

DATE:

TO: ESU #1 Board of Directors

FROM: Bill Heimann, Administrator

RE: Tuesday, October 8, 2024 Board Meeting

There will be a meeting of the ESU #1 Board of Directors, on Tuesday, October 8, 2024, at 5:30 PM in the

ESU #1 Conference Room
211 Tenth Street
Wakefield, NE 68784-5014

Consideration, discussion and any action necessary will be taken on the following items.

- A. Notification of Open Meetings Law
- B. Roll Call*
- C. Consent Agenda*
 - C.1. Previous Minutes (copy attached)
 - C.2. Financial Reports*
 - C.2.a. Revenue Report/Treasurer's Report
 - C.2.b. Cash Summary/Expenditure Report
 - C.3. Bills for October
 - C.4. Administrator's Monthly Report
 - C.4.a. Tower School Tour
 - C.4.b. AESA Central Region Symposium
 - C.4.c. Nebraska Literacy Project
- D. Public Comment
- E. NASB Legislative Committee Representative*
- F. ESUCC Cooperative Purchasing Program
- G. Nebraska Association of School Boards State Conference
- H. Tower School Facility Project
- I. ESU1 Annual Report
- J. Virtual Board Meetings
- K. Personnel*
 - K.1. Consider, discuss, and take necessary action on employee contracts and personnel changes.
 - K.1.a. Resignation(s)
 - K.1.b. New Hire(s)
 - K.1.c. Contract Change(s)
 - K.1.d. Termination(s)
- L. Adjournment

This agenda contains a list of subjects known at the time of its distribution on . A copy of the agenda reflecting any changes will be kept in the ESU #1 Administrative office and will be readily available for public inspection during normal office hours. Except for items of emergency nature, the agenda will not be enlarged later than twenty-four hours before the

scheduled commencement of the meeting. The Board reserves the right to change the order of business discussed.

*Action Items

NEBRASKA OPEN MEETINGS ACT

84-1407. Act, how cited. Sections 84-1407 to 84-1414 shall be known and may be cited as the Open Meetings Act.

84-1408. Declaration of intent; meetings open to public. It is hereby declared to be the policy of this state that the formation of public policy is public business and may not be conducted in secret.

Every meeting of a public body shall be open to the public in order that citizens may exercise their democratic privilege of attending and speaking at meetings of public bodies, except as otherwise provided by the Constitution of Nebraska, federal statutes, and the Open Meetings Act.

84-1409. Terms, defined. For purposes of the Open Meetings Act, unless the context otherwise requires:

(1)(a) Public body means (i) governing bodies of all political subdivisions of the State of Nebraska, (ii) governing bodies of all agencies, created by the Constitution of Nebraska, statute, or otherwise pursuant to law, of the executive department of the State of Nebraska, (iii) all independent boards, commissions, bureaus, committees, councils, subunits, or any other bodies created by the Constitution of Nebraska, statute, or otherwise pursuant to law, (iv) all study or advisory committees of the executive department of the State of Nebraska whether having continuing existence or appointed as special committees with limited existence, (v) advisory committees of the bodies referred to in subdivisions (i), (ii), and (iii) of this subdivision, and (vi) instrumentalities exercising essentially public functions; and

(b) Public body does not include (i) subcommittees of such bodies unless a quorum of the public body attends a subcommittee meeting or unless such subcommittees are holding hearings, making policy, or taking formal action on behalf of their parent body, except that all meetings of any subcommittee established under section 81-15,175 are subject to the Open Meetings Act, (ii) entities conducting judicial proceedings unless a court or other judicial body is exercising rulemaking authority, deliberating, or deciding upon the issuance of administrative orders, and (iii) the Judicial Resources Commission or subcommittees or subgroups of the commission;

(2) Meeting means all regular, special, or called meetings, formal or informal, of any public body for the purposes of briefing, discussion of public business, formation of tentative policy, or the taking of any action of the public body; and

(3) Virtual conferencing means conducting or participating in a meeting electronically or telephonically with interaction among the participants subject to subsection (2) of section 84-1412.

84-1410. Closed session; when; purpose; reasons listed; procedure; right to challenge; prohibited acts; chance meetings, conventions, or workshops.

(1) Any public body may hold a closed session by the affirmative vote of a majority of its voting members if a closed session is clearly necessary for the protection of the public interest or for the prevention of needless injury to the reputation of an individual and if such individual has not requested a public meeting. The subject matter and the reason necessitating the closed session shall be identified in the motion to close. Closed sessions may be held for, but shall not be limited to, such reasons as:

(a) Strategy sessions with respect to collective bargaining, real estate purchases, pending litigation, or litigation which is imminent as evidenced by communication of a claim or threat of litigation to or by the public body;

(b) Discussion regarding deployment of security personnel or devices;

(c) Investigative proceedings regarding allegations of criminal misconduct;

(d) Evaluation of the job performance of a person when necessary to prevent needless injury to the reputation of a person and if such person has not requested a public meeting;

(e) For the Community Trust created under section 81-1801.02, discussion regarding the amounts to be paid to individuals who have suffered from a tragedy of violence or natural disaster; or

(f) For public hospitals, governing board peer review activities, professional review activities, review and discussion of medical staff investigations or disciplinary actions, and any strategy session concerning transactional negotiations with any referral source that is required by federal law to be conducted at arms length.

Nothing in this section shall permit a closed meeting for discussion of the appointment or election of a new member to any public body.

(2) The vote to hold a closed session shall be taken in open session. The entire motion, the vote of each member on the question of holding a closed session, and the time when the closed session commenced and concluded shall be recorded in the minutes. If the motion to close passes, then the presiding officer immediately prior to the closed session shall restate on the record the limitation of the subject matter of the closed session. The public body holding such a closed session shall restrict its consideration of matters during the closed portions to only those purposes set forth in the motion to close as the reason for the closed session. The meeting shall be reconvened in open session before any formal action may be taken. For purposes of this section, formal action shall mean a collective decision or a collective commitment or promise to make a decision on any question, motion, proposal, resolution, order, or ordinance or formation of a position or policy but shall not include negotiating guidance given by members of the public body to legal counsel or other negotiators in closed sessions authorized under subdivision (1) (a) of this section.

(3) Any member of any public body shall have the right to challenge the continuation of a closed session if the member determines that the session has exceeded the reason stated in the original motion to hold a closed session or if the member contends that the closed session is neither clearly necessary for (a) the protection of the public interest or (b) the prevention of needless injury to the reputation of an individual. Such challenge shall be overruled only by a majority vote of the members of the public body. Such challenge and its disposition shall be recorded in the minutes.

(4) Nothing in this section shall be construed to require that any meeting be closed to the public. No person or public body shall fail to invite a portion of its members to a meeting, and no public body shall designate itself a subcommittee of the whole body for the purpose of circumventing the Open Meetings Act. No closed session, informal meeting, chance meeting, social gathering, email, fax, or other electronic communication shall be used for the purpose of circumventing the requirements of the act.

(5) The act does not apply to chance meetings or to attendance at or travel to conventions or workshops of members of a public body at which there is no meeting of the body then intentionally convened, if there is no vote or other action taken regarding any matter over which the public body has supervision, control, jurisdiction, or advisory power.

84-1411. Meetings of public body; notice; method; contents; when available; right to modify; duties concerning notice; virtual conferencing authorized; requirements; emergency meeting without notice; appearance before public body.

(1) Until January 1, 2025:

(a) Each public body shall give reasonable advance publicized notice of the time and place of each meeting as provided in this subsection. Such notice shall be transmitted to all members of the public body and to the public.

(b)(i) Except as provided in subdivision (1)(b)(ii) of this section, in the case of a public body described in subdivision (1)(a)(i) of section 84-1409 or such body's advisory committee, such notice shall be published in a newspaper of general circulation within the public body's jurisdiction and, if available, on such newspaper's website.

(ii) In the case of the governing body of a city of the second class or village or such body's advisory committee or the governing body of a rural or suburban fire protection district, such notice shall be published by:

(A) Publication in a newspaper of general circulation within the public body's jurisdiction and, if available, on such newspaper's website; or

(B) Posting written notice in three conspicuous public places in such city, village, or district. Such notice shall be posted in the same three places for each meeting.

(iii) In the case of a public body not described in subdivision (1) (b)(i) or (ii) of this section, such notice shall be given by a method designated by the public body.

(iv) In case of refusal, neglect, or inability of the newspaper to timely publish the notice, the public body shall (A) post such notice on its website, if available, and (B) post such notice in a conspicuous public place in such public body's jurisdiction. The public body shall keep a written record of such posting. The record of such posting shall be evidence that such posting was done as required and shall be sufficient to fulfill the requirement of publication.

(c) In addition to a method of notice required by subdivision (1)(b) (i) or (ii) of this section, such notice may also be provided by any other appropriate method designated by such public body or such advisory committee.

(d) Each public body shall record the methods and dates of such notice in its minutes.

(e) Such notice shall contain an agenda of subjects known at the time of the publicized notice or a statement that the agenda, which shall be kept continually current, shall be readily available for public inspection at the principal office of the public body during normal business hours. Agenda items shall be sufficiently descriptive to give the public reasonable notice of the matters to be considered at the meeting. Except for items of an emergency nature, the agenda shall not be altered later than (i) twenty-four hours before the scheduled commencement of the meeting or (ii) forty-eight hours before the scheduled commencement of a meeting of a city council or village board scheduled outside the corporate limits of the municipality. The public body shall have the right to modify the agenda to include items of an emergency nature only at such public meeting.

(2) Beginning January 1, 2025:

(a) Each public body shall give reasonable advance publicized notice of the time and place of each meeting as provided in this subsection. Such notice shall be transmitted to all members of the public body and to the public.

(b)(i) Except as provided in subdivision (2)(b)(ii) of this section, in the case of a public body described in subdivision (1)(a)(i) of section 84-1409 or such body's advisory committees, such notice shall be given by:

(A)(I) Publication in a newspaper of general circulation within the public body's jurisdiction that is finalized for printing prior to the time and date of the meeting, (II) posting on such newspaper's website, if available, and (III) posting on a statewide website established and maintained as a repository for such notices by a majority of Nebraska newspapers. Such notice shall be placed in the newspaper and on the websites by the newspaper; or

(B)(I) Posting to the newspaper's website, if available, and (II) posting to a statewide website established and maintained as a repository for such notices by a majority of Nebraska newspapers if no edition of a newspaper of general circulation within the public body's jurisdiction is to be finalized for printing prior to the time and date of the meeting. Such notice shall be placed in the newspaper and on the websites by the newspaper.

(ii) In the case of the governing body of a city of the second class or village, any advisory committee of such governing body, or the governing body of a rural or suburban fire protection district, such notice shall be given by:

(A)(I) Publication in a newspaper of general circulation within the public body's jurisdiction that is finalized for printing prior to the time and date of the meeting, (II) posting on such newspaper's website, if available, and (III) posting on a statewide website established and maintained as a repository for such notices by a majority of Nebraska newspapers. Such notice shall be placed in the newspaper and on the websites by the newspaper;

(B)(I) Posting to the newspaper's website, if available, and (II) posting on a statewide website established and maintained as a repository for such notices by a majority of Nebraska newspapers if no edition of a newspaper of general circulation within the public body's jurisdiction is to be finalized for printing prior to the time and date of the meeting. Such notice shall be placed in the newspaper and on the websites by the newspaper; or

(C)(III) Posting written notice in three conspicuous public places in such city, village, or district. Such notice shall be posted by the public body in the same three places for each meeting.

(iii) In the case of a public body not described in subdivision (2) (b)(i) or (ii) of this section, such notice shall be given by a method designated by the public body.

(iv) In case of refusal, neglect, or inability of the newspaper to publish the notice, the public body shall (A) post such notice on its website, if available, (B) submit a post on a statewide website established and maintained as a repository for such notices by a majority of Nebraska newspapers, and (C) post such notice in a conspicuous public place in such public body's jurisdiction. The public body shall keep a written record of such posting. The record of such posting shall be evidence that such posting was done as required and shall be sufficient to fulfill the requirement of publication.

(3)(a) The following entities may hold a meeting by means of virtual conferencing if the requirements of subdivision (3)(b) of this section are met:

(i) A state agency, state board, state commission, state council, or state committee, or an advisory committee of any such state entity;

(ii) An organization, including the governing body, created under the Interlocal Cooperation Act, the Joint Public Agency Act, or the Municipal Cooperative Financing Act;

(iii) The governing body of a public power district having a chartered territory of more than one county in this state;

(iv) The governing body of a public power and irrigation district having a chartered territory of more than one county in this state;

(v) An educational service unit;

(vi) The Educational Service Unit Coordinating Council;

(vii) An organization, including the governing body, of a risk management pool or its advisory committees organized in accordance with the Intergovernmental Risk Management Act;

(viii) A community college board of governors;

(ix) The Nebraska Brand Committee;

(x) A local public health department;

(xi) A metropolitan utilities district;

(xii) A regional metropolitan transit authority; and

(xiii) A natural resources district.

(b) The requirements for holding a meeting by means of virtual conferencing are as follows:

(i) Reasonable advance publicized notice is given as provided in subsections (1) and (2) of this section, including providing access to a dial-in number or link to the virtual conference;

(ii) In addition to the public's right to participate by virtual conferencing, reasonable arrangements are made to accommodate the public's right to attend at a physical site and participate as provided in section 84-1412, including reasonable seating, in at least one designated site in a building open to the public and identified in the notice, with: At least one member of the entity holding such meeting, or his or her designee, present at each site; a recording of the hearing by audio or visual recording devices; and a reasonable opportunity for input, such as public comment or questions, is provided to at least the same extent as would be provided if virtual conferencing was not used;

(iii) At least one copy of all documents being considered at the meeting is available at any physical site open to the public where individuals may attend the virtual conference. The public body shall also provide links to an electronic copy of the agenda, all documents being considered at the meeting, and the current version of the Open Meetings Act; and

(iv) Except as otherwise provided in this subdivision or subsection (4) of section 79-2204, no more than one-half of the meetings of the state entities, advisory committees, boards, councils, organizations, or governing bodies are held by virtual conferencing in a calendar year. In the case of (a) an organization created under the Interlocal Cooperation Act that sells electricity or natural gas, (b) an organization created under the Municipal Cooperative Financing Act, (C) a governing body of a risk management pool and any advisory committee of such governing body, or (D) any advisory committee of any state entity created in response to the Opioid Prevention and Treatment Act, such organization, governing body, or committee may hold more than one-half of its meetings by virtual conferencing if such organization holds at least one meeting each calendar year that is not by virtual conferencing.

(4) Virtual conferencing, emails, faxes, or other electronic communication shall not be used to circumvent any of the public government purposes established in the Open Meetings Act.

(5) The secretary or other designee of each public body shall maintain a list of the news media requesting notification of meetings and shall make reasonable efforts to provide advance notification to them of the time and place of each meeting and the subjects to be discussed at that meeting.

(6) When it is necessary to hold an emergency meeting without reasonable advance public notice, the nature of the emergency shall be stated in the minutes and any formal action taken in such meeting shall pertain only to the emergency. Such emergency meetings may be held by virtual conferencing. The provisions of subsection (5) of this section shall be complied with in conducting emergency meetings. Complete minutes of such emergency meetings specifying the nature of the emergency and any formal action taken at the meeting shall be made available to the public by no later than the end of the next regular business day.

(7) A public body may allow a member of the public or any other witness to appear before the public body by means of virtual conferencing.

(8)(a) Notwithstanding subsections (3) and (6) of this section, if an emergency is declared by the Governor pursuant to the Emergency Management Act as defined in section 81-829.39, a public body the territorial jurisdiction of which is included in the emergency declaration, in whole or in part, may hold a meeting by virtual conferencing during such emergency if the public body gives reasonable advance publicized notice as described in subsections (1) and (2) of this section. The notice shall include information regarding access for the public and news media. In addition to any formal action taken pertaining to the emergency, the public body may hold such meeting for the purpose of briefing, discussion of public business, formation of tentative policy, or the taking of any action by the public body.

(b) The public body shall provide access by providing a dial-in number or a link to the virtual conference. The public body shall also provide links to an electronic copy of the agenda, all documents being considered at the meeting, and the current version of the Open Meetings Act. Reasonable arrangements shall be made to accommodate the public's right to hear and speak at the meeting and record the meeting. Subsection (5) of this section shall be complied with in conducting such meetings.

(c) The nature of the emergency shall be stated in the minutes. Complete minutes of such meeting specifying the nature of the emergency and any formal action taken at the meeting shall be made available for inspection as provided in subsection (5) of section

84-1413.

(9) In addition to any other statutory authorization for virtual conferencing, any public body not listed in subdivision (3)(a) of this section may hold a meeting by virtual conferencing if:

(a) The purpose of the virtual meeting is to discuss items that are scheduled to be discussed or acted upon at a subsequent non-virtual open meeting of the public body;

(b) No action is taken by the public body at the virtual meeting; and

(c) The public body complies with subdivisions (3)(b)(i) and (ii) of this section.

84-1412. Meetings of public body; rights of public; public body; powers and duties.

(1) Subject to the Open Meetings Act, the public has the right to attend and the right to speak at meetings of public bodies, and all or any part of a meeting of a public body, except for closed sessions called pursuant to section 84-1410, may be videotaped, televised, photographed, broadcast, or recorded by any person in attendance by means of a tape recorder, a camera, video equipment, or any other means of pictorial or sonic reproduction or in writing. Except for closed sessions called pursuant to section 84-1410, a public body shall allow members of the public an opportunity to speak at each meeting.

(2) It shall not be a violation of subsection (1) of this section for any public body to make and enforce reasonable rules and regulations regarding the conduct of persons attending, speaking at, videotaping, televising, photographing, broadcasting, or recording its meetings, including meetings held by virtual conferencing.

(3) No public body shall require members of the public to identify themselves as a condition for admission to the meeting nor shall such body require that the name of any member of the public be placed on the agenda prior to such meeting in order to speak about items on the agenda. The body shall require any member of the public desiring to address the body to identify himself or herself, including an address and the name of any organization represented by such person unless the address requirement is waived to protect the security of the individual.

(4) No public body shall, for the purpose of circumventing the Open Meetings Act, hold a meeting in a place known by the body to be too small to accommodate the anticipated audience.

(5) No public body shall be deemed in violation of this section if it holds its meeting in its traditional meeting place which is located in this state.

(6) No public body shall be deemed in violation of this section if it holds a meeting outside of this state if, but only if:

(a) A member entity of the public body is located outside of this state and the meeting is in that member's jurisdiction;

(b) All out-of-state locations identified in the notice are located within public buildings used by members of the entity or at a place which will accommodate the anticipated audience;

(c) Reasonable arrangements are made to accommodate the public's right to attend, hear, and speak at the meeting, including making virtual conferencing available at an in-state location to members, the public, or the press, if requested twenty-four hours in advance;

(d) No more than twenty-five percent of the public body's meetings in a calendar year are held out-of-state;

(e) Out-of-state meetings are not used to circumvent any of the public government purposes established in the Open Meetings Act; and

(f) The public body publishes notice of the out-of-state meeting at least twenty-one days before the date of the meeting in a legal newspaper of statewide circulation.

(7) Each public body shall, upon request, make a reasonable effort to accommodate the public's right to hear the discussion and testimony presented at a meeting.

(8) Public bodies shall make available at the meeting or the in-state location for virtual conferencing as required by subdivision (6)(c) of this section, for examination and copying by members of the public, at least one copy of all reproducible written material to be discussed at an open meeting, either in paper or electronic form. Public bodies shall make available at least one current copy of the Open Meetings Act posted in the meeting room at a location accessible to members of the public. At the beginning of the meeting, the public shall be informed about the location of the posted information.

84-1413. Meetings; minutes; roll call vote; secret ballot; when; agenda and minutes; required on website; when.

(1) Each public body shall keep minutes of all meetings showing the time, place, members present and absent, and the substance of all matters discussed.

(2) Any action taken on any question or motion duly moved and seconded shall be by roll call vote of the public body in open session, and the record shall state how each member voted or if the member was absent or not voting. The requirements of a roll call or viva voce vote shall be satisfied by a public body which utilizes an electronic voting device which allows the yeas and nays of each member of such public body to be readily seen by the public.

(3) The vote to elect leadership within a public body may be taken by secret ballot, but the total number of votes for each candidate shall be recorded in the minutes.

