

MINUTES OF REGULAR MEETING  
BOARD OF EDUCATION  
HOMER COMMUNITY SCHOOL  
Wednesday, October 16, 2024

A meeting of the Board of Education of Homer Community School was convened in open and public session on Wednesday, October 16, 2024 at 8:00 PM in the Library at Homer Community School, Homer, Nebraska. The following board members were present or absent:

Byron Hall: Present, Ryan Harris: Present, Tyler Kirkholm: Present, Dr. Kristina Nelsen: Present, Aaron Reis: Absent, Paul Tighe: Present. Tyler Kirkholm: Absent. Tyler Kirkholm left the meeting at 8:13pm

Administration present: Superintendent Dr. Joseph Lefdal, Principal Abbie Uhl, Principal Tom Coviello, and Board Secretary Amy Brand

Visitors present: Several

Notice of the meeting was given in advance by publication and/or posting in accordance with the Board approved method for giving notice of meetings. Notice of this meeting was given to all members of the Board of Education. The Secretary of the Board maintains a list of the news media requesting notification of meetings and advance notification to the listed media of the time and place of the meeting and the subjects to be discussed at this meeting was provided. Availability of the agenda was communicated in the publicized notice and a current copy of the Agenda was maintained as stated in the publicized notice. All proceedings of the Board of Education, except as hereinafter noted, were taken while the convened meeting was open to the attendance of the public.

I. This Public Meeting for American Civics Committee

<https://nebraskalegislature.gov/laws/statutes.php?statute=79-724>

I.A. Public Comment

There was none.

I.B. Discussion

Dr. Lefdal discussed our Social Studies alignment to the standards.

II. Opening the Meeting

II.A. Call Meeting to Order and Notification of Open Meeting Law

II.A.i. Posted in the room

II.A.ii. Publication of Meeting was provided according to 84-1411

II.B. District Mission Statement:

III. Board Member Roll Call

IV. Excuse Absent Board Members

Motion was made by Byron Hall and seconded by Ryan Harris to excuse the absence of Member Reis. On roll call vote the Board voted as follows: The motion carried

Byron Hall: Yea, Ryan Harris: Yea, Tyler Kirkholm: Yea, Dr. Kristina Nelsen: Yea, Aaron

Reis: Absent, Paul Tighe: Yea

Yea: 5, Nay: 0, Absent: 1

V. Approval of the Agenda and changes to the Agenda

Motion was made by Dr. Kristina Nelsen and seconded by Tyler Kirkholm to approve the agenda as presented. On roll call vote the Board voted as follows: The motion carried

Byron Hall: Yea, Ryan Harris: Yea, Tyler Kirkholm: Yea, Dr. Kristina Nelsen: Yea, Aaron

Reis: Absent, Paul Tighe: Yea

Yea: 5, Nay: 0, Absent: 1

VI. Consent Agenda

Motion was made by Dr. Kristina Nelsen and seconded by Ryan Harris to approve all items presented on the Consent Agenda. On roll call vote the Board voted as follows: The motion carried

Byron Hall: Yea, Ryan Harris: Yea, Tyler Kirkholm: Absent, Dr. Kristina Nelsen: Yea,

Aaron Reis: Absent, Paul Tighe: Yea

Yea: 4, Nay: 0, Absent: 2

VI.A. Approval of Minutes from the September 16th regular board meeting

VI.B. Approve claims and accounts

VII. Public Comment

VIII. Information Items: Reports

VIII.A. Administrator reports

Principals Uhl and Coviello discussed attendance for Parent-Teacher conferences. Positive feedback was heard about secondary staff holding conferences in their classrooms.

Elementary Enrichment and Student Council activities were discussed, as well as the Homer Fire Department tours. Trunk or Treat will be inside on October 31st. The next Knight PRIDE Celebration will be the 24th of October. Elementary Book Blast was a great success. Mr. Coviello reported that fall sports are coming to an end and Cross Country was Conference Champions. Many students are taking classes for college credit.

VIII.B. Superintendent report

Dr. Lefdal discussed the Labor Relations Conference he recently attended. He also provided a Rule 10 update. The OCR compliance visit will be next week regarding website compliance. We received the results of our safety visit and the report shows good results.

We are working through our Emergency plan and our financial audit is nearly complete for the year. Dr. Lefdal also informed the board that Negotiations conversations will be starting soon.

IX. Discussion Items

IX.A. Board Goals

Dr. Lefdal discussed he would like to tie board goals to our Strategic Plan.

IX.B. Lifetrack Data and Post Graduate Survey

Dr. Lefdal encouraged the board to look at the data from the post graduate survey.

IX.C. Superintendent Evaluation

Dr. Lefdal presented the board with a self evaluation for the board to look at. This will be discussed in future board meetings.

#### IX.D.Enrollment and Attendance Data

Dr. Lefdal discussed current enrollment, student movement, average daily attendance and absenses.

#### IX.E.Van and transportation discussion

New legislation has been passed regarding school vans. For now, the only vehicle that will need to be addressed is the 15 passenger van.

#### IX.F.ESU 1 Annual Report

Dr. Lefdal shared ESU #1's annual report for the board to review.

#### X.Action Items

X.A.Consider, discuss, and take action to approve the Social Studies curriculum to meet compliance with State Statute 79-724.

Motion was made by Dr. Kristina Nelsen and seconded by Byron Hall To approve the Social Studies Curriculum. On roll call vote the Board voted as follows: The motion carried  
Byron Hall: Yea, Ryan Harris: Yea, Tyler Kirkholm: Absent, Dr. Kristina Nelsen: Yea,  
Aaron Reis: Absent, Paul Tighe: Yea  
Yea: 4, Nay: 0, Absent: 2

#### XI.Next Meeting

The next meeting will be Tuesday, November 12th at 7:00p.m.

#### XII.Adjournment

Motion was made by Dr. Kristina Nelsen and seconded by Byron Hall to adjourn the meeting at 8:52pm. On roll call vote the Board voted as follows: The motion carried  
Byron Hall: Yea, Ryan Harris: Yea, Tyler Kirkholm: Absent, Dr. Kristina Nelsen: Yea,  
Aaron Reis: Absent, Paul Tighe: Yea  
Yea: 4, Nay: 0, Absent: 2

Dated this Wednesday, October 16, 2024.

ATTEST:  
Dr. Kristina Nelsen  
Secretary

Dakota County School District #31R  
a/k/a Homer Community School  
BY: Paul Tighe, President

## **7-12 Houghton Mifflin**

To compare how Houghton Mifflin social studies textbooks align with Nebraska's social studies standards, it's essential to break the evaluation into a few key areas, focusing on the content, grade-level appropriateness, and specific skill and knowledge expectations laid out by the state standards.

### **Key Focus Areas:**

#### **1. Content Alignment:**

Nebraska's social studies standards emphasize a well-rounded understanding of history, geography, civics, and economics. Textbooks should align with these four strands while highlighting:

- **American History:** Nebraska requires students to understand the founding and development of the U.S., including key figures, constitutional principles, and major historical events.
- **Geography:** Students must demonstrate spatial awareness, including physical and political maps, and human-environment interactions.
- **Civics and Government:** Nebraska places a strong focus on democratic principles, the Constitution, and the responsibilities of citizenship.
- **Economics:** Key economic principles such as supply and demand, entrepreneurship, and the role of government in the economy are important.

#### **2. Houghton Mifflin Textbooks:** Generally, these textbooks offer strong content coverage in American history, world geography, and government, and they often align well with national standards. Houghton Mifflin Harcourt (HMH) also tailors its curriculum to state standards, including specific adaptations for different regions. For Nebraska, this would likely include localized content related to Nebraska's history, geography, and government.

#### **Potential Gaps or Strengths:**

- **State History:** Nebraska's standards emphasize knowledge of state history and regional studies, which may require supplemental materials beyond what's offered in a general textbook from HMH.
- **Contemporary Issues and Civics:** Nebraska's emphasis on current events and civic participation may align well with HMH's recent focus on critical thinking and discussion-based learning.

#### **3. Skill Development:** Nebraska's standards emphasize the development of critical thinking, inquiry, and analysis skills. Students are expected to:

- Analyze primary and secondary sources.
- Construct evidence-based arguments.
- Engage in civic discussions and debates.

#### **4. Houghton Mifflin Textbooks:** HMH textbooks often incorporate these types of inquiry-based activities. They typically include primary source documents, timelines, and maps for students to analyze, promoting these critical thinking skills. Additionally, they

offer structured activities aimed at developing evidence-based reasoning, which aligns well with Nebraska's goals.

5. **Grade-Level Appropriateness:** Nebraska's standards are organized into grade-specific goals, with particular emphasis on:
  - **Middle Grades:** A deeper dive into American history, world geography, and the foundations of government.
  - **High School:** Comprehensive study of U.S. and world history, government, economics, and geography, preparing students for civic life and post-secondary education.
6. **Houghton Mifflin Textbooks:** HMH offers a range of textbooks for various grade levels, and they are typically aligned with national standards, which have significant overlap with Nebraska's. However, certain state-specific standards might require the inclusion of more regional history and geography at different grade levels.

**Potential Gaps or Strengths:**

- HMH's broad coverage of U.S. history and government aligns well with Nebraska's high school standards. However, for younger grades, Nebraska's emphasis on local community and state history may require additional state-specific resources.
7. **Civics Focus:** Nebraska standards have a strong civics education component, encouraging students to actively participate in civic life and understand their rights and responsibilities as citizens. The state aims for students to engage in discussions around current events and understand the Constitution and government processes.

**Houghton Mifflin Textbooks:** HMH incorporates civics education into its social studies curriculum, particularly in middle and high school grades, where students learn about the Constitution, government systems, and political processes. This approach aligns well with Nebraska's focus on democratic principles, though Nebraska's specific emphasis on contemporary civic engagement may require additional, local resources.

## Thoughts:

Overall, **Houghton Mifflin social studies textbooks align well with Nebraska's social studies standards** in many key areas, including content coverage in U.S. history, geography, and civics, and the development of critical thinking skills. However, there are a few areas where supplemental materials might be needed, particularly for **Nebraska-specific content** such as state history and geography and the state's particular emphasis on civic participation and contemporary issues. Schools using HMH textbooks may need to integrate **state-specific resources** or additional lessons on Nebraska's unique history and role in the broader context of American history.

This comparison can serve as a guide when evaluating whether or not HMH textbooks need supplementation or adaptation to fully meet Nebraska's educational goals.

## **Using SIT (Standards Instructional Tool)**

Using the Nebraska Department of Education (NDE) Standards Instructional Materials Tool, we can assess how well the Houghton Mifflin (HM) social studies textbooks for grades 7-12 align with Nebraska's social studies standards, which cover history, geography, civics, and economics. The evaluation focuses on content alignment, depth, instructional strategies, skills development, assessment, and state-specific content.

### **1. Standards Alignment**

The Nebraska social studies standards for grades 7-12 emphasize a comprehensive understanding of U.S. and world history, government, economics, and geography. They are designed to help students understand the principles of democracy, the role of government, geographic relationships, and economic systems, and how history informs contemporary society.

- **Content Focus:**
  - **History:** Nebraska's standards require in-depth coverage of U.S. and world history, including major historical events, themes, and figures from ancient civilizations to modern times.
  - **Civics and Government:** Students must understand democratic principles, the U.S. Constitution, government structures, and their role as citizens.
  - **Geography:** The standards expect students to interpret geographic data, understand physical and human geography, and analyze geographic patterns.
  - **Economics:** Students must grasp economic principles, including supply and demand, market structures, government's role in the economy, and global economic systems.
- **Houghton Mifflin Textbooks:**

HM textbooks are designed to align with national social studies standards, and many of these overlap with Nebraska's expectations. They typically cover U.S. history in detail, include a strong civics and government component, and emphasize geographic literacy. The economics textbooks from HM also offer robust coverage of micro and macroeconomic principles.

NDE Tool Score: Strong alignment for general content coverage in U.S. and world history, geography, government, and economics. However, state-specific content may require additional materials.

### **2. Depth and Rigor**

Nebraska's social studies standards for grades 7-12 emphasize higher-order thinking skills, requiring students to engage with complex concepts, analyze primary sources, and construct evidence-based arguments.

- Houghton Mifflin Textbooks:  
HM's high school textbooks are designed to promote critical thinking and in-depth analysis. They typically include activities that require students to analyze primary and secondary sources, timelines, maps, and charts. These textbooks also encourage students to make connections between historical events and current issues, supporting Nebraska's standards for developing inquiry-based thinking.  
**NDE Tool Score: High alignment in promoting depth of learning through source analysis, critical thinking, and inquiry. HM textbooks generally support rigorous academic exploration.**

### 3. Instructional Strategies and Student Engagement

Nebraska's instructional materials tool assesses the variety and effectiveness of instructional strategies used to engage students and meet diverse learning needs.

- Houghton Mifflin Textbooks:  
HM's textbooks typically provide a variety of instructional strategies, including guided reading, critical thinking questions, debates, and interactive online resources. These strategies are designed to engage students with different learning styles and ensure comprehension of complex topics. They often include multimedia resources and interactive activities, which can enhance student engagement and understanding.  
**NDE Tool Score: Strong alignment in terms of diverse instructional strategies and student engagement. HM textbooks include a wide array of approaches to keep students engaged in learning.**

### 4. Skills Development

Nebraska's standards require that students develop specific social studies skills, including source evaluation, argumentation, geographic reasoning, and civic participation.

- Source Evaluation: Nebraska places a strong emphasis on analyzing primary and secondary sources, constructing arguments, and evaluating evidence.
- Geographic Skills: Students need to be able to read and interpret maps, graphs, and geographic data to understand spatial relationships and human-environment interactions.
- Civics and Participation: Nebraska's civics standards emphasize understanding democratic principles and engaging in civic discussions.

Houghton Mifflin Textbooks:

HM textbooks typically provide a variety of primary sources, from historical documents to speeches and maps, supporting Nebraska's standards for source evaluation and critical analysis. Geography sections often include case studies, interactive maps, and exercises that build geographic reasoning. The civics materials offer practical lessons on government structure and citizenship, promoting engagement with civic processes.

**NDE Tool Score: High alignment in terms of building essential social studies skills. HM**

materials align well with Nebraska's focus on critical thinking, geographic literacy, and civic engagement.

## 5. Assessment

Nebraska's standards expect that instructional materials provide both formative and summative assessments that align with learning objectives and help track student mastery of content and skills.

- Houghton Mifflin Textbooks:  
HM textbooks include a wide variety of assessments, such as chapter quizzes, unit tests, writing assignments, and project-based assessments. These assessments are designed to measure not only content knowledge but also students' abilities to apply critical thinking and analysis skills. The online platforms often include adaptive assessments that can help teachers track student progress over time.  
**NDE Tool Score: Strong alignment in terms of offering aligned assessments that track both content mastery and skills development.**

## 6. Cultural Representation and Diversity

Nebraska's standards emphasize the inclusion of diverse cultures, perspectives, and experiences, ensuring that students understand multiple viewpoints and cultural contexts.

- Houghton Mifflin Textbooks:  
HM textbooks typically include diverse perspectives, especially in U.S. history and world history materials. These textbooks often incorporate the stories and contributions of historically marginalized groups, such as women, Indigenous peoples, and other minority groups, promoting a broader understanding of history and society.  
**NDE Tool Score: High alignment in terms of cultural representation. HM materials generally reflect diverse perspectives, which aligns with Nebraska's standards for teaching cultural awareness.**

## 7. Local and State Content

Nebraska's standards require the integration of local and state history, particularly in the middle school and high school grades. Understanding Nebraska's role in national and global contexts is essential.

- Houghton Mifflin Textbooks:  
HM textbooks may not include extensive content specific to Nebraska's history, government, or economy. While they provide strong coverage of U.S. history and government in general, Nebraska-specific lessons (such as in government and local economics) may require additional resources or supplements.  
**NDE Tool Score: Moderate alignment. While HM textbooks provide comprehensive coverage of national and global topics, state-specific content may be lacking. Schools**

will likely need to supplement with local resources or Nebraska-specific lessons to meet this requirement fully.

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### **Conclusion Using the NDE Instructional Materials Tool:**

Houghton Mifflin's social studies textbooks for grades 7-12 align well with Nebraska's social studies standards in most categories. They provide comprehensive content in U.S. and world history, geography, government, and economics, and they support the development of critical thinking, source analysis, and civic engagement. The instructional strategies are diverse, engaging, and effective for promoting in-depth learning, while the assessments are well-aligned with Nebraska's learning goals.

However, there is a potential gap in Nebraska-specific content, particularly in areas like state history, government, and economics. While Houghton Mifflin offers a strong foundation in national and global topics, teachers may need to supplement with local resources to fully address Nebraska's standards for state and local content.

Overall, Houghton Mifflin textbooks score highly in most areas using the NDE Instructional Materials Tool but may require additional Nebraska-specific materials to ensure full alignment with state standards.

### **K-5 Studies Weekly**

When comparing "**Studies Weekly**" for elementary social studies to Nebraska's social studies standards, the focus will be on content alignment, grade-level appropriateness, and skill-building, particularly for K-5 students.

### **Key Focus Areas:**

#### **1. Content Alignment:**

Nebraska's elementary social studies standards focus on early foundations in history, geography, civics, and economics, progressively introducing concepts that students revisit in greater detail in later grades.

#### **Studies Weekly:**

"Studies Weekly" provides a weekly newspaper-style format that integrates U.S. history, geography, government, and economics into grade-specific content. It tends to align with national standards, offering a well-rounded introduction to key social studies concepts.

- **American History:** Nebraska emphasizes the foundations of U.S. history, including early civilizations, exploration, colonization, and the founding of the

nation. "Studies Weekly" introduces students to these themes, often with accessible language and engaging articles.

- **Nebraska History:** Nebraska's standards require students to learn about the state's history, symbols, and geography, especially in the 4th grade. **Studies Weekly** offers some state-specific editions, and Nebraska's version may include tailored content covering local history, state government, and significant Nebraska figures.
- **Geography:** Nebraska standards include understanding spatial relationships, maps, and basic geography skills. "Studies Weekly" often incorporates activities and lessons on reading maps and understanding geographic features, aligning well with these goals.
- **Civics:** Nebraska emphasizes understanding democratic principles, citizenship, and basic government structures starting at a young age. "Studies Weekly" typically includes civics-focused content in each grade level, offering lessons on government functions and civic responsibilities.

2. **Potential Gaps or Strengths:**

- **State-Specific Content:** If "Studies Weekly" provides a Nebraska-specific edition, the alignment is likely strong, particularly in the 4th-grade study of Nebraska history. Without state-specific editions, additional resources may be necessary to cover all Nebraska-focused content.

3. **Skill Development:** Nebraska standards emphasize the development of skills like critical thinking, source analysis, map reading, and inquiry-based learning from an early age.

**Studies Weekly:**

"Studies Weekly" offers interactive features like primary source documents, analysis questions, and activities that promote critical thinking and discussion. The weekly quizzes and hands-on projects can support Nebraska's inquiry-based learning approach. The format of short, engaging articles encourages students to develop comprehension and retention skills.

**Potential Gaps or Strengths:**

- **Inquiry-Based Learning:** "Studies Weekly" encourages students to ask questions and engage with the material, which aligns well with Nebraska's inquiry-based learning model.
- **Source Analysis:** The weekly format often includes activities that ask students to analyze primary sources or answer questions based on what they've read, supporting the critical thinking and analysis components of Nebraska's standards.

4. **Grade-Level Appropriateness:** Nebraska organizes its social studies standards into grade-level expectations, starting with community, citizenship, and basic geography in early grades and progressing to more complex historical and government-related concepts in upper elementary.

**Studies Weekly:**

- **Kindergarten to 2nd Grade:** "Studies Weekly" aligns well with Nebraska's focus on basic community roles, national symbols, and simple geography. It provides

lessons on community helpers, American holidays, and symbols like the flag, which match Nebraska's early social studies goals.

- **3rd Grade:** Nebraska's 3rd-grade standards emphasize national history and geography, including understanding continents, oceans, and early American history. "Studies Weekly" covers basic U.S. history and geographic concepts, which aligns with these goals.
  - **4th Grade:** Nebraska's 4th-grade standards focus heavily on state history. If "Studies Weekly" offers a Nebraska edition, it likely covers this in detail. Without a Nebraska-specific version, additional resources on Nebraska history and geography may be needed.
  - **5th Grade:** Nebraska's standards in 5th grade focus on early U.S. history, including exploration, colonization, and the Revolutionary War. "Studies Weekly" provides a strong foundation in these areas, often covering similar content in its weekly format.
5. **Potential Gaps or Strengths:**
- **Local History:** While "Studies Weekly" generally covers national history well, the degree of alignment with Nebraska's focus on state-specific history, especially in the 4th grade, depends on the availability of a Nebraska-specific edition.
6. **Civics and Citizenship:** Nebraska's elementary social studies standards place a strong emphasis on teaching the principles of citizenship, government structures, and the roles and responsibilities of individuals in a democracy.

**Studies Weekly:**

"Studies Weekly" often includes civics content in each issue, addressing the basics of government, democratic values, and what it means to be a good citizen. This aligns well with Nebraska's standards for teaching students about civic engagement and responsibility.

**Potential Gaps or Strengths:**

- **Engagement:** "Studies Weekly" promotes civic engagement through activities like mock elections or discussions about current events, which aligns with Nebraska's goals of fostering active and informed citizens from a young age.

**Thoughts:**

**"Studies Weekly" aligns well with Nebraska's elementary social studies standards** in terms of content coverage, skill-building, and fostering civic engagement. If the school district can access Nebraska-specific editions, this will ensure that 4th-grade standards focused on state history and geography are fully met. For younger grades, the emphasis on national history, community, and government closely aligns with Nebraska's expectations. Some minor supplementation with state-specific materials may be needed for full compliance, especially in state history, but overall, "Studies Weekly" provides a comprehensive and engaging resource that is well-suited to Nebraska's standards.

## Using SIT (Standards Instructional Tool)

To evaluate the alignment of "**Studies Weekly**" with Nebraska's social studies standards using the Nebraska Department of Education (NDE) **Instructional Materials Tool**, we will break down the comparison into the categories the tool emphasizes. This tool helps assess how well instructional materials align with the Nebraska standards, with a focus on content, skills, and teaching methods across grade levels.

Here's an analysis of "Studies Weekly" based on categories outlined by the NDE tool:

### **1. Standards Alignment**

This category assesses how closely materials align with the core content of Nebraska's social studies standards, focusing on key domains: history, geography, civics, and economics.

- **Content Focus:**

"Studies Weekly" generally covers the four major strands of social studies required by Nebraska:

- **History:** Includes content on U.S. history, covering exploration, colonization, and key historical events.
- **Geography:** Lessons include map skills and geographic features, which align with Nebraska's emphasis on spatial understanding.
- **Civics:** "Studies Weekly" promotes civics knowledge and democratic principles at every grade level, matching Nebraska's push for civic education.
- **Economics:** Elementary concepts of needs, wants, and economic decision-making are introduced, which are aligned with state standards.

- **NDE Tool Score:** High alignment for foundational content, with Nebraska-specific content integrated where available.

### **2. Depth and Rigor**

Nebraska standards expect students to engage deeply with the material, especially through inquiry-based learning, source analysis, and critical thinking.

- **Studies Weekly** encourages students to engage in source analysis through primary documents, historical photos, and interactive activities. Weekly quizzes and projects ask students to reflect critically on what they've learned, supporting the inquiry-based approach Nebraska promotes.

**NDE Tool Score:** Strong alignment in encouraging depth of learning through critical thinking and analysis of sources. This meets Nebraska's inquiry-based learning goals.

### **3. Instructional Strategies and Student Engagement**

Nebraska's instructional tool emphasizes the importance of diverse instructional strategies to meet the needs of all learners, including differentiation, student engagement, and interactive activities.

- **Student Engagement:** "Studies Weekly" uses a newspaper format that is highly engaging for elementary students, with articles, activities, and graphics tailored to younger learners. The interactive nature of the weekly issues aligns with Nebraska's focus on engaging students with hands-on activities.
- **Differentiation:** "Studies Weekly" offers different levels of reading material and supplemental online resources, which can help teachers adjust lessons based on student ability. The NDE tool emphasizes differentiated instruction, and the multiple formats available with "Studies Weekly" support this.

**NDE Tool Score:** High engagement, with interactive and differentiated activities that meet various learner needs.

#### 4. Skills Development

Nebraska's standards require the development of specific social studies skills, including critical thinking, analysis, decision-making, and collaboration.

- **Studies Weekly** promotes skill-building in a number of ways:
  - **Map Skills:** Nebraska standards place strong emphasis on geography and map reading, and "Studies Weekly" incorporates maps, globes, and geographic discussions into lessons.
  - **Source Analysis:** Primary sources, timelines, and images are used for critical thinking activities, which align with Nebraska's standards on historical analysis.
  - **Civic Responsibility:** The materials encourage civic participation and discussion of democratic values, which is a core component of Nebraska's civics standards.
- **NDE Tool Score:** Strong alignment in developing key social studies skills, particularly in historical analysis, civic engagement, and geography.

#### 5. Assessment

The NDE tool assesses whether instructional materials provide adequate assessment tools that align with learning objectives and support mastery of Nebraska standards.

- **Formative and Summative Assessment:** "Studies Weekly" includes weekly quizzes, writing prompts, and discussion-based questions, allowing for both formative and summative assessments. These align with Nebraska's focus on assessing content knowledge, as well as the critical thinking and analysis skills students are expected to develop.

**NDE Tool Score:** High alignment for providing frequent, aligned assessments that measure mastery of key standards.

#### 6. Cultural Representation and Diversity

The NDE tool evaluates how well instructional materials reflect diverse cultures, perspectives, and experiences, ensuring that all students see themselves represented in the curriculum.

- **Studies Weekly** incorporates multiple perspectives in its articles, often including stories and lessons on historically marginalized groups, civil rights movements, and different cultures. This diversity in representation aligns with Nebraska's standards for teaching cultural awareness and respect for different perspectives.

**NDE Tool Score:** High alignment in representing diverse cultures and perspectives, which is essential for meeting Nebraska's cultural awareness standards.

## 7. Local and State Content

Nebraska's standards emphasize state-specific history, geography, and government, particularly in the 4th grade when students focus on Nebraska history.

- **State-Specific Content:** If using a Nebraska-specific edition of "Studies Weekly," the content will likely include information about Nebraska's history, government, and geography, which is crucial for meeting the state's specific standards. If the edition lacks state-specific content, supplemental materials will be needed to ensure full alignment.

**NDE Tool Score:** Depends on availability of Nebraska-specific editions. If available, this will ensure full alignment with local standards; if not, some gaps may exist, especially in 4th grade.

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### Conclusion Using the NDE Instructional Materials Tool:

"Studies Weekly" aligns well with Nebraska's social studies standards, scoring highly across most categories of the NDE Instructional Materials Tool. It provides engaging, rigorous content, promotes key skills like critical thinking and source analysis, and includes assessments that support mastery of standards. The inclusion of diverse perspectives ensures cultural alignment, and the flexible instructional strategies meet the needs of various learners.

However, **state-specific content is a key factor**. If Nebraska-specific editions are available, "Studies Weekly" will fully align with the state's expectations, particularly in 4th grade when students focus on Nebraska's history and geography. If a Nebraska edition is not available, teachers may need to supplement with additional materials to cover local content.

## **7-12 Houghton Mifflin**

To compare how Houghton Mifflin social studies textbooks align with Nebraska's social studies standards, it's essential to break the evaluation into a few key areas, focusing on the content, grade-level appropriateness, and specific skill and knowledge expectations laid out by the state standards.

### **Key Focus Areas:**

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#### **2. Houghton Mifflin Textbooks:** Generally, these textbooks offer strong content coverage in American history, world geography, and government, and they often align well with national standards. Houghton Mifflin Harcourt (HMH) also tailors its curriculum to state standards, including specific adaptations for different regions. For Nebraska, this would likely include localized content related to Nebraska's history, geography, and government.

#### **Potential Gaps or Strengths:**

- **State History:** Nebraska's standards emphasize knowledge of state history and regional studies, which may require supplemental materials beyond what's offered in a general textbook from HMH.
- **Contemporary Issues and Civics:** Nebraska's emphasis on current events and civic participation may align well with HMH's recent focus on critical thinking and discussion-based learning.

#### **3. Skill Development:** Nebraska's standards emphasize the development of critical thinking, inquiry, and analysis skills. Students are expected to:

- Analyze primary and secondary sources.
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offer structured activities aimed at developing evidence-based reasoning, which aligns well with Nebraska's goals.

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**Potential Gaps or Strengths:**

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## Thoughts:

Overall, **Houghton Mifflin social studies textbooks align well with Nebraska's social studies standards** in many key areas, including content coverage in U.S. history, geography, and civics, and the development of critical thinking skills. However, there are a few areas where supplemental materials might be needed, particularly for **Nebraska-specific content** such as state history and geography and the state's particular emphasis on civic participation and contemporary issues. Schools using HMH textbooks may need to integrate **state-specific resources** or additional lessons on Nebraska's unique history and role in the broader context of American history.

This comparison can serve as a guide when evaluating whether or not HMH textbooks need supplementation or adaptation to fully meet Nebraska's educational goals.

## **Using SIT (Standards Instructional Tool)**

Using the Nebraska Department of Education (NDE) Standards Instructional Materials Tool, we can assess how well the Houghton Mifflin (HM) social studies textbooks for grades 7-12 align with Nebraska's social studies standards, which cover history, geography, civics, and economics. The evaluation focuses on content alignment, depth, instructional strategies, skills development, assessment, and state-specific content.

### **1. Standards Alignment**

The Nebraska social studies standards for grades 7-12 emphasize a comprehensive understanding of U.S. and world history, government, economics, and geography. They are designed to help students understand the principles of democracy, the role of government, geographic relationships, and economic systems, and how history informs contemporary society.

- **Content Focus:**
  - **History:** Nebraska's standards require in-depth coverage of U.S. and world history, including major historical events, themes, and figures from ancient civilizations to modern times.
  - **Civics and Government:** Students must understand democratic principles, the U.S. Constitution, government structures, and their role as citizens.
  - **Geography:** The standards expect students to interpret geographic data, understand physical and human geography, and analyze geographic patterns.
  - **Economics:** Students must grasp economic principles, including supply and demand, market structures, government's role in the economy, and global economic systems.
- **Houghton Mifflin Textbooks:**

HM textbooks are designed to align with national social studies standards, and many of these overlap with Nebraska's expectations. They typically cover U.S. history in detail, include a strong civics and government component, and emphasize geographic literacy. The economics textbooks from HM also offer robust coverage of micro and macroeconomic principles.

