 2027**, the district will actively seek to replace him with an appropriately endorsed counselor for the 2027–2028 school year.
2. **Board Notification:** Pursuant to Section 014.01 Quality Indicators, the local school board will be formally updated on this specific compliance violation and our corrective path forward.

Thank you for reviewing this Plan of Correction for submission to the State Board of Education. Please let us know if you require any additional information or documentation at this time.

Sincerely,

Bobby Kelley
Superintendent / Administrator
Elba Public Schools

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



GRAND ISLAND CENTRAL CATHOLIC SCHOOLS

1200 NORTH RUBY AVENUE GRAND ISLAND, NE 68803

MS/HS PH: 308-384-2440 ES/PS PH: 308-384-2441

FAX: 308-389-3274 gicc.org info@gicc.org

To Whom It May Concern:

Thank you for your correspondence regarding the identified violation related to our library/media staffing requirements.

We acknowledge the violation and understand the need to ensure that our school is appropriately staffed in accordance with applicable requirements.

Our current library/media staff member, Dee Hanssen, has verbally submitted her resignation effective at the conclusion of the 2026–2027 school year. In anticipation of this transition, we have begun taking steps to ensure continuity and future compliance.

A staff member who is currently teaching first grade has been accepted into a graduate-level school media program. She intends to begin earning the necessary graduate credits and credentials with the goal of transitioning into the school library/media position following Mrs. Hanssen's departure.

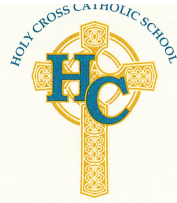
Our intention is to use the 2026–2027 school year as a transition period, allowing our current staff member to continue serving in the position while her anticipated successor progresses through the appropriate graduate coursework and credentialing requirements.

We appreciate the opportunity to address this matter and are committed to bringing the school into compliance while providing a thoughtful and orderly transition for our students and staff. We will continue to monitor the staff member's progress toward the necessary credentials and make any additional adjustments necessary to meet applicable requirements.

Please let me know if additional documentation or information regarding our corrective plan is needed.

Sincerely,

Dr. Jordan Engle
Superintendent of Schools



1502 S. 48TH STREET
OMAHA, NE 68106

PHONE: 402.551.3773

FAX: 402.556.1896

OMAHACSC.ORG

A MEMBER OF THE
OMAHA CATHOLIC SCHOOL
CONSORTIUM

To Whom it May Concern,

James Laville, Principal of Holy Cross Catholic School, has initiated corrective action to address this finding and obtain the appropriate Nebraska administrative endorsement.

Mr. Laville has enrolled at Creighton University in Internship I & II – Teacher Leadership, Elementary/Secondary Administration for the Fall 2026 and Spring 2027 semesters. Completion of these courses will provide an additional six (6) graduate semester credit hours toward completion of the requirements necessary for the appropriate administrative endorsement.

In addition, Mr. Laville is applying through the Nebraska Department of Education's certification portal for the appropriate provisional certificate/endorsement while completing the required coursework.

Following completion of the Fall 2026 and Spring 2027 coursework, Mr. Laville will enroll in NCR 632 – Effective Conflict for Educational Leaders during the Summer 2027 semester and complete an additional three (3) graduate semester credit hours. This coursework will further contribute toward completion of the requirements for the appropriate administrative endorsement.

Mr. Laville will continue to work with Creighton University and the Nebraska Department of Education to ensure that all remaining educational, internship, certification, and endorsement requirements are identified and completed.

Timeline

- Fall 2026: Complete Internship I – Teacher Leadership, Elementary/Secondary Administration at Creighton University.
- Spring 2027: Complete Internship II – Teacher Leadership, Elementary/Secondary Administration at Creighton University, completing a total of six (6) graduate semester credit hours through the Fall/Spring sequence.
- Fall 2026–Spring 2027: Continue working with the Nebraska Department of Education through the certification portal to obtain the appropriate provisional certificate/endorsement and ensure all required documentation is submitted.

- Summer 2027: Enroll in and complete NCR 632 – Effective Conflict for Educational Leaders, earning an additional three (3) graduate semester credit hours.
- Summer/Fall 2027: Work with Creighton University and the Nebraska Department of Education to verify completion of all remaining requirements and obtain the appropriate administrative endorsement/certificate.

Monitoring and Evidence of Compliance

The principal will maintain documentation of enrollment, successful completion of coursework and internship requirements, applications submitted through the Nebraska Department of Education, and any certificates or endorsements issued by NDE.

Holy Cross Catholic School and Omaha Catholic School Consortium leadership will monitor Mr. Laville's progress toward completion of the requirements and maintain documentation demonstrating the school's ongoing efforts to achieve full compliance with Rule 008.02A.

Responsible Party:

James Laville, Principal, Holy Cross Catholic School, in coordination with Creighton University and the Nebraska Department of Education.

Target for Completion:

Summer/Fall 2027, subject to the Nebraska Department of Education's review and issuance of the appropriate certificate/endorsement.

Holy Cross Catholic School and Omaha Catholic School Consortium leadership will monitor progress toward completion of the requirements and maintain documentation demonstrating the school's ongoing efforts to achieve full compliance with Rule 008.02A.

Responsible Party:

James Laville, Principal, Holy Cross Catholic School, in coordination with Creighton University and the Nebraska Department of Education.

Target for Completion:

Spring/Summer 2027, subject to the Nebraska Department of Education's review and issuance of the appropriate certificate/endorsement.

Sincerely,
James Laville



**Logan View Public Schools
Credit-Advancement Application**

Submit your completed application to the Superintendent's office.

Name: Allison Goff Date: 8-3-26

Current Teaching Assignment: Media Specialist

In what column of the salary schedule are you currently placed: MA+18

How many hours are you seeking to have approved: 3

Will these hours move you to another column: Y If yes, which column: MA+36
(Y/N)

List the courses that you are seeking approval for below.

1. For each class, attach a photocopy of a course description from an official course catalog.
2. For each class, attach a typed explanation stating the relevance of the course to your current or future teaching assignment.
3. For each approved class, an official transcript must be submitted to the Superintendent on or before September 1st. Failure to meet this deadline will cause advancement to be delayed until the following year. All approved hours are "pending" the submission of an official transcript.
4. An explanation will be provided for any hours that are not approved for advancement.

	Course Code/Number	College/University <i>Include City, State if not in Nebraska</i>	Course Name	Credit Hours	Are these credits being completed as part of a degree or endorsement program? (Y/N)		Superintendent Approval / Denial
1	TE 869	UNK	Intro/School Library Program	3	Y If yes, what degree or endorsement. School Librarian	**** OFFICE USE ONLY ****	
2	TE 810	Doane	Design & Development Instruction	3	Y If yes, what degree or endorsement. School Librarian		
3	TE 688	Doane	Lit. for Adolescents	3	Y If yes, what degree or endorsement. School Librarian		
4					If yes, what degree or endorsement.		

Teacher's Signature: A. Goff Date: 8-3-26

Below for Office Use Only

Date Received: 8-6-2026

Superintendent's Signature: [Signature] Date: 8-6-2026

Overton Public School
P.O. Box 310, 401 7th St.
Overton, NE 68863-0310



Mark A. Aten, *Superintendent*
Brian Fleischman, *PK-4 Principal /*
Activities Director
Bill Johnson, *5-12 Principal*
Jody Skallberg, *Counselor*

Phone (308) 987-2424

Fax (308) 987-2349

www.overtoneagles.org

May 21, 2026

To: Nebraska Department of Education, Office of Accreditation, Certification, & Approval

From: Overton Public Schools

RE: Overton Schools Rule 10: Plan of Correction

On April 28, 2026 Overton Public School participated in the NDE Rule 10 Compliance Visit. We have been notified of non-compliance in two areas.

1. 004.01A-B Instructional Program and Standards
2. 004.01C Curriculum and Standards

We are currently taking steps to correct these areas, and feel we are well along the way to implementing these changes. We are confident that we will be in compliance after these updates go into effect.

Enclosed you will find Overton's "Plan of Correction"

Educationally yours,

Mr. Mark Aten-Superintendent

A handwritten signature in black ink, appearing to read "Mark A. Aten".

Mr. Bill Johnson- 5-12 Principal,

A handwritten signature in black ink, appearing to read "Bill Johnson".

Brian Fleischman PK-4 Principal

A handwritten signature in blue ink, appearing to read "BF".

Rule 10 Compliance Visit:

Overton Public Schools: Plan of Correction.

1. Inform Local Board of Education of specific violations.
2. Overton will collaborate with ESU 10 for advice and direction to align curriculum and Instruction with NDE content area Standards.
 - a. May 20th 2026, ESU 10 Teaching and Learning Coordinator: Dianah Steinbrink came to Overton to help explain the process and answer questions teachers may have prior to a workday.
 - b. May 20th 2026, Teacher workday.
 - i. Academic content area teachers worked together to align instructional materials and curriculum to NDE Standards, and set approximate dates to be taught for the 2026-27 school year.

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

3. Overton Schools written purposes or standards which will be approved by the local Board of Education. These documents will be on file in each school building and each certificated staff member will be provided with an electronic and written copy.

It shall include the Mission and Vision Statements for Overton Public Schools.

004.02B: *"Public school districts adopt academic content standards in the subject areas of reading and writing (language arts), mathematics, and science determined by each such district to be measurable quality standards that are the same as, equal to, or more rigorous than the state academic content standards adopted by the Board pursuant to Neb. Rev. Stat. § 79-760.01."*

4. Overton Schools will develop an "Academic Content Area Standards Alignment Spreadsheet" for the following: reading and writing (language arts), Mathematics, and Science.
 - Overton has previously adopted the NDE Academic content standards.
 - The Overton standards alignment spreadsheet will be approved by the local Board of Education.
 - The spreadsheet will list the current NDE Content Area Standards, NE Codes and Indicators.
 - The classroom teacher will complete spreadsheet columns of: Instructional materials and dates covered.
 - This spreadsheet will serve as documentation that the NDE Standards were taught.
 - This Standards Alignment Spreadsheet will be kept updated and referred to throughout each school year by the classroom teacher. A copy of this spreadsheet shall be shared with the building principal.

A sample copy attached: "Science Overton Public Schools Standards Alignment Spreadsheet", selected grades.

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

5. In addition to the four content areas mentioned above in 004.02B, Overton Schools will develop an "Academic Content Area Standards Alignment Spreadsheet" for the following: Social Studies, Fine Arts, World Languages, PE/Health, CTE.
 - The Overton standards alignment spreadsheet will be approved by the local Board of Education.
 - The spreadsheet will list the current NDE Content Area Standards, NE Codes and Indicators.
 - The classroom teacher will complete spreadsheet columns of: Instructional materials and dates covered.
 - This spreadsheet will serve as documentation that the NDE Standards were taught.
 - This Standards Alignment Spreadsheet will be kept updated and referred to throughout each school year by the classroom teacher. A copy of this spreadsheet shall be shared with the building principal.

6. Overton will update the description of Library Media and Guidance programs to include:
 - Program Goals and Objectives
 - Brief outline of topics covered, and timeline.



Scribner-Snyder Community Schools

400 Pebble Street P.O. Box L
Scribner, Nebraska 68057
402-664-2567

Superintendent: Malia Nemecek
Principal: Megan Stock
Sped. Coordinator: Jenn Tedrow

Activities Director: Shelly Schulenberg
School Counselor: Leah Fischer

Scribner-Snyder Community Schools

Plan of Correction – Rule 10.007.04B

Date: August 19, 2026

Superintendent: Malia Nemecek

School District: Scribner-Snyder Community Schools

Staff Member: DeeAnne Stewart

Regulation: 92 NAC 10.007.04B – Library, Media Specialist

Finding/Violation

Scribner-Snyder Community Schools received notification from the Nebraska Department of Education Accreditation Section regarding a violation of Rule 10.007.04B related to the assignment of DeeAnne Stewart to fulfill the district's library/media requirements without an appropriate library science or educational media specialist endorsement.

Rule 10.007.04B provides that a school system may assign a person holding a Nebraska Teaching Certificate without an appropriate library science or educational media specialist endorsement when that individual acquires at least six (6) credit hours each year toward an appropriate endorsement pursuant to 92 NAC 24.

Corrective Action

Scribner-Snyder Community Schools will ensure that DeeAnne Stewart continues to make satisfactory progress toward obtaining the appropriate library/media endorsement through coursework at the University of Nebraska at Kearney (UNK).

DeeAnne Stewart has been notified of the requirement and has completed/identified six (6) credit hours that will apply toward her degree program which she obtained prior to accepting the library position. These credits include:

- TE 810 – Instructional Design for Learning
- One elective course in Reading

DeeAnne Stewart will continue her coursework at the University of Nebraska at Kearney according to the following anticipated schedule 2026-2027:

Term	Course	Institution
Fall 2026	TE 886P – Digital Technology for Educators	University of Nebraska at Kearney
Spring 2027	TE 869 – Introduction to School Librarian Program	University of Nebraska at Kearney
Summer 2027	TE 869 coursework/program requirement	University of Nebraska at Kearney



list
rec

Scribner-Snyder Community Schools

400 Pebble Street P.O. Box L
Scribner, Nebraska 68057
402-664-2567

Superintendent: Malia Nemecek
Principal: Megan Stock
Sped. Coordinator: Jenn Tedrow

Activities Director: Shelly Schulenberg
School Counselor: Leah Fischer

Monitoring and Documentation

The Superintendent will monitor DeeAnne Stewart's progress toward the endorsement on an ongoing basis. The district will maintain documentation of:

1. Course enrollment and registration;
2. Successful completion of coursework;
3. Transcripts demonstrating progress toward the endorsement; and
4. Progress toward meeting the requirements of 92 NAC 24 and Rule 10.007.04B.

The district will review DeeAnne's progress annually to ensure that she is completing at least six (6) credit hours each year toward the appropriate endorsement, as required by Rule 10.007.04B.

Person Responsible

Malia Nemecek, Superintendent
Scribner-Snyder Community Schools

The Superintendent will be responsible for monitoring compliance, maintaining documentation, and communicating with DeeAnne Stewart regarding her progress toward the endorsement.

Timeline

Fall 2026:

DeeAnne Stewart will enroll in and complete TE 886P – Digital Technology for Educators.

Spring 2027:

DeeAnne Stewart will enroll in and complete TE 869 – Introduction to School Librarian Program.

Summer 2027:

DeeAnne Stewart will continue the required TE 869 coursework/program requirements through UNK.

Ongoing:

The district will monitor enrollment and successful completion of coursework to ensure that DeeAnne Stewart continues to make the required progress toward the appropriate endorsement.

District Commitment to Compliance

Scribner-Snyder Community Schools is committed to maintaining compliance with the Nebraska Department of Education accreditation requirements. The district will continue to monitor DeeAnne Stewart's progress and ensure that appropriate documentation is maintained demonstrating her continued progress toward the required library/media endorsement.

The district appreciates the Nebraska Department of Education's notification and guidance regarding this matter and will take the necessary steps to correct the identified violation and maintain compliance with Rule 10.007.04B.

Respectfully submitted,



a N
rin
ne]

Scribner-Snyder Community Schools

400 Pebble Street P.O. Box L
Scribner, Nebraska 68057
402-664-2567

Superintendent: Malia Nemecek
Principal: Megan Stock
Sped. Coordinator: Jenn Tedrow

Activities Director: Shelly Schulenberg
School Counselor: Leah Fischer

Plan of Correction

Rule 10 – Librarian, Media Specialist, and Counselor Regulations

School District: St. Paul Public Schools

Superintendent: Adam Patrick

Date: August 26, 2026

In response to the Rule 10 violation identified by the Nebraska Department of Education regarding Trisha Hedman's assignment without the appropriate library science or educational media specialist endorsement, St. Paul Public Schools submits the following Plan of Correction.

Trisha Hedman will enroll in six (6) credit hours during the Spring 2027 semester toward the appropriate library science/educational media specialist endorsement. These credit hours will be taken as part of her continued progress toward obtaining the appropriate endorsement and meeting the requirements of Rule 10, Section 007.04B.

The district will monitor Ms. Hedman's enrollment and progress to ensure that the required coursework is completed and that she continues making appropriate progress toward the endorsement.

St. Paul Public Schools is committed to correcting this deficiency and maintaining compliance with Nebraska Department of Education accreditation requirements.

Adam Patrick

Superintendent

St. Paul Public Schools



United States
Department of
Agriculture

Forest
Service

Pine Ridge Job Corps
Civilian Conservation Center

15710 Highway 385
Chadron, Nebraska 69337
Phone 308-432-3316
FAX 308-432-8695

August 5, 2026

Dear Mr. Wolverton, Accreditation Specialist:

Thank you for bringing this to my attention.

Correction plan:

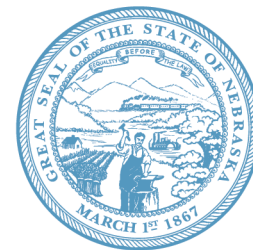
- Correct the data that was reported.
- I have requested permission to submit data late with NDE.
- I have been working with ESU 3 to enter the training hours.
- It should be corrected soon.

Please do not hesitate to contact me if you have any questions.

Sincerely,

John Cattin
Academic Manager
Pine Ridge Job Corps Center
308-432-8650
John.cattin@usda.gov





Todd Wolverton
Accreditation Specialist
Office of Accountability, Accreditation, & Program Approval

West Hastings School – Corrective Action Plan

Finding

During our review of the Derived Instructional Units Report, West Hastings School determined that two Visual and Performing Arts courses were not included in the ADVISER reporting. As a result, the school's reported instructional units did not accurately reflect the curriculum that was offered during the 2025–2026 school year.

Corrective Actions

1. We identified the two omitted Visual and Performing Arts courses:
 - o Art Appreciation (029930)
 - o Theater, Cinema, and Film Production (220101)
2. We updated our course inventory and ADVISER reporting on June 30, 2026, to ensure these courses are properly coded and included.
3. We will verify all instructional unit calculations prior to future ADVISER submissions through an internal review conducted by the Superintendent.
4. Beginning with the 2026–2027 school year, an annual audit of all course codes and instructional unit totals will be completed before certification of ADVISER data to ensure continued compliance with Rule 10.
5. A new course, Introduction to Visual Arts (020100), will be added beginning with the 2026–2027 school year to further expand Visual and Performing Arts instructional opportunities.
6. Curriculum Expansion: West Hastings School will continue working to increase the number of Visual Art instructional units offered to meet or exceed the required 20 instructional units.
7. Course Scheduling: Online course offerings may also be used to expand student access to Visual Art instruction.
8. Staffing: West Hastings School will continue recruiting qualified teachers to address staffing needs and support compliance with Section 004.04B8.
9. Monitoring: School administration will review course offerings and instructional units annually to ensure continued compliance with Nebraska Department of Education accreditation requirements.

Timeline

- Course inventory and ADVISER reporting were corrected on June 30, 2026.
- Staffing and course scheduling will be finalized prior to the start of the 2026–2027 school year.
- Introduction to Visual Arts (020100) will be implemented beginning with the 2026–2027 school year.
- Full implementation of at least 20 Visual Art instructional units will begin during the 2026–2027 school year.
- Instructional units and course offerings will be reviewed annually during the scheduling process, and an annual audit of course codes and instructional unit totals will be completed before ADVISER certification to maintain continued compliance.

West Hastings School is committed to meeting Nebraska accreditation requirements and ensuring that students have access to a comprehensive Visual and Performing Arts program. Through these corrective actions and ongoing monitoring procedures, the school will ensure accurate reporting and continued compliance with Rule 10 and all applicable accreditation requirements.



Date: 07/17/26
Todd Wolverton
Office of Accreditation

Here out the corrections for the deficiency in 004.04B8 Visual Arts

Corrective Actions

1. **Curriculum Expansion:** West Kearney School will work to increase the number of Visual Art instructional units offered to meet or exceed the required 20 instructional units.
2. **Course Scheduling:** Online course offerings may also be used to expand student access to Visual Art instruction.
3. **Staffing:** West Kearney School will continue recruiting qualified teachers to address staffing needs and support compliance with Section 004.04B8.
4. **Monitoring:** School administration will review course offerings and instructional units annually to ensure continued compliance with Nebraska Department of Education accreditation requirements.

Timeline

- Staffing and course scheduling will be finalized prior to the start of the 2026–2027 school year.
- Full implementation of at least 20 Visual Art instructional units will begin during the 2026–2027 school year.
- Instructional units and course offerings will be reviewed annually during the scheduling process to maintain continued compliance.

West Kearney School is committed to meeting Nebraska accreditation requirements and ensuring that students have access to a comprehensive Visual and Performing Arts program.

Respectfully,

Scott English Superintendent DHHS Facility Schools

Greg Welch Principal West Kearney School



Helping People Live Better Lives



WINSIDE

— PUBLIC SCHOOL —

EDUCATE, **INSPIRE**, SUPPORT

APRIL KNUST
SUPERINTENDENT

DAVID SCHMIT
7-12 PRINCIPAL

BROOKE REESON
PK-6 PRINCIPAL

📍 203 Crawford Ave., Winside, NE 68790 | ☎️ (402) 286-4466

August 17, 2026

Corrective Action Plan for James Gubbels In Response to Violation Letter Dated August 7, 2026

In response to the violation letter regarding Mr. James Gubbels dated August 7, 2026, we are submitting the following corrective action plan to address the identified deficiency and ensure continued progress toward full compliance.

Mr. Gubbels is currently completing the coursework necessary to fulfill his degree requirements through Chadron State College. He has 15 credit hours remaining and will complete six credit hours during the 2026–2027 school year.

His anticipated course completion schedule is as follows:

- **Fall 2026:** Research & Design
- **Spring 2027:** Counseling Communication Skills or Advanced Human Development
- **Fall 2027:** Counseling Communication Skills or Advanced Human Development
- **Spring 2028:** Practicum
- **Fall 2029:** Internship

I, April Knust, am also certified as a PK–12 school counselor. Mr. Gubbels and I currently work closely together, and I will provide additional oversight while he completes the coursework necessary to resolve the identified deficiency.

As part of this corrective action plan, I will verify Mr. Gubbels' progress and completion of the required coursework. Mr. Gubbels and I will also conduct regular check-ins regarding his academic progress and remaining requirements. This monitoring process will help ensure that he remains on schedule and that the identified deficiency is fully corrected.

We are committed to addressing this matter and maintaining compliance with Nebraska Department of Education accreditation requirements. If you have any questions or require additional information or clarification regarding this corrective action plan, please contact me at 402-286-4466 or by email at aknust@winsidewildcats.org.

Sincerely,

A handwritten signature in black ink that reads "April Knust". The signature is written in a cursive, flowing style.

April Knust
Superintendent
Winside Public School



"WHERE EVERYBODY IS SOMEBODY"

709 St. James Ave.
P.O. Box 157
Wynot, NE 68792
Phone (402) 357- 2121
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wynotpublicschools.org



Wynot Public Schools

Plan of Correction

Title 92, Nebraska Administrative Code, Chapter 10 – Section 007.05D

Date: August 20, 2026

District: Wynot Public Schools

Superintendent: Paul Hans

To: Nebraska Department of Education
Accreditation Section

RE: Plan of Correction – Counselor Regulations, 2025–2026 School Year

Wynot Public Schools acknowledges receipt of the Nebraska Department of Education Accreditation Section's notice regarding the district's compliance with the counselor requirements contained in Title 92, Nebraska Administrative Code, Chapter 10.

The district understands that the following deficiencies were identified for the 2025–2026 school year:

- **Kim Francis** held a valid Nebraska certificate with an administrative endorsement and was reported in the Library, Media, Counselor Not Endorsed collection but did not complete the six credit hours required under Section 007.05D. Mrs. Francis's primary assignment during the 2025–2026 school year was K–12 Principal.
- **Marcus Tofflemire** served as the district's school counselor while holding a local substitute permit. Mr. Tofflemire was enrolled in an alternative counselor preparation program but did not obtain the appropriate alternative permit required for the assignment.

The district recognizes the requirements of Section 007.05D and understands its responsibility to ensure that individuals assigned to fulfill the district's school counseling requirements hold the appropriate endorsement or permit or meet the applicable requirements for working toward such an endorsement.

Corrective Actions

Wynot Public Schools will take the following actions to correct the identified deficiencies and prevent recurrence:

1. Appropriate Counselor Assignment for 2026–2027

The district will ensure that the individual assigned to fulfill the counseling requirements of Rule 10 during the 2026–2027 school year holds the appropriate Nebraska certificate, endorsement, or permit for the assignment.



PROPOSED AGENDA ITEM RATIONALE

DATE: August 19, 2026

TO: Dr. Brian L. Maher
Commissioner of Education

FROM: Sydney Kobza, Academic Officer
Marissa Payzant, Director of Content Standards

PROPOSED AGENDA ITEM: Action Item: Approve the revised 2026 Nebraska College and Career Ready Standards for Social Studies.

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

RATIONALE/BACKGROUND INFORMATION:

Content area standards that are measurable, appropriately rigorous, and scaffolded become the framework for locally determined curricula. The NDE Offices of Teaching, Learning, and Assessment and Career and Technical and Adult Education have shared responsibilities for the review, revision, and development of content area standards.

Upon approval by the State Board of Education, the revised standards will be published by the Nebraska Department of Education and made available to school districts statewide to support local curriculum development and instruction.

As part of the standards review process, all stakeholder feedback was systematically reviewed to identify recurring themes and actionable recommendations. Where appropriate, revisions were incorporated into the proposed standards while ensuring alignment with Nebraska statutes, research-based practices, and the purpose and quality of academic standards. Feedback related to curriculum, instructional materials, or other areas outside the scope of academic standards was documented but did not result in revisions.

The standards revision process consists of stakeholder participation, public feedback, committee review, and State Board consideration. A timeline of key activities is provided below:

Timeline

- **January 2025**

Public Input Survey #1 conducted statewide to gather feedback on the current (2019) K–12 Social Studies Standards, including the knowledge and skills students are expected to learn and the rigor (cognitive complexity) of the standards. The survey was available on the NDE website and shared

directly with Educational Service Unit (ESU) leadership and staff members, district and school leaders, postsecondary institutions, and local and national professional organizations.

- **February – June 2025**

The NDE convened the Social Studies standards review team through an application process, provided orientation to the standards revision process, established facilitator and writer teams, analyzed feedback from Public Input Survey #1, and began drafting proposed revisions.

- **July – August 2025**

The Social Studies review team prepared the initial draft of the proposed K–12 Social Studies Standards revisions.

- **September – October 2025**

The Planning and Evaluation Committee reviewed the preliminary draft of the proposed K–6 Geography and K–6 Civics standards and provided initial feedback.

- **December 2025**

The Planning and Evaluation Committee reviewed the draft K–12 Social Studies Standards across all content strands and provided additional feedback for consideration.

- **January 2026**

NDE staff and the Social Studies review team incorporated feedback from the Planning and Evaluation Committee into the draft standards, as appropriate.

- **May 2026**

The NDE shared the updated draft of the proposed K–12 Social Studies Standards with the Planning and Evaluation Committee and the full State Board of Education prior to releasing an embargoed draft to education leaders (May 8–13, 2026). Public Input Survey #2 was announced for statewide release on May 14, 2026.

- **May 14 – June 10, 2026**

Public Input Survey #2 conducted statewide to gather feedback on the proposed K–12 Social Studies Standards revisions, including the knowledge and skills students are expected to learn and the rigor (cognitive complexity) of the revised standards

- The standards writing team reconvened on June 13 to review the public input from Public Input Survey #2 and update the standards into a final draft for SBOE Planning and Evaluation Committee to review in August 2026 followed by a request for approval in September 2026.

- **June – July 2026**

NDE staff and the Social Studies review team analyzed stakeholder feedback and identified recommended revisions to the draft standards.

- **August 2026**

Planning and Evaluation Committee reviewed public input and proposed revisions, provided feedback, and discussed next steps in the standards revision process prior to consideration by the State Board of Education.

- **September 2026**

The NDE seeks approval of the revised 2026 College and Career Ready Standards for Social Studies.

STATUTORY/POLICY REFERENCE:

Nebraska Revised Statute 79-760.01 requires the Nebraska State Board of Education to “adopt measurable academic content standards for at least the grade levels required for statewide assessment.” Those standards shall cover the subject areas of reading, writing, mathematics, science, and social studies, and the State Board of Education shall develop a plan to review and update standards for those subject areas every seven years.

STRATEGIC PLAN ALIGNMENT:

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

Content area standards clearly describe what students need to know and be able to do, placing student learning at the center of schooling and providing a means to set higher expectations for student learning. By setting clear expectations for learning, content area standards offer a framework for teachers when designing teaching and learning experiences.

PROPOSED BOARD MEETING (MONTH/YEAR):

March 2025, April 2025, June 2025, September 2025, October 2025, December 2025, February 2026, May 2026, August 2026, September 2026

ESTIMATED COST:

\$10,000 (Teaching, Learning, and Assessment General Funds)

FOR CONTRACTS AND GRANTS:

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

FOR NEW CONTRACTS OR OTHER CONTRACTS REQUIRING PROCUREMENT:

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

FOR GRANT SUBAWARDS:

- Describe the grantee selection process: N/A

**Updated 03.30.2026*

Nebraska 2026

College and Career Ready Standards for Social Studies



Kindergarten

Grade Level Summary and Theme – Myself and Others

In Kindergarten, students begin their understanding of the world and their place within it through the study of social studies concepts and skills. The focus at this grade level is on the student's immediate environment, including the classroom and school community. Students explore how individuals interact within groups and how communities function through shared rights, rules, and responsibilities. Through discussions, stories, and classroom experiences, students develop an understanding of fairness, respect, and the perspectives of others. This learning helps students begin to recognize their role as members of a community and lays the foundation for responsible and informed participation in civic life.

Civics

SS K.1.1 Communicate the purpose of rules and the roles within learning and living environments.

SS K.1.1.A Explain a rule and its purpose.

For example: safety, respect, responsibility

SS K.1.1.B Identify roles in a family structure and explain their importance.

For example: head of household, primary caregiver, parent/guardian, elders, siblings

SS K.1.2 Demonstrate positive and productive citizenship skills.

SS K.1.2.A Model citizenship skills.

For example: respect, courtesy, honesty, voting

SS K.1.2.B Identify and describe the importance of patriotic symbols, songs, actions, and cultural celebrations.

For example: American Flag, Pledge of Allegiance, “Star Spangled Banner,” “America the Beautiful”

SS K.1.2.C Describe the historical background and significance of national holidays.

For example: George Washington’s Birthday, Abraham Lincoln’s Birthday, Dr. Martin Luther King, Jr.’s Birthday, Native American Heritage Day, Constitution Day, Memorial Day, Veterans Day, Thanksgiving Day, Columbus Day/Indigenous People’s Day

Economics

SS K.2.1 Differentiate between wants and needs in decision-making.

SS K.2.1.A Classify wants and needs and be able to justify decisions.

SS K.2.2* Recognize money is used to purchase goods and services to satisfy economic wants and needs.

SS K.2.2.A* Explain the purposes of money.

SS K.2.3 Not addressed at this level

SS K.2.4 Not addressed at this level

SS K.2.5 Not addressed at this level

Geography

SS K.3.1 Identify where (spatial) and why people, places, and environments are organized in the world.