(4) The minutes of all meetings and evidence and documentation received or disclosed in open session shall be public records and open to public inspection during normal business hours.

(5) Minutes shall be written or kept as an electronic record and shall be available for inspection within ten working days or prior to the next convened meeting, whichever occurs earlier, except that cities of the second class and villages may have an additional ten working days if the employee responsible for writing or keeping the minutes is absent due to a serious illness or emergency.

(6) Beginning July 31, 2022, the governing body of a natural resources district, the city council of a city of the metropolitan class, the city council of a city of the primary class, the city council of a city of the first class, the county board of a county with a population greater than twenty-five thousand inhabitants, and the school board of a school district shall make available on such entity's public website the agenda and minutes of any meeting of the governing body. The agenda shall be placed on the website at least twenty-four hours before the meeting of the governing body. Minutes shall be placed on the website at such time as the minutes are available for inspection as provided in subsection (5) of this section. This information shall be available on the public website for at least six months.

84-1414. Unlawful action by public body; declared void or voidable by district court; when; duty to enforce open meeting laws; citizen's suit; procedure; violations; penalties.

(1) Any motion, resolution, rule, regulation, ordinance, or formal action of a public body made or taken in violation of the Open Meetings Act shall be declared void by the district court if the suit is commenced within one hundred twenty days of the meeting of the public body at which the alleged violation occurred. Any motion, resolution, rule, regulation, ordinance, or formal action of a public body made or taken in substantial violation of the Open Meetings Act shall be voidable by the district court if the suit is commenced more than one hundred twenty days after but within one year of the meeting of the public body in which the alleged violation occurred. A suit to void any final action shall be commenced within one year of the action.

(2) The Attorney General and the county attorney of the county in which the public body ordinarily meets shall enforce the Open Meetings Act.

(3) Any citizen of this state may commence a suit in the district court of the county in which the public body ordinarily meets or in which the plaintiff resides for the purpose of requiring compliance with or preventing violations of the Open Meetings Act, for the purpose of declaring an action of a public body void, or for the purpose of determining the applicability of the act to discussions or decisions of the public body. It shall not be a defense that the citizen attended the meeting and failed to object at such time. The court may order payment of reasonable attorney's fees and court costs to a successful plaintiff in a suit brought under this section.

(4) Any member of a public body who knowingly violates or conspires to violate or who attends or remains at a meeting knowing that the public body is in violation of any provision of the Open Meetings Act shall be guilty of a Class IV misdemeanor for a first offense and a Class III misdemeanor for a second or subsequent offense.

Revised 07/2024



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(b) Public body does not include (i) subcommittees of such bodies unless a quorum of the public body attends a subcommittee meeting or unless such subcommittees are holding hearings, making policy, or taking formal action on behalf of their parent body, except that all meetings of any subcommittee established under section 81-15,175 are subject to the Open Meetings Act, (ii) entities conducting judicial proceedings unless a court or other judicial body is exercising rulemaking authority, deliberating, or deciding upon the issuance of administrative orders, and (iii) the Judicial Resources Commission or subcommittees or subgroups of the commission;

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Nothing in this section shall permit a closed meeting for discussion of the appointment or election of a new member to any public body.

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(5) The act does not apply to chance meetings or to attendance at or travel to conventions or workshops of members of a public body at which there is no meeting of the body then intentionally convened, if there is no vote or other action taken regarding any matter over which the public body has supervision, control, jurisdiction, or advisory power.

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(b)(i) Except as provided in subdivision (1)(b)(ii) of this section, in the case of a public body described in

subdivision (1)(a)(i) of section 84-1409 or such body's advisory committee, such notice shall be published in a newspaper of general circulation within the public body's jurisdiction and, if available, on such newspaper's website.

(ii) In the case of the governing body of a city of the second class or village or such body's advisory committee or the governing body of a rural or suburban fire protection district, such notice shall be published by:

(A) Publication in a newspaper of general circulation within the public body's jurisdiction and, if available, on such newspaper's website; or

(B) Posting written notice in three conspicuous public places in such city, village, or district. Such notice shall be posted in the same three places for each meeting.

(iii) In the case of a public body not described in subdivision (1) (b)(i) or (ii) of this section, such notice shall be given by a method designated by the public body.

(iv) In case of refusal, neglect, or inability of the newspaper to timely publish the notice, the public body shall (A) post such notice on its website, if available, and (B) post such notice in a conspicuous public place in such public body's jurisdiction. The public body shall keep a written record of such posting. The record of such posting shall be evidence that such posting was done as required and shall be sufficient to fulfill the requirement of publication.

(c) In addition to a method of notice required by subdivision (1)(b) (i) or (ii) of this section, such notice may also be provided by any other appropriate method designated by such public body or such advisory committee.

(d) Each public body shall record the methods and dates of such notice in its minutes.

(e) Such notice shall contain an agenda of subjects known at the time of the publicized notice or a statement that the agenda, which shall be kept continually current, shall be readily available for public inspection at the principal office of the public body during normal business hours. Agenda items shall be sufficiently descriptive to give the public reasonable notice of the matters to be considered at the meeting. Except for items of an emergency nature, the agenda shall not be altered later than (i) twenty-four hours before the scheduled commencement of the meeting or (ii) forty-eight hours before the scheduled commencement of a meeting of a city council or village board scheduled outside the corporate limits of the municipality. The public body shall have the right to modify the agenda to include items of an emergency nature only at such public meeting.

(2) Beginning January 1, 2025:

(a) Each public body shall give reasonable advance publicized notice of the time and place of each meeting as provided in this subsection. Such notice shall be transmitted to all members of the public body and to the public.

(b)(i) Except as provided in subdivision (2)(b)(ii) of this section, in the case of a public body described in subdivision (1)(a)(i) of section 84-1409 or such body's advisory committees, such notice shall be given by:

(A)(I) Publication in a newspaper of general circulation within the public body's jurisdiction that is finalized for printing prior to the time and date of the meeting, (II) posting on such newspaper's website, if available, and (III) posting on a statewide website established and maintained as a repository for such notices by a majority of Nebraska newspapers. Such notice shall be placed in the newspaper and on the websites by the newspaper; or

(B)(I) Posting to the newspaper's website, if available, and (II) posting to a statewide website established and maintained as a repository for such notices by a majority of Nebraska newspapers if no edition of a newspaper of general circulation within the public body's jurisdiction is to be finalized for printing prior to the time and date of the meeting. Such notice shall be placed in the newspaper and on the websites by the newspaper.

(ii) In the case of the governing body of a city of the second class or village, any advisory committee of such governing body, or the governing body of a rural or suburban fire protection district, such notice shall be given by:

(A)(I) Publication in a newspaper of general circulation within the public body's jurisdiction that is finalized for printing prior to the time and date of the meeting, (II) posting on such newspaper's website, if available, and (III) posting on a statewide website established and maintained as a repository for such notices by a majority of Nebraska newspapers. Such notice shall be placed in the newspaper and on the websites by the newspaper;

(B)(I) Posting to the newspaper's website, if available, and (II) posting to a statewide website established and maintained as a repository for such notices by a majority of Nebraska newspapers if no edition of a newspaper of general circulation within the public body's jurisdiction is to be finalized for printing prior to the time and date of the meeting. Such notice shall be placed in the newspaper and on the websites by the newspaper; or

(C)(III) Posting written notice in three conspicuous public places in such city, village, or district. Such notice shall be posted by the public body in the same three places for each meeting.

(iii) In the case of a public body not described in subdivision (2) (b)(i) or (ii) of this section, such notice shall be given by a method designated by the public body.

(iv) In case of refusal, neglect, or inability of the newspaper to publish the notice, the public body shall (A) post such notice on its website, if available, (B) submit a post on a statewide website established and maintained as a repository for such notices by a majority of Nebraska newspapers, and (C) post such notice in a conspicuous public place in such public body's jurisdiction. The public body shall keep a written record of such posting. The record of such posting shall be evidence that such posting was done as required and shall be sufficient to fulfill the requirement of publication.

(3)(a) The following entities may hold a meeting by means of virtual conferencing if the requirements of subdivision (3)(b) of this section are met:

(i) A state agency, state board, state commission, state council, or state committee, or an advisory committee of any such state entity;

(ii) An organization, including the governing body, created under the Interlocal Cooperation Act, the Joint Public Agency Act, or the Municipal Cooperative Financing Act;

(iii) The governing body of a public power district having a chartered territory of more than one county in this state;

(iv) The governing body of a public power and irrigation district having a chartered territory of more than one county in this state;

(v) An educational service unit;

(vi) The Educational Service Unit Coordinating Council;

(vii) An organization, including the governing body, of a risk management pool or its advisory committees organized in accordance with the Intergovernmental Risk Management Act;

(viii) A community college board of governors;

(ix) The Nebraska Brand Committee;

(x) A local public health department;

(xi) A metropolitan utilities district;

(xii) A regional metropolitan transit authority; and

(xiii) A natural resources district.

(b) The requirements for holding a meeting by means of virtual conferencing are as follows:

(i) Reasonable advance publicized notice is given as provided in subsections (1) and (2) of this section, including providing access to a dial-in number or link to the virtual conference;

(ii) In addition to the public's right to participate by virtual conferencing, reasonable arrangements are made to accommodate the public's right to attend at a physical site and participate as provided in section 84-1412, including reasonable seating, in at least one designated site in a building open to the public and identified in the notice, with: At least one member of the entity holding such meeting, or his or her designee, present at each site; a recording of the hearing by audio or visual recording devices; and a reasonable opportunity for input, such as public comment or questions, is provided to at least the same extent as would be provided if virtual conferencing was not used;

(iii) At least one copy of all documents being considered at the meeting is available at any physical site open to the public where individuals may attend the virtual conference. The public body shall also provide links to an electronic copy of the agenda, all documents being considered at the meeting, and the current version of the Open Meetings Act; and

(iv) Except as otherwise provided in this subdivision or subsection (4) of section 79-2204, no more than one-half of the meetings of the state entities, advisory committees, boards, councils, organizations, or governing bodies are held by virtual conferencing in a calendar year. In the case of (a) an organization created under the Interlocal Cooperation Act that sells electricity or natural gas, (b) an organization created under the Municipal Cooperative Financing Act, (C) a governing body of a risk management pool and any advisory committee of such governing body, or (D) any advisory committee of any state entity created in response to the Opioid Prevention and Treatment Act, such organization, governing body, or committee may hold more than one-half of its meetings by virtual conferencing if such organization holds at least one meeting each calendar year that is not by virtual conferencing.

(4) Virtual conferencing, emails, faxes, or other electronic communication shall not be used to circumvent any of the public government purposes established in the Open Meetings Act.

(5) The secretary or other designee of each public body shall maintain a list of the news media requesting notification of meetings and shall make reasonable efforts to provide advance notification to them of the time and place of each meeting and the subjects to be discussed at that meeting.

(6) When it is necessary to hold an emergency meeting without reasonable advance public notice, the nature of the emergency shall be stated in the minutes and any formal action taken in such meeting shall pertain only to the emergency. Such emergency meetings may be held by virtual conferencing. The provisions of subsection (5) of this section shall be complied with in conducting emergency meetings. Complete minutes of such emergency meetings specifying the nature of the emergency and any formal action taken at the meeting shall be made available to the public by no later than the end of the next regular business day.

(7) A public body may allow a member of the public or any other witness to appear before the public body by means of virtual conferencing.

(8)(a) Notwithstanding subsections (3) and (6) of this section, if an emergency is declared by the Governor pursuant to the Emergency Management Act as defined in section 81-829.39, a public body the territorial jurisdiction of which is included in the emergency declaration, in whole or in part, may hold a meeting by virtual conferencing during such emergency if the public body gives reasonable advance publicized notice as described in subsections (1) and (2) of this section. The notice shall include information regarding access for the public and news media. In addition to any formal action taken pertaining to the emergency, the public body may hold such meeting for the purpose of briefing, discussion of public business, formation of tentative policy, or the taking of any action by the public body.

(b) The public body shall provide access by providing a dial-in number or a link to the virtual conference. The public body shall also provide links to an electronic copy of the agenda, all documents being considered at the meeting, and the current version of the Open Meetings Act. Reasonable arrangements shall be made to accommodate the public's right to hear and speak at the meeting and record the meeting. Subsection (5) of this section shall be complied with in conducting such meetings.

(c) The nature of the emergency shall be stated in the minutes. Complete minutes of such meeting specifying the nature of the emergency and any formal action taken at the meeting shall be made available for inspection as provided in subsection (5) of section 84-1413.

(9) In addition to any other statutory authorization for virtual conferencing, any public body not listed in subdivision (3)(a) of this section may hold a meeting by virtual conferencing if:

(a) The purpose of the virtual meeting is to discuss items that are scheduled to be discussed or acted upon at a subsequent non-virtual open meeting of the public body;

(b) No action is taken by the public body at the virtual meeting; and

(c) The public body complies with subdivisions (3)(b)(i) and (ii) of this section.

84-1412. Meetings of public body; rights of public; public body; powers and duties.

(1) Subject to the Open Meetings Act, the public has the right to attend and the right to speak at meetings of public bodies, and all or any part of a meeting of a public body, except for closed sessions called pursuant to section 84-1410, may be videotaped, televised, photographed, broadcast, or recorded by any person in attendance by means of a tape recorder, a camera, video equipment, or any other means of pictorial or sonic reproduction or in writing. Except for closed sessions called pursuant to section 84-1410, a public body shall allow members of the public an opportunity to speak at each meeting.

(2) It shall not be a violation of subsection (1) of this section for any public body to make and enforce reasonable rules and regulations regarding the conduct of persons attending, speaking at, videotaping, televising, photographing, broadcasting, or recording its meetings, including meetings held by virtual conferencing.

(3) No public body shall require members of the public to identify themselves as a condition for admission to the meeting nor shall such body require that the name of any member of the public be placed on the agenda prior to such meeting in order to speak about items on the agenda. The body shall require any member of the public desiring to address the body to identify himself or herself, including an address and the name of any organization represented by such person unless the address requirement is waived to protect the security of the individual.

(4) No public body shall, for the purpose of circumventing the Open Meetings Act, hold a meeting in a place known by the body to be too small to accommodate the anticipated audience.

(5) No public body shall be deemed in violation of this section if it holds its meeting in its traditional meeting place which is located in this state.

(6) No public body shall be deemed in violation of this section if it holds a meeting outside of this state if, but only if:

(a) A member entity of the public body is located outside of this state and the meeting is in that member's jurisdiction;

(b) All out-of-state locations identified in the notice are located within public buildings used by members of the entity or at a place which will accommodate the anticipated audience;

(c) Reasonable arrangements are made to accommodate the public's right to attend, hear, and speak at the meeting, including making virtual conferencing available at an in-state location to members, the public, or the press, if requested twenty-four hours in advance;

(d) No more than twenty-five percent of the public body's meetings in a calendar year are held out-of-state;

(e) Out-of-state meetings are not used to circumvent any of the public government purposes established in the Open Meetings Act; and

(f) The public body publishes notice of the out-of-state meeting at least twenty-one days before the date of the meeting in a legal newspaper of statewide circulation.

(7) Each public body shall, upon request, make a reasonable effort to accommodate the public's right to hear the discussion and testimony presented at a meeting.

(8) Public bodies shall make available at the meeting or the in-state location for virtual conferencing as required by subdivision (6)(c) of this section, for examination and copying by members of the public, at least one copy of all reproducible written material to be discussed at an open meeting, either in paper or electronic form. Public bodies shall make available at least one current copy of the Open Meetings Act posted in the meeting room at a location accessible to members of the public. At the beginning of the meeting, the public shall be informed about the location of the posted information.

84-1413. Meetings; minutes; roll call vote; secret ballot; when; agenda and minutes; required on website; when.

(1) Each public body shall keep minutes of all meetings showing the time, place, members present and absent, and the substance of all matters discussed.

(2) Any action taken on any question or motion duly moved and seconded shall be by roll call vote of the public body in open session, and the record shall state how each member voted or if the member was absent or not voting. The requirements of a roll call or viva voce vote shall be satisfied by a public body which utilizes an electronic voting device which allows the yeas and nays of each member of such public body to be readily seen by the public.

(3) The vote to elect leadership within a public body may be taken by secret ballot, but the total number of votes for each candidate shall be recorded in the minutes.

(4) The minutes of all meetings and evidence and documentation received or disclosed in open session shall be public records and open to public inspection during normal business hours.

(5) Minutes shall be written or kept as an electronic record and shall be available for inspection within ten working days or prior to the next convened meeting, whichever occurs earlier, except that cities of the second class and villages may have an additional ten working days if the employee responsible for writing or keeping the minutes is absent due to a serious illness or emergency.

(6) Beginning July 31, 2022, the governing body of a natural resources district, the city council of a city of the metropolitan class, the city council of a city of the primary class, the city council of a city of the first class, the county board of a county with a population greater than twenty-five thousand inhabitants, and the school board of a school district shall make available on such entity's public website the agenda and minutes of any meeting of the governing body. The agenda shall be placed on the website at least twenty-four hours before the meeting of the governing body. Minutes shall be placed on the website at such time as the minutes are available for inspection as provided in subsection (5) of this section. This information shall be available on the public website for at least six months.

84-1414. Unlawful action by public body; declared void or voidable by district court; when; duty to enforce open meeting laws; citizen's suit; procedure; violations; penalties.

(1) Any motion, resolution, rule, regulation, ordinance, or formal action of a public body made or taken in violation of the Open Meetings Act shall be declared void by the district court if the suit is commenced within one hundred twenty days of the meeting of the public body at which the alleged violation occurred. Any motion, resolution, rule, regulation, ordinance, or formal action of a public body made or taken in substantial violation of the Open Meetings Act shall be voidable by the district court if the suit is commenced more than one hundred twenty days after but within one year of the meeting of the public body in which the alleged violation occurred. A suit to void any final action shall be commenced within one year of the action.

(2) The Attorney General and the county attorney of the county in which the public body ordinarily meets shall enforce the Open Meetings Act.

(3) Any citizen of this state may commence a suit in the district court of the county in which the public body ordinarily meets or in which the plaintiff resides for the purpose of requiring compliance with or preventing violations of the Open Meetings Act, for the purpose of declaring an action of a public body void, or for the purpose of determining the applicability of the act to discussions or decisions of the public body. It shall not be a defense that the citizen attended the meeting and failed to object at such time. The court may order payment of reasonable attorney's fees and court costs to a successful plaintiff in a suit brought under this section.

(4) Any member of a public body who knowingly violates or conspires to violate or who attends or remains at a meeting knowing that the public body is in violation of any provision of the Open Meetings Act shall be guilty of a Class IV misdemeanor for a first offense and a Class III misdemeanor for a second or subsequent offense.

Revised 07/2024

Central Region Symposium

Tuesday, October 8 - Thursday, October 10, 2024



Meeting Location:

Embassy Suites by Hilton (555 S 10th St, Omaha, NE 68102, Omaha, NE)

[Register for Symposium Here](#) (*The link to reserve your hotel room will be sent via registration confirmation email.*)

Breakfast provided each morning by Embassy Suites; lunch & dinners during the week are “pay on your own”.

- *Dress code during meetings: Business Casual.*

Tuesday Evening, October 8

5:30 - 6:30 PM	Social Hour at Upstream Brewing Company	Dress Code: Casual
6:30 PM	Dinner at Upstream Brewing Company	Downtown - Old Market

Wednesday, October 9 (Embassy Suites Room: TBD)

8:00 - 9:00	<i>Coffee & Networking</i>
9:00 - 9:05	Welcome
9:05 - 9:20	Special Guest Welcome: TBD
9:20 - 9:45	Introductions
9:45 - 10:05	Presentation: Nebraska
10:05 - 10:25	<i>Break/Networking</i>
10:25 - 10:45	Presentation: Minnesota
10:45 - 11:30	Round Table Discussion or ESA Talks (Short presentations)
11:45 - 1:15	<i>Lunch at Spaghetti Works</i> (Old Market)
1:15 - 1:35	Presentation: Iowa
1:35 - 1:55	Presentation: Illinois
1:55 - 2:10	<i>Break/Networking</i>
2:10 - 2:55	Round Table Discussion or ESA Talks (Short presentations)
2:55 - 3:00	Thursday's Closing Remarks

- [*Dinner on your own.*](#)

Thursday, October 10 (Embassy Suites Room: TBD)

8:00 - 9:00	<i>Breakfast/Coffee & Networking</i>
9:00 - 9:20	Round Table Discussion or ESA Talks (Short presentations)
9:20 - 9:40	Presentation: North Dakota
9:40 - 10:00	Presentation: Wisconsin
10:00 - 10:15	<i>Break/Networking</i>
10:15 - 10:55	Round Table Discussion or ESA Talks (Short presentations)
10:55 - 11:00	Closing Remarks

Questions?