NDE Tool Score: Strong alignment for general content coverage in U.S. and world history, geography, government, and economics. However, state-specific content may require additional materials.

### **2. Depth and Rigor**

Nebraska's social studies standards for grades 7-12 emphasize higher-order thinking skills, requiring students to engage with complex concepts, analyze primary sources, and construct evidence-based arguments.

- Houghton Mifflin Textbooks:  
HM's high school textbooks are designed to promote critical thinking and in-depth analysis. They typically include activities that require students to analyze primary and secondary sources, timelines, maps, and charts. These textbooks also encourage students to make connections between historical events and current issues, supporting Nebraska's standards for developing inquiry-based thinking.  
**NDE Tool Score: High alignment in promoting depth of learning through source analysis, critical thinking, and inquiry. HM textbooks generally support rigorous academic exploration.**

### 3. Instructional Strategies and Student Engagement

Nebraska's instructional materials tool assesses the variety and effectiveness of instructional strategies used to engage students and meet diverse learning needs.

- Houghton Mifflin Textbooks:  
HM's textbooks typically provide a variety of instructional strategies, including guided reading, critical thinking questions, debates, and interactive online resources. These strategies are designed to engage students with different learning styles and ensure comprehension of complex topics. They often include multimedia resources and interactive activities, which can enhance student engagement and understanding.  
**NDE Tool Score: Strong alignment in terms of diverse instructional strategies and student engagement. HM textbooks include a wide array of approaches to keep students engaged in learning.**

### 4. Skills Development

Nebraska's standards require that students develop specific social studies skills, including source evaluation, argumentation, geographic reasoning, and civic participation.

- Source Evaluation: Nebraska places a strong emphasis on analyzing primary and secondary sources, constructing arguments, and evaluating evidence.
- Geographic Skills: Students need to be able to read and interpret maps, graphs, and geographic data to understand spatial relationships and human-environment interactions.
- Civics and Participation: Nebraska's civics standards emphasize understanding democratic principles and engaging in civic discussions.

Houghton Mifflin Textbooks:

HM textbooks typically provide a variety of primary sources, from historical documents to speeches and maps, supporting Nebraska's standards for source evaluation and critical analysis. Geography sections often include case studies, interactive maps, and exercises that build geographic reasoning. The civics materials offer practical lessons on government structure and citizenship, promoting engagement with civic processes.

**NDE Tool Score: High alignment in terms of building essential social studies skills. HM**

materials align well with Nebraska's focus on critical thinking, geographic literacy, and civic engagement.

## 5. Assessment

Nebraska's standards expect that instructional materials provide both formative and summative assessments that align with learning objectives and help track student mastery of content and skills.

- Houghton Mifflin Textbooks:  
HM textbooks include a wide variety of assessments, such as chapter quizzes, unit tests, writing assignments, and project-based assessments. These assessments are designed to measure not only content knowledge but also students' abilities to apply critical thinking and analysis skills. The online platforms often include adaptive assessments that can help teachers track student progress over time.  
**NDE Tool Score: Strong alignment in terms of offering aligned assessments that track both content mastery and skills development.**

## 6. Cultural Representation and Diversity

Nebraska's standards emphasize the inclusion of diverse cultures, perspectives, and experiences, ensuring that students understand multiple viewpoints and cultural contexts.

- Houghton Mifflin Textbooks:  
HM textbooks typically include diverse perspectives, especially in U.S. history and world history materials. These textbooks often incorporate the stories and contributions of historically marginalized groups, such as women, Indigenous peoples, and other minority groups, promoting a broader understanding of history and society.  
**NDE Tool Score: High alignment in terms of cultural representation. HM materials generally reflect diverse perspectives, which aligns with Nebraska's standards for teaching cultural awareness.**

## 7. Local and State Content

Nebraska's standards require the integration of local and state history, particularly in the middle school and high school grades. Understanding Nebraska's role in national and global contexts is essential.

- Houghton Mifflin Textbooks:  
HM textbooks may not include extensive content specific to Nebraska's history, government, or economy. While they provide strong coverage of U.S. history and government in general, Nebraska-specific lessons (such as in government and local economics) may require additional resources or supplements.  
**NDE Tool Score: Moderate alignment. While HM textbooks provide comprehensive coverage of national and global topics, state-specific content may be lacking. Schools**

will likely need to supplement with local resources or Nebraska-specific lessons to meet this requirement fully.

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## **Conclusion Using the NDE Instructional Materials Tool:**

Houghton Mifflin's social studies textbooks for grades 7-12 align well with Nebraska's social studies standards in most categories. They provide comprehensive content in U.S. and world history, geography, government, and economics, and they support the development of critical thinking, source analysis, and civic engagement. The instructional strategies are diverse, engaging, and effective for promoting in-depth learning, while the assessments are well-aligned with Nebraska's learning goals.

However, there is a potential gap in Nebraska-specific content, particularly in areas like state history, government, and economics. While Houghton Mifflin offers a strong foundation in national and global topics, teachers may need to supplement with local resources to fully address Nebraska's standards for state and local content.

Overall, Houghton Mifflin textbooks score highly in most areas using the NDE Instructional Materials Tool but may require additional Nebraska-specific materials to ensure full alignment with state standards.

## **K-5 Studies Weekly**

When comparing "**Studies Weekly**" for elementary social studies to Nebraska's social studies standards, the focus will be on content alignment, grade-level appropriateness, and skill-building, particularly for K-5 students.

### **Key Focus Areas:**

#### **1. Content Alignment:**

Nebraska's elementary social studies standards focus on early foundations in history, geography, civics, and economics, progressively introducing concepts that students revisit in greater detail in later grades.

#### **Studies Weekly:**

"Studies Weekly" provides a weekly newspaper-style format that integrates U.S. history, geography, government, and economics into grade-specific content. It tends to align with national standards, offering a well-rounded introduction to key social studies concepts.

- **American History:** Nebraska emphasizes the foundations of U.S. history, including early civilizations, exploration, colonization, and the founding of the

nation. "Studies Weekly" introduces students to these themes, often with accessible language and engaging articles.

- **Nebraska History:** Nebraska's standards require students to learn about the state's history, symbols, and geography, especially in the 4th grade. **Studies Weekly** offers some state-specific editions, and Nebraska's version may include tailored content covering local history, state government, and significant Nebraska figures.
- **Geography:** Nebraska standards include understanding spatial relationships, maps, and basic geography skills. "Studies Weekly" often incorporates activities and lessons on reading maps and understanding geographic features, aligning well with these goals.
- **Civics:** Nebraska emphasizes understanding democratic principles, citizenship, and basic government structures starting at a young age. "Studies Weekly" typically includes civics-focused content in each grade level, offering lessons on government functions and civic responsibilities.

2. **Potential Gaps or Strengths:**

- **State-Specific Content:** If "Studies Weekly" provides a Nebraska-specific edition, the alignment is likely strong, particularly in the 4th-grade study of Nebraska history. Without state-specific editions, additional resources may be necessary to cover all Nebraska-focused content.

3. **Skill Development:** Nebraska standards emphasize the development of skills like critical thinking, source analysis, map reading, and inquiry-based learning from an early age.

**Studies Weekly:**

"Studies Weekly" offers interactive features like primary source documents, analysis questions, and activities that promote critical thinking and discussion. The weekly quizzes and hands-on projects can support Nebraska's inquiry-based learning approach. The format of short, engaging articles encourages students to develop comprehension and retention skills.

**Potential Gaps or Strengths:**

- **Inquiry-Based Learning:** "Studies Weekly" encourages students to ask questions and engage with the material, which aligns well with Nebraska's inquiry-based learning model.
- **Source Analysis:** The weekly format often includes activities that ask students to analyze primary sources or answer questions based on what they've read, supporting the critical thinking and analysis components of Nebraska's standards.

4. **Grade-Level Appropriateness:** Nebraska organizes its social studies standards into grade-level expectations, starting with community, citizenship, and basic geography in early grades and progressing to more complex historical and government-related concepts in upper elementary.

**Studies Weekly:**

- **Kindergarten to 2nd Grade:** "Studies Weekly" aligns well with Nebraska's focus on basic community roles, national symbols, and simple geography. It provides

lessons on community helpers, American holidays, and symbols like the flag, which match Nebraska's early social studies goals.

- **3rd Grade:** Nebraska's 3rd-grade standards emphasize national history and geography, including understanding continents, oceans, and early American history. "Studies Weekly" covers basic U.S. history and geographic concepts, which aligns with these goals.
  - **4th Grade:** Nebraska's 4th-grade standards focus heavily on state history. If "Studies Weekly" offers a Nebraska edition, it likely covers this in detail. Without a Nebraska-specific version, additional resources on Nebraska history and geography may be needed.
  - **5th Grade:** Nebraska's standards in 5th grade focus on early U.S. history, including exploration, colonization, and the Revolutionary War. "Studies Weekly" provides a strong foundation in these areas, often covering similar content in its weekly format.
5. **Potential Gaps or Strengths:**
- **Local History:** While "Studies Weekly" generally covers national history well, the degree of alignment with Nebraska's focus on state-specific history, especially in the 4th grade, depends on the availability of a Nebraska-specific edition.
6. **Civics and Citizenship:** Nebraska's elementary social studies standards place a strong emphasis on teaching the principles of citizenship, government structures, and the roles and responsibilities of individuals in a democracy.

**Studies Weekly:**

"Studies Weekly" often includes civics content in each issue, addressing the basics of government, democratic values, and what it means to be a good citizen. This aligns well with Nebraska's standards for teaching students about civic engagement and responsibility.

**Potential Gaps or Strengths:**

- **Engagement:** "Studies Weekly" promotes civic engagement through activities like mock elections or discussions about current events, which aligns with Nebraska's goals of fostering active and informed citizens from a young age.

## Thoughts:

**"Studies Weekly" aligns well with Nebraska's elementary social studies standards** in terms of content coverage, skill-building, and fostering civic engagement. If the school district can access Nebraska-specific editions, this will ensure that 4th-grade standards focused on state history and geography are fully met. For younger grades, the emphasis on national history, community, and government closely aligns with Nebraska's expectations. Some minor supplementation with state-specific materials may be needed for full compliance, especially in state history, but overall, "Studies Weekly" provides a comprehensive and engaging resource that is well-suited to Nebraska's standards.

## Using SIT (Standards Instructional Tool)

To evaluate the alignment of "**Studies Weekly**" with Nebraska's social studies standards using the Nebraska Department of Education (NDE) **Instructional Materials Tool**, we will break down the comparison into the categories the tool emphasizes. This tool helps assess how well instructional materials align with the Nebraska standards, with a focus on content, skills, and teaching methods across grade levels.

Here's an analysis of "Studies Weekly" based on categories outlined by the NDE tool:

### **1. Standards Alignment**

This category assesses how closely materials align with the core content of Nebraska's social studies standards, focusing on key domains: history, geography, civics, and economics.

- **Content Focus:**

"Studies Weekly" generally covers the four major strands of social studies required by Nebraska:

- **History:** Includes content on U.S. history, covering exploration, colonization, and key historical events.
- **Geography:** Lessons include map skills and geographic features, which align with Nebraska's emphasis on spatial understanding.
- **Civics:** "Studies Weekly" promotes civics knowledge and democratic principles at every grade level, matching Nebraska's push for civic education.
- **Economics:** Elementary concepts of needs, wants, and economic decision-making are introduced, which are aligned with state standards.

- **NDE Tool Score:** High alignment for foundational content, with Nebraska-specific content integrated where available.

### **2. Depth and Rigor**

Nebraska standards expect students to engage deeply with the material, especially through inquiry-based learning, source analysis, and critical thinking.

- **Studies Weekly** encourages students to engage in source analysis through primary documents, historical photos, and interactive activities. Weekly quizzes and projects ask students to reflect critically on what they've learned, supporting the inquiry-based approach Nebraska promotes.

**NDE Tool Score:** Strong alignment in encouraging depth of learning through critical thinking and analysis of sources. This meets Nebraska's inquiry-based learning goals.

### **3. Instructional Strategies and Student Engagement**

Nebraska's instructional tool emphasizes the importance of diverse instructional strategies to meet the needs of all learners, including differentiation, student engagement, and interactive activities.

- **Student Engagement:** "Studies Weekly" uses a newspaper format that is highly engaging for elementary students, with articles, activities, and graphics tailored to younger learners. The interactive nature of the weekly issues aligns with Nebraska's focus on engaging students with hands-on activities.
- **Differentiation:** "Studies Weekly" offers different levels of reading material and supplemental online resources, which can help teachers adjust lessons based on student ability. The NDE tool emphasizes differentiated instruction, and the multiple formats available with "Studies Weekly" support this.

**NDE Tool Score:** High engagement, with interactive and differentiated activities that meet various learner needs.

#### 4. Skills Development

Nebraska's standards require the development of specific social studies skills, including critical thinking, analysis, decision-making, and collaboration.

- **Studies Weekly** promotes skill-building in a number of ways:
  - **Map Skills:** Nebraska standards place strong emphasis on geography and map reading, and "Studies Weekly" incorporates maps, globes, and geographic discussions into lessons.
  - **Source Analysis:** Primary sources, timelines, and images are used for critical thinking activities, which align with Nebraska's standards on historical analysis.
  - **Civic Responsibility:** The materials encourage civic participation and discussion of democratic values, which is a core component of Nebraska's civics standards.
- **NDE Tool Score:** Strong alignment in developing key social studies skills, particularly in historical analysis, civic engagement, and geography.

#### 5. Assessment

The NDE tool assesses whether instructional materials provide adequate assessment tools that align with learning objectives and support mastery of Nebraska standards.

- **Formative and Summative Assessment:** "Studies Weekly" includes weekly quizzes, writing prompts, and discussion-based questions, allowing for both formative and summative assessments. These align with Nebraska's focus on assessing content knowledge, as well as the critical thinking and analysis skills students are expected to develop.

**NDE Tool Score:** High alignment for providing frequent, aligned assessments that measure mastery of key standards.

#### 6. Cultural Representation and Diversity

The NDE tool evaluates how well instructional materials reflect diverse cultures, perspectives, and experiences, ensuring that all students see themselves represented in the curriculum.

- **Studies Weekly** incorporates multiple perspectives in its articles, often including stories and lessons on historically marginalized groups, civil rights movements, and different cultures. This diversity in representation aligns with Nebraska's standards for teaching cultural awareness and respect for different perspectives.

**NDE Tool Score:** High alignment in representing diverse cultures and perspectives, which is essential for meeting Nebraska's cultural awareness standards.

## 7. Local and State Content

Nebraska's standards emphasize state-specific history, geography, and government, particularly in the 4th grade when students focus on Nebraska history.

- **State-Specific Content:** If using a Nebraska-specific edition of "Studies Weekly," the content will likely include information about Nebraska's history, government, and geography, which is crucial for meeting the state's specific standards. If the edition lacks state-specific content, supplemental materials will be needed to ensure full alignment.

**NDE Tool Score:** Depends on availability of Nebraska-specific editions. If available, this will ensure full alignment with local standards; if not, some gaps may exist, especially in 4th grade.

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### Conclusion Using the NDE Instructional Materials Tool:

**"Studies Weekly" aligns well with Nebraska's social studies standards**, scoring highly across most categories of the NDE Instructional Materials Tool. It provides engaging, rigorous content, promotes key skills like critical thinking and source analysis, and includes assessments that support mastery of standards. The inclusion of diverse perspectives ensures cultural alignment, and the flexible instructional strategies meet the needs of various learners.

However, **state-specific content is a key factor**. If Nebraska-specific editions are available, "Studies Weekly" will fully align with the state's expectations, particularly in 4th grade when students focus on Nebraska's history and geography. If a Nebraska edition is not available, teachers may need to supplement with additional materials to cover local content.

MINUTES OF REGULAR MEETING  
BOARD OF EDUCATION  
HOMER COMMUNITY SCHOOL  
Monday, September 16, 2024

A meeting of the Board of Education of Homer Community School was convened in open and public session on Monday, September 16, 2024 at 7:00 PM in the Library at Homer Community School, Homer, Nebraska. The following board members were present or absent:

Byron Hall: Present, Ryan Harris: Present, Tyler Kirkholm: Present, Dr. Kristina Nelsen: Present, Aaron Reis: Absent, Paul Tighe: Present.

Administration present: Superintendent Dr. Joseph Lefdal, Principal Abbie Uhl, Principal Tom Coviello, and Board Secretary Amy Brand

Visitors present: Several

Notice of the meeting was given in advance by publication and/or posting in accordance with the Board approved method for giving notice of meetings. Notice of this meeting was given to all members of the Board of Education. The Secretary of the Board maintains a list of the news media requesting notification of meetings and advance notification to the listed media of the time and place of the meeting and the subjects to be discussed at this meeting was provided. Availability of the agenda was communicated in the publicized notice and a current copy of the Agenda was maintained as stated in the publicized notice. All proceedings of the Board of Education, except as hereinafter noted, were taken while the convened meeting was open to the attendance of the public.

I.2024-25 Budget Hearing

II.Call Hearing to Order

III.The purpose of the Hearing is to review, discuss, consider, and receive input, and or support, opposition, criticism, suggestions or observations of taxpayers relating to the proposed budget.

III.A.Public Comment

There was none.

III.B.Discussion

IV.Adjourn Budget Hearing

Motion was made by Dr. Kristina Nelsen and seconded by Byron Hall to adjourn. On roll call vote the Board voted as follows: The motion carried

Byron Hall: Yea, Ryan Harris: Yea, Tyler Kirkholm: Yea, Dr. Kristina Nelsen: Yea, Aaron Reis: Absent, Paul Tighe: Yea

Yea: 5, Nay: 0, Absent: 1

V.2024-25 Levy Setting Hearing

VI.Call Hearing to Order

VII.The purpose of the hearing is to review, discuss, consider, and receive input, and or support, opposition, criticism, suggestions or observations from taxpayers relating to the

proposed tax levy.

VII.A.Public Comment

There was none.

VII.B.Discussion

VIII.Adjourn Levy Setting Hearing

Motion was made by Byron Hall and seconded by Dr. Kristina Nelsen to adjourn. On roll call vote the Board voted as follows: The motion carried

Byron Hall: Yea, Ryan Harris: Yea, Tyler Kirkholm: Yea, Dr. Kristina Nelsen: Yea, Aaron Reis: Absent, Paul Tighe: Yea

Yea: 5, Nay: 0, Absent: 1

IX.Open the meeting

IX.A.Call meeting to order and notice of Open Meetings Law

IX.A.i.Declaration of Open Meeting

IX.A.ii.Publication of the meeting

IX.B.District Mission Statement

X.Board Member Roll Call

Motion was made by Byron Hall and seconded by Ryan Harris to excuse member Reis. On roll call vote the Board voted as follows: The motion carried

Byron Hall: Yea, Ryan Harris: Yea, Tyler Kirkholm: Yea, Dr. Kristina Nelsen: Yea, Aaron Reis: Absent, Paul Tighe: Yea

Yea: 5, Nay: 0, Absent: 1

XI.Approval of agenda and changes to agenda

Motion was made by Dr. Kristina Nelsen and seconded by Byron Hall to approve the agenda as presented. On roll call vote the Board voted as follows: The motion carried

Byron Hall: Yea, Ryan Harris: Yea, Tyler Kirkholm: Yea, Dr. Kristina Nelsen: Yea, Aaron Reis: Absent, Paul Tighe: Yea

Yea: 5, Nay: 0, Absent: 1

XII.Approval of Consent Agenda

Motion was made by Ryan Harris and seconded by Byron Hall to approve the consent agenda. On roll call vote the Board voted as follows: The motion carried

Byron Hall: Yea, Ryan Harris: Yea, Tyler Kirkholm: Yea, Dr. Kristina Nelsen: Yea, Aaron Reis: Absent, Paul Tighe: Yea

Yea: 5, Nay: 0, Absent: 1

XII.A.Claims and Accounts

XII.B.Minutes from the August 14th Regular Board Meeting

XII.C.Minutes from the August 29th Special Meeting

XIII.Public Comment

Jeff Reed stated the Sparq Data is not showing on the public page. This will be looked into.

## XIV. Informational Reports

### XIV.A. Administrator Reports

Principals Uhl and Coviello discussed staff professional development and the PD schedule that is on the Staff Hub. They also discussed the participation numbers in all activities as well as an update for the beginning of the school year.

### XIV.B. Superintendent Report

Dr. Lefdal reviewed Rule 10 requirements, updated the board on OCR website concerns, discussed setting a negotiations committee meeting in October, informed the board of a safety inspection on September 25th, discussed strategic planning in January or February, updated the board on enrollment numbers of 452 and enrollment resolution, discussed the State Education Conference, as well as setting the American Civics committee for October.

## XV. Discussion Items

### XV.A. Annual Report

Dr. Lefdal will wait to discuss until they release the 2024 data. This will be posted on our website.

### XV.B. Board Goals

These will be discussed at either the October or November meeting.

## XVI. Action Items

### XVI.A. Consider, discuss, and take action to approve the 2024-25 Budget as advertised.

Motion was made by Byron Hall and seconded by Tyler Kirkholm to approve the 2024-25 Budget as advertised. On roll call vote the Board voted as follows: The motion carried  
Byron Hall: Yea, Ryan Harris: Yea, Tyler Kirkholm: Yea, Dr. Kristina Nelsen: Yea, Aaron Reis: Absent, Paul Tighe: Yea  
Yea: 5, Nay: 0, Absent: 1

### XVI.B. Consider, discuss, and take action to approve the 2024-25 Levy Resolution as advertised.

Motion was made by Tyler Kirkholm and seconded by Byron Hall to approve the 2024-25 Levy Resolution as advertised. On roll call vote the Board voted as follows: The motion carried  
Byron Hall: Yea, Ryan Harris: Yea, Tyler Kirkholm: Yea, Dr. Kristina Nelsen: Yea, Aaron Reis: Absent, Paul Tighe: Yea  
Yea: 5, Nay: 0, Absent: 1

### XVI.C. Consider, discuss, and take action to approve the amended and updated policies from NASB.

Dr. Lefdal discussed the updates that Jim Luebbe sent from NASB. These were clerical errors that needed to be fixed. No major changes were made, so the board can approve in a single meeting.

Motion was made by Dr. Kristina Nelsen and seconded by Ryan Harris to approve the amended and updated policies from NASB. On roll call vote the Board voted as follows: The motion carried

Byron Hall: Yea, Ryan Harris: Yea, Tyler Kirkholm: Yea, Dr. Kristina Nelsen: Yea, Aaron Reis: Absent, Paul Tighe: Yea  
Yea: 5, Nay: 0, Absent: 1

XVII.Next Meeting

The next regular board meeting will be Wednesday, October 16th at 8:00 p.m.

XVIII.Adjournment

Motion was made by Dr. Kristina Nelsen and seconded by Byron Hall To adjourn the meetin at 7:44 p.m. On roll call vote the Board voted as follows: The motion carried

Byron Hall: Yea, Ryan Harris: Yea, Tyler Kirkholm: Yea, Dr. Kristina Nelsen: Yea, Aaron Reis: Absent, Paul Tighe: Yea

Yea: 5, Nay: 0, Absent: 1

Dated this Monday, September 16, 2024.

ATTEST:  
Dr. Kristina Nelsen  
Secretary

Dakota County School District #31R  
a/k/a Homer Community School  
BY: Paul Tighe, President

<b>Building Fund: (Used for Improvements)</b>	
Balance in Building Fund Passbook (9-1-24)	\$ 145,431.43
Interest	1,026.86
Dakota and Thurston County Treasurer	19,705.28
Interfund loan from QCPUF	170,000.00
Less check to First Community Bank	- 327,115.78

**September Ending Balance \$ 9,047.79**

<b>QCPUF Fund</b>	
Balance in QCPUF (9-1-24)	\$ 250,708.51
Dakota and Thurston County Treasurer	\$ 55,371.88
Less Interfund loan to Building Fund	170,000.00

**September Ending Balance \$ 136,080.39**

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<b>Depreciation Fund: (Used for Replacement)</b>	
Balance in Depreciation Fund Balance (9-1-24)	\$ 300,067.13
Interest	769.77
Less check to Crouch Recreation	2,814.00
Less check to McGraw Hill	1,228.70
Less check to Virco	5,642.00

**September Ending Balance \$ 291,152.20**

**Depreciation Fund Total Designation:**

August 2017	\$100,000 for Textbooks(used2,482)(Used167) (25,254)(10,033)(11,836) (6961)(1,229)
August 2019	\$25,000 for Vehicle (23,678 for van) \$25,000 for Textbooks
August 2022	\$50,000 for Textbooks \$150,000.00 for Technology (109,532)(23,414)(2814) \$100,000.00 for Repairs(2988) (8,219) (3,800)(37,842)(34,908)(5,642)
August 2023	\$50,000 for Technology \$25,000 for Textbooks \$25,000 for Vehicle

**Depreciation Fund Total Available:**

Total Repairs	\$ 6,601
Total Technology	\$ 64,240
Total Textbooks	\$142,038
Total Vehicle	\$ 26,322
Total Misc.	\$ 51,951

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## Total Collections

	2021-2022	2022-2023	2023-2024	2024-2025
September	1,101,510	800,659	698,595	725,802
October	466,671	316,779	466,618	
November	354,239	519,791	221,093	
December	273,331	275,982	346,820	
January	1,441,146	1,130,286	1,324,358	
February	666,287	588,149	524,431	
March	331,897	332,046	485,652	
April	381,882	574,028	513,032	
May	1,183,274	855,633	996,973	
June	409,099	429,134	489,487	
July	60,559	48,640	84,226	
August	43,664	417,695	93,457	
<b>TOTALS</b>	<b>6,713,559</b>	<b>6,288,821</b>	<b>6,244,744</b>	<b>725,802</b>

## Tax Collections

	2021-2022	% of Total	2022-2023	% of Total	2023-2024	% of Total	2024-2025	% of Total
September	838,046	76.08%	600,231	74.97%	504,135	72.16%	505,420	69.64%
October	102,555	21.98%	116,402	36.75%	108,401	23.23%		#DIV/0!
November	27,097	7.65%	35,932	6.91%	29,497	13.34%		#DIV/0!
December	26,170	9.57%	25,912	9.39%	25,976	7.49%		#DIV/0!
January	955,255	66.28%	889,616	78.71%	991,893	74.90%		#DIV/0!
February	322,780	48.44%	214,253	36.43%	228,350	43.54%		#DIV/0!
March	85,328	25.71%	59,157	17.82%	70,956	14.61%		#DIV/0!
April	338,837	88.73%	347,686	60.57%	232,260	45.27%		#DIV/0!
May	732,782	61.93%	591,358	69.11%	706,690	70.88%		#DIV/0!
June	144,668	35.36%	135,466	31.57%	173,628	35.47%		#DIV/0!
July	53,367	88.12%	40,059	82.36%	28,798	34.19%		#DIV/0!
August	36,306	83.15%	49,150	11.77%	33,418	35.76%		#DIV/0!
<b>TOTALS</b>	<b>3,663,191</b>	<b>54.56%</b>	<b>3,105,221</b>	<b>49.38%</b>	<b>3,134,003</b>	<b>50.19%</b>	<b>505,420</b>	<b>69.64%</b>

## State Aid

	2021-2022	% of Total	2022-2023	% of Total	2023-2024	% of Total	2024-2025	% of Total
September	198,188	17.99%	199,203	24.88%	191,609	27.43%	201,069	27.70%
October	198,188	42.47%	195,724	61.79%	185,008	39.65%		#DIV/0!
November	198,188	55.95%	195,724	37.65%	185,008	83.68%		#DIV/0!
December	198,188	72.51%	195,724	70.92%	185,008	53.34%		#DIV/0!
January	198,188	13.75%	195,724	17.32%	185,008	13.97%		#DIV/0!
February	198,188	29.75%	195,724	33.28%	185,008	35.28%		#DIV/0!
March	198,188	59.71%	195,724	58.94%	185,008	38.09%		#DIV/0!
April	0	0.00%	195,724	34.10%	185,008	36.06%		#DIV/0!
May	396,376	33.50%	195,724	22.87%	185,008	18.56%		#DIV/0!
June	198,188	48.44%	195,719	45.61%	185,004	37.80%		#DIV/0!
July								
August								
<b>TOTALS</b>	<b>1,981,880</b>	<b>29.52%</b>	<b>1,960,714</b>	<b>31.18%</b>	<b>1,856,677</b>	<b>29.73%</b>	<b>201,069</b>	<b>27.70%</b>

PO Number	Invoice Number	Vendor Name	Invoice Date	Amount
Account Number		Detail Description		Amount
Checking Account ID	1	Fund Number 01	GENERAL FUND	
	1006524,10-0001	Appeara	10/03/2024	308.91
01 2610 610 001		Mop Suplies		163.72
01 2610 610 002		Mop Suplies		145.19
Total	Appeara			308.91
7643	1621603	ASCD	10/04/2024	732.24
01 6998 890 001		Building SEL Skills		388.09
01 6998 890 002		Building SEL Skills		344.15
Total	ASCD			732.24
	KSS39121	ASTC, Inc dba K & S Service	10/04/2024	850.00
01 2710 490 001 0008		Tires & Parts		450.50
01 2710 490 002 0008		Tires & Parts		399.50
Total	ASTC, Inc dba K & S Service			850.00
7652	20241004	Blick Art Materials	10/04/2024	490.52
01 1100 610 001		Art Supplies		490.52
	3862257	Blick Art Materials	10/04/2024	518.75
01 1100 610 001		Art Supplies		518.75
	3904659	Blick Art Materials	10/04/2024	77.57
01 1100 610 001		Art Supplies		77.57
Total	Blick Art Materials			1,086.84
	08152024	Bonanza Bar	10/04/2024	555.00
01 1100 352 001		Staff Development		294.15
01 1100 352 002		Staff Development		260.85
Total	Bonanza Bar			555.00
	09242024-0001	Capital One	10/03/2024	284.42
01 1200 610 001		HS SPED		35.42
01 1200 610 002		Elem SPED		249.00
Total	Capital One			284.42
	08312024	Cassie Kubik	10/04/2024	184.92
01 2710 519 002		Mileage		184.92
	09302024	Cassie Kubik	10/08/2024	600.99
01 2712 890 002		September Mileage		600.99
Total	Cassie Kubik			785.91
7614	20241008	Core Medical Equipment	10/08/2024	2,529.00
01 1200 610 002		SPED Supplies		2,529.00
Total	Core Medical Equipment			2,529.00
	247,etc	Dakota County Star	10/04/2024	956.22
01 2510 540 001		legal notices		506.80
01 2510 540 002		legal notices		449.42
Total	Dakota County Star			956.22
	9003349,	Eakes Office Solutions	10/04/2024	378.54
01 2610 610 001		Supplies		200.63
01 2610 610 002		Supplies		177.91
Total	Eakes Office Solutions			378.54