SS K.3.1.A Communicate personal directions to describe relative locations of people and objects.

For example: next to, over there, close to

SS K.3.1.B Identify locations in the school and around the classroom using spatial directions.

For example: over/under, near/far, classroom space, rooms in a house

SS K.3.1.C Demonstrate understanding of geographic tools as representations of local and distant places.

For example: maps, globes, photographs

SS K.3.1.D Identify the difference between land and water on a globe.

SS K.3.2 Identify places and regions.

SS K.3.2.A Identify physical characteristics of place.

For example: landforms, bodies of water, weather patterns

* Per Nebraska Revised Statute 76-3001 (financial literacy requirement)

SS K.3.2.B Identify human characteristics of place.

For example: cities, buildings, farms, highways

SS K.3.3 Describe the relationship between humans and their physical environment.

SS K.3.3.A Identify types of weather and the impact of weather on everyday life.

For example: rainy, snowy, cloudy, foggy

SS K.3.3.B Identify the four seasons.

SS K.3.3.C Explain how people prepare for and respond to severe weather.

For example: weather forecasting, tornado drills, winter clothing

SS K.3.4 Explain that people can belong to groups and live in different settings.

SS K.3.4.A Identify students as members of various groups.

For example: scouts, sports, classrooms, families, religious groups

SS K.3.4.B Identify places in the community where people may live.

For example: farms, houses, apartments

SS K.3.5 Use geographic skills to make connections to students' lives.

SS K.3.5.A Apply geographic knowledge and techniques to navigate the school.

American History (US)

SS K.4.1 Recognize patterns of continuity and change over time in self and others.

SS K.4.1.A Identify concepts of time and chronology to include past, present, and future.

For example: yesterday, today, tomorrow

SS K.4.1.B Place a series of personal events in chronological order.

For example: daily schedule, personal timelines, use of days, weeks, months

SS K.4.2 Recognize different perspectives of events.

SS K.4.2.A Compare differing perspectives of the same event.

For example: events that occurred on the playground

SS K.4.3 Identify historical people, events, and symbols.

SS K.4.3.A Identify the events or people celebrated during state and national holidays.

For example: New Year's Day, Martin Luther King Jr. Day, President's Day, Memorial Day, Juneteenth, National Independence Day, Independence Day, Labor Day, Columbus Day/Indigenous Peoples' Day, Veterans Day, Thanksgiving Day, Christmas Day

SS K.4.3.B Identify symbols of the United States.

For example: American flag, bald eagle, Washington Monument, Statue of Liberty

SS K.4.3.C Differentiate between stories from the present and the past.

SS K.4.4 Develop historical inquiry and research skills.

SS K.4.4.A Ask and answer questions about significant events in students' lives.

For example: How did the people in my home come to live in this place? What important things have we experienced in our classroom?

SS K.4.4.B Identify and cite appropriate sources when conducting historical research.

For example: "My family member helped me find this information on the internet."

SS K.4.4.C Gather and communicate historical information.

For example: pictures, posters, oral narratives

World History (WLD)

Not addressed at this level.

Grade 1

Families: Living, Learning, and Working Together:

In first grade, students build on their understanding of the world and their place within it through the study of civics, economics, geography, and history. The focus at this grade level is on families and the ways people live, learn, and work together within them. Students explore how families are similar and different, both nearby and around the world, and how they meet basic needs and make decisions. Through discussions, stories, and the use of simple geographic tools, students develop an understanding of cooperation, responsibility, and the roles individuals play within groups. This learning helps students recognize connections between their own experiences and those of others, laying the foundation for understanding communities and broader social systems.

Civics

SS 1.1.1 Describe the relationship between roles and rules within learning and living environments.

SS 1.1.1.A Explain how rules reduce and help resolve conflicts between people with different perspectives.

For example: classroom rules, playground rules, school rules, family rules

SS 1.1.1.B Identify leaders within a school community and explain the importance of their roles.

For example: teacher, administrator, nurse, playground supervisor, support staff

SS 1.1.2 Demonstrate positive and productive citizenship skills.

SS 1.1.2.A Model and describe citizenship skills.

For example: responsibility, voting, obeying laws and rules

SS 1.1.2.B Identify and describe the importance of patriotic symbols, songs, actions, holidays, and cultural celebrations.

For example: American Flag, bald eagle, Pledge of Allegiance, national holidays, cultural songs

SS 1.1.2.C Describe the historical background and significance of national holidays.

For Example: George Washington's Birthday, Abraham Lincoln's Birthday, Dr. Martin Luther King, Jr.'s Birthday, Native American Heritage Day, Constitution Day, Memorial Day, Veterans Day, and Thanksgiving Day, Columbus Day/Indigenous People's Day and the roles that different cultures played in our community/nation

SS 1.1.2.D Compare and contrast historical and current government figures who exemplify civic engagement.

For example: governors, civic leaders such as Susan B. Anthony, Martin Luther King, Jr., Rosa Parks, Chief Standing Bear, William Jennings Bryan, George Norris

Economics

SS 1.2.1 Explain how scarcity necessitates making choices.

SS 1.2.1.A Identify tradeoffs when choices are made.

For example: opportunity cost

SS 1.2.2* Compare spending and saving opportunities.

SS 1.2.2.A* Describe situations in which families might save for future purchases.

SS 1.2.3 Explain how people use resources to make goods and provide services.

SS 1.2.3.A Categorize human and natural resources used to create goods and services.

For example: electricity made using water, wind, sun, or coal provides power to homes and schools.

SS 1.2.4 Not addressed at this level

SS 1.2.5 Not addressed at this level

Geography

SS 1.3.1 Explain why people, places, and environments are organized in the world.

SS 1.3.1.A Identify the four cardinal directions.

* Per Nebraska Revised Statute 76-3001 (financial literacy requirement)

SS 1.3.1.B Explain how rooms in homes and schools are arranged and why they are placed where they are.

SS 1.3.1.C Create and use maps.

For example: maps of the home and school

SS 1.3.1.D Distinguish between continents and oceans.

SS 1.3.2 Identify places and regions.

SS 1.3.2.A Identify and differentiate between physical features on maps and globes.

For example: mountains, plains, islands, oceans, rivers

SS 1.3.2.B Identify and differentiate between human features.

For example: farms, buildings, streets, counties, tribal lands

SS 1.3.2.C Explain how and why a community might change over time.

SS 1.3.3 Identify the relationship between humans and their physical environment.

SS 1.3.3.A Interpret the impact of environmental hazards and severe weather on everyday life.

For example: tornado drills, snow days, floods, grass fires

SS 1.3.3.B Identify Earth's natural resources.

For example: minerals, air, land, water, soil

SS 1.3.3.C Describe how people adapt to their physical environment.

For example: housing, reservations, land use, soil conservation, dams

SS 1.3.4 Describe the characteristics of culture.

SS 1.3.4.A Describe cultural customs and traditions.

For example: food, language, holidays

SS 1.3.5 Use geographic skills to make connections to students' lives.

SS 1.3.5.A Apply geographic knowledge and techniques to navigate the school.

For example: make a map of the school or playground

American History (US)

SS 1.4.1 Recognize patterns of continuity and change over time in families.

S 1.4.1.A List and describe life events over time.

For example: weekly, monthly, yearly, seasonal or cultural celebrations

SS 1.4.1.B Compare family life from earlier times and today.

For example: How was life different for earlier generations?

SS 1.4.2 Identify multiple perspectives of diverse family traditions.

SS 1.4.2.A Compare family traditions across cultures.

For example: holidays, celebrations, milestones

SS 1.4.3 Describe historical people, events, and symbols.

SS 1.4.3.A Identify the contributions of historical people.

For example: Abraham Lincoln, Frederick Douglass, Martin Luther King, Jr., Standing Bear, Willa Cather, Susan LaFlesche

SS 1.4.3.B Identify symbols of the United States.

For example: national anthem, patriotic songs

SS 1.4.3.C Describe how oral traditions, books, letters, and other artifacts help us to understand the past.

SS 1.4.4 Develop historical inquiry and research skills.

SS 1.4.4.A Construct and answer questions about family history.

SS 1.4.4.B Identify and cite appropriate texts, letters, and other artifacts for research.

For example: title, author

SS 1.4.4.C Gather and communicate historical information about families.

For example: photographs, oral narratives

World History (WLD)

Not addressed at this level.

DRAFT

Grade 2

Grade Level Summary and Theme – Neighborhoods and Communities:

In second grade, students build on their understanding of the world and their place within it through the study of civics, economics, geography, and history. The focus at this grade level is on neighborhoods and communities, including how they function and how people within them live and work together. Students explore how communities are organized, how decisions are made, and how individuals contribute to the common good. Through the use of maps, simple data, and historical examples, students examine geographic and economic aspects of their own community and compare them to those of other communities, both past and present. This learning helps students develop an understanding of how communities change over time and prepares them to explore broader regional and global connections.

Civics

SS 2.1.1 Investigate and defend the responsibilities and rights of citizens in their communities.

SS 2.1.1.A Contribute to developing rules by considering multiple points of view.

For example: class meetings, voting, consensus building activities

SS 2.1.1.B Demonstrate conflict management strategies as individuals, groups, and communities.

For example: respectful conversations, active participation, restating others' views

SS 2.1.2 Participate in decision making using democratic traditions based on established rules.

SS 2.1.2.A Identify and describe civic responsibilities that are important to individuals and their communities.

For example: voting, obeying laws, justice, equality, decision-making processes in different cultures

SS 2.1.2.B Identify and describe how patriotic symbols, songs, actions, celebrations, and holidays reflect democratic traditions.

For example: symbolism of U.S. flag and bald eagle, purpose of the Pledge of Allegiance, origination of tribal songs, cultural songs and symbols that unify communities

SS 2.1.2.C Explain historical background and significance of national holidays.

For example: George Washington's Birthday, Abraham Lincoln's Birthday, Presidents Day, Dr. Martin Luther King, Jr. Day, Native American Heritage Day, Constitution Day, Memorial Day, Veterans Day, Thanksgiving Day, Columbus Day/Indigenous People's Day

SS 2.1.2.D Demonstrate ways to be actively engaged to improve family, school, and community.

For example: volunteerism, participation in clubs and organizations, classroom jobs, bullying prevention

SS 2.1.2.E Model and communicate characteristics of good citizenship.

For example: fairness, respect for self and others, personal responsibility

Economics

SS 2.2.1 Evaluate choices about how to use scarce resources that involve prioritizing wants and needs.

SS 2.2.1.A Justify a decision by providing evidence of possible costs and benefits.

For example: tradeoff, opportunity cost, delayed gratification, savings

SS 2.2.2* Demonstrate knowledge of currency, its denominations, and use.

SS 2.2.2.A* Describe transactions with currency as a medium of exchange.

For example: cash purchases, credit and debit cards, digital currency

SS 2.2.3 Describe how producers deliver products/services, earn an income, and satisfy economic needs and wants.

SS 2.2.3.A. Explain the role of goods and services and supply and demand in a community.

For example: they help meet wants and needs

SS 2.2.3.B. Describe how people earn income/wages through work in their communities.

For example: teacher, firefighter, librarian, banker, farmer, laborer

SS 2.2.4 Identify the goods and services governments provide.

SS 2.2.4.A Identify goods and services that local governments provide.

For example: water, fire department, police, public education

SS 2.2.4.B Explain how the local government uses taxes to pay for goods and services it provides.

For example: roads, fire and law enforcement, libraries, schools

* Per Nebraska Revised Statute 76-3001 (financial literacy requirement)

SS 2.2.5 Not addressed at this level

Geography

SS 2.3.1 Examine where (spatial) and why people, places, and environments are organized in the world.

SS 2.3.1.A Compare maps and globes.

For example: shape, portability, visibility, texture

SS 2.3.1.B Identify and describe locations in neighborhoods.

For example: home, fire station, grocery store

SS 2.3.1.C Identify and apply map elements.

For example: title, symbols, legend, cardinal directions

SS 2.3.1.D Locate communities, Nebraska, and the United States on maps and globes.

SS 2.3.1.E Explain why things are located where they are in neighborhoods.

For example: main streets, traffic lights, stores, schools

SS 2.3.2 Compare places and regions.

SS 2.3.2.A Identify and differentiate between physical and human features of neighborhoods and communities.

For example: vegetation, ravines, housing, sewers, road signs

SS 2.3.2.B Describe local places and regions.

For example: prairie, forest, farmland, ranch land, local community

SS 2.3.2.C Explain how places and regions change over time.

SS 2.3.3 Describe relationships between humans and the physical environment.

SS 2.3.3.A Identify examples of Earth's physical processes.

For example: wind and water erosion, deposition

SS 2.3.3.B Describe how seasonal weather patterns, natural hazards, and natural resources affect human activities.

For example: seasonal jobs, seasonal foods, natural disasters

SS 2.3.3.C Match resources to their sources.

For example: food from farms, minerals from the ground, fish from bodies of water

SS 2.3.3.D Describe how people adapt to their physical environment.

For example: soil conservation, build levees, grow plants, raise animals

SS 2.3.4 Describe different groups of people and the different settings where they live.

SS 2.3.4.A Describe cultures of the local community and other communities.

For example: languages, celebrations, religions, music, sports

SS 2.3.4.B Identify cultural markers in the community.

For example: religious and/or institutional structures, street names, businesses, buildings

SS 2.3.5 Use geographic skills to make connections to students' lives.

SS 2.3.5.A Apply geographic knowledge and techniques to navigate homes and neighborhoods.

For example: use navigation tools to find shortest route, multiple destinations

American History (US)

SS 2.4.1 Recognize patterns of continuity and change over time in neighborhoods.

SS 2.4.1.A Describe how a neighborhood has changed over time.

For example: photographs, maps, other artifacts

SS 2.4.1.B Compare how different neighborhoods have changed over time.

For example: photographs, maps, other artifacts

SS 2.4.2 Compare multiple perspectives of events within neighborhoods.

SS 2.4.2.A Compare perspectives from multiple sources regarding community events.

For example: compare different holiday and celebration displays in your neighborhood

SS 2.4.3 Identify events, issues, and people relevant to a neighborhood.

SS 2.4.3.A Describe historical people and events that affected a neighborhood.

For example: community and tribal leaders, natural disasters, construction

SS 2.4.3.B Identify symbols of one's local neighborhood.

For example: landmarks, school mascots, public spaces

SS 2.4.3.C Describe how oral traditions, books, letters, and other artifacts help to understand the past.

For example: talking to elders, letters, primary sources

SS 2.4.4 Develop historical inquiry and research skills.

SS 2.4.4.A Construct and answer questions about neighborhood history.

For example: Why do we have a neighborhood park, library, police station, or other community locations?

SS 2.4.4.B Identify, obtain, and cite appropriate primary and secondary sources for research.

For example: title, author

SS 2.4.4.C Gather and present historical information about a neighborhood.

World History (WLD)

Not addressed at this level.

Grade 3

Grade Level Summary and Theme – Communities Near and Far:

In third grade, students build on their understanding of the world and their place within it through the study of civics, economics, geography, and history. The focus at this grade level is on communities in Nebraska and across regions of the United States. Students explore the diverse cultural backgrounds and experiences of people, including Native Americans and other Indigenous peoples, and examine how these groups have shaped communities in the past and present. Through the use of maps, data, and historical sources, students investigate how geographic, economic, and cultural factors influence where and how people live. Students begin to examine issues and events from multiple perspectives and consider how communities are connected across regions. This learning helps students develop an understanding of the complexity of communities and prepares them for deeper study of regions and societies.

Civics

SS 3.1.1 Explain the structure and function of local governments.

SS 3.1.1.A Compare the structure and function of local governments.

For example: appointed/elected officials make rules, provide services

SS 3.1.1.B Explain how and why a community creates laws.

For example: active participation, community safety, solving local problems

SS 3.1.1.C Identify the roles that leaders and other citizens serve in local communities.

For example: mayor, school board member, neighborhood associations, PTA, tribal council

SS 3.1.1.D Describe the importance of roles that leaders and citizens serve in the local government.

For example: creation and enforcement of laws, transportation, economic development, management of public funds

SS 3.1.2 Describe the impact of individual and group decisions at the community level.

SS 3.1.2.A Identify and model rights and responsibilities of citizens at the community level.

For example: voting, public service, service projects

SS 3.1.2.B Identify and describe how patriotic symbols, songs, actions, celebrations, and holidays are recognized in local communities.

For example: flag etiquette, bald eagle, Pledge of Allegiance, national holidays

SS 3.1.2.C Describe the historical background and significance of national holidays and how they are observed.

For example: George Washington's Birthday, Abraham Lincoln's Birthday, Presidents Day, Dr. Martin Luther King, Jr. Day, Native American Heritage Day, Constitution Day, Memorial Day, Veterans Day, Thanksgiving Day, Patriots' Day (Recognition of 9/11), Columbus Day/Indigenous People's Day

SS 3.1.2.D Identify and engage in opportunities to serve the local community.

For example: volunteerism, service learning, participation in community clubs and organizations

SS 3.1.2.E Engage in discourse that demonstrates respect and consideration of multiple points of view.

For example: class discussions, observe a public meeting

SS 3.1.2.F Examine the decisions of local leaders and how they affect the community.

For example: recycling/trash hauling plan, city snow removal, disaster relief

Economics

SS 3.2.1 Explain that people choose and decide what services they ask their local and state government to provide and pay for.

SS 3.2.1.A Identify goods and services funded through state or local taxes.

For example: snow removal, waste management, law enforcement

SS 3.2.2* Evaluate choices and consequences for spending and saving.

SS 3.2.2.A* Given a budget, make choices as to what to purchase, what to give up, and what to save.

For example: grocery store, buy things online, mall, fast food places, donations

* Per Nebraska Revised Statute 76-3001 (financial literacy requirement)

SS 3.2.3 Explain that markets are places where buyers and sellers exchange goods and services.

SS 3.2.3.A Indicate various markets where buyers and sellers meet.

SS 3.2.4 Describe how the local community trades with other communities.

SS 3.2.4.A Identify local goods and services that could be traded with people everywhere.

For example: corn, soybeans, beef, dry edible beans, art, animal hides, fish

SS 3.2.5 Not addressed at this level

Geography

SS 3.3.1 Examine where (spatial) and why people, places, and environments are organized in the world.

SS 3.3.1.A Identify and apply map elements.

For example: title, symbols, legend, cardinal directions

SS 3.3.1.B Use a map to identify location and distribution of physical and human features.

For example: rivers/roads, cities/towns, bodies of water, landforms, tribal lands

SS 3.3.1.C Determine why things are located where they are in the community.

For example: Why are stores located on main streets? Why are schools near homes? What might be a better location for a school?

SS 3.3.1.D Locate specific places on maps and globes.

For example: Missouri River, Platte River, Great Plains, Rocky Mountains, Nebraska, the local community

SS 3.3.1.E Identify the continents, oceans, and hemispheres.

SS 3.3.2 Compare the characteristics of places and regions.

SS 3.3.2.A Identify and differentiate between physical and human features of neighborhoods and communities.

For example: rivers/roads, cities/towns, bodies of water, landforms, vegetation, business/residential areas

SS 3.3.2.B Compare and contrast local places and regions with other places and regions.

For example: prairie and forest, local community with another community, life on and off a reservation, products from Nebraska and another state, crops grown in Nebraska and another state

SS 3.3.2.C Explain how and why places and regions change over time.

For example: population growth, community improvement, flood control measures

SS 3.3.3 Explain relationships between humans and the physical environment.

SS 3.3.3.A Describe how the environment influences human activities and how humans alter the environment to suit their needs.

For example: climate, water cycle, soil fertility impact agricultural production, usage of land and energy land formation impacts transportation and communication, agriculture, transportation, industry, use of natural resources, regulations/practices to protect the environment

SS 3.3.3.B Identify ecosystems.

For example: forests, deserts, grasslands

SS 3.3.3.C Explain the importance of Earth's natural resources.

For example: minerals, air, water, land

SS 3.3.3.D Describe how humans develop communities in local settings.

For example: land use patterns, roads, landfills, utilities

SS 3.3.4 Compare and contrast the characteristics of local cultures.

SS 3.3.4.A Compare and contrast cultural traits within a community.

For example: languages, religions, foods, music, prominent local sports

SS 3.3.4.B Describe examples of how and why cultures change in a community.

For example: technology, education, employment, migration

SS 3.3.5 Use geographic skills to make connections to issues and events.

SS 3.3.5.A Identify and evaluate how changes in human and physical geography have shaped the community.

For example: placement of schools/hospitals, building of roads, access to water sources, suitable soil for farming

American History (US)

SS 3.4.1 Investigate patterns of continuity and change over time in communities.

SS 3.4.1.A Describe how a community has changed over time using maps and other artifacts.

For example: photographs, maps, artifacts

SS 3.4.1.B Compare how different communities have changed over time.

For example: parks and playground equipment, pictures of your school over time, different economic communities, compare rural and urban communities, neighboring communities.

SS 3.4.2 Explain multiple perspectives of events within a community.

SS 3.4.2.A Describe the role of diverse groups of people, events, and ideas in the development of a community.

For example: For example, compare different holiday and celebration displays in your neighborhood. Examine local cultural figures, landmarks, and cultural events.

SS 3.4.2.B Compare conflicting perspectives about a past event in a community.

For example: widening a street, where to construct a park or building, preservation of historic properties

SS 3.4.3 Describe events, issues, and people relevant to the community.

SS 3.4.3.A Analyze sources about community historical events.

For example: local figures, landmarks, celebrations, cultural events

SS 3.4.3.B Identify how decisions affected events in a community.

For example: decisions on location, growth

SS 3.4.4 Develop historical inquiry and research skills.

SS 3.4.4.A Construct and answer questions about multiple viewpoints within the community.

For example: How does the founding of a town differ for different groups? Why?

SS 3.4.4.B Identify, obtain, and cite appropriate primary and secondary sources for research about the local community.

For example: Local newspapers, town charters, and local treaties

SS 3.4.4.C Gather and communicate historical information about the community.

For example: interview a community member, find community resources

World History (WLD)

Not addressed at this level.

Grade 4

Grade Level Summary and Theme – Nebraska Studies:

In fourth grade, students build on their understanding of the world and their place within it through the study of civics, economics, geography, and history. The focus at this grade level is on Nebraska in the past and present. Students explore the state's physical and human geography and examine key historical developments, including the treaty-making period and its lasting impact. By using maps, data, and primary and secondary sources, students analyze how geographic, economic, and political factors have shaped the state's government, people, and places over time. Students continue to examine issues and events from multiple perspectives and consider how the past influences present-day decisions and civic life. This learning helps students develop a deeper understanding of their state and their role within it and provides a foundation for continued study of Nebraska's history, government, and civic life in middle and high school.

Civics

SS 4.1.1 Outline the structure and function of Nebraska's government.

SS 4.1.1.A Investigate and summarize the historical foundation and events that led to the formation and structure of Nebraska's Constitution and government.

For example: modeled after U.S. government, three branches of government

SS 4.1.1.B Describe the origin, structure, and function of Nebraska's state government.

For example: unicameral vs. bicameral structure, journey from territory status to statehood, state services/ responsibilities vs. national or local services/responsibilities, three branches of Nebraska government

SS 4.1.1.C Explain how a bill becomes a law in the Nebraska Unicameral.

For example: introduction of a bill, committee hearings, legislative debate, governor approval/veto, ratification

SS 4.1.1.D Investigate and summarize the roles that leaders and other citizens serve in Nebraska to equitably represent all residents in the state.

For example: legislative districts, cultural advocacy groups

SS 4.1.1.E Examine the importance of roles that leaders and citizens serve in Nebraska's government.

For example: governor, state senators, judiciary, tribal leaders, advocacy group participants

SS 4.1.2 Investigate how different perspectives impact government decisions at the state level.

SS 4.1.2.A Identify and model rights and responsibilities of citizens at the state level.

For example: voting, public service, service-learning projects

SS 4.1.2.B Investigate the meaning of state symbols, songs, and holidays.

For example: Nebraska state flag, Golden Sower, 'Beautiful Nebraska,' state and national holidays

SS 4.1.2.C Describe the background of Nebraska state holidays or historical events, their significance, and how they are recognized

For example: Arbor Day, George Norris Day and Nebraska Statehood Day, Native American Heritage Day, Pulaski's Day, Malcom X Day

SS 4.1.2.D Identify and engage in opportunities to serve the state.

For example: volunteerism, service learning, participation in state clubs and organizations

SS 4.1.2.E Explain how individuals and groups influence the way a state issue is viewed and resolved.

For example: lobbying, petitions, media, social media

SS 4.1.2.F Analyze the decisions of state leaders and how they impact Nebraska.

For example: seatbelt law, state testing, speed limits, state parks

Economics

SS 4.2.1 Describe how scarcity requires the consumer and producer to make choices and identify costs associated with them.

SS 4.2.1.A Predict how consumers would react if the price of a good or service changed.

For example: supply, demand, scarcity, decision making.

SS 4.2.1.B Predict how producers would react if the profit from selling a good or service changed.

For example: supply, demand, scarcity, decision making

SS 4.2.2* Research various financial institutions in Nebraska and the services they provide.

SS 4.2.2.A* Identify financial institutions in the community and their purposes.

For example: a field trip to a bank/credit union or a representative to discuss how banks ensure your money is safe and how they loan money to help businesses grow and help people buy housing among other things

SS 4.2.3 Investigate how resources are used to make other goods and produce services.

SS 4.2.3.A Give examples of human, natural, capital, and entrepreneurial resources used in making goods and services in Nebraska and the United States.

For example: human resources (labor), tools used in agriculture, laboratories, equipment, and machinery, game/video designers

SS 4.2.4 Identify and explain specialization and trade and why different regions produce different goods and services.

SS 4.2.4.A Compare Nebraska with different regions and the goods and services each region produces.

For example: beef, wheat, telemarketing, cotton, coal, beekeeping, tribal traditional art (beading)

SS 4.2.4.B Discuss how technology has affected the specialization of Nebraska's economy and surrounding states.

For example: irrigation, agriculture and farm equipment, online trading, geospatial technology (GIS [Geographic Information Systems] and GPS [Global Positioning System])

SS 4.2.5 Not addressed at this level

Geography

SS 4.3.1 Examine where (spatial) and why people, places, and environments are organized in the state and around the world.

SS 4.3.1.A Use local and state maps and atlases to locate physical and human features in Nebraska.

For example: major cities, bodies of water, landforms, interstate/highways, railroads, state parks, tribal lands

* Per Nebraska Revised Statute 76-3001 (financial literacy requirement)

SS 4.3.1.B Apply map skills and utilize grid systems to analyze physical and political maps of the state.

For example: utilize grid systems to find locations, identify the location and purpose of time zones, and identify and locate cities and tribal lands using relative and absolute locations.

SS 4.3.1.C Determine why things are located where they are in Nebraska.

For example: cattle ranches, farms, airports, railroads, state capital

SS 4.3.1.D Differentiate between classifications of bodies of water, cities, and land masses

For example: lakes, rivers, capital city, county seats, major urban centers, plains, river valleys, Sandhills

SS 4.3.2 Compare the characteristics of places and regions and their impact on human decisions.

SS 4.3.2.A Identify criteria used to define regions in the state of Nebraska and the United States.

For example: soil, climate, precipitation, population, natural vegetation, land and agricultural usage

SS 4.3.2.B Classify regions and places within the state of Nebraska using physical and human features.

For example: Sandhills, Pine Ridge, Loess Hills, Platte River Valley, rural/urban/suburban, counties/cities, tribal lands

SS 4.3.3 Explain how human and natural forces have modified different environments in Nebraska and how humans have adapted.

SS 4.3.3.A Identify physical processes that shape Nebraska's features and patterns.

For example: weathering, erosion, deposition, drought

SS 4.3.3.B Identify examples of ecosystems in Nebraska and describe related environmental issues.

For example: forests, wetlands, grasslands, rivers, runoff, flooding, erosion, wildfires

SS 4.3.3.C Describe the impact of extreme natural events on the human and physical environment in Nebraska.

For example: tornadoes, floods, dust storms, insect infestations, events that result in changes to agricultural/construction/public safety practices.

SS 4.3.3.D Describe how humans have adapted to Nebraska's physical environment and use available natural resources.

For example: progression of home construction materials, changes in agricultural practices, irrigation, introduction of trees, soil conservation, Ogallala Aquifer

SS 4.3.4 Compare and contrast the characteristics of culture statewide.

SS 4.3.4.A Compare and contrast patterns of culture within the state of Nebraska.

For example: languages, religions, foods, music, sports, celebrations found throughout Nebraska.

SS 4.3.4.B Compare and contrast population characteristics of the state of Nebraska.

For example: density, distribution, growth/decline rates, resources

SS 4.3.5 Use geographic skills to make connections to issues and events.

SS 4.3.5.A Identify and evaluate how changes in human and physical geography have shaped Nebraska.

For example: map major tornado paths, blizzards, floods, or droughts; how the construction of the Transcontinental Railroad and Interstate Highway system have impacted the way Nebraskans live, locations and reasons for tribal lands

SS 4.3.5.B Explain the interrelationships of human or physical geographic characteristics of places in Nebraska.

For example: how the physical geography impacts human choice (where to farm/ranch, where to place cities)

American History (US)

SS 4.4.1 Investigate patterns of continuity and change over time in Nebraska.

SS 4.4.1.A Analyze the chronology of key state and/or regional events and communicate their impact on the past, present, and future.

For example: timelines, before and after statehood

SS 4.4.2 Explain multiple perspectives of events in Nebraska.

SS 4.4.2.A Compare primary and secondary sources to better understand multiple perspectives of the same event.

For example: The Homestead Act, Oregon Trail diaries, Ponca Removal military journal, Standing Bear testimony

SS 4.4.2.B Describe how various sources relate their perspectives of Nebraska history.

For example: texts and primary documents, primary documents from differing groups of people

SS 4.4.3 Analyze past and current events throughout Nebraska history.

SS 4.4.3.A Analyze key sources in Nebraska history to determine credibility and context.

For example: accounts from settlers and Nebraska tribes, foundational documents in Nebraska, news articles

SS 4.4.3.B Identify key events in American history that shaped or were shaped by Nebraskans.

For example: Kansas-Nebraska Act, Homestead Act, Ponca Trail of Tears, Santee Exile and Winnebago Removal, North Platte Canteen, Orphan Train, Native American Boarding Schools, World War I, Will Brown, World War II, Tuskegee Airmen, Great Depression, Cold War, Civil Rights Movement, September 11, 2001

SS 4.4.4 Apply the inquiry process to construct and answer historical questions.

SS 4.4.4.A Construct and answer questions about Nebraska history.

For example: Why did people migrate and/or relocate to Nebraska?

SS 4.4.4.B Identify and cite primary and secondary sources to research the history of Nebraska.

For example: document archives, newspapers, interviews

SS 4.4.4.C Gather, analyze, and communicate historical information about Nebraska.

For example: collect oral histories from community members, research newspaper archives

World History (WLD)

Not addressed at this level.