Contact: Larianne Polk 402-720-4977 or Dan Schnoes (402) 719-8181



Nebraska Literacy Project Plan and Overview

Fall 2024

Contents

- **Mission, Vision, and Purpose**
- **Nebraska Literacy Project Goals**
- **Statutory Requirements**
- **Tenets of the Nebraska Literacy Project**
- **Project Phases**
- **Tenet Plans**
- **Glossary of Terms**

Mission, Vision, and Purpose

The mission of the Nebraska Department of Education is to lead and support the preparation of all Nebraskans for learning, earning, and living. Addressing literacy is an urgent priority to achieve this mission.

The State Board of Education established a vision for addressing the literacy of all learners through a position statement on Foundational literacy. The statement reads:

The Nebraska State Board of Education supports and encourages systemic efforts to improve foundational literacy, working to ensure that all students become successful readers and writers. The Nebraska State Board of Education believes that all schools should establish policies that promote high-quality early literacy instruction that is grounded in evidence-based practices and that highlights the importance of grade-level reading. Foundational literacy instruction is essential to ensure all children become successful readers and writers. All students, including students with disabilities, English learners, and high-ability learners should have access to high-quality instructional materials and instruction.

All schools should:

- *Understand that literacy development begins at birth and partner with families and communities to encourage strong early literacy connections.*
- *Promote the practice of adults reading aloud to students daily to foster their enjoyment of reading and expose them to rich spoken language.*
- *Provide tools and resources to students' caregivers and families that support early literacy development.*
- *Ensure all classrooms are "print-rich" environments, and that students have opportunities to engage with a wide range of high-quality literary and informational texts.*
- *Select and implement standards-aligned, high-quality instructional materials for English Language Arts.*

- *Develop and implement a curriculum scope and sequence of foundational writing instruction.*
- *Guarantee systematic and ongoing professional learning for all educators in language development, phonological awareness, phonics, fluency, vocabulary, and comprehension within standards-based, core instruction.*
- *Ensure all students receive a strong sequence of explicit and systematic instruction in phonological awareness, phonics, fluency, vocabulary, and comprehension.*
- *Use the Nebraska Multi-tiered System of Support (NeMTSS) to identify students in need of intervention that consists of targeted, supplemental instruction and progress monitoring.*
- *Consider factors including vision, hearing, dyslexia, and other learning issues that may affect a student's literacy development.*

The Nebraska Literacy Project will work to provide a sustainable plan to ensure the use of evidence-based reading instructional practices statewide. This project is designed to create a roadmap and system of supports and resources that will allow the state to achieve and sustain its literacy goals of strong reading skills for all Nebraska students.

Goals

The Nebraska Literacy Project has long-term outcome goals of reading proficiency for all students, but aspirational goals start with the achievement of shorter-term outcome goals. Listed below are the initial goals of this project.

1. Increase third-grade proficiency on the Nebraska Student-Centered Assessment System (NSCAS) ELA to 75% by 2030.
2. Increase the % of Nebraska K-3 students who meet the Nebraska Reading Improvement Act approved assessment thresholds.
3. Ensure 100% of Nebraska educator preparation programs are implementing evidence-based instruction for teachers grounded in the science of reading.

Statutory Requirements

The Nebraska Literacy Project represents an important step in establishing a statewide focus on literacy as a priority for our state. This project represents the priorities of the Nebraska State Board of Education along with educators, parents, and community members across the state who have a shared goal of assuring literacy skills for all Nebraskans. In addition, the project seeks to implement requirements of the Nebraska Reading Improvement Act as first established in 2018, and revised in 2023 and 2024, including the goal of increasing the capacity of all Nebraska educators to provide high-quality, evidence-based reading instruction.

The project seeks to address key elements of Nebraska Revised State Statute 79-2607:

- A Professional Learning System with Regional Literacy Coaches
 - “The NDE shall develop and implement a professional learning system to help provide sustained professional learning and training regarding evidence-based reading instruction for teachers who teach children from four years of age through third grade at an approved or accredited school and teachers employed by an early childhood education program approved by the State Board of Education (SBOE).”
 - “The professional learning system shall include information and tips for teachers related to helping children and families work with local family literacy centers.”
 - “The NDE shall work with educational service units to provide regional coaches to approved or accredited elementary schools to provide assistance and job-embedded training relating to evidence-based reading instruction to teachers who teach students in kindergarten through third grade.”
- Statewide School Implementation of Evidence-Based Reading Instruction
 - “Approved or accredited elementary schools and early childhood education programs approved by the State Board of Education shall ensure:
 - Teachers who teach children from four years of age through third grade are aware of the professional learning system;
 - And are adequately trained regarding evidence-based reading instruction to effectively instruct students in reading.”

Tenets of the Nebraska Literacy Project

The Nebraska Literacy Project will address its goal of strengthening literacy instruction and literacy skills through a multi-pronged approach as outlined in its five tenets.

1. High-quality professional development for all educators who teach literacy for students age 4 through 3rd grade grounded in the science of reading to ensure that educators have skills in evidence-based instructional practices
2. Sustained teacher preparation programs and PreK-3 curriculum, instruction, and assessment grounded in the science of reading using high-quality materials
3. Establishment of a network of regional literacy coaches across the state who are trained in the science of reading and evidence-based instructional practices.
4. Data collections measuring the effectiveness of literacy initiatives and implementation of professional development in evidence-based reading
5. Development of resources to assist families in accessing local family literacy centers, existing community literacy initiatives, and pre-kindergarten programs in order to strengthen literacy and language development for young children so that they start kindergarten ready to thrive

The NDE Nebraska Literacy Project

1. Professional Development Grounded in the Science of Reading

2. Curriculum and Teacher Preparation Aligned to Evidence-based Reading Instruction

5. Family Literacy Programs and Pre-K



3. Regional Literacy Coaches

4. Data Collection of Effectiveness



NDE Nebraska Literacy Project Overview (1 vision, 3 goals, 5 tenets)

Vision

To foster a culture of proficient and lifelong readers in Nebraska and unlock student potential for learning, earning, and living through a focus on evidence-based reading instruction

Goals

Increase third-grade proficiency on NSCAS ELA to 75% by 2030

Sub Goals

- Increase the % of Nebraska K-3 students who meet the Nebraska Reading Improvement Act approved assessment thresholds
- Ensure 100% of Nebraska educator preparation programs are implementing evidence-based instruction for teachers grounded in the science of reading

Tenet 1 Professional Learning System

High quality professional development for all educators who teach literacy for students age 4 through 3rd grade grounded in the science of reading to ensure that educators have skills in evidence-based instructional practices

Tenet 2 Curriculum and Teacher Preparation Aligned to Evidence-based Reading Instruction

Sustained teacher preparation programs and PreK-3 curriculum, instruction, and assessment grounded in the science of reading using high quality materials

Tenet 3 Regional Literacy Coaches

Establishment of a network of literacy coaches across the state who are trained in the science of reading and evidence-based instructional practices. This network of coaches will provide sustained support services to Nebraska schools

Tenet 4 Data Collections to Evaluate Effectiveness

Data collections measuring the effectiveness of literacy initiatives and implementation of professional development in evidence-based reading

Tenet 5 Family Literacy and Pre-K Programs

Development of resources to assist families in accessing local family literacy centers, existing community literacy initiatives, and pre-kindergarten programs in order to strengthen literacy and language development for young children so that they start kindergarten ready to thrive

Project Phases

The Nebraska Literacy Project will take a phased approach in its goal of improving literacy for the state. Phases will overlap in some cases, but will begin with an initial phase including a review of the existing landscape. Phase 2 will include professional development to ensure all current educators of children from four years of age through third grade are adequately trained regarding evidence-based reading instruction grounded in the science of reading. Phase 2 will also develop a foundational infrastructure to support sustained future practices. This will include work with higher education to ensure evidence-based literacy instruction is a key element of educator preparation programs, the development of a network of Regional Literacy Coaches, and support for Family Literacy Centers and preschools.

As a majority of practicing educators become proficient in the use of evidence-based literacy practices, efforts in Phase 3 will focus more heavily on ensuring support for sustained outcomes.

Nebraska Literacy Project Phases

Phase 1 Review of Existing Landscape (Current Practice) 2024	Phase 2 Initial Professional Learning and Infrastructure Development 2024 - 2030	Phase 3 Sustainability Phase 2030 ...
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Tenet Plans

Tenet 1: Professional Learning System		
The Tenet 1 objective is to ensure all Nebraska educators who teach students age 4 through 3rd grade are proficient in the implementation of evidence-based literacy instruction grounded in the science of reading.		
Current Practice 2024	Infrastructure Development 2024-2030	Sustainability Plan 2030...
<ul style="list-style-type: none"> ● Nebraska school districts have local control in determining professional development for teachers. ● The existing Reading Improvement Act (Nebraska Revised State Statute 79-2601 through 79-2607) requires that students are screened for reading difficulties three times per year from kindergarten through grade 3. Students who do not meet approved thresholds must be provided with an Individual Reading Improvement Plan. Districts have autonomy in creation of the plans. ● The NDE will develop and conduct a 2024 Statewide Early Literacy Survey. The survey will be sent to all superintendents in Nebraska and will seek information regarding previous and/or existing SOR work in Nebraska schools (Sept. 2024) <ul style="list-style-type: none"> ○ Current materials 	<ul style="list-style-type: none"> ● The NDE will coordinate a NDE Literacy Advisory Panel comprised of individuals with strong knowledge of SOR who will: <ul style="list-style-type: none"> ○ Advise the NDE as they develop and implement the Nebraska Literacy Project. ○ Assist in the development and refinement of criteria for SOR approved professional learning programs. ○ Support the selection of resources and professional development opportunities for Regional Literacy Coaches. ○ Collaborate in the revision and enhancement of assessment criteria under the Nebraska Reading Improvement Act. ● The NDE will collaborate with other organizations (e.g., higher education, corporate funding sources, Nebraska school districts) 	<ul style="list-style-type: none"> ● As the state develops a critical mass of practicing educators with skills in evidence-based reading instruction (as measured by district assurance statements), priorities will shift to an emphasis on sustainability. <ul style="list-style-type: none"> ○ Leverage the use of Nebraska Rule 20 to ensure strong instruction around SOR and evidence-based reading practices in Nebraska's educator preparation institutions (See Tenet 2 Plan). ○ Leverage Regional Literacy Coaches (See Tenet 3 Plan) to ensure ongoing support for evidence-based instructional practices related to SOR.

<ul style="list-style-type: none"> ○ Number of teachers who have received training ○ Types of previous trainings for PK-3 teachers ○ Planned trainings for PK-3 teachers ○ District priorities for future support ○ District interest in Pilot program participation for WORDs or the UNO Early Literacy Workshop 	<p>to <u>pilot</u> and evaluate professional learning options related to SOR. Initial pilots will include the University of Nebraska Omaha Literacy Workshop and the University of Nebraska Lincoln WORDS Project.</p> <ul style="list-style-type: none"> ● The NDE will provide a <u>menu of SOR professional learning options</u> for schools to include: <ul style="list-style-type: none"> ○ NDE Supported Programs <ul style="list-style-type: none"> ■ WORDS Project (UNL) ■ Lexia LETRS ■ UNO Early Literacy Workshop ○ Other SOR training would be recognized as meeting Nebraska Reading Improvement Act requirements based upon review from the NDE Literacy Advisory Panel. 	
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<p>Tenet 2: Curriculum and teacher preparation aligned with evidence-based reading instruction</p>		
<p>The Tenet 2 objective is to ensure that Nebraska schools and Nebraska educator preparation programs provide curriculum, instruction, and materials aligned with evidence-based reading instruction for elementary English Language Arts.</p>		
<p>Current Practice 2024</p>	<p>Infrastructure Development 2024-2030</p>	<p>Sustainability Plan 2030...</p>
<ul style="list-style-type: none"> ● Prior to 2024, institutions of higher education have had autonomy in the development of curriculum for 	<ul style="list-style-type: none"> ● Coordinate communication of NDE Rule 20 updates with Nebraska educator preparation programs, 	

<p>teacher preparation in the science of reading and evidence-based reading instruction.</p> <ul style="list-style-type: none"> • NDE Rule 20: Regulations for the Approval of Educator Preparation Programs was updated in June 2024. Teacher Preparation Program Requirements include section 005.02H Instructional Strategies. "The candidate understands and uses a variety of instructional strategies to encourage students to develop deep understanding of content areas and their connections, build reading and writing skills through the application of the science of reading, and to apply knowledge in meaningful ways..." • Nebraska PK-12 districts have autonomy in the selection of instructional materials. The NDE has provided past guidance with information about the extent of alignment between instructional materials and academic standards. 	<p>including information about the science of reading.</p> <ul style="list-style-type: none"> • Curate information regarding alignment studies related to the science of reading and available curriculum and professional development materials. 	
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Tenet 3: Regional Literacy Coaches

The Tenet 3 objective is to develop a network of Regional Literacy Coaches who will provide sustained job-embedded training and support for evidence-based reading instruction for schools across the state

Current Practice 2024	Infrastructure Development 2024-2030	Sustainability Plan 2030...
<ul style="list-style-type: none"> Nebraska is divided into 19 Educational Service Unit areas (Nebraska Revised Statute 79-1204). The role of the ESUs is to serve as educational service providers for their member Pk-12 school districts. ESUs collaborate with their member districts to prioritize services and professional development. 	<ul style="list-style-type: none"> Review data from the <u>2024 Statewide Early Literacy Survey</u> to evaluate needs of Nebraska districts for support from Regional Literacy Coaches. Collaborate with Nebraska ESUCC to develop a plan for hiring and coordinating the use of Regional Literacy Coaches, including a Statewide Literacy Coach Coordinator. Develop job descriptions and hiring timelines. Collaborate with Regional Literacy Coaches and the NDE Literacy Advisory Committee to develop processes to support and provide professional learning for coaches. 	<ul style="list-style-type: none"> Collaborate with Regional Literacy Coaches and the NDE Literacy Advisory Committee to establish sustainable processes that will continue to support and provide professional learning for coaches. Explore funding options that will provide sustained resources extending beyond existing grant funding.

Tenet 4: Data to Measure Effectiveness

The Tenet 4 objective is to develop appropriate data collections to measure the effectiveness of professional development and monitor improvement trends in student reading outcomes.

Current Practice 2024	Infrastructure Development 2024-2030	Sustainability Plan 2030...
<ul style="list-style-type: none"> ● All public schools participate annually in a state assessment, the Nebraska Student-Centered Assessment System (NSCAS). These assessments are administered to students in grades 3-8. The ACT is used as the state assessment in the 11th grade (3rd year high school cohort). ● All public schools also participate in a state accountability system, Accountability for a Quality Education System, Today and Tomorrow (AQUESTI). Through this system, districts and schools are given an annual rating which is reported publicly via the NDE Nebraska Education Profile (NEP). ● As part of the legislated Nebraska Reading Improvement Act (Nebraska Revised State Statute 79-2601 to 2607), all public schools administer an NDE-approved reading assessment three times during the school year to all students in kindergarten through grade three. Assessments are funded through the district and as of 2024 a range of assessment 	<ul style="list-style-type: none"> ● Improvement trends in 3rd-grade reading will be measured using NSCAS results. ● Improvement trends in early reading will be measured using reporting for fall and spring of the percent of students meeting approved assessment thresholds at grades K, 1, 2, and 3. This will involve revision of reporting processes for schools in the 2024-25 school year. ● Strength of the efficacy of professional learning in evidence-based reading will be addressed in several ways <ul style="list-style-type: none"> ○ Selected districts will be invited to participate in a pilot of the UNO Literacy Workshop during the 2024-25 school year. Cooperative efforts between UNO and the NDE will be used to evaluate student reading outcomes and outcomes for teacher practice and teacher efficacy. ○ WORDS: Cooperative efforts 	<ul style="list-style-type: none"> ● Continued monitoring of reading improvement trends based on data from NSCAS ● Continued monitoring of early literacy improvements through review of trend data reporting the percent of Nebraska students meeting approved assessment thresholds for grades K, 1, 2, and 3

<p>options were approved by the NDE to meet requirements of the Nebraska Reading Improvement Act.</p> <ul style="list-style-type: none"> As part of Nebraska Revised Statute 79-11, 157.01, districts reported data regarding the number of students evaluated for a specific learning disability (SLD) and the number verified with SLD in the area of reading. Districts also reported the total number of K-3 students who received an Individual Reading Improvement Plan and the number who demonstrated at least one point of growth. 	<p>between UNL and the NDE have been used to evaluate student reading outcomes and outcomes for teacher practice.</p> <ul style="list-style-type: none"> The NDE Literacy Advisory Panel will develop a proposal process and selection criteria for the evaluation of additional professional development opportunities around evidence-based reading instruction. Existing assessments the NDE has approved to meet requirements of the Nebraska Reading Improvement Act (Nebraska Revised State Statute 79-2601 to 2607) will be reviewed and curated to assure strong psychometric qualities and to ensure measures include information related to characteristics of dyslexia. 	
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Tenet 5: Family Literacy Centers and Pre-K

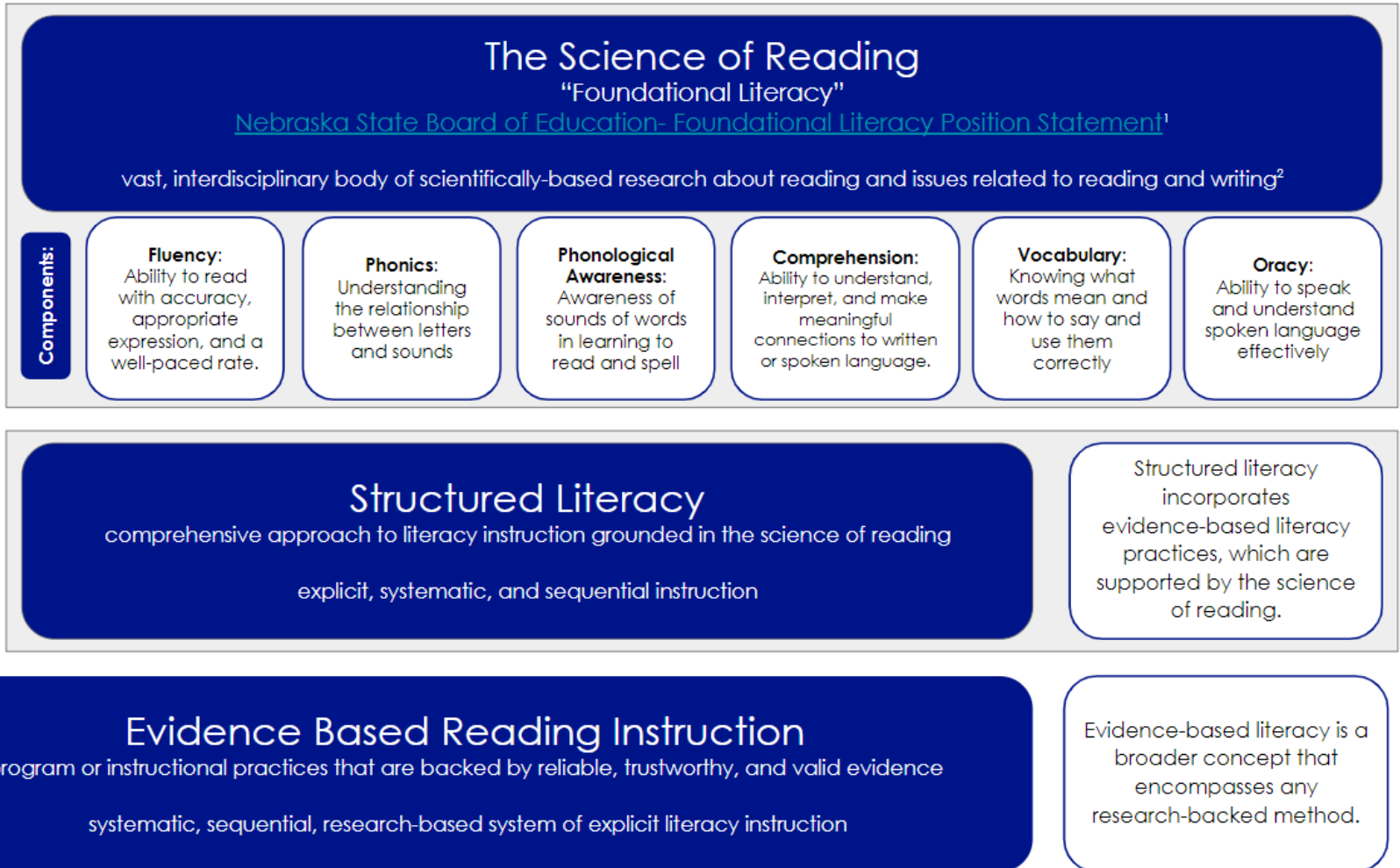
The Tenet 5 objective is to collaborate with local family literacy centers, other existing community literacy initiatives, and pre-kindergarten programs designed to strengthen literacy and language development for young children so that children start kindergarten ready to thrive.