PO Number	Invoice Number	Vendor Name	Invoice Date	Amount
Account Number		Detail Description		
	SP7628	Esu #1	10/04/2024	2,547.75
01 6408 591 002		Early Intervention		2,547.75
Total	Esu #1			2,547.75
	10012024-0001	Fastwyre Broadband	10/08/2024	7.95
01 2510 530 001		Internet		7.95
Total	Fastwyre Broadband			7.95
	10012024-0001	Gill Hauling	10/08/2024	906.65
01 2610 340 001		Trash removal		480.52
01 2610 340 002		Trash removal		426.13
Total	Gill Hauling			906.65
	08282024	Glover Painting, LLC	10/04/2024	2,073.00
01 2610 610 001		Trophy Cases		2,073.00
Total	Glover Painting, LLC			2,073.00
	153182	Graffix, Inc. dba Wall of Fame	10/04/2024	229.16
01 1100 610 002		Elementary Track Meet ribbons		229.16
Total	Graffix, Inc. dba Wall of Fame			229.16
	10312024	Homer American Legion	10/07/2024	3,000.00
01 2610 441 001		October - February Rental		3,000.00
Total	Homer American Legion			3,000.00
	11152024-0001	Hometown Leasing	10/03/2024	1,610.70
01 2530 443 001		Copier Lease		853.67
01 2530 443 002		Copier Lease		757.03
Total	Hometown Leasing			1,610.70
7554	20241004	Houghton Mifflin Company	10/04/2024	1,723.55
01 1100 610 002		Elementary Supplies		1,723.55
Total	Houghton Mifflin Company			1,723.55
	09302024-0001	J & J Pronto	10/03/2024	961.52
01 2710 626 001 0005		Fuel		200.45
01 2710 626 001 0007		Fuel		42.60
01 2710 626 001 0008		Fuel		50.34
01 2710 626 001 0002		Fuel		275.13
01 2710 626 002 0006		Fuel		72.01
01 2710 626 001 0004		Fuel		281.99
01 2710 626 001 0008		Fuel		39.00
Total	J & J Pronto			961.52
	10312024	Joseph Lefdal	10/04/2024	300.00
01 2320 890 001		Cell Phone Reimbursement		159.00
01 2320 890 002		Cell Phone Reimbursement		141.00
Total	Joseph Lefdal			300.00
	303597	Justice Fire and Safety	10/04/2024	22.00
01 2610 340 001		Inspection		11.66
01 2610 340 002		Inspection		10.34
Total	Justice Fire and Safety			22.00

PO Number	Invoice Number	Vendor Name	Invoice Date	Amount
Account Number		Detail Description		
	366710948,	JW Pepper & Son Inc	10/04/2024	634.15
01 1100 610 001		Music Supplies		634.15
Total	JW Pepper & Son Inc			634.15
	09302024-0001	Kris Noreen	10/03/2024	258.62
01 1200 890 001		Mileage Reimburse		258.62
Total	Kris Noreen			258.62
	281982	Language Link	10/04/2024	15.40
01 1100 340 002		Interpretation Services		15.40
Total	Language Link			15.40
	461486	Midwest Alarm Company	10/04/2024	527.40
01 2610 340 001		Fire Alarm Inspection		279.52
01 2610 340 002		Fire Alarm Inspection		247.88
Total	Midwest Alarm Company			527.40
	51521	NASB	10/04/2024	461.00
01 2320 580 001		Conference		244.33
01 2320 580 002		Conference		216.67
Total	NASB			461.00
	61713	Northside Glass	10/04/2024	82.39
01 2610 610 001		Supplies		43.67
01 2610 610 002		Supplies		38.72
Total	Northside Glass			82.39
	2022163903	One Source	10/04/2024	154.00
01 2510 890 001		Background Checks		106.00
01 2510 890 002		Background Checks		48.00
Total	One Source			154.00
	1990961-04	Perma-Bound	10/04/2024	16.44
01 2220 610 002		Library books		16.44
Total	Perma-Bound			16.44
	182	Perry Guthery Haase & Gessfor	10/04/2024	698.75
01 2320 340 001		Legal Fees		370.34
01 2320 340 002		Legal Fees		328.41
Total	Perry Guthery Haase & Gessfor			698.75
7645	20241004	Read Naturally	10/04/2024	512.00
01 1100 610 002		Elementary Supplies		512.00
Total	Read Naturally			512.00
7469	20241004	Renaissance	10/04/2024	2,336.00
01 1100 610 002		AR supplies		2,336.00
Total	Renaissance			2,336.00
	10222024-0001	Sam's Club	10/08/2024	52.56
01 2610 610 001		Custodial		52.56

PO Number	Invoice Number	Vendor Name	Invoice Date	Amount
Account Number		Detail Description		Amount
Total	Sam's Club			52.56
	16874	Siouxland Lock & Key	10/04/2024	21.00
01 2610 610 001		keys		21.00
	16900	Siouxland Lock & Key	10/08/2024	167.00
01 2610 610 001		custodial supplies		88.51
01 2610 610 002		custodial supplies		78.49
Total	Siouxland Lock & Key			188.00
7589	20241004	State Steel	10/04/2024	1,582.30
01 1100 610 001 0001		Shop Supplies		1,582.30
Total	State Steel			1,582.30
	18395	Stateline Electric	10/04/2024	1,009.90
01 2610 610 001		replace light pole		535.25
01 2610 610 002		replace light pole		474.65
Total	Stateline Electric			1,009.90
	35593	Studio B Graphics	10/04/2024	375.00
01 2510 610 001		Office Supplies		198.75
01 2510 610 002		Office Supplies		176.25
Total	Studio B Graphics			375.00
	319043-0001	Time Management Systems	10/03/2024	85.00
01 2510 735 001		Monthly Fee		45.05
01 2510 735 002		Monthly Fee		39.95
Total	Time Management Systems			85.00
	242975	Unity Point Clinic	10/04/2024	9,563.99
01 2130 340 001		Nursing Services, September		5,068.91
01 2130 340 002		Nursing Services, September		4,495.08
Total	Unity Point Clinic			9,563.99
	677408	Upholstery Designs by Michelle	10/04/2024	1,242.00
01 6998 890 001		Safety Curtains, MH Grant		658.26
01 6998 890 002		Safety Curtains, MH Grant		583.74
Total	Upholstery Designs by Michelle			1,242.00
	1692658-01	Wilmes Hardware Hank	10/04/2024	10.78
01 2610 610 001		Supplies		10.78
Total	Wilmes Hardware Hank			10.78
Fund Number	01			41,655.04
Checking Account ID	1			41,655.04

General Fund Account Balances –October 2024

Receipts:

(Received since last board meeting)

First Community Bank – Interest	91.91
Dakota & Thurston County Treasurer – Taxes from last month	505,419.66
Mental Health Grant	18,796.33
EMC – Workmen’s Comp Audit refund	310.00
State of Nebraska – State Aid	201,069.00

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Balance in General Fund Checking (10/1/2024)	447,206.00
Balance in CD(10/1/2024)	832,873.57
Balance in General Fund Petty Cash (10/1/2024)	823.90
<b>General Fund Balance</b>	<b>1,280,903.47</b>

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General Fund Checking Balance as of October 1, 2024	447,206.00
October Account Payable Expenses	- 41,655.04
October Payroll Expense (Inc payroll deductions)	- 482,872.28
October To Be Deposited	+ 346,476.28
<b>Estimated Balance End of October</b>	<b>269,154.96</b>

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Hot Lunch Program Balance September 1, 2024

Hot Lunch Balance as of September 1, 2024	<b>\$ 18,595.28</b>
September Expenses to date	- 666.82
September Deposited to date	+ 10,960.13
<b>Balance End of September</b>	<b>\$ 28,888.59</b>

HCS Nutrition Fund Balance September 1, 2024

Nutrition Balance as of September 1, 2024	<b>\$ 92,714.78</b>
September expenses to date	- 0
September deposited to date	+ 241.31
<b>Balance End of August</b>	<b>\$ 92,956.09</b>

**TOTAL LUNCH BALANCE                    \$121,844.68**

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Activity Account Balance – September, 2024

Beginning bank balance as of September 1, 2024	<b>\$ 65,334.63</b>
September expenditures	- 45,457.87
September deposits	+ 51,973.09
<b>Balance End of September</b>	<b>\$ 71,849.85</b>

PO Number	Invoice Number	Vendor Name	Invoice Date	Amount
Account Number		Detail Description		Amount
Checking Account ID	1	Fund Number 01	GENERAL FUND	
	10072024	AT&T	09/26/2024	295.28
01 2510 382 001		Monthly fee		156.50
01 2510 382 002		Monthly fee		138.78
	10112024	AT&T	09/26/2024	109.58
01 2510 382 001		Long Distance		58.08
01 2510 382 002		Long Distance		51.50
	101120242	AT&T	09/26/2024	109.58
01 2510 382 001		Long Distance		58.08
01 2510 382 002		Long Distance		51.50
	V*10072024	AT&T	09/26/2024	(295.28)
01 2510 382 001		Monthly fee		(156.50)
01 2510 382 002		Monthly fee		(138.78)
	V*10112024	AT&T	09/26/2024	(109.58)
01 2510 382 001		Long Distance		(58.08)
01 2510 382 002		Long Distance		(51.50)
Total AT&T				109.58
	10072024	Century Link	09/26/2024	295.28
01 2510 382 001		Monthly fee		156.50
01 2510 382 002		Monthly fee		138.78
Total Century Link				295.28
	100720242	First National Bank Omaha	09/26/2024	12,198.22
01 2510 580 001		travel		67.50
01 1100 610 001		supplies		2,262.76
01 1100 610 002		supplies		1,200.57
01 2510 610 001		supplies		163.39
01 2510 610 002		supplies		144.89
01 2710 490 002 0007		repairs		275.15
01 2120 610 002		supplies		131.95
01 1100 432 001		supplies		600.33
01 1100 432 002		supplies		532.37
01 1100 610 001 0001		supplies		85.90
01 1100 352 001		PD		501.43
01 1100 352 002		PD		444.66
01 1200 610 001		supplies		770.00
01 1200 610 002		supplies		1,388.80
01 6998 890 001		MH Grant		436.75
01 6998 890 002		MH Grant		387.30
01 3551 610 001		CTE Grant		959.00
01 2710 626 001 0004		fuel		102.06
01 3535 610 001		supplies		597.79
01 2130 610 002		supplies		859.22
01 2130 610 001		supplies		286.40
Total First National Bank Omaha				12,198.22
7646	05102025	Life Track Services	09/26/2024	420.00
01 1100 610 001		Senior Survey		420.00
Total Life Track Services				420.00
	10092024	Nebraska Public Power Distric	09/26/2024	7,149.46
01 2610 621 001		Electric		3,789.21
01 2610 621 002		Electric		3,360.25
Total Nebraska Public Power Distric				7,149.46

**Board Report - Detail**

PO Number	Invoice Number	Vendor Name	Invoice Date	Amount
Account Number		Detail Description		Amount
	10142024	Village Of Homer	09/26/2024	712.65
01 2610 621 001		Water		377.70
01 2610 621 002		Water		334.95
Total	Village Of Homer			<u>712.65</u>
Fund Number	01			<u>20,885.19</u>
Checking Account ID	1			<u>20,885.19</u>

## Principal Board Report – October 16, 2024

### District

- Conferences
  - Elementary
    - Parent/Teacher Conference Results
      - Fall 2021 - 91%/Spring 2022 - 89%
      - Fall 2022 - 97%/Spring 2023 - 89%
      - Fall 2023 - 94%/Spring 2024 - 94%
      - Fall 2024 - 95%

Murphy - 4PK - 92%	Heaton - 4PK - 92%
B. Olson - K - 92%	Scott - K - 100%
Boelter - 1st - 89%	Dorcey - 1st - 100%
Ford - 2nd - 100%	Morgan - 2nd - 100%
Curry – 3rd - 100%	Hermelbracht - 3rd - 86%
Jump - 4th - 93%	Sanchez - 4th - 93%
N. Olson - 5th - 100%	Bennier - 5th - 95%
Krause - SPED - Attended 15 conferences	Rich - Title 1 - Attended 22 conferences

- Secondary
  - Parent/Teacher Conference Results

### Elementary

- Elementary Enrichment - Mrs. Schmidt
  - Students qualified based on their NSCAS (Spring 2024) score.
  - Held during the day (lunchtime/recess)
  - Mixture of STEM activities and hands-on activities with speakers.
- Elementary Student Council - Mrs. Oldenburg
  - 3rd-5th Grade students
  - Created campaign poster and delivered speech to grade level
  - 15 students
  - Begin meeting on Thursday, October 16
  - Service projects - TBD
  - Guest speakers - agriculture and rural communities
  - Host semesterly fun nights
- Homer Volunteer Fire Department Tour
  - Kindergarten, 3rd, 4th, and 5th
  - October 11 and October 18

- [Trunk or Treat](#)
  - October 31, 2024
  - Set Up - 2:15-2:45
  - Students - 2:45-3:15
  - The event will be held inside.
  - Currently, 11 volunteers have signed up.
- Knight PRIDE Celebration
  - Thursday, October 24
  - Future Celebrations:
    - 2nd Quarter - December 19
    - 3rd Quarter - March 6
- [October Elementary Newsletter](#)

## **JH/HS**

- Fall sports coming to an end
  - XC Conference Champions!
  - JH Wrestling starts today
- Sophomores - Wayne State College Fair
- Government Class - County Government Day
- Juniors & Seniors - Career Fair SSC
- Many students taking classes for college credit
  - Northeast Community College - College Algebra (Dave - 6 students), English Composition (Delperdang - 12 students)
  - Nebraska Indian Community College - 6 students taking classes (English Comp 2, Personal Finance, Native American Literature, Human Anatomy/Physiology and Lab, Intro to Health Care).
  - Little Priest - 15 students taking classes (12 Psychology and 3 CNA)
  - Mr. Dz now certified by NICC to teach math classes



## NEBRASKA DEPARTMENT OF EDUCATION COMPLIANCE CHECKLIST FOR ACCREDITED SCHOOLS K-12

**DEFINITIONS:**

**002.17 School** means an individual attendance center within a school system which provides either elementary, middle, secondary and/or high school education.

**002.18 School District** means the territory under the jurisdiction of a single public school board as authorized in Chapter 79 of the Revised Statutes of Nebraska.

**002.19 School System** means a public school district or a nonpublic school or group of nonpublic schools under a governing body organized to provide education in elementary, middle, secondary, and/or high school grades as provided in this Chapter.

CODE SECTION	REGULATORY and STATUTORY REQUIREMENTS	MEETS COMPLIANCE Yes / No
<b>003</b>	<b>MANDATORY REQUIREMENTS FOR LEGAL OPERATION</b>	
<b>003.01</b> Certification	The school system shall use only persons certificated pursuant to 92 NAC 21 to be a teacher or administrator. Pursuant to 79-1603 R.R.S., persons conducting religion or pre kindergarten classes in nonpublic schools which are not counted as a part of the school's courses for purposes of complying with the requirements of this Chapter are excluded from this requirement. Pursuant to 79-802.01 R.R.S., American Indian language teachers who are approved by the tribe to teach their native language are also excluded from this requirement when conducting native language classes.	
<b>003.05</b> Graduation Requirements	<p>Each high school shall require from grades nine through twelve at least 200 credit hours for graduation, for which at least 80 percent shall be from the core curriculum. The number of credit hours given for a course may be less than the number of instructional units and may be increased up to 25 percent above the number of instructional units.</p> <p><b>003.05A</b> By the 2014-15 school year, school districts shall adopt and implement graduation requirements that meet the highest level of rigor of the standards as specified in the state standards set forth in the appendices of this Chapter, including, but not limited to the following:</p> <p><b>003.05A1 Language Arts.</b> Forty (40) credit hours of Language Arts with course content that includes composition, verbal communication, literature, research skills, and technical reading and writing.</p> <p><b>003.05A2 Mathematics.</b> Thirty (30) credit hours of mathematics with course content that includes algebraic, geometric, data analysis, and probability concepts.</p> <p><b>003.05A3 Science.</b> Thirty (30) credit hours of science with course content that includes biological, earth/space, and physical science concepts with corresponding science inquiry skills and laboratory experience.</p> <p><b>003.05A4 Social Studies/History.</b> Thirty (30) credit hours of social studies/history with course content that includes civics/government, geography, United States and world history, and economic concepts.</p> <p><b>003.05B</b> School systems may adopt a policy allowing high school credit to be awarded to students enrolled in a middle grades course if the course content and requirements are equivalent to a course offered in the high school.</p>	

	<p><b>003.05C</b> As required in 92 NAC 18, school systems accept the academic credit earned at Interim Program Schools and issue diplomas to students transferring from Interim Program Schools who have met the requirements for graduation from their own accredited high school.</p>	
<p><b>003.06 School Year</b></p>	<p>Each school system shall provide at least the following instruction annually between July 1 and June 30 for the grades it offers: (a) for grades up through grade eight, the time equivalent to 1,032 hours, (b) for grades nine through twelve, the time equivalent to 1,080 hours; and (c) for kindergarten, the time equivalent to 400 hours.</p> <p>When a school is dismissed for any reason such as tournaments or contests, parent/teacher conferences, funerals, parades, and school picnics, time shall not be counted in meeting the 400/1,032/1,080 hour school year requirement. Time scheduled for the school lunch period shall not be counted in meeting the school year requirements.</p> <p>Pursuant to the provisions of 79-213 R.R.S., school systems unable to meet the minimums for instructional hours due to epidemic sickness, severe storm conditions, or destruction of the school house may request permission from the Board to offer fewer than the minimum hours by submitting an affidavit sworn to by the secretary of school board and explaining the circumstances resulting in the request.</p>	

004	CURRICULUM AND STANDARDS	
<p><b>004.01A-B Instructional Program and Standards</b></p>	<p>The instructional program of the school system is based on written purposes or standards and is approved by the local board of education or governing body. These documents are on file in each school building and each certificated staff member is provided a copy.</p> <p>School districts adopt academic content standards in the subject areas of reading and writing (language arts), mathematics, and science determined by each district to be measurable quality standards that are the same as, equal to, or more rigorous than the state academic content standards in Appendix A (English Language Arts Standards), Appendix B (Mathematics Standards), Appendix C (Science Standards), and Appendix D (Social Studies Standards) pursuant to 79-760.01 R.R.S. The deadline for school districts to adopt replacement academic content standards will not extend past one year following the State Board's adoption of new content standards. Nonpublic schools have local academic content standards for reading, writing, mathematics, science, and social studies/history approved by the local governing body.</p>	
<p><b>004.01C Curriculum and Standards</b></p>	<p>The school system has written guides, frameworks, or standards for all other areas of the curriculum. In connection with this requirement, school systems are encouraged to adopt the Fine Arts Standards adopted by the State Board March 4, 2014. The school system also has a written description of the library media and guidance programs.</p>	
<p><b>004.01D Writing</b></p>	<p>Writing experiences are incorporated in all curricular areas K-12.</p>	
<p><b>004.01E Technology</b></p>	<p>Educational/computer technology is incorporated in the instructional program at the elementary, middle, and secondary levels.</p>	
<p><b>004.01F Multicultural Education</b></p>	<p>The instructional program in public schools incorporates multicultural education in all curriculum areas at all grades. Multicultural education includes, but is not limited to, studies relative to the culture, history, and contributions of African Americans, Hispanic Americans, Native Americans, Asian Americans and European Americans with special emphasis on human relations and sensitivity toward all races. The regulation is based on statute and cannot be waived through Section 013.01 of 92 NAC 10.</p> <p><u>004.01F1</u> The district has a statement of philosophy or mission for the multicultural education program. Local program goals address multicultural education.</p>	

	<p><u>004.01F2</u> The district curriculum guides, frameworks, or standards incorporate multicultural education.</p> <p><u>004.01F3</u> The district multicultural education program includes a process for selecting appropriate instructional materials.</p> <p><u>004.01F4</u> The district has a process for provision of staff development in multicultural education including professional development for administrators, teachers, and support staff which is congruent with local district and program goals.</p> <p><u>004.01F5</u> The district has a process for periodic assessment of the multicultural education program. An annual status report is provided to the local board of education.</p>	
<p><b>004.02A</b> Elementary Instructional Program</p>	<p>The elementary school has a representative weekly schedule for each classroom teacher encompassing experiences in the following subject areas:</p> <p><u>004.02A1</u> Reading and Language Arts. The curriculum includes development and practice of skills and understanding in reading, writing, speaking, and listening. It helps children develop appreciation of literature, creativity, and expression.</p> <p><u>004.02A2</u> Mathematics. The curriculum includes development, practice, and application of numeration, computation, estimation, problem solving, geometry/spatial concepts, measurement and related topics.</p> <p><u>004.02A3</u> Social Studies. The curriculum helps children to develop an understanding of the world and its people. It includes experiences drawn from geography, history, economics, government, citizenship, career awareness, human relations, current affairs, and cultural studies. This includes instruction in American history and stories about the exploits and deeds of American heroes, singing patriotic songs, memorizing the Star-Spangled Banner and America, and reverence for the flag and proper conduct for its presentation as provided in 79-724 R.R.S.</p> <p><u>004.02A4</u> Science. The curriculum helps children develop an understanding of science concepts and processes, and includes science as inquiry. It includes experiences drawn from physical science, life science, earth and space science, science and technology, and history and nature of science.</p> <p><u>004.02A5</u> Health. The curriculum helps children develop an understanding of the body systems, nutrition, wellness (including physical activity), and healthy living habits.</p> <p><u>004.02A6</u> Physical Education. The curriculum helps children develop and maintain physical coordination, large and small muscle control, physical fitness, leisure activities, and healthy behaviors.</p> <p><u>004.02A7</u> Visual Arts. The curriculum helps children understand and apply a variety of media, techniques, and processes within a range of subject matter, symbols, and ideas. The curriculum includes reflection upon and assessment of art and study of art in relation to history, culture, and other curricular areas.</p> <p><u>004.02A8</u> Music. The curriculum helps children to sing and play a variety of music, read and notate music, listen to and describe music, and evaluate music. The curriculum includes music in relation to history, culture, and other curricular areas.</p>	
<p><b>004.02B</b> Kindergarten Admissions</p>	<p>For school year 2012-2013 and each school year thereafter, admission to public school kindergarten is on an unqualified basis to all resident children who will reach age 5 by July 31 of the calendar year in the school year for which the child is seeking admission begins. Testing prior to school entrance, if any, is conducted only to identify children with disabilities under 92 NAC 51 or to meet requirements of 79-214(2) R.R.S.</p>	
<p><b>004.02C</b> K-6 Athletic Limitations</p>	<p>Pupils in kindergarten through sixth grade do not participate in any kinds of athletic contests between schools within a school system or between school systems except that elementary school systems having seventh and eighth grade athletics may include sixth grade boys or girls when combined enrollment for seventh and eighth grade becomes fewer than 12 boys or 12 girls and if the school board or local governing body has a policy regulating participation for sixth graders. Annual field or play days are excluded from this regulation.</p>	
<p><b>004.03A</b> Middle Grade Instruction</p>	<p>The program in the middle grades includes instruction for each grade each year in the following subject areas. Instruction may be provided through separate courses, integrated blocks of time, and/or through exploratory programs.</p> <p><u>004.03A1</u> <b>Reading.</b> The curriculum includes experiences designed to help students expand, develop and apply reading skills introduced in the elementary grades. It includes reading for both information and enjoyment.</p> <p><u>004.03A2</u> <b>Language Arts.</b> The curriculum includes activities that engage students in using language for a variety of reading, writing, speaking, and listening purposes.</p> <p><u>004.03A3</u> <b>Mathematics.</b> The curriculum includes practice in numeration, computation, estimation, problem solving, geometry/spatial concepts, and measurement. It introduces algebraic and statistical concepts and provides opportunities for students to develop understanding of the structure of mathematics.</p> <p><u>004.03A4</u> <b>Social Studies.</b> The curriculum includes content and experiences drawn from geography, history, economics, citizenship, government, cultural studies, and current events. This includes instruction in American history that makes the course interesting and attractive and to instill a love</p>	

	<p>of country as provided in 79-724 R.R.S. All history courses stress contributions of all ethnic groups in the development and growth of America.</p> <p><u>004.03A5</u> <b>Science.</b> The curriculum includes elements of life, physical, earth and space sciences, science as technology, and history of science. Learning activities emphasize science as inquiry and scientific processes and concepts.</p> <p><u>004.03A6</u> <b>Health.</b> The curriculum includes the study of body systems and those factors which affect health, including natural and man-made threats and individual health choices.</p> <p><u>004.03A7</u> <b>Art.</b> The curriculum includes activities and experiences designed to develop skills in working with a variety of artistic techniques, processes, and media. The curriculum relates art to history and culture and to other curricular areas.</p> <p><u>004.03A8</u> <b>Music.</b> The curriculum includes experiences that involve students in singing and playing musical instruments and provides opportunities for students to pursue individual musical interests and to develop individual talents. It includes the study of a varied repertoire of music and its relation to history and culture.</p> <p><u>004.03A9</u> <b>Physical Education.</b> The curriculum includes active involvement in health-related physical fitness activities designed to develop cardiorespiratory endurance, muscular strength and endurance, and flexibility. It encourages students to develop habits of physical exercise through individual and team activities and by emphasizing involvement rather than competition. Practice for and participation in interscholastic activities cannot substitute for any part of physical education.</p>	
<b>004.03B</b> Middle Grade Career Education	Career education is included in the middle grades program.	
<b>004.03C</b> Middle Grade Athletic Competitions	No student in grades seven or eight participates in interscholastic athletic contests between schools within a school system or between school systems which exceed six games in football, fourteen matches in volleyball, twelve games in basketball, eight meets in wrestling, eight meets in track and field, and eight contests in all other activities. Contest limits shall be based upon the total number of contests played. Each game, match or meet played in a tournament shall count as one of the contests permitted within these contest limits.	
<b>004.04A</b> High School Instructional Units	The high school program consists of courses totaling at least 400 instructional units.	
<b>004.04B1</b> Language Arts Units	60 instructional units. The curriculum includes written composition, critical reading, interpretation of fiction and non-fiction, oral presentation, and application of listening skills.	
<b>004.04B2</b> Social Science Units	40 instructional units. The curriculum includes content drawn from American and world history, geography, economics, civics, government and citizenship and may also include content from other social science areas such as sociology, psychology, and anthropology. This includes instruction in the U.S. and Nebraska Constitutions, the benefits and advantages of our government, the dangers of Nazism, Communism, and similar ideologies, the duties of citizenship and the appropriate patriotic exercises to include Lincoln's birthday, Washington's birthday, Flag Day, Memorial Day and Veterans Day as provided in 79-724 R.R.S.  All history courses stress contributions of all ethnic groups in the development and growth of America.	
<b>004.04B3</b> Math Units	40 instructional units. The curriculum includes communicating, reasoning, problem solving, numeration, computation, estimation, measurement, geometry, data analysis, probability and statistical concepts, and algebraic concepts.	
<b>004.04B4</b> Science Units	40 instructional units. The curriculum includes science concepts and processes, science as inquiry, physical science, life science, earth and space science, science and technology, and history and nature of science.	