Grade 5

Grade Level Summary and Theme – U.S. Studies: Pre—Columbian through the founding era

In fifth grade, students build on their understanding of the world and their place within it through the study of civics, economics, geography, and history. The focus at this grade level is on the development of the United States from pre-Columbian cultures through the founding era. Students examine early Indigenous societies, the development of the American colonies, and the creation of the United States, including the writing of the U.S. Constitution. By using maps, data, and primary and secondary sources, students analyze how geographic, economic, and political factors influenced historical events and developments. Students explore the ideals, principles, and systems that shaped the nation's founding and consider how these ideas continue to influence civic life today. This learning helps students develop an understanding of their role as informed and engaged citizens within their communities, state, and nation.

Civics

SS 5.1.1 Investigate the structure and function of the United States government.

SS 5.1.1.A Investigate and summarize contributions that resulted in the historical foundation and formation of the United States constitutional government.

For example: Magna Carta, English Bill of Rights, Declaration of Independence, Articles of Confederation, tribal constitutions, early state constitutions.

SS 5.1.1.B Identify and explain the structure and functions of the three branches of government.

For example: legislative, executive, judicial

SS 5.1.1.C Analyze how colonial and new states' governments' laws affected all groups within a population, whether the majority group or others.

For example: citizens, enslaved persons, Native American tribes, immigrants, women, class systems

SS 5.1.1.D Investigate and summarize how the decisions of the national government affect local and state government and citizens of all backgrounds.

For example: three-fifths clause, treaties, voting requirements, slavery

SS 5.1.1.E Examine the principles of the American Constitutional Republic.

For example: liberty, justice, equality, representative democracy, the Bill of Rights, United States Constitution

SS 5.1.1.F Compare and contrast forms of government.

For example: tribal, British Monarchy, early American colonial governments

SS 5.1.2 Analyze democratic principles that are the foundation of the United States government systems in daily life.

SS 5.1.2.A Explore and communicate the constitutional rights and civic responsibilities of U.S. citizens.

SS 5.1.2.B Describe origins of national and state holidays including historical background and significance.

For example: George Washington's Birthday, Abraham Lincoln's Birthday, Presidents Day, Dr. Martin Luther King, Jr. Day, Native American Heritage Day, Constitution Day, Memorial Day, Veterans Day, Thanksgiving Day, Citizenship Day, Columbus Day/Indigenous People's Day, Pulaski's Day

SS 5.1.2.C Explain the significance of patriotic symbols, songs, and activities.

For example: American flag, Fourth of July, Constitution Day, George Washington's birthday, military songs from the Revolutionary War, tribal songs, the Liberty Bell

SS 5.1.2.D Explore group and individual civic action that illustrate civic ideals in the founding of the United States

For example: George Washington, Boston Tea Party, Continental Congress, Federalist Papers, Sons of Liberty, Mayflower Compact, Common Sense.

SS 5.1.2.E Examine how cooperation and conflict among people have contributed to political, economic, and social events and situations in the United States.

For example: communication through civil discourse historically and presently, constitutional compromises, Continental Congress

SS 5.1.2.F Describe how the roles of individuals and groups influence government.

For example: George Washington, John Adams, Abigail Adams, Thomas Jefferson, Benjamin Franklin, sovereign Native Americans, Patriots, Loyalists, European governments

Economics

SS 5.2.1 not addressed at this level

SS 5.2.2 not addressed at this level

SS 5.2.3* Explain how human capital can be improved by education and training and thereby increase standards of living.

SS 5.2.3.A* Identify examples of how additional education/training improves productivity and increases standards of living.

For example: on-the-job training and/or education can lead to higher wages.

SS 5.2.4 Explain how specialization, division of labor, and technology increase productivity and interdependence.

SS 5.2.4.A Describe the historical role of innovation and entrepreneurship in a market economy.

For example: early inventors, tradespeople, entrepreneurs

SS 5.2.5 Summarize characteristics of economic institutions in the United States.

SS 5.2.5.A Describe the importance of financial institutions to households and businesses.

For example: loans to agriculture, business, and individuals in order to provide capital; importance of rule of law to enforce contracts and provide for private property

SS 5.2.5.B Explain the rules and laws that protect and support consumers.

For example: contracts, agreements, and product safety

SS 5.2.5.C Identify goods and services funded through federal taxes.

For example: military and armed forces, parks

* Per Nebraska Revised Statute 76-3001 (financial literacy requirement)

SS 5.2.6 Summarize how specialization and trade impact the global market and relationships with other countries.

SS 5.2.6.A Describe how international trade promotes specialization and division of labor and increases the productivity of labor, output, and consumption.

For example: New England specialized in ship building and fishing, South Carolina grew rice, the Middle Colonies had grain, the Upper South grew tobacco and got finished goods like books from Great Britain

SS 5.2.6.B Explain how trade impacts relationships between countries.

For example: fur, tobacco, cotton, lumber, triangle trade, tribal trading with settlers

Geography

SS 5.3.1 Examine where (spatial) and why people, places, and environments are organized in the United States.

SS 5.3.1.A Use maps to locate and analyze major human and physical features in the United States.

For example: major population centers, mountain ranges, rivers, various geographic regions (south, north, frontier), trade routes

SS 5.3.1.B Determine why things are located where they are in the United States

For example: settlement patterns, agricultural regions

SS 5.3.2 Compare the characteristics of places and regions and draw conclusions on their impact on human decisions.

SS 5.3.2.A Identify criteria used to define and classify regions within the United States.

For example: location, climate, industry, landforms, bodies of water

SS 5.3.3 Explain how human and natural forces have modified different environments in the United States and how humans have adapted.

SS 5.3.3.A Identify examples of ecosystems and analyze issues related to the natural setting in the United States.

For example: forests and deforestation, deserts, grasslands, wildfires, urban sprawl, flooding, erosion, strip mining

SS 5.3.3.B Describe the impact of extreme natural events in the United States on the human and physical environment.

For example: lightning, blizzards, floods, drought, hurricanes, tornadoes result in changes to agricultural/construction/public safety practices

SS 5.3.3.C Examine patterns of resource distribution and utilization in the United States.

For example: fisheries, forests, agricultural development, manufacturing regions

SS 5.3.4 Compare and analyze characteristics of culture and migration in the United States.

SS 5.3.4.A Compare patterns of culture in the United States.

For example: languages, religions, foods, music, sports, and celebrations found throughout the United States

SS 5.3.4.B Compare population characteristics of the United States.

For example: density, distribution, growth rates, economic opportunity

SS 5.3.4.C Compare reasons for historical and present-day migrations to and within the United States.

For example: economic opportunity, war, famine, natural disasters, persecution

SS 5.3.5 Use geographic skills to interpret issues and events.

SS 5.3.5.A Explain the influences of physical and human geographic features on events in the United States.

For Example: east coast settlement development, migration patterns, improved transportation and communication networks

SS 5.3.5.B Analyze aspects of human and physical geography that have shaped the settlement and development of early America.

For example: westward expansion, development of agricultural practices, growth of transportation systems

American History (US)

SS 5.4.1 Investigate patterns of continuity and change over time from the pre-Columbian era through the adoption of the Constitution.

SS 5.4.1.A Analyze the chronology of key events in the United States and communicate their impact on various groups in the past, present, and future.

For example: continuity and change among Native American culture groups (Mississippian cultures, Cahokia) in America before Columbus, arrival of persecuted religious and ethnic minorities, founding of colonies, Native American responses to colonization, coming of American Revolution, founding of United States, creation of the United States Constitution, Bill of Rights, the gradual abolition of slavery in the northern states

SS 5.4.2 Explain multiple perspectives of historical events in the pre-Columbian era through the adoption of the Constitution.

SS 5.4.2.A Compare primary and secondary sources to better understand multiple perspectives of the same event.

For example: Trade and interactions between Europeans, Africans, and Native Americans, The Boston Massacre, Declaration of Independence, United States Constitution, historical biographies

SS 5.4.2.B Describe how multiple perspectives facilitate the understanding of U.S. history.

For example: Battle for the Old Northwest, Atlantic Slave Trade

SS 5.4.3 Analyze past and current events and challenges from the pre-Columbian era through the Constitution.

SS 5.4.3.A Compare the impact of people, events, ideas, and symbols on various cultural and ethnic groups.

For example: Native American cultures, exploration, conflict, colonization, the emergence of democratic institutions, the Revolution, founders and founding documents, the unique nature of the creation of the United States leading to a nation based upon personal freedom, inalienable rights, and democratic ideals, and other patriotic national symbols

SS 5.4.4 Apply the inquiry process to construct and answer historical questions from the pre-Columbian era through the adoption of the Constitution.

SS 5.4.4.A Construct and answer questions based on multiple sources.

For example: Why did people migrate to the Americas?

SS 5.4.4.B Evaluate and cite appropriate primary and secondary sources.

For example: use of appropriate citation format; determine the credibility, contextualization, and corroboration of sources

SS 5.4.4.C Gather, analyze, and communicate historical information from multiple sources.

For example: document archives, artifacts, newspapers, interviews, pictures, posters, oral/written narratives, electronic presentation

World History (WLD)

Not addressed at this level.

Grade 6

Grade Level Summary and Theme – World Studies I

In sixth grade, students build on their understanding of the world and their place within it through the study of history, geography, civics, culture, and economic systems. The focus at this grade level is on the development of ancient civilizations and societies from prehistory through the end of the classical era (c. 500 C.E.). Students explore how civilizations emerged, developed, and declined by examining their geographic settings and resources, political and economic structures, and cultural traditions. Through the use of maps, timelines, and primary and secondary sources, students analyze patterns of settlement, cultural interaction, and continuity and change over time. Students engage in inquiry and comparison as they examine the interactions among societies and evaluate the enduring contributions of ancient and classical civilizations. This study helps students recognize connections between the ancient world and contemporary civic ideas, institutions, and global issues.

Civics

SS 6.1.1 Investigate the foundations, structures, and functions of governmental institutions.

SS 6.1.1.A Identify the different forms of government through the study of early civilizations.

For example: tribal, monarchy, democracy, republic, theocracy, tyranny, oligarchy

SS 6.1.1.B Examine the development of written laws and artifacts.

For example: Code of Hammurabi, Greek Democracy, Confucius, Ten Commandments

SS 6.1.1.C Analyze the various ways governmental decisions have impacted people, places, and history.

For example: invasions, conquests, laws, public works, religious tolerance, censorship, hierarchy

SS 6.1.1.D Identify important government principles.

For example: democracy, rule of law, justice, equality, toleration, distribution of power

SS 6.1.2 Investigate the roles, responsibilities, and rights of citizens.

SS 6.1.2.A Explain how individuals who lived in Ancient Civilizations participated in the political process.

For example: tribal/family institutions, city-state, voting, contacting officials, civic engagement, decision making, leadership

SS 6.1.2.B Compare and contrast the roles and rights of individuals in Ancient Civilizations to those in the United States today.

For example: military service, voting, civic engagement, decision making, leadership

Economics

SS 6.2.1 Investigate how economic decisions affect the well-being of individuals and society.

SS 6.2.1.A Compare the benefits and costs of economic decisions made by Ancient Civilizations.

For example: marginal benefits of the migration of the Swahili people throughout southern Africa, Constantine the Great's decision to convert the Roman Empire to Christianity, Ancient Mesopotamians that settled along the Tigris and Euphrates to sustain life in a desert

SS 6.2.1.B Examine how social and governmental decisions impact economic well-being.

For example: Under constant invasion, Chinese dynasties built the Great Wall. Europeans and Asians were able to establish trade through the Silk Road to attain resources not native to their own continents. The caste system of Ancient India established order in the government but at the sake of the liberty of those in lower castes. Use democratic process established in Greece to make a classroom decision.

SS 6.2.2 not addressed at this level

SS 6.2.3 Explain the interdependence of producers and consumers.

SS 6.2.3.A Identify producers and consumers for Ancient Civilizations.

For example: Examine the independence and interdependence of social classes in ancient societies. List items sold and traded among various ancient societies.

SS 6.2.3.B Explain how the interaction between producers and consumers satisfied economic wants and needs.

For example: Research the various resources that were utilized as mediums of exchange like animals, cowry shells, gold, and porcelain. Examine how societies without currency differed from those with currency.

SS 6.2.4 not addressed at this level

SS 6.2.5 not addressed at this level

Geography

SS 6.3.1 Identify where (spatial) and why people, places, and environments are organized on the Earth's surface.

SS 6.3.1.A Identify patterns in the locations of the first cities, civilizations, and empires and the reasoning for their locations.

For example: river civilizations: (Tigris/Euphrates, Yellow, Indus, Nile, Mesopotamia), early cities (Memphis, Ur, Babylon) as connected to the development of agricultural hearths and proximity to raw materials (especially iron ore and copper).

SS 6.3.2 Explain how regions form and change over time

SS 6.3.2.A Identify early hearths of development and evaluate how their significance changes over time.

For example: Fertile Crescent, Egypt Delta, Greece, Indus River Valley, Polynesia and Pacific Islands

SS 6.3.3 Identify how the natural environment is changed by natural and human forces, and how humans adapt to their surroundings.

SS 6.3.3.A Describe the impact of natural processes on the human and physical environments during the ancient era.

For example: adaptation to floods and drought, climate and terrain-specific adaptations (ex. calendars, irrigation, levees, terraces, flooded rice paddies, sewage systems, clothing)

SS 6.3.3.B Summarize how early humans utilized and adapted to their physical environment.

For example: irrigation, levees, terraces, fertile soils, mechanized agriculture, changes in land use, clothing, sewage systems, scarcity of resources

SS 6.3.4 Interpret and summarize patterns of culture around the world.

SS 6.3.4.A Compare the characteristics and spread of groups of people and their culture during the ancient era.

For example: early diffusion of language (writing), agricultural practices, metalworking techniques, political systems (empires), trade, art and architecture, religion

SS 6.3.4.B Explain how cultural diffusion occurs.

For example: trade routes, migration, religious diffusion, political boundaries, conquest

SS 6.3.5 Compare the characteristics and spread of groups of people and their culture during the ancient era.

6.3.5.A Compare issues and/or events using geographic knowledge and skills to make informed decisions.

For example: use of maps, charts, diagrams, and mapping technology to track and analyze historical changes over space and time (spread of religious groups, spatial connections through trade or political arrangement)

American History (US)

Not addressed at this level.

World History (WLD)

SS 6.4.1 Analyze patterns of continuity and change over time in world history.

SS 6.4.1.A Examine the impact of people, events, and ideas, including various cultures and ethnic groups, on the world.

For example: hunter-gatherer societies, early agricultural societies, Bantu peoples, Chavin, Zapotec, Olmec, Mesopotamia, Egypt, Indus, Ancient Rome, Ancient Greece, early Chinese and Japanese dynasties, Macedonian Empire, Persian Empire, world religions

SS 6.4.1.B Analyze the impact of historical events in the world using symbols, maps, documents, and artifacts.

For example: Hammurabi's Code, development of world religions, Peutinger Map of Roman Roads, hieroglyphics, trade routes, ancient art, architecture, and technology, Cyrus Cylinder

SS 6.4.2 Describe the historical, social, and cultural context of past and current events using multiple perspectives.

SS 6.4.2.A Identify evidence from multiple perspectives and sources to better understand the complexities of world history.

For example: the rise and impact of empires, the development of early religions, the effects of trade, the development of early agricultural societies

SS 6.4.2.B Use primary and secondary sources to better understand multiple perspectives of the same event.

For example: foundational texts of world religions, written and oral histories, money systems

SS 6.4.3 Examine historical events from the varying perspectives of relevant groups.

SS 6.4.3.A Identify how experiences can lead to the development of differing perspectives.

For example: religious groups, social class, ethnic and racial groups, gender roles, political groups

SS 6.4.3.B Interpret varying perspectives of relevant groups from regions around the world.

For example: Central America, South America, Africa, Asia, Middle East

SS 6.4.4 Interpret and evaluate sources for historical context.

SS 6.4.4.A Compare primary and secondary sources of history.

For example: compare Lascaux cave paintings with a historian's interpretation of the Paleolithic Era, compare Pliny the Younger's letters with a historian's account of Mount Vesuvius, compare images of the Nazca lines with secondary sources about their purpose, compare Herodotus's writings to accounts of modern-day historians

SS 6.4.4.B Analyze the relationships among historical events in the world and relevant contemporary issues.

For example: agriculture, technology, written laws, trade, conflict and war

SS 6.4.5 Apply the inquiry process to construct and answer historical questions.

SS 6.4.5.A Construct meaningful questions about topics in world history.

For example: Was Qin Shi Huang an effective leader? Would you rather be an Athenian or a Spartan? Was technology central to the development of Mesopotamia? Was Hammurabi's Code of Laws fair?

SS 6.4.5.B Identify and cite appropriate sources for research about world history, including primary and secondary sources.

For example: Hammurabi's Code, Twelve Tables, Pericles Funeral Oration

SS 6.4.5.C Gather, analyze, and communicate historical information about the world from multiple sources.

For example: document archives, artifacts, newspapers, interviews, pictures, posters, oral/written narratives, and media sources

Grade 7

Grade Level Summary and Theme – World Studies II

In seventh grade, students build on their understanding of the world and their place within it through the study of history, geography, civics, culture, and economic systems. The focus at this grade level is on the development of societies from the end of the classical era through the late medieval period (c. 500–1500 C.E.). Students explore how civilizations and cultures developed, interacted, and changed across regions, with attention to expanding cultural exchange, political systems, and economic networks. Through the use of maps, timelines, and primary and secondary sources, students analyze patterns of continuity and change, as well as connections among regions. Students engage in inquiry and comparison as they examine how ideas, beliefs, and institutions influenced societies and shaped historical developments. This study helps students recognize how this period laid the foundations for an increasingly interconnected world and deepens their understanding of authority, power, and civic participation in both historical and contemporary contexts.

Civics

SS 7.1.1 Investigate the foundations, structures, and functions of governmental institutions.

SS 7.1.1.A Describe different forms and structures of government around the world and how they address the needs of the citizens.

For example: republic, monarchy, authoritarian/dictatorship, feudalism, unlimited forms of government, limited forms of government

SS 7.1.1.B Identify and interpret significant historic events and documents that have influenced governmental institutions and their functions.

For example: Justinian's Code, Magna Carta, trade agreements, Papal Decrees, Royal Decrees, Edicts

SS 7.1.1.C Analyze how governmental systems have changed over time and how those developments influence civic life and ideals around the world.

For example: feudal systems in Europe, centralized empires in Asia and the Middle East, impact of warfare and religion on government authority and communities

SS 7.1.2 Distinguish the roles, responsibilities, and rights of citizens and groups in international societies.

SS 7.1.2.A Identify ways in which individuals and groups participate in the political process in different regions of the globe.

For example: feudalism, religious influence, role of nobility, local decision making and control, influence of culture

SS 7.1.2.B Investigate how cooperation and conflict among people around the world have contributed to political, economic, and social events and situations.

For example: agreements between kingdoms, conflicts that shaped governance, social hierarchies, impact of religion

SS 7.1.2.C Examine the roles and influence of individuals, groups, and the media on governments in an interdependent society.

For example: the influence of religious leaders and nobles, advisory councils, and the spread of ideas through manuscripts, proclamations, and oral communications.

Economics

SS 7.2.1 not addressed at this level

SS 7.2.2 not addressed at this level

SS 7.2.3 not addressed at this level

SS 7.2.4 Investigate how varying economic systems impact individuals in a civilization/society.

SS 7.2.4.A Compare and contrast characteristics of different socio-economic groups in economic systems.

For example: traditional, market, command/communism, socialism, feudal, or caste systems

SS 7.2.4.B Identify the relationships between diverse socio-economic groups and their economic systems in the modern world.

For example: compare tax structures in various empires/dynasties and how they impact citizens

SS 7.2.5 Analyze information using appropriate data to draw conclusions about the total production, income, and economic growth in various economies.

SS 7.2.5. A Define the government's role in various economic systems.

For example: democratic governments and capitalism, authoritarian governments and command economy

SS 7.2.5 B Identify various economic indicators that governments use to measure modern world societies, nations, and cultures.

For example: consumption, government spending, business investment, balance of trade, exports, imports, life expectancy, literacy rates, income

SS 7.2.5 C Categorize goods and services provided in pre-modern societies, nations, and cultures into the four factors of production.

For example: identify the four factors of production (land, labor, capital, and entrepreneurship) and how they manifest in various ways from culture to culture and over time.

SS 7.2.6 Illustrate how international trade impacts individuals, organizations, and nations/societies.

SS 7.2.6.A Explain how individuals gain through specialization and voluntary trade and how international trade affects the domestic economy.

For example: early globalization in trade and labor sources, colonization of the Americas and other parts of the world, European Corporations and Trading Companies, Silk Road, Trans-Saharan and Indian trade routes

Geography

SS 7.3.1 Identify where (spatial) and why people, places, and environments are organized on the Earth's surface.

SS 7.3.1.A- Identify patterns in the locations of significant civilizations and empires during the Middle Ages, and the reasoning for their locations.

For example: early cultures of the Americas (Mesoamerica, Mississippian, and Andean), European Kingdoms, (ex. Franks, Vikings, English), Asiatic Empires (Ex. Mughals, Mongols, Chinese Dynasties), African Empires (Great Zimbabwe, Songhai, Mali).

SS 7.3.2 Explain how regions form and change over time

SS 7.3.2.A Identify hearths of development and evaluate how their significance changes over time during the Middle Ages.

For example: Rome, Mecca, Timbuktu, Yangtze Valley, Yucatan Peninsula, Cahokia

SS 7.3.2.B Interpret the impact of land and water features on human decisions.

For example: location of settlements and transportation

SS 7.3.2.C Identify how humans construct major world regions and the impact on human societies.

For example: geographic factors that influence international relationships and economic development-trade, communication, transportation, infrastructure

SS 7.3.3 Identify how the natural environment is changed by natural and human forces, and how humans adapt to their surroundings.

SS 7.3.3.A Describe the impact of natural processes on the human and physical environments.

For example: plagues, forests, defensive structures (fortified cities and castles), city structures (ex. cities built on hills or riverbanks)

SS 7.3.3.B Research and describe how humans have utilized and adapted to their physical environment.

For example: rivers, floods, precipitation, drought, use of natural resources

SS 7.3.4 Interpret and summarize patterns of culture around the world.

SS 7.3.4.A Compare the characteristics and spread of groups of people and their culture.

For example: Christianity, Judaism, Islam, Buddhism, new technology (ex. warfare techniques), art and architecture (ex. gothic), Feudalism

SS 7.3.4.B Compare the characteristics and spread of groups of people and their culture.

For example: migration, conquering, trade

SS 7.3.5 Evaluate issues and or events using geographic knowledge and skills to make informed decisions.

SS 7.3.5.A Classify the physical or human factors that explain the geographic patterns of world events.

For example: use maps/charts/diagrams/timelines/mapping technology to track and analyze historical changes over space and time (spread of religious groups, spatial connections through trade or political arrangement).

SS. 7.3.5 B Develop geographic representations and analyze the role of geographic physical and human factors in determining the arrangement of economic activity and human settlements

American History (US)

Not addressed at this level.

World History (WLD)

SS 7.4.1 Compare patterns of continuity and change over time in world history.

SS 7.4.1.A Analyze the impact of people, events, and ideas, including various cultures and ethnic groups, on the world.

For example: Ghana, Mali, Songhai, Great Zimbabwe, Gupta Empire, world religions, Mayans and Aztecs, Incans, feudal Europe, Byzantine Empire, Holy Roman Empire, Vikings, Tang Dynasty, Song Dynasty, Ming Dynasty, Kamakura Shogunate, Umayyad Dynasty, Abbasid Dynasty, Mongol Empire, Ottoman Empire

SS 7.4.1.B Analyze the impact of historical events in the world using symbols, maps, documents, and artifacts.

For example: trade routes, timelines of the Crusades, spread of religion, political boundaries, disease

SS 7.4.2 Describe the historical, social, and cultural context of past and current events using multiple perspectives.

SS 7.4.2.A Analyze evidence from multiple perspectives and sources to better understand the complexities of world history.

For example: global interaction, exploration, conflict, social hierarchies, networks of exchange

SS 7.4.2.B Use primary and secondary sources to better understand multiple perspectives of the same event.

For example: legal documents, speeches, diaries, art and architecture, oral histories, census data, maps, literature

SS 7.4.3 Examine historical events from the varying perspectives of relevant groups.

SS 7.4.3.A Identify how experiences can lead to the development of differing perspectives.

For example: religious groups, social class, ethnic and racial groups, gender roles, political groups

SS 7.4.3.B Interpret varying perspectives of relevant groups from regions around the world.

For example: Central America, South America, Africa, Asia, Middle East

SS 7.4.4 Analyze and interpret sources for perspective and historical context.

SS 7.4.4.A Compare primary and secondary sources of history.

For example: Compare eyewitness accounts of the Black Death with contemporary medical understandings, corroborate the Catalan Atlas with historian interpretations of the Mali Empire, compare feudal systems of Europe and Japan, compare ruins in Mesoamerica and East Africa

SS 7.4.4.B Identify the cause-and-effect relationships among historical events in the world and relevant contemporary issues.

For example: migrations, conflict and war, treaties, alliances, epidemics

SS 7.4.5 Apply the inquiry process to construct and answer historical questions.

SS 7.4.5.A Construct meaningful questions about topics in world history.

For Example: What was the primary cause for the decline of the Maya civilization? Would you want to live in a feudal society? Did Emperor Shi Huangdi Improve China? What was the significance of Chinggis Khan and Kublai Khan?

SS 7.4.5.B Evaluate and cite appropriate sources for research about world history, including primary and secondary sources.

For example: Marco Polo's travel journals, maps of the expansion of empires, Cortes' letter to Charles V, Black Death statistics, The Tale of Genji, griots oral histories

SS 7.4.5.C Gather, analyze, and communicate historical information about the world from multiple sources.

For example: document archives, artifacts, newspapers, interviews, pictures, posters, oral/written narratives, and media sources

Grade 8

Grade Level Summary and Theme – United States History

In eighth grade, students build on their understanding of the world and their place within it through the study of history, geography, civics, culture, and economic systems. The focus at this grade level is on the development of the United States from the colonial period through the Gilded Age. Students review the foundations of the American colonies and examine the ideas, issues, and events surrounding the creation of the United States, including the adoption of the United States Constitution. Through the use of maps, data, and primary and secondary sources, students analyze how political, economic, and geographic factors influenced the growth and development of the nation. Students engage in inquiry and comparison as they examine the expansion of the United States, the evolution of its institutions, and the impact of key events and movements on people and places. This study helps students understand how the nation's founding ideals and institutions developed over time and continue to shape civic life today.

Civics

SS 8.1.1 Investigate and summarize the unique foundation, structure, and functions of the United States government.

SS 8.1.1.A Identify and describe different systems of government.

For example: monarchy, federal, confederate, unitary, tribal, corporate

SS 8.1.1.B Analyze the structure and roles of the United States government in meeting the needs of the citizens governed, managing conflict, and establishing order and security.

For example: Chinese Exclusion Act, Fugitive Slave Laws, 13th- 15th Amendments, antitrust laws, Homestead Act, Indian Removal Act

SS 8.1.1.C Examine the development of foundational laws and other documents in the United States government.

For example: Declaration of Independence, United States Constitution, Preamble, Bill of Rights

SS 8.1.1.D Evaluate how various United States government decisions impact people, place, and history.

For example: taxation, distribution of resources, acquisition of territories, Trail of Tears, Indian Removal Act, Dred Scott decision, treaties, Louisiana Purchase, census, Civil War, War of 1812, Mexican American War

SS 8.1.1.E Describe and distinguish important principles in American government.

For example: freedom, individual rights, representative democracy, equality, rule of law, popular sovereignty, justice, tribal sovereignty

SS 8.1.1.F Analyze the development and significance of political parties in the United States.

For example: Federalists and Antifederalists

SS 8.1.2 Compare the roles, responsibilities, and rights of local, state, national, and international citizens.

SS 8.1.2.A Demonstrate ways individuals participate in the political process.

For example: registering and voting, elections, contacting government officials, campaign involvement, demonstrating ethical use of information

SS 8.1.2.B Analyze the significance of patriotic symbols, songs, and activities in terms of historical, social, and cultural contexts.

For example: Pledge of Allegiance, 'The Star-Spangled Banner,' 'America the Beautiful,' recognition of Memorial Day, Independence Day, Veterans Day, Martin Luther King, Jr. Day, Constitution Day, Patriot's Day 9/11, Native American Heritage Day, tribal songs

SS 8.1.2.C Demonstrate civic engagement.

For example: engaging in service-learning projects, volunteerism, participation in student government, simulations of democratic processes (Mock Trial, school elections) and civil discourse, USCIS citizenship test,

SS 8.1.2.D Describe how cooperation and conflict among people have contributed to political, economic, and social events and situations in the United States.

For example: Louisiana Purchase, slave rebellions, Civil War, Jim Crow laws, women's movement, NAACP movement, civil disobedience

SS 8.1.2.E Compare the roles and influences of individuals, groups, and the media on American government.

For example: Seneca Falls Convention, Underground Railroad, Horace Greely, Harriet Beecher Stow, Jane Addams, Muckrakes, Booker T. Washington, Chief Standing Bear, Susan La Flesche

Economics

SS 8.2.1 not addressed at this level

SS 8.2.2* Understand personal financial management.

SS 8.2.2.A* Identify skills for future financial success.

For example: budgeting, credit, savings, credit score, investing, fraud, and risk management.

SS 8.2.2.B* Understand tools, strategies, and systems used to maintain, monitor, control, and plan the use of financial resources.

For example: analyze the impact of credit on an individual's ability to acquire goods and services and make charitable contributions

SS 8.2.3 not addressed at this level

SS 8.2.4 Justify and debate economic decisions made by North American societies.

SS 8.2.4.A Research the origins and development of the economic system, banks, and financial institutions in the United States.

For example: Alexander Hamilton and his influence on the banking system in the U.S. economy.

SS 8.2.4.B Explain how tax revenues are collected and distributed.

For example: review the Constitution to understand the roles of each branch in establishing a national budget and how the separation of powers is structured

SS 8.2.4.C Describe the progression of money and its role in early United States history.

For example: Native American currency and trade, Articles of Confederation, establishment of currency, National Banking Act of 1863

* Per Nebraska Revised Statute 76-3001 (financial literacy requirement)

SS 8.2.5 Illustrate how international trade impacts individuals, organizations, and nations.

SS 8.2.5.A Explain that currency must be converted to make purchases in other countries.

SS 8.2.5.B Assess how trade barriers impact the prices and quantity of goods.

For example: Sugar and Molasses Act of 1733, The Stamp Act of 1765.

Geography

SS 8.3.1 Identify where (spatial) and why people, places, and environments are organized on the Earth's surface.

8.3.1.A Identify patterns in the locations of the first cities and colonies and the reasoning for their locations.

For example: Virginia, Massachusetts Bay Colony, Ohio River Valley, Charlestown, Boston, Albany

SS 8.3.2 Examine how regions form and change over time.

SS 8.3.2.A Describe the characteristics and significance of regions and evaluate their importance over time.

For example: New England, The South, the Frontier, Appalachia, industrial regions, the Mid-Atlantic, 'free' states vs. pro-slavery states, tribal lands

SS 8.3.2.B Describe the impact of natural processes on the human and physical environments.

For example: location of settlements and transportation networks with respect to physical features

SS 8.3.2.C Identify and justify how humans develop major world regions and the impact on human societies.