Current Practice 2024	Infrastructure Development 2024-2030	Sustainability Plan 2030...
<ul style="list-style-type: none"> ● While there are numerous initiatives, activities, and programs in Nebraska that address family literacy, there is a need for greater alignment and coordination. ● There are many resources related to family literacy, but they are located across various platforms, making it challenging for families to navigate and access them effectively. ● There are many partners who, while not primarily focused on family literacy, are eager to contribute to the solution and engage with the community. 	<ul style="list-style-type: none"> ● In partnership with the Nebraska Children and Families Foundation (NCFF) and National Center for Families Learning (NCFL), the NDE offices of Early Childhood Education and Coordinated Student Support Services will establish a Family and Early Literacy working group/Special Advisory Committee consisting of representatives from existing partner organizations and facilitate regular meetings to assess current literacy initiatives, identify gaps, and develop joint strategies for expansion and improvement. ● NCFF, NCFL, and the NDE will work with the family and early literacy workgroup to develop a digital platform resources repository where partners can share resources that support family and children's literacy development at home, literacy programs, family literacy events, ideas and activities to help in advancing children's literacy skills, reading materials, and success stories. The purpose of developing this digital platform is to ensure all partners have access to high-quality literacy resources and reduce duplication of efforts among partners and agencies. ● The NDE will continue investing in the 	<ul style="list-style-type: none"> ● Develop a comprehensive long-term strategic plan for literacy initiatives, including clear goals, timelines, and metrics for success. ● Identify and pursue diverse funding sources, including federal and state grants, private foundations, corporate sponsorships, and community donations. ● Develop and implement scalable program models that can be adapted to different community sizes, needs, and resources. ● Implement continuous data collection and evaluation processes to monitor program outcomes, assess impact, and identify areas for improvement. ● Engage in advocacy efforts to promote policies that support literacy education, including securing funding, maintaining program standards, and expanding access.

	<p>Growing Reading initiative by partnering with the Nebraska Children and Families Foundation to ensure the dissemination of books to young children and their families and by marketing the initiative to ensure communities and families are aware of the opportunity.</p>	
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Integrating Literacy: Unifying the Science and Evidence of Reading Instruction



¹Nebraska Department of Education. (2024). Foundational literacy. <https://www.education.ne.gov/policyreference/foundational-literacy/>

²The Reading League. (n.d.). What is the science of reading? The Reading League. <https://www.thereadingleague.org/what-is-the-science-of-reading/>

Glossary

Balanced literacy instruction: A balanced literacy program includes both foundational and language comprehension instructional features, such as phonemic awareness and phonics (understanding the relationships between sounds and their written representations), fluency, guided oral reading, vocabulary development, and comprehension. An alternative interpretation of balanced literacy is that it mixes features of whole language and basic skills instruction. It should not be used as it is not based on science. (ILA)

Key Components:

- Guided reading (leveled readers, cueing strategies)
- Strategies taught based on teacher observations
- Running records
- Phonics taught in mini-lessons or as word study
 - Not sequential aligned
- Based on 3 Cueing System- semantic, syntactic, and graphophonic cues
- Not taught explicitly and systematically

Comprehension: Making meaning of what is viewed, read, or heard. Comprehension includes understanding what is expressed outright or implied as well as interpreting what is viewed, read, or heard by drawing on one's knowledge and experiences. Comprehension may also involve application and critical examination of the message in terms of intent, rhetorical choices, and credibility.

Content area literacy: General literacy strategies that apply across all content areas (e.g., summarizing, drawing inferences, visualizing, predicting). (ILA)

Disciplinary literacy: Refers to the specifics of reading, writing, and communicating in a discipline. It focuses on the ways of thinking, the skills, and the tools that are used by experts in the disciplines. (ILA)

Dyslexia: Dyslexia is a specific learning disability that is neurological in origin. It is characterized by difficulties with accurate and/or fluent word recognition and by poor spelling and decoding abilities. These difficulties typically result from a deficit in the phonological component of language that is often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction. Secondary consequences may include problems in reading comprehension and reduced reading experience that can impede the growth of vocabulary and background knowledge. (National Institutes of Health, International Dyslexia Association, and the Nebraska Dyslexia Association)

Dysgraphia: A neurologically based SLD in writing, such as difficulty with spelling, handwriting, or recording your ideas.

Evidence-based literacy instruction: It is an effective, efficient, systematic, research-based, revolutionary system of explicit literacy instruction (EBLI). Evidence-based literacy instruction can also mean that a particular program or collection of instructional practices has a record of success. There is reliable, trustworthy, and valid evidence to suggest that when the program is used with a particular group of children, the children can be expected to make adequate gains in reading achievement (ILA).

Explicit: This means that the teacher clearly explains and models key skills, using well-chosen examples; children are not expected to develop these skills based mainly on exposure and incidental learning opportunities. (IDA)

Fluency: The ability to read words, phrases, sentences, and stories correctly, with enough speed, and expression. (NCIL)

Morphology: The study of structure and forms of words including derivation, inflection, and compounding. (ILA)

Orthography: The study of the nature and use of symbols in a writing system. Orthography can also be thought of as standardized spelling according to established usage in a given language or a conventional writing system in a given language. (ILA)

Phonemic awareness: The ability to detect and manipulate the smallest units (i.e., phonemes) of spoken language. For example, recognition that the word cat includes three distinct sounds or phonemes represents phonemic awareness. Individuals with phonemic awareness can blend phonemes to form spoken words, segment spoken words into their constituent phonemes, delete phonemes from spoken words, add phonemes, and substitute phonemes. (ILA)

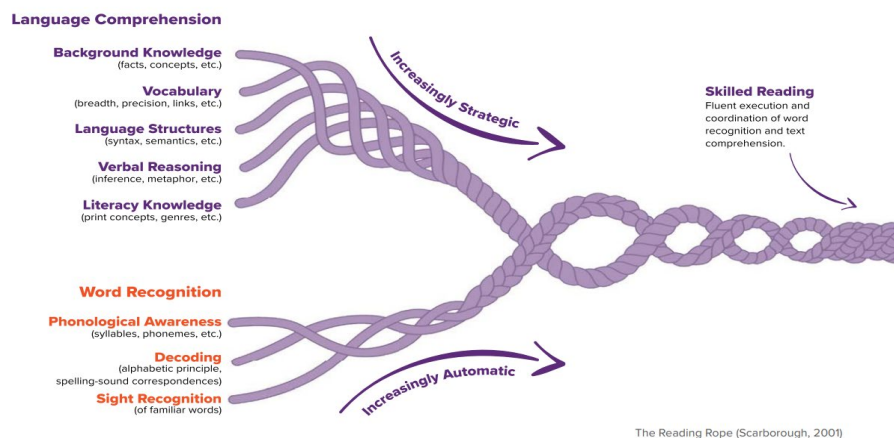
Phonics: An approach to teaching reading that emphasizes the systematic relationship between the sounds of language and the graphemes (i.e., letters or letter combinations) that represent those sounds. Learners apply this knowledge to decode printed words.

Phonological awareness: Awareness of sounds of words in learning to read and spell. (Note: The constituents of words can be distinguished in three ways: (1) by syllables, as /boʃok/, (2) by onsets and rimes, as /b/ and /oʃok/, or (3) by phonemes, as /b/ and /oʃo/ and /k/.

Phonology: The study of speech sounds and their functions in a language or languages. (ILA)

Science of Reading: The science of reading is a vast, interdisciplinary body of scientifically-based research about reading and issues related to reading and writing. This research has been conducted over the last five decades across the world, and it is derived from thousands of studies conducted in multiple languages. The science of reading has culminated in a preponderance of evidence to inform how proficient reading and writing develop; why some have difficulty; and how we can most effectively assess and teach and, therefore, improve student outcomes through prevention of and intervention for reading difficulties. (The Reading League)

Scarborough's Rope: Scarborough's Rope is a visual metaphor for the development of skills over time (represented by the strands of the rope) that lead to skilled reading. (The Reading League)



Semantics: The study of meaning in language, as the analysis of the meanings of words, phrases, sentences, discourse, and whole texts. In semiotics, semantics can also denote the study of the relationships between signs and their objects. (ILA)

Simple View of Reading: The Simple View of Reading has been empirically validated by over 150 scientific studies. It shows us that reading comprehension is not the sum, but the product of two components - word recognition and language comprehension - such that if either one is weak, reading comprehension is diminished. (The Reading League)



Gough, P. B., & Tunmer, W. E. (1986). Decoding, reading, and reading disability. *Remedial and Special Education*, 7, 6-10.

Structured Literacy: Structured Literacy is a comprehensive approach to literacy instruction grounded in the science of reading that research has shown is effective for all students and essential for students with dyslexia. The instruction emphasizes highly explicit and systematic teaching of all of the foundational elements that are critical for reading and writing proficiency. These include phonology, orthography, syntax, morphology, and semantics. (IDA)

Key Components:

- Explicit, systematic instruction
- Decodable text
- Practice to mastery

Syntax: Syntax is the pattern or structure of word order in sentences, clauses, and phrases, or the rules for determining how a language will be used to formulate a thought. (ILA)

Systematic instruction: Systematic instruction in reading is a plan of instruction (e.g., scope and sequence) that takes students through an explicit sequence of learning activities. (ILA)

Three-cueing system: The 3-cueing model has its origins in a “balanced literacy” or “whole language” approach to reading instruction. Balanced is an appealing term, but in reality, this approach has yielded too little systematic instruction in foundational reading skills, including phoneme awareness, phonics, and fluent word recognition. In the 3-cueing system, children are taught to rely on context and pictures to identify printed words instead of using their knowledge of letter sounds. The practice reinforces what poor readers do and does not support the development of decoding skills. It should not be used, not based on science.

The 3-cueing model uses three types of instructional cues as students are engaging with text:

- Semantic: the meaning and relationship among words, ex. “Does that make sense?”
- Syntactic: the structure of sentences (grammar, syntax, sentence organization), ex. “Does that sound right?”
- Graphophonic: the relationship of written symbols (graphemes) and their sounds (phonemes), ex. “Does that look right?”

Tier 1 CORE (all students): The key component of tiered instruction; all students receive instruction within an evidence-based, scientifically researched core program (NeMTSS)

Tier 2 INTERVENTION (some students): Some children who fall below the expected levels of accomplishment (benchmarks) and are at some risk for academic failure, but who are still above levels considered to indicate a high risk for failure. Instruction is provided in smaller groups or individually supplementing and supporting the Core Program (NeMTSS)

Tier 3 INTENSIFIED INTERVENTION (few students): Few children who are considered to be at high risk for failure and were not responsive to previous instruction, according to expected levels of accomplishment (benchmarks) and require more intensive individualized instruction to supplement and support Tier 1 and/or Tier 2 programs (NeMTSS)

Vocabulary: Knowing what words mean and how to say and use them correctly. (NCIL)

Whole language approach: Whole language is an educational philosophy that stresses "using children as educational informants" and building curriculum from that base. Whole language developed from studies of readers' miscues as they read whole texts as well as what young children knew about language prior to going to school. As a curricular approach, it advocates meaning making by using authentic texts such as children's literature (rather than basal texts) as the core of reading and setting aside uninterrupted time for personal writing each day. From a cross-curriculum perspective, it advocates inquiry-based learning in which students' inquiry questions become the focus of instruction and where the disciplines are seen as perspectives that students might take in exploring topics of interest. Component included in balanced literacy. (ILA)

References:

- IDA - International Dyslexia Association, [Fact Sheet](#)
- ILA - International Literacy Association, [Literacy Glossary](#)
- NCIL – National Center on Improving Literacy, [Learning Literacy Glossary](#)
- NeMTSS – Nebraska Multi-Tiered System of Support, [Glossary of Terms](#)
- Reading League – The Reading League, [What is the Science of Reading?](#)



NASB Board of Directors
Nomination Form
Region 11

THIS FORM MUST BE RECEIVED AT NASB BY AUGUST 30, 2024

Name: Jim Vlach
Address: 70143, 775 S. 7th Ave.
City, State, Zip: Lyons, Ne 68038
Telephone: 402-687-2688
Home Work Cellular
Email Address: jvlach@outlook.com

Local Board Service

Name of local school board: Lyons Decatur Northeast
Years of service on local board: 18
Attendance record on local board: (past 3 yrs.) Attended all meetings
Current office held on local school board: Secretary
Past offices held on local school board: secretary since 2006

Association Participation

State Conferences: State Conf. (each year since 2006)
National Conventions: none
Workshops: Area Membership Mtgs in Fremont
& Norfolk every year since 2006
Awards Received: level 7 2020, level 8 2022, level 9 2023

Other Education-Related Public Service

Commissions, Task Forces, and Committees: former NCTE member
Con. topton Fall Conf (2020-2024), Legislative C.
Member

Personal Information

Occupation: retired teacher (32 years)

Educational Background: BA 792 Eng / Hist / lang Arts

Community Activities: former member of library board,
Committee Club, Lyon Foundation, Church
Council

Awards and Recognitions: none

Education Passion: Reading! English literature of
history

Why do you want to serve on the NASB Board of Directors?

Would like to be a voice for small,
rural schools and to represent their
unique qualities and to defend the concept
of local control and the importance of local leadership.

This nomination is submitted by:

Name of NASB Member District or ESU: Lyon-100 category Northwest
zone block

Name of Board President or Vice President: Jim Bacon

Date: July 25, 2024

By checking this box, I assert the board president or vice president has read the completed Nomination Form and verifies its authenticity.

Return to: NASB
Sallie Horky
1311 Stockwell St., Lincoln, NE 68502
Or via e-mail to shorky@nasbonline.org



**NASB Board of Directors
Nomination Form
Region 11**

THIS FORM MUST BE RECEIVED AT NASB BY AUGUST 30,

2024 Name: Bob Feurer

Address: 631 W 10TH ST

City, State, Zip: North Bend NE 68649

Telephone: Home Cellular 402-317-0147

Email Address: bfeurer@nbtigers.org

Local Board Service

Name of local school board: North Bend Central

Years of service on local board: 8

Attendance record on local board: (past 3 yrs.) no absences

Current office held on local school board: Vice President

Past offices held on local school board: Treasurer

Association Participation

State Conferences: three

National Conventions: none

Workshops: none

Awards Received: none

Other Education-Related Public Service

Commissions, Task Forces, and Committees:

President and board member of Nebraska Association of Teachers of Science

President and board member of the Nebraska Scholastic Wrestling Coach's Assoc.

Curator of the Franklin-Cotterell Greens Arboretum used as an outdoor classroom at NBC.

Wrote numerous grants for support of FC Greens for trees, pond/waterfall, outdoor classroom and concrete walking trail.

Personal Information

Occupation: retired 7-12 science teacher of 37 years

Educational Background: endorsements in biology and physical science, 7-12

BS/E-1978 MS/E 1984

Community Activities:

Curator of Franklin-Cotterell Greens Arboretum, 1996-present (on the site of NBC)

North Bend Economic Development Committee, 2020-present

Liaison for North Bend community during long term flood recovery, '19-'20

Liaison for North Bend community during COVID long term recovery

Awards and Recognitions:

NRCSA Secondary Teacher of the Year-1992

PAEMST Secondary Science Teacher of the Year-1994

Nebraska Teacher of the Year-2011

Education Passion:

Keeping abreast of innovation and thinking in the field of education by reading

current and relevant literature and weekly Zoom meetings with other like-minded individuals with a group called Modern Learners.

Why do you want to serve on the NASB Board of Directors?

I believe I bring a particular context to the job in that I've been involved in schools either as a teacher and coach or as a school board member my entire working life. I've never not been connected to North Bend Central continuously since 1979. I've worked with all six superintendents, sitting on committees to select three of them, and all three principals. I believe that insight and my passion noted above make me an excellent candidate for this position.

This nomination is submitted by:

Name of NASB Member District or ESU:

Name of Board President or Vice President: *R Douglas Hoops*

Date: 07/23/2024

By checking this box, I assert the board president or vice president has read the completed Nomination Form and verifies its authenticity.

Return to: NASB

Sallie Horky

1311 Stockwell St., Lincoln, NE 68502

Or via e-mail to shorky@nasbonline.org



BALLOT
Region Director #11

Please vote for one of the following:

_____ Jim Vlach, Lyons-Decatur Northeast

_____ Bob Feurer, North Bend Central Public Schools

School Name or ESU: _____

Signature of Board President: _____

Please return this ballot by October 31, 2024.

Via email at shorky@nasbonline.org

OR

Nebraska Association of School Boards

Sallie Horky, Chief Operating Officer

1311 Stockwell Street, Lincoln, NE 68502



**ESUCC Cooperative Purchasing
Sales & Savings By School
ESU # 01**

	<u>Member Name</u>	<u>City</u>	<u>Member Cost</u>	<u>Savings</u>
26-0070	Allen Consolidated Schools	Allen	70,112.04	19,872.15
54-0586	Bloomfield Community Schools	Bloomfield	37,044.43	16,885.96
14-0702	Cedar Catholic High School	Hartington	18,860.60	6,256.85
54-0013	Creighton Community Public Schools	Creighton	12,420.94	7,140.24
54-0096	Crofton Community Schools	Crofton	15,300.25	4,936.09
14-0704	East and West Catholic Elementary School	Hartington	2,981.98	791.44
00-0001	Educational Service Unit 01	Wakefield	23,430.68	9,846.05
26-0561	Emerson-Hubbard Community School	Emerson	82,366.71	23,266.87
14-0008	Hartington-Newcastle Public Schools	Hartington	88,661.47	28,225.15
14-0701	Holy Trinity Elementary School	Hartington	8,170.39	2,127.84
22-0031	Homer Community Schools	Homer	23,576.56	5,917.72
54-0505	Isanti Community Schools	Niobrara	7,625.39	1,151.24
14-0054	Laurel-Concord-Coleridge School	Laurel	344,079.41	105,922.25
54-0501	Niobrara Public Schools	Niobrara	72,416.44	15,504.54
87-0001	Pender Public Schools	Pender	159,005.48	35,779.36
26-0001	Ponca Public Schools	Ponca	147,979.60	39,971.39
14-0045	Randolph Public Schools	Randolph	50,312.31	13,088.05
22-0011	South Sioux City Community Schools	South Sioux	85,750.76	42,702.89
87-0701	St Augustine Indian Mission School	Winnebago	62.00	6.13
54-0701	St Ludger Elementary School	Creighton	3,960.22	1,439.73
90-0702	St Mary's Catholic School	Wayne	8,390.81	1,154.68
22-0701	St Michael's Catholic School	South Sioux	49,463.87	10,755.64
54-0702	St Rose of Lima School	Crofton	6,547.49	1,593.74
87-0016	Umo Ho Nation Public School	Macy	171,258.88	42,804.72
54-0583	Verdigre Public Schools	Verdigre	19,044.08	4,703.24
90-0560	Wakefield Community Schools	Wakefield	21,670.68	6,267.73
87-0013	Walthill Public Schools	Walthill	168,016.69	35,217.02
54-0576	Wausa Public School	Wausa	44,271.09	11,275.92



ESUCC Cooperative Purchasing
Sales & Savings By School
ESU # 01

	<u>Member Name</u>	<u>City</u>	<u>Member Cost</u>	<u>Savings</u>
90-0017	Wayne Community Schools	Wayne	173,551.46	40,808.58
87-0017	Winnebago Public Schools	Winnebago	52,637.81	23,151.01
90-0595	Winside Public Schools	Winside	32,903.57	10,593.96
14-0101	Wynot Public Schools	Wynot	104,838.84	27,470.64
	<u>Grand Totals</u>		<u>\$2,106,712.95</u>	<u>\$596,628.79</u>



2023-24

Nebraska ESUCC Cooperative Purchasing
 Sales & Savings By Vendor
 ESU # 01

<u>Vendor</u>	<u>Member Cost</u>	<u>Savings</u>
ACCO Brands USA	\$4,680.05	\$2,834.39
B&H Photo & Electronics	\$555.37	\$105.78
Blick Art Materials	\$10,636.68	\$3,180.57
Bluum Technology	\$689.92	\$243.32
BSN Sports	\$3,899.32	\$1,215.21
Busch Systems International	\$2,022.24	\$505.56
CDW-G	\$93,272.24	\$11,831.04
Discount School Supply	\$69.29	\$20.70
Egan Supply Company	\$4,438.86	\$1,365.10
Flinn Scientific	\$266.48	\$82.64
Hauff Sports	\$10,504.35	\$3,123.56
HD Supply	\$178,100.64	\$79,513.46
Hubert	\$263.02	-\$44.38
Imagine Learning	\$42,515.00	\$17,600.00
Innovative Office Solutions	\$40,963.83	\$16,762.32
jmc	\$1,374.76	\$0.00
JourneyEd	\$18,433.40	\$30,005.01
Lakeshore Learning Materials	\$3,008.55	\$513.97
Mackin	\$5,275.64	\$413.28
Midwest Technology Products	\$2,778.22	\$704.38
Movie Licensing USA	\$10,868.00	\$4,439.04
My Central Supply	\$18,122.15	\$5,264.52
National Art & School Supplies	\$29,852.33	\$10,492.74

For questions or additional information contact Colleen Lentz at clentz@esucc.org
 Cost savings may vary based on vendor reporting methods.