<p><b>004.04B5</b> World Languages Units</p>	<p>20 instructional units or two years of daily classes in the same language. The curriculum includes reading, writing, speaking, and listening skills for communicating in one or more languages other than English, knowledge and understanding of other cultures, and developing insight into the nature of language and culture.</p>	
<p><b>004.04B6</b> Career Education Units</p>	<p>Beginning in 2010-11, the curriculum includes 80 instructional units in Career Education that include instruction in any of the following career fields: (1) Arts, Communication, and Information Systems, (2) Business, Marketing, and Management, (3) Environmental and Agricultural Systems, (4) Health Sciences, (5) Human Services and Resources, and (6) Industrial, Manufacturing, and Engineering Systems.</p> <p><u>004.04B6a</u> Communication and Information Systems. The curriculum in this career field includes areas such as advertising, public relations, commercial photography, journalism, graphic design, broadcasting, scriptwriting, radio/TV production, computer applications, web design, interactive media, networking, e-commerce, computer science, and information technology.</p> <p><u>004.04B6b</u> Business, Marketing, and Management. The curriculum in this career field includes areas such as e-commerce, business communication, finance, business and consumer law, entrepreneurship, accounting, business economics, personal finance, consumer economics, financial services marketing, retailing, fashion marketing/merchandising, clothing and textiles, international marketing, sports and entertainment marketing, hospitality and recreation marketing.</p> <p><u>004.04B6c</u> Environmental and Agricultural Systems. The curriculum in this career field includes areas such as animal, plant, and soil sciences, agribusiness, food sciences, power, structural and technical systems, leadership and human resource development, natural resources, and environmental science.</p> <p><u>004.04B6d</u> Health Sciences. The curriculum in this career field includes areas such as nutrition and food, family health, medical terminology, certified nursing assistant, and health care sciences.</p> <p><u>004.04B6e</u> Human Services and Resources. The curriculum in this career field includes areas such as independent/adult living, home management, housing and home furnishings, family health, clothing and textiles, leadership and human resource development, business management, business law, international business, criminal justice, human growth and development, interpersonal relationships, parenting/child development, and applied psychology.</p> <p><u>004.04B6f</u> Industrial, Manufacturing, and Engineering Systems. The curriculum in this career field includes areas such as housing and home furnishings, woods and construction, construction/electricity, construction/home maintenance, computer aided drafting, metals and welding, manufacturing/metalworking, manufacturing/woodworking, millwork and cabinetmaking, electronics, technology engineering education, Principles of Technology, technology education, transportation power/auto mechanics, automotive services, data base management and computer applications.</p> <p><u>004.04B6g</u> Nonpublic college preparatory schools may substitute additional courses in language arts, foreign language, science, mathematics, and/or social science for up to 40 instructional units in career and technical education.</p>	
<p><b>004.04B7</b> Health / Physical Education Units</p>	<p>20 instructional units or two years of daily classes in personal health and physical fitness.</p> <p>The personal health and physical fitness curriculum includes content to emphasize life-long wellness habits. The curriculum emphasizes non-participation in high risk behavior. The physical fitness curriculum includes an active program of health-related physical fitness, including cardiorespiratory endurance, muscular strength and endurance, flexibility, and body composition. Practice for and participation in interscholastic athletic activities are not accepted as a substitute for any part of the personal health and physical fitness requirement.</p>	

<p><b>004.04B8</b> Visual and Performing Arts Units</p>	<p>40 instructional units which include each year instruction in vocal music, instrumental music, and visual arts. It may also include dance and theater. The visual and performing arts curriculum includes performance, interpretation, and evaluation.</p> <p><u>004.04B8a</u> Music. The curriculum includes singing and playing a varied repertoire of music, improvising melodies and accompaniments, reading and notating music, listening to and describing music, evaluating music and music performances, recognizing relationships between music and the other disciplines, and the study of music in relation to history and culture.</p> <p><u>004.04B8b</u> Visual Arts. The curriculum includes media, techniques, and processes; choice and evaluation of a range of subject matter, symbols, and ideas; assessment of characteristics and merits of student work and the work of others; and the visual arts in relation to other disciplines.</p>	
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005	ASSESSMENT	
<p><b>005.01A-B</b> Assessment Plan</p>	<p><u>005.01A</u> All school districts participate annually in statewide assessments in compliance with the schedule as outlined in Appendix E. Nonpublic schools have an assessment plan which includes a schedule and procedures for assessing success in achieving their academic content standards. Student success in achieving their standards is reported to the head administrator or governing board of the nonpublic school.</p> <p><u>005.01B</u> Whole grade norm-referenced assessment using a national assessment instrument begins no earlier than grade two and is conducted annually in at least one grade in each of the following two levels: grades 2-5; grades 6-8. A national assessment instrument is administered at least once in the high school grades. The Board's recommendations for assessing and reporting are found in Appendix E of this Chapter.</p>	
<p><b>005.02A-C</b> Statewide Assessment</p>	<p><u>005.02</u> Each school year, for the purpose of implementing a statewide system of tracking student achievement as required by 79-760.05 R.R.S., school districts shall report by June 30 of each school year the following data to the Department electronically via the NSSRS portal using the Department's student identifier system:</p> <p><u>005.02A</u> Individual student demographics including each student's race, poverty status, high mobility status, attendance, and limited English proficiency;</p> <p><u>005.02B</u> Individual student achievement including individual student achievement data from the state assessment instruments required in Section 005.01A and scores and subscores available to the district on national assessment instruments administered by the district; and</p> <p><u>005.02C</u> Individual student educational input characteristics including class size, teacher education, teacher experience, special education, early childhood programs, federal programs, and targeted education programs.</p>	
<p><b>005.03</b> Student Assistance Process</p>	<p>Each school has a student assistance process of its own design to provide problem solving and intervention strategies.</p>	

006	LIBRARY AND MEDIA	
<p><b>006.01A</b> Library/ Media Area</p>	<p>Each school has a library media area(s) which is available to students during the entire school day. All library media resources are properly cataloged, marked, and shelved according to a standard classification system.</p> <p>Each school has at least one set of encyclopedias available in either print or electronic format with copyright dates in the past five years.</p>	
<p><b>006.01B</b> New Library Resources</p>	<p>Each elementary school acquires a minimum of 25 new library media resources in print format, exclusive of textbooks and encyclopedia, of different titles, per teacher per year, up to 150 titles during one year.</p> <p>The minimum number of new titles in print format is 75 if library media resources are also available through electronic format. Each middle and high school acquires a minimum of 150 titles each year in either print or in full text electronic format.</p>	

<p><b>006.01C</b> Middle Grade Periodicals</p>	<p>Each middle level school subscribes to at least ten periodicals either in print or in full text electronic format.</p>	
<p><b>006.01D</b> Secondary School Periodicals</p>	<p>Each secondary school subscribes to at least 25 periodicals in print or in full text electronic format.</p>	
<p><b>007</b></p>	<p><b>INSTRUCTIONAL PROGRAM</b></p>	
<p><b>007.01A</b> Elementary Endorsed</p>	<p>Computed on a full-time equivalency basis, a minimum of 95 percent of the teachers in the elementary grades are assigned to areas for which they hold certificates having appropriate endorsements pursuant to 92 NAC 24.</p>	
<p><b>007.01B</b> Pre-K Coordinator</p>	<p>Pre-kindergarten programs operated by public schools are coordinated by a staff member who holds a Nebraska Teaching Certificate with at least 9 college credit hours in early childhood education.</p>	
<p><b>007.02A</b> Middle Grades Endorsed</p>	<p><u>007.02A</u> Computed on a full-time equivalency, at least 90 percent of the teachers in middle grades hold one of the following endorsements or meet the provisions of Sections 007.02A1a or 007.02A4:</p> <p><u>007.02A1</u> In grades seven and eight, any middle grades endorsement or an appropriate secondary endorsement.</p> <p><u>007.02A1a</u> Teachers holding an elementary endorsement may teach in grades seven and eight if they acquire six credit hours per year toward the middle grades endorsement or participate in staff development in accordance with a local mission and plan for education of middle grade students.</p> <p><u>007.02A2</u> In grades four through six, an elementary endorsement or any middle grades endorsement</p> <p><u>007.02A2a</u> Teachers holding a content area endorsement at the secondary level may teach grade six in that content area if they acquire six credit hours per year toward the elementary or middle grades endorsement or participate annually in staff development in accordance with a local mission and plan for education of middle grade students.</p> <p><u>007.02A3</u> In grade nine, an appropriate secondary endorsement or any middle grades endorsement.</p> <p><u>007.02A4</u> Teachers not holding an appropriate endorsement may be assigned to the middle grades if they acquire six credit hours per year toward a middle grades endorsement.</p> <p><u>007.02A5</u> Secondary teachers assigned to integrated courses or curriculum in grades seven through nine are considered appropriately endorsed if they hold an endorsement for any of the subjects or fields included in the course.</p>	
<p><b>007.03A</b> Secondary School Endorsed</p>	<p><u>007.03A</u> At least 80 percent of the instructional units offered in secondary grades during the regular school term are assigned to teachers who hold certificates having appropriate endorsements issued pursuant to 92 NAC 24. If 92 NAC 24 does not provide an endorsement designated for a particular course or subject area, any teacher holding a regular certificate may instruct such course without penalty to the school system. Teachers holding a subject endorsement are considered appropriately endorsed for any other subject within the broad field if they annually acquire, prior to the opening of school, six credit hours toward the subject endorsement or the broad field endorsement.</p> <p><u>007.03A1</u> Teachers assigned to integrated courses or curriculum in accordance with Sections 002.11 and 004.04C1 are considered appropriately endorsed if they hold an endorsement for any of the subjects or fields included in the course.</p>	

<b>007.04A</b> System Library/ Media Staffing	<u>007.04A</u> Each K-12 school system and each secondary school system has a person holding a Nebraska Teaching Certificate with an endorsement appropriate for library science or educational media specialist, or meeting Section 007.04B, assigned on at least a one-half time basis to provide library media services to the school system.	
<b>007.04A1</b> Building Media Staffing	<u>007.04A1</u> Each school building having an enrollment of from 70 to 249 students has a person holding a valid Nebraska Teaching Certificate with an appropriate endorsement for library science or educational media specialist assigned on at least a one-fifth time basis or has a library media paraprofessional assigned on at least a one-half time basis under the supervision of a certificated staff member.	
<b>007.05A</b> Guidance Staffing	<u>007.05A</u> Each K-12 and each secondary school system assigns at least a one-half time equivalency person to conduct a guidance and counseling program. The level of assignment is determined by the local school system and the person assigned holds a guidance and counseling endorsement appropriate for the level(s) assigned. When enrollment in a school system exceeds 400, the system assigns at least one full-time equivalency appropriately endorsed person.	
<b>007.05B</b> Guidance Staffing Middle and High School	<u>007.05B</u> School systems having a total of 300 or more students in the middle grades, secondary grades, or high school grades assign at least a one-half time appropriately endorsed person to provide guidance and counseling for the level. When the total enrollment in any of those levels reaches 450, one full-time equivalent appropriately endorsed person is assigned. Thereafter, an additional one-half time appropriately endorsed person is assigned for each 225 students at any of those levels.	
<b>007.05C</b> Elementary Guidance Program	<u>007.05C</u> School districts having 300 or more students in the elementary grades have guidance programs or services available for the elementary students. The procedures and time allotment are determined by the local school district.	
<b>007.06A</b> Certificated Staff Evaluation	<p><u>007.06A</u> The school district has a written board policy for the evaluation of teachers. The policy is approved by the Department as required by 79-318 (5)(h) R.R.S. Sections 007.06A through 007.06B are based on statute and cannot be waived under the provisions of Section 013 of 92 NAC 10.</p> <p><u>007.06A1</u> The policy is implemented by written procedures that include:</p> <p><u>007.06A1a</u> Annual written communication of the evaluation process to those being evaluated;</p> <p><u>007.06A1b</u> A description of the duration and frequency of observations and written evaluations for probationary and permanent teachers;</p> <p><u>007.06A1c</u> Specific district-defined evaluation criteria, which include, at a minimum:</p> <p><u>007.06A1c(1)</u> Instructional performance,</p> <p><u>007.06A1c(2)</u> Classroom organization and management, and</p> <p><u>007.06A1c(3)</u> Personal and professional conduct.</p> <p><u>007.06A1d</u> Provision for written communication and documentation to the evaluated teacher specifying all noted deficiencies, specific means for the correction of the noted deficiency, and an adequate timeline for implementing the concrete suggestions for improvement;</p> <p><u>007.06A1e</u> Provision for the teacher to offer a written response to the evaluation; and</p> <p><u>007.06A1f</u> A description of the district plan for training evaluators.</p> <p><u>007.06A2</u> In the event a district changes its policies or procedures for certificated-employee evaluation, it shall submit the revised policies and procedures to the Commissioner or designee for approval. If the Commissioner or designee finds the policies and procedures in compliance with the requirements of Sections 007.06A through 007.06A1f, of this Chapter, it notifies the district in writing that such policies and procedures are approved. Such approval shall remain in effect until there is a change in the policies or procedures by the district, or the amendment of state law or regulations relating to such approval. In the event the Commissioner or designee does not find the revised policies and procedures of the district in compliance with the provisions of this Chapter, the Commissioner or designee will notify the district in writing and the district may resubmit amended policies and procedures.</p>	
<b>007.07A</b> Staff Development	The school system annually conducts or arranges staff development sessions. Each teacher participates in at least ten hours of staff development activities each year.	
<b>008</b>	<b>ADMINISTRATIVE STAFF</b>	

<p><b>008.02A</b> Administrative Staffing and Endorsement</p>	<p><u>008.02</u> Each elementary school has a principal assigned who holds a Nebraska Administrative and Supervisory Certificate with an endorsement appropriate for serving as an elementary principal or for superintendent.</p> <p>When the number of full-time equivalency teachers supervised by a principal in one or more school systems reaches 10, the principal is assigned at least one-half time for administration and supervision. The principal is assigned full-time when the number of full-time equivalency teachers reaches 20 or more.</p>	
<p><b>008.03A</b> Middle Grades Endorsement Options</p>	<p><u>008.03A</u> Each middle grades school has a principal who holds a Nebraska Administrative and Supervisory Certificate with an endorsement for middle grades principal, elementary principal, secondary principal or for superintendent.</p> <p><u>008.03A1</u> Middle grades schools having only grades four through six have a principal holding an endorsement for elementary principal, middle grades principal, or superintendent.</p> <p><u>008.03A2</u> Middle grades schools having only grades seven through nine have a principal holding an endorsement for middle grades principal, secondary principal, or superintendent.</p>	
<p><b>008.03B</b> Middle Grades Principal Staffing</p>	<p><u>008.03B</u> When the number of full-time equivalency teachers supervised by the principal reaches 10, the principal is assigned at least one-half time for administration and supervision. The principal is assigned full-time when the number of full-time equivalency teachers reaches 20 or more.</p>	
<p><b>008.04A</b> Secondary Grades Principal Staffing</p>	<p><u>008.04A</u> Each secondary school has a principal assigned who holds a Nebraska Administrative and Supervisory Certificate with an endorsement for serving as a secondary principal or for superintendent. When the number of full-time equivalency teachers reaches 10 or more, the principal is assigned at least one-half time for administration and supervision. The principal is assigned full-time for administration and supervision when the number of full-time equivalency teachers reaches 20 or more.</p>	
<p><b>008.05A</b> Head Administrator Endorsement</p>	<p><u>008.05A</u> Each K-12 and each secondary school system having grades ten through twelve has a head administrator who holds a Nebraska Administrative and Supervisory Certificate with an endorsement for serving as a superintendent. Nonpublic systems may share an area or diocesan head administrator.</p>	
<p><b>008.05B</b> Administrative Positions Endorsement</p>	<p><u>008.05B</u> Any person assigned to administrative and/or supervisory duties holds a Nebraska Administrative and Supervisory Certificate with an appropriate endorsement for the position held.</p>	
<p><b>008.05C</b> Certificates Filed</p>	<p><u>008.05C</u> A copy of the certificate or permit of each staff member who is required to have a certificate is on file in the school or school system's administrative office. Upon initial employment or acquisition of a new certificate, the certificate or permit is registered by the head administrator of the school system in accordance with 79-804(1) R.R.S.</p>	

<p><b>009</b></p>	<p><b>CONTINUOUS IMPROVEMENT</b></p>	
<p><b>009.01A</b> Continuous Improvement Plan</p>	<p><u>009.01A</u> The school system develops and implements a school improvement process to promote quality learning for all students. This process includes procedures and strategies to address quality learning, equity, and accountability. In public schools, the process incorporates multicultural education as described in 004.01G. In all school systems, the school improvement process includes the following activities at least once within each five years.</p> <p><u>009.01A1</u> Review and update of a mission or vision statement.</p> <p><u>009.01A2</u> Collection and analysis of data about student performance, demographics, learning climate, and former high school students.</p> <p><u>009.01A3</u> Selection of improvement goals. At least one goal is directed toward improving student performance.</p> <p><u>009.01A4</u> Development and implementation of a plan which includes procedures, strategies, or actions to achieve goals.</p> <p><u>009.01A5</u> Evaluation of progress toward improvement goals.</p>	

<b>009.01B</b> External Visit	The school improvement process includes a visitation by a team of external representatives to review progress and provide written recommendations. A copy of the written recommendations is provided to the Department. The external team visits are conducted at least once each five years.	
<b>010</b>	<b>ACCOUNTABILITY REPORTING</b>	
<b>010.01A</b> Annual Written Report	<b>010.01A</b> The school system annually prepares a written report which includes at least student academic performance as required in Section 005.02, school system demographics, school improvement goals and progress and, in the case of public schools, financial information. School systems report the information in accordance with the policy in 010.01B.	
<b>010.01B</b> Policy for Performance Report(s)	<b>010.01B</b> The school system has a written policy for annually preparing and distributing the performance report(s) required in Section 010.01A to the residents of the district or, in the case of nonpublic schools, to the appropriate body. The policy assures that individual test scores are kept confidential. If the school has fewer than ten students in the grades being reported, or if reporting would allow for the identification of students because they all had comparable scores, no public reports of student performance are provided for those grades.	
<b>011</b>	<b>SCHOOL ENVIRONMENT</b>	
<b>011.01A</b> Building Safety	<b>011.01A</b> Each school system maintains safe, healthful, and sanitary conditions within the school building(s) and on the school grounds and meets fire, safety, and health codes.	
<b>011.01B</b> Safety Plan	<b>011.01B</b> Each school system has a safety and security plan for the schools in the system. The plan addresses the safety and security of students, staff, and visitors. The plan is approved by the local governing body.	
<b>011.01C</b> Safety Committee	<b>011.01C</b> Each school system has a school safety and security committee which includes representatives of faculty, parents, and the community. The committee meets at least annually to prepare and/or review safety and security plans and procedures, including emergency plans and procedures.	
<b>011.01D</b> Safety and Security Visit	<b>011.01D</b> The school system's safety and security plan(s) are reviewed annually by one or more persons not on the local school system safety committee and not an employee of the school system. This review will include a visit to school buildings to analyze plans, policies, procedures, and practices and provide recommendations. Any recommendations made as a result of the analysis are forwarded to the head administrator and to the school safety and security committee to be considered in making revisions to the plan.	
<b>011.01E</b> Seclusion and Restraints	<b>011.01E</b> Each school system has a seclusion and restraints policy approved by the school board or local governing body.	
<b>011.01F</b> Bullying	<b>011.01F</b> Each school system shall develop and adopt a policy concerning bullying prevention and education for all students. The school system shall review the policy annually.	
<b>011.01G</b> Dating Violence Policy	<b>011.01G</b> Pursuant to 79-2,141 (2) R.R.S., each school district shall develop and adopt a specific policy to address incidents of dating violence involving students at school. This policy shall include a statement that dating violence will not be tolerated.	
<b>012</b>	<b>SCHOOL SYSTEM GOVERNANCE</b>	

<b>012.01A</b> Written Board Policies Accessible	<u>012.01A</u> The governing body has a written set of policies for the school system. These policies are accessible in each school building.	
<b>012.01B</b> Policy On Instructional Hours	<u>012.01B</u> The school system has a written policy which assures that each school will meet the statutory requirement of at least 400 hours for kindergarten, at least 1,032 hours for students up through grade eight, and at least 1,080 hours for students in grades nine through twelve. The policy(ies) or regulations stipulate the conditions for which individual students may be excused from the regular school day.	
<b>012.01C</b> Ratio of Pupils to Certificated Staff	<u>012.01C</u> The ratio of pupils to certificated staff members, computed on a full-time equivalency basis, in each school does not exceed 25 to 1.	
<b>APPENDIX</b>		
Americanism Committee	School Board has an Americanism Committee to carry out 79-725	
Character Education	Character education instruction emphasis in public and nonpublic classrooms 79-725	
Seizure Safe Schools	Public, private, denominational, and parochial schools educate staff as outline in the Seizure Safe Schools Act 79-3201	
Financial Literacy	Meet Financial Literacy component as outlined in NE Revised Statute 79-3001 through 79-3004	

**Updated August 2023**



# HOMER COMMUNITY SCHOOL

## 2023- 24 DISTRICT/BOARD GOALS AND PRIORITIES

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### BOARD OF EDUCATION

PAUL TIGHE, PRESIDENT

AARON REIS - TREASURER

TYLER KIRKHOLM

BYRON HALL, VICE - PRESIDENT

KRISTINA NELSEN - SECRETARY

RYAN HARRIS

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**SUPERINTENDENT**  
GREGG CRUICKSHANK

**JH-HS PRINCIPAL**  
TOM COVIELLO

**ELEMENTARY PRINCIPAL**  
ABBIE UHL

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### HOMER COMMUNITY SCHOOL MISSION STATEMENT

The Homer Community School District provides a safe, supportive environment in which all students will develop the skills, knowledge, and integrity essential for a successful future. This includes educating students to: read with understanding, communicate clearly, solve problems effectively, think critically, and act responsibly.

## Identified Goals/Priorities

### **1) Sustaining student achievement and opportunity**

- a. Study and assess curriculum offerings and align them to students' interests and strengths.
- b. Implement supports and interventions to ensure the opportunity for all students to be successful.
- c. Digital Classroom implementation
  - Continue to develop digital capacity to correlate lesson planning and instructional strategies as it relates to depth of student learning, understanding, application of content, and ethical use and application of digital resources.
- d. Utilize the graduation and post-graduation data survey to support decisions regarding programs of study, track student post-secondary education progress, and job placement.

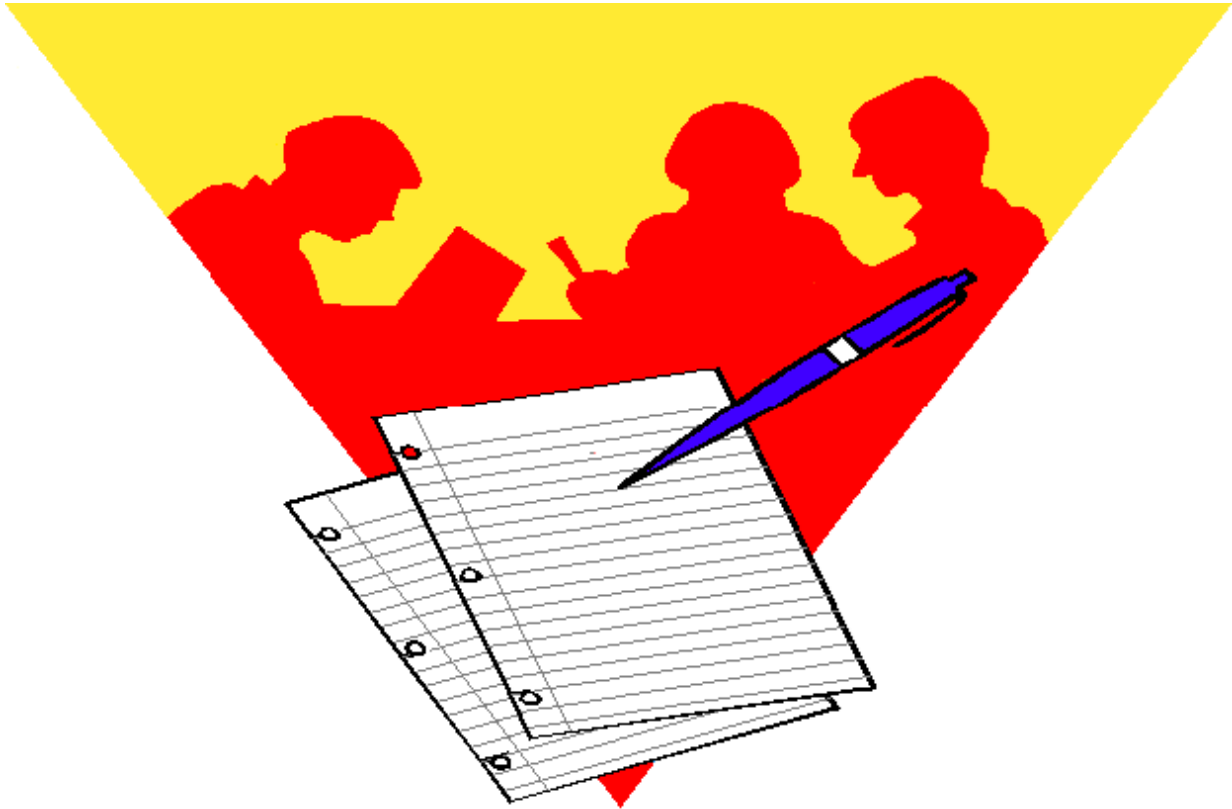
### **2) Continue to study and evaluate current space utilization, new construction, and building efficiency to provide a safe and optimal learning environment.**

### **3) Community involvement, growing trust, and communications**

- a. Expand opportunities for engagement of students, parents, and patrons.

### **4) Develop a staff retention and recruitment plan that is committed to excellence, inspiring greatness, and exceeding expectations.**

# Homer Community School



## Postgraduate Survey Class of 2022

*Prepared by:*

LifeTrack Services, Inc.  
1271 Port Drive, Clarkston, WA 99403  
1-800-738-6466

# **SURVEY SUMMARY**

## **AS OF 9/12/2024**

### **MAILING SUMMARY**

<b>GRADUATES:</b>	<b>23</b>
<b>BAD ADDRESSES</b>	<b>0</b>

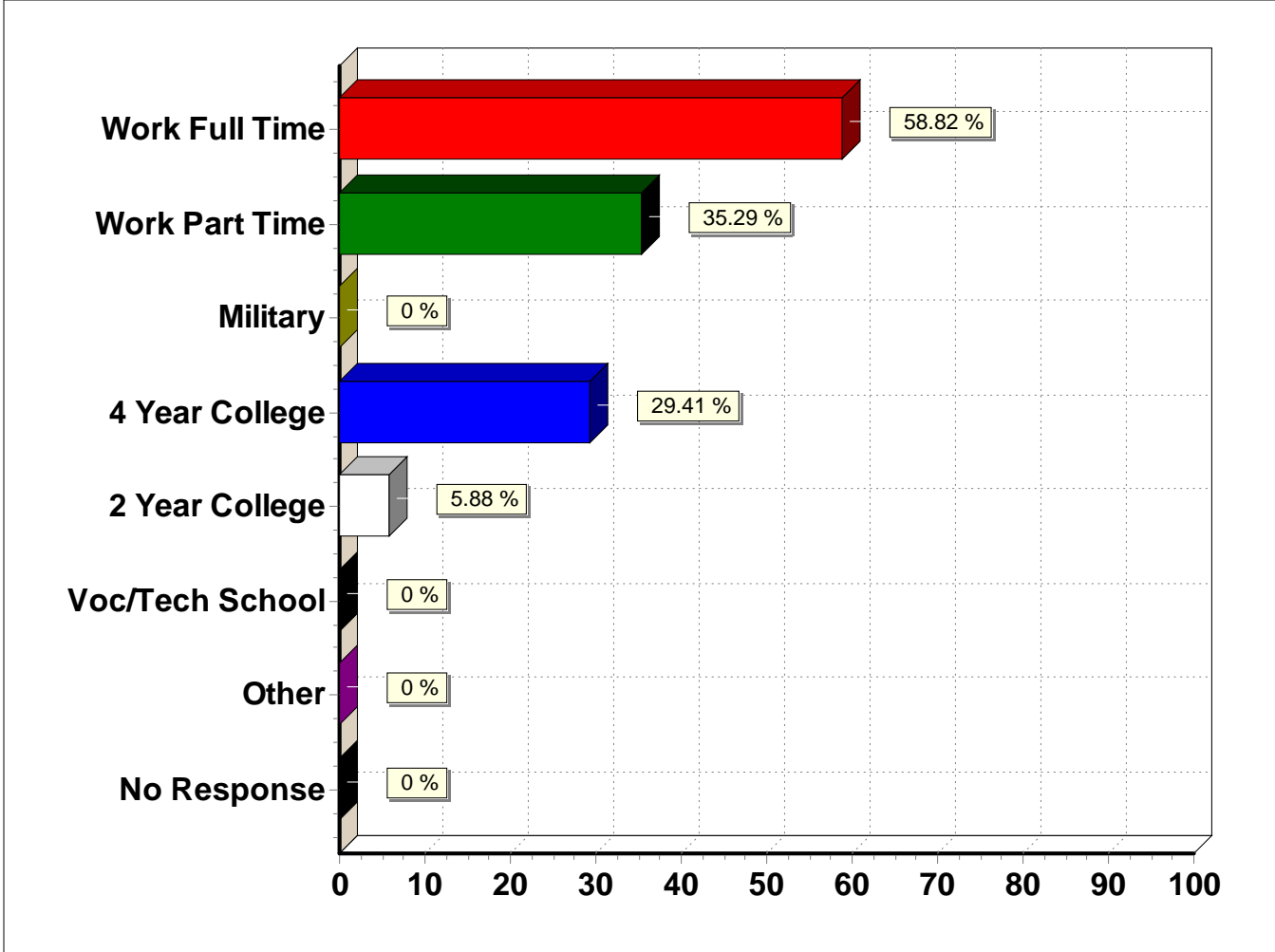
### **FOLLOW-UP CALL SUMMARY**

<b>GRADUATES:</b>	<b>23</b>
<b>NO PHONE NUMBERS:</b>	<b>0</b>
<b>DISCONNECTED PHONE NUMBERS:</b>	<b>1</b>
<b>WRONG PHONE NUMBERS:</b>	<b>0</b>
<b>GRADUATE FOLLOW-UP CALLS</b>	<b>22</b>

### **SURVEY RESULTS**

<b>NOT INTERESTED IN COMPLETING</b>	<b>0</b>
<b>TOTAL RESPONSES TO SURVEY</b>	<b>17</b>
<b>% RESPONDING TO SURVEY:</b>	<b>73.9%</b>