For Example: geographic factors that influence international relationships and economic development-trade, communication, transportation, infrastructure

SS 8.3.3 Determine how the natural environment is changed by natural and human forces and how humans adapt to their surroundings.

SS 8.3.3.A Analyze how humans have utilized and adapted to their physical environment, and the impacts of those actions.

For example: coastal and river transportation networks, logging, wetland drainage, mining, agricultural lands, aquifers

SS 8.3.4 Compare patterns of human populations and culture over space and time during the United States' early history.

8.3.4.A Compare trends and effects of human migration, urbanization, cultural diffusion, and demographic composition at a local and national level.

For example: Atlantic Triangle Trade, indentured servitude, religious freedom, industrialization, westward expansion, urban development, railroads, establishment of reservations, Homestead Act

SS 8.3.5 Evaluate issues and/or events using geographic knowledge and skills to make informed decisions.

SS 8.3.5.A Classify the physical or human factors that explain the geographic patterns of United States and world events.

For example: Use maps, charts, diagrams, and mapping technology to track and analyze historical changes over time and space (spread of religious groups, spatial connections through trade or political arrangement).

American History (US)

SS 8.4.1 Analyze patterns of continuity and change over time in the United States history.

SS 8.4.1.A Evaluate the impact of people, events, and ideas, including various cultures and ethnic groups, on the United States.

For example: founding of United States, American Revolution, Early Republic, Jacksonian Democracy, Manifest Destiny, Indian Removal Act, slavery, expansion, reform, crisis of the 1850s, secession, Abraham Lincoln, Civil War, Reconstruction, Standing Bear, industrialization, immigration, urbanization, patriotism, citizens' rights

SS 8.4.1.B Evaluate the impact of historical events in the United States using symbols, maps, documents, and artifacts.

For example: Founders and founding documents, national symbols: National Anthem, Statue of Liberty. John Gast's 'American Progress' painting, Gettysburg Address, Reconstruction Acts and Amendments, maps of Native American reservations

SS 8.4.2 Analyze the historical, social, and cultural context of past and current events using multiple perspectives.

SS 8.4.2.A Compare evidence from multiple perspectives and sources to better understand the complexities of United States history.

For example: Dawes Act, Santee Mankato Executions (Dakota Uprising), Chinese Exclusion Act, Treaty of Guadalupe Hidalgo, Homestead Act, Reconstruction Acts and Amendments, The Emancipation Proclamation, organized labor, Women's Suffrage Movement

SS 8.4.2.B Analyze primary and secondary sources to better understand multiple perspectives of the same event.

For example: The Constitution and the Anti-Federalist Papers, The Bill of Rights, Lincoln-Douglas debates, Gettysburg Address, Indian Removal Act and Cherokee Protest Letters, debates over slavery, Dred Scott controversy, 'The New Colossus' poem.

SS 8.4.3 Examine historical events from the varying perspectives of relevant groups.

SS 8.4.3.A Identify how experiences can lead to the development of differing perspectives.

For example: Compare primary accounts by American Indian peoples and American settlers regarding the expansion of the United States.

SS 8.4.3.B Interpret how and why various groups and/or individuals might understand historical events similarly or differently.

For example: Compare how differing Native American groups and Spanish-speaking peoples responded to the Indian Removal Act and the Mexican American War.

SS 8.4.4 Evaluate and interpret sources for perspective and historical context.

SS 8.4.4.A Compare primary and secondary sources of history.

For example: Compare what secondary texts and other primary sources say about Wounded Knee Massacre to Black Elk's account of the same event, compare primary sources from the United States, Republic of Texas, and Mexico about the Mexican War, compare primary accounts of the transcontinental railroad from the perspectives of workers and corporations.

SS 8.4.4.B Evaluate the relationships among historical events in the United States and relevant contemporary issues.

For example: political party platforms, continuing debates about role of government

SS 8.4.5 Apply the inquiry process to construct and answer historical questions.

SS 8.4.5.A Construct meaningful questions about topics in American History.

For example: Why is the Gettysburg Address considered an important statement of American national ideals?

SS 8.4.5.B Locate, analyze, and cite appropriate sources for research about United States history, including primary and secondary sources.

For example: classroom texts, Gettysburg Address, tribal treaties, major online historical archives like Library of Congress, National Archives, and local and state archives

SS 8.4.5.C Gather, analyze, and communicate historical information about United States history from multiple sources.

For example: primary sources, secondary sources, popular media, scholarly perspectives

World History (WLD)

Not addressed at this level.

High School

Civics

In high school civics, students build on their understanding of the world and their place within it through the study of government, law, and civic participation. The focus at this level is on the principles and practices of a constitutional republic, including the structure and functions of local, state, tribal, and federal governments, the role of the Constitution, and the rights and responsibilities of citizens. Students examine courts and legal systems, compare the United States to other systems of government, and analyze the role of international institutions in an interconnected world.

Through the use of primary and secondary sources, case studies, and inquiry, students analyze public issues, evaluate evidence, and engage in reasoned decision-making. Students develop and apply civic virtues and democratic principles as they participate in discussions, collaborate with others, and consider multiple perspectives. Civics emphasizes not only the study of government and society, but also the practice of civic engagement, preparing students to take informed action and participate responsibly in their communities and in civic life.

SS HS.1.1 Analyze the unique foundation, structures, and functions of the United States government as well as local, state, and international governments.

SS HS.1.1. A Examine the historical documents and principles that influenced the creation of the United States Constitution.

For example: philosophers, social contract theory, natural rights, Constitutional Convention, Federalist, and Anti-Federalist Papers, Iroquois Confederation, the imbalance of representation

SS HS.1.1. B Evaluate the structure of American constitutional government and how power is distributed, shared, and limited.

For example: federalism, democracy, representative government, branches of the government, separation of powers, checks and balances, amendment process, concurrent/enumerated/implied powers, electoral college, Bill of Rights, Reconstruction amendments, Prohibition, women's vote

SS HS.1.1.C Synthesize the functions of United States government and their outcomes.

For example: national security, legislative law-making, executive implementation, judicial interpretation, constitutionalism, taxation, naturalization of citizens, environmental implications

SS HS.1.1. D Analyze the foundation, structures, and functions of local government and its outcomes.

For example: city council, school board, county government, regional boards, grassroots, community organizations

SS HS.1.1. E Analyze the foundation, structures, and functions of state government and its outcomes.

For example: Nebraska's unique Unicameral, other state's bicameral legislatures, branches of government and their powers, judiciary process, penal system, reapportionment/redistricting

SS HS.1.1. F Analyze the foundation, structures, and functions of supranational organizations.

For example: United Nations, NATO, European Union, treaties, trade organizations, Native American Treaties

SS HS.1.1. G Evaluate the roles that political parties play in shaping public policy in the United States.

For example: Republican Party Civil War, Populist Party Progressive movement, Democratic Party New Deal, Southern Strategy-Dixiecrats, hyperpartisanship

SS HS.1.1.H Examine United States foreign policy issues.

For example: methods, approaches, events, and their outcomes on various groups of people

SS HS.1.2 Demonstrate meaningful civic participation by analyzing local, state, national, or international issues and policies.

SS HS.1.2. A Investigate how individuals and groups can use the structure and functions of various levels of government to shape policy.

For example: Lobbying, voting, contacting government officials, petitioning, civil disobedience, tribal voting, tribal government officials, voting patterns, running for office

SS HS.1.2.B Analyze and communicate the significance and impacts of patriotic symbols, songs, holidays, and activities in terms of historical, social, and cultural contexts.

For example: Pledge of Allegiance, 'The Star-Spangled Banner,' 'America the Beautiful,' Dr. Martin Luther King Jr. Day and 'I Have a Dream' speech, George Washington's Birthday, Abraham Lincoln's Birthday, Presidents Day, Native American Heritage Day, Constitution Day, Memorial Day, Veterans Day, Thanksgiving Day, 4th of July, Hispanic Heritage month, Columbus Day/Indigenous People's Day, tribal flag songs

SS HS.1.2.C Engage and reflect on participation in civic activities.

For example: discussing current issues, advocating for personal rights and the rights of others, influencing governmental actions, participating in civil discourse, registering for selective service, registering to vote, voting when reaching the age of majority, participating in community improvement activities, service learning

SS HS.1.2.D Investigate an issue and communicate which level of government is most appropriate to utilize in addressing specific issues.

For example: students communicate through an editorial, public service announcement, pamphlet, public presentation, tribal council, community entities

SS HS.1.2. E Synthesize how individuals, groups, and the media check governmental practices.

For example: muckrakers, Watergate, Civil Rights movement, Suffrage movement

SS HS.1.2. F Analyze various media sources for accuracy and perspective.

For example: news media literacy, online civic reasoning

Economics

Students build on their understanding of the world and their place within it through the study of economics. The focus is on economic decision-making and the ways individuals, businesses, governments, and societies allocate scarce resources to meet needs and wants. Students examine how choices involve trade-offs and opportunity costs, and how these decisions shape markets, economies, and societies.

Through the use of data, models, and inquiry, students develop economic reasoning as they analyze costs and benefits, evaluate incentives, and examine the interactions of buyers and sellers in local, national, and global markets. Students explore the structure and function of the national economy, the role of government, and the impact of economic decisions in an increasingly interconnected world. Students apply economic concepts to real-world situations, including decisions about work, spending, saving, and investment.

This study emphasizes critical thinking, problem-solving, and the application of economic knowledge to a wide range of contexts, preparing students to make informed decisions as individuals and to participate effectively in a complex economy and a representative democracy.

SS HS.2.1 Apply economic concepts that support rational decision making.

SS HS.2.1.A Make decisions by systematically considering alternatives and consequences through the use of cost benefit analysis.

For example: PACED decision-making model (Problem, Alternatives, Criteria, Evaluate, Decision); options for energy sources, oil pipeline through Nebraska, use of pesticides and fertilizers. Decisions made by businesses and social issues including corporate social responsibility programs, green energy, living wage, paid parental leave, equal pay, social entrepreneurship (businesses that aim to solve social problems).

SS HS.2.1.B Assess the incentives for investing in human capital.

For example: research returns to education, look at cost of education, and compare to earnings; costs of returning to small towns vs. cities

SS HS.2.2* Develop a plan to support short- and long-term goals.

SS HS.2.2.A* Develop a budget using a financial record keeping tool.

For example: Mint.com, spreadsheet, Quicken, journal on paper

SS HS.2.2.B* Compare and contrast different types of banking accounts and features.

For example: checking, savings, money market, CDs

SS HS.2.2.C* Assess the effects of taxes on personal income.

For example: state income tax, federal income tax, social security, property tax, sales tax

SS HS 2.2.D* Compare and contrast possible career choices.

SS HS.2.3* Critique strategies used to establish, build, maintain, monitor, and control credit.

SS HS.2.3.A* Compare and contrast the costs and benefits of different types and sources of credit and debt.

For example: credit card interest rates, personal loans rates, mortgage rates, student loan rates

* Per Nebraska Revised Statute 76-3001 (financial literacy requirement)

SS HS.2.3.B* Investigate strategies to effectively manage debt and factors that influence credit ratings.

For example: credit cards, auto loans, mortgages, extended warranties

SS HS.2.4* Evaluate savings, investment, and risk management strategies to achieve financial goals.

SS HS.2.4.A* Explain the importance of saving and investing early to ensure financial security.

For example: compound interest, use rule of 72, time value of money

SS HS.2.4.B* Develop an investment strategy to achieve short- and long-term goals utilizing a variety of investment vehicles.

For example: stocks, bonds, mutual funds, retirement plans, investment in education including analysis of student loans, average income of job, and repayment of loan, investment in homeownership vs. renting

SS HS.2.4.C* Examine appropriate and cost-effective risk management strategies.

For example: health, disability, life, auto insurance, personal identity protection, extended warranties, fraud protection

HS.2.5 Explain the role of markets in determining prices and allocating scarce goods and services.

SS HS.2.5.A Summarize the role of competition, markets, and prices.

For example: use product and factor market/circular flow; compare market structures (perfect competition to monopoly)

SS HS.2.5.B Illustrate how markets determine changing equilibrium prices through supply and demand analysis.

For example: changes in demand and supply, changes in quantity demanded and quantity supplied

SS HS.2.5.C Explain how competition between sellers could result in lower prices, higher quality products, and better customer service.

SS HS.2.5.D Investigate possible causes and consequences of shortages and surpluses.

For example: use current events and public policy rent control and minimum wage

SS HS.2.6 Explain how economic institutions impact different individuals and various groups.

SS HS.2.6.A Explain how various economic institutions have played a role in United States economic policy and practice.

For example: corporations, labor unions, financial institutions, stock markets, cooperatives, small business and entrepreneurs, business partnerships

SS HS.2.6.B Calculate and describe the impact of economic indicators.

For example: trends and business cycles using GDP, unemployment rates including frictional, structural, cyclical, inflation/deflation rates

SS HS.2.6.C Describe the functions and role of the Federal Reserve System and its influence through monetary policy.

For example: balancing inflation and unemployment, establish interest rates

SS HS.2.7 Assess the roles of institutions such as clearly defined property rights and the rule of law in a market economy.

SS HS.2.7.A Assess how property rights are defined, enforced, and limited by government.

For example: contracts and the rule of law, zoning laws, eminent domain, Homestead Act, copyright laws, patents, and intellectual property

SS HS.2.8 Compare and contrast the roles and responsibilities of government and differing outcomes from various economic systems: command, mixed, socialism, market, and traditional economic systems.

SS HS.2.8.A Examine how governments utilize taxation to provide goods and services to society.

For example: disaster relief, flood control, military and armed forces, ownership of resources

SS HS.2.8.B Evaluate the effectiveness of government policies altering market outcomes.

For example: farm subsidies, corporate incentives

SS HS.2.8.C Critique government policies and regulations in areas of market failure.

For example: monopolies, externalities, non-enforcement of property rights

SS HS.2.9 Examine the government's influence on economic systems through fiscal policy.

SS HS.2.9.A Explore various forms of taxation including income, sales, and capital gains and examine how governments can use taxing and spending policies to influence behavior.

For example: alcohol tax, home mortgage interest deduction, sales tax

SS HS.2.9.B Examine the impact of fiscal policy on budget deficits/surpluses and national debt.

For example: spending resources to service the debt impacts opportunities for using the funds for other needs

SS HS.2.10 Evaluate how international trade affects individuals, organizations, the domestic economy, and other nations.

SS HS.2.10.A Explore comparative advantage among different countries.

For example: research on what different countries produce when they specialize in those products

SS HS.2.10.B Analyze the impact on prices and quantities of various trade policies, both domestically and internationally.

For example: tariffs, quotas, protectionist policies, and the resulting changes in price and quantity; research NAFTA and/or Brexit.

Geography

Students build on their understanding of the world and their place within it through the study of geography. The focus is on spatial thinking and the analysis of relationships among people, places, and environments at local, regional, and global scales. Students examine both human and physical systems and how they interact to shape patterns of settlement, resource use, and cultural development.

Through the use of maps, geospatial technologies, data, and inquiry-based research, students analyze spatial patterns and relationships across time and place. Rather than focusing only on “where,” geographically literate students are better equipped to answer the question, “why there?” as they evaluate how geographic factors influence economic, political, and environmental decisions. Students consider multiple perspectives as they investigate contemporary global issues and the impact of human activity on the natural world.

This study emphasizes critical thinking, problem-solving, and the application of geographic knowledge to real-world contexts, preparing students to understand an increasingly interconnected world and to make informed decisions about its future.

SS HS.3.1 Evaluate where (spatial) and why people, places, and environments are organized on the Earth’s surface.

SS HS. 3.1.a Determine spatial organization of human settlements in relation to natural features.

For example: population density and distribution, world climate regions, city categorization, natural resource deposits, agricultural hearths, croplands, structure of communities, highway, flight patterns, pipelines, communications networks and rail lines

SS HS.3.1.B Analyze and explain changes in spatial patterns as a result of the interactions among human and physical processes.

For example: major world physical features (mountains, seas, rivers), patterns of human settlement on local, regional, national, and global scale, governmental systems, economic systems, site and situation, Weber’s Least Cost Theory, Von Thunen Model of Land Use

SS HS.3.2 Evaluate how regions form and change over time.

SS HS.3.2.A Analyze physical and human processes that shape places and regions.

For example: historical influences, current events, natural disasters, climate change, conflicts, natural processes (erosion, plate tectonics), relationships and connections

SS HS.3.2.B Examine the importance of places and regions to individual and social identity, and how identities change over space and time.

For example: popular cultural traits, folk cultural traits, national monuments and folklore, nationalism, ethnicity, migration, wars, famine, urbanization, demographic transition model, industrial development, toponymy (place names), regional identity (Corn Belt, Heartland, Homeland)

SS HS.3.2.C Evaluate the interdependence of places and regions.

For example: models of industrial and economic development, new international division of labor, supranational organizations (The United Nations, Association of Southeast Asian Nations [ASEAN], or The European Union), globalization, popular culture, international trade agreements, patterns of human migration, alliances, central place theory

SS HS.3.3 Analyze how the natural environment and cultural landscape are transformed by natural and human forces and interpret how humans adapt to their surroundings.

SS HS.3.3.A Explain components of the Earth's physical systems and evaluate the impact of natural processes on human environments.

For example: atmosphere, lithosphere, biosphere, and hydrosphere, plate tectonics/continental drift, global ocean systems, atmospheric systems, natural disasters, Earth's orbit, seasonal changes in ice coverage, greenhouse effect

SS HS.3.3.B Evaluate how humans have utilized and adapted to their physical environment.

For example: renewable and non-renewable resources, the cultural landscape, natural disasters (hurricanes, wildfires), environmental technological adaptations (air conditioning, skyways, insulation), synthetic materials, human modifications to physical environment, conservation and environmentalism, Genetically Modified Organisms (GMO), agricultural revolutions, transportation networks, industrial revolutions, Von Thunen Model of Land Use, deforestation, desertification

SS HS.3.4 Compare patterns of human populations and culture over space and time on a local, national, and global scale.

SS HS.3.4.A Compare trends in human migration, urbanization, and demographic composition at a local, national, and global scale over time and short-term and long-term causes and effects.

For example: urban models, Demographic Transition Model, rural organization (long lot, metes and bounds, township and range), rural to urban migration, Human Development Index, Borchert's Epochs, trends locally, nationally, and globally over time, migration push and pull factors, effects of migration on both the source regions and destinations, More Developed Countries (MDCs) and Less Developed Countries (LDCs), demography

SS HS.3.4.B Examine the spread of cultural traits and the potential benefits and challenges of cultural diffusion, economic development, and globalization.

For example: cultural convergence and divergence, universalizing and ethnic religions, competition between multinational corporations and local businesses, folk cultures and popular cultures, religious practices, spread of ideas (such as economic ideals, ideas on government, gender norms), diffusion of medical knowledge and impact on demographics, agricultural and industrial revolutions, models of economic development, the cultural landscape, Third Agricultural Revolution (Green Revolution), internet connectivity and cell phone networks, lingua franca, hypernationalism

SS HS.3.4.C Analyze the relationships of sovereign nations and the role of multinational organizations on conflict and cooperation both between and within countries.

For example: impacts of membership in multinational organizations and agreements, treaties, resource and technology exchanges, Heartland and Rimland Theory, demarcation of borders, territorial morphology

SS HS.3.5 Evaluate issues and/or events using geographic knowledge and skills to make informed decisions.

SS HS.3.5.A Apply geographic knowledge and skills to interpret the past and present in order to plan for the future.

For example: developing a geographic question, acquiring and organizing data/information, performing analysis, presenting findings, developing action plans

SS HS.3.5.B Analyze how geospatial skills and geo-literacy are applied to improve standards of living and solve problems.

For example: Examine how geospatial technologies (such as GIS [Geographic Information Systems] and remote sensing) and geographic knowledge (such as geopolitics) can be applied to better understand the world, address issues, and make spatial decisions (such as determining market potential, optimum usage of irrigation and fertilizers, or mapping public health outbreaks to determine source).

SS HS.3.5.C Evaluate geographical information sources for applications, credibility, and appropriateness in displaying spatial data.

For example: use maps (paper, digital, and mental), atlases, Global Positioning System (GPS), Geographic Information Systems (GIS), remote sensing, Artificial Intelligence, and forms of quantitative/qualitative data, analyze a map to determine appropriate use of scale, evaluate strengths and weaknesses of different map projections

American History (US)

Students build on their understanding of the world and their place within it through the study of United States history, from the progressive era to the modern day. Building on their study of the nation's development through the late nineteenth century, students extend their learning to examine how the United States has evolved over time through significant events, individuals, groups, ideas, and documents.

Through the use of primary and secondary sources, students engage in historical inquiry to analyze change and continuity over time, evaluate cause and effect, and develop evidence-based arguments about the past. Students examine historical developments across geographic contexts and consider multiple perspectives to better understand the experiences of diverse groups. Historical thinking requires students to go beyond recalling events to evaluating why and how events occurred, how they are connected, and why they are significant.

This study emphasizes the use of evidence, chronological reasoning, and contextual understanding to support credible interpretations of the past and helps students recognize how historical developments continue to influence contemporary issues and civic life.

HS.4.1 (US) Analyze and evaluate patterns of continuity and change over time in United States history.

SS HS.4.1.A (US) Evaluate the cause and effect of historical events on various groups in the United States.

For example: To which conditions were Progressives responding? Why did the United States enter World War I? What caused the Great Depression? What caused the interpretation of 'separate but equal' to change over time?

SS HS.4.1.B (US) Interpret key eras in United States history in chronological order.

For example: Progressive Era, Women's Suffrage, World War I, Great Migration, Great Depression and New Deal, Naziism, World War II, Holocaust, Cold War, Civil Rights Era, contemporary United States

SS HS.4.1.C (US) Evaluate the impact of people, events, and ideas, including various cultures and ethnic groups, on the United States.

For example: 19th Amendment, Brown v. Board of Education of Topeka, Dolores Huerta, desegregation of the military following WWII, March on Washington, Movement for the Restoration of Tribal Status, farm crisis of the 1980s, continuing struggle for equality

SS HS.4.2 (US) Analyze the complexity of the interaction of multiple perspectives to investigate significant events in the development of history.

SS HS.4.2.A (US) Evaluate evidence from multiple perspectives and sources to better understand the complexities of American history.

For example: Nineteenth Amendment, 1924 National Origins Act, Indian Reorganization Act of 1934, Bracero program, Civil Rights Movement

SS HS.4.2.B (US) Evaluate the relevancy, accuracy, and completeness of primary and secondary sources to better understand multiple perspectives of the same event.

For example: Theodore Roosevelt's New Nationalism and Woodrow Wilson's New Freedom, Indian Reorganization Act and responses from tribal leaders, differing strategies in the struggle to gain civil rights

SS HS.4.3 (US) Examine historical events from the varying perspectives of relevant groups.

SS HS.4.3.A (US) Describe how experiences can lead to the development of differing perspectives.

For example: religious, racial or ethnic groups, immigrants, women, LGBTQ persons, and Native American nations

SS HS.4.3.B (US) Interpret how and why various groups and/or individuals might understand historical events similarly or differently.

For example: Immigration and Naturalization Act of 1965, Stonewall Riots, American Indian Movement, Equal Rights Amendment, Civil Rights Act of 1964, West Virginia v. Barnette, United Farm Workers

SS HS.4.4 (US) Evaluate sources for perspective, limitations, accuracy, and historical context.

SS HS.4.4.A (US) Compare the central arguments in primary and secondary sources of history from multiple media.

For example: written documents, radio broadcasts, news broadcasts, film, newspapers, photographs, oral histories, virtual museum exhibits

SS HS.4.4.B (US) Critique the strengths and limitations of a variety of primary and secondary historical sources.

For example: Jane Addams on settlement houses, Franklin Roosevelt's 'Four Freedoms' Speech, Martin Luther King, Jr.'s 'Letter from Birmingham Jail,' Equal Rights Amendment

S.S. HS. 4.4.C (US) Determine the relationship between multiple causes and effects of events and developments in the past.

For example: patterns of immigration and migration, presidential leadership strategies, tactics among different civil rights organizations

SS HS.4.4.D (US) Explain the relationships among historical events in the world and relevant contemporary issues.

For example: voting behavior, political party platforms, economic trends, place relevant current events in historical context, the relationship between Native Americans living on and off the reservation

SS HS.4.5 (US) Apply the inquiry process to construct and answer historical questions.

SS HS.4.5.A (US) Construct meaningful questions about topics in U.S. history.

For example: How did the American political system respond to the Great Depression? Was the Civil Rights Movements driven by leaders or the grass roots?

SS HS.4.5.B (US) Locate, evaluate, and cite appropriate sources for research about selected topics in U.S. History, including primary and secondary sources.

For example: Locate and analyze FDR's 'fireside chats,' letters from Americans during the Great Depression, and economic data from the 1930s. Locate and analyze speeches from Martin Luther King, Jr., Stokely Carmichael, Fannie Lou Hamer, and Ella Baker

SS HS.4.5.C (US) Consider differing sources and determine an initial answer to the inquiry.

For example: compare accounts from supporters and critics of the New Deal; compare differing accounts about the nature of the struggle for Civil Rights and its tactics, strategies, and meaning.

SS HS.4.5.D (US) Synthesize historical information to create new understandings.

For example: Corroborate and synthesize primary and secondary sources to understand the political positions different Americans developed. Corroborate these differing accounts and synthesize with secondary sources to understand differing perspectives on the Civil Rights Movement.

SS HS.4.5.E (US) Communicate inquiry results within a historical context.

For example: Corroborate and synthesize primary and secondary sources to understand the political positions different Americans developed. Corroborate these differing accounts and synthesize with secondary sources to understand differing perspectives on the Civil Rights Movement.

World History (WLD)

Students build on their understanding of the world and their place within it through the study of world history. Building on their study of societies through the late medieval period, students examine global developments from the early modern era to the present (c. 1500 C.E.–present). The focus is on increasing global interaction, the growth and transformation of political and economic systems, cultural exchange, and the impact of technological and intellectual developments on societies around the world.

Through the use of primary and secondary sources, students engage in historical inquiry to analyze change and continuity over time, evaluate cause and effect, and develop evidence-based arguments about the past. Students examine connections among regions and consider multiple perspectives to better understand the experiences of various groups in a global context. Historical thinking requires students to evaluate how and why events and developments occurred, how they are connected across time and place, and why they are significant.

This study emphasizes the use of evidence, chronological reasoning, and contextual understanding to support credible interpretations of the past and helps students recognize how historical developments have shaped the modern, interconnected world.

HS.4.1 (WLD) Analyze and evaluate patterns of continuity and change over time in world history.

SS HS.4.1.A (WLD) Evaluate the cause and effect of historical events in the world.

For example: How did the rise of totalitarianism lead to war? What were the causes and consequences of technological and economic changes brought by industrialization? What were the causes and effects of revolutions across Latin America?

SS HS.4.1.B (WLD) Evaluate the impact of people, events, and ideas, including various cultures and ethnic groups, on the world.

For example: Emergence of new states and cultures, increased interregional trade, colonization and expansion, global interactions, Industrialization, Age of Revolutions, Imperialism, global conflict, Holocaust, globalization, decolonization, Cold War, contemporary events, migration and immigration

SS HS.4.2 (WLD) Analyze the complexity of the interaction of multiple perspectives to investigate significant events in the development of history.

SS HS.4.2.A (WLD) Evaluate evidence from multiple perspectives and sources to better understand the complexities of world history.

For example: scramble for Africa and indigenous response, Arab-Israeli Conflict, French Revolution, Haitian Revolution, China's Cultural Revolution, Mexican Independence

SS HS.4.2.B (WLD) Evaluate the relevancy, accuracy, and completeness of primary and secondary sources to better understand multiple perspectives of the same event.

For example: legal documents, speeches, diaries, art and architecture, oral histories, census data, maps, literature

SS HS.4.3 (WLD) Examine historical events from the perspectives of diverse groups.

SS HS.4.3.A (WLD) Describe how experiences can lead to the development of differing perspectives.

For example: religious groups, social class, ethnic and racial groups, gender roles, political groups

SS HS.4.3.B (WLD) Interpret how and why diverse groups and/or individuals might understand historical events similarly or differently.

For example: compare individual perspectives from different social classes during the Industrial Revolution, consider impacts of imperialism on different groups of people, compare Pakistani, Indian, and Sikh perspectives on partition

SS HS.4.4 (WLD) Evaluate sources for perspective, limitations, accuracy, and historical context.

SS HS.4.4.A (WLD) Compare the central arguments in primary and secondary sources of history from multiple media.

For example: compare a speech by Mohandas Gandhi to a textbook account of his life, compare letters between Emperor Qianlong and King George III to a historian's account of the relationship between China and England

SS HS.4.4.B (WLD) Critique the strengths and limitations of a variety of primary and secondary historical sources.

For example: diary entries from the Holocaust, Simon Bolivar's Letter from Jamaica, Desmond Tutu's Nobel Peace Prize Speech,

SS HS.4.4.C (WLD) Determine the relationship between multiple causes and effects of events and developments in the past.

For example: patterns of migration and immigration, wars, diplomacy, government structures, religious movements

SS HS.4.4.D (WLD) Explain the relationships among historical events in the world and relevant contemporary issues.

For example: migration, agriculture, technology, trade, conflict and war, nationalism, imperialism, treaties, alliances, epidemics, genocide

SS HS.4.5 (WLD) Apply the inquiry process to construct and answer historical questions.

SS HS.4.5.A (WLD) Construct meaningful questions about topics in world history.

For example: What caused the Sepoy Rebellion? What were attitudes toward the armistice ending World War I?

SS HS.4.5.B (WLD) Locate, evaluate, and cite appropriate sources for research about selected topics in world history, including primary and secondary sources.

For example: locate and analyze textbook excerpts and firsthand accounts from individuals such as Sir Colin Campbell, Sita Ram, and Sayyid Ahmed Khan; Examine excerpts from the diary of General John Pershing and the armistice with Germany.

SS HS.4.5.C (WLD) Select, organize, and corroborate relevant historical information about selected topics in world history.

For example: consider differing claims about causes of the Sepoy Rebellion using arguments and evidence from sources such as an English textbook excerpt and firsthand accounts from Sir Colin Campbell, Sita Ram, and Sayyid Ahmed Kahn; Consider differing attitudes about the armistice from sources such as the diary of General John Pershing and excerpts from the armistice.

SS HS.4.5.D (WLD) Synthesize historical information to create new understandings.

For example: compare information from primary and secondary sources to create new understandings about causes of the Sepoy Rebellion; examine newspaper articles from around the world to compare to firsthand accounts to understand why differing attitudes toward armistice developed.

SS HS.4.5.E (WLD) Communicate inquiry results within a historical context.

For example: Write an essay, create a podcast, or deliver a presentation using evidence from primary and secondary sources to answer the question, 'What caused the Sepoy Rebellion?'; Write an essay, create a podcast, or deliver a presentation using evidence from primary and secondary sources to answer the question, 'What were attitudes toward the armistice ending World War I?'