2023-24

Nebraska ESUCC Cooperative Purchasing
 Sales & Savings By Vendor
 ESU # 01

<u>Vendor</u>	<u>Member Cost</u>	<u>Savings</u>
National Business Furniture	\$3,617.90	\$937.65
Paper101	\$78,933.22	\$6,305.16
Parco Scientific Company	\$3,135.85	\$1,189.46
Pitsco Education	\$64,555.74	\$1,317.46
Pyramid School Products	\$30,854.21	\$11,032.42
Quill	\$76,194.22	\$43,260.19
Rapids Wholesale	\$1,757.18	\$551.83
Really Good Stuff	\$4,099.66	\$126.79
Riddell / All American	\$21.20	\$6.69
S&S Worldwide	\$3,337.19	\$1,012.19
Scholastic Library Publishing	\$1,448.00	\$293.17
School Health	\$9,521.87	\$3,216.25
School Specialty	\$172,136.25	\$71,316.12
SchoolsPLP	\$3,770.00	\$0.00
Securly	\$1,722.50	\$212.89
Staples	\$20,877.94	\$6,336.79
Striv AV	\$205.00	\$64.74
SysCloud	\$1,824.00	\$456.00
Sysco Foods	\$1,129,713.05	\$255,132.43
Virco	\$4,222.73	\$1,236.30
Voss Lighting	\$7,829.32	\$2,022.25
World Book	\$4,345.58	\$429.78
<u>Grand Totals</u>	<u>\$2,106,712.95</u>	<u>\$596,628.79</u>

For questions or additional information contact Colleen Lentz at clentz@esucc.org
 Cost savings may vary based on vendor reporting methods.

**2024 STATE EDUCATION CONFERENCE
NOVEMBER 20-22
CHI HEALTH CENTER - DOWNTOWN OMAHA**

All Systems Go



**Co-Sponsored by the Nebraska Association of School Boards
and the Nebraska Association of School Administrators**



2 Registration & Reservations



REGISTRATION FOR THE 2024 STATE EDUCATION CONFERENCE WILL OPEN WEDNESDAY, SEPTEMBER 11, 2024

To register, go to www.NASBOnline.org

Log in using your email and password, and click the 'Events' tab to register.

Registration fees for the conference are as follows:
 REGISTRATION SEPTEMBER 11 - NOVEMBER 8 **\$325**
 PRE-CONFERENCE REGISTRATION **\$100**
 CANCELLATION FEE (PRIOR TO 11/8) **\$150**
 (No refunds after the registration deadline)

\$325	LATE-REGISTRATION NOVEMBER 9 - ON-SITE	\$375
\$100	BOARD MEMBER ELECT	\$175
\$150	NON-MEMBER	\$750

(Substitutions are done at no charge)

Hotel Reservations

TO RESERVE ACCOMMODATIONS AT THE CONFERENCE HOTELS YOU MUST FIRST REGISTER FOR THE CONFERENCE AS DESCRIBED ABOVE.

To qualify for a room, you must first register for the Conference.

Once your conference registration is complete, you will receive an email with your NASB Registration code and a Conference Hotel reservation link. The code will not be activated until 10:00 AM CT, Wednesday, September 25, 2024

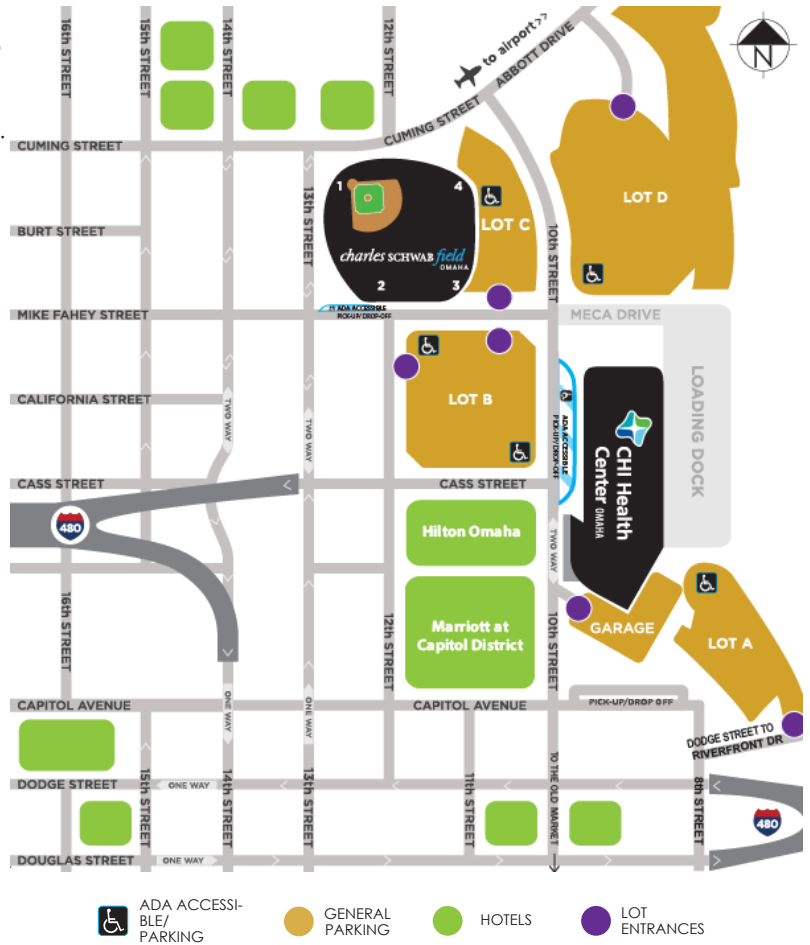
SUBMIT YOUR CONFERENCE HOTEL ROOM REQUEST WEDNESDAY, SEPTEMBER 25, 2024.

THE OMAHA CONVENTION & VISITORS BUREAU WILL ACT AS THE HOUSING AGENT FOR ALL PROPERTIES.

Hilton Omaha - 1001 Cass Street
 \$151 per night
ROOM REQUESTS WILL BE ACCEPTED UNTIL OCTOBER 20, OR UNTIL FULL

Omaha Marriott Downtown - 222 North 10th Street
 \$171 per night
ROOM REQUESTS WILL BE ACCEPTED UNTIL NOVEMBER 8, OR UNTIL FULL

A RESERVATION AT ONE OF THE ABOVE IS NOT REQUIRED TO ATTEND THE STATE EDUCATION CONFERENCE



WEDNESDAY, NOVEMBER 20

Pre-Conference Sessions
1:00 to 4:00 PM

Exhibitor Reception
4:00 to 5:30 PM

THURSDAY, NOVEMBER 21

Board Member/Mentor Collaboration
7:15 to 8:15 AM

Opening Keynote Speaker
8:15 to 9:30 AM

A - Breakout Sessions
9:45 to 10:45 AM

B - Breakout Sessions
11:15 AM to 12:15 PM

Thursday Luncheon Keynote Speaker
12:30 to 2:00 PM

C - Breakout Sessions
2:15 to 3:15 PM

D - Breakout Sessions
3:30 to 4:30 PM

FRIDAY, NOVEMBER 22

Classroom Showcase
8:00 to 11:30 AM

NASB Delegate Assembly
8:00 to 9:30 AM

NASA Membership Meeting
8:00 to 9:30 AM

E - Breakout Sessions
9:15 to 10:15 AM

F - Breakout Sessions
10:30 to 11:30 AM

Friday Luncheon Keynote Speaker
11:45 AM to 1:15 PM

20th

DAY 1

WEDNESDAY, NOVEMBER 20, 2024

NASBO MEMBERSHIP MEETING

NASB LEGISLATION COMMITTEE MEETING

NASA EXECUTIVE BOARD MEETING

PRE-CONFERENCE SESSIONS

EXHIBITOR RECEPTION

NASB BOARD MEETING

21st

DAY 2

THURSDAY, NOVEMBER 21, 2024

BOARD MEMBER / MENTOR COLLABORATION

PRESENTATION OF COLORS / MUSICAL OPENING

OPENING & LUNCHEON KEYNOTE SPEAKERS

SCHOOL BOARD MEMBER OF THE YEAR PRESENTED

BREAKOUT SESSIONS (A, B, C & D)

22nd

DAY 3

FRIDAY, NOVEMBER 22, 2024

NASB DELEGATE ASSEMBLY

NASA MEMBERSHIP MEETING

CLASSROOM SHOWCASE

SUPERINTENDENT OF THE YEAR RECOGNIZED

CLOSING KEYNOTE SPEAKER

BREAKOUT SESSIONS (E & F)

ADJOURN

Register now at www.NASBonline.org



INSPIRING HOPE THROUGH THE POWER OF COMMITMENT AND POSITIVITY BEYOND THE GAME: APPLYING "ALL IN" TO LIFE

GIAN PAUL GONZALEZ

THURSDAY MORNING OPENING SPEAKER - 8:15 TO 9:30 AM

During the New York Giants' 2011 Super Bowl run, Gian Paul Gonzalez, a high school teacher from Union City, N.J., played a pivotal role in inspiring the team with his "ALL IN" rally cry. Before a crucial Christmas Eve game against the NY Jets, Gonzalez led a chapel service where he used poker chips to symbolize commitment, urging players to go "all in" with their dedication. The Giants, initially seen as unlikely playoff contenders, won that game 29-14 and carried their momentum through to victory in Super Bowl XLVI. Gonzalez, who turned down professional basketball opportunities to work with at-risk youth, is the founder of the Hope + Future Foundation. This organization provides health and wellness programs for youth in West New York, NJ, focusing on empowering students and fostering community unity. Gonzalez's "ALL IN" message, is not just a slogan it's a LIFEstyle.



RUNNING TOWARD CHAOS

DR. NATALIE STAVAS

THURSDAY LUNCHEON SPEAKER - 12:30 TO 2:00 PM

Dr. Natalie Stavas, a Nebraska native, and award-winning Harvard physician and humanitarian, epitomizes her life philosophy: "You Run Toward." This mantra was vividly demonstrated on April 15, 2013. As she approached the finish line of her fifth Boston Marathon, she faced the chaos of a bomb explosion. Instead of fleeing with the crowd, Dr. Stavas ran directly into the danger, providing critical aid and saved several lives that day. Natalie attacks every obstacle with the same attitude: "You run towards that which you fear, that which challenges you, that which is oppositional." Described as a healer, educator, and community leader, she was named "2013 Bostonian of the Year" by The Boston Globe.



WHAT'S ON THE HORIZON AT THE NEBRASKA DEPARTMENT OF EDUCATION?

BRIAN MAHER

FRIDAY LUNCHEON SPEAKER - 11:45 AM TO 1:15 PM

Join Commissioner Maher as he embarks on his second year at the helm of the Nebraska Department of Education (NDE), leading the charge in shaping the future of education across the state. In this pivotal year, he is poised to build upon the progress of his inaugural term, introducing a range of new developments and initiatives designed to enhance educational outcomes. As he outlines his strategic priorities, we will gain insight into his vision for fostering educational excellence, addressing key challenges, and driving meaningful change within Nebraska's schools. This comprehensive look at the goals and aspirations guiding Commissioner Maher's second year, highlighting the dynamic efforts underway to ensure that every student in Nebraska has access to high-quality education.

Pre

PRE-CONFERENCE SESSIONS WEDNESDAY, NOVEMBER 20 - 1:00 TO 4:00 PM

INSIDE OUT:

NAVIGATING BOARD CONFLICT AND THE HIDDEN COSTS OF DYSFUNCTION

As Boards of Education evolve, long-standing teams often encounter new members with differing beliefs, styles, and agendas, which can challenge board dynamics. This session offers attendees a chance to delve into how respectful dialogue ensures diverse perspectives are heard and considered in the decision-making process. What can the board and superintendent do to prepare for change and explore strategies for managing communication and conflict when it occurs? Participants will learn to foster civility in governance and proactively address common challenges. Join us to enhance your skills in navigating board transitions and maintaining a productive, respectful environment that builds trust between the board and superintendent and ensures that decisions are made openly and with integrity.

PRESENTERS: David Kramer - Baird Holm Law Firm; Marcia Herring - NASB

HARNESSING THE POWER OF AI:

PRACTICAL APPLICATIONS FOR SCHOOL BOARD MEMBERS AND ADMINISTRATORS

Have you been hearing about the buzz around AI and wondering how it will impact your district? Join us for an engaging, hands-on workshop designed specifically for school board members and administrators. We'll start by showcasing how cutting-edge AI tools, like ChatGPT, can simplify daily tasks and enhance the efficiency of board work. From there, we'll explore real-world applications where AI is already benefiting educators—saving time, reducing burnout, and improving student support. Our session will wrap up with the latest research on AI in education, including how schools are crafting policies to leverage AI for better learning outcomes and streamlined operations. You'll leave with actionable insights and practical tools to help you navigate the evolving landscape of AI and make a meaningful difference in your district and community.

PRESENTERS: Lynne Herr - ESU 6; Andrew Easton - ESUCC; UNK AI Research Team



Register now at www.NASBonline.org



ANN MACTIER - SCHOOL BOARD MEMBER OF THE YEAR WILL BE PRESENTED AT THE THURSDAY LUNCHEON

Previous Winners Include:

2023 - ALLISON WELCH, CONESTOGA	2016 - TERRI HAYNES, CHADRON	2009 - RON PEARSON, ESU #3
2022 - MARCIA MAHON, SOUTH SIOUX CITY	2015 - LINDA RICHARDS, RALSTON	2008 - SANDRA JENSEN, OMAHA
2021 - STEVE KOCH, HERSHEY	2014 - BRAD KRIVOHLAVEK, NORFOLK	2007 - JOHN HANSEN, BELLEVUE
2020 - MARIAN HOLSTEIN, WINNEBAGO	2013 - PATTY BENTZINGER, NORRIS	2006 - FRED TAFOYA, PAPILLON-LA VISTA
2019 - VALERIE FISHER, PAPILLON-LA VISTA	2012 - KATHY BARTEK, FALLS CITY	2005 - WAYNE ERICKSON, WISNER-PILGER
2018 - KATHY DANEK, LINCOLN	2011 - JULIE AGARD, KEARNEY	2004 - ANN MACTIER, OMAHA
2017 - BONNIE HINKLE, GRAND ISLAND	2010 - KIM FASSE, ELKHORN	



SUPERINTENDENT OF THE YEAR WILL BE RECOGNIZED AT THE FRIDAY LUNCHEON

Previous Winners Include:

2025 - MELISSA POLONCIC, DC WEST	2012 - BILL MOWINKEL, GRAND ISLAND NW	1999 - KENNETH ANDERSON, HASTINGS
2024 - ANDY RIKLI, PAPILLION LA VISTA	2011 - MIKE CUNNING, HERSHEY	1998 - KEN BIRD, WESTSIDE
2023 - MARK LENIHAN, WAYNE	2010 - KEITH LUTZ, MILLARD	1997 - RICK BLACK, CONESTOGA
2022 - TERRY HAACK, BENNINGTON	2009 - STEVE RECTOR, SOUTH SIOUX CITY	1996 - GARY HAMMACK, KEARNEY
2021 - JIM SUTFIN, MILLARD	2008 - LARRY RAMAEKERS, AURORA	1995 - MARTIN PETERSEN, ALLIANCE
2020 - MARK ADLER, RALSTON	2007 - ROGER BREED, ELKHORN	1994 - VANDLE PHILLIPS, SOUTH SIOUX CITY
2019 - MIKE TEAHON, GOTHENBURG	2006 - RICHARD EISENHAUER, LEXINGTON	1993 - FRED BELLUM, COLUMBUS
2018 - JOHN SKRETTA, NORRIS	2005 - ROY BAKER, NORRIS	1992 - GLENN LARSEN, ADAMS CENTRAL
2017 - CAROLINE WINCHESTER, CHADRON	2004 - DAN ERNST, WAVERLY	1991 - NORBERT SCHUERMAN, OMAHA
2016 - JAY BELLAR, BATTLE CREEK	2003 - RANDY NELSON, NORFOLK	1990 - DOUG CHRISTENSEN, NORTH PLATTE
2015 - BRIAN MAHER, KEARNEY	2002 - PHILIP SCHOO, LINCOLN	1989 - DONALD STROH, MILLARD
2014 - STEVE BAKER, ELKHORN	2001 - KEITH ROHWER, NEBRASKA CITY	
2013 - KEVIN RILEY, GRETNA	2000 - STEVE JOEL, BEATRICE	



BOARDSMANSHIP



CAREER & COLLEGE READINESS



COMMUNITY ENGAGEMENT



CURRICULUM



ESU



FACILITIES



LEGAL & POLICY



LEGISLATIVE & ADVOCACY



MANAGEMENT/ADMINISTRATION



NEW BOARD MEMBER



SAFETY



STUDENTS/EARLY CHILDHOOD



TECHNOLOGY



WELLNESS

Breakout Sessions - Quick Glance 7

THURSDAY

- A1 LEGISLATIVE OUTLOOK: A "SPECIAL" KIND OF YEAR
- A2 BOARD GOVERNANCE: WHERE DO I BEGIN?
- A3 CONSTRUCTION FUNDING
- A4 STOP CALLING IT MARIJUANA
- A5 PAIN IN THE APP, V. 10.0
- A6 COMMUNICATION FOR DISTRICTS LARGE & SMALL
- A7 SPECIAL EDUCATION AND SECTION 504 ISSUES
- A8 NURTURING FUTURE EDUCATORS IN RURAL NEBRASKA
- A9 BANCROFT-ROSALIE EARLY COLLEGE HIGH SCHOOL
- A10 HARVESTING HOPE
- A11 PROFESSIONAL LEARNING AND LEADERSHIP DEVELOPMENT

- B1 NSAA COMPETITIVE BALANCE UPDATE
- B2 EMPOWERING SBMS AS COMMUNITY CATALYSTS
- B3 HOLD YOUR FIRE - ISSUES IN TERMINATIONS
- B4 BUILDING SAFE AND SECURE SCHOOLS
- B5 SUPERINTENDENT CONTRACTS: WHAT DOES IT ALL MEAN?!
- B6 MAKING DOLLARS AND SENSE OF SCHOOL FINANCE
- B7 THE OPEN MEETINGS ACT: THE BASICS TO THE UNEXPECTED
- B8 BUILDING AND GROWING OUR FUTURE
- B9 HOW TO CREATIVELY FUND A SCHOOL FACILITIES UPDATE
- B10 NAVIGATING FUTURES
- B11 HIRING FOREIGN-TRAINED TEACHERS