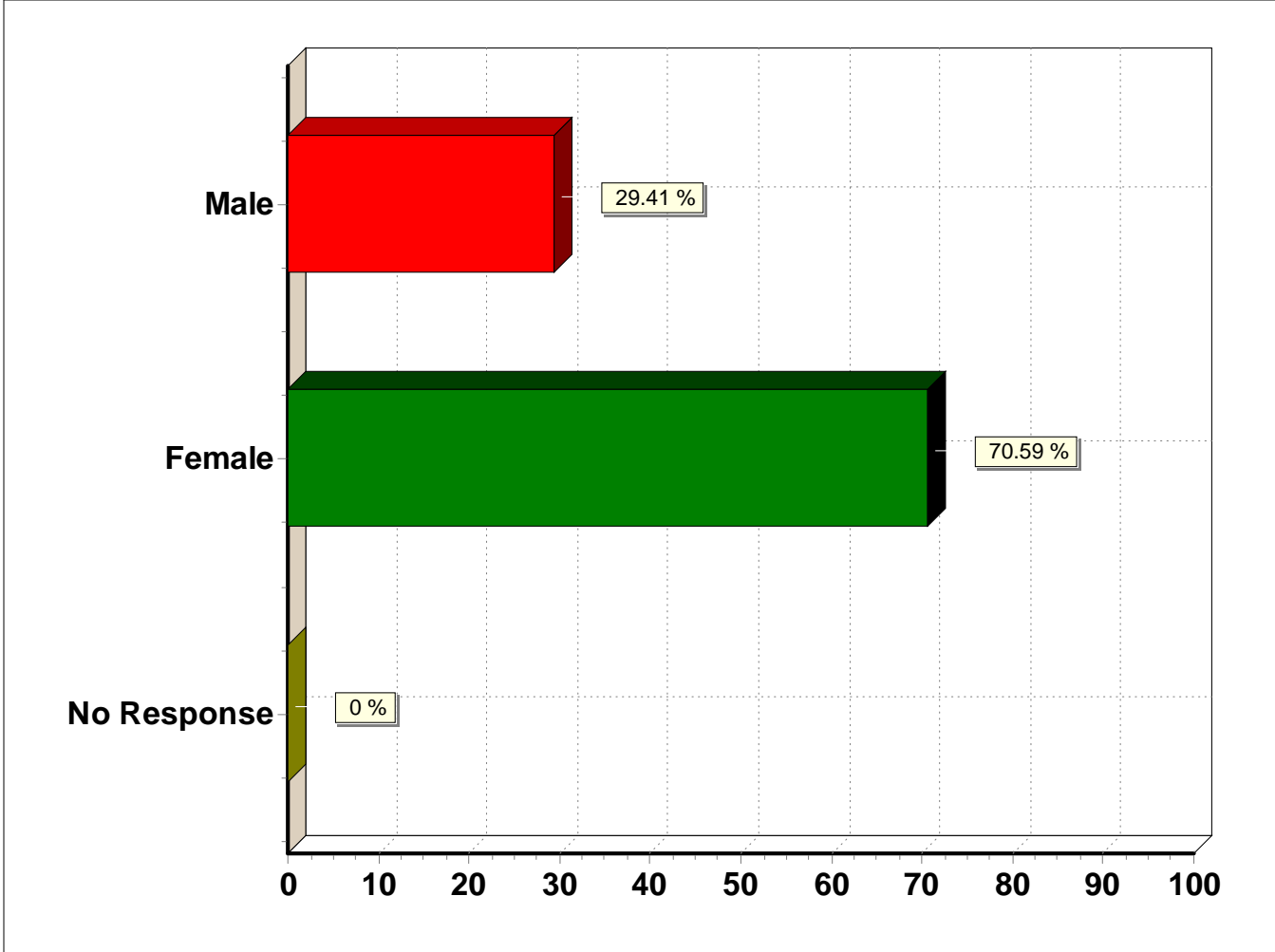
**Present Status: (Mark all that apply)**



**Present Status: (Mark all that apply)**

Response (n = 17)	Frequency	Percent
Work Full Time	10	58.8%
Work Part Time	6	35.3%
Military	0	0.0%
4 Year College	5	29.4%
2 Year College	1	5.9%
Voc/Tech School	0	0.0%
Other	0	0.0%
No Response	0	0.0%

**Gender:**



**Gender:**

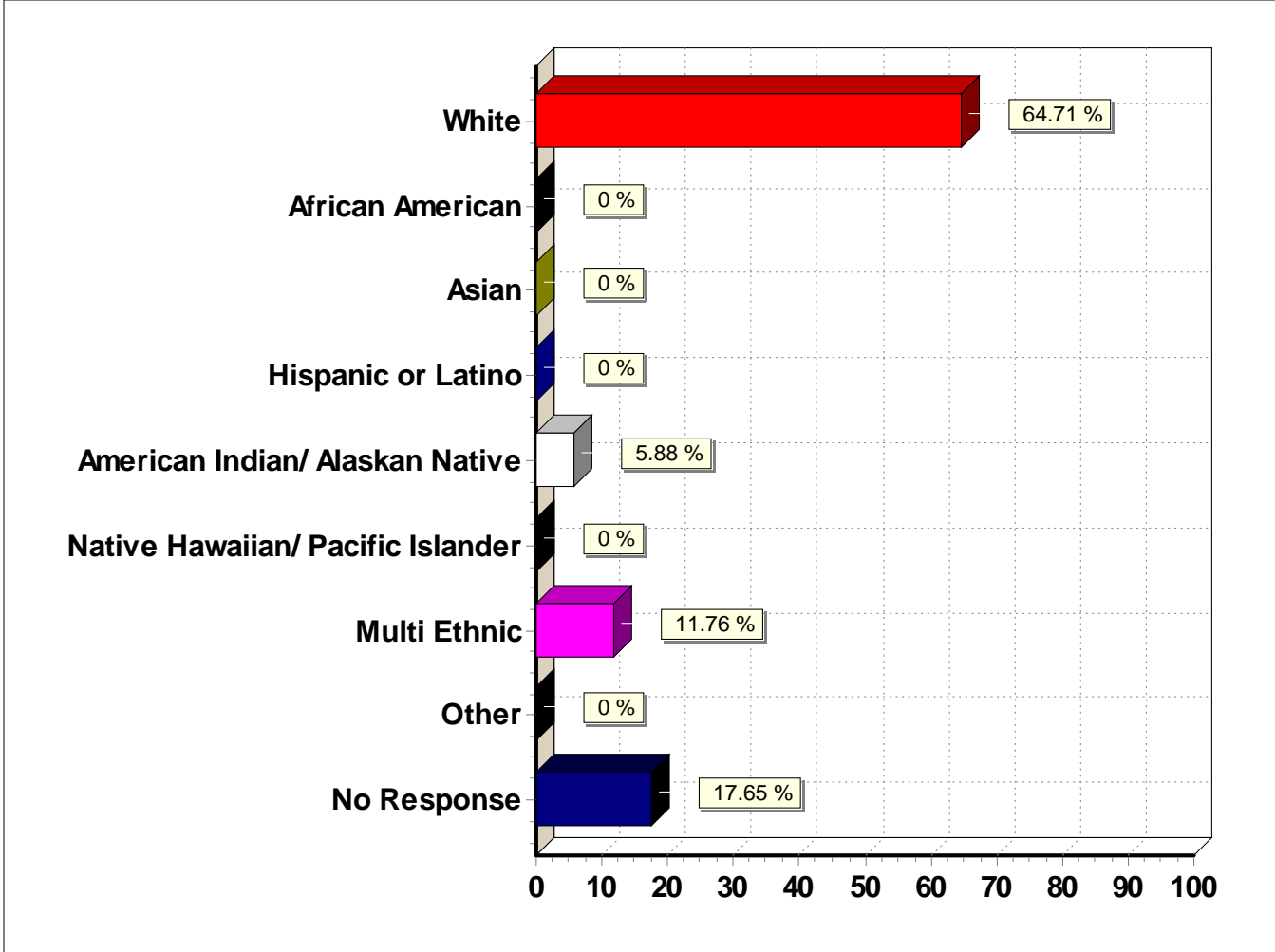
Response (n = 17)	Frequency	Percent
Male	5	29.4%
Female	12	70.6%
No Response	0	0.0%

**Question disaggregated into cross tabulations by Ethnic Origin and Gender**

Frequency Row Percent		Gender:			
		Male	Female	No Response	Total (Row)
<b>Ethnicity / Race:</b>	White	2 18.2%	9 81.8%	0 0.0%	11 100.0%
	African American	0 0.0%	0 0.0%	0 0.0%	0 0.0%
	Asian	0 0.0%	0 0.0%	0 0.0%	0 0.0%
	Hispanic or Latino	0 0.0%	0 0.0%	0 0.0%	0 0.0%
	American Indian/ Alaskan Native	0 0.0%	1 100.0%	0 0.0%	1 100.0%
	Native Hawaiian/ Pacific Islander	0 0.0%	0 0.0%	0 0.0%	0 0.0%
	Multi Ethnic	1 50.0%	1 50.0%	0 0.0%	2 100.0%
	Other	0 0.0%	0 0.0%	0 0.0%	0 0.0%
	No Response	2 66.7%	1 33.3%	0 0.0%	3 100.0%
	Total (Column)	5	12	0	17
	Count (n)	17			

Frequency Row Percent		Ethnicity / Race:									
		White	African American	Asian	Hispanic or Latino	American Indian/ Alaskan Native	Native Hawaiian/ Pacific Islander	Multi Ethnic	Other	No Response	Total (Row)
<b>Gender:</b>	Male	2 40.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	1 20.0%	0 0.0%	2 40.0%	5 100.0%
	Female	9 75.0%	0 0.0%	0 0.0%	0 0.0%	1 8.3%	0 0.0%	1 8.3%	0 0.0%	1 8.3%	12 100.0%
	No Response	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%
	Total (Column)	11	0	0	0	1	0	2	0	3	17
	Count (n)	17									

**Ethnicity / Race:**



**Ethnicity / Race:**

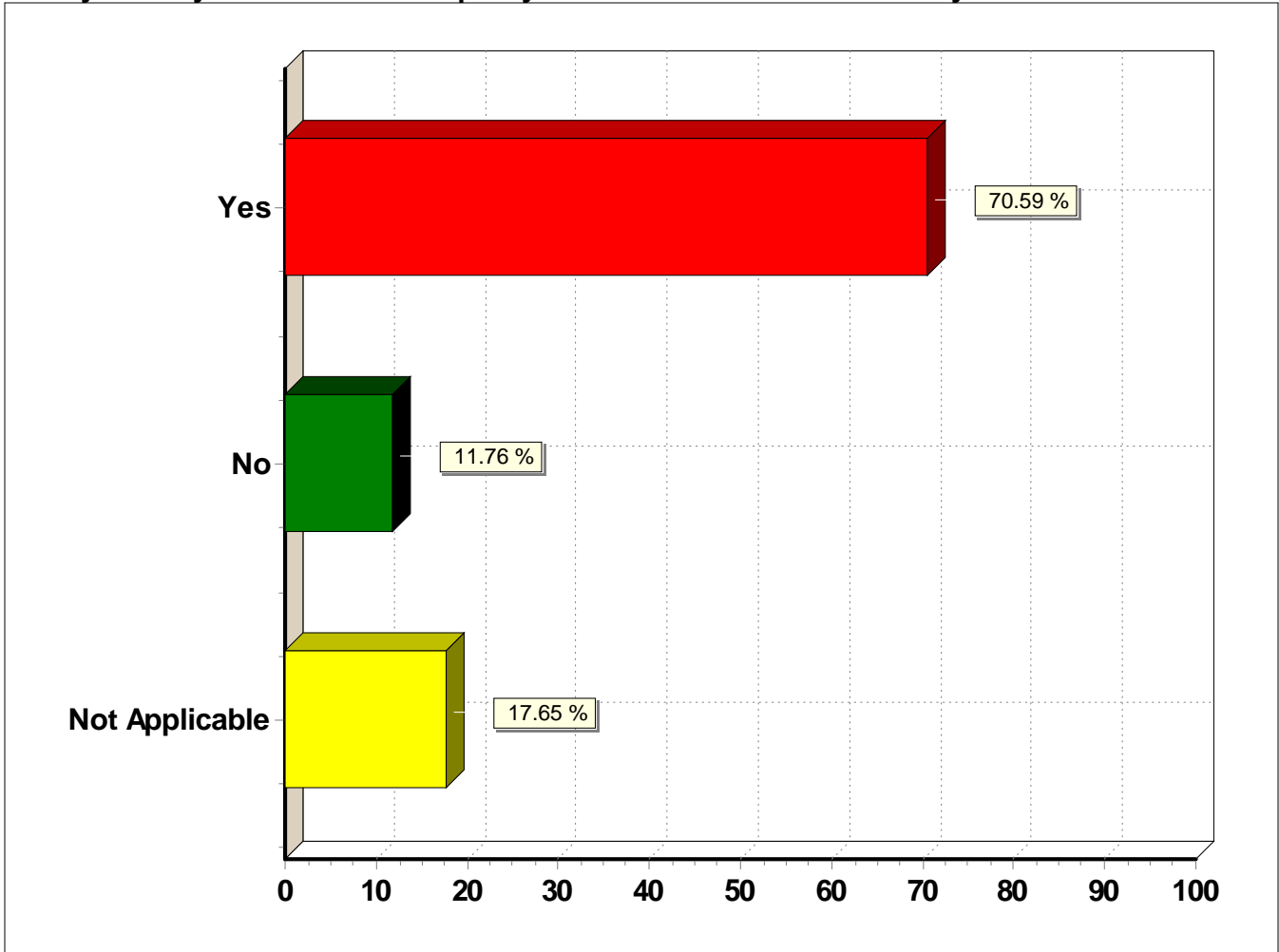
Response (n = 17)	Frequency	Percent
White	11	64.7%
African American	0	0.0%
Asian	0	0.0%
Hispanic or Latino	0	0.0%
American Indian/ Alaskan Native	1	5.9%
Native Hawaiian/ Pacific Islander	0	0.0%
Multi Ethnic	2	11.8%
Other	0	0.0%
No Response	3	17.6%

*Question disaggregated into cross tabulations by Ethnic Origin and Gender*

Frequency Row Percent		Gender:			
		Male	Female	No Response	Total (Row)
<b>Ethnicity / Race:</b>	White	2 18.2%	9 81.8%	0 0.0%	11 100.0%
	African American	0 0.0%	0 0.0%	0 0.0%	0 0.0%
	Asian	0 0.0%	0 0.0%	0 0.0%	0 0.0%
	Hispanic or Latino	0 0.0%	0 0.0%	0 0.0%	0 0.0%
	American Indian/ Alaskan Native	0 0.0%	1 100.0%	0 0.0%	1 100.0%
	Native Hawaiian/ Pacific Islander	0 0.0%	0 0.0%	0 0.0%	0 0.0%
	Multi Ethnic	1 50.0%	1 50.0%	0 0.0%	2 100.0%
	Other	0 0.0%	0 0.0%	0 0.0%	0 0.0%
	No Response	2 66.7%	1 33.3%	0 0.0%	3 100.0%
	Total (Column)	5	12	0	17
	Count (n)	17			

Frequency Row Percent		Ethnicity / Race:									
		White	African American	Asian	Hispanic or Latino	American Indian/ Alaskan Native	Native Hawaiian/ Pacific Islander	Multi Ethnic	Other	No Response	Total (Row)
<b>Gender:</b>	Male	2 40.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	1 20.0%	0 0.0%	2 40.0%	5 100.0%
	Female	9 75.0%	0 0.0%	0 0.0%	0 0.0%	1 8.3%	0 0.0%	1 8.3%	0 0.0%	1 8.3%	12 100.0%
	No Response	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%
	Total (Column)	11	0	0	0	1	0	2	0	3	17
	Count (n)	17									

1. Do you feel you were offered a quality education at Homer Community School?



1. Do you feel you were offered a quality education at Homer Community School?

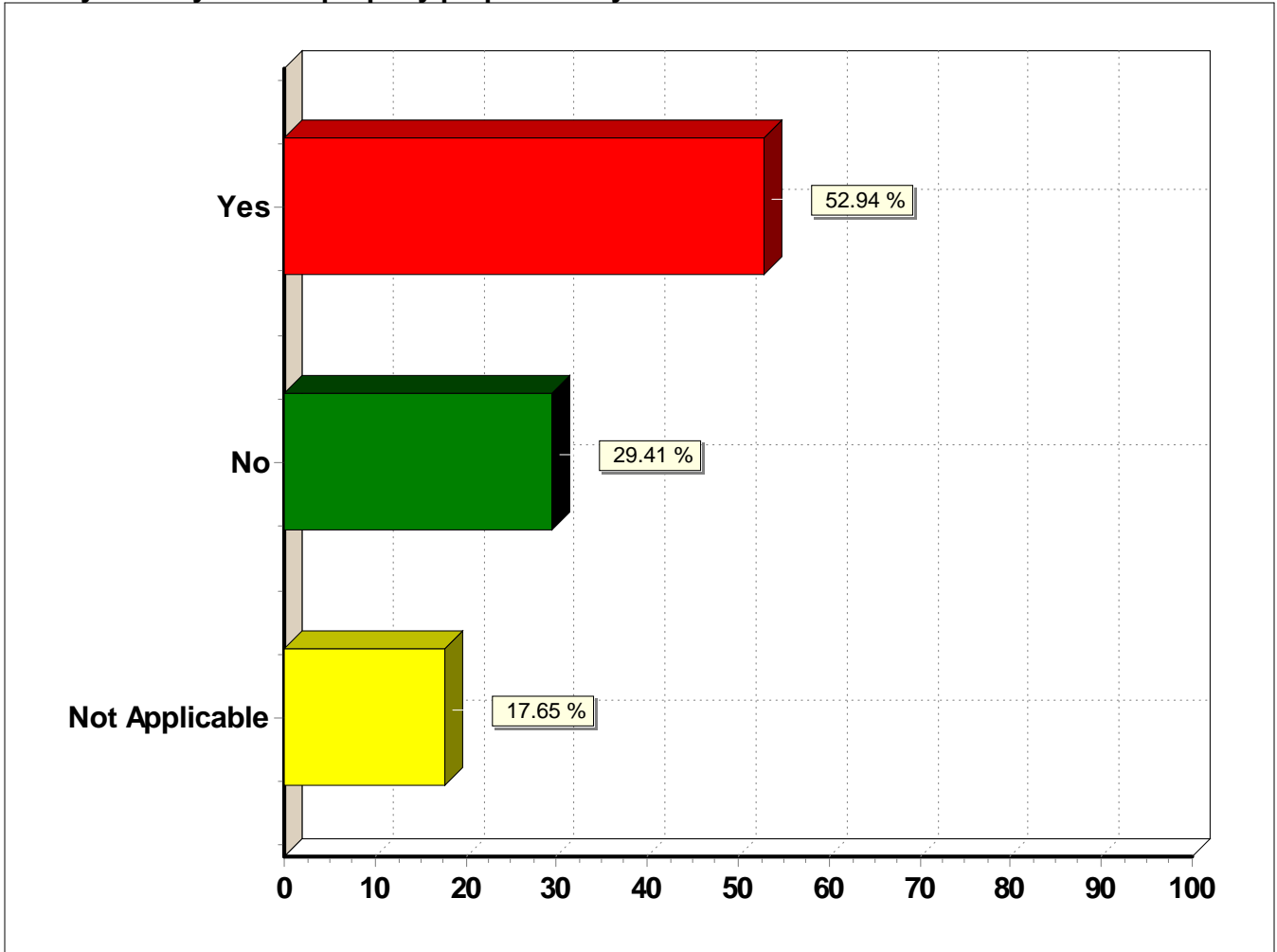
Response (n = 17)	Frequency	Percent
Yes	12	70.6%
No	2	11.8%
Not Applicable	3	17.6%

**Question 1 disaggregated into cross tabulations by Ethnic Origin and Gender**

Frequency Row Percent		1. Do you feel you were offered a quality education at Homer Community School?			
		Yes	No	Not Applicable	Total (Row)
<b>Gender:</b>	Male	3 60.0%	0 0.0%	2 40.0%	5 100.0%
	Female	9 75.0%	2 16.7%	1 8.3%	12 100.0%
	No Response	0 0.0%	0 0.0%	0 0.0%	0 0.0%
	Total (Column)	12	2	3	17
	Count (n)	-	-	-	-
Count (n) 17					

Frequency Row Percent		1. Do you feel you were offered a quality education at Homer Community School?			
		Yes	No	Not Applicable	Total (Row)
<b>Ethnicity / Race:</b>	White	9 81.8%	2 18.2%	0 0.0%	11 100.0%
	African American	0 0.0%	0 0.0%	0 0.0%	0 0.0%
	Asian	0 0.0%	0 0.0%	0 0.0%	0 0.0%
	Hispanic or Latino	0 0.0%	0 0.0%	0 0.0%	0 0.0%
	American Indian/ Alaskan Native	1 100.0%	0 0.0%	0 0.0%	1 100.0%
	Native Hawaiian/ Pacific Islander	0 0.0%	0 0.0%	0 0.0%	0 0.0%
	Multi Ethnic	2 100.0%	0 0.0%	0 0.0%	2 100.0%
	Other	0 0.0%	0 0.0%	0 0.0%	0 0.0%
	No Response	0 0.0%	0 0.0%	3 100.0%	3 100.0%
	Total (Column)	12	2	3	17
	Count (n)	-	-	-	-
Count (n) 17					

**2. Do you feel you were properly prepared for your future?**



**2. Do you feel you were properly prepared for your future?**

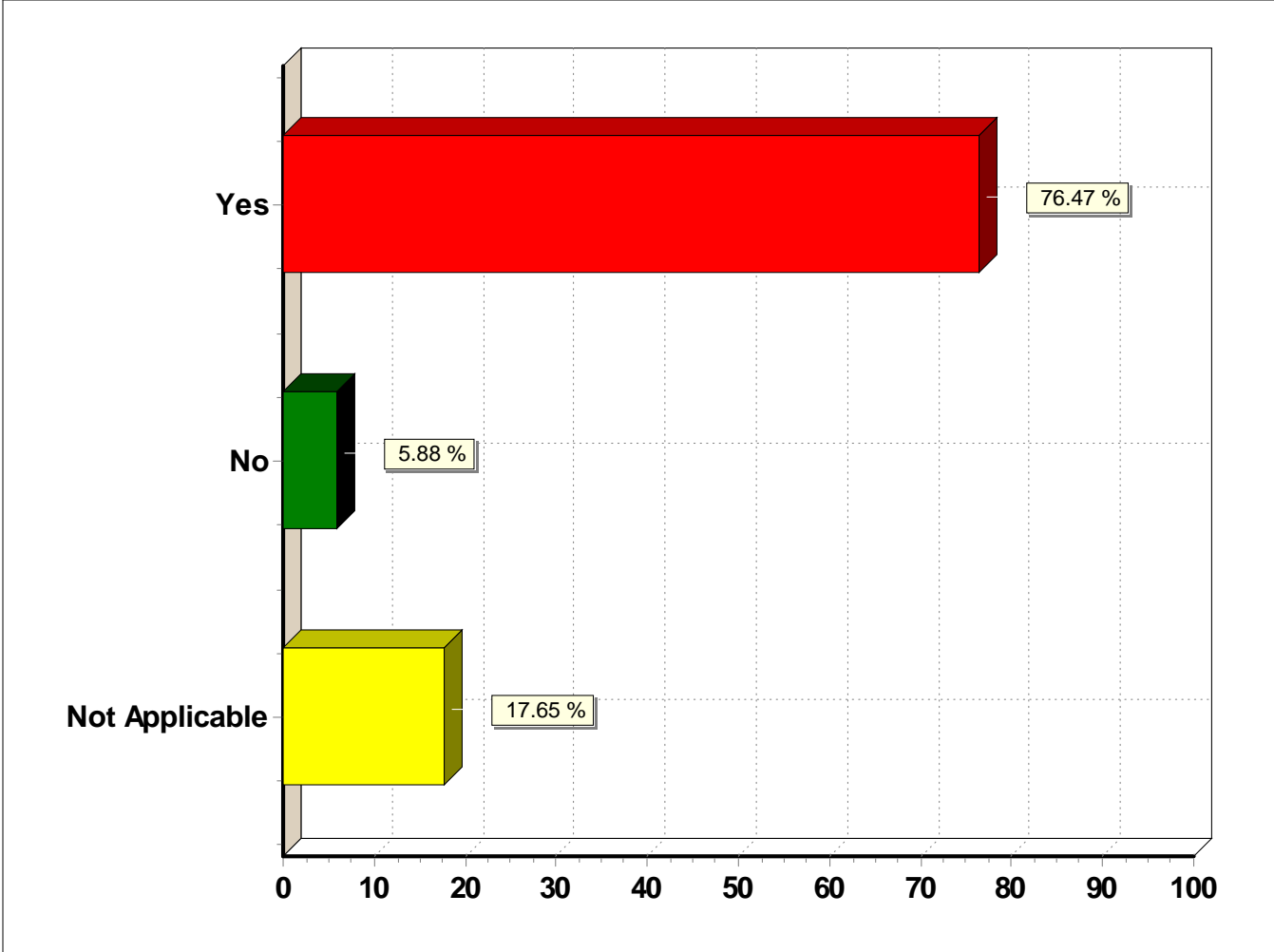
Response (n = 17)	Frequency	Percent
Yes	9	52.9%
No	5	29.4%
Not Applicable	3	17.6%

**Question 2 disaggregated into cross tabulations by Ethnic Origin and Gender**

Frequency Row Percent		2. Do you feel you were properly prepared for your future?			
		Yes	No	Not Applicable	Total (Row)
<b>Gender:</b>	Male	3 60.0%	0 0.0%	2 40.0%	5 100.0%
	Female	6 50.0%	5 41.7%	1 8.3%	12 100.0%
	No Response	0 0.0%	0 0.0%	0 0.0%	0 0.0%
	Total (Column)	9	5	3	17
	Count (n)	-	-	-	-

Frequency Row Percent		2. Do you feel you were properly prepared for your future?			
		Yes	No	Not Applicable	Total (Row)
<b>Ethnicity / Race:</b>	White	6 54.5%	5 45.5%	0 0.0%	11 100.0%
	African American	0 0.0%	0 0.0%	0 0.0%	0 0.0%
	Asian	0 0.0%	0 0.0%	0 0.0%	0 0.0%
	Hispanic or Latino	0 0.0%	0 0.0%	0 0.0%	0 0.0%
	American Indian/ Alaskan Native	1 100.0%	0 0.0%	0 0.0%	1 100.0%
	Native Hawaiian/ Pacific Islander	0 0.0%	0 0.0%	0 0.0%	0 0.0%
	Multi Ethnic	2 100.0%	0 0.0%	0 0.0%	2 100.0%
	Other	0 0.0%	0 0.0%	0 0.0%	0 0.0%
	No Response	0 0.0%	0 0.0%	3 100.0%	3 100.0%
	Total (Column)	9	5	3	17
	Count (n)	-	-	-	-

**3. Were you properly prepared in thinking skills such as creativity, decision making and problem solving?**



**3. Were you properly prepared in thinking skills such as creativity, decision making and problem solving?**

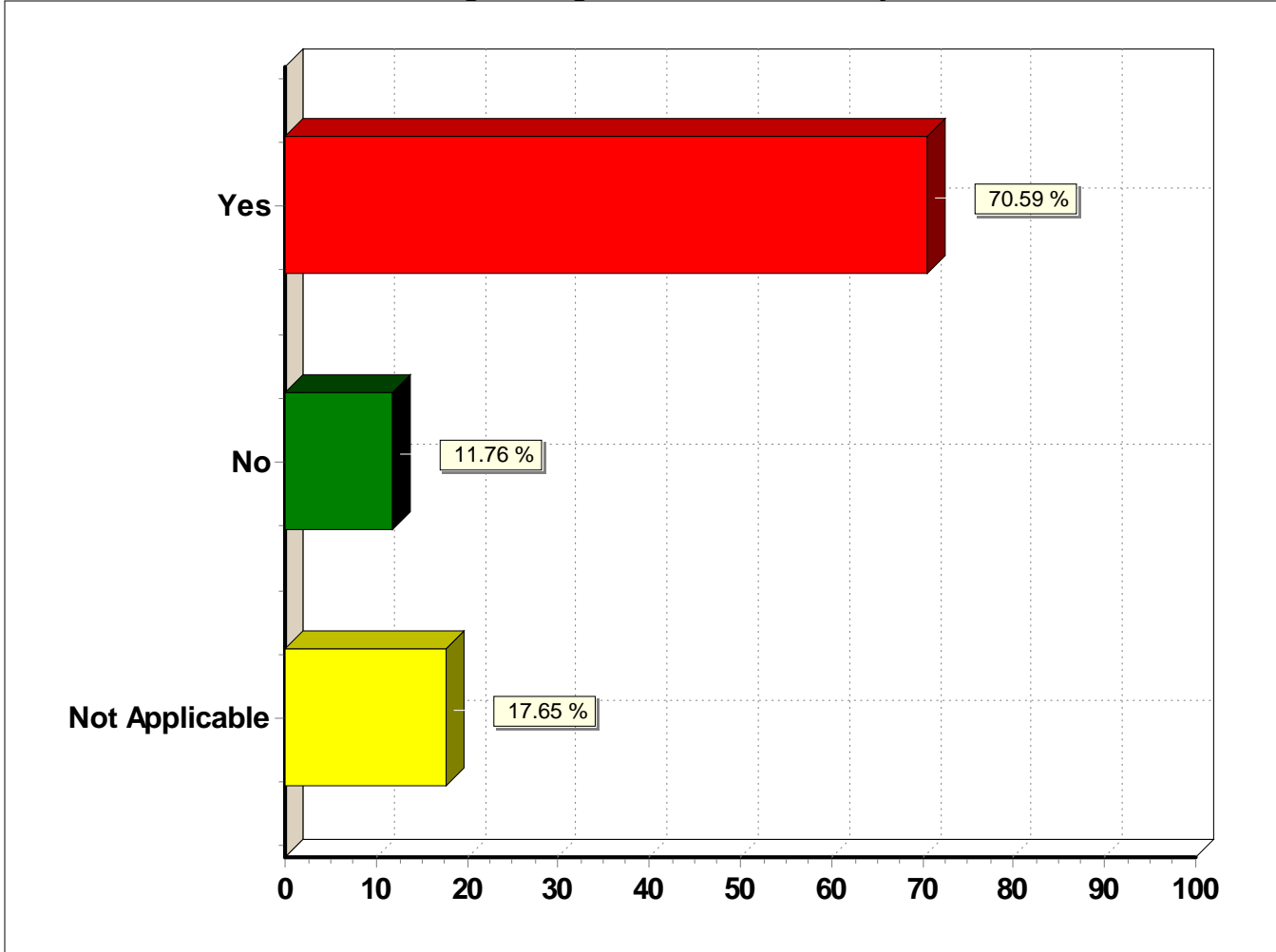
Response (n = 17)	Frequency	Percent
Yes	13	76.5%
No	1	5.9%
Not Applicable	3	17.6%

**Question 3 disaggregated into cross tabulations by Ethnic Origin and Gender**

Frequency Row Percent		<b>3. Were you properly prepared in thinking skills such as creativity, decision making and problem solving?</b>			
		Yes	No	Not Applicable	Total (Row)
<b>Gender:</b>	Male	3 60.0%	0 0.0%	2 40.0%	5 100.0%
	Female	10 83.3%	1 8.3%	1 8.3%	12 100.0%
	No Response	0 0.0%	0 0.0%	0 0.0%	0 0.0%
	Total (Column)	13	1	3	17
	Count (n)	-	-	-	-
Count (n) 17					