PROPOSED AGENDA ITEM RATIONALE

DATE: August 19, 2026

TO: Dr. Brian L. Maher
Commissioner of Education

FROM: Brad Dirksen,
Educational Effectiveness Officer

Amanda Morris
Assistant Administrator and Director of Accountability

PROPOSED AGENDA ITEM: Action Item: Approve Priority School Progress Plans (PE.062026.005)

AGENDA ITEM TYPE (contract/grant/rule/program/other): Priority School Progress Plans

RATIONALE/BACKGROUND INFORMATION:

In May 2026, the State Board of Education identified Bayard Secondary School in Bayard Public Schools, Scribner-Snyder Secondary School in Scribner-Snyder Public Schools, and Northwest High School in Omaha Public Schools.

Per N.R.S. § 79-760.03 (3), “The intervention team, in collaboration with the priority school staff and the administration and school board of the school district with control of the priority school, shall develop a progress plan for approval by the State Board of Education. Any progress plan shall include specific actions required by the school and the district in order to remove its classification as a priority school, including any required level of progress as indicated by the measurable indicators.”

Given the timing of the school year, NDE staff collaborated with the Priority School and district staff to adjust current improvement plans and ensure it contains the necessary components outlined in statute. NDE staff engaged in on-site visits and ongoing dialogue to ensure a draft plan was shared with the State Board of Education in August for feedback and discussion, in time for a September action item.

Attached are the draft Progress Plans for each school, which include a leadership focus area, specific improvement goal, rationale for goal, desired outcomes, and indicators for success. Each goal also has an action plan which outlines the strategies, timeline, resources, person(s) responsible, and progress monitoring activities. The ACT goals for Northwest High School and Scribner-Snyder Secondary School have been updated to illustrate a three-year trajectory, expanding the current 2027 goals to include 2028 and 2029 targets. This longer-term outlook is intended to illustrate the anticipated growth over time and provide clear progression toward the specific goals being considered for approval.

Attachments:

- Bayard Secondary School Draft Progress Plan
- Northwest High School Draft Progress Plan
- Scriber-Snyder Secondary School Draft Progress Plan

Timeline:

- June 2026: Information Item
- August 2026: Discussion Item, Review of draft plans for each school
- September 2026: Action Item, Progress Plans for each school

STATUTORY/POLICY REFERENCE:

- N.R.S. § 79-760.03 (3), “The intervention team, in collaboration with the priority school staff and the administration and school board of the school district with control of the priority school, shall develop a progress plan for approval by the State Board of Education. Any progress plan shall include specific actions required by the school and the district in order to remove its classification as a priority school, including any required level of progress as indicated by the measurable indicators.”

STRATEGIC PLAN ALIGNMENT:

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

The Priority School Progress Plans are directly related to the State Board Education’s strategic priority, Accelerating Student Achievement and Equip Learners for the Workforce by ensuring students in Priority Schools, which are high schools, are engaged in consistent grade-level content, attend school regularly, have access to advance coursework, and graduate on time.

PROPOSED BOARD MEETING (MONTH/YEAR): September 2026

ESTIMATED COST: NA

FOR CONTRACTS AND GRANTS:

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

FOR NEW CONTRACTS OR OTHER CONTRACTS REQUIRING PROCUREMENT:

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

FOR GRANT SUBAWARDS:

- Describe the grantee selection process:

**Updated 03.30.2026*

AQuESTT

2026–2027

Priority School Progress Plan for Bayard Secondary School



DRAFT August 2026

2026-2027 Priority School Progress Plan for Bayard Secondary School

Purpose

Each Priority School under AQuESTT, Nebraska's accountability system for public schools and districts, is required to submit a Progress Plan for approval by the State Board of Education (79-760.07 R.R.S.) The purpose of the Progress Plan is to identify: goals and areas for growth and improvement; measurable indicators of progress; strategies and actions to achieve improvement; associated timelines and resources; and evidence to monitor progress. The Progress Plan will serve as the primary improvement plan for the Priority School and will also be part of the continuous improvement plan for the district in which the Priority School is located (92 NAC 10, Section 009.01B2).

AQuESTT Framework for Support and Intervention for Priority Schools

AQuESTT provides the framework for intervention and support of improvement efforts by Priority Schools. The three AQuESTT domains of *Teaching, Learning, and Serving, Success, Access, and Support*, and *Leadership* rely on the following AQuESTT tenets to guide schools and districts in achieving a quality education system and ensuring student success:

- Educator Effectiveness
- Student Achievement & Growth
- Postsecondary, Career, and Civic Readiness
- Educational Opportunities & Access
- Transitions
- Positive Partnerships, Relationships & Student Success

Within the AQuESTT framework, the following leadership focus areas from the Leadership domain support school improvement efforts and provide a structure for implementing and sustaining change. Goals, action steps, and improvement activities should align to identified priorities and be supported through one or more of these leadership focus areas:

- Instructional Leadership
- Community and Relationship Building
- Improvement and Resource Management Leadership

Priority School Progress Plan

The Progress Plan for Priority Schools under AQuESTT is intended to identify improvement areas; outline goals, actions, strategies for improvement, and measurable indicators of progress; establish timelines for improvement; identify resources to support improvement efforts; and cite evidence to monitor progress. The Progress Plan will include goals and strategies for improvement for the school and may also include goals and strategies for improvement for the district superintendent and the local board of education. Additional information (e.g., school data, reports, improvement plans, etc.) may accompany the Progress Plan in order to provide rationale(s) for improvement goals and to document progress efforts.

2026-2027 Priority School Progress Plan for Bayard Secondary School

School Name: Bayard Secondary School (9-12)	School District: Bayard Public Schools
School Address: 726 4th Ave Bayard, NE 69334	
School District Superintendent: Zachary Nesbitt	Superintendent Signature: _____ Date: _____
School Principal: Kathryn Bebernis	Principal Signature: _____ Date: _____
District Board of Education President: Donna Stuart	Board President Signature: _____ Date: _____
Commissioner of Education: Brian Maher	Commissioner Signature: _____ Date: _____
State Board of Education President: Elizabeth Tegtmeier	State Board President Signature: _____ Date: _____

2026-2027 Priority School Progress Plan for Bayard Secondary School

School Goals and Improvement Actions

Goal 1

Leadership Focus Area: Instructional Leadership ▾ (see the [AQuESTT Leadership Domain Level 4 Descriptors](#) for more information)

Improvement Goal:

By spring 2029, at least 50% of students will be proficient on the ACT English Language Arts assessment, increasing from a baseline proficiency rate of 16% in 2025.

- Progress toward this goal will be monitored annually through ACT ELA proficiency rates, with interim targets of 30% proficiency in 2027 and 40% proficiency in 2028.

Rationale for Improvement Goal:

Beyond the numbers, this goal is rooted in the best interest of all our students. Literacy is foundational. Whether a student chooses to enter the workforce immediately upon graduation or pursue a two- or four-year college education, they must possess critical reading, comprehension, and communication skills to navigate the world. Raising our proficiency rates over the next three-plus years ensures we are equipping our students with the tangible knowledge required to thrive in a competitive, information-driven world

A review of curriculum, historical testing data, and instructional practices revealed key root causes for this performance gap:

- Need for more intensive predictive interventions: Student progress has not been consistently tracked before their junior year, leaving little room for targeted remediation before the high-stakes ACT.
- Preparing students for standardized testing: A need was identified for more data-driven differentiated instruction regarding the ACT, which will aid our students in being more prepared for standardized testing, such as the ACT, reducing testing stress and anxiety.
- Disconnected Goal-Setting: Inconsistency has occurred for the students and their academic growth data, creating a disconnect between daily classroom engagement and standardized performance outcomes.

Desired Outcome:

Achieving a 50% proficiency rate by 2029 requires more than just better test scores; it is a fundamental shift in daily practice in classrooms, curriculum fidelity, and data ownership. In practice, success will manifest through distinct changes in adult and student behaviors, culminating in elevated academic outcomes.

2026-2027 Priority School Progress Plan for Bayard Secondary School

- Data-Driven Instructional Design: Rather than teaching a one-size-fits-all curriculum, teachers will actively use tri-annual NWEA MAP data and Pre-ACT trends during Professional Learning Communities (PLCs) to adjust lesson plans, differentiate instruction, and tier students for targeted interventions.
- Continuous, Target-Based Conferencing: Teachers will conduct regular, individual data conferences with every student in grades 9–11 to update their learning goals after each testing window.
- Rigorous, Text-Dependent Instruction: High school educators across all departments, not just English, will explicitly utilize cross-curricular literacy strategies in their daily practice.

Indicators of Success:

Progress toward this goal will be monitored annually through

- ACT ELA proficiency rates, with interim targets of 30% proficiency in 2027 and 40% proficiency in 2028.
- Pre-ACT for freshmen and sophomores
- NWEA testing for grades 9-11 during the fall, winter, and spring.
- Data-driven, individualized ELA growth goals updated triannually following each pre-ACT and NWEA testing window
- Unit Assessment Data (Formatives aligned to ACT standards)
- Classroom Walkthrough Data
- Intervention Data (pre-post skill indicator assessment)

2026-2027 Priority School Progress Plan for Bayard Secondary School

AQuESTT Tenet Alignment	Action/Strategy for Improvement	Timeline	Resources	Person(s) Responsible	Progress Monitoring	
					Dates	Artifacts
Leadership Educator Effectiveness Student Achievement and Growth Postsecondary, Career, and Civic Ready Educational Opportunities and Access Transitions Positive Partnerships, Relationships, & Student Success	1. Reinforce implementation of Professional Learning Communities (PLCs) as a structured process for teachers to collaboratively analyze student data, adjust lesson plans, differentiate instruction, and identify students for targeted interventions and supports.	Aug 2026 - May 2027	- NWEA, Pre-ACT, Unit Assessment Data - Classroom Walkthrough Trends - PLC Collaborative time for teachers to engage	- High School Principal - ELA, Special Education Teachers - Paraprofessionals - Guidance Counselor - Data Steward - JH/HS Teachers	Bi-Weekly	- PLC agendas - Lesson plan adjustments
	2. Engage in ELA standards alignment to ensure Nebraska's state standards are intentionally addressed throughout the year through a coherent scope and sequence of instruction.	Aug 2026 - May 2027	- ESU 13 - ELA State Standards provided by NDE - ELA Curriculum (Study Sync) - Classroom Walkthroughs	- High School Principal - ELA, Special Education Teachers - Paraprofessionals - ESU 13 - JH/HS Teachers	Monthly	- Lesson plan adjustments - Curriculum maps per grade level - Scope and sequence tracking guide

2026-2027 Priority School Progress Plan for Bayard Secondary School

	3. Implement teacher coaching and feedback cycles aligned to professional goals focused on classroom management, instructional pace, and rigorous standards-based instruction to improve student mastery of Nebraska State Standards.	Aug 2026 - May 2027	-PLC Collaborative - Time for teachers to engage - Teach Like a Champion (TLAC) - Classroom Walkthroughs - ESU 13 - Teacher Evaluations - Teacher Collaboration (co-teacher observations/ instructional rounds) - NWEA, Pre-ACT, Unit Assessment Data, ACT Prep (11th only)	- High School Principal -ELA, Special Education Teachers - Paraprofessionals - JH/HS Teachers	Monthly (PLC meetings)	- Posted SMART goal - Walkthrough data (IPG) - Collaborative feedback (note, email, etc.) - TLAC professional development documentation
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2026-2027 Priority School Progress Plan for Bayard Secondary School

	4. Implement classroom and individual goal setting, using student data to create rigorous yet attainable targets that increase student ownership and engagement.	Aug 2026 - May 2027	- Goal setting template - Student to student collaboration - Student/teacher conference - Parent involvement and communication	- High School Principal - ELA, Special Education Teachers - JH/HS Teachers - Paraprofessionals - Students - Parent/Guardians	-Varies based on summative testing at completion of chapters/units -Tri-annually (standardized assessment data review)	- Goal setting template (SMART goal) - Data tracking (student notebook/folder) - ParentSquare
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2026-2027 Priority School Progress Plan for Bayard Secondary School

Goal 2

Leadership Focus Area: Instructional Leadership ▾ (see the [AQuESTT Leadership Domain Level 4 Descriptors](#) for more information)

Improvement Goal:

By spring 2029, at least 45% of students will be proficient on the ACT Math assessment, increasing from a baseline proficiency rate of 4% in 2025.

- Progress toward this goal will be monitored annually through ACT math proficiency rates, with interim targets of 25% proficiency in 2027 and 35% proficiency in 2028.

Rationale for Improvement Goal:

Math is a foundational skill that helps students to help gain critical problem-solving, analytical, and other mathematical skills. Raising our proficiency rates from the 2025 baseline of 4% to our spring 2029 target of 45% ensures we are equipping our students with the knowledge required to excel in the analytical, data-driven world. A review of historical testing data reveals a performance gap, as 4% of our students achieved proficiency on the 2025 ACT Math assessment. To close this gap and progress toward our goals, we will be monitoring annually through ACT math proficiency rates.

Achieving a 45% proficiency rate by 2029 requires more than just better test scores; it is a fundamental shift in daily practice in classrooms, curriculum fidelity, and data ownership. In practice, success will be evident through distinct changes in adult and student behaviors, culminating in elevated academic outcomes.

- **Data-Driven Instructional Design:** Rather than teaching a one-size-fits-all curriculum, teachers will actively use tri-annual NWEA MAP data and Pre-ACT trends during Professional Learning Communities (PLCs) to adjust lesson plans, differentiate instruction, and tier students for targeted interventions.
- **Preparing Students for Standardized Testing:** A critical need was identified for more data-driven, differentiated instruction specifically tailored to the rigorous concepts that will prepare students for the ACT. Strengthening the preparation of our students will directly aid them in being more prepared for the testing environments, helping reduce math-related testing stress and anxiety.
- **Need for aligned curriculum and increased academic rigor:** A review of our mathematical coursework revealed a gap between daily instructional expectations and the high-level demands of the ACT. Moving forward, a deliberate pivot toward a more rigorous, standards-aligned curriculum is necessary.

Desired Outcome:

Success in practice will mean a dramatic, measurable closing of our mathematics performance gap. By spring 2029, at least **45%** of our students will demonstrate definitive proficiency on the high-stakes ACT Math assessment. This achievement will be built on a foundation of steady, sustainable growth, marked by achieving our interim milestones of **25%** proficiency in 2027 and **35%** proficiency in 2028.

Nebraska Department of Education, Dr. Brian L. Maher, Commissioner of Education

2026-2027 Priority School Progress Plan for Bayard Secondary School

Achieving this goal will transform the way students interact with mathematics daily. In practice, students will:

- Engage with High-Rigor Content: Students will confidently grapple with complex, multi-step problem-solving and higher-level conceptual tasks during daily instruction rather than relying on rote memorization. Collaboration during structured Professional Learning Communities (PLCs) to monitor annual and interim data, ensuring no student slips through the cracks before testing day, will be important.
- Demonstrate Test Confidence: Because students will routinely interact with ACT-style formatting and timed tasks throughout the year, they will exhibit significantly reduced testing stress and anxiety during standardized assessments.
- Own Their Academic Growth: Students will actively track their own predictive benchmark data, understanding the direct connection between their daily classroom effort and their long-term goals

Indicators of Success:

Progress toward this goal will be monitored annually through

- ACT Math proficiency rates, with interim targets of 25% proficiency in 2027 and 35% proficiency in 2028.
- Pre-ACT for freshmen and sophomores
- NWEA testing for grades 9-11 during the fall, winter, and spring.
- Data-driven, individualized Math growth goals updated triannually following each pre-ACT and NWEA testing window
- Unit Assessment Data (Formatives aligned to ACT Standards)
- Classroom Walkthrough Data
- Intervention Data (pre-post skill indicator assessment)

2026-2027 Priority School Progress Plan for Bayard Secondary School

AQuESTT Tenet Alignment	Action/Strategy for Improvement	Timeline	Resources	Person(s) Responsible	Progress Monitoring	
					Dates	Artifacts
Leadership Educator Effectiveness Student Achievement and Growth Postsecondary, Career, and Civic Ready Educational Opportunities and Access Transitions Positive Partnerships, Relationships, & Student Success	1. Reinforce implementation of Professional Learning Communities (PLCs) as a structured process for teachers to collaboratively analyze student data, adjust lesson plans, differentiate instruction, and identify students for targeted interventions and supports.	Aug 2026 - May 2027	- NWEA, Pre-ACT, Unit Assessment Data - Classroom Walkthrough Trends - PLC Collaborative time for teachers to engage	- High School Principal - Math, Special Education Teachers - JH/HS Teachers - Paraprofessionals - Guidance Counselor - Data Steward	-Bi-Weekly	- PLC agendas - Lesson plan adjustments
	2. Engage in Math standards alignment to ensure Nebraska's state standards are intentionally addressed throughout the year through a coherent scope and sequence of instruction.	Aug 2026 - May 2027	- ESU 13 - Math State Standards provided by NDE - Math Curriculum - Classroom Walkthroughs	- High School Principal - Math, Special Education Teachers - JH/HS Teachers - Paraprofessionals - ESU 13	-Monthly	- Lesson plan adjustments - Curriculum maps per grade level - Scope and sequence tracking guide

2026-2027 Priority School Progress Plan for Bayard Secondary School

	3. Implement teacher coaching and feedback cycles aligned to professional goals focused on classroom management, instructional pace, and rigorous standards-based instruction to improve student mastery of Nebraska State Standards.	Aug 2026 - May 2027	- PLC Collaborative time for teachers - Teach Like a Champion - Classroom walkthroughs - ESU 13 - Teacher evaluations - Teacher collaboration (co-teacher) - NWEA, Pre-ACT, Unit Assessment Data	- High School Principal -Math, Special Education Teachers - Paraprofessionals - JH/HS Teachers	-Monthly (PLC meetings)	- Posted SMART goal - Walkthrough data (IPG) -Collaborative feedback (note, email, ect.) -TLAC professional development documentation
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2026-2027 Priority School Progress Plan for Bayard Secondary School

	4. Implement classroom and individual goal setting, using student data to create rigorous yet attainable targets that increase student ownership and engagement.	Aug 2026 - May 2027	- Goal setting template - Student-student collaboration - Student-teacher conference - Parent involvement and communication - ACT prep (11th only)	- High School Principal - Math, Special Education Teachers - JH/HS Teachers - Paraprofessionals - Students - Parent/Guardians	-Varies based on summative testing at completion of chapters/units -Tri-annually (standardized assessment data review)	- Goal setting template (SMART goal) - Data (student notebook/folder) - ParentSquare
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2026-2027 Priority School Progress Plan for Bayard Secondary School

Goal 3

Leadership Focus Area: Improvement and Resource Management Leader ▾ (see the [AQuESTT Leadership Domain Level 4 Descriptors](#) for more information)

Improvement Goal:

Post-Secondary Readiness: 85% of students in the 2029 Graduation Cohort will be postsecondary ready, increasing from a baseline proficiency rate of 75% in 2025.

The score for the Postsecondary Readiness Indicator based on SY25 data was 75% of students (21/28) receiving a 'point' for meeting one of the five menu items: Successfully complete two or more Advanced Placement/International; Baccalaureate/Cambridge International/Dual Enrollment courses; Earn the Seal of Biliteracy; Complete two or more intermediate or capstone courses in the same Career and Technical Education (CTE) career cluster program area (earn the Concentrator designation); Successfully complete a work-based learning experience; or Met/Exceeded the Advanced threshold in ELA, Math, and Science on the statewide ACT assessment.

Rationale for Improvement Goal:

Closing the postsecondary achievement gap is central to our commitment to college and career readiness. According to School Year 2024–2025 (SY25) accountability data, the baseline proficiency rate for the Postsecondary Readiness Indicator is 75%. While a 75% baseline demonstrates a solid foundation, it leaves 25% of the cohort exiting high school without verified college or career readiness milestones. To ensure equitable outcomes, this goal establishes a target of 85% proficiency by 2029.

Because the 2029 cohort is likely in their freshman year right now, we have a massive advantage: time.

- Individual Profile Mapping: Create a spreadsheet for the 2029 cohort *now*. Help create a primary pathway from the menu based on their interests.
- The "Plus One" Strategy: Target students who are naturally drawn to CTE or AP and explicitly schedule their *second* qualifying course ahead of time.
- Student-Led Goal Portfolios: Have every student in the 2029 cohort create a postsecondary roadmap. They should explicitly identify which of the five readiness menu items align with their personal life goals.

Desired Outcome:

To make our 85% postsecondary readiness goal a reality for the 2029 cohort, success needs to look like a cultural shift in your school building. Because our cohort size is small, achieving this goal means moving from a system of broad oversight to high-precision tracking and high student-ownership habits.

Nebraska Department of Education, Dr. Brian L. Maher, Commissioner of Education

2026-2027 Priority School Progress Plan for Bayard Secondary School

Here is what that success looks like in practice.

- Own Their Academic Growth via Portfolios: Every student in the 2029 cohort creates and maintains a Student-Led Goal Portfolio. They use this postsecondary roadmap to actively track their own predictive benchmark data, understanding the direct connection between their daily classroom effort and their long-term life goals.
- Engage with High-Rigor Content: Students confidently grapple with complex, multi-step problem-solving and higher-level conceptual tasks during daily instruction across advanced and CTE courses rather than relying on rote memorization.
- Apply Essential Life Skills: Students actively use time-management, stress-management, and self-advocacy strategies to sustain momentum when advanced coursework or work-based learning placements become challenging.

Indicators of Success:

- Progress towards Post Secondary Readiness Rate
 - Successfully complete two or more Advanced Placement/International Baccalaureate/Cambridge International/Dual Enrollment courses; Earn the Seal of Biliteracy; Complete two or more intermediate or capstone courses in the same Career and Technical Education (CTE) career cluster program area (earn the Concentrator designation); Successfully complete a work-based learning experience; or Met/Exceeded the Advanced threshold in ELA, Math, and Science on the statewide ACT assessment.
- Progress toward this goal will be monitored annually through the portfolio track of courses and testing data
- Data-driven, individualized post-secondary growth goals updated biannually following each semester's course completion
- Transcript tracking document
- Interest inventories are utilized for tracking changes throughout grades 9-12.
- Data Tracking of NWEA, Pre-ACT, and ACT scores
- Life Skills Intervention Data (pre-post skill indicator assessment)

2026-2027 Priority School Progress Plan for Bayard Secondary School

AQuESTT Tenet Alignment	Action/Strategy for Improvement	Timeline	Resources	Person(s) Responsible	Progress Monitoring	
					Dates	Artifacts
Leadership Educator Effectiveness Student Achievement and Growth Postsecondary, Career, and Civic Ready Educational Opportunities and Access Transitions Positive Partnerships, Relationships, & Student Success	1. Implement classroom and individual postsecondary goal setting by using student data, interests, and readiness indicators to establish rigorous yet attainable goals that increase student ownership, engagement, and preparation for future pathways.	Aug 2026 - May 2027	- Goal setting template -Student-student collaboration -Student-teacher /guidance counselor conferences	- High School Principal -All Teachers, Special Education Teachers - Guidance Counselor - Students	-Tri-annually (revisit goals of academic progress and in addition the college/career path goals)	- Goal setting template (SMART goal) - Data (student notebook/folder) - ASVAB (11th grade)
	2. Refine the current college and career readiness framework by integrating interest inventories, milestone-based touchpoints, and post-secondary learning opportunities like job shadowing/work study to ensure a highly personalized post-secondary planning experience.	Aug 2026 - May 2027	- Job shadowing - Certification classes - Master Schedule -Community partnerships	- High School Principal - Guidance Counselor - Students - Local Businesses, Community Members	-Monthly through the use of our Friday Inservices	- Goal setting template (SMART goal) - Survey/interest inventory tool - ASVAB (11th grade)

2026-2027 Priority School Progress Plan for Bayard Secondary School

	3. Explore opportunities to integrate essential life skills through dedicated instructional time, school-wide programming, and student support structures, while building staff understanding and ownership around how best to support students in developing autonomy, resilience, and lifelong success.	Aug 2026 - May 2027	- Business class - Community partnerships - Resume development and interviewing - Friday intervention/enrichment day schedules	- High School Principal - Business Teacher - Special Education teacher - Guidance Counselor - Students - Local Businesses, Community Members - Staff	-Quarterly to review and make shifts for next quarter	-BASE training - Business curriculum map - Transition (SPED) documentation
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PROPOSED AGENDA ITEM RATIONALE

DATE: August 19, 2026

TO: Dr. Brian L. Maher
Commissioner of Education

FROM: Brad Dirksen,
Educational Effectiveness Officer

Amanda Morris
Assistant Administrator and Director of Accountability

PROPOSED AGENDA ITEM: Action Item: Approve Priority School Progress Plans (PE.062026.005)

AGENDA ITEM TYPE (contract/grant/rule/program/other): Priority School Progress Plans

RATIONALE/BACKGROUND INFORMATION:

In May 2026, the State Board of Education identified Bayard Secondary School in Bayard Public Schools, Scribner-Snyder Secondary School in Scribner-Snyder Public Schools, and Northwest High School in Omaha Public Schools.

Per N.R.S. § 79-760.03 (3), “The intervention team, in collaboration with the priority school staff and the administration and school board of the school district with control of the priority school, shall develop a progress plan for approval by the State Board of Education. Any progress plan shall include specific actions required by the school and the district in order to remove its classification as a priority school, including any required level of progress as indicated by the measurable indicators.”

Given the timing of the school year, NDE staff collaborated with the Priority School and district staff to adjust current improvement plans and ensure it contains the necessary components outlined in statute. NDE staff engaged in on-site visits and ongoing dialogue to ensure a draft plan was shared with the State Board of Education in August for feedback and discussion, in time for a September action item.

Attached are the draft Progress Plans for each school, which include a leadership focus area, specific improvement goal, rationale for goal, desired outcomes, and indicators for success. Each goal also has an action plan which outlines the strategies, timeline, resources, person(s) responsible, and progress monitoring activities. The ACT goals for Northwest High School and Scribner-Snyder Secondary School have been updated to illustrate a three-year trajectory, expanding the current 2027 goals to include 2028 and 2029 targets. This longer-term outlook is intended to illustrate the anticipated growth over time and provide clear progression toward the specific goals being considered for approval.

Attachments:

- Bayard Secondary School Draft Progress Plan
- Northwest High School Draft Progress Plan
- Scriber-Snyder Secondary School Draft Progress Plan

Timeline:

- June 2026: Information Item
- August 2026: Discussion Item, Review of draft plans for each school
- September 2026: Action Item, Progress Plans for each school

STATUTORY/POLICY REFERENCE:

- N.R.S. § 79-760.03 (3), “The intervention team, in collaboration with the priority school staff and the administration and school board of the school district with control of the priority school, shall develop a progress plan for approval by the State Board of Education. Any progress plan shall include specific actions required by the school and the district in order to remove its classification as a priority school, including any required level of progress as indicated by the measurable indicators.”

STRATEGIC PLAN ALIGNMENT:

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

The Priority School Progress Plans are directly related to the State Board Education’s strategic priority, Accelerating Student Achievement and Equip Learners for the Workforce by ensuring students in Priority Schools, which are high schools, are engaged in consistent grade-level content, attend school regularly, have access to advance coursework, and graduate on time.

PROPOSED BOARD MEETING (MONTH/YEAR): September 2026

ESTIMATED COST: NA

FOR CONTRACTS AND GRANTS:

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

FOR NEW CONTRACTS OR OTHER CONTRACTS REQUIRING PROCUREMENT:

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

FOR GRANT SUBAWARDS:

- Describe the grantee selection process:

**Updated 03.30.2026*

AQ_uESTT

2026–2027

Priority School Progress Plan for Scribner-Snyder Secondary School



DRAFT September 2026

2026-2027 Priority School Progress Plan for Scribner-Snyder Secondary School

Purpose

Each Priority School under AQuESTT, Nebraska's accountability system for public schools and districts, is required to submit a Progress Plan for approval by the State Board of Education (79-760.07 R.R.S.) The purpose of the Progress Plan is to identify: goals and areas for growth and improvement; measurable indicators of progress; strategies and actions to achieve improvement; associated timelines and resources; and evidence to monitor progress. The Progress Plan will serve as the primary improvement plan for the Priority School and will also be part of the continuous improvement plan for the district in which the Priority School is located (92 NAC 10, Section 009.01B2).

AQuESTT Framework for Support and Intervention for Priority Schools

AQuESTT provides the framework for intervention and support of improvement efforts by Priority Schools. The three AQuESTT domains of *Teaching, Learning, and Serving, Success, Access, and Support*, and *Leadership* rely on the following AQuESTT tenets to guide schools and districts in achieving a quality education system and ensuring student success:

- Educator Effectiveness
- Student Achievement & Growth
- Postsecondary, Career, and Civic Readiness
- Educational Opportunities & Access
- Transitions
- Positive Partnerships, Relationships & Student Success

Within the AQuESTT framework, the following leadership focus areas from the Leadership domain support school improvement efforts and provide a structure for implementing and sustaining change. Goals, action steps, and improvement activities should align to identified priorities and be supported through one or more of these leadership focus areas:

- Instructional Leadership
- Community and Relationship Building
- Improvement and Resource Management Leadership

Priority School Progress Plan

The Progress Plan for Priority Schools under AQuESTT is intended to identify improvement areas; outline goals, actions, strategies for improvement, and measurable indicators of progress; establish timelines for improvement; identify resources to support improvement efforts; and cite evidence to monitor progress. The Progress Plan will include goals and strategies for improvement for the school and may also include goals and strategies for improvement for the district superintendent and the local board of education. Additional information (e.g., school data, reports, improvement plans, etc.) may accompany the Progress Plan in order to provide rationale(s) for improvement goals and to document progress efforts.

2026-2027 Priority School Progress Plan for Scribner-Snyder Secondary School

School Name: Scribner-Snyder Secondary School (9-12)	School District: Scribner-Snyder Community Schools
School Address: 400 Pebble St, Scribner, NE 68057	
School District Superintendent: Malia Nemecek	Superintendent Signature: _____ Date: _____
School Principal: Megan Stock	Principal Signature: _____ Date: _____
District Board of Education President: Dyann Bradbury	Board President Signature: _____ Date: _____
Commissioner of Education: Brian Maher	Commissioner Signature: _____ Date: _____
State Board of Education President: Elizabeth Tegtmeier	State Board President Signature: _____ Date: _____

2026-2027 Priority School Progress Plan for Scribner-Snyder Secondary School

School Goals and Improvement Actions

Goal 1

Leadership Focus Area: Instructional Leadership ▾ (see the [AQuESTT Leadership Domain Level 4 Descriptors](#) for more information)

Improvement Goal:

By May 2029, Scribner-Snyder Community Schools will increase ELA proficiency from a baseline rate of 15.38% to 50%, as measured by the percentage of juniors meeting the ACT College Readiness Benchmark in English Language Arts.

- Progress toward this goal will be monitored annually through ACT ELA proficiency rates, with interim targets of 30% proficiency in 2027 and 40% proficiency in 2028.

Rationale for Improvement Goal:

Current ACT data indicates that only 15.38% of students demonstrate ELA proficiency, highlighting a critical need to improve literacy achievement and college readiness. Review of instructional practices through classroom walkthroughs and collaborative conversations indicates variability in the implementation of rigorous, standards-aligned instruction. Students need more consistent opportunities to analyze complex texts, develop evidence-based responses, and apply academic reasoning skills necessary for success on the ACT and beyond.

Desired Outcome:

Students will independently engage with and comprehend complex grade-level texts, support their thinking with relevant evidence, and demonstrate proficiency on ACT-style reading and English tasks. Across classrooms, instruction will consistently align with these expectations through intentional use of complex texts, rigorous questioning, and opportunities for students to develop evidence-based written responses.