- C1 STUDENT VOICES
- C2 AN INTERACTIVE MOCK BOARD MEETING
- C3 BUILDING, FACILITIES, AND REAL ESTATE
- C4 SUPPORT FOR EDUCATION AND WORKFORCE DEVELOPMENT
- C5 MEETING OF THE MINDS: LET'S GET CLOSED SESSION RIGHT!
- C6 INNOVATIVE PREPARATION FOR EDUCATORS
- C7 WAIVERS & RELEASES IN EXTRACURRICULAR ACTIVITIES
- C8 TAKING SCHOOL SAFETY TO THE NEXT LEVEL
- C9 LESSONS FROM BROKEN BOW BOND ELECTION
- C10 ESU BOARD MEMBER UPDATE
- C11 CONNECTING ED LEARNING TO WORKPLACE SUCCESS

- D1 MASTERING PAPERLESS BOARD MEETINGS & NEGOTIATIONS
- D2 EHA BENEFITS UPDATE
- D3 THE USE OF ADVISORY GROUPS TO ENGAGE STAKEHOLDERS
- D4 POWER OF STAY SURVEYS IN RETAINING HIGH-QUALITY STAFF
- D5 HOT TOPICS WITH JIM AND KAREN
- D6 RULE 10: HOW SBMS CAN SUPPORT THEIR SUPERINTENDENT
- D7 NAVIGATING TRANSGENDER STUDENT POLICIES IN SCHOOLS
- D8 DEVELOPING THE DISTRICT AND FOUNDATION RELATIONSHIP

FRIDAY

- E1 MENTAL HEALTH & WELLNESS RESOURCES
- E2 LEADERSHIP THROUGH LONG-TERM PLANNING
- E3 HOT LEGAL TOPICS FOR BOARD PRESIDENTS
- E4 CITIZEN'S ACADEMY CREATES DEEP PARTNERS
- E5 SOCIAL MEDIA AND THE BOARD MEMBER
- E6 ADDRESSING THE EDUCATOR WORKFORCE
- E7 OPEN MEETINGS AND PUBLIC RECORDS
- E8 CONSTRUCTION MANAGER AT RISK METHOD
- E9 BEHAVIOR INTERVENTION & TEACHER SUPPORT

- F1 SYSTEMS FOR SUPPORTING STUDENT BEHAVIOR
- F2 CAREER ACADEMIES - FIND YOUR PATH
- F3 NEGOTIATING FROM THE BOARD'S SIDE
- F4 STRENGTHENING YOUR BEEF IN SCHOOLS
- F5 TITLE IX: NEW OR IMPROVED?
- F6 CENTRAL NEBRASKA TEACHER RECRUITMENT
- F7 ATHLETICS, NIL, AND COPYRIGHT
- F8 A LISTENING SESSION WITH THE STATE BOARD



Register now at www.NASBonline.org

A

A - BREAKOUT SESSIONS THURSDAY, NOVEMBER 21 - 9:45 TO 10:45 AM



A1 A "SPECIAL" KIND OF YEAR

While the 2024 legislative session ended in April and included many provisions that impacted K-12 education, Senators were not done. Called back in July for a Special Session, K-12 education was once again a target for change. Come learn what the legislature did (and didn't do) through two sessions of 2024. We will also preview what education leaders should be thinking about as we head into 2025.

PRESENTERS: Colby Coash - NASB; Mike Dulaney - NCSA



A2 BOARD GOVERNANCE: WHERE DO I BEGIN? WHAT HAVE I GOTTEN MYSELF INTO?

Welcome to board service! What is the secret to preparing effectively to transition as a new board member? What are the demands of the role and responsibilities of the board? This session will cover frequently asked questions, highlight the NASB Board Governance Standards, and will engage you in interactive discussion, present scenarios to challenge your understanding of overstepping or proper board oversight.

PRESENTERS: Marcia Herring, Stacie Higgins & Stephanie Summers - NASB



A3 SCHOOL FUNDING FOR CONSTRUCTION PROJECTS, INCLUDING LEASE PURCHASE AGREEMENTS



This session will explore the alternatives to a bond election to finance school buildings and equipment, including lease-purchase agreements directly with banks, lease-purchase agreements for equipment, "QCPUF" financings which now permit financing for "school safety infrastructure concerns," and other financing ideas.

PRESENTERS: Mike Rogers - Gilmore & Bell Law Firm



A4 STOP CALLING IT MARIJUANA. WHAT SCHOOLS NEED TO KNOW ABOUT HIGH POTENCY THC, VAPING, & FENTANYL

It is not ditch weed in our schools. The marijuana industry has changed the script. High potency THC (the psychoactive ingredient in marijuana) is what students are using in vapes or edible cannabis products. Neighboring states and countries legalizing this new drug along with clever marketing by the cannabis industry has lowered our sense of risk with these products. Learn how the new gateway drug and vape industries are impacting a new generation of users leading them to other deadly substances like fentanyl. What can schools do to be more aware and aid students in curbing these drug trends?

PRESENTER: Jay Martin - Nebraska Department of Education



A5 PAIN IN THE APP, V. 10.0



It's the diamond anniversary of this topic, and Karen and Sara have a real gem in store! Come get the latest legal trends and troubles regarding student and staff use of social media and technology.

PRESENTERS: Karen Haase & Sara Hento - KSB School Law



A6 COMMUNICATION STRATEGIES & TOOLS FOR DISTRICTS LARGE & SMALL

Effective communication is the cornerstone of a successful school district. This how-to session is designed to empower school board members and superintendents with the tools and strategies they need to establish clear, consistent, and impactful communication within their districts. The session will cover the essential steps for building a robust communication plan, engaging the community, and ensuring that communication efforts resonate across districts of all sizes. Participants will leave this session with a clear, actionable plan for establishing effective communication in their districts, practical tools for implementation, and strategies for engaging their communities.

PRESENTER: Annette Eyman - Kordica Communications



A7 WAKE UP CALL: SPECIAL EDUCATION AND SECTION 504 ISSUES FOR BOARDS AND ADMINISTRATORS

The fastest developing areas for school litigation surround students with disabilities. The rights of parents with students that have disabilities are actively enforced by government agencies such as the Department of Education, the Office of Civil Rights, and the Department of Justice. We will go through best practices and common pitfalls under the IDEA and Section 504 to help your district develop specialized plans, respond to parent complaints, create plans for difficult behaviors, and more!

PRESENTER: Haleigh Carlson - Perry Law Firm



A8 GROW YOUR OWN: NURTURING FUTURE EDUCATORS IN RURAL NEBRASKA

Passionate about tackling Nebraska's educator shortage? Join us to explore the ESUs 6 & 9 Education Career Pathway pilot program, focusing on rural schools' needs with replicability statewide. Dive into details spanning 15 districts, and 66 high school students supported by NDE. Learn about the free curriculum, work-based learning, and dual-credit opportunities at Wayne State College. Discover Educators Rising CTSO's impact in fostering community among aspiring educators. Gain valuable insights into addressing teacher shortages and discuss implementation strategies.

PRESENTERS: Lynne Herr - ESU 6; Kristen Slechta & Katie Soto - ESU 9



A9 BANCROFT-ROSALIE EARLY COLLEGE HIGH SCHOOL

Bancroft-Rosalie School graduated their first class of six Associate Degree earning high school seniors in 2023. The students will share their Early College experience in a rural school and the transition from high school to a college junior curriculum. School administration will provide information on the process of identifying and supporting high ability in an accelerated academic program with limited resources.

PRESENTER: Jon Cerny - Bancroft-Rosalie Public Schools



A10 HARVESTING HOPE

UNPS Three Sisters Farm to School has embarked on an exciting venture to address the concern of food insecurity and sovereignty on the Omaha Reservation. This school-based 7-acre garden blends traditional and modern farming practices to produce over 16,000 pounds of fresh organic produce that is distributed to the school and community. This project offers vocational training, paid employment, and cultural experiences to the students of UNPS. This one-of-a-kind project has become a model for other schools and revitalized the cultural ties and customs of the Omaha people.

PRESENTERS: Stacie Hardy & Susan French - Umonhon Nation Public Schools



A11 A SYSTEMATIC APPROACH TO DELIVERING ON-GOING PROFESSIONAL LEARNING AND LEADERSHIP DEVELOPMENT

Millard Public Schools believes our People are our greatest resource. In order to best support our staff, Millard implements a systematic approach to deliver on-going and embedded professional learning and leadership development. In this session, Millard will share specific plans and strategies used to develop and retain staff. Examples that will be shared include action research, the Millard Graduate Program, and leadership development.

PRESENTERS: Kim Saum-Mills, John Schwartz & Todd Tripple - Millard Public Schools



B

B - BREAKOUT SESSIONS THURSDAY, NOVEMBER 21 - 11:15 AM TO 12:15 PM



B1 NSAA COMPETITIVE BALANCE UPDATE

This session will provide an overview of the NSAA's adoption of a Competitive Balance Committee and its implementation.

PRESENTERS: Jennifer Schwartz & Jeff Johnson - NSAA



B2 EMPOWERING SCHOOL BOARD MEMBERS AS COMMUNITY CATALYSTS: STRATEGIES FOR EFFECTIVE CROSS-SECTOR PARTNERSHIPS

Explore the critical role of school board members as community leaders in fostering effective cross-sector partnerships. The session emphasizes the importance of partner identification, alignment of goals, and establishing a clear governance structure for decision-making. We will highlight the central role of relationship building, underpinned by trust and understanding of diverse organizational cultures. We will cover transparency in all processes and communication, along with strategies for project monitoring, evaluation, and continuous improvement.

PRESENTERS: Joe DiCostanzo - Nebraska Children & Families Foundation; Caden Frank - NASB



B3 HOLD YOUR FIRE - ISSUES IN TERMINATIONS

Everyone knows the Teacher Tenure Act provides numerous protections to certificated employees. But, various state and federal laws and rules also impact a school's ability to part ways with employees, including classified staff. In this session, attorneys from the Perry Law Firm will address and provide guidance on things to consider before firing, or even demoting or reassigning, any employee.

PRESENTER: Josh Schauer - Perry Law Firm



B4 BUILDING SAFE AND SECURE SCHOOLS

We know learning can only happen when students and staff feel safe in their educational environment. So, how do we build safe and secure schools? Become a Diamond Status member with NDE School Safety & Security Diamond Badge Certification. Schools across the state are completing the safety protocols and the Badge being displayed on buildings, social media platforms, and websites provides the confirmation to school communities that best practices and requirements are being met. Get the latest guidance and support from the Nebraska Department of Education, School Safety & Security Director on what is needed to put your school district in Diamond Badge Certification.

PRESENTER: Jay Martin - NDE



B5 SUPERINTENDENT CONTRACTS: WHAT DOES IT ALL MEAN?!

We get dozens of questions each fall about the same sections of the superintendent contract. How long is our contract, and how and when does the contract "renew"? Do we have to do anything at our meeting to approve the renewal or extension? What if we don't approve it? What about the pay transparency law--when does that apply if we're just adding a year? This presentation will cover these critical contract sections and decisions so that all board members and superintendents understand how they affect the contract length, costs, and obligations.

PRESENTERS: Bobby Truhe & Steve Williams - KSB School Law



B6 MAKING DOLLARS AND SENSE OF SCHOOL FINANCE

The learning curve for understanding school finance is never ending. Learn about long standing practices and recent changes that affect your district's financial position.

PRESENTERS: Bryce Wilson - NDE; Matt Fisher - Grand Island Public Schools; Carl Dietz - Northland Securities





B7 THE OPEN MEETINGS ACT: FROM THE BASICS TO THE UNEXPECTED

Most board meetings may run smoothly. But every once in awhile, a board member may make an unexpected motion, a member of the public may object to the board considering an item that was added to the agenda late. Occasionally, public comment can present challenges in the middle of the meeting. These scenarios can create confusion and contention among the board and community. We will walk through these types of situations and offer proactive advice under Nebraska's Open Meetings Act and real-world examples.

PRESENTER: Justin Knight - Perry Law Firm



B8 BUILDING AND GROWING OUR FUTURE: A BOARD VISION OF INVESTMENT

Gering Public Schools highlights two national priorities: Workforce development and early intervention. The Board and district leadership identified how to maximize programs effectively while leveraging resources efficiently. The growing school district has opened a new preschool center constructed by their own high school students. As a response to the expanding need for early childhood education in the community, GPS has embraced the "cradle-to-cap" concept by empowering their construction trade students to apply their skills of woodworking, machinery, electrical and masonry. The 4-year high school program offers a strong background in construction trades and apprenticeship experience for students.

PRESENTERS: Nicole Regan, Stacy Rodriguez, Brian Copsey & Greg Trautman - Gering Public Schools



B9 HOW TO CREATIVELY FUND A SCHOOL FACILITIES UPDATE

Wauneta-Palisade used creative funding options to complete an addition and renovation project creating a better learning environment. WP was faced with aging facilities in two locations and deciding how to improve them without passing a bond issue. We worked with business partners to find funding and design options to fit our budget and resources. WP utilized a lease purchase for new construction, QCPUF for ADA and HVAC improvements and leveraged our strong financial resources.

PRESENTERS: Allison Sandman & Randy Geier - Wauneta-Palisade Public Schools; Jacob Sertich - Wilkins ADP; Tobin Buchanan - Northland Securities



B10 NAVIGATING FUTURES: HAWK HERD & NEBRASKA CAREER CLUSTERS

Come and learn how one local producer's beef donation for the school lunch program has evolved into a hands-on "grow your own" beef program at Hampton Public School. The session will highlight the four key areas of the Nebraska Career Education Model - Core Academics/College and Career Readiness, Career Fields, Career Clusters, and Employability and Entrepreneurship. The Hawk Herd engages students in community partnerships within each of the six career clusters utilizing real-world experiences to help guide potential career choices while supporting "Farm to Fork" in our school lunch program two days a week.

PRESENTERS: Holly Herzberg, Carson Klute & Grant Dose - Hampton Public School



B11 WHAT EVERY SCHOOL DISTRICT NEEDS TO KNOW ABOUT HIRING FOREIGN-TRAINED TEACHERS

Hiring a Foreign-Trained Teacher has become a creative way for school districts to overcome the teacher shortage. Superintendents and board members will both benefit from learning the ends and outs of hiring a foreign-trained teacher.

PRESENTER: Decau Jean-Baptiste & Katelyn Larson - NDE



C - BREAKOUT SESSIONS

THURSDAY, NOVEMBER 21 - 2:15 TO 3:15 PM



C1 STUDENT VOICES

Students from Nebraska high schools share their perspectives on issues that are important to the leaders of tomorrow.



C2 AT THE BOARD TABLE - AN INTERACTIVE MOCK BOARD MEETING

Join us at the boardroom table and experience the dynamics of a school board meeting. This session will provide a practical understanding of how board meetings are conducted, including the procedures, protocols, and decision-making processes. Through a simulated mock board meeting, participants will gain confidence in their ability to navigate real meetings, and the importance of what boards communicate through the public meeting.

PRESENTERS: Marcia Herring, Stacie Higgins & Stephanie Summers - NASB



C3 BUILDING, FACILITIES, AND REAL ESTATE – WHAT KEEPS A SCHOOL BOARD MEMBER UP AT NIGHT?



In this session, the Perry Law Firm will talk about various legal issues relating to school buildings, facilities, and real estate, including potential legal issues that can arise with facility maintenance, construction and other expenditure and revenue issues with school property.

PRESENTERS: Derek Aldridge - Perry Law Firm



C4 EMPOWERING DECISION SUPPORT FOR EDUCATION AND WORKFORCE DEVELOPMENT IN NEBRASKA

Since the fall of 2020, the Nebraska Statewide Workforce & Educational Reporting System (NSWERS) has been working to create a state-of-the-art education and workforce information source. These efforts have culminated in the establishment of a unique and strategic asset designed to bolster decision making and empower decision makers by mitigating uncertainty surrounding education and workforce planning. This session will provide an overview of NSWERS and the innovative analytic tools being created to support schools.

PRESENTER: Matt Hastings - Seward Public Schools



C5 MEETING OF THE MINDS: LET'S GET CLOSED SESSION RIGHT!



Enough said. Leave your preconceptions at the door. If you are thinking, "I know all about closed session, so I don't need to attend that one," you're probably our target demographic for this presentation.

PRESENTERS: KSB School Law



C6 INNOVATIVE PREPARATION FOR EDUCATORS: HOW UNL IS MEETING THE CHALLENGE

Innovative educator preparation, including alternative certification and grow your own programs, are necessary to ensure we have qualified teachers and administrators as we work with the educator workforce challenge. Join me to learn about UNL's teacher apprenticeship program, school administrator preparation innovations, professional development for Career Education Permit teachers, alternative certification and accelerated programs, and how to grow your own school psychologist. These innovative approaches ensure the preparation of quality educators while meeting the immediate needs of school districts.

PRESENTER: Sara Skretta - UNL



C7 COACH & RELEASE - WAIVERS & RELEASES IN EXTRACURRICULAR ACTIVITIES

Extracurricular activities are a significant part of public education. They are also a potential source of significant liabilities for your district. From concussions to motor vehicle accidents, risks are everywhere. A recent decision from the Nebraska Supreme Court indicates that schools could mitigate some of these risks with releases and waivers. We will discuss everything from the implications of using waivers and releases to the standards of care applicable to coaches and volunteers.

PRESENTER: Josh Schauer - Perry Law Firm



C8 SCHOOL SAFETY 101: TAKING SCHOOL SAFETY TO THE NEXT LEVEL

Norris School District 160 has centralized and streamlined our safety and security efforts on our campus. While you can never be fully prepared for a critical incident, understanding and testing your District's Emergency Operation Plan is a starting point. This session will provide insight into updating and testing your District's EOP, community partnerships, grant opportunities, use of technology, and more to create a better understanding for staff, students, and parents/guardians.

PRESENTERS: Derrick Joel, Brian Maschmann & Gary Kubicek - Norris School District 160



C9 BUILDING BOW TOGETHER - LESSONS FROM BROKEN BOW BOND ELECTION

This session will be a panel presentation and Q&A on lessons learned from the Broken Bow Bond Elections - a bond failure that turned into a yes vote and win for the community. Panel participants will include representatives from Broken Bow Public Schools and the business partners that helped make the project a success.

PRESENTERS: Ashley Abramson & Steve Thiel - Hausmann Construction, Inc.; Darren Tobey - Broken Bow; Tobin Buchanan - Northland Securities; Jacob Sertich - Wilkins ADP



C10 ESU BOARD MEMBER UPDATE

Especially for our ESU attendees, get the latest from the ESUCC, NDE, and NASB about statewide ESU activities and issues.

PRESENTERS: Larianne Polk - ESUCC; Brad Dirksen - NDE; Colby Coash - NASB



C11 CONNECTING EDUCATIONAL LEARNING TO WORKPLACE SUCCESS

Today's careers have multiple entry and exit points, and it is important for young people to recognize how to navigate effectively to reach their fullest potential. Experiential learning opportunities assist youth with developing knowledge and skills that will lead to greater persistence in college and the workplace. This session provides a unique platform where education, business, and industry professionals collaborate through a variety of school enrichment and community programming. They will share personal perspectives and discuss strategies to collectively enhance college and career readiness for the next generation.

PRESENTERS: Dawn Lindsley, Jacie Milius, Kim Liebeg & Jonathan Schulte - ESU 7



Register now at www.NASBonline.org

D

D - BREAKOUT SESSIONS THURSDAY, NOVEMBER 21 - 3:30 TO 4:30 PM



D1 UNLOCKING EFFICIENCY: MASTERING PAPERLESS BOARD MEETINGS & STAFF NEGOTIATIONS



Embark on a transformative journey with paperless board meeting and teacher negotiations systems, redefining school board governance. Uncover the secrets to streamlined meetings, harnessing transparency for better decision-making, and unlocking invaluable data insights. Dive into tips and tricks to maximize your efficiency and effectiveness in managing school affairs. Join us in embracing this innovative approach to governance, where simplicity and productivity are paramount.

PRESENTERS: Chris Kuncel - Mullen; Darion Miller & Nicole Kobus - Sparq Data Solutions



D2 EHA BENEFITS UPDATE

In this session we will provide an up-to-date look at the benefits programs available to EHA members and allow time to address any questions attendees may have.