Frequency Row Percent		<b>3. Were you properly prepared in thinking skills such as creativity, decision making and problem solving?</b>			
		Yes	No	Not Applicable	Total (Row)
<b>Ethnicity / Race:</b>	White	11 100.0%	0 0.0%	0 0.0%	11 100.0%
	African American	0 0.0%	0 0.0%	0 0.0%	0 0.0%
	Asian	0 0.0%	0 0.0%	0 0.0%	0 0.0%
	Hispanic or Latino	0 0.0%	0 0.0%	0 0.0%	0 0.0%
	American Indian/ Alaskan Native	1 100.0%	0 0.0%	0 0.0%	1 100.0%
	Native Hawaiian/ Pacific Islander	0 0.0%	0 0.0%	0 0.0%	0 0.0%
	Multi Ethnic	1 50.0%	1 50.0%	0 0.0%	2 100.0%
	Other	0 0.0%	0 0.0%	0 0.0%	0 0.0%
	No Response	0 0.0%	0 0.0%	3 100.0%	3 100.0%
	Total (Column)	13	1	3	17
	Count (n)	-	-	-	-
Count (n) 17					

4. Were the academic standards high enough at Homer Community School?



4. Were the academic standards high enough at Homer Community School?

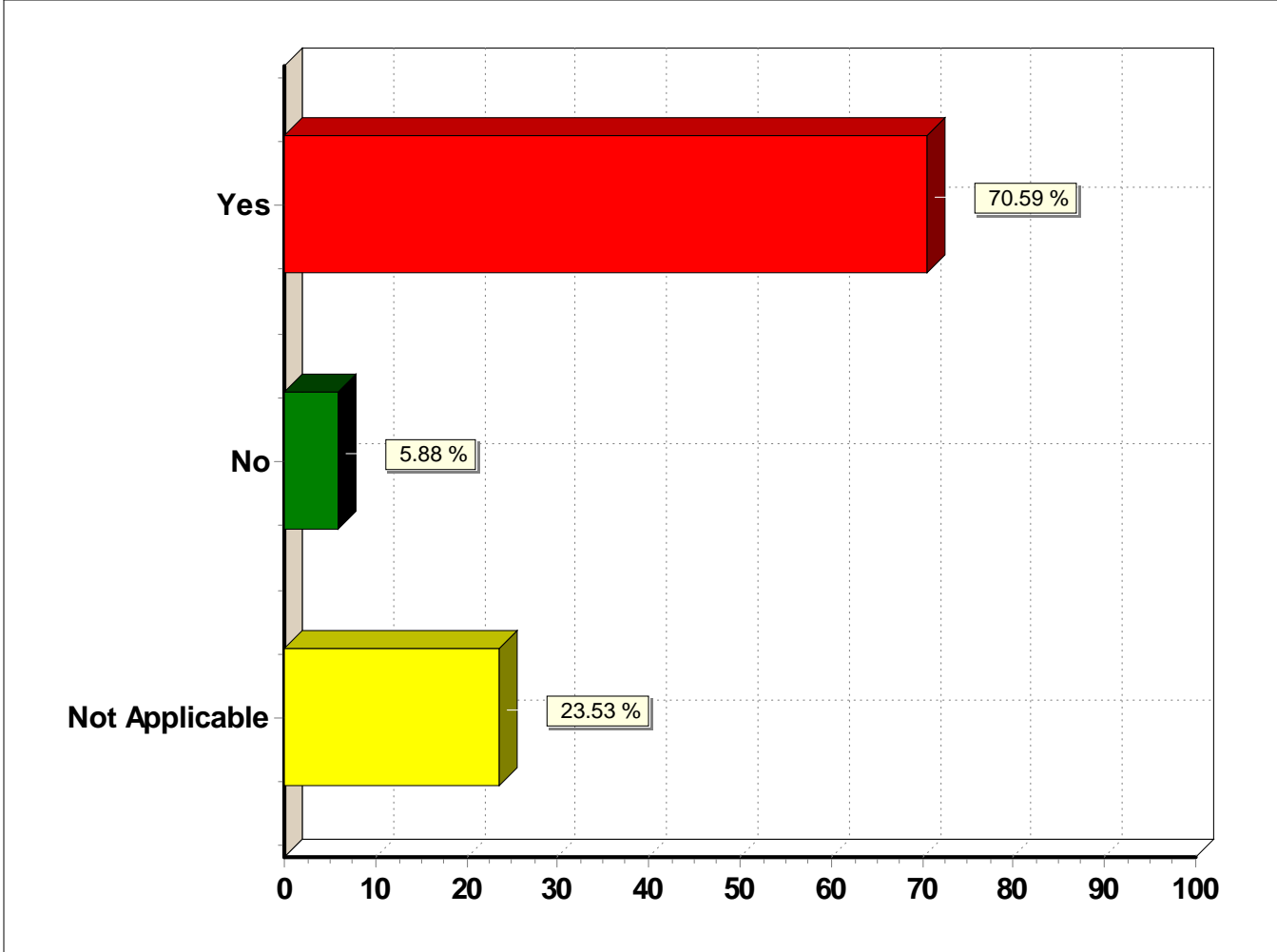
Response (n = 17)	Frequency	Percent
Yes	12	70.6%
No	2	11.8%
Not Applicable	3	17.6%

**Question 4 disaggregated into cross tabulations by Ethnic Origin and Gender**

Frequency Row Percent		<b>4. Were the academic standards high enough at Homer Community School?</b>			
		Yes	No	Not Applicable	Total (Row)
<b>Gender:</b>	Male	3 60.0%	0 0.0%	2 40.0%	5 100.0%
	Female	9 75.0%	2 16.7%	1 8.3%	12 100.0%
	No Response	0 0.0%	0 0.0%	0 0.0%	0 0.0%
	Total (Column)	12 -	2 -	3 -	17 -
	Count (n)	17			

Frequency Row Percent		<b>4. Were the academic standards high enough at Homer Community School?</b>			
		Yes	No	Not Applicable	Total (Row)
<b>Ethnicity / Race:</b>	White	9 81.8%	2 18.2%	0 0.0%	11 100.0%
	African American	0 0.0%	0 0.0%	0 0.0%	0 0.0%
	Asian	0 0.0%	0 0.0%	0 0.0%	0 0.0%
	Hispanic or Latino	0 0.0%	0 0.0%	0 0.0%	0 0.0%
	American Indian/ Alaskan Native	1 100.0%	0 0.0%	0 0.0%	1 100.0%
	Native Hawaiian/ Pacific Islander	0 0.0%	0 0.0%	0 0.0%	0 0.0%
	Multi Ethnic	2 100.0%	0 0.0%	0 0.0%	2 100.0%
	Other	0 0.0%	0 0.0%	0 0.0%	0 0.0%
	No Response	0 0.0%	0 0.0%	3 100.0%	3 100.0%
	Total (Column)	12 -	2 -	3 -	17 -
	Count (n)	17			

5. Did school provide an environment that was safe, drug-free, and positive for learning?



5. Did school provide an environment that was safe, drug-free, and positive for learning?

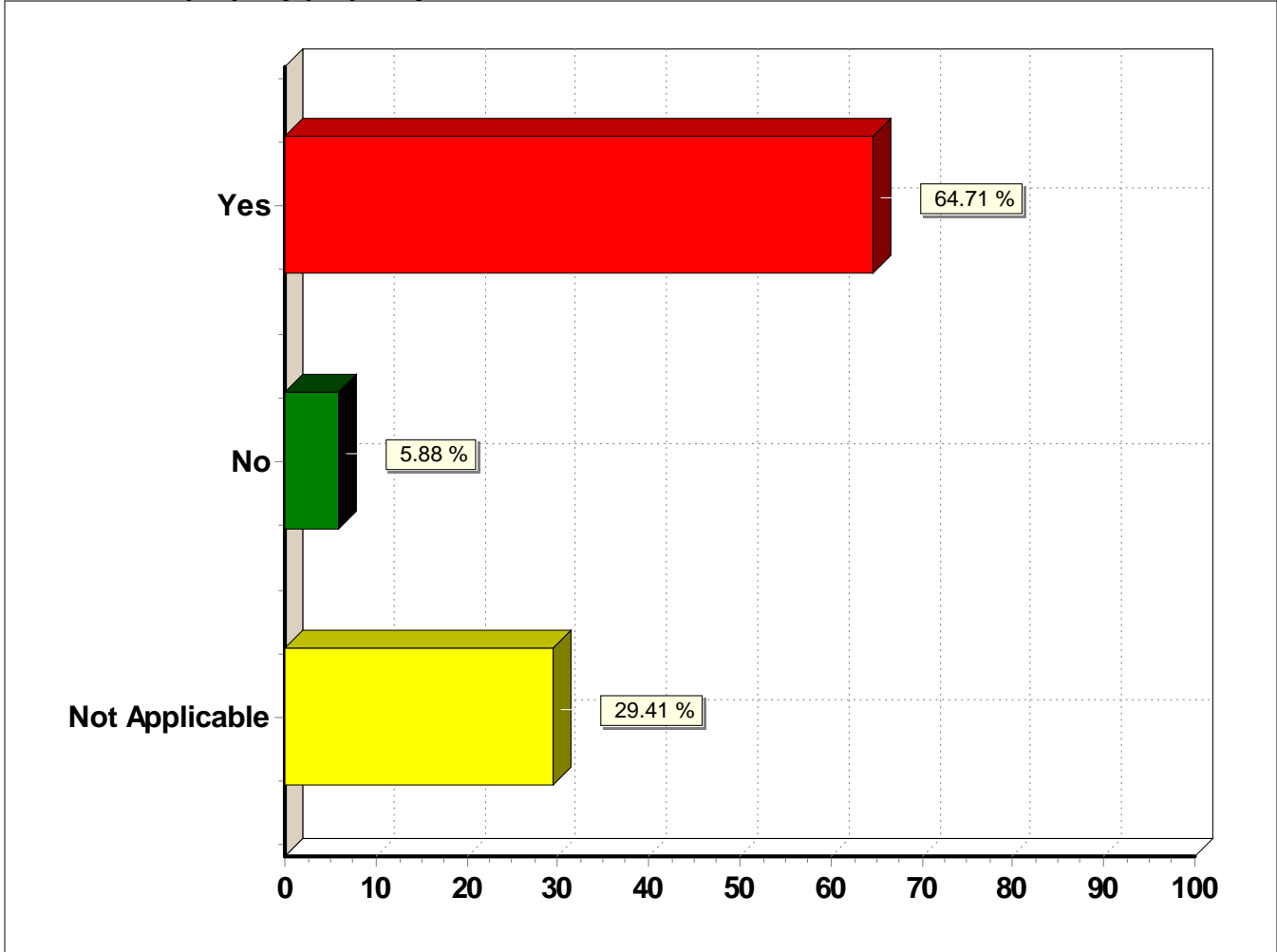
Response (n = 17)	Frequency	Percent
Yes	12	70.6%
No	1	5.9%
Not Applicable	4	23.5%

**Question 5 disaggregated into cross tabulations by Ethnic Origin and Gender**

Frequency Row Percent		<b>5. Did school provide an environment that was safe, drug-free, and positive for learning?</b>			
		Yes	No	Not Applicable	Total (Row)
<b>Gender:</b>	Male	3 60.0%	0 0.0%	2 40.0%	5 100.0%
	Female	9 75.0%	1 8.3%	2 16.7%	12 100.0%
	No Response	0 0.0%	0 0.0%	0 0.0%	0 0.0%
	Total (Column)	12	1	4	17
	Count (n)	-	-	-	-
Count (n) 17					

Frequency Row Percent		<b>5. Did school provide an environment that was safe, drug-free, and positive for learning?</b>			
		Yes	No	Not Applicable	Total (Row)
<b>Ethnicity / Race:</b>	White	10 90.9%	1 9.1%	0 0.0%	11 100.0%
	African American	0 0.0%	0 0.0%	0 0.0%	0 0.0%
	Asian	0 0.0%	0 0.0%	0 0.0%	0 0.0%
	Hispanic or Latino	0 0.0%	0 0.0%	0 0.0%	0 0.0%
	American Indian/ Alaskan Native	1 100.0%	0 0.0%	0 0.0%	1 100.0%
	Native Hawaiian/ Pacific Islander	0 0.0%	0 0.0%	0 0.0%	0 0.0%
	Multi Ethnic	1 50.0%	0 0.0%	1 50.0%	2 100.0%
	Other	0 0.0%	0 0.0%	0 0.0%	0 0.0%
	No Response	0 0.0%	0 0.0%	3 100.0%	3 100.0%
	Total (Column)	12	1	4	17
	Count (n)	-	-	-	-
Count (n) 17					

**6. Did school properly prepare you to succeed in the world of work?**



**6. Did school properly prepare you to succeed in the world of work?**

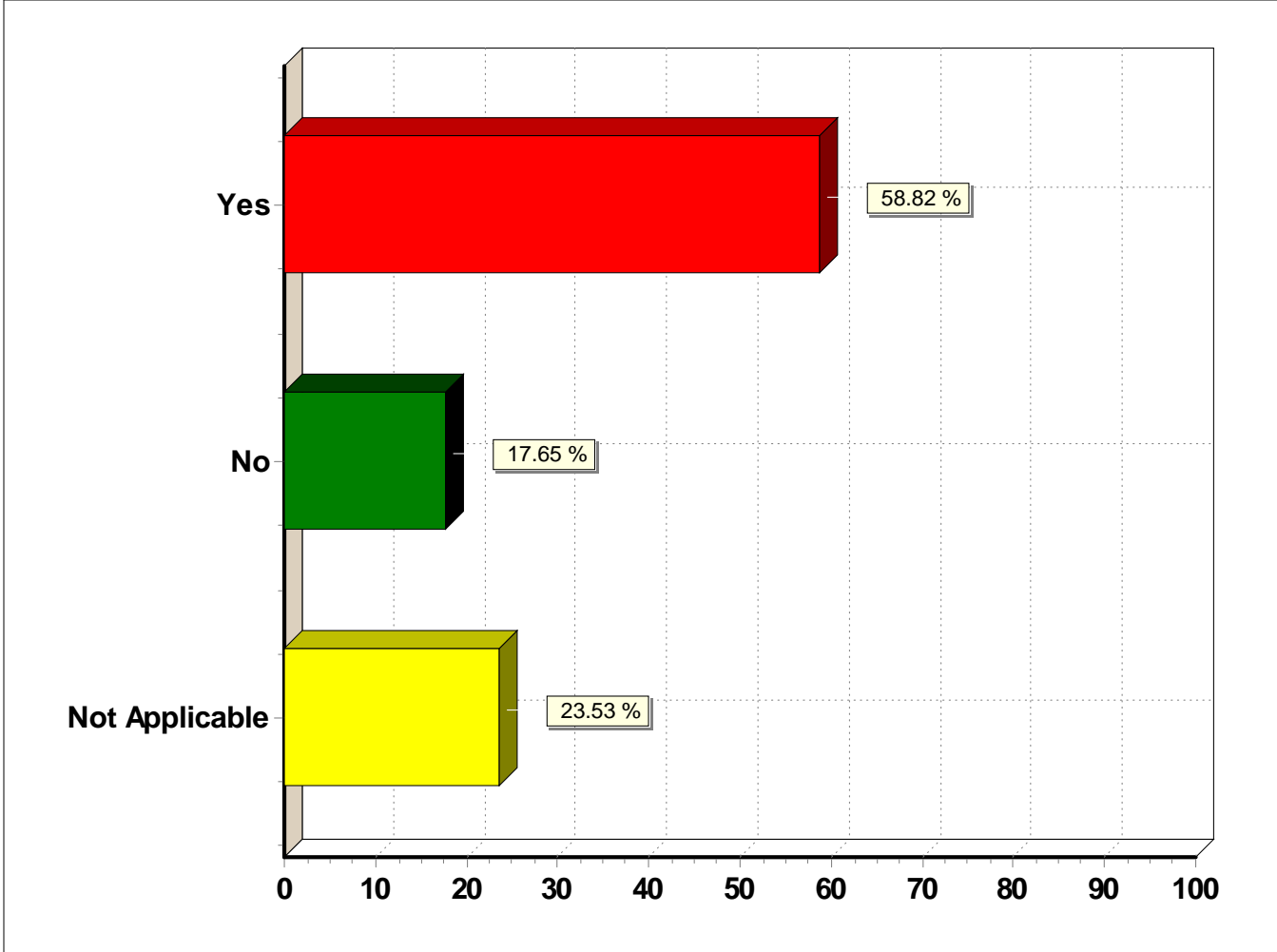
Response (n = 17)	Frequency	Percent
Yes	11	64.7%
No	1	5.9%
Not Applicable	5	29.4%

**Question 6 disaggregated into cross tabulations by Ethnic Origin and Gender**

Frequency Row Percent		6. Did school properly prepare you to succeed in the world of work?			
		Yes	No	Not Applicable	Total (Row)
<b>Gender:</b>	Male	3 60.0%	0 0.0%	2 40.0%	5 100.0%
	Female	8 66.7%	1 8.3%	3 25.0%	12 100.0%
	No Response	0 0.0%	0 0.0%	0 0.0%	0 0.0%
	Total (Column)	11	1	5	17
	Count (n)	17	-	-	-

Frequency Row Percent		6. Did school properly prepare you to succeed in the world of work?			
		Yes	No	Not Applicable	Total (Row)
<b>Ethnicity / Race:</b>	White	9 81.8%	1 9.1%	1 9.1%	11 100.0%
	African American	0 0.0%	0 0.0%	0 0.0%	0 0.0%
	Asian	0 0.0%	0 0.0%	0 0.0%	0 0.0%
	Hispanic or Latino	0 0.0%	0 0.0%	0 0.0%	0 0.0%
	American Indian/ Alaskan Native	1 100.0%	0 0.0%	0 0.0%	1 100.0%
	Native Hawaiian/ Pacific Islander	0 0.0%	0 0.0%	0 0.0%	0 0.0%
	Multi Ethnic	1 50.0%	0 0.0%	1 50.0%	2 100.0%
	Other	0 0.0%	0 0.0%	0 0.0%	0 0.0%
	No Response	0 0.0%	0 0.0%	3 100.0%	3 100.0%
	Total (Column)	11	1	5	17
	Count (n)	17	-	-	-

**7. Do you feel you learned how to learn?**



**7. Do you feel you learned how to learn?**

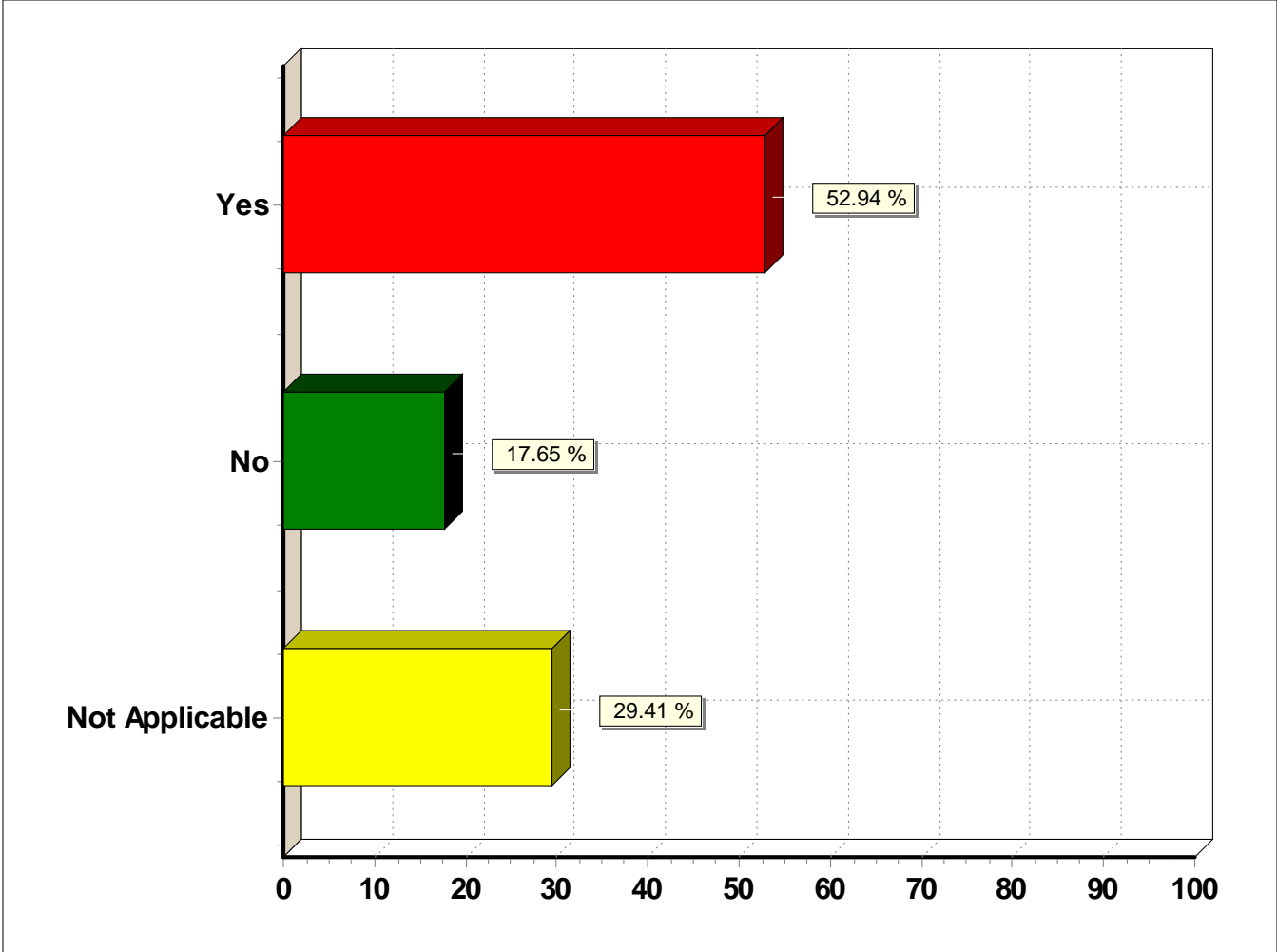
Response (n = 17)	Frequency	Percent
Yes	10	58.8%
No	3	17.6%
Not Applicable	4	23.5%

**Question 7 disaggregated into cross tabulations by Ethnic Origin and Gender**

Frequency Row Percent		7. Do you feel you learned how to learn?			
		Yes	No	Not Applicable	Total (Row)
<b>Gender:</b>	Male	3 60.0%	0 0.0%	2 40.0%	5 100.0%
	Female	7 58.3%	3 25.0%	2 16.7%	12 100.0%
	No Response	0 0.0%	0 0.0%	0 0.0%	0 0.0%
	Total (Column)	10	3	4	17
	Count (n)	17	-	-	-

Frequency Row Percent		7. Do you feel you learned how to learn?			
		Yes	No	Not Applicable	Total (Row)
<b>Ethnicity / Race:</b>	White	8 72.7%	3 27.3%	0 0.0%	11 100.0%
	African American	0 0.0%	0 0.0%	0 0.0%	0 0.0%
	Asian	0 0.0%	0 0.0%	0 0.0%	0 0.0%
	Hispanic or Latino	0 0.0%	0 0.0%	0 0.0%	0 0.0%
	American Indian/ Alaskan Native	1 100.0%	0 0.0%	0 0.0%	1 100.0%
	Native Hawaiian/ Pacific Islander	0 0.0%	0 0.0%	0 0.0%	0 0.0%
	Multi Ethnic	1 50.0%	0 0.0%	1 50.0%	2 100.0%
	Other	0 0.0%	0 0.0%	0 0.0%	0 0.0%
	No Response	0 0.0%	0 0.0%	3 100.0%	3 100.0%
	Total (Column)	10	3	4	17
	Count (n)	17	-	-	-

8. Do you feel your school is trying to improve itself and be the best it can be?



8. Do you feel your school is trying to improve itself and be the best it can be?

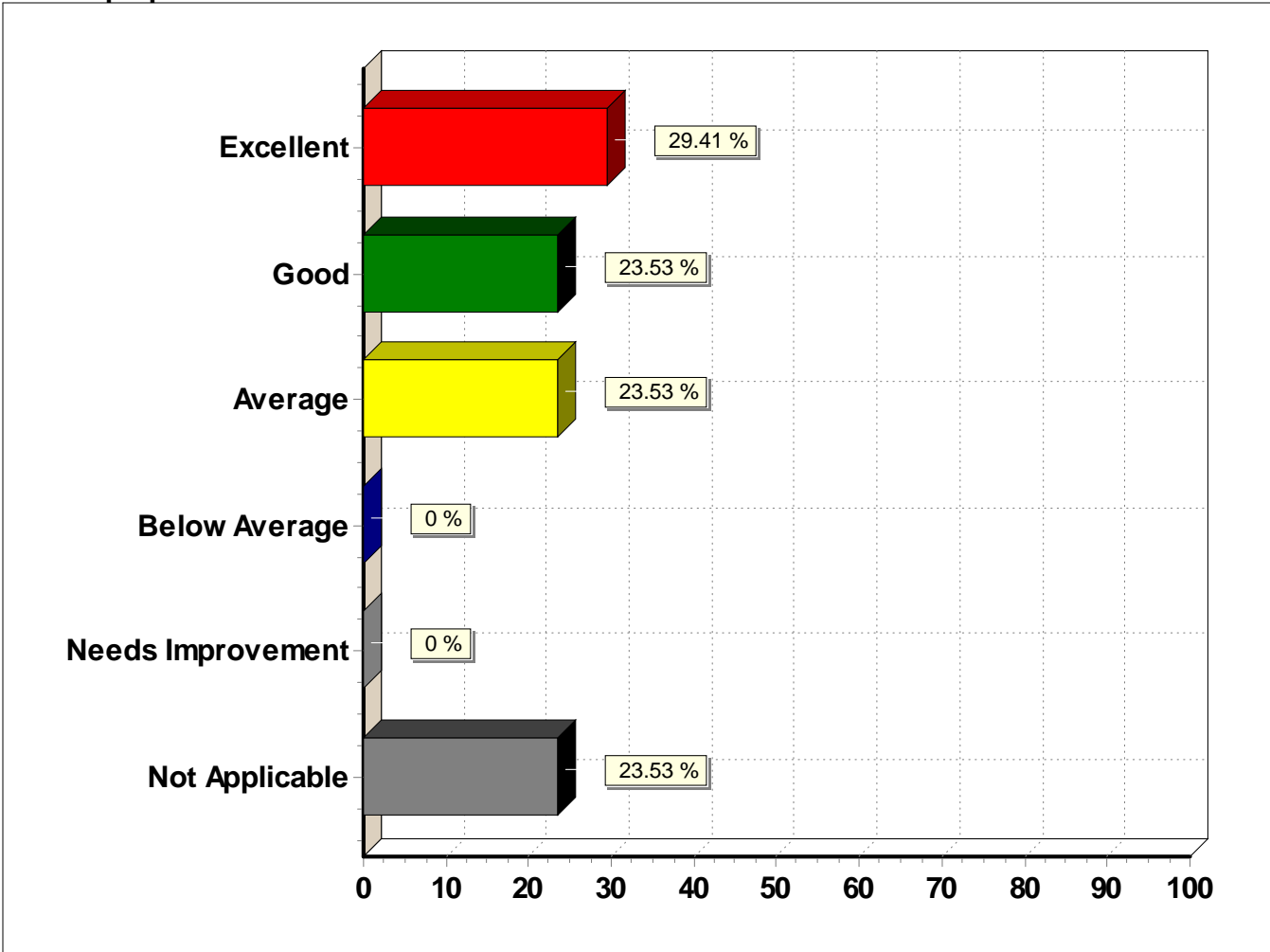
Response (n = 17)	Frequency	Percent
Yes	9	52.9%
No	3	17.6%
Not Applicable	5	29.4%

**Question 8 disaggregated into cross tabulations by Ethnic Origin and Gender**

Frequency Row Percent		8. Do you feel your school is trying to improve itself and be the best it can be?			
		Yes	No	Not Applicable	Total (Row)
<b>Gender:</b>	Male	3 60.0%	0 0.0%	2 40.0%	5 100.0%
	Female	6 50.0%	3 25.0%	3 25.0%	12 100.0%
	No Response	0 0.0%	0 0.0%	0 0.0%	0 0.0%
	Total (Column)	9 -	3 -	5 -	17 -
	Count (n)	17			

Frequency Row Percent		8. Do you feel your school is trying to improve itself and be the best it can be?			
		Yes	No	Not Applicable	Total (Row)
<b>Ethnicity / Race:</b>	White	7 63.6%	3 27.3%	1 9.1%	11 100.0%
	African American	0 0.0%	0 0.0%	0 0.0%	0 0.0%
	Asian	0 0.0%	0 0.0%	0 0.0%	0 0.0%
	Hispanic or Latino	0 0.0%	0 0.0%	0 0.0%	0 0.0%
	American Indian/ Alaskan Native	1 100.0%	0 0.0%	0 0.0%	1 100.0%
	Native Hawaiian/ Pacific Islander	0 0.0%	0 0.0%	0 0.0%	0 0.0%
	Multi Ethnic	1 50.0%	0 0.0%	1 50.0%	2 100.0%
	Other	0 0.0%	0 0.0%	0 0.0%	0 0.0%
	No Response	0 0.0%	0 0.0%	3 100.0%	3 100.0%
	Total (Column)	9 -	3 -	5 -	17 -
	Count (n)	17			