Indicators of Success:

- Increase in ACT English and Reading proficiency from 15.38% to 30%
- Increase in average ACT scale scores in English and Reading
- Growth on interim assessments aligned to ACT standards
- Improved student performance on text-based analysis and evidence-based writing tasks
- Walkthrough evidence demonstrating consistent implementation of ACT-aligned instructional practices, including complex texts, evidence-based questioning, and academic discussion
- Reduced achievement gaps across student groups

2026-2027 Priority School Progress Plan for Scribner-Snyder Secondary School

AQuESTT Tenet Alignment Leadership Educator Effectiveness Student Achievement and Growth Postsecondary, Career, and Civic Ready Educational Opportunities and Access Transitions Positive Partnerships, Relationships, & Student Success	Action/Strategy for Improvement	Timeline	Resources	Person(s) Responsible	Progress Monitoring	
					Dates	Artifacts
	1. Strengthen secondary Tier II interventions through a more intentional MTSS process focused on identifying student needs, providing targeted supports, and monitoring student progress toward academic success.	August 2026-May 2029 (ongoing)	MTSS framework and intervention resources Student data systems Common formative assessments Student data meetings	Secondary teachers MTSS team Building leadership team School counselors	Quarterly (Fall/Winter/Spring)	MTSS intervention documentation Student progress monitoring data NWEA MAP Growth Scores Data meeting notes
	2. Implement an observation tool aligned to the Nebraska Teacher and Principal Performance Standards to foster reflective instructional practice through a growth-focused rubric, individualized Professional Learning Goals, meaningful	August 2026-May 2029 (ongoing)	ESU 2 Grows observation platform ESU2 Professional Learning Content area feedback	Building leadership team Teachers ESU Staff	Semester Check-Ins End-of-year review	Teacher observation data Professional Learning Goals Teacher reflection logs

2026-2027 Priority School Progress Plan for Scribner-Snyder Secondary School

	coaching conversations, and ongoing feedback. 3. All staff will be trained in high impact instructional practices (instructional sequence, routines/procedures, teacher preparedness, opportunities to respond, and student-centered instruction) to improve teacher practice that lead to increased student outcomes.	August 2026- May 2029 (ongoing)	Professional Learning via ESU 2 Instructional Models Learning walks	Building Leadership team Teachers ESU staff	Quarterly Walk-through cycles	Walkthrough trend data Professional development agendas Teacher implementation evidence Instructional walkthrough Student work samples
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2026-2027 Priority School Progress Plan for Scribner-Snyder Secondary School

Goal 2

Leadership Focus Area: Instructional Leadership ▾ (see the [AQuESTT Leadership Domain Level 4 Descriptors](#) for more information)

Improvement Goal:

By May 2029, Scribner-Snyder Community Schools will increase math proficiency from 30% to 50%, as measured by the percentage of juniors meeting the ACT College Readiness Benchmark in Mathematics.

- Progress toward this goal will be monitored annually through ACT math proficiency rates, with interim targets of 40% proficiency in 2027 and 45% proficiency in 2028.

Rationale for Improvement Goal:

Current ACT data indicates that 30% of students demonstrate proficiency in Mathematics, highlighting a need to continue strengthening mathematical achievement and college readiness. Classroom walkthroughs and instructional data indicate a need for increased consistency in rigorous, standards-aligned math instruction, including opportunities for students to engage in problem solving, explain mathematical thinking, and apply skills in real-world contexts. Strengthening instructional practices, providing targeted interventions, and increasing student engagement with complex mathematical tasks will support improved math proficiency.

Desired Outcome:

Students will independently apply mathematical concepts, analyze problems, explain their reasoning, and use multiple strategies to solve complex, grade-level tasks. Across classrooms, instruction will consistently reflect these expectations through rigorous problem solving, academic discourse, opportunities for productive struggle, and tasks aligned to ACT expectations.

Indicators of Success:

- Increase in ACT Math proficiency from 30% to 40%
- Increase in average ACT Math scale scores
- Growth on interim assessments aligned to ACT standards
- Improved student performance on multi-step problem solving and mathematical reasoning tasks
- Walkthrough evidence demonstrating consistent implementation of ACT-aligned instructional practices, including rigorous tasks, mathematical discourse, student engagement, and opportunities for students to explain their thinking
- Reduced achievement gaps across student groups

2026-2027 Priority School Progress Plan for Scribner-Snyder Secondary School

AQuESTT Tenet Alignment	Action/Strategy for Improvement	Timeline	Resources	Person(s) Responsible	Progress Monitoring	
					Dates	Artifacts
Leadership Educator Effectiveness Student Achievement and Growth Postsecondary, Career, and Civic Ready Educational Opportunities and Access Transitions Positive Partnerships, Relationships, & Student Success	1. Strengthen secondary Tier II interventions through a more intentional MTSS process focused on identifying student needs, providing targeted supports, and monitoring student progress toward academic success.	August 2026-May 2029 (ongoing)	MTSS framework and intervention resources Student data systems Common formative assessments Student data meetings	Secondary teachers MTSS team Building leadership team School counselors	Quarterly (Fall/Winter/Spring)	MTSS intervention documentation Student progress monitoring data NWEA MAP Growth Scores Data meeting notes
	2. Implement an observation tool aligned to the Nebraska Teacher and Principal Performance Standards to foster reflective instructional practice through a growth-focused rubric, individualized Professional Learning Goals, meaningful coaching conversations, and ongoing feedback.	August 2026-May 2029 (ongoing)	ESU 2 Grows observation platform ESU2 Professional Learning Content area feedback	Building leadership team Teachers ESU Staff	Semester Check-Ins End-of-year review	Teacher observation data Professional Learning Goals Teacher reflection logs Walkthrough trend data

2026-2027 Priority School Progress Plan for Scribner-Snyder Secondary School

	3. All staff will be trained in high impact instructional practices (instructional sequence,routines/procedures, teacher preparedness, opportunities to respond, and student-centered instruction) to improve teacher practice that lead to increased student outcomes.	August 2026- May 2029 (ongoing)	Professional Learning via ESU 2 Instructional Models Learning walks	Building Leadership team Teachers ESU staff	Quarterly Walk-through cycles	Professional development agendas Teacher implementation evidence Instructional walkthrough Student work samples
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2026-2027 Priority School Progress Plan for Scribner-Snyder Secondary School

Goal 3

Leadership Focus Area: Community and Relationship Builder ▾ (see the [AQuESTT Leadership Domain Level 4 Descriptors](#) for more information)

Improvement Goal:

By May 2027, Scribner-Snyder Community Schools will increase the overall graduation rate from **88.75% to 93.64%**, aligning with the current state average, as measured by the combined four-year and seven-year cohort graduation rates.

Rationale for Improvement Goal:

Current graduation data indicates that Scribner-Snyder Community Schools has an overall graduation rate of **88.75%**, which is below the state average of **93.64%**. Analysis of graduation data indicates a need to strengthen systems that support student engagement, academic success, and connection to school. Increasing communication and partnerships with families, providing students with meaningful opportunities for involvement, and implementing engaging, rigorous classroom instruction will help improve student attendance, achievement, and persistence toward graduation

Desired Outcome:

Students will remain engaged in their education, successfully complete required coursework, and develop the academic and personal skills necessary to graduate prepared for college, career, and community success. Families will be active partners in supporting student progress, and classrooms will consistently provide engaging, relevant instruction that promotes student ownership, achievement, and connection to learning

Indicators of Success:

- Increase overall graduation rate from **88.75% to 93.64%**
- Increase four-year cohort graduation rate from **86.67%** toward the state average
- Increase seven-year cohort graduation rate from **90.91%** toward or above the state average
- Decrease the number of students identified as at risk for graduation through proactive interventions and support systems
- Increased parent/guardian engagement through consistent communication, progress monitoring, and family partnerships
- Increased student participation in activities, clubs, career exploration, enrichment opportunities, and school-based programs
- Walkthrough evidence demonstrating consistent implementation of engaging, student-centered instructional practices that promote relevance, rigor, and student ownership
- Improved student attendance, course completion, and credit attainment rates

2026-2027 Priority School Progress Plan for Scribner-Snyder Secondary School

AQuESTT Tenet Alignment	Action/Strategy for Improvement	Timeline	Resources	Person(s) Responsible	Progress Monitoring	
					Dates	Artifacts
Leadership Educator Effectiveness Student Achievement and Growth Postsecondary, Career, and Civic Ready Educational Opportunities and Access Transitions Positive Partnerships, Relationships, & Student Success	1. Develop a consistent advisory (Trojan Time) structure to strengthen relationships and help students set goals that will develop ownership of their pathway to graduation and postsecondary success.	August 2026-May 2029 (ongoing)	PBIS- Trojan Tickets Advisory Time Mini Lessons (Trojan Time) Goal Setting Template Student/staff surveys	Building leadership -Advisory Committee Teachers All Staff	Quarterly review of Trojan Ticket usage Quarterly Walkthroughs Monthly Advisory Committee Meetings	Recognition data Culture and climate data Student goals Advisory committee agenda Trojan Time scope and sequence Lesson plans/materials

2026-2027 Priority School Progress Plan for Scribner-Snyder Secondary School

	2. Increase parent and student communication and engagement in students' education, career and college planning. Provide intentional opportunities for students and families to explore career pathways, postsecondary options, financial aid, scholarships, dual-credit opportunities, and graduation planning to ensure students are prepared for successful transitions after high school.	August 2026- May 2029	School Counselor	Building Leadership	Monthly engagement opportunities-including parent teacher conferences, family nights and newsletters	Student and parent survey data
			PK-12 Principal	School Counselor		FAFSA completion, scholarship applications and dual-credit participation data
			CTE Staff	JAG Coordinator		Evidence of connections with parents via ParentSquare data hub
			Postsecondary and community partners, JAG Nebraska	Communications teacher		Meta-Business Suite Data
			Education Quest	Teachers		Parent engagement events and attendance records
			Communication Platforms (ParentSquare, Newsletters)			Surveys/ Feedback data
			Parent engagement resources			Community outreach documentation
			Community Partnership Opportunities			Walkthrough data
			Communications class			



PROPOSED AGENDA ITEM RATIONALE

DATE: August 19, 2026

TO: Dr. Brian L. Maher
Commissioner of Education

FROM: Brad Dirksen,
Educational Effectiveness Officer

Amanda Morris
Assistant Administrator and Director of Accountability

PROPOSED AGENDA ITEM: Action Item: Approve Priority School Progress Plans (PE.062026.005)

AGENDA ITEM TYPE (contract/grant/rule/program/other): Priority School Progress Plans

RATIONALE/BACKGROUND INFORMATION:

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Per N.R.S. § 79-760.03 (3), “The intervention team, in collaboration with the priority school staff and the administration and school board of the school district with control of the priority school, shall develop a progress plan for approval by the State Board of Education. Any progress plan shall include specific actions required by the school and the district in order to remove its classification as a priority school, including any required level of progress as indicated by the measurable indicators.”

Given the timing of the school year, NDE staff collaborated with the Priority School and district staff to adjust current improvement plans and ensure it contains the necessary components outlined in statute. NDE staff engaged in on-site visits and ongoing dialogue to ensure a draft plan was shared with the State Board of Education in August for feedback and discussion, in time for a September action item.

Attached are the draft Progress Plans for each school, which include a leadership focus area, specific improvement goal, rationale for goal, desired outcomes, and indicators for success. Each goal also has an action plan which outlines the strategies, timeline, resources, person(s) responsible, and progress monitoring activities. The ACT goals for Northwest High School and Scribner-Snyder Secondary School have been updated to illustrate a three-year trajectory, expanding the current 2027 goals to include 2028 and 2029 targets. This longer-term outlook is intended to illustrate the anticipated growth over time and provide clear progression toward the specific goals being considered for approval.

Attachments:

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- Northwest High School Draft Progress Plan
- Scriber-Snyder Secondary School Draft Progress Plan

Timeline:

- June 2026: Information Item
- August 2026: Discussion Item, Review of draft plans for each school
- September 2026: Action Item, Progress Plans for each school

STATUTORY/POLICY REFERENCE:

- N.R.S. § 79-760.03 (3), “The intervention team, in collaboration with the priority school staff and the administration and school board of the school district with control of the priority school, shall develop a progress plan for approval by the State Board of Education. Any progress plan shall include specific actions required by the school and the district in order to remove its classification as a priority school, including any required level of progress as indicated by the measurable indicators.”

STRATEGIC PLAN ALIGNMENT:

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

The Priority School Progress Plans are directly related to the State Board Education’s strategic priority, Accelerating Student Achievement and Equip Learners for the Workforce by ensuring students in Priority Schools, which are high schools, are engaged in consistent grade-level content, attend school regularly, have access to advance coursework, and graduate on time.

PROPOSED BOARD MEETING (MONTH/YEAR): September 2026

ESTIMATED COST: NA

FOR CONTRACTS AND GRANTS:

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

FOR NEW CONTRACTS OR OTHER CONTRACTS REQUIRING PROCUREMENT:

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

FOR GRANT SUBAWARDS:

- Describe the grantee selection process:

**Updated 03.30.2026*

AQ_uESTT

2026–2027

Priority School Progress Plan for Northwest High School



DRAFT September 2026

2026-2027 Priority School Progress Plan for Northwest High School

Purpose

Each Priority School under AQuESTT, Nebraska's accountability system for public schools and districts, is required to submit a Progress Plan for approval by the State Board of Education (79-760.07 R.R.S.) The purpose of the Progress Plan is to identify: goals and areas for growth and improvement; measurable indicators of progress; strategies and actions to achieve improvement; associated timelines and resources; and evidence to monitor progress. The Progress Plan will serve as the primary improvement plan for the Priority School and will also be part of the continuous improvement plan for the district in which the Priority School is located (92 NAC 10, Section 009.01B2).

AQuESTT Framework for Support and Intervention for Priority Schools

AQuESTT provides the framework for intervention and support of improvement efforts by Priority Schools. The three AQuESTT domains of *Teaching, Learning, and Serving, Success, Access, and Support*, and *Leadership* rely on the following AQuESTT tenets to guide schools and districts in achieving a quality education system and ensuring student success:

- Educator Effectiveness
- Student Achievement & Growth
- Postsecondary, Career, and Civic Readiness
- Educational Opportunities & Access
- Transitions
- Positive Partnerships, Relationships & Student Success

Within the AQuESTT framework, the following leadership focus areas from the Leadership domain support school improvement efforts and provide a structure for implementing and sustaining change. Goals, action steps, and improvement activities should align to identified priorities and be supported through one or more of these leadership focus areas:

- Instructional Leadership
- Community and Relationship Building
- Improvement and Resource Management Leadership

Priority School Progress Plan

The Progress Plan for Priority Schools under AQuESTT is intended to identify improvement areas; outline goals, actions, strategies for improvement, and measurable indicators of progress; establish timelines for improvement; identify resources to support improvement efforts; and cite evidence to monitor progress. The Progress Plan will include goals and strategies for improvement for the school and may also include goals and strategies for improvement for the district superintendent and the local board of education. Additional information (e.g., school data, reports, improvement plans, etc.) may accompany the Progress Plan in order to provide rationale(s) for improvement goals and to document progress efforts.

2026-2027 Priority School Progress Plan for Northwest High School

School Name: Northwest High School	School District: Omaha Public Schools
School Address: 8204 Crown Point Ave. Omaha, NE 68134	
School District Superintendent: Matthew Ray	Superintendent Signature: _____ Date: _____
School Principal: Barry Thomas	Principal Signature: _____ Date: _____
District Board of Education President: Jane Erdenberger	Board President Signature: _____ Date: _____
Commissioner of Education: Brian Maher	Commissioner Signature: _____ Date: _____
State Board of Education President: Elizabeth Tegtmeier	State Board President Signature: _____ Date: _____

School Goals and Improvement Actions

Goal 1

Leadership Focus Area: Instructional Leadership ▾ (see the [AQuESTT Leadership Domain Level 4 Descriptors](#) for more information)

Improvement Goal:

ACT

- By June 2029, Northwest High School will increase ACT proficiency from a baseline proficiency rate of 13.4% to 52.4% in English Language Arts (ACT ELA) and from 7.37% to 50% in Mathematics (ACT Math), based on NDE AQuESTT Business Rules for Status calculations.
 - Progress toward this goal will be monitored annually through ACT ELA and math proficiency rates, with interim targets of 25% ELA proficiency and 20% math proficiency in 2027, and 38% ELA proficiency and 34% math proficiency in 2028 based on NDE AQuESTT Business Rules for Status calculation.

Graduation Rate/On-Track for Graduation

- By June 2027, Northwest High School will increase the four-year graduation rate from 69% to 72% and the seven-year cohort graduation rate from 81% to 83%.
- By June 2027, Northwest High School will increase the percentage of students on track for graduation from 58% to 63% and increase the percentage of on-track students performing at the proficient level or better (earning A's and B's) as measured by End of Year Data (EOYD).

Rationale for Improvement Goal:

Northwest High School selected this goal because both student outcome data and implementation evidence indicate that too many students are not consistently experiencing the rigorous instruction needed to be successful after high school. While the school has made progress in supporting students to graduation, current data show that many students are graduating without demonstrating college readiness. During the 2024–2025 school year, there was a 68-percentage-point gap between the graduation rate (78%) and the percentage of students meeting ACT College Readiness Benchmarks in English Language Arts and Mathematics (10%). Approximately 41% of students are currently off track for graduation, and if only those students currently on track graduate, the graduation rate is projected to decline to 52.5%. In addition, nearly 100 students have disengaged through dropout or non-enrollment, demonstrating the need to strengthen both instruction and student support systems.

Achievement data further support the need for improvement. Approximately 52% of students scored between 0–12 in English, 60% scored between 13–15 in Mathematics, 32% scored between 0–12 in Reading, and 34% scored between 16–19 in Science on the ACT. Students also show limited growth from the PreACT to the ACT, suggesting that current instructional practices are not consistently accelerating student learning.

Nebraska Department of Education, Dr. Brian L. Maher, Commissioner of Education

2026-2027 Priority School Progress Plan for Northwest High School

Classroom walkthroughs, instructional rounds, Professional Learning Community (PLC) discussions, and student work reveal that implementation varies across classrooms. Students do not consistently engage with High-Quality Instructional Materials (HQIM), complex grade-level texts, complex grade-level tasks, academic writing, disciplinary literacy, and meaningful academic discourse. Formative assessment and progress monitoring are also implemented inconsistently, resulting in different learning experiences for students across the school.

The school's root cause analysis identified a breakdown in the instructional core around task and text. Northwest High School has not yet established consistent implementation of rigorous Tier I instruction or a coherent system for monitoring instructional practice and student learning. As a result, students are not consistently experiencing the rigorous, grade-level instruction needed to improve achievement and remain on track for graduation.

Northwest High School will address this need by strengthening the instructional core through consistent implementation of High-Quality Instructional Materials, collaborative work within the Instructional Leadership Team (ILT) and Professional Learning Communities, and continuous improvement cycles focused on both implementation and student outcomes. Progress will be monitored using classroom walkthrough evidence, student work, common formative assessments, ACT benchmark data, on-track graduation data, attendance, and Plan-Do-Study-Act (PDSA) cycles to ensure that improvements in instructional practice lead to improved student outcomes.

Desired Outcome:

Success will be evident when Northwest High School establishes a consistent, schoolwide approach to teaching and learning. The Instructional Leadership Team and Professional Learning Communities will regularly engage in analyzing tasks, analyzing evidence of student learning, and use continuous improvement cycles to strengthen instruction, reduce variation in practice, and respond to student learning needs.

Teachers will consistently implement High-Quality Instructional Materials (HQIM) to provide all students with equitable access to complex grade-level texts, complex grade-level tasks, academic writing, and meaningful academic discourse across all content areas. Teachers will use formative assessment and ongoing progress monitoring to adjust instruction, provide timely support, and ensure students remain engaged in rigorous grade-level learning.

Students will consistently engage in meaningful learning experiences that require them to read, write, discuss, reason, and solve problems using evidence from complex texts. Students will demonstrate increased engagement, collaboration, persistence, and ownership of their learning as they successfully complete rigorous grade-level work.

As instructional practices become more consistent across classrooms, Northwest High School expects to see measurable improvements in ACT proficiency in English Language Arts and Mathematics, the percentage of students earning passing grades in core coursework, the percentage of students remaining on track for graduation, four-year and seven-year graduation rates, student engagement and attendance, and overall college, career, and life readiness.

Indicators of Success:

2026-2027 Priority School Progress Plan for Northwest High School

Progress will be monitored through classroom walkthroughs using the Instructional Practice Guide (IPG) and Effective Learning Environment Observation Tool (eleot), student work analysis, Professional Learning Community artifacts, School Support Team meetings, instructional coaching, ACT benchmark data, course performance, on-track graduation data, attendance data, and Plan-Do-Check-Act (PDCA) cycles to ensure that improvements in instructional practice result in improved student outcomes.

Math, Social Studies, and English Language Arts teachers will participate in the science of reading, year-long professional learning opportunity. This hybrid professional learning is tailored to our district's adopted HQIM and builds teacher capacity around the brain science of adolescent learning. This learning will be supported by implementation support including leader guides, which illustrate how schools should see it live in classrooms and teams. Curriculum specialists will learn alongside teachers and receive implementation support through our District's Curriculum Instruction Support team. Teachers and specialists who complete the course and implementation requirements will have the opportunity to earn credit or a stipend for their invested time and effort.

The school will use instructional rounds as a prioritized improvement process to generate teacher agency in instructional improvement and more consistent understanding of quality and change needed in the instructional core.

2026-2027 Priority School Progress Plan for Northwest High School

AQuESTT Tenet Alignment Leadership Educator Effectiveness Student Achievement and Growth Postsecondary, Career, and Civic Ready Educational Opportunities and Access Transitions Positive Partnerships, Relationships, & Student Success	Action/Strategy for Improvement	Timeline	Resources	Person(s) Responsible	Progress Monitoring	
					Dates	Artifacts
	1. Shared Leadership for High Impact Instruction - Integrate existing leadership teams into a single instructional leadership team with a focus on implementing rigorous literacy instruction across all content areas through grade-level reading, academic writing, academic discourse, content vocabulary, and ACT readiness. Strengthen Tier I Instruction through consistent implementation of implementation of High-Quality Instructional Materials (HQIM)	August 2026– May 2027	-District Adopted High-Quality Instructional Materials -Essential Teams for improvement protocols, data tools and trackers -Science of Reading year long professional learning for math, ELA and social studies teachers -Leader Guides for classroom, PLC, and instructional leadership team implementation -Classroom data monitoring student engagement (eleot) and grade level	-Principal, Assistant Principals, ILT, PLC leads, Teachers	-Monthly ILT Data Reviews -Biweekly PLC Student Work Reviews -Quarterly Schoolwide Data Reviews -Quarterly Secondary Support Team Meetings (SST)	-ILT agendas - PLC agendas/minutes, -PDCA documentation, student tasks, student work, coaching visits, -eleot data
	2. Rigorous, Standards-Aligned Literacy Integration and Higher Order Thinking for all Learners - Implement lessons that consistently engage students in higher-order thinking through rigorous grade-level tasks, evidence-based reasoning, purposeful planning, HQIM, and student-led academic conversations.					

Nebraska Department of Education, Dr. Brian L. Maher, Commissioner of Education

2026-2027 Priority School Progress Plan for Northwest High School

	Strengthen the Instructional Core through complex grade level texts and academic writing across all content areas. Strengthen Instructional Practice through Collaborative Inquiry, Professional Learning Communities, and Continuous Improvement Cycles. 3. Relevant, Student-Centered Learning Experiences - Create engaging classrooms where instruction is relevant, aligned to college and career pathways, and responsive to how students learn best.		expectations (IPG core action 1 and 2) -Student-Facing ACT Readiness Supports including: -ACT Online Prep embedded preparation in Math, Reading, Science Classes -Goal setting for Pre-ACT/ACT, grades, and ELPA with 9th, 10th, and ELPA students in Advisory			
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2026-2027 Priority School Progress Plan for Northwest High School

Goal 2

Leadership Focus Area: Community and Relationship Builder ▾ (see the [AQuESTT Leadership Domain Level 4 Descriptors](#) for more information)

Improvement Goal: By June 2027, Northwest High School will increase the percentage of students categorized as “not chronic” by 5%, from 36% to 41% of the student population.

Rationale for Improvement Goal:

Northwest High School selected this goal because chronic absenteeism continues to be one of the greatest barriers to student success. During the 2025–2026 school year, 42.6% of students were chronically absent, meaning only 36% of students were classified as “not chronically absent.” When students are not in school consistently, they miss valuable learning opportunities, struggle to build relationships with teachers and peers, and are less likely to remain engaged in their education.

A review of attendance data, behavior data, school climate information, and feedback from staff and students indicates that chronic absenteeism is influenced by several interconnected factors. These include inconsistent communication with families, students' sense of belonging and connection to school, social-emotional and mental health needs, and challenges outside of school that affect regular attendance.

Our analysis also showed opportunities to strengthen our systems for supporting attendance. We need more consistent schoolwide practices for identifying attendance concerns early, monitoring student engagement, coordinating interventions, and partnering with families to remove barriers. By strengthening these systems and creating a school environment where students feel connected, supported, and engaged, Northwest High School will improve daily attendance and increase the percentage of students who are not chronically absent.

Desired Outcome:

Success will be evident when Northwest High School has a consistent, schoolwide system that promotes student attendance through strong relationships, engaging learning environments, and timely support. School leaders will establish and reinforce clear attendance expectations, regularly monitor attendance, engagement, and early warning data, facilitate collaborative problem-solving with staff, and use PDCA cycles to evaluate and strengthen attendance practices throughout the school year. Leadership will ensure that attendance interventions are implemented consistently and that school, family, and community partnerships are coordinated to remove barriers that impact student attendance.

Teachers and staff will consistently implement schoolwide attendance practices by building positive relationships with students, creating engaging and welcoming classrooms, communicating regularly with families, monitoring attendance and student engagement, and identifying attendance concerns early. Staff will collaborate with counselors, intervention teams, and community partners to provide coordinated academic, behavioral, and social-emotional supports that keep students connected to school.

2026-2027 Priority School Progress Plan for Northwest High School

As these systems become embedded in daily practice, students will demonstrate improved attendance, increased engagement in learning, stronger connections with their teachers and peers, and greater participation in academic and extracurricular opportunities. Families will actively partner with the school to support regular attendance, and students will recognize the importance of attending school consistently as a critical component of their academic success.

Success will also be reflected through consistent implementation of our attendance systems, evidenced by leadership monitoring attendance and intervention data on a regular basis, teachers consistently implementing schoolwide attendance expectations and engagement strategies, timely identification and support for students experiencing attendance challenges, increased family participation in attendance interventions, and ongoing use of attendance, engagement, behavior, and climate data to continuously improve our practices. As a result, Northwest High School will increase the percentage of students who are not chronically absent from 36% to 41%, while fostering a culture where every student feels connected, supported, and empowered to succeed.

Indicators of Success:

Progress will be measured by regularly reviewing attendance data and student engagement to determine whether our strategies are improving student attendance and reducing chronic absenteeism. Our leadership and attendance teams will use weekly PDCA cycles, the Attendance Tracker (Tableau), bi-weekly grade-level attendance reviews, and weekly Essential Team meetings to identify attendance trends, monitor student progress, and determine when additional supports are needed. This process will help us respond quickly when students begin showing signs of attendance concerns rather than waiting until patterns become chronic.

We will also monitor how consistently our attendance strategies are being implemented across the school. Classroom walkthroughs, Tier 1 attendance practices, student engagement observations, and monthly Collaborative Attendance Improvement Plan Attendance Intervention Reports will help us determine whether students are experiencing welcoming, engaging classrooms where positive relationships and attendance expectations are consistently reinforced. Monthly family communication logs, family engagement participation, and community partnerships will provide evidence that we are working collaboratively to remove barriers that prevent students from attending school regularly.

As these strategies are implemented consistently, we expect to see improvements in daily attendance, student engagement, students' sense of belonging, grade checks and on-track status every 4.5 weeks, and student goal setting. Student Engagement and Belonging Surveys administered three times each year will help us understand how students are experiencing the school environment and whether they feel connected and supported.

Ultimately, success will be measured by increasing the percentage of students who are not chronically absent from 36% to 41%. We also expect to see stronger attendance across all grade levels, earlier identification of students needing support, increased family engagement, and more consistent use of data to guide decisions and continuously improve our attendance practices. Northwest will participate in district-wide learning about root cause thinking, change ideas, and data tracking for attendance and MTSS-B this school year. Their teams will also receive 2, 8-week cycles of coaching to support capacity building and sustainability within the team.

2026-2027 Priority School Progress Plan for Northwest High School

AQuESTT Tenet Alignment	Action/Strategy for Improvement	Timeline	Resources	Person(s) Responsible	Progress Monitoring	
					Dates	Artifacts
Leadership	1. Implement community-building activities that foster student belonging, engagement, and positive relationships at the beginning of each semester. Ensure students understand graduation requirements, on-track status, post-secondary goals, and the steps needed to graduate successfully.	August 2026-May 2027	-Attendance Tracker (Tableau)	-Principal, Assistant Principals, ILT, Attendance team, Teachers	-Monthly ILT Data Reviews	-Essential Team agendas/minutes
Educator Effectiveness			-District attendance framework (CAIPS), attendance intervention protocols, and early warning indicators		-Weekly attendance team meetings	-PDCA documentation
Student Achievement and Growth			-Essential Teams for Improvement protocols, data tools, and student monitoring trackers			-Attendance, grade, and on-track monitoring data
Postsecondary, Career, and Civic Ready			-Coaching and improvement science professional learning for attendance team (with DMG- District Management Group)			-Student engagement survey results
Educational Opportunities and Access	2. Monitor attendance, grades, engagement, and on-track status through weekly Essential Team meetings using attendance trends, grade checks, and early identification processes to provide timely support.					-CAIPS intervention documentation
Transitions						-eleot data
Positive Partnerships, Relationships, & Student Success	3. Implement Tier 1 attendance supports and Collaborative Attendance Improvement Plans intervention milestones to address attendance barriers before students become chronically absent.					
	4. Administer student surveys in August, January, and May to monitor student belonging,		-Graduation, on-track, attendance, and student engagement data dashboards (Infinite Campus and district reporting tools)			

2026-2027 Priority School Progress Plan for Northwest High School

	engagement, and school connectedness. 5. Use attendance data, student surveys, intervention outcomes, and implementation evidence in Plan-Do-Check-Act (PDCA) cycles to evaluate and strengthen Tier 1 and Tier 2 supports.		-Leader Guides for Essential Teams, Student Support Teams, and continuous improvement implementation -Student engagement and belonging survey tools -Classroom and school climate implementation evidence (eleot), attendance trends, and student engagement data -Plan-Do-Check-Act (PDCA) protocols and improvement tools for monitoring implementation and evaluating the effectiveness of Tier 1 and Tier 2 supports			
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2026-2027 Priority School Progress Plan for Northwest High School

Goal 3

Leadership Focus Area: Community and Relationship Builder ▾ (see the [AQuESTT Leadership Domain Level 4 Descriptors](#) for more information)

Improvement Goal: By June 2027, Northwest High School will reduce Tier 1 behavioral incidents (insubordination, refusal to cooperate, and truancy) by 10% (from 2,043 to approximately 1,839 incidents) and decrease suspension days by 25% (from 1,592 to approximately 1,194 days) by implementing proactive, engagement-focused instructional and behavioral supports that keep students in class and actively learning.