PRESENTER: Greg Long - EHA; Courtney Ray - Blue Cross Blue Shield of NE



D3 WE ARE FAMILY: THE USE OF ADVISORY GROUPS TO GATHER FEEDBACK AND ENGAGE STAKEHOLDERS



Papillion La Vista Community Schools is a suburban school district in the Omaha metro area with over 12,000 students. The purpose of this session is to describe how PLCS utilizes a variety of internal and external advisory groups to solicit feedback on critical topics and to engage its community members. A specific focus will be placed on the purpose, selection process, and structure of its Student Advisory Council and other groups including teacher, classified staff, and business/elected official advisories.

PRESENTERS: Valerie Fisher, Christopher Villarreal & Andy Rikli - Papillion La Vista Community Schools



D4 THE POWER OF STAY SURVEYS IN RETAINING HIGH QUALITY STAFF

Every school district is making plans to recruit and hire the next generation of teachers. We are considering hiring incentives, perks, and salary increases for these new staff members. What are we doing to keep our very best teachers in our school district? In this presentation, you will hear from practicing administrators regarding a "stay" survey that was implemented during the 2023-2024 school year, as well as ideas and thoughts regarding retaining staff from administrators and board members with emphasis on teacher voice, leadership, and culture.

PRESENTERS: Matt Dominy, Josh Fields, Paul Duer, Shawn Svoboda, Ryne Seaman, Matt Hastings, Jill Hochstein, Danielle Shipley & Jessica Dominy - Seward Public Schools



D5 HOT TOPICS WITH JIM AND KAREN



Veteran school attorneys Jim Gessford from the Perry Law Firm and Karen Haase from KSB School Law will cover a variety of "hot topics" that school board members from Nebraska should know. Come learn about the legal issues that your board will be (or maybe already is) dealing with, while you also get to listen to Jim and Karen bicker and banter.

PRESENTERS: Karen Haase - KSB School Law; Jim Gessford - Perry Law firm



D6 RULE 10: REQUIREMENTS, REGULATIONS, REPORTS AND COMPLIANCE. HOW BOARD MEMBERS CAN SUPPORT THEIR SUPERINTENDENT

Rule 10 has several sections, numerous statutes and over 200 regulations. This session is for board members who want to support their superintendent through having a better understanding of what it means to be accredited through Rule 10.

PRESENTER: Decau Jean-Baptiste, Todd Wolverton & Sandy Suiter - NDE



D7 NAVIGATING TRANSGENDER STUDENT POLICIES IN SCHOOLS



Can our school have a policy relating to transgender students? Should our school have a policy on transgender students? Which state and federal laws do we need to consider? Is this about bathrooms or athletics? Can we just ignore the discourse on this topic? Join attorneys from the Perry Law Firm where we will answer all of these questions and more!

PRESENTER: Haleigh Carlson - Perry Law Firm



D8 DEVELOPING THE SCHOOL DISTRICT AND SCHOOL FOUNDATION RELATIONSHIP



As public schools continue to be top of mind across the nation, the need for school districts and school foundations to work hand in hand increases. During this session you will learn how developing a relationship with the superintendent and communications department can move your foundation forward. You will learn how aligning success stories can increase goodwill for the district as well as giving to the foundation.

PRESENTER: Nicole Anderson - Columbus Public Schools



Register now at www.NASBonline.org


E

E - BREAKOUT SESSIONS
FRIDAY, NOVEMBER 22 - 9:15 TO 10:15 AM **E1 SUPPORTING AND ENGAGING YOUR COMMUNITY THROUGH MENTAL HEALTH & WELLNESS RESOURCES** It is critical to build the collective capacity of families and staff to align efforts and create consistency between school and home while also creating balance in the lives of school staff to ensure learners and families thrive! This district has worked to build out mental health, social-emotional, personal development, and family wellness resources in connection with community supports to engage families creating agency and ownership**PRESENTER: Summer Stephens - Grand Island Public Schools** **E2 ARE WE THERE YET? HOW DO WE KNOW IF WE HAVE ARRIVED, IF WE DO NOT KNOW WHERE WE ARE GOING?** Effective board governance and superintendent leadership requires the board to provide clarity of purpose and a vision for success for the school district. Through purposeful engagement of stakeholders, the board gathers valuable insights into the needs and expectations of the school district. Regular communication with stakeholders ensures that they are kept informed about the progress and direction of the district. This builds transparency and trust and ensures alignment between the district and the community. During this session, you will learn about three important characteristics of effective board and superintendent leadership through long-term planning.**PRESENTERS: Marcia Herring, Stacie Higgins & Stephanie Summers - NASB** **E3 HOT LEGAL TOPICS FOR BOARD PRESIDENTS**

This session will focus on current and forthcoming legal hot topics, with a specific focus on Board Presidents. This will include policy and handbook updates, constructing and managing the agenda, public comment, closed session, recent court decisions, legislative proposals, and other happenings in school law.

PRESENTER: Justin Knight - Perry Law Firm **E4 CITIZEN'S ACADEMY CREATES DEEP COMMUNITY PARTNERS**

Learn how the LPS Citizen's Academy works and walk session participants through steps to replicate it in a way that fits your community. The LPS Citizen's Academy is a unique, no-charge public outreach program that engages approximately 30 adult members of our community in four evening sessions during the first semester, all on-site at different buildings within the district. The relationships built and information shared with academy participants have paid important dividends in future efforts by the districts.

PRESENTERS: Mindy Burbach, Paul Gausman, Kathy Danek & Lanny Boswell - Lincoln Public Schools **E5 SOCIAL MEDIA AND THE BOARD MEMBER - DO'S AND DON'TS AND OTHER LEGAL ISSUES** Social media plays a big part in board governance these days, whether we like it or not. Many board members actively use social media for community engagement...and all board members employ staff who do the same. This presentation will cover the top things every board member must know about their own social media use, official school accounts, and the most recent court cases and real life examples where things can go wrong.**PRESENTERS: KSB School Law**



E6 ADDRESSING THE EDUCATOR WORKFORCE THROUGH INNOVATION AND PARTNERSHIPS

Recruiting and retaining the educator workforce is critical to successful schools and student achievement. Join us to learn about grow your own initiatives like teacher apprenticeships, rural school psychologist training programs, and principal preparation programs, the results of collaboration between school districts and educator preparation programs. Other recruitment strategies, including those specific to special education teachers, will also be shared. We'll discuss actions for retention of both teachers and administrators with a focus on the importance of collaboration and conversation between school districts and educator preparation programs. We look forward to having you join us!

PRESENTERS: Sara Skretta - UNL; Andrea Haynes - Westside Community Schools



E7 OPEN MEETINGS AND PUBLIC RECORDS - ARE YOU READY FOR THE NEW CHANGES?

In this session, lawyers from the Perry Law Firm will discuss some of the new changes to the Open Meetings Act and Public Records Laws that were recently made by the Legislature.



PRESENTER: Derek Aldridge - Perry Law Firm



E8 USING THE CONSTRUCTION MANAGER AT RISK METHOD TO DESIGN, CONTRACT, AND BUILD YOUR BOND PROJECTS.



Join us for an insightful session where a school superintendent and a legal expert will discuss the benefits of using a Construction Manager at Risk (CM@R) approach. Discover how a school district can effectively collaborate with architects, attorneys, and construction firms to successfully manage bond projects from inception to completion. Gain valuable perspectives on optimizing the process to ensure timely and efficient project delivery.

PRESENTERS: Jason Buckingham - Ralston Public Schools; Coady Pruett - KSB School Law



E9 HOW DOES MY SCHOOL TRAIN AND REPORT FOR THE BEHAVIOR INTERVENTION & TEACHER SUPPORT ACT (BITS)

Does my school have to train everyone this year? Does my school have to train everyone? Does my school have to watch videos? If my school recertified in MANDT or CPI in June, does that count? Does my school have to use Canvas? How do we record the staff who took the training? Join us this fine Friday morning as we help to answer these questions and more.

PRESENTERS: Larianne Polk & Andrew Easton - ESUCC



F

E - BREAKOUT SESSIONS
FRIDAY, NOVEMBER 22 - 10:30 TO 11:30 AM**F1** GETTING YOUR SYSTEMS FOR SUPPORTING STUDENT BEHAVIOR ON PAR

Student behavior is a common concern among stakeholders. During the 2023-2024 school year, Lincoln Public Schools developed a comprehensive PK-12 behavior framework. The Prevention, Accountability, and Restorative (PAR) Behavior Framework is designed to equip teachers, staff, administrators, and stakeholders with the tools, strategies, and practices necessary to cultivate a positive, supportive environment for teaching and learning with greater consistency. The PAR framework encompasses evidence-based practices, preventative strategies, and an accountability matrix in conjunction with restorative practice to address a range of behavior needs across educational settings. Join us for an overview of the framework.

PRESENTERS: Lanny Boswell, Kathy Danek, Mike Gillotti & Karmin Pedroza - Lincoln Public Schools

**F2** 2024 PHS CAREER ACADEMIES - FIND YOUR PATH IN HIGH SCHOOL

Plattsmouth High School Wall-to-Wall Career Academies began in 2016 after years of visioning and planning by students, staff, and stakeholders. Our academies are led by student academy core leaders (ACL), the business/community advisory committee, and our district and PHS staff. Learn about our journey to becoming a National Model High School and how wall-to-wall career academies differ from pocket academies with every student in an academy. Join us at our session and also hear about our new website, marketing, updated course guides, and pathways for our three career academies.

PRESENTERS: Tina Harvey, Richard Hasty, Todd Halvorsen & Cherie Larson - Plattsmouth Community Schools

**F3** NEGOTIATING FROM THE BOARD'S SIDE: SUPERINTENDENTS, TEACHERS, AND CLASSIFIED STAFF

Negotiations is one of the most important functions of a school board. In fact, "personnel" is the largest item of a school district's budget. And one of the Board's main responsibilities is to oversee the Superintendent. This session will walk through the statutory requirements for negotiations with teachers, as well as common pitfalls in Superintendent Contracts and classified staff agreements. We will also give boards an update on ideas for the 2024-2025 negotiations season.

PRESENTER: Justin Knight - Perry Law Firm

**F4** STRENGTHENING YOUR BEEF IN SCHOOLS PROGRAM WHILE SUPPORTING YOUR STUDENTS IN 4H

Arnold Public Schools has spent the last two years partnering with local businesses to purchase market heifers or steers at the Custer County Fair Livestock Auction. The school pays the base set at current market, and the sponsoring business pays the premium. They are then processed at our USDA Inspected Processor. What started with one steer, quickly jumped to 4 at the 2023 auction. After the first year, businesses were requesting to participate in the program. Attend this session to learn more about seizing this opportunity to buy local and support our local farmers and ranchers.

PRESENTER: Joel Morgan - Arnold Public Schools

**F5** TITLE IX: NEW OR IMPROVED?

Every year there's one topic we hope won't surface yet again, and every year Title IX and all things sex discrimination and gender identity see trends or changes we can't ignore. This year, we have new regulations, new cases, and a Supreme Court content with punting on 3rd down. From complaints of sex discrimination to athletic participation, it's been another busy year. We can't cover everything, but we'll hit the high points all board members and administrators need to know.

PRESENTERS: Jordan Johnson & Coady Pruett - KSB School Law



F6 CENTRAL NEBRASKA TEACHER RECRUITMENT AND RETENTION

Nationally, there is a recognized teacher shortage and ongoing conversation and collaborations among policymakers, school leaders, and education preparation programs focused on recruiting and retaining teachers. Funded by the Nebraska Department of Education's Educator Shortage grant, UNK researchers delved into the experiences of Central Nebraska teachers. Their research captured teacher perceptions of their jobs, identified factors boosting professional satisfaction, and pinpointed interventions supporting their growth and development. During this session, the UNK Research team will share findings and ideas on how to support early career educators.

PRESENTERS: Chelsea Feusner, Janet Eckerson, Aprille Phillips & Chadra Diaz - University of Nebraska-Kearney



F7 SCOREBOARD UPDATE: ATHLETICS, NIL, AND COPYRIGHT

In this session, lawyers from Perry Law firm will discuss various issues that can arise with athletic equity and booster clubs, student-athlete name-image-likeness issues, and school and third-party copyrights and trademarks.

PRESENTER: Derek Aldridge- Perry Law Firm



F8 A LISTENING SESSION WITH MEMBERS OF THE STATE BOARD OF EDUCATION

Share your thoughts on statewide education policy with members of the State Board of Education. State Board members are particularly interested in what is currently affecting local school boards and districts, and the solutions you have to offer for these issues. Topics may include school accountability, accreditation and approval, educator certification, and statewide assessment, among others. Attending this session is a great opportunity for you to have your voice heard among members of the State Board of Education.

PRESENTERS: Ryan Foor & Elizabeth Tegtmeier - Nebraska Department of Education

Registering for the Conference

REGISTRATION FOR THE 2024 STATE EDUCATION CONFERENCE WILL OPEN WEDNESDAY, SEPTEMBER 11, 2024

To register, go to the NASB website at www.NASBonline.org and log in using your email and password, and click the State Education Conference link.

AS YOU REGISTER, BE SURE TO MAKE PLANS TO ATTEND THE EXHIBITOR RECEPTION
FROM 4:00 TO 5:30 PM ON WEDNESDAY, NOVEMBER 20.

IF YOU HAVE SPECIAL DIETARY NEEDS DUE TO A MEDICAL CONDITION, CONTACT AVARY PANSING-BROOKS AT
APANSINGBROOKS@NASBONLINE.ORG TO ARRANGE ALTERNATIVE MENUS.



Register now at www.NASBonline.org



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NOVEMBER 20-22
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Co-Sponsored by the Nebraska Association of School Boards
and the Nebraska Association of School Administrators



ESU #1
Annual Report
2023-24



211 Tenth Street
Wakefield, NE 68784
Phone: (402) 287-2061
Fax: (402) 287-2065
www.esu1.org

ESU #1 Annual Report 2023-24



Bill
Heimann

a note from the administrator

This annual report serves the following purposes:

- ▶ to provide an overview of the services offered by Educational Service Unit #1;
- ▶ to meet legal requirements as set forth by state statute; and
- ▶ to provide information about ESU #1 activities to area schools, our board of directors and the public.

ESU #1 provides assistance to local school districts through core services, which include staff development, technology and media services. We provide the educational programming and services necessary for area school districts to reach their goals of improving student learning and enhancing the capacity and skills of their staff. We respond to the requests of the 23 public K-12 school districts in ESU #1, and our highly qualified staff partner with them to deliver services efficiently and effectively.

In addition, contracted special educational services are provided to schools, as well as grant activities and cooperative purchasing programs. ESU #1's Tower School is a Level III program for students. Tower staff also conduct outreach for schools to support student needs. The Migrant Education Program and Early Learning Connection are located at ESU #1 and serve an area covering multiple ESUs to give support to schools, students and their families.

Nebraska Department of Education (NDE) Rule 84 establishes a level of performance for ESU accreditation. We provide financial support for projects on behalf of all public schools, such as internet filtering, ACT preparation through OnToCollege, instructional leadership training, AIMSweb, board policy, legal updates and much more!

On behalf of the ESU #1 Board of Directors, I am pleased to present this annual report that highlights the efforts of our staff in assisting area schools to make a difference in the lives of both students and educators. Should you have any questions, please do not hesitate to contact me.

Dr. Bill Heimann, Administrator



ESU #1 Annual Report 2023-24

about ESU #1



ESU #1

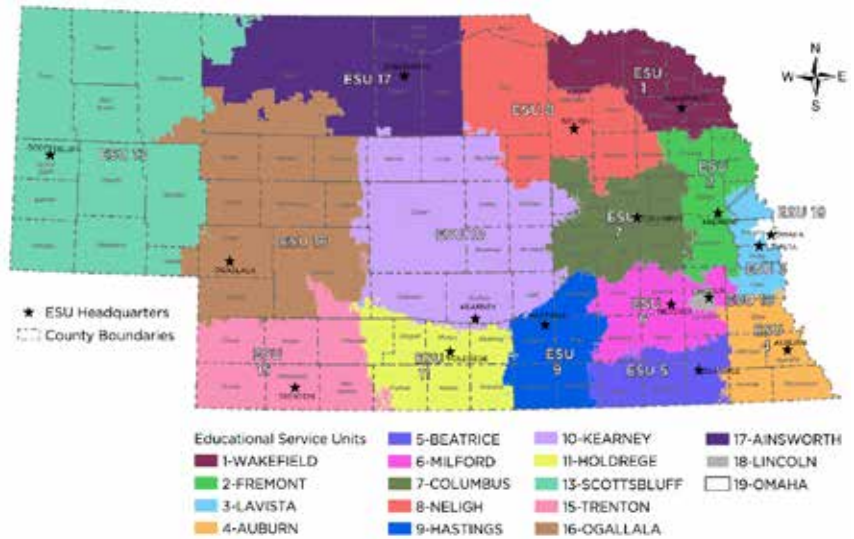
Educational Service Unit #1 provides services to the local school districts in Cedar, Dakota, Dixon, Knox, Thurston and Wayne counties in northeast Nebraska. ESU #1 is one of 17 Educational Service Units statewide.

The service units were created by the state Legislature in 1965 and later placed under the jurisdiction of the Nebraska Department of Education.

Historically, the purpose of the ESUs has been to provide services that individual school districts can't economically or efficiently provide for themselves. As school districts identified new needs, the diversity of services offered by the ESUs evolved.

ESU #1 is headquartered in Wakefield and provides a variety of special education, staff development, technology and media services to the 23 school districts in its six-county area. ESU #1 also operates the Level III program at the Tower School in Wayne.

The ESU #1 service area covers 2,926 square miles and includes more than 11,500 students and approximately 1,200 teachers. Moreover, the ESU #1 service area includes three Native American reservations: the Santee, Winnebago and Omaha.



board of directors



Board

ESU #1 Board of Directors members are elected to four-year terms, one representative from each of the 10 election districts.

The board meets in regular session on the second Tuesday of each month at the Central Office in Wakefield. Board members during the 2023-24 school year were:

- ▶ Adrian (AJ) Johnson, president (District 8)
- ▶ Sally Reinert, vice president (District 2)
- ▶ Susan Strahm, secretary (District 5)
- ▶ Josiah Boneschans (District 1)
- ▶ Jim Gunsolley (District 3)
- ▶ Julie Schamp (District 4)
- ▶ Traci Haglund (District 6)
- ▶ Tucker Hight (District 7)
- ▶ Tabitha Gilsdorf (District 9)
- ▶ Shannon Johnson (District 10)



ESU #1 Annual Report 2023-24



advisory council

Council

ESU #1 is accredited by the Nebraska Department of Education and is assisted by an advisory council composed of area superintendents, one each from the six counties we serve, representing both large and small school districts.

The council reviews, recommends and supports the services offered by ESU #1. Advisory council members during the 2023-24 school year were:

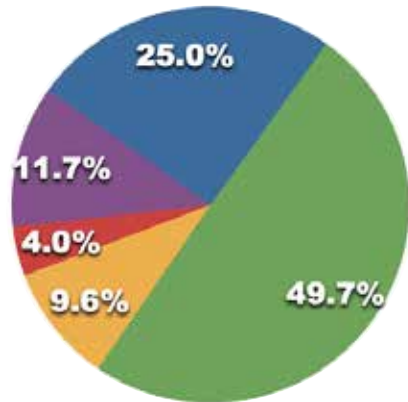
- ▶ Matt Farup (Wayne Co.)
- ▶ Chris Look (Knox Co.)
- ▶ Brendan Calahan (Dixon Co.)
- ▶ Rony Ortega (Dakota Co.)
- ▶ Paul Hans (Cedar Co.)
- ▶ Stacie Hardy (Thurston Co.)



budget

Budget

Each ESU is financed through a combination of property tax funds, state funds and service contracts with individual school districts. Because the ESU #1 service area includes several counties, the modest contribution by taxpayers provides a base from which the unit functions.