9. Your preparation in math.



9. Your preparation in math.

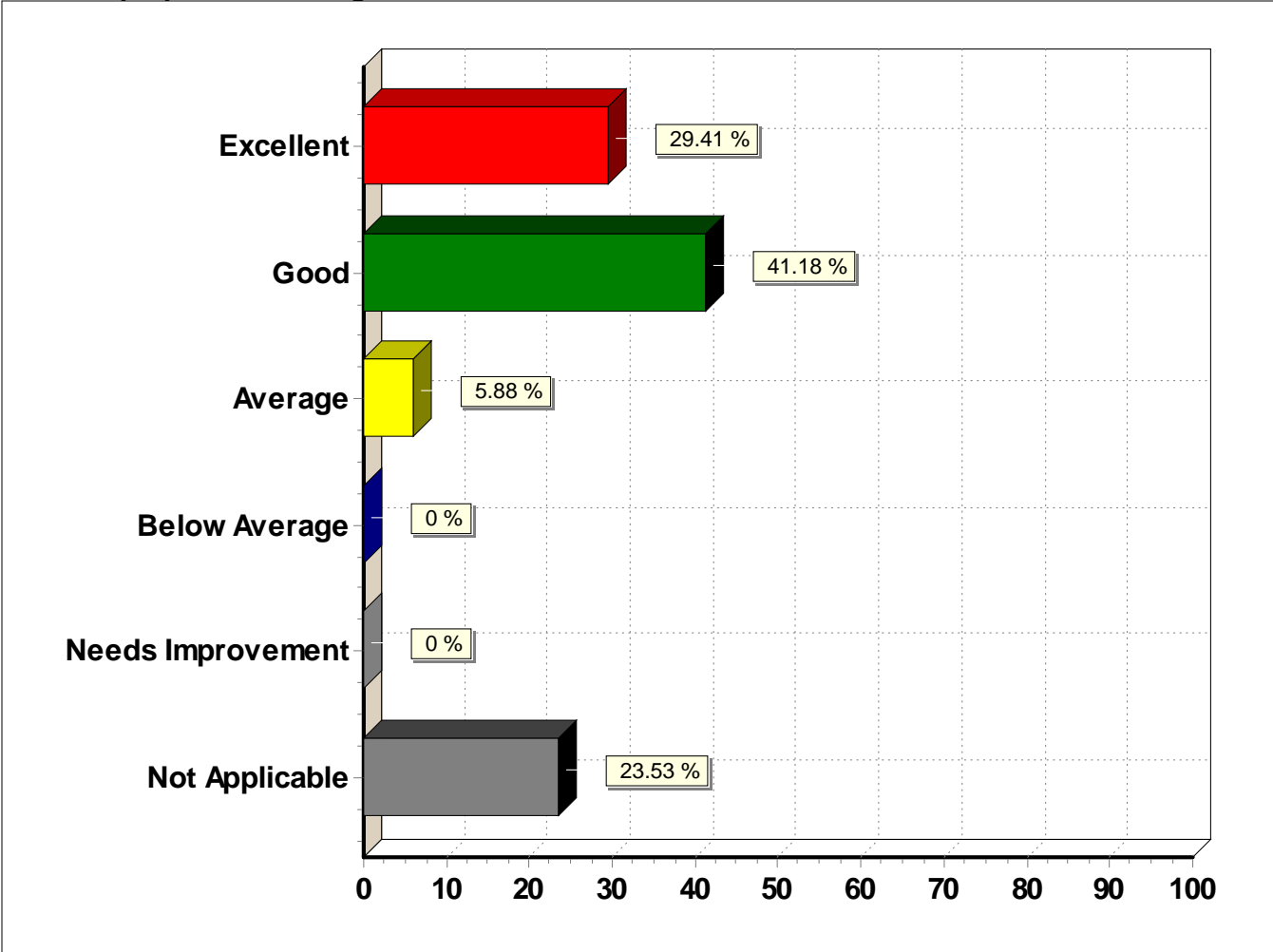
Response (n = 17)	Frequency	Percent
Excellent	5	29.4%
Good	4	23.5%
Average	4	23.5%
Below Average	0	0.0%
Needs Improvement	0	0.0%
Not Applicable	4	23.5%

**Question 9 disaggregated into cross tabulations by Ethnic Origin and Gender**

Frequency Row Percent		9. Your preparation in math.						
		Excellent	Good	Average	Below Average	Needs Improvement	Not Applicable	Total (Row)
<b>Gender:</b>	Male	0 0.0%	1 20.0%	2 40.0%	0 0.0%	0 0.0%	2 40.0%	5 100.0%
	Female	5 41.7%	3 25.0%	2 16.7%	0 0.0%	0 0.0%	2 16.7%	12 100.0%
	No Response	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%
	Total (Column)	5 -	4 -	4 -	0 -	0 -	4 -	17 -
	Count (n)	17						

Frequency Row Percent		9. Your preparation in math.						
		Excellent	Good	Average	Below Average	Needs Improvement	Not Applicable	Total (Row)
<b>Ethnicity / Race:</b>	White	5 45.5%	3 27.3%	3 27.3%	0 0.0%	0 0.0%	0 0.0%	11 100.0%
	African American	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%
	Asian	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%
	Hispanic or Latino	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%
	American Indian/ Alaskan Native	0 0.0%	1 100.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	1 100.0%
	Native Hawaiian/ Pacific Islander	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%
	Multi Ethnic	0 0.0%	0 0.0%	1 50.0%	0 0.0%	0 0.0%	1 50.0%	2 100.0%
	Other	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%
	No Response	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	3 100.0%	3 100.0%
	Total (Column)	5 -	4 -	4 -	0 -	0 -	4 -	17 -
	Count (n)	17						

10. Your preparation in English.



10. Your preparation in English.

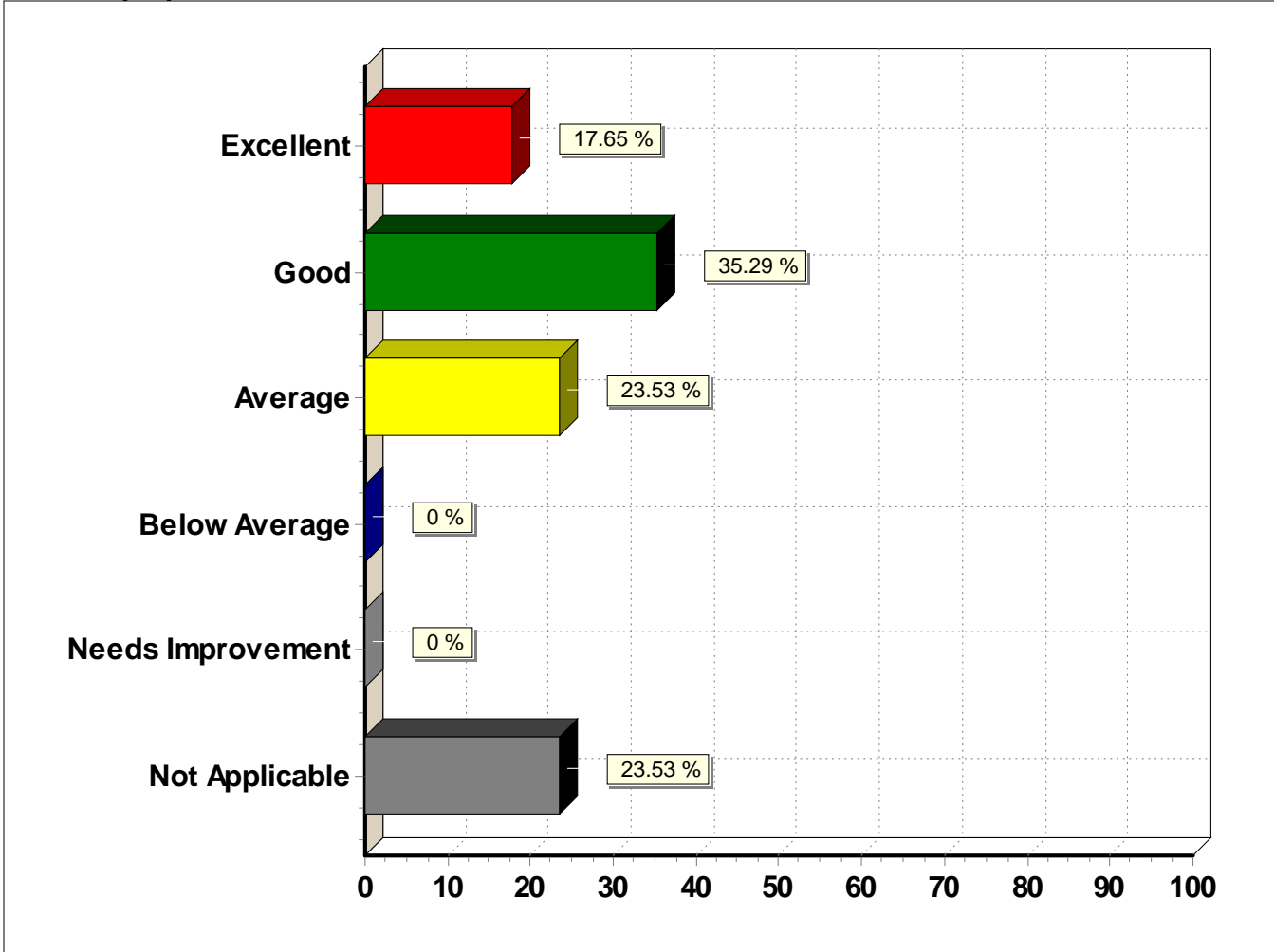
Response (n = 17)	Frequency	Percent
Excellent	5	29.4%
Good	7	41.2%
Average	1	5.9%
Below Average	0	0.0%
Needs Improvement	0	0.0%
Not Applicable	4	23.5%

**Question 10 disaggregated into cross tabulations by Ethnic Origin and Gender**

Frequency Row Percent		10. Your preparation in English.						
		Excellent	Good	Average	Below Average	Needs Improvement	Not Applicable	Total (Row)
<b>Gender:</b>	Male	1 20.0%	1 20.0%	1 20.0%	0 0.0%	0 0.0%	2 40.0%	5 100.0%
	Female	4 33.3%	6 50.0%	0 0.0%	0 0.0%	0 0.0%	2 16.7%	12 100.0%
	No Response	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%
	Total (Column)	5	7	1	0	0	4	17
	Count (n)	-	-	-	-	-	-	-

Frequency Row Percent		10. Your preparation in English.						
		Excellent	Good	Average	Below Average	Needs Improvement	Not Applicable	Total (Row)
<b>Ethnicity / Race:</b>	White	5 45.5%	5 45.5%	1 9.1%	0 0.0%	0 0.0%	0 0.0%	11 100.0%
	African American	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%
	Asian	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%
	Hispanic or Latino	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%
	American Indian/ Alaskan Native	0 0.0%	1 100.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	1 100.0%
	Native Hawaiian/ Pacific Islander	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%
	Multi Ethnic	0 0.0%	1 50.0%	0 0.0%	0 0.0%	0 0.0%	1 50.0%	2 100.0%
	Other	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%
	No Response	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	3 100.0%	3 100.0%
	Total (Column)	5	7	1	0	0	4	17
	Count (n)	-	-	-	-	-	-	-

11. Your preparation in science.



11. Your preparation in science.

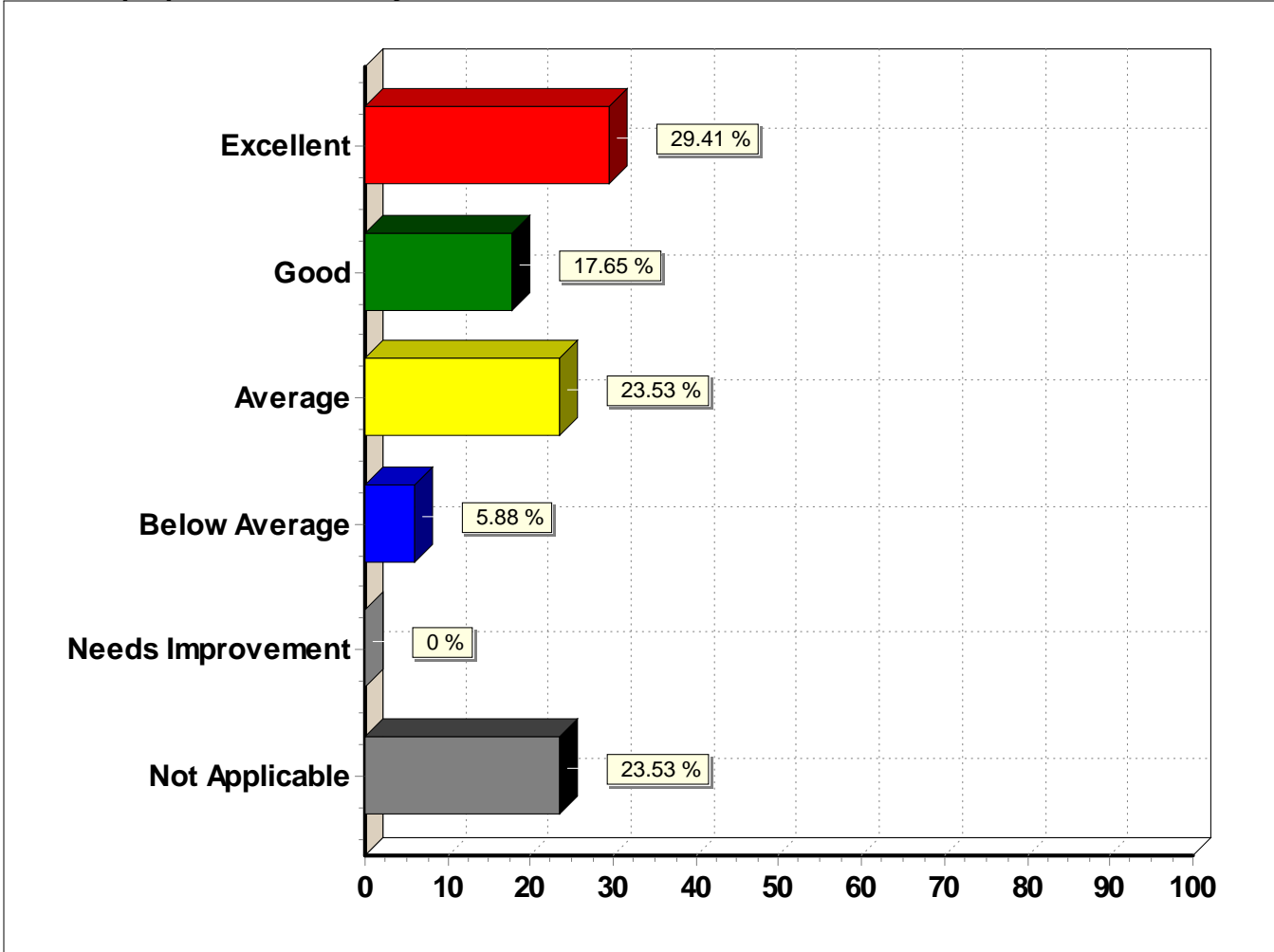
Response (n = 17)	Frequency	Percent
Excellent	3	17.6%
Good	6	35.3%
Average	4	23.5%
Below Average	0	0.0%
Needs Improvement	0	0.0%
Not Applicable	4	23.5%

**Question 11 disaggregated into cross tabulations by Ethnic Origin and Gender**

Frequency Row Percent		11. Your preparation in science.						
		Excellent	Good	Average	Below Average	Needs Improvement	Not Applicable	Total (Row)
<b>Gender:</b>	Male	0 0.0%	2 40.0%	1 20.0%	0 0.0%	0 0.0%	2 40.0%	5 100.0%
	Female	3 25.0%	4 33.3%	3 25.0%	0 0.0%	0 0.0%	2 16.7%	12 100.0%
	No Response	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%
	Total (Column)	3	6	4	0	0	4	17
	Count (n)	-	-	-	-	-	-	-

Frequency Row Percent		11. Your preparation in science.						
		Excellent	Good	Average	Below Average	Needs Improvement	Not Applicable	Total (Row)
<b>Ethnicity / Race:</b>	White	2 18.2%	5 45.5%	4 36.4%	0 0.0%	0 0.0%	0 0.0%	11 100.0%
	African American	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%
	Asian	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%
	Hispanic or Latino	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%
	American Indian/ Alaskan Native	1 100.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	1 100.0%
	Native Hawaiian/ Pacific Islander	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%
	Multi Ethnic	0 0.0%	1 50.0%	0 0.0%	0 0.0%	0 0.0%	1 50.0%	2 100.0%
	Other	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%
	No Response	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	3 100.0%	3 100.0%
	Total (Column)	3	6	4	0	0	4	17
	Count (n)	-	-	-	-	-	-	-

12. Your preparation in history.



12. Your preparation in history.

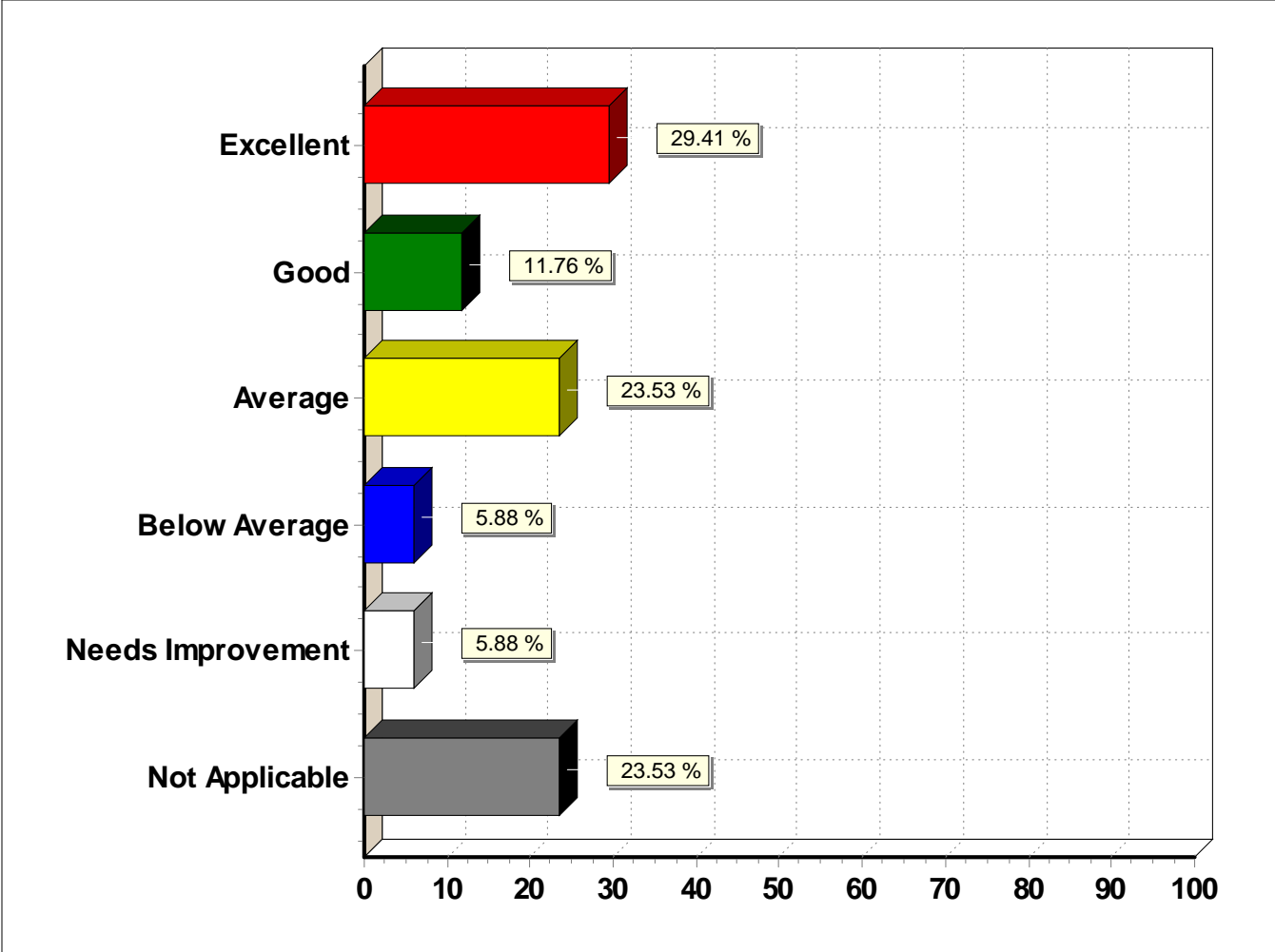
Response (n = 17)	Frequency	Percent
Excellent	5	29.4%
Good	3	17.6%
Average	4	23.5%
Below Average	1	5.9%
Needs Improvement	0	0.0%
Not Applicable	4	23.5%

**Question 12 disaggregated into cross tabulations by Ethnic Origin and Gender**

Frequency Row Percent		12. Your preparation in history.						
		Excellent	Good	Average	Below Average	Needs Improvement	Not Applicable	Total (Row)
<b>Gender:</b>	Male	2 40.0%	0 0.0%	1 20.0%	0 0.0%	0 0.0%	2 40.0%	5 100.0%
	Female	3 25.0%	3 25.0%	3 25.0%	1 8.3%	0 0.0%	2 16.7%	12 100.0%
	No Response	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%
	Total (Column)	5	3	4	1	0	4	17
	Count (n)	-	-	-	-	-	-	-

Frequency Row Percent		12. Your preparation in history.						
		Excellent	Good	Average	Below Average	Needs Improvement	Not Applicable	Total (Row)
<b>Ethnicity / Race:</b>	White	3 27.3%	3 27.3%	4 36.4%	1 9.1%	0 0.0%	0 0.0%	11 100.0%
	African American	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%
	Asian	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%
	Hispanic or Latino	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%
	American Indian/ Alaskan Native	1 100.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	1 100.0%
	Native Hawaiian/ Pacific Islander	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%
	Multi Ethnic	1 50.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	1 50.0%	2 100.0%
	Other	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%
	No Response	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	3 100.0%	3 100.0%
	Total (Column)	5	3	4	1	0	4	17
	Count (n)	-	-	-	-	-	-	-

13. Your preparation in technology.



13. Your preparation in technology.

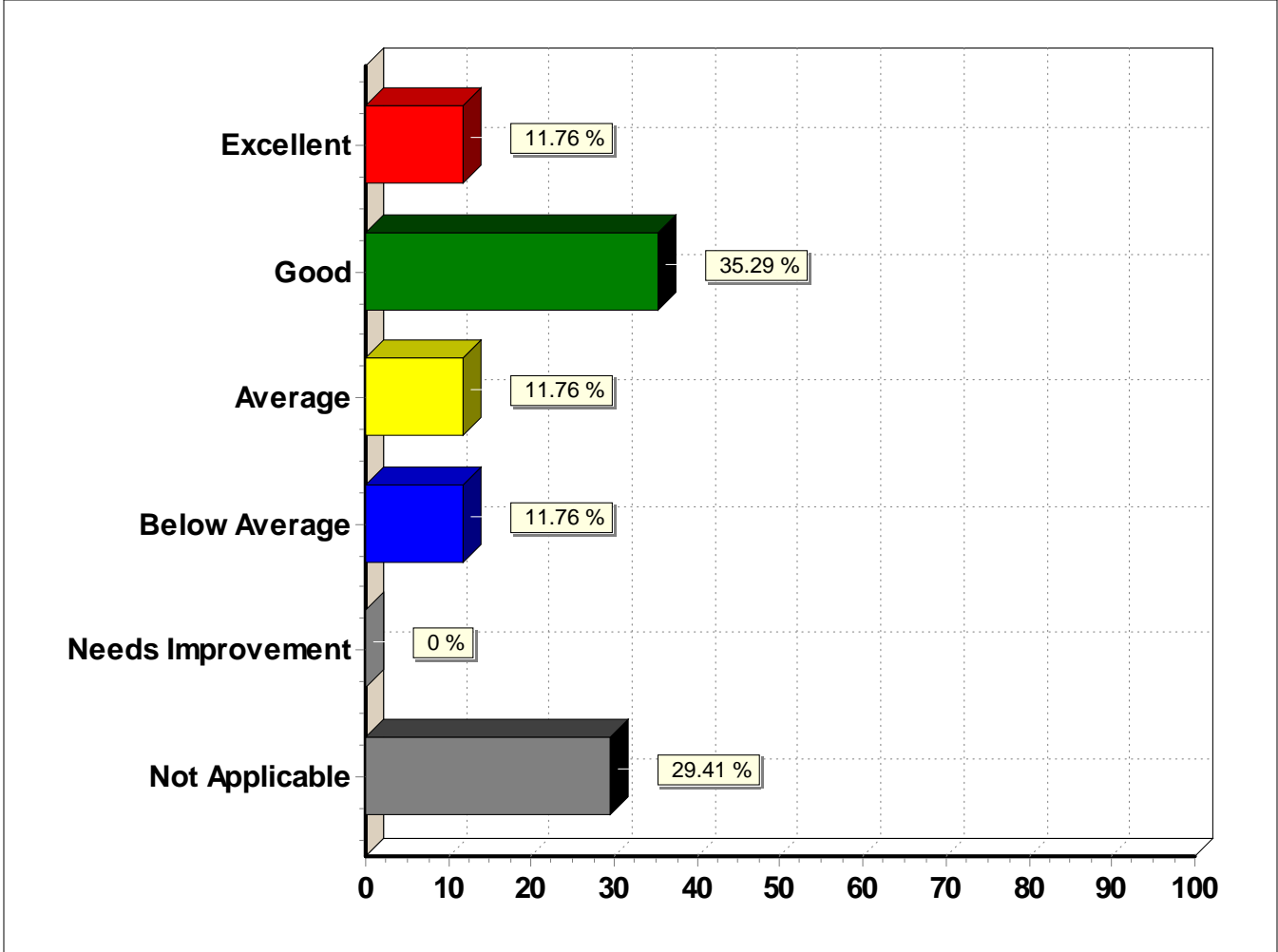
Response (n = 17)	Frequency	Percent
Excellent	5	29.4%
Good	2	11.8%
Average	4	23.5%
Below Average	1	5.9%
Needs Improvement	1	5.9%
Not Applicable	4	23.5%

**Question 13 disaggregated into cross tabulations by Ethnic Origin and Gender**

Frequency Row Percent		13. Your preparation in technology.						Total (Row)
		Excellent	Good	Average	Below Average	Needs Improvement	Not Applicable	
<b>Gender:</b>	Male	2 40.0%	0 0.0%	1 20.0%	0 0.0%	0 0.0%	2 40.0%	5 100.0%
	Female	3 25.0%	2 16.7%	3 25.0%	1 8.3%	1 8.3%	2 16.7%	12 100.0%
	No Response	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%
	Total (Column)	5 -	2 -	4 -	1 -	1 -	4 -	17 -
	Count (n)	17						

Frequency Row Percent		13. Your preparation in technology.						Total (Row)
		Excellent	Good	Average	Below Average	Needs Improvement	Not Applicable	
<b>Ethnicity / Race:</b>	White	3 27.3%	2 18.2%	4 36.4%	1 9.1%	1 9.1%	0 0.0%	11 100.0%
	African American	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%
	Asian	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%
	Hispanic or Latino	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%
	American Indian/ Alaskan Native	1 100.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	1 100.0%
	Native Hawaiian/ Pacific Islander	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%
	Multi Ethnic	1 50.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	1 50.0%	2 100.0%
	Other	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%
	No Response	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	3 100.0%	3 100.0%
	Total (Column)	5 -	2 -	4 -	1 -	1 -	4 -	17 -
	Count (n)	17						

14. How well did high school prepare you to continue your education?



14. How well did high school prepare you to continue your education?

Response (n = 17)	Frequency	Percent
Excellent	2	11.8%
Good	6	35.3%
Average	2	11.8%
Below Average	2	11.8%
Needs Improvement	0	0.0%
Not Applicable	5	29.4%

**Question 14 disaggregated into cross tabulations by Ethnic Origin and Gender**

Frequency Row Percent		14. How well did high school prepare you to continue your education?						
		Excellent	Good	Average	Below Average	Needs Improvement	Not Applicable	Total (Row)
<b>Gender:</b>	Male	0 0.0%	1 20.0%	2 40.0%	0 0.0%	0 0.0%	2 40.0%	5 100.0%
	Female	2 16.7%	5 41.7%	0 0.0%	2 16.7%	0 0.0%	3 25.0%	12 100.0%
	No Response	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%
	Total (Column)	2	6	2	2	0	5	17
	Count (n)	-	-	-	-	-	-	-

Frequency Row Percent		14. How well did high school prepare you to continue your education?						
		Excellent	Good	Average	Below Average	Needs Improvement	Not Applicable	Total (Row)
<b>Ethnicity / Race:</b>	White	2 18.2%	5 45.5%	1 9.1%	2 18.2%	0 0.0%	1 9.1%	11 100.0%
	African American	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%
	Asian	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%
	Hispanic or Latino	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%
	American Indian/ Alaskan Native	0 0.0%	1 100.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	1 100.0%
	Native Hawaiian/ Pacific Islander	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%
	Multi Ethnic	0 0.0%	0 0.0%	1 50.0%	0 0.0%	0 0.0%	1 50.0%	2 100.0%
	Other	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%
	No Response	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	3 100.0%	3 100.0%
	Total (Column)	2	6	2	2	0	5	17
	Count (n)	-	-	-	-	-	-	-

## **Want More?**

Additional copies of your bound report ..... \$7.50 each

## **Want Even More???**

### **Data Disaggregation:**

#### **Gender**

Report showing only male responses and report showing only female responses

**Generates 2 Reports ..... \$30.00**

#### **Present Status:**

Report showing responses for each of the following categories:

Work Full Time, Work Part Time, Military, 4 Year College, 2 Year College, Vocational / Technical School

**Generates 6 Reports ..... \$60.00**

#### **Ethnic Origin:**

Report showing responses for each of the following categories:

White/Caucasian, African American, Asian, Hispanic, Native American, & Other

**Generates 6 Reports ..... \$55.00**

#### **Yes/No Question**

Report showing responses for those answering a question "Yes" and a report showing those that answered "No" to the same question (you choose which yes/no question you want segregated)

**Generates 2 Reports ..... \$30.00**

#### **Excellent/Good/Average/Below Average/Needs Improvement Question**

Report showing responses for those answering a question "Excellent", those answering "Good", those answering "Average", those answering "Below Average", and a report showing those that answered "Needs Improvement" to the same question (you choose which A/B/C/D/F question you want segregated)

**Generates 5 Reports ..... \$50.00**

#### **Customized Reports**

You may customize your data segregation to focus on a group meeting specific criteria.

(For example: A report showing those attending a 4-Year College, answered "yes" to question #1 and answered question #10 with "Excellent".