Rationale for Improvement Goal:

Northwest High School selected this goal because student behavior continues to impact instructional time, student engagement, and academic success. During the 2025–2026 school year, the school experienced 2,043 Tier 1 behavioral incidents related to insubordination, refusal to cooperate, and truancy, along with 1,592 suspension days. These data show that too many students are being removed from instruction, resulting in lost learning opportunities and decreased engagement. When students are not in class, they miss valuable instructional time, making it more difficult to stay connected to learning, make academic progress, and remain on track for graduation.

Classroom walkthroughs, behavior data, and student support team discussions indicate that Tier 1 instructional and behavioral practices are not yet implemented consistently across classrooms. Some classrooms consistently implement proactive behavioral supports, restorative practices, and effective classroom management, while others do not. As a result, implementation varies across classrooms, and opportunities to address behaviors before they escalate are inconsistent.

Root cause analysis identified inconsistent implementation of Tier 1 instructional and behavioral supports, combined with limited use of preventative and Tier 2 interventions. As a result, students exhibiting low-level, engagement-related behaviors such as insubordination, refusal to cooperate, and truancy are too often removed from instruction rather than remaining engaged in the classroom with the supports they need to be successful. This loss of instructional time contributes to absenteeism, lower academic performance, and students becoming off track for graduation.

Northwest High School will strengthen Tier 1 instruction and behavioral supports to keep more students engaged in learning and in the classroom. School leaders and staff will use behavior, attendance, school climate, and implementation data during Plan-Do-Check-Act (PDCA) cycles to monitor implementation, determine what is working, and make adjustments that improve student outcomes.

Desired Outcome:

Success at Northwest High School means all students experience a safe, supportive, and engaging learning environment where expectations are clear, relationships are strong, and instructional time is protected. Tier 1 instructional and behavioral practices are implemented consistently across classrooms so that all students experience a positive, predictable, and engaging learning environment where they remain actively engaged in learning.

2026-2027 Priority School Progress Plan for Northwest High School

School leaders will use classroom walkthroughs, coaching, and behavior, attendance, school climate, and implementation data during Plan-Do-Check-Act (PDCA) cycles to monitor implementation, identify barriers, and strengthen supports. The Leadership Team, Instructional Leadership Team, MTSS-B, and Essential Teams will work collaboratively to ensure students receive timely interventions before behaviors become barriers to learning.

Teachers will consistently implement proactive classroom management strategies and the Behavior Flow Chart to address behaviors early and keep students engaged in learning. Teachers will collaborate with administrators, counselors, MTSS-B, and Essential Teams to provide timely Tier 2 interventions and monitor student progress.

Students will demonstrate positive behaviors, remain engaged in instruction, build positive relationships with adults, and spend more time successfully participating in classroom learning. Classroom walkthroughs will reflect consistent implementation of Tier 1 instructional and behavioral practices, increased student engagement, positive teacher-student interactions, and learning environments where students remain actively engaged and supported.

Success will be evident through fewer Tier 1 behavioral incidents, fewer suspension days, increased instructional time, stronger student engagement, and more students remaining on track for graduation. Behavior, attendance, school climate, and implementation data will be reviewed through ongoing Plan-Do-Check-Act (PDCA) cycles to strengthen adult practices, reduce variation in implementation across classrooms, and ensure continuous improvement.

Indicators of Success:

Northwest High School will monitor implementation and student outcomes through ongoing review of behavior, attendance, engagement, and school climate data to ensure all students remain engaged in learning and receive the supports they need to be successful. Weekly Plan-Do-Check-Act (PDCA) cycles will guide continuous improvement as school teams review implementation evidence, identify barriers, and make adjustments to strengthen instructional and behavioral practices.

The Leadership Team, Instructional Leadership Team, MTSS-B, and Essential Teams will regularly review data from the Behavior Dashboard, 360 Dashboard, Climate Survey, Tiered Fidelity Inventory, office discipline referrals, suspension data, referral patterns, Student Assistance Process (SAP) referrals, and implementation of the Behavior Flow Chart to monitor schoolwide progress. Classroom walkthroughs, Effective Learning Observation Tool observations (eleot), and climate observations will be conducted throughout the year to monitor the consistent implementation of Tier 1 instructional and behavioral practices, restorative practices, classroom management, student engagement, and positive teacher-student interactions.

Student progress will also be monitored through biweekly reviews of Tier 2 interventions and student response to supports. School teams will review classroom intervention data, behavior trends, and implementation to ensure interventions are timely, effective, and responsive to student needs. Quarterly reviews by the Instructional Leadership Team will monitor Tier 1 and Tier 2 behavioral systems and the implementation of MTSS-B to ensure schoolwide expectations remain consistent across classrooms.

2026-2027 Priority School Progress Plan for Northwest High School

Success will be demonstrated through more consistent implementation of proactive classroom practices, improved student engagement, fewer office discipline referrals, fewer Tier 1 behavioral incidents, fewer suspension days, stronger school climate results, increased instructional time, and more students remaining engaged in learning and on track for graduation.

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2026-2027 Priority School Progress Plan for Northwest High School

AQuESTT Tenet Alignment	Action/Strategy for Improvement	Timeline	Resources	Person(s) Responsible	Progress Monitoring	
					Dates	Artifacts
Leadership	1. Implement consistent Tier 1 instructional and behavioral practices.	August 2026- May 2027	-District Tier 1 Behavioral Framework and Behavior Flow Chart	-Principal, Assistant Principals, ILT, MTSS B Team, Teachers	-Monthly ILT Data Reviews	-ILT behavior monitoring documentation
Educator Effectiveness	2. Implement a consistent schoolwide behavior system that supports early intervention and keeps students in class.		-MTSS-B framework, intervention protocols, and SAP		-Monthly MTSS team meetings	-Behavior Flow Chart implementation and referral data
Student Achievement and Growth	3. Provide Tier 2 behavioral and attendance supports through the MTSS-B process.		-Essential Teams for Improvement protocols, data tools, and student support trackers			-Classroom walkthrough and eleot observation data
Postsecondary, Career, and Civic Ready	4. Provide coaching and monitor classroom implementation of instructional and behavioral practices.		-Behavior Dashboard, 360 Dashboard, Climate Survey, and Tiered Fidelity Inventory (TFI)			-Behavior Dashboard and 360 Dashboard reports
Educational Opportunities and Access	5. Use behavior, attendance, engagement, and implementation data through Plan-Do-Check-Act (PDCA) cycles to improve instructional and behavioral practices.		-Classroom walkthrough tools, eleot observations, and implementation monitoring tools			-Tier 2 intervention documentation and student response to supports
Transitions			-Plan-Do-Check-Act (PDCA) protocols and improvement tools			-MTSS-B implementation documentation
						-PDCA documentation

2026-2027 Priority School Progress Plan for Northwest High School

Goal 4

Leadership Focus Area: Instructional Leadership ▾ (see the [AQuESTT Leadership Domain Level 4 Descriptors](#) for more information)

Improvement Goal:

- By June 2027, Northwest High School will increase the number of English Learners exiting EL services from 11 to at least 20 students.
- By June 2027, Northwest High School will increase ELPA proficiency from approximately 8% to 12%, reduce EL chronic absenteeism by 5 percentage points.
- By June 2027, Northwest High School will reduce the EL student dropout rate from 34% to 29% through coordinated implementation of literacy-focused instruction, structured academic discourse, attendance interventions, and MTSS supports.

Rationale for Improvement Goal:

Northwest High School selected this goal because English Learners continue to have low ELPA proficiency, low exit rates, high chronic absenteeism, and a high dropout rate. Current data show that approximately 8% of English Learners are proficient on the ELPA, only 11 students exited EL services, and the English Learner dropout rate is 34%. Chronic absenteeism also continues to reduce students' access to instruction and support.

Classroom walkthroughs, student performance data, and team discussions show that English Learners do not consistently have access to complex grade-level texts and tasks, academic language development, structured academic discourse, and targeted literacy support across content areas. Progress monitoring and coordination among classroom teachers, EL teachers, Essential Teams, and student support teams also vary. As a result, students do not always receive timely instructional adjustments, attendance interventions, or MTSS supports.

Root cause analysis identified inconsistent access to grade-level literacy instruction, academic language development, and targeted progress monitoring. These instructional gaps, combined with attendance and engagement barriers, contribute to low ELPA proficiency, fewer students exiting EL services, and more English Learners becoming off track or dropping out before graduation.

Northwest High School will focus on consistent grade-level literacy instruction, academic language development, attendance interventions, and MTSS supports. School teams will use ELPA results, exit data, attendance, course performance, engagement, and dropout data during Plan-Do-Check-Act cycles to monitor implementation and make needed adjustments.

Desired Outcome:

Success at Northwest High School means English Learners have consistent access to grade-level instruction and the language supports they need to be successful in every classroom. Students regularly read complex texts, participate in academic discussions, write about their learning, and receive timely support when they struggle.

2026-2027 Priority School Progress Plan for Northwest High School

School leaders will regularly review classroom implementation, ELPA results, attendance, course performance, and progress toward exiting EL services. The Instructional Leadership Team, English Learner teachers, and Essential Teams will use Plan-Do-Check-Act (PDCA) cycles to monitor progress, identify what is working, and make adjustments when students are not making expected growth.

Teachers will consistently provide grade-level literacy instruction while intentionally developing students' academic language across all content areas. Classroom teachers and English Learner teachers will work together to monitor student progress, adjust instruction, and provide additional supports when needed.

English Learners will attend school more consistently, participate confidently in classroom learning, make progress toward English language proficiency, and remain on track for graduation. More students will meet the criteria to exit EL services while demonstrating the knowledge and skills needed for success after high school.

Success will be reflected in higher ELPA proficiency, more students exiting EL services, improved attendance, lower dropout rates, and classroom evidence showing consistent implementation of instructional practices that support English Learners.

Indicators of Success:

Northwest High School will monitor implementation and student outcomes through ongoing review of English Learner achievement, language proficiency, attendance, engagement, and graduation data to ensure English Learners have consistent access to High-Quality Instructional Materials (HQIM), complex grade-level texts, academic writing, and structured academic discourse across all content areas. Weekly Plan-Do-Check-Act (PDCA) cycles will guide continuous improvement as school teams review implementation evidence, identify barriers, and make adjustments to instruction and student supports.

The Instructional Leadership Team, English Learner teachers, PLCs, Essential Teams, and MTSS teams will regularly review ELPA results, progress toward exiting EL services, attendance, course performance, and dropout data to determine the effectiveness of instruction and interventions. Classroom walkthroughs and instructional observations will monitor the implementation of HQIM, academic language development, complex grade-level tasks, academic writing, structured academic discourse, and appropriate language supports to ensure English Learners can successfully engage with grade-level learning.

Student progress will be monitored through ELPA growth, classroom assessments, writing samples, attendance, intervention data, and progress toward English language proficiency. School teams will use this information to identify students needing additional support, adjust instruction, and monitor the effectiveness of Tier 2 interventions.

Success will be demonstrated through increased ELPA proficiency, more students exiting EL services, improved attendance, lower chronic absenteeism, reduced dropout rates, stronger performance on grade-level reading and writing tasks, and consistent implementation of instructional practices that provide English Learners with access to rigorous, grade-level learning.

2026-2027 Priority School Progress Plan for Northwest High School

AQuESTT Tenet Alignment	Action/Strategy for Improvement	Timeline	Resources	Person(s) Responsible	Progress Monitoring	
					Dates	Artifacts
Leadership Educator Effectiveness Student Achievement and Growth Postsecondary, Career, and Civic Ready Educational Opportunities and Access Transitions Positive Partnerships, Relationships, & Student Success	1. Provide grade-level instruction with High-Quality Instructional Materials (HQIM) and language supports for English Learners.	August 2026-May 2027	-High-Quality Instructional Materials (HQIM)	-Principal, Assistant Principals, ILT, PLC leads, Teachers	-Monthly monitoring of student writing using PLDs in EL PLCs	-Instructional Leadership Team (ILT) English Learner monitoring documentation
	2. Increase opportunities for English Learners to (TRTW) talk, read, talk and write in every classroom.		-Nebraska English Language Proficiency Standards and Proficiency Level Descriptors (PLDs)			-PLC agendas, common planning documentation, and student work analysis
	3. Monitor English Learner progress and adjust instruction throughout the year.		-Academic language, literacy, and writing resources across all content areas			-Classroom walkthrough and elect observation data
	4. Improve attendance, engagement, and graduation outcomes for English Learners.		-ELPA data reports, progress monitoring tools, and student language profiles			-ELPA progress monitoring and student language growth documentation
	5. Use PLCs, the Instructional Leadership Team, and PDCA cycles to monitor implementation and student progress.					-Student writing samples and common formative assessment data
						-English Learner intervention and

2026-2027 Priority School Progress Plan for Northwest High School

			-PLC protocols and Instructional Leadership Team (ILT) collaboration tools -MTSS and Essential Team protocols for intervention planning and student support -Attendance monitoring tools, family engagement resources, and Check & Connect -Plan-Do-Check-Act (PDCA) protocols and improvement tools			- MTSS documentation -Attendance, Check & Connect, and family outreach documentation -Plan-Do-Check-Act (PDCA) documentation
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STATE BOARD OF EDUCATION RULES AND REGULATIONS COMMITTEE REPORT

Date: September 4, 2026

The Rules and Regulations Committee reports on the September 3, 2026, meeting of the committee. Members present were chair Maggie Douglas, Liz Renner, and Elizabeth Tegtmeier.

Committee members reviewed the Report on Rules.

NDE staff provided information on revisions to Rule 19, Regulations Regarding School Enrollment.

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

This concludes the Rules and Regulations Committee report.

Maggie Douglas, Chair

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



To: Dr. Brian L. Maher, Commissioner of Education
From: Trin Anderson, Legal Specialist
Date: August 25, 2026
Subject: Report on Rules

Approved by the Governor

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

Posted for Public Input:	October 22-28, 2025
Public Hearing held:	December 17, 2025
Approved by the State Board of Education:	January 9, 2026
Approved by the Attorney General:	April 22, 2026
Approved by the Governor:	August 04, 2026
Effective Date:	August 10, 2026

Awaiting Approval by the Governor

None.

Awaiting Approval by the Attorney General

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

Posted for Public Input:	June 1-12, 2026
Public Hearing held:	July 27, 2026
Approved by the State Board of Education:	August 7, 2026
Approved by the Attorney General:	
Approved by the Governor:	
Effective Date:	

Revision - Title 92, Nebraska Administrative Code, Chapter 59, *Regulations for School Health and Safety*

Posted for Public Input:	May 20-June 4, 2026
Public Hearing held:	July 22, 2026
Approved by the State Board of Education:	August 7, 2026
Approved by the Attorney General:	

Approved by the Governor:
Effective Date:

Hearings held – Adoption to be Considered at the September Board Meeting

None.

Drafts to be Reviewed Prior to Scheduling Public Hearing

None.

Information Items for September Rules and Regulations Committee Meeting

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

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

Other Rules in the Revision Process

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

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

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

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

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

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

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

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

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

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

								NDE CONTRACTS	
				MAXIMUM					
DATE RECD	CONTRACT #	AMENDMENT #	CONTRACT NAME	CONTRACT AMOUNT	START DATE	ENDING DATE	FUNDING SOURCE	SCOPE OF SERVICES	CONTACT PERSON
12/19/2025	46198		National Council for Community & Education Partnerships	\$514,000.00	12/22/2025	6/30/2027	General	Support NDE's implementation & evaluation of the Postsecondary Readiness Pilot grant.	Katie Graham
12/28/2025	46196		Vets Institute	\$504,000.00	12/22/2025	6/30/2027	General	Support NDE's postsecondary readiness pilot program.	Katie Graham
12/28/2025	46203		Van Horne Mediation	\$49,999.00	12/22/2025	6/30/2026	Federal/General	Serve as hearing officer for PPC, VR, Nutrition, Teacher Cert and Option Enrollment cases.	Ami Huff
12/28/2025	46202		Van Horne Mediation	\$100,000.00	12/22/2025	6/30/2026	Federal/General	Serve as hearing officer for SPED cases.	Ami Huff
12/29/2025	46205		Tatiana Eskridge	\$6,475.00	12/29/2025	6/29/2026	General	Strategic Initiative & Policy Intern.	Ryan For
12/29/2025	46186		Liliana Velasquez	\$5,500.00	1/1/2026	12/31/2026	General	Deliver special care training to Spanish speaking Early Childhood professionals.	Melody Hobson
1/5/2026	46195		Sarah Hardin	\$15,000.00	1/1/2026	2/1/2027	General	2026 NE Teacher of Year.	David Jespersen
1/5/2026	46191		Teachstone	\$49,880.00	1/1/2026	12/31/2026	General/Federal	Provide training materials for the introductions and the observer trainings.	Melody Hobson
1/6/2026	46152		NCSA	\$12,000.00	11/1/2025	10/31/2026	Federal	Execute multiple conferences/arranging and providing speakers.	Amey Rhone
1/6/2026	46197		Emspace	\$49,900.00	12/19/2025	12/18/2026	Federal	Design and develop material, templatesand digit assets for the promotion of the Beanstock program.	Zainab Rida
1/7/2026	46192		UNMC	\$81,407.00	1/7/2026	1/6/2027	Federal	Responsible for work related to the annual report and lead the evaluation of the SPDG activities and Pblis trainings and coaching support.	Amey Rhone
1/7/2026	46204		Kidwell	\$30,795.00	12/15/2025	2/27/2026	General	Install sound masking system.	Ryan For
1/8/2026	46211		NE Association of Health Occupation Students of America	\$7,000.00	1/1/2026	5/31/2026	General	Procure services of conference assistant for NE HOSA general Leadership Conference.	Katie Graham
1/8/2026	46210		NE DECA	\$7,000.00	1/2/2026	5/31/2026	General	Procure services of conference assistant for NE DECA general Career Development Conference.	Katie Graham
1/8/2026	46208		NE Future Business Leaders of America	\$8,500.00	1/2/2026	5/31/2026	General	Procure services of conference assistant for NE general FBLA Conference.	Katie Graham
1/8/2026	46212		Buckley & Sitzman	\$8,500.00	1/2/2026	4/15/2026	General	Perform procedures to verify that cash processes comply.	Katie Graham
1/8/2026	46213		NE FCCLA Association	\$12,700.00	1/2/2026	5/31/2026	General	Procure services of conference assistant for NE FCCLA general Leadership Conference.	Katie Graham
1/8/2026	46207		NE Future Educators Association	\$5,900.00	1/2/2026	5/31/2026	General	Procure services of conference assistant for Educators Rising general Leadership Conference	Katie Graham
1/8/2026	46209		Ne Association of SkillUSA	\$10,000.00	1/2/2026	5/31/2026	General	Procure services of conference assistant for 2026 NE SkillsUSA Leadership & Skills Championship.	Katie Graham
1/9/2026	46218		Grafton & Associates	\$16,170.00	1/1/2026	12/31/2026	General	Provide licenses for the use of Intuit Quickbook online advanced for each of NE Career & Technical Student Organizations.	Katie Graham
1/9/2026	46217		Margaret Schneider	\$37,058.00	1/1/2026	12/27/2026	Federal	Coordinate and lead the development, advising and management of DECA general Officers.	Katie Graham
1/12/2026	46216		Kimberly Sanderson	\$20,000.00	1/31/2027	Federal/General	Provide-coaching services and develop and deliver training.	Melody Hobson	
1/12/2026	46206		Donelle Walters	\$48,287.00	1/1/2026	12/27/2026	Federal	Serve as FFA Leadership Program Manager.	Katie Graham
1/12/2026	46214		Partners for Insightful Evaluation	\$314,000.00	1/2/2026	1/1/2027	Federal	Provide generalwide evaluation services for the 21st Century Community Learning Centers grant program.	Zainab Rida
1/12/2026	46215		Jullie Jones-Branch	\$48,900.00	2/1/2026	1/31/2027	Federal	Serve as course proctor for First Connections training.	Melody Hobson
1/13/2026	46187		UNO	\$249,900.00	1/13/2026	6/30/2026	General	Create attendance improvement cohorts.	Shirley Vargas
1/15/2026	46226		Value-Up	\$39,000.00	1/26/2026	12/31/2026	Federal	Provide training.	Zainab Rida
1/15/2026	46135	AM#1	District Management Group					Allow additional 10 school teams to implement rapid cycles of improvement across NE schools identified by AQUESTT as needs support to improve.	Shirley Vargas
1/16/2026	46223		OCHO (Rushmita Sayempu)	\$139,067.20	1/16/2026	1/15/2027	Federal	Provide Early Childhood development support.	Melody Hobson
1/16/2026	46225		OCHO (Rowetha Manne)	\$120,667.20	1/16/2026	1/14/2026	Federal	Provide Early Childhood development support.	Melody Hobson
1/16/2026	46219		Hayes & Associates	\$63,418.00	1/1/2026	9/30/2026	Federal	Conduct audits of Child Care Centers.	Zainab Rida
1/16/2026	46220		CN Resource	\$236,150.00	1/15/2026	9/30/2026	Federal	Conduct administrative reviews and site visits of school food authorities.	Zainab Rida
1/21/2026	46201		DHHS	\$14,065.00	1/21/2026	7/21/2026	Federal	Provide individual data & mailing lists on a quarterly basis from the Traumatic Brain Injury Registry.	Lindy Foley
1/21/2026	46221		Sarah Hoops	\$16,000.00	1/19/2026	9/30/2026	General	Develop content for new units of Harvest of the Month Early Care & Education curriculum.	Zainab Rida
1/21/2026	46224		OCHO (Eric Tomasek)	\$216,963.13	1/16/2026	12/14/2026	Federal	Provide SPED development support for projects ILCD & CSP.	Amey Rhone
1/21/2026	46200		Enome Inc	\$300,000.00	12/29/2025	12/28/2026	Federal	Implement multi-year high quality IEP development and implementation pilot project.	Amey Rhone
1/21/2026	46227		Courtney Hagstad	\$21,949.40	1/26/2026	12/27/2026	Federal	Serve as 2026 FCCLA Leadership Coordinator.	Katie Graham
1/26/2026	46199		Children's Nebraska	\$49,519.00	1/1/2026	9/30/2026	Federal	Continue Support & Implementation of Project AWARE.	Zainab Rida
1/28/2026	46229		Educational Service Unit 3 (ESU 3)	\$6,000.00 plus \$14.50 per student per year from 6/30/28	1/1/2026	12/31/2030	General	Interlocal Agreement - signed prior to routing for provision of student information system (NeBSS) for NDE to support systems involved youth. Initial contract amount is for \$6,000. Additional amounts of \$14.50 per student will be charged on June 30 every year beginning 6/30/2028.	Lane Carr
2/18/2026	46121		Educational Service Unit 2 (ESU 2)	\$11,952.51	10/1/2025	5/16/2026	Federal	Conduct Job Expo to support delivery of Pre-Employment Transition Services (Pre-ETS) to eligible and potentially eligible students with disabilities.	Lindy Foley
2/20/2026	46241		Jennifer Snyder	\$4,500.00	3/1/2026	2/28/2027	Federal	Deliver special care training for early childhood learning	Melody Hobson
2/23/2026	46235		Perry Gauthier Haase & Gessford PC LLO	\$2,000.00	2/20/2026	2/20/2026	Federal	Present to Nebraska general Legislature on behalf of NDE.	Amey Rhone
2/24/2026	46232		DHHS	\$10,100.00	4/5/2026	4/4/2027	Federal	Provide IDEA Part C co-lead representatives, program coordinator and program specialist available to facilitate and make presentations at Early Development Network (EDN) meetings and conduct additional Part C activities.	Amey Rhone
2/24/2026	46244		Tanya's Childcare, Inc. d/b/a Tots Adventure Home	\$3,000.00	4/1/2026	3/31/2027	Federal	Provide class practice and reliability observations for early childhood training	Melody Hobson
2/25/2026	46236		B2 Creative Inc dba Creative Press & Design	\$11,000.00	3/1/2026	2/28/2027	General	Produce Step Up to Quality signage	Melody Hobson
2/25/2026	46237		Susan Suehl Borchert	\$5,500.00	3/1/2026	2/28/2027	Federal	Deliver Special Care Training on behalf of NDE.	Melody Hobson
2/25/2026	46231	AM#1	Lrene Jo Smith	\$10,500.00	3/1/2026	2/28/2026	Federal/General	Provide coaching/training services	Melody Hobson
2/26/2026	46228		Lrene Jo Smith	\$10,500.00	3/1/2026	2/28/2027	Federal/General	Provide Step up to Quality coaching and technical assistance.	Melody Hobson
2/26/2026	46231		Share Training dba Share Collaborative	\$6,500.40	4/6/2026	5/5/2026	Federal	In-person Reflective Supervision training for VR staff.	Lindy Foley
2/26/2026	46225		Board of Regents of the University of Nebraska obo University of Nebraska	\$6,936.00	2/1/2026	1/31/2027	Federal	Support NDE's Transition program by maintaining the Nebraska Transition website.	Amey Rhone
2/27/2026	46243	AM#1	THV, Inc.	\$99,005.00	6/30/2026	6/30/2026	Federal	Ensure students with disabilities receive support.	Amey Rhone
2/27/2026	46234		Tasha Jedicke	\$14,089.00	3/1/2026	2/28/2027	Federal/General	Conduct rating review for Step Up to Quality.	Melody Hobson
2/28/2026	46340		Suzanne Schneider	\$5,000.00	3/1/2026	2/28/2027	Federal/General	Provide Step up to Quality coaching and technical assistance.	Melody Hobson
2/28/2026	46238		Jeanne Fielder	\$2,500.00	3/1/2026	2/28/2027	Federal	Deliver Special Care Training on behalf of NDE.	Melody Hobson
3/6/2026	46248		Stephanie Finklea d/b/a Black Chuck Farms	\$6,250.00	3/15/2026	9/30/2026	Federal	Serve on NE Farm to School Network Steering Committee	Zainab Rida
3/6/2026	46249		Gay Fehr d/b/a Green School Farms	\$8,500.00	3/26/2026	9/30/2026	Federal	Serve on NE Farm to School Network Steering Committee	Zainab Rida
3/12/2026	46250		Taryn Brown	\$25,557.00	4/6/2026	3/21/2027	Federal	Health Occupation Students of America (HOSA) general Officer Leadership	Katie Graham
3/13/2026	45337	AM#1	Fireproofing Inc.	\$21,900.00	6/15/2025	6/14/2026	Federal/General	Manage the Learning Begins at Birth website, and ship Coordinating Begins at Birth (LBAB) materials.	Melody Hobson
3/13/2026	46027		HMH Education Company dba Northwest Evaluation Association (NWEA)	\$7,598,321.97	7/1/2025	6/30/2026	Federal/General	Provide generalwide assessments.	Allyson DenBeste
3/13/2026	46233		UNL - Bureau of Sociological Research (BOSR)	\$56,147.00	4/1/2026	3/31/2027	Federal	Transition Survey for Federal post-school outcome data reporting requirements.	Amey Rhone
3/13/2026	46239		Janice Lee	\$5,500.00	3/1/2026	2/28/2027	Federal	Deliver Special Care Training on behalf of NDE.	Melody Hobson
3/13/2026	46240		Plasma Games	\$1,000,000.00	2/23/2026	1/29/2027	General	Provide access and use of its learning platform to all Nebraska school districts.	Ryan For
3/13/2026	46242		At for Education Inc.	\$6,000.00	6/1/2026	6/2/2026	General	Keynote Speaker on Artificial Intelligence (AI) and breakout presentation. Provide up to 15 Infant, toddler and/or preschool classrooms for CLASS practice and reliability observations.	Allyson DenBeste
3/13/2026	46245		Kids Can Community Center	\$3,000.00	4/1/2026	3/31/2027	Federal	Professional messenger service to the Post Office	Melody Hobson
3/16/2026	47002		Midlands Messenger Service Inc.	\$13,524.00	7/1/2026	6/30/2027	Federal	In person presentation for Future Ready Conferences	Krysti Michl
3/19/2026	46251		Jennifer LaGarde	\$5,500.00	6/1/2026	6/2/2026	General	Attend and participate in meetings for Step Up to Quality	Allyson DenBeste
3/20/2026	46252		Linda Meyers	\$28,500.00	5/1/2026	4/30/2027	Federal/General	Deliver NDE supported early childhood training on behalf of NDE	Melody Hobson
3/20/2026	46254		Melinda J. Young	\$8,000.00	4/1/2026	3/31/2027	Federal		Melody Hobson
3/20/2026	46261		Kids First, Inc.	\$3,000.00	5/1/2026	4/30/2027	Federal	Provide class practice and reliability observations for early childhood training	Melody Hobson
3/17/2026	47001		Student1	\$44,000.00	7/1/2026	6/30/2027	General	Technical consultation for the Systems Involved Use Data Project	Lane Carr
3/30/2026	46264		Sparq Data Solutions	\$2,700.00	4/1/2026	3/31/2027	General	Board support software	Ryan For
3/31/2026	46141	AM#1	CoRsyS					Extend contract date from 4/1/2026 to 4/31/2026	
4/3/2026	46246		Board of Regents of the University of Nebraska obo UNL	\$14,850.00	4/1/2026	3/31/2027	General	Training and professional development for candidates applying for Child Development Associate credential	Melody Hobson
4/8/2026	46079	AM#1	Emspace					Increase from \$200,000.00 to \$209,500.00	
4/8/2026	46137	AM#1	Gerald Gill Strait					Increase from \$14,400.00 to \$21,400.00	
4/13/2026	45319		Midland University					Decrease from \$1,540,647.00 to \$1,444,672.00	
3/20/2026	46360		ACT Education Corp	\$1,423,500.00	7/1/2026	6/30/2027	General	ACT training	Allyson DenBeste
2/6/2026	46230		Health Partnership Initiative	\$43,000.00	2/9/2026	9/30/2026	Federal	Assisting with Farm to School Project	Zainab Rida
2/18/2026	46072	AM#1	Central for Rural Affairs					Increase scope of work	Zainab Rida
2/24/2026	46243		B.E.T. Learning Academy of Omaha	\$3,000.00	4/1/2026	3/31/2027	Federal	Classrooms used for CLASS observations	Melody Hobson
3/5/2026	46248	AM#1	Board of Regents of the University of Nebraska obo UNL					Increased from \$30,683 to \$37,783	Zainab Rida
3/25/2026	47003		HMH Education Company dba Northwest Evaluation Association (NWEA)	\$8,628,927.73	7/1/2026	6/30/2027	Federal/general	NCSAS general and NCSAS Alternate Assessments	Jane Slaven
3/20/2026	46253		USUCC	\$2,345,450.00	3/1/2026	2/12/2027	General	Website support for Neunspoor.org	Allyson DenBeste
3/20/2026	46255		Olivia Arroyo Kotinek	\$6,600.00	5/1/2026	4/30/2027	Federal	Develop and deliver Spanish training for Early Childhood providers	Melody Hobson
3/20/2026	46257		Linda R. Villagomes	\$7,700.00	5/1/2026	4/30/2027	Federal	Develop and deliver Spanish training for Early Childhood providers	Melody Hobson
3/20/2026	46258		Lori Chlebarod	\$10,000.00	5/1/2026	4/30/2027	Federal	Step Up to Quality Coaching and Training	Melody Hobson
3/20/2026	46256		Briyelda Ceballos Cornejo	\$6,600.00	5/1/2026	4/30/2027	Federal	Develop and deliver Spanish training for Early Childhood providers	Melody Hobson
3/20/2026	46260		Community Language Cooperative	\$48,000.00	5/1/2026	5/1/2027	Federal	Document translation for Office of Early Childhood	Melody Hobson
3/20/2026	46259		Cynthia Villanueva Castro	\$7,700.00	5/1/2026	4/30/2027	Federal	Develop and deliver Spanish training for Early Childhood providers	Melody Hobson
3/24/2026	46262		ESU 2	\$32,000.00	3/30/2026	9/15/2026	Federal	Conduct psychological first aid training for schools	Zainab Rida
3/26/2026	46263		SRI International	\$97,500.00	4/1/2026	9/30/2027	Federal	Conduct independent evaluation of CLSD grant	Allyson DenBeste
3/26/2026	44151	AM#1	Security Equipment Inc	\$92,460.00	7/1/2026	9/30/2028	General	Security Systems	Krysti Michl
4/13/2026	47001		Student1	\$44,000.00	7/1/2026	6/30/2027	general	Technical consultation for the Systems Involved Use Data Project	Lane Carr
4/12/2026	46265		Camphel Cleaning Service	\$10,720.00	4/1/2026	3/31/2027	Federal	Office cleaning for VR, Federal	Lindy Foley
4/6/2026	46085	AM#1	Liliana Rendeis de Moguei					Increase from \$21,000 to \$23,000	