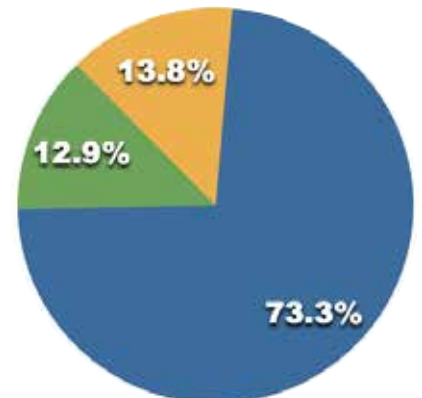


Budgeted revenue

▶ General fund/carryover...	\$5,000,000
▶ Local receipts	\$9,922,901
▶ Property tax.....	\$1,927,658
▶ State receipts.....	\$796,326
▶ Federal funds	\$2,328,975
TOTAL	\$19,975,860

Budgeted expenditures

▶ Local	14,647,360
▶ State/federal/local	\$2,578,500
▶ Cash reserve.....	\$2,750,000
TOTAL.....	\$19,975,860



early learning connection professional development system grant



Northern Early Learning Connection Partnership

The Northern Early Learning Connection (ELC) grant is designed to ensure that educators who work with children birth to age eight have access to high quality professional development opportunities. According to the Nebraska Early Childhood Record System, there were 3,425 participants who attended events in the Northern Region from July 2023 to March 2024. A majority of these events were offered at no cost to the participants.

The Northern Region events were attended by participants from 77 counties across the state.

Our web presence, including the ELC Facebook page and a monthly newsletter, impacts approximately 1,200 early childhood professionals in the Northern region.

Early Childhood Coach Consultation

The ESU #1 Early Learning Connection Coach Consultant works collaboratively within ESUs 1, 7 and 8 to ensure an equitable comprehensive array of support that is responsive to the needs of coaches who serve early childhood educators and parents caring for children (birth through age 8) within family childcare homes, centers and preschool programs. Services provided include one-on-one coaching sessions, small group coaching sessions and large group coach cadres meetings.

During the 2023-2024 school year, the coach consultant provided 69 one-on-one coaching sessions, 29 small group coaching sessions and three large group coach cadre meetings.

PreK-2 Professional Development Specialist

Kary Pfeil, the PreK-2 Professional Development Specialist, offers support for school districts and their partners to improve early childhood practice, instructional quality and transitions for young children.

Through professional development and coaching, support is available in the following areas: appropriate teaching practices, curricular support, formative assessment and observational assessment, Pyramid Model practices, transition practices, school and out-of-school time continuation, and family engagement. The PreK-2 Professional Development Specialist also assists with the New Teacher Cadre training provided by ESU #1.

As of May 2024, 17 districts or programs have received support including administrators, teachers, paraprofessionals, service providers, and childcare directors. In total, 131 participants have participated in training or services being offered. These supports were offered through professional development opportunities, coaching, leadership meetings, informational meetings, and classroom observations.

Early Childhood MTSS Facilitation

The Early Childhood MTSS (Multi-Tiered System of Supports) Implementation Facilitator for region 3 is Meagan Rodriguez. She supports leadership teams at a systems level (childcare programs, school districts, Head Start programs, and state and local agencies/organizations within the region) to implement the Pyramid Model Framework to ensure that a comprehensive array of early childhood supports that contribute to positive outcomes for programs, children and families.

As of April 2024, Meagan has added three new districts that have begun implementation, supported eight Early Childhood Leadership Teams, and facilitated four overviews in new districts.



MEP

title IC migrant education grant

Migrant Education Program

The ESU #1 Migrant Education Program (MEP) works to ensure that migrant children fully benefit from the same free public education provided to other children. To achieve this, the MEP provides supplemental educational and support services to help reduce disruptions to learning and other concerns that result from repeated moves and/or the migratory lifestyle.

Our focus areas are school readiness, math and English language arts instruction, and graduation or services to out-of-school youth. In addition to providing educational and support services, the MEP sponsors family literacy services for migrant children and their families through Family Engagement Meetings. During the most recent reporting year, our team achieved a number of successes for our program and the students we serve.

- ▶ Increased child count from 519 in the previous reporting year to 572.
- ▶ We delivered 54 instructional services.
- ▶ We delivered 213 support services.
- ▶ We have served 222 students in total so far this year.

Services provided to our students included, but were not limited to, assistance with obtaining health services; translation and interpretation services; in-home instruction to pre-K students, school-aged students and out-of-school youth; purchase and supply of learning materials; purchase of clothing; parent training related to math and reading at home; and referral services from agencies and organizations all over northeast Nebraska.

This Summer, we hosted a Newcomer Summer School Program, a Migrant Education Family Day, and Family Zoo day for our students and their parents.





Teaching and Learning Team

ESU #1 core services includes the Professional Services Team. The team collaborates to provide integrated support for partner districts and includes Teaching and Learning, Technology, Communications and Media. Core services provide the following:

- ▶ instructional training for administrators and teachers to ensure student learning and success;
- ▶ technology training and support for districts, administrators and teachers; and the provision of ancillary resources through the media center.

Teaching and Learning Team

Our Teaching and Learning Specialists make a concerted effort to assist districts at ESU #1, in local school buildings and virtually. They've hosted more than 3,800 total participants, including teachers and administrators, through more than 330 virtual and/or district on-site training events during the 2023-24 school year.

- ▶ **NSCAS Growth (Nebraska Student Centered Assessment System)** — As Nebraska continues to transition to the NSCAS Growth Assessment Model, which combines NWEA MAP Growth (Northwest Evaluation Association Measures of Academic Progress) and Nebraska's Statewide Summative Assessments, the ESU #1 Teaching and Learning Team provides support to area schools. Support includes assisting schools in reading and analyzing reports, providing schools with considerations on using reports for instructional planning and participating in training in order to meet the needs of area schools.
- ▶ **Principal Instructional Leadership Series** — Phil Warrick facilitated a two-day Principal Leadership Training on May 31 and June 1, 2023. In the 2023-24 school year, ESU #1 provided leadership training and support via the leadership cadre. In addition, Principal Zoom Groups, consisting of small groups of administrators, met monthly via Zoom for focused conversation supporting instructional leadership.
- ▶ **OnToCollege (John Baylor)** — ESU #1-area districts participated in OnToCollege during 2023-24. OnToCollege is an online resource that prepares juniors and seniors for the ACT Test. All participating districts have access to instructional videos, quizzes, sample tests, test-taking strategies and individual and aggregate results data.
- ▶ **MTSS** — ESU #1 provides training and coaching support to more than 26 schools. Multi-Tiered System of Supports is a systematic framework of providing high-quality instruction using evidence-based practices tailored to meet the academic, behavioral and social-emotional needs of all students across three tiers of support. Data-based decision making and problem solving assist in identifying supports, and classroom coaching ensures fidelity of implementation. An MTSS Google Site contains training resources, and reading intervention training and support is provided. LETRS professional development focuses on the science of reading and quality reading instruction at the elementary level.



Technology Team

ESU #1 Annual Report 2023-24

Instructional materials

ESU #1 provides a variety of instructional materials to school districts in Cedar, Dakota, Dixon, Knox, Thurston and Wayne counties. As a participant in IMat (a subgroup of Nebraska's Teaching & Learning with Technology affiliate group), ESU #1 secures digital rights to instructional video titles and services to benefit students. Other services include access to online content such as World Book Online.

Media center

The ESU #1 Media Center provides instructional assistance for schools in northeast Nebraska by supplying professional development resource materials, programs and inventory distribution for assistive technology and special education department inventory and equipment, as well as Real Care Baby checkout to area districts. The Media Center also fills individual orders of binding and laminating for administrators, teachers and staff at schools in the ESU #1 service area.

Technology infrastructure

The Technology Department has been instrumental in strengthening our schools' technology and infrastructure. We've streamlined the management of district firewalls, filtering, and other security tools, making them more efficient and secure. We've also expanded our support services to all ESU #1 districts, helping them improve and strengthen their own technology infrastructure.

Collaboration is a cornerstone of ESU #1, and the Technology Department is no exception. During the 2023-24 school year, we hosted eight LAN manager meetings. These meetings are crucial for fostering communication and planning between area districts, allowing them to tackle new technologies and emerging security threats together.

Our commitment to supporting schools extends to E-Rate needs. This year, we helped schools secure significant savings, totaling up to \$545,000 in funding requests.





special education services

ESU #1 Special Education staff are committed to meeting the diverse needs of the families, students and schools in our service area. Our expert service is focused on increasing student achievement through collaborative problem solving and relationship building. It is a privilege to serve the districts and families in the ESU #1 service area.

Audiology

The ESU #1 Audiology Department, consisting of one full-time certified/licensed audiologist and assisted by the speech/language pathologists, serves children with audiological screening, testing and follow-ups in their homes, schools and in a soundproof testing suite at the Wakefield office.

More than 13,000 screenings and follow-up tests were completed during the 2023-24 school year. In addition, the ESU #1 audiologist serves students involved in the Northeast Regional Program for the Deaf and Hard of Hearing.

Deaf education

The ESU #1 Deaf Education Program provides direct and consultative services to students from birth to 21 years of age who have a verified hearing loss. The program offers in-services to staff; provides input at Individual Education Program (IEP), Multi-disciplinary Team (MDT) and Student Assistance Team (SAT) meetings; assists schools with equipment needs students; and advocates for families and children who have a hearing loss.

During the 2023-24 school year, the ESU #1 Deaf Education Program consulted on and served over 35 children.

Early Childhood (ECSE) and Early Development Network (EDN)

The Early Childhood Special Education Program (ECSE) provides services to children with disabilities from birth through age 5 using a Primary Service Provider (PSP) approach.

Families receive support from one of four geographically based teams that minimally consist of an early childhood special education teacher, occupational therapist, physical therapist, services coordinator and a speech language pathologist. In addition, the teams have access to a vision consultant, deaf educator, audiologist and school psychologist as needed. One team member is selected as a primary provider to work closely with each family while receiving support from an entire team of experts.

Together, the child's parents and the PSP develop child and family outcomes and goals. The PSP uses evidence-based intervention practices to work toward achieving those outcomes and goals. This approach focuses on relationships with families, building the capacity of the child's parents, caregivers, and/or preschool teachers and increasing opportunities for growth within the context of everyday routines and activities.

The Early Development Network (EDN) provides services and supports specifically for children birth to age 3 and their families. The goal of the EDN is to provide coordinated services for families as conveniently as possible. EDN Services Coordinators are instrumental in working with agencies in the community that provide services to make sure the child and family get the help they need.

During the 2023-24 school year, ECSE/EDN served more than 350 children by providing evaluations, consultations and/or direct services. Of the children served, ECSE and EDN also assisted with early childhood screenings, kindergarten roundups, teacher trainings and pre-service presentations at local colleges, community nights, school registration nights and pre-natal/post-natal health fairs.

Physical and occupational therapy

Three physical therapists and eight occupational therapists served more than 650 school-aged students and completed dozens of evaluations during the 2023-24 school year. Through consultations with students and their families, as well as school personnel, therapists work to enhance learning and participation, achieve physical milestones and to foster independence.

Program supervision

The primary function of the Special Education Director is to recruit qualified personnel to fulfill the requirements of contracting districts, in addition to the assignment, supervision and support of staff. A secondary function is to provide consultation to area districts on matters that include budget assistance, student placement, federal and state mandates and other related issues.

School psychology

The ESU #1 School Psychology Program provides services in consultation, assessment and intervention to assist educators, parents and other professionals in understanding the learning, social-emotional and behavioral needs of students, and in identifying effective strategies to help children be successful learners.

During the 2023-24 school year, ESU #1 school psychologists conducted nearly 500 academic and behavioral evaluations, provided individual and group counseling sessions to over 75 children and adolescents, completed over 50 behavioral intervention plans and/or functional behavioral assessments and collected data on over 3,500 students in the area of reading fluency, reading comprehension and math to help guide instructional decisions and changes.

ESU #1 psychologists continue to implement and encourage the Multi-Tiered Systems of Support (MTSS) and the development of mental health supports.

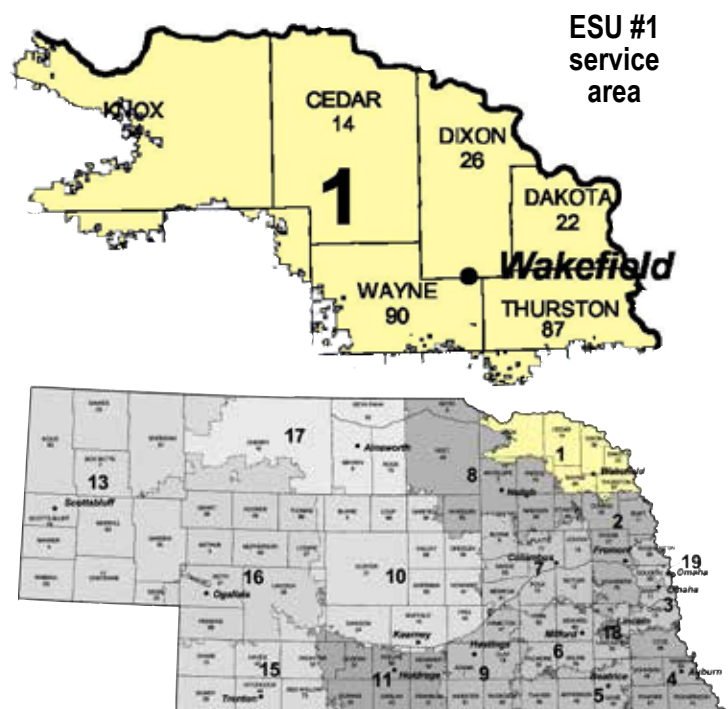
Speech/language

The ESU #1 Speech and Language Department consists of 24 speech and language pathologists (SLPs). The department focuses on a team approach, working together to provide assessment and intervention services to students from birth to 21 years of age.

The SLPs serve students in areas that adversely affect student's education, such as articulation, language, phonology, apraxia, voice, fluency, literacy readiness, hearing, social skills, autism and other disorders.

Assisted by the audiologist, they also participate in providing hearing screenings to all students in ESU #1 districts. They work as a team with local school districts in providing direct and consultative services, as well as advocate for families and children with speech, language and hearing disorders.

During the 2023-24 school year, the ESU #1 SLPs served more than 1,200 children.



Tower School Level III Program

Tower School in Wayne, Nebraska, was built during the fiscal year of 1992-93 and provides contracted services to school districts in an alternative setting and on an outreach basis. The Tower School program consists of two specialized classrooms with students placed in classrooms based on individual needs.

The services Tower School provides focus on applied behavior analysis, social skills, functional skills, daily living skills, job skills and transition skills and ultimately prepares students to be contributing members of society and experience success in a variety of settings.

During the 2023-24 school year, four certified teachers, along with other itinerant service providers and paraeducators, served a total of 28 students from 15 area school districts in-person at Tower School. In addition, Tower School staff provided outreach supports and services to 45 students from 14 area school districts.



Transition

The ESU#1 Transition Program helps students with disabilities, 14 or older, bridge the gap between school experiences and adult life, and helps students function as productively and independently as possible. More than 140 area students received transition services during the 2023-24 school year, either through Zoom or in-person visits, using transition assessments, mock and informational interviews, information about college programs and outside agency programming.

Our transition specialist made 150 in-person or Zoom visits to ESU #1 districts this school year, coaching teachers to assist students, parents and general ed teachers in completing formal and informal transition assessments to have data-based post-secondary transition goals, plans and activities.

ESU #1 hosted an Indicator 13 workday in February to assist districts with reviewing student transition plans.

Visual/orientation and mobility services

The ESU #1 Vision Program provides individualized learning environments, working to meet the unique needs of students with verified visual impairments.

Services provided include direct teaching in the areas of the Expanded Core Curriculum for students who are blind or visually impaired, including compensatory access skills, braille instruction, orientation and mobility, social interaction, independent living skills, recreation and leisure skills, sensory efficiency, career education, assistive technology and self-determination. Consultation, material preparation/adaptation, braille and large print textbook sourcing, functional vision assessments and orientation and mobility evaluations were also provided.

During the 2023-24 school year, two teachers of the visually impaired provided direct or consultative vision services and evaluated 40 students in 15 different school districts in ESU #1. Orientation & mobility services were provided to 2 students in 2 districts within the ESU #1 service area, as well as to 4 students from ESU #8.



*Our vision:
ESU #1 will model excellence by helping
schools increase educators' effectiveness and
student learning as a result of expert services.*

special education teams



Teams

Improving Learning for Children with Disabilities (ILCD)

According to 92 NAC 51 004.13, all districts must participate in an ongoing review of their special education programs using the Improving Learning for Children with Disabilities (ILCD) process. This process involves analyzing data, identifying a focus area for improvement, developing a Targeted Improvement Plan (TIP) and implementing the TIP. This matches the general education school accreditation process to emphasize the importance of ILCD being a part of — not separate from — overall school improvement. ESU #1 takes a collaborative approach to supporting district teams in every stage of the TIP process to ultimately have a positive impact on outcomes for students with disabilities.

Assistive Technology Team

The goal of the ESU #1 Assistive Technology Team is to provide assistance to districts in the determination of a student's need for assistive technology.

During the 2023-24 school year, team members provided services that included assistive technology consultations within individual districts they serve and short-term equipment loans.



Autism Spectrum Disorder (ASD) Team

Autism is a behaviorally defined disorder that is generally recognized by disturbances in communication, social interaction and perceptual organization or patterns of behavior. Diagnosed individuals may exhibit a variety of symptoms, ranging from mild to severe, and may display a wide range of skills and deficits. To date, the prevalence of autism has risen to 1 in 36 children.

The ASD team is composed of the region's ASD coordinator, school psychologists, speech and language pathologists, occupational therapists, early childhood specialists and special education teachers. The ASD team has focused their efforts on expanding the number of team members. The team is working toward having representation at every school district within ESU #1.

The ESU #1's ADOS team, administered the ADOS-2 assessment five times this year, three of which occurred in the South Sioux City school district.

The ASD team regularly convened regarding information of state updates and professional development. ASD team members continued to provide supports (i.e., evaluation and programming) to ESU #1 schools for those students who were demonstrating characteristics of autism.

Usher Syndrome Team

Usher syndrome is an inherited condition that affects both hearing and vision. Currently, there is no cure, which makes early identification paramount in providing appropriate educational programs. The main purpose of the team is to screen those children and youths who are hearing impaired and who fit the profile for Usher's for visual acuity difficulties.



Implementing an early intervention approach

ESU #1 provides early intervention and special education services according to what research indicates as best practice for children birth through age 5. Specifically, ESU #1:

- ▶ collaborates with area school districts to ensure that children who are eligible for early intervention services or children with disabilities and in need of special education and related services are identified and located;
- ▶ connects with families to share information about available services/resources and initiates relationships with families;
- ▶ seeks to understand child and family priorities by conducting an assessment called the Routines Based Interview (RBI);
- ▶ evaluates children's needs to determine eligibility for Early Intervention (age 0-2) or Special Education (age 3-5) services;
- ▶ develops and implements Individual Family Service Plans (IFSPs) and Individualized Education Programs (IEPs) focused on child and family outcomes/goals;
- ▶ gives all eligible children and families a primary point of contact for support while also providing access to all disciplines utilizing a Primary Service Provider (PSP) approach to teaming;
- ▶ builds capacity of the adults interacting with the child most frequently by using coaching as the primary style of interaction; and
- ▶ provides evidence-based intervention, supports and services in natural learning environments (those places where children and their families live, learn, play and interact) to positively impact child growth, development and progress toward outcomes/goals.

ESU #1's approach to early intervention aligns with the Nebraska Department of Education's plan to address the federal initiative, Results Driven Accountability (RDA). The goal of RDA is to improve educational results, functional outcomes and overall demonstration of growth over time for all infants and toddlers with disabilities.



Improvement

agency improvement process

Our mission: Providing innovation, leadership and service

Our Professional Services Team (PST) and LEaD as 1 team (Lead, Explore, and Develop as 1) meet monthly to facilitate the agency improvement process and activities for ESU #1. The teams consist of administration, teaching and learning specialists, special education department coordinators, migrant education and technology personnel. These teams provide guidance, leadership and facilitation to keep continuous improvement activities moving forward.

During the monthly meetings, the teams review ESU, district and other stakeholder data, organize and plan all-staff days, and participate in annual data-retreat activities.

All ESU #1 employees support the continuous improvement process through department goal-setting, participation in all-staff days and data-retreat activities.

Our vision — *ESU #1 will model excellence by helping schools increase educators' effectiveness and student learning as a result of expert services* — and our mission — *Providing innovation, leadership and service* — guide our agency improvement efforts and keep our focus on the needs of our partner districts.