**Generates 1 Report ..... Starting at \$25.00**

#### **Data File**

A delimited text file emailed to you so you can manipulate the data at your leisure. ... \$25.00

#### **Electronic Report (Acrobat PDF File)**

An exact duplicate of your bound paper report emailed to you as a convenient pdf file which can be read with Acrobat Reader. Makes it easy to share your results with a group or cut and paste to other applications ..... \$50.00

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# *Thank You!*

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1-800-738-6466**

# Homer Community School 2024-25 Student Movement

	In	Out
August	6	3
September	2	9
October		
November		
December		
January		
February		
March		
April		
May		
	Totals	
	8	12



# Homer Community School 2024-25

## Average Daily Attendance

Percentage of Students in Attendance Daily

	%
August	96
September	96
October	
November	
December	
January	
February	
March	
April	
May	



# HOMER SCHOOL ENROLLMENT 2024-25

September 30, 2024

Grade	Total	Boys	Girls	Teachers	Option Enrollment
Preschool 4 year	24	9	15	All	
PK-4	12			Heaton	-
PK-4	12			Murphy	-
Kindergarten	24	15	9	All	9
K – 1	12			Scott	
K – 2	12			Olson	
1 <sup>st</sup> Grade	36	15	21	All	17
1 <sup>st</sup> – 1	18			Boelter	
1 <sup>st</sup> - 2	18			Dorcey	
2 <sup>nd</sup> Grade	25	14	11	All	10
2 <sup>nd</sup> – 1	13			Ford	
2 <sup>nd</sup> – 2	12			Morgan	
3 <sup>rd</sup> Grade	27	11	16	All	6
3 <sup>rd</sup> – 1	13			Curry	
3 <sup>rd</sup> – 2	14			Hermelbracht	
4 <sup>th</sup> Grade	30	13	17	All	10
4 <sup>th</sup> – 1	14			Jump	
4 <sup>th</sup> – 2	16			Sanchez	
5 <sup>th</sup> Grade	41	21	20	All	14
5 <sup>th</sup> - 1	21			Olson	
5 <sup>th</sup> - 2	20			Bennier	
<b>Total K – 5</b>	<b>185</b>		<b>Total PreK - 5</b>	<b>209</b>	<b>Total Elem. Option</b>
					<b>66</b>
					Comparison to 2015/2016 (PK-6) - 219 Students (71 Opt.) Comparison to 2016/2017 (PK-6) - 215 Students (73 Opt.) Comparison to 2017/2018 (PK-6) - 206 Students (69 Opt.) Comparison to 2018/2019 (PK-6) - 225 Students (90 Opt.) Comparison to 2019/2020 (PK-6) - 217 Students (83 Opt.) Comparison to 2020/2021 (PK-6) - 243 Students (78 Opt.) Comparison to 2021/2022 (PK-6) - 245 Students (70 Opt.) Comparison to 2022/2023 (PK-6) - 238 Students (68 Opt.) Comparison to 2023/2024 (PK-5) – 212 Students (66 Opt.)
6 <sup>th</sup> Grade	33	11	22		15
7 <sup>th</sup> Grade	40	14	26		16
8 <sup>th</sup> Grade	29	12	17		14
9 <sup>th</sup> Grade	42	16	26		17
10 <sup>th</sup> Grade	29	13	16		14
11 <sup>th</sup> Grade	37	13	24		14
12 <sup>th</sup> Grade	28	18	10		13
13-16 Year	0	0	0		0
<b>Total 6 – 12</b>	<b>238</b>				<b>Total JH/HS Option</b>
<b>Year 13</b>	<b>0</b>				<b>97</b>
					Comparison to 2015/2016 (7-12) – 180 Students (61 Opt.) Comparison to 2016/2017 (7-12) – 175 Students (63 Opt.) Comparison to 2017/2018 (7-12) - 171 Students (56 Opt.) Comparison to 2018/2019 (7-12) - 163 Students (58 Opt.) Comparison to 2019/2020 (7-12) - 171 Students (65 Opt.) Comparison to 2020/2021 (7-12) - 190 Students (74 Opt.) Comparison to 2021/2022 (7-12) - 181 Students (75 Opt.) Comparison to 2022/2023 (7-12) - 192 Students (80 Opt.) Comparison to 2023/2024 (6-12)- 224 Students (97 Opt.)
<b>Total K – 12</b>	<b>423</b>		<b>Total PreK - 12</b>	<b>447</b>	<b>Option Total</b>
					<b>169</b>
					Comparison to 2015/2016 (PK-12) - 399 Students (132 Opt.) Comparison to 2016/2017 (PK-12) - 390 Students (136 Opt.) Comparison to 2017/2018 (PK-12) - 377 Students (125 Opt.) Comparison to 2018/2019 (PK-12) - 388 Students (148 Opt.) Comparison to 2019/2020 (PK-12) - 418 Students (148 Opt.) Comparison to 2020/2021 (PK-12) - 433 Students (152 Opt.) Comparison to 2021/2022 (PK-12) - 426 Students (145 Opt.) Comparison to 2022/2023 (PK-12) - 430 Students (148 Opt.) Comparison to 2023/2024 (PK-12) – 436 Students (168 Opt.)

September 2024

Day	<u>Enrollment</u>	<u>Absent</u>	<u>Total</u>
3	453	17	436
4	452	26	426
5	452	27	425
6	452	28	424
9	450	19	431
10	450	19	431
11	451	14	437
12	451	16	435
13	451	10	441
16	450	24	426
17	450	22	428
18	450	22	428
19	450	24	426
20	447	15	432
23	447	17	430
24	445	12	433
25	445	28	417
26	445	16	429
30	445	26	419
	8536	382	8154

Days meals were served in person  
 Lunch 19  
 Breakfast 19

96% Attendance percentage  
 429 Average Daily Attendance

# 12-15 Passenger Vans

## Quick Reference Guide

### 1. Are 12-15 passenger vans allowable? **No**

#### **Why?**

- On August 10, 2005, President Bush signed into law the Safe, Accountable, Flexible, Efficient Transportation Equity Act: A Legacy for Users (SAFETEA-LU), Pub. Law 109-59. <https://www.fhwa.dot.gov/safetealu/summary.htm>
- Section 10309, 15-passenger van is defined as: “a vehicle that seats 10 to 14 passengers, *not including the driver.*” *This means that a school district would be prohibited from purchasing a new 12-passenger van for school transportation purposes.*

### 2. What can I purchase?

**New van:** Schools must be certain the chassis is not a 15-passenger chassis.

- *Note: Some manufacturers are selling new vans as 10 or 11 passengers but are actually built on a 15-passenger chassis.*
- New 12-passenger van seating must be configured to seat a total of ten including the driver (in compliance with Federal Regulations) and be sure the vehicle has been certified as a “multi-passenger vehicle.”

**Used Van:** A used van can be modified under the following conditions.

- Modifying the seating of a used 12 passenger van to decrease the capacity to ten passengers plus the driver is acceptable.
- The vehicle can only be modified by a second stage manufacturer & it must be certified as a “multi-passenger vehicle.”

### 3. What is a second stage manufacturer?

- The definition of a second stage manufacturer can be found in the code of federal regulations 49 CFR Part 567 and 568. Part 595 for disability Modifications <https://www.ecfr.gov/current/title-49/subtitle-B/chapter-V/part-568>

§ 568.1 Purpose and scope. The purpose of this part is to prescribe the method by which manufacturers of vehicles manufactured in two or more stages shall ensure conformity of those vehicles with the Federal motor vehicle safety standards (“standards”) and other regulations issued under the National Traffic and Motor Vehicle Safety Act, as amended ([49 U.S.C. §](#)

[30115](#)) and the Motor Vehicle Information and Cost Savings Act, as amended ([49 U.S.C. 32504](#) and [33108\(c\)](#)).

- Part 595 for disability Modifications which a lot of second stage manufacturers fall under also. <https://www.ecfr.gov/current/title-49/subtitle-B/chapter-V/part-595?toc=1>
- NHTSA (National Highway Traffic Safety Administration) also has a database where you can look these up.  
**Search by state:** <https://vpic.nhtsa.dot.gov/mid/home/ModifierSearch> Note their disclaimer: NHTSA does not assess the abilities of any of the listed modifiers to perform any requested or represented modification services.

#### 4. Will this law change?

- In May 2025 National Congress will meet to discuss the revision of multiple federal laws. Based upon the data we have received; the National Congress does have 12-15 passenger vans on their agenda for review. While there is no guarantee of what will be decided at this point, it is our understanding the wheelbase for 12-15 passenger vans will be addressed. Once the National Congress has finalized their revisions, the NDE will review, address, and update Rule 91 and Rule 92 accordingly.

**ESU #1**  
**Annual Report**  
**2023-24**



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



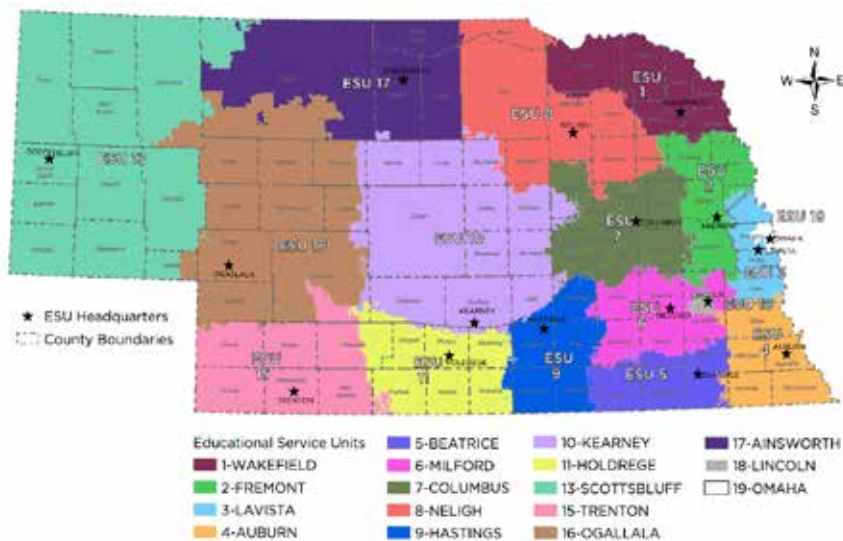
Educational Service Unit #1 provides services to the local school districts in Cedar, Dakota, Dixon, Knox, Thurston and Wayne counties in northeast Nebraska. ESU #1 is one of 17 Educational Service Units statewide.

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



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:

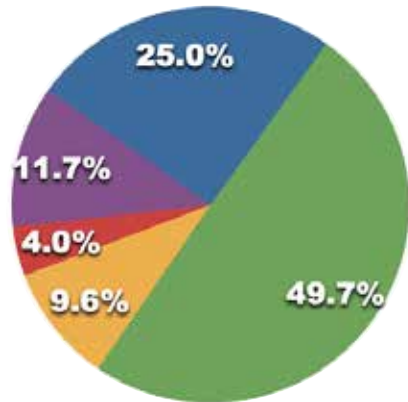
- ▶ Matt Farup (Wayne Co.)
- ▶ Chris Look (Knox Co.)
- ▶ Brendan Calahan (Dixon Co.)
- ▶ Rony Ortega (Dakota Co.)
- ▶ Paul Hans (Cedar Co.)
- ▶ Stacie Hardy (Thurston Co.)



## 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.

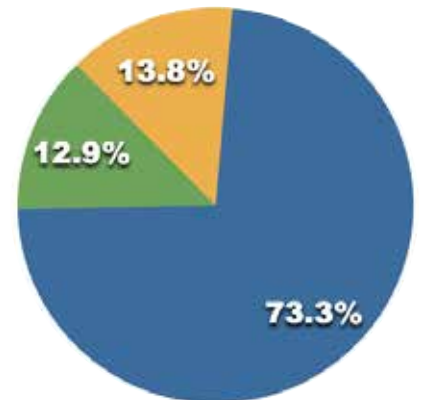


### Budgeted revenue

▶ 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
<b>TOTAL .....</b>	<b>\$19,975,860</b>

### Budgeted expenditures

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



## 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.



Migrant Education Program



Vision, Deaf Education, Transition and Audiology



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

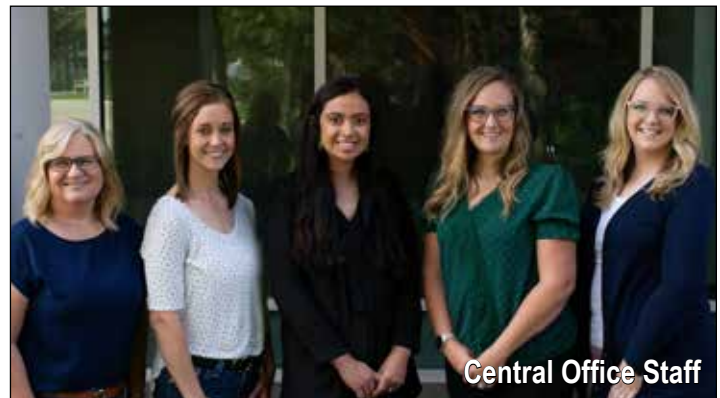
The ESU #1 Media Center provides instructional assistance for schools in northeast Nebraska by supplying professional development resource materials, programs and inventory distribution for assistive technology and special education department inventory and equipment, as well as Real Care Baby checkout 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.

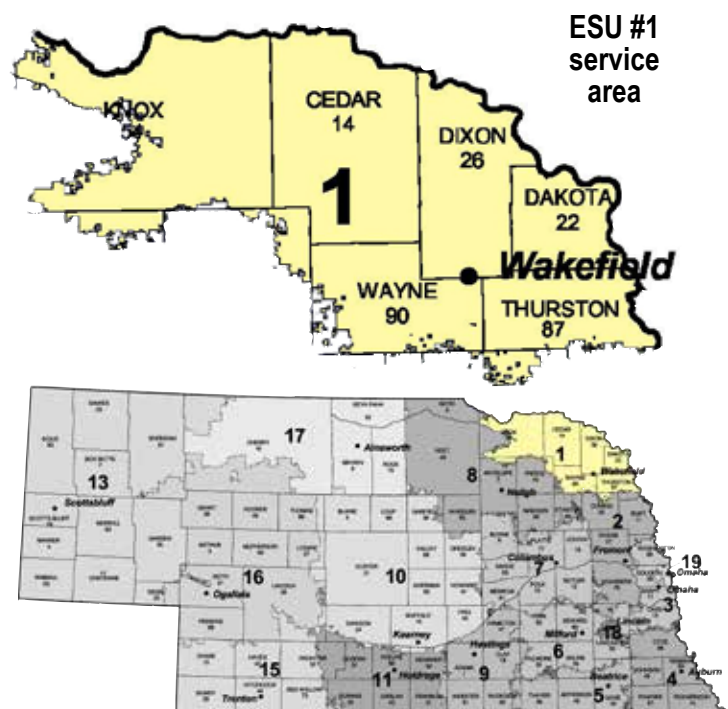
## Speech/language

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.

## **7-12 Houghton Mifflin**

To compare how Houghton Mifflin social studies textbooks align with Nebraska's social studies standards, it's essential to break the evaluation into a few key areas, focusing on the content, grade-level appropriateness, and specific skill and knowledge expectations laid out by the state standards.

### **Key Focus Areas:**

#### **1. Content Alignment:**

Nebraska's social studies standards emphasize a well-rounded understanding of history, geography, civics, and economics. Textbooks should align with these four strands while highlighting:

- **American History:** Nebraska requires students to understand the founding and development of the U.S., including key figures, constitutional principles, and major historical events.
- **Geography:** Students must demonstrate spatial awareness, including physical and political maps, and human-environment interactions.
- **Civics and Government:** Nebraska places a strong focus on democratic principles, the Constitution, and the responsibilities of citizenship.
- **Economics:** Key economic principles such as supply and demand, entrepreneurship, and the role of government in the economy are important.

#### **2. Houghton Mifflin Textbooks:** Generally, these textbooks offer strong content coverage in American history, world geography, and government, and they often align well with national standards. Houghton Mifflin Harcourt (HMH) also tailors its curriculum to state standards, including specific adaptations for different regions. For Nebraska, this would likely include localized content related to Nebraska's history, geography, and government.

#### **Potential Gaps or Strengths:**

- **State History:** Nebraska's standards emphasize knowledge of state history and regional studies, which may require supplemental materials beyond what's offered in a general textbook from HMH.
- **Contemporary Issues and Civics:** Nebraska's emphasis on current events and civic participation may align well with HMH's recent focus on critical thinking and discussion-based learning.

#### **3. Skill Development:** Nebraska's standards emphasize the development of critical thinking, inquiry, and analysis skills. Students are expected to:

- Analyze primary and secondary sources.
- Construct evidence-based arguments.
- Engage in civic discussions and debates.

#### **4. Houghton Mifflin Textbooks:** HMH textbooks often incorporate these types of inquiry-based activities. They typically include primary source documents, timelines, and maps for students to analyze, promoting these critical thinking skills. Additionally, they

offer structured activities aimed at developing evidence-based reasoning, which aligns well with Nebraska's goals.

5. **Grade-Level Appropriateness:** Nebraska's standards are organized into grade-specific goals, with particular emphasis on:
  - **Middle Grades:** A deeper dive into American history, world geography, and the foundations of government.
  - **High School:** Comprehensive study of U.S. and world history, government, economics, and geography, preparing students for civic life and post-secondary education.
6. **Houghton Mifflin Textbooks:** HMH offers a range of textbooks for various grade levels, and they are typically aligned with national standards, which have significant overlap with Nebraska's. However, certain state-specific standards might require the inclusion of more regional history and geography at different grade levels.

**Potential Gaps or Strengths:**

- HMH's broad coverage of U.S. history and government aligns well with Nebraska's high school standards. However, for younger grades, Nebraska's emphasis on local community and state history may require additional state-specific resources.
7. **Civics Focus:** Nebraska standards have a strong civics education component, encouraging students to actively participate in civic life and understand their rights and responsibilities as citizens. The state aims for students to engage in discussions around current events and understand the Constitution and government processes.

**Houghton Mifflin Textbooks:** HMH incorporates civics education into its social studies curriculum, particularly in middle and high school grades, where students learn about the Constitution, government systems, and political processes. This approach aligns well with Nebraska's focus on democratic principles, though Nebraska's specific emphasis on contemporary civic engagement may require additional, local resources.

## Thoughts:

Overall, **Houghton Mifflin social studies textbooks align well with Nebraska's social studies standards** in many key areas, including content coverage in U.S. history, geography, and civics, and the development of critical thinking skills. However, there are a few areas where supplemental materials might be needed, particularly for **Nebraska-specific content** such as state history and geography and the state's particular emphasis on civic participation and contemporary issues. Schools using HMH textbooks may need to integrate **state-specific resources** or additional lessons on Nebraska's unique history and role in the broader context of American history.

This comparison can serve as a guide when evaluating whether or not HMH textbooks need supplementation or adaptation to fully meet Nebraska's educational goals.

## **Using SIT (Standards Instructional Tool)**

Using the Nebraska Department of Education (NDE) Standards Instructional Materials Tool, we can assess how well the Houghton Mifflin (HM) social studies textbooks for grades 7-12 align with Nebraska's social studies standards, which cover history, geography, civics, and economics. The evaluation focuses on content alignment, depth, instructional strategies, skills development, assessment, and state-specific content.

### **1. Standards Alignment**

The Nebraska social studies standards for grades 7-12 emphasize a comprehensive understanding of U.S. and world history, government, economics, and geography. They are designed to help students understand the principles of democracy, the role of government, geographic relationships, and economic systems, and how history informs contemporary society.

- **Content Focus:**
  - **History:** Nebraska's standards require in-depth coverage of U.S. and world history, including major historical events, themes, and figures from ancient civilizations to modern times.
  - **Civics and Government:** Students must understand democratic principles, the U.S. Constitution, government structures, and their role as citizens.
  - **Geography:** The standards expect students to interpret geographic data, understand physical and human geography, and analyze geographic patterns.
  - **Economics:** Students must grasp economic principles, including supply and demand, market structures, government's role in the economy, and global economic systems.
- **Houghton Mifflin Textbooks:**

HM textbooks are designed to align with national social studies standards, and many of these overlap with Nebraska's expectations. They typically cover U.S. history in detail, include a strong civics and government component, and emphasize geographic literacy. The economics textbooks from HM also offer robust coverage of micro and macroeconomic principles.

NDE Tool Score: Strong alignment for general content coverage in U.S. and world history, geography, government, and economics. However, state-specific content may require additional materials.

### **2. Depth and Rigor**

Nebraska's social studies standards for grades 7-12 emphasize higher-order thinking skills, requiring students to engage with complex concepts, analyze primary sources, and construct evidence-based arguments.

- Houghton Mifflin Textbooks:  
HM's high school textbooks are designed to promote critical thinking and in-depth analysis. They typically include activities that require students to analyze primary and secondary sources, timelines, maps, and charts. These textbooks also encourage students to make connections between historical events and current issues, supporting Nebraska's standards for developing inquiry-based thinking.  
**NDE Tool Score: High alignment in promoting depth of learning through source analysis, critical thinking, and inquiry. HM textbooks generally support rigorous academic exploration.**

### 3. Instructional Strategies and Student Engagement

Nebraska's instructional materials tool assesses the variety and effectiveness of instructional strategies used to engage students and meet diverse learning needs.

- Houghton Mifflin Textbooks:  
HM's textbooks typically provide a variety of instructional strategies, including guided reading, critical thinking questions, debates, and interactive online resources. These strategies are designed to engage students with different learning styles and ensure comprehension of complex topics. They often include multimedia resources and interactive activities, which can enhance student engagement and understanding.  
**NDE Tool Score: Strong alignment in terms of diverse instructional strategies and student engagement. HM textbooks include a wide array of approaches to keep students engaged in learning.**

### 4. Skills Development

Nebraska's standards require that students develop specific social studies skills, including source evaluation, argumentation, geographic reasoning, and civic participation.

- Source Evaluation: Nebraska places a strong emphasis on analyzing primary and secondary sources, constructing arguments, and evaluating evidence.
- Geographic Skills: Students need to be able to read and interpret maps, graphs, and geographic data to understand spatial relationships and human-environment interactions.
- Civics and Participation: Nebraska's civics standards emphasize understanding democratic principles and engaging in civic discussions.

Houghton Mifflin Textbooks:

HM textbooks typically provide a variety of primary sources, from historical documents to speeches and maps, supporting Nebraska's standards for source evaluation and critical analysis. Geography sections often include case studies, interactive maps, and exercises that build geographic reasoning. The civics materials offer practical lessons on government structure and citizenship, promoting engagement with civic processes.

**NDE Tool Score: High alignment in terms of building essential social studies skills. HM**

materials align well with Nebraska's focus on critical thinking, geographic literacy, and civic engagement.

## 5. Assessment

Nebraska's standards expect that instructional materials provide both formative and summative assessments that align with learning objectives and help track student mastery of content and skills.

- Houghton Mifflin Textbooks:  
HM textbooks include a wide variety of assessments, such as chapter quizzes, unit tests, writing assignments, and project-based assessments. These assessments are designed to measure not only content knowledge but also students' abilities to apply critical thinking and analysis skills. The online platforms often include adaptive assessments that can help teachers track student progress over time.  
**NDE Tool Score: Strong alignment in terms of offering aligned assessments that track both content mastery and skills development.**

## 6. Cultural Representation and Diversity

Nebraska's standards emphasize the inclusion of diverse cultures, perspectives, and experiences, ensuring that students understand multiple viewpoints and cultural contexts.

- Houghton Mifflin Textbooks:  
HM textbooks typically include diverse perspectives, especially in U.S. history and world history materials. These textbooks often incorporate the stories and contributions of historically marginalized groups, such as women, Indigenous peoples, and other minority groups, promoting a broader understanding of history and society.  
**NDE Tool Score: High alignment in terms of cultural representation. HM materials generally reflect diverse perspectives, which aligns with Nebraska's standards for teaching cultural awareness.**

## 7. Local and State Content

Nebraska's standards require the integration of local and state history, particularly in the middle school and high school grades. Understanding Nebraska's role in national and global contexts is essential.

- Houghton Mifflin Textbooks:  
HM textbooks may not include extensive content specific to Nebraska's history, government, or economy. While they provide strong coverage of U.S. history and government in general, Nebraska-specific lessons (such as in government and local economics) may require additional resources or supplements.  
**NDE Tool Score: Moderate alignment. While HM textbooks provide comprehensive coverage of national and global topics, state-specific content may be lacking. Schools**

will likely need to supplement with local resources or Nebraska-specific lessons to meet this requirement fully.

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### **Conclusion Using the NDE Instructional Materials Tool:**

Houghton Mifflin's social studies textbooks for grades 7-12 align well with Nebraska's social studies standards in most categories. They provide comprehensive content in U.S. and world history, geography, government, and economics, and they support the development of critical thinking, source analysis, and civic engagement. The instructional strategies are diverse, engaging, and effective for promoting in-depth learning, while the assessments are well-aligned with Nebraska's learning goals.

However, there is a potential gap in Nebraska-specific content, particularly in areas like state history, government, and economics. While Houghton Mifflin offers a strong foundation in national and global topics, teachers may need to supplement with local resources to fully address Nebraska's standards for state and local content.

Overall, Houghton Mifflin textbooks score highly in most areas using the NDE Instructional Materials Tool but may require additional Nebraska-specific materials to ensure full alignment with state standards.

### **K-5 Studies Weekly**

When comparing "**Studies Weekly**" for elementary social studies to Nebraska's social studies standards, the focus will be on content alignment, grade-level appropriateness, and skill-building, particularly for K-5 students.

### **Key Focus Areas:**

#### **1. Content Alignment:**

Nebraska's elementary social studies standards focus on early foundations in history, geography, civics, and economics, progressively introducing concepts that students revisit in greater detail in later grades.

#### **Studies Weekly:**

"Studies Weekly" provides a weekly newspaper-style format that integrates U.S. history, geography, government, and economics into grade-specific content. It tends to align with national standards, offering a well-rounded introduction to key social studies concepts.

- **American History:** Nebraska emphasizes the foundations of U.S. history, including early civilizations, exploration, colonization, and the founding of the

nation. "Studies Weekly" introduces students to these themes, often with accessible language and engaging articles.

- **Nebraska History:** Nebraska's standards require students to learn about the state's history, symbols, and geography, especially in the 4th grade. **Studies Weekly** offers some state-specific editions, and Nebraska's version may include tailored content covering local history, state government, and significant Nebraska figures.
- **Geography:** Nebraska standards include understanding spatial relationships, maps, and basic geography skills. "Studies Weekly" often incorporates activities and lessons on reading maps and understanding geographic features, aligning well with these goals.
- **Civics:** Nebraska emphasizes understanding democratic principles, citizenship, and basic government structures starting at a young age. "Studies Weekly" typically includes civics-focused content in each grade level, offering lessons on government functions and civic responsibilities.

2. **Potential Gaps or Strengths:**

- **State-Specific Content:** If "Studies Weekly" provides a Nebraska-specific edition, the alignment is likely strong, particularly in the 4th-grade study of Nebraska history. Without state-specific editions, additional resources may be necessary to cover all Nebraska-focused content.

3. **Skill Development:** Nebraska standards emphasize the development of skills like critical thinking, source analysis, map reading, and inquiry-based learning from an early age.

**Studies Weekly:**

"Studies Weekly" offers interactive features like primary source documents, analysis questions, and activities that promote critical thinking and discussion. The weekly quizzes and hands-on projects can support Nebraska's inquiry-based learning approach. The format of short, engaging articles encourages students to develop comprehension and retention skills.

**Potential Gaps or Strengths:**

- **Inquiry-Based Learning:** "Studies Weekly" encourages students to ask questions and engage with the material, which aligns well with Nebraska's inquiry-based learning model.
- **Source Analysis:** The weekly format often includes activities that ask students to analyze primary sources or answer questions based on what they've read, supporting the critical thinking and analysis components of Nebraska's standards.

4. **Grade-Level Appropriateness:** Nebraska organizes its social studies standards into grade-level expectations, starting with community, citizenship, and basic geography in early grades and progressing to more complex historical and government-related concepts in upper elementary.

**Studies Weekly:**

- **Kindergarten to 2nd Grade:** "Studies Weekly" aligns well with Nebraska's focus on basic community roles, national symbols, and simple geography. It provides

lessons on community helpers, American holidays, and symbols like the flag, which match Nebraska's early social studies goals.

- **3rd Grade:** Nebraska's 3rd-grade standards emphasize national history and geography, including understanding continents, oceans, and early American history. "Studies Weekly" covers basic U.S. history and geographic concepts, which aligns with these goals.
  - **4th Grade:** Nebraska's 4th-grade standards focus heavily on state history. If "Studies Weekly" offers a Nebraska edition, it likely covers this in detail. Without a Nebraska-specific version, additional resources on Nebraska history and geography may be needed.
  - **5th Grade:** Nebraska's standards in 5th grade focus on early U.S. history, including exploration, colonization, and the Revolutionary War. "Studies Weekly" provides a strong foundation in these areas, often covering similar content in its weekly format.
5. **Potential Gaps or Strengths:**
- **Local History:** While "Studies Weekly" generally covers national history well, the degree of alignment with Nebraska's focus on state-specific history, especially in the 4th grade, depends on the availability of a Nebraska-specific edition.
6. **Civics and Citizenship:** Nebraska's elementary social studies standards place a strong emphasis on teaching the principles of citizenship, government structures, and the roles and responsibilities of individuals in a democracy.

**Studies Weekly:**

"Studies Weekly" often includes civics content in each issue, addressing the basics of government, democratic values, and what it means to be a good citizen. This aligns well with Nebraska's standards for teaching students about civic engagement and responsibility.

**Potential Gaps or Strengths:**

- **Engagement:** "Studies Weekly" promotes civic engagement through activities like mock elections or discussions about current events, which aligns with Nebraska's goals of fostering active and informed citizens from a young age.

**Thoughts:**

**"Studies Weekly" aligns well with Nebraska's elementary social studies standards** in terms of content coverage, skill-building, and fostering civic engagement. If the school district can access Nebraska-specific editions, this will ensure that 4th-grade standards focused on state history and geography are fully met. For younger grades, the emphasis on national history, community, and government closely aligns with Nebraska's expectations. Some minor supplementation with state-specific materials may be needed for full compliance, especially in state history, but overall, "Studies Weekly" provides a comprehensive and engaging resource that is well-suited to Nebraska's standards.

## Using SIT (Standards Instructional Tool)

To evaluate the alignment of "**Studies Weekly**" with Nebraska's social studies standards using the Nebraska Department of Education (NDE) **Instructional Materials Tool**, we will break down the comparison into the categories the tool emphasizes. This tool helps assess how well instructional materials align with the Nebraska standards, with a focus on content, skills, and teaching methods across grade levels.

Here's an analysis of "Studies Weekly" based on categories outlined by the NDE tool:

### **1. Standards Alignment**

This category assesses how closely materials align with the core content of Nebraska's social studies standards, focusing on key domains: history, geography, civics, and economics.

- **Content Focus:**

"Studies