4/6/2026	46267		Nebraska Department of Environment and Energy	\$13,980.00	5/20/2026	8/31/2027	Federal	Health Inspections for Summer Food Service Programs outside Douglas County	Zainab Rida
4/6/2026	46276	AM#1	ESU 2					Date extended from 4/10/26 to 7/31/26	
4/6/2026	46265		Douglas County Health Department	\$10,720.00	5/20/2026	8/31/2026	Federal	Summer Food Service Program	Zainab Rida
4/10/2026	46268		Patti Paez	\$4,500.00	4/15/2026	4/14/2027	Federal	Special care training for Step Up to Quality	Melody Hobson
4/10/2026	46269		Kayla Munoz	\$12,500.00	4/15/2026	4/14/2027	Federal	Step Up to Quality Observations	
4/14/2026	46183		Student1					Increased from \$32,000 to \$44,000	
4/15/2026	46271		Shine Early Learning dba Spark Learning Lab	\$4,500.00	5/11/2026	12/31/2026	Federal	Early Childhood Training	Melody Hobson
4/16/2026	46272		Use It Forward	\$7,884.00	5/25/2026	5/29/2026	general	Conduct Training at 2026 general Officer Leader Academy	Katie Graham
4/23/2026	46177	AM#1	Smarter Learning Group					Increased from \$48,000 to \$49,800 and extended end date from 4/30/26 to 5/31/26	
4/27/2026	47007		Naseeb Shekib dba Insight Psychiatric Services	\$20,000.00	4/30/2026	6/30/2026	Federal	Medical Consultant for DDS	Krysti Michl
4/27/2026	47008		Brenda R. Glunz	\$20,000.00	4/30/2026	6/30/2026	Federal	Medical Consultant for DDS	
4/28/2026	46270		Rapport International	\$10,000.00	5/1/2026	4/30/2027	Federal	Interpretation services for VR	Lindy Foley
4/28/2026	46230	AM#1	Health Partnership Initiative dba Partnership for a Healthy Lincoln					Increased from \$43,000 to \$46,000	
4/29/2026	46343		Mason Sheppard	\$48,900.00	6/1/2026	5/31/2027	Federal	Provid training for Early Childhood	Melody Hobson
4/29/2026	46342		UNL	\$24,810.00	5/4/2026	5/3/2027	Federal	Nutrition education resources	Zainab Rida
5/1/2026	46137	AM#2	Gerald Gill Strait					Increased from \$21,400 to \$25,400	
5/1/2026	46341		All Hearn dba All Hearn Coaching and Consulting	\$42,000.00	5/20/2026	5/19/2027	Federal	Provide Advanced Restorative Practices Training for SPED	Ami Rhone
5/1/2026	46344		Tarifa Estrada	\$5,600.00	6/1/2026	5/31/2027	Federal	Spanish Language Training for Early Childhood	Melody Hobson
5/1/2026	47009		Bradford Brabec	\$6,600.00	7/1/2026	6/30/2027	Federal	Medical Consultant for DDS	Krysti Michl
5/7/2026	47010		Lee Branham	\$7,700.00	7/1/2026	6/30/2027	Federal	Medical Consultant for DDS	Krysti Michl
5/7/2026	47011		Rebecca K Brayman	\$10,000.00	7/1/2026	6/30/2027	Federal	Medical Consultant for DDS	Krysti Michl
5/7/2026	47012		Dianna Cline M.D., P.C.	\$7,700.00	7/1/2026	6/30/2027	Federal	Medical Consultant for DDS	Krysti Michl
5/7/2026	47013		Kevin Coughlin	\$48,000.00	7/1/2026	6/30/2027	Federal	Medical Consultant for DDS	Krysti Michl
5/7/2026	47014		Paragant Donovan	\$3,000.00	7/1/2026	6/30/2027	Federal	Medical Consultant for DDS	Krysti Michl
5/7/2026	47015		Thomas O Martin	\$32,000.00	7/1/2026	6/30/2027	Federal	Medical Consultant for DDS	Krysti Michl
5/7/2026	47016		Helen M Montoya Ph.D P.C.	\$97,500.00	7/1/2026	6/30/2027	Federal	Medical Consultant for DDS	Krysti Michl
5/7/2026	47017		Scott A Napolitano Ph.D	\$2,700.00	7/1/2026	6/30/2027	Federal	Medical Consultant for DDS	Krysti Michl
5/7/2026	47018		Patricia M Newman Ph.D	\$9,937.35	7/1/2026	6/30/2027	Federal	Medical Consultant for DDS	Krysti Michl
5/7/2026	47019		Alexandra Suslow-Gedtz	\$10,720.00	7/1/2026	6/30/2027	Federal	Medical Consultant for DDS	Krysti Michl
5/7/2026	47020		Tori Vozz	\$13,980.00	7/1/2026	6/30/2027	Federal	Medical Consultant for DDS	Krysti Michl
5/7/2026	47021		Rick Joe Windle	\$4,500.00	7/1/2026	6/30/2027	Federal	Medical Consultant for DDS	Krysti Michl
5/8/2026	45228	AM#1	UNL	\$49,634.50	1/27/2025	6/30/2026	General	Establish a Networked Improvement Community with pilot rural high schools with high rates of chronic absenteeism.	Zainab Rida
5/8/2026	46199		Children's Nebraska	\$46,519.00	1/1/2026	9/29/2026	Federal	Changed end date from 9/30/26 to 9/29/26	Zainab Rida
5/11/2026	46099		NE Children's Families Foundation	\$45,000.00	5/11/2026	5/10/2027	Federal	Extended contract end date from 8/31/26 to 12/31/26	Krysti Michl
5/11/2026	46346		Stephen Gildersleeve D.D.	\$20,000.00	4/30/2026	6/30/2026	Federal	DDS Officer	Krysti Michl
5/12/2026	46038	AM#1	Traci Strazdas	\$76,600.00	7/1/2025	6/30/2026	Federal	Shifting funding amounts	Melody Hobson
5/12/2026	46050	AM#2	George Toman	\$46,862.93	7/8/2025	7/7/2026	Federal	Consultation Services	Ami R. Rhone
5/12/2026	46347		Beatrice Public School	\$24,293.00	5/15/2026	7/31/2026	Federal	Summer work-based learning and preemployment services	Lindy Foley
5/12/2026	46348		Crate Public School	\$43,039.00	5/15/2026	7/31/2026	Federal	Summer work-based learning and preemployment services	Lindy Foley
5/12/2026	46349		Goodwill	\$49,021.58	5/15/2026	7/31/2026	Federal	Summer work-based learning and preemployment services	Lindy Foley
5/12/2026	46350		Hall County Combined	\$48,579.19	5/15/2026	7/31/2026	Federal	Summer work-based learning and preemployment services	Lindy Foley
5/12/2026	46351		Jackie M Hinman	\$20,000.00	4/30/2026	6/30/2026	Federal	DDS Officer	Krysti Michl
5/12/2026	46352		St. Mark's Preschool/Kidzone Inc	\$3,000.00	6/1/2026	5/31/2027	Federal	Classrooms used for CLASS observations	Melody Hobson
5/12/2026	47022		MTFA Associates Inc	\$40,500.00	7/1/2026	6/30/2027	Federal	Update Comprehensive Needs Assessment	Beth Wooster
5/13/2026	46157	AM#3	Rebecca Dunlap-Morton	\$6,936,485.00	10/1/2023	9/30/2027	general/federal	Move funds among various business units - no dollar amount change	Ami Rhone
5/13/2026	45049	AM#2	SPED Strategies	\$560,000.00	7/1/2024	6/30/2027	Federal	Consultation Services	Ami R. Rhone
5/13/2026	46044	AM#1	ESU 3	\$1,244,826.70	7/1/2025	6/30/2027	General	general plan for children that are deaf/hard of hearing	Ami R. Rhone
5/13/2026	46045	AM#1	ESU 18	\$602,719.90	7/1/2025	6/30/2027	General	general plan for children that are deaf/hard of hearing	Ami R. Rhone
5/13/2026	46046	AM#1	ESU 9	\$852,913.80	7/1/2025	6/30/2027	General	general plan for children that are deaf/hard of hearing	Ami R. Rhone
5/13/2026	46047	AM#1	ESU 7	\$503,710.90	7/1/2025	6/30/2027	General	general plan for children that are deaf/hard of hearing	Ami R. Rhone
5/13/2026	46354		Goodwill	\$6,000.00	6/1/2026	5/31/2027	general/federal	Early Learning Training	Melody Hobson
5/13/2026	47023		Ink Factory Corp	\$6,675.00	7/29/2026	7/30/2026	General	Artist services 7-25-26	Allyson DenBeste
5/14/2026	47024		Nebraska Council of School Administration	\$24,000.00	7/29/2026	7/30/2026	General	Administrators' Day Conference	Allyson DenBeste
5/15/2026	46355		Brandy Price - ABC123 Childcare	\$5,000.00	7/1/2026	9/30/2026	Federal	Contractor Services Subject Matter Experts	Ryan Foer
5/15/2026	46356		Madonna Alliance	\$32,000.23	5/29/2026	5/28/2027	Federal	Pre-Employment Training Services	Melody Hobson
5/15/2026	46357		Brenda Sav	\$16,000.00	5/15/2026	7/31/2026	general/federal	Coaching Services - Step Up to Quality training	Lindy Foley
5/15/2026	47025		TLH Holdings, Inc	\$40,051.00	5/1/2026	5/31/2027	general/federal	GOLD Training - for Preschool/Childcare	Melody Hobson
5/15/2026	47026		Leah Merkwan	\$28,000.00	7/1/2026	6/30/2027	general/federal	Step Up to Quality representative	Melody Hobson
5/15/2026	47028		West Publishing Corp	\$47,583.00	8/1/2026	7/31/2027	Federal		Melody Hobson
5/20/2026	46358		Tony Frontier	\$5,000.00	7/1/2026	6/30/2030	Federal	Keynote Speaker on Artificial Intelligence (AI) and breakout presentation.	Allyson DenBeste
5/20/2026	46359		ESU 3	\$8,000.00	6/1/2026	6/2/2027	general/federal	Early Learning Training	Allyson DenBeste
5/20/2026	46360		Enphase, Inc.	\$20,585.00	6/1/2026	5/31/2027	Federal	Website development	Melody Hobson
5/20/2026	47029		Rebecca Dunlap-Morton	\$6,800.00	5/11/2026	5/10/2027	general/federal	Step Up to Quality representative	Zainab Rida
5/21/2026	46361		Michelle Fedon	\$20,000.00	7/1/2026	6/30/2027	Federal	DDS Officer	Melody Hobson
5/21/2026	46362		ESU 7	\$3,000.00	6/8/2026	6/30/2026	general/federal	Early Learning Training	Krysti Michl
5/27/2026	46363		Laurel Wheeler	\$20,000.00	6/1/2026	5/31/2027	Federal	School tremal wellness	Melody Hobson
5/28/2026	46028	AM#1	Kimberly Jacobson	\$38,000.00	7/1/2025	6/30/2026	Federal	Extended expiration date from 6/30/26 to 9/30/26	Zainab Rida
5/28/2026	46026	AM#1	Sally Carlson	\$36,000.00	7/1/2025	6/30/2026	Federal	Extended expiration date from 6/30/26 to 9/30/26	Zainab Rida
5/28/2026	46220	AM#1	CM Resource	\$296,150.00	7/1/2025	9/30/2026	general	School Food Authorities reviews	Zainab Rida
5/28/2026	46366		Rochelle Mowinkel	\$6,181.25	1/15/2026	9/30/2026	Federal	JumpStart Educator Institute coordinator	Zainab Rida
5/28/2026	46367		Amy Shipman	\$20,000.00	6/15/2026	7/24/2026	Federal	DDS Officer	Katie Graham
5/28/2026	46370		Gracie Institute	\$8,000.00	6/8/2026	6/30/2026	Federal	Keynote Speaker 2026 NE Afterschool Conference	Krysti Michl
5/28/2026	46371		SCC	\$10,045.00	6/8/2026	6/30/2026	Federal	Provide Workshops for CTE Instructors	Zainab Rida
5/28/2026	47030		Saffron Buettner	\$37,900.00	6/1/2026	6/27/2026	general/federal	Step Up to Quality representative	Katie Graham
5/29/2026	46368		Jessica Jones	\$20,000.00	7/1/2026	6/30/2027	Federal	DDS Officer	Melody Hobson
5/29/2026	46369		Central Community College	\$10,045.00	6/8/2026	6/30/2026	Federal	Provide Workshops for CTE Instructors	Krysti Michl
5/29/2026	47031		Traci Strazdas	\$76,600.00	6/1/2026	6/30/2026	general/federal	Step Up to Quality representative	Katie Graham
6/1/2026	46364		Gisela Wiggins	\$6,500.00	6/1/2026	5/31/2027	Federal	Contractor for TFI (Tiered Fidelity Inventory)	Melody Hobson
6/1/2026	46365		Nancy Woodhams	\$6,500.00	6/1/2026	5/31/2027	Federal	Contractor for TFI (Tiered Fidelity Inventory)	Ami R. Rhone
6/2/2026	46372		Easter Seals of Nebraska	\$4,220.00	6/1/2026	5/31/2027	Federal	Training for VR staff - basic knowledge for SS disability programs	Lindy Foley
6/2/2026	46373		ESU 3	\$49,950.00	6/8/2026	12/31/2026	Federal	Online Instructional Practice Guide services for NDE	Chris Waschlin
6/3/2026	45341	AM#1	NASHIA	\$49,000.00	6/1/2026	9/30/2026	Federal	Extend contract date from 6/29 to 10/31/26	Lindy Foley
6/3/2026	46181	AM#1	Mark F. Haid	\$33,390.00	6/1/2026	5/31/2027	Federal	Raised dollar amount from \$32,950 to \$49,990	Zainab Rida
6/3/2026	46374		Cheryl Krolkenbier	\$3,075.00	11/29/2025	11/24/2026	Federal	JumpStart Educator Institute coordinator	Katie Graham
6/3/2026	46375		Elyse Tompkins	\$2,760.00	6/15/2026	5/15/2027	Federal	JumpStart Educator Institute coordinator	Katie Graham
6/3/2026	46376		AIM	\$743,900.00	6/15/2026	5/15/2027	General	Design Literacy Leadership Program	Allyson DenBeste
6/4/2026	46377		SPED Strategies	\$726,000.00	5/26/2026	7/31/2028	General	Collaborate with AIM on Literacy Leadership Program	Allyson DenBeste
6/8/2026	47032		ESU 1	\$8,000.00	6/8/2026	7/31/2028	Federal/General	Early Learning Training	Melody Hobson
6/8/2026	47033		Kevin Altracht	\$15,000.00	7/1/2026	6/30/2027	Federal/General	Step Up to Quality Training	Krysti Michl
6/9/2026	47034		Naseeb Shekib	\$100,000.00	8/1/2026	7/31/2027	Federal	DDS Officer	Krysti Michl
6/10/2026	46340	AM#1	Edwise LLC	\$40,425.00	7/1/2026	6/30/2027	Federal	Extended contract date from 6/30 to 12/31/26	Chris Waschlin
6/10/2026	46229	AM#1	Educational Service Unit 3	\$,500 + \$1000/per student	7/1/2025	12/31/2026	Federal	Raised dollar amount from \$6,000 to \$8,500	Lane S. Carr
6/10/2026	46343	AM#1	All Hearn	\$42,000.00	5/1/2026	12/31/2030	Federal	Training dates adjusted	Ami R. Rhone
6/10/2026	46378		Nebraska Council of School Administration	\$15,000.00	5/1/2026	5/31/2027	Federal	Speakers for 2026 Multi-general Heartland School Safety Summit	Zainab Rida
6/10/2026	47035		Jackie M Hinman	\$190,000.00	6/15/2026	10/30/2026	Federal	DDS Officer	Krysti Michl
6/10/2026	47036		Brenda R. Glunz	\$165,000.00	7/1/2026	6/30/2027	Federal	DDS Officer	Krysti Michl
6/10/2026	47037		Stephen Gildersleeve O.D.	\$100,000.00	7/1/2026	6/30/2027	Federal	DDS Officer	Krysti Michl
6/10/2026	47038		Literacy Pro Systems Inc	\$47,528.00	7/1/2026	6/30/2027	Federal	Reporting of adult education performance data	Katie Graham
6/11/2026	46379		UMMC	\$15,656.00	7/1/2026	6/30/2027	Federal	Mental Health Services Professional Demonstration Grant	Zainab Rida
6/11/2026	47039		SPED Strategies	\$100,250.00	6/15/2026	9/30/2026	Federal	Consultation Services	Ami R. Rhone
6/12/2026	47040		Amy Shipman	\$190,000.00	7/1/2026	6/30/2027	Federal	Consultation Services for DDS	Krysti Michl
6/15/2026	47041		Board of Regents of the University of Nebraska	\$85,609.00	7/1/2026	6/30/2027	Federal	Contractor services for Results Matter	Ami Rhone
6/16/2026	47027		Iowa Department of Education	\$122,050.00	7/1/2026	6/30/2027	General	Services NE children and youth w/hearing impairments	Ami Rhone
6/18/2026	47042		PKL Jim Titus	\$49,999.99	7/1/2026	6/30/2027	general	Hearing Officer	Ami Huff
6/23/2026	46035	AM#1	Mark F. Haid	\$11,600.00	7/1/2025	6/30/2026	Federal	Increased budget from \$9,100 to \$11,600	Ami Rhone
6/23/2026	47043		Patricia Flanagan's Boys' Home	\$3,380,000.00	7/1/2026	6/30/2030	general	Safe2HelpNE report line	Zainab Rida
6/23/2026	47044		Vivavie Inc	\$47,900.00	7/1/2026	1/31/2027	general/federal	Software Development - Behavioral Threat Assessment	Zainab Rida
6/23/2026	47045		OCIO - Dane Nelson	\$100,000.00	7/1/2026	1/31/2027	Lottery	OCIO Contractor Services	Chris Waschlin
6/23/2026	47046		Sandra Miller	\$22,310.00	8/1/2026	7/31/2027	general/federal	Step Up to Quality representative	Melody Hobson
6/23/2026	47047		George Toman	\$30,000.00	7/8/2026	7/7/2027	Federal	Consultation Services	Ami Rhone
6/24/2026	47048		Michelle Fedon	\$100,000.00					

7/1/2026	47067		Board of Regents of the University of Nebraska	\$151,151.00	7/16/2026	12/31/2026	Federal	Munroe-Meyer Institute	Zainab Rida
7/1/2026	47068		Anderson & Creager & Wittstruck LLO (non-SPED)	\$49,999.99	7/6/2026	6/30/2027	General	Hearing Officer	Ami Huff
7/1/2026	47069		Anderson & Creager & Wittstruck LLO (SPED)	\$100,000.00	7/6/2026	6/30/2027	General	SPED Hearing Officer	Amy Rhone
7/2/2026	47070		Board of Regents of the University of Nebraska - MHSPD	\$585,700.00	7/16/2026	12/31/2026	Federal	Psychology Student trainees	Zainab Rida
7/8/2026	47071		Cowendis (general contract 116526 PA)	\$550,000.00	7/1/2026	10/31/2029	Federal/General	Business Analyst Services	Ami Huff
7/8/2026	47072		ICI Institute for Community Inclusion University of Mass - Boston	\$15,951.00	7/15/2026	6/30/2027	Federal	Consultation Services for NVR	Lindy Foley
7/8/2026	47073								Katie Graham
7/8/2026	47074		Nebraska Commission for the Blind and Visually Impaired	\$9,999.99	7/15/2026	6/30/2027	Federal	Installation of equipment for NATP consumers	Lindy Foley
7/10/2026	47075		Eduloki Limited	\$350,000.00	7/1/2026	6/30/2028	General	Providing, maintaining, and supporting Educator Licensure System	Brad Dirksen
7/10/2026	47076		State of Michigan	\$45,000.00	7/15/2026	7/14/2027	Federal/General	Michigan Veterans Education Database Management System	Brad Dirksen
7/10/2026	47077		Diane Ellis	\$7,800.00	8/1/2026	7/31/2026	Federal/General	Step Up to Quality representative	Melody Hobson
7/10/2026	47078		WestEd	\$348,556.00	7/22/2026	7/31/2027	Federal	CTE Consultation	Katie Graham
7/10/2026	47079		LaSonja Kirksey	\$12,350.00	8/1/2026	7/31/2027	Federal/General	Step Up to Quality representative	Melody Hobson
7/10/2026	47080		Nicole Long	\$7,800.00	8/1/2026	7/31/2027	Federal/General	Step Up to Quality representative	Melody Hobson
7/13/2026	46245	AM#1	Kids Can Community Center	\$6,000.00	4/1/2026	3/31/2027	Federal	Increase budget from \$3,000 to \$6,000	Melody Hobson
7/13/2026	47081		Dr Paula Thompson	\$10,000.00	8/1/2026	10/31/2026	Federal	Head Start Collaboration Office Needs Assessment	Melody Hobson
7/13/2026	45054	AM#1	National Center for Grow Your Own	\$945,500.00	7/1/2024	6/30/2027	Federal	Increase budget from \$900,000 to \$945,500	Brad Dirksen
7/14/2026	47082		ACERI Partners LLC	\$49,999.00	8/8/2026	8/7/2027	Federal	Complaint investigations	Amy Rhone
7/14/2026	47083		Emily Adams	\$49,999.00	8/8/2026	8/7/2027	Federal	Complaint investigations	Amy Rhone
7/14/2026	47084		Nicole Stewart	\$49,999.00	8/8/2026	8/7/2027	Federal	Complaint investigations	Amy Rhone
7/20/2026	47085		Avenue Scholars	\$261,573.71	8/3/2026	6/30/2027	General	Educational Services - Low Income/underrepresented Studens	Shirley Vargas
7/20/2026	47086		Denise Rieder	\$5,000.00	8/3/2026	1/31/2027	General	Behavioral Threat Assessment and Management expert	Zainab Rida
7/21/2026	47087		Central Plains Center for Services	\$41,519.16	8/3/2026	6/30/2027	General	Educational Services - Low Income/underrepresented Studens	Shirley Vargas
7/22/2026	47088		Script Elephant	\$13,200.00			General	Web application - Educator's Rising, FCCLA, DECA, HOSA, AND SkillsUSA	David Jespersen
7/23/2026	47089		District Management Group	\$350,000.00	8/3/2026	6/30/2026	Federal/General	Increase math and literacy incomes- reduce chronic absenteeism	Shirley Vargas
7/27/2026	47090		Stephanie Westcott	\$12,000.00	8/7/2026	8/6/2026	Federal	Develop family-focused literacy resources	Zainab Rida
7/30/2026	47091		Kathleen (Katie) Miller	\$20,000.00	9/1/2026	8/31/2026	Federal	Contractor Services - ECEd	Melody Hobson
8/3/2026	47092		University of Utah - TAESE	\$302,066.30	8/24/2026	8/23/2027	Federal/General	Tri-State Law Conference	Amy Rhone
8/3/2026	47093		Novak Educational Consulting Inc	\$13,200.00	9/28/2026	9/27/2027	Federal	Virtual training workshops	Amy Rhone
8/6/2026	47094		Empspace, Inc.	\$180,000.00	9/1/2026	8/31/2027	Federal	Step up to Quality PIO services	Melody Hobson
8/7/2026	46167	AM#1	Luis Hixon	\$35,508.92	11/15/2025	10/31/2026	Federal	FLSA State Leadership	Katie Graham
8/10/2026	47095		Smarter Learning Group	\$48,000.00	9/1/2026	5/31/2027	Federal	Family literacy implementation	Melody Hobson
8/11/2026	46077	AM#1	Kathleen (Katie) Miller	\$20,000.00	9/1/2025	8/31/2026	Federal	Contractor training services	Melody Hobson
8/11/2026	46217	AM#1	Margaret Schneider	\$37,058.00	1/12/2026	12/27/2026	Federal	DECA State Officers management	Katie Graham
8/13/2026	46250	AM#1	Taryn Brown	\$25,557.00	4/6/2026	3/21/2027	Federal	HOSA State Officer Coordination	Katie Graham
8/12/2026	47096		Helix Illinois NFP	\$8,950.00	8/26/2026	8/25/2027	Federal	21st Century Community Learning Center training/assistance	Zainab Rida
8/13/2026	47014	AM#1	Margaret Donovan	\$126,000.00	7/1/2026	6/30/2027	Federal	Switching ABN to LLC vendor	Krysti Michl
8/17/2026	46140	AM#1	EdWise LLC	\$540,395.00	7/1/2025	12/31/2026	Federal	Increase contract to \$540,395.00	Jill Award
8/19/2026	46199	AM#2	Children's Nebraska	\$49,519.00	1/2/2026	9/30/2026	Federal	Continue Support & implementation of Project AWARE	Zainab Rida



PROPOSED AGENDA ITEM RATIONALE

DATE: August 17, 2026

TO: Dr. Brian L. Maher
Commissioner of Education

FROM: Angela Fujan, Program Director of Nebraska VR
Lindy Foley, Office Administrator of Nebraska VR

PROPOSED AGENDA ITEM: Notification of Vacancies on the State Rehabilitation Council (SRC)

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

RATIONALE/BACKGROUND INFORMATION:

The purpose of the State Rehabilitation Council (SRC) is to work in partnership with Nebraska VR to review, analyze, and advise on the performance of the agency. SRC members provide input on several issues including educating the public about VR, marketing ideas, VR purpose statement, the agency's website, and operational procedures. The SRC provides annual outreach to educate Nebraska Senators on the Nebraska VR program and hosts an employer and client self-employment award ceremony during Disability Awareness Month in October. This advisory council was established pursuant to the terms of the federal grant provided under the Workforce Innovation and Opportunity Act (WIOA) and requires the advisory council be made up of a majority (51%) of individuals with disabilities while also including representation from employers, advocacy groups, State Workforce Board, NDE Special Education, community rehabilitation agencies, VR clients, and the Client Assistant Program.

Currently, there are two official vacancies on the SRC which are the State Workforce Development Board and Section 121 Project Directors in the State. The SRC is always seeking additional members.

STATUTORY/POLICY REFERENCE:

State Rehabilitation Council (SRC) regulations are governed by the Rehabilitation Act of 1973 (as amended by Title IV of the Workforce Innovation and Opportunity Act, WIOA) and outlined in federal regulations under **34 C.F.R. § 361.17**. The SRC works in an advisory partnership with the state's designated vocational rehabilitation (VR) agency.

The Council must have at least 15 members including:

- CAP: At least 1 representative of the Client Assistance Program (CAP) who must be either the CAP director or another individual recommended by CAP, established under 34 C.F.R. part 370.
- SILC: At least 1 representative of the State Independent Living Council (SILC) who must be the chairperson or a designee.
- PTI: At least 1 representative of a Parent Training and Information Center (PTI) established pursuant to section 682(a) of the Individuals with Disabilities Education Act (IDEA).
- VR Counselor: At least 1 vocational rehabilitation counselor who serves as an ex-officio, non-voting member if employed by the state VR agency.
- Community Providers: At least 1 representative of community rehabilitation service providers.
- Business & Labor: 4 representatives from business, industry, and labor.
- Disability Advocates: Representatives of disability advocacy groups, representing a cross-section of physical, cognitive, sensory, and mental disabilities.
- Service Recipients: Current or former applicants for, or recipients of, vocational rehabilitation services.
- Section 121 Projects: At least 1 representative of the directors of Section 121 (American Indian Vocational Rehabilitation Services) Projects in the state, if applicable.
- Education Officials: At least 1 representative of the state educational agency responsible for the public education of students with disabilities.
- Workforce Board: At least 1 representative of the State Workforce Development Board.
- VR Agency Director: The director of the designated state VR unit who serves as an ex-officio, non-voting member.

STRATEGIC PLAN ALIGNMENT

Strategic Priority 4: Provide Exceptional Service

Strategic Outcome 4.2: Increased Responsiveness and Communication

PROPOSED BOARD MEETING: September, 2026

ESTIMATED COST: NA

FOR CONTRACTS AND GRANTS: NA

FOR NEW CONTRACTS OR OTHER CONTRACTS REQUIRING PROCUREMENT: NA

FOR GRANT SUBAWARDS: NA

**Updated 03.30.2026*



PROPOSED AGENDA ITEM RATIONALE

DATE: August 14, 2026

TO: Dr. Brian L. Maher
Commissioner of Education

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

PROPOSED AGENDA ITEM: Notification of Vacancies on the Nebraska Assistive Technology Partnership Advisory Council

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

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

All voting members of the ATP Advisory Council must be approved by the Nebraska State Board of Education. ATP is continually recruiting new members, especially individuals with disabilities that use assistive technology and their family members. The ATP Advisory Council has a maximum membership of 22. Currently there are 4 openings on the council due to individuals completing their terms.

STATUTORY/POLICY REFERENCE: 21st Century Assistive Technology Act

STRATEGIC PLAN ALIGNMENT:

- *Strategic Priority 4: Provide Exceptional Service*
 - *Strategic Outcome 4.2: Increased Responsiveness and Communication*

The ATP Advisory Council provides the staff at ATP feedback on how services are being provided to the public allowing them to adjust services to meet the needs of the community.

PROPOSED BOARD MEETING (MONTH/YEAR): September 2026

ESTIMATED COST: N/A

FOR CONTRACTS AND GRANTS: N/A

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

FOR GRANT SUBAWARDS: N/A

**Updated 03.30.2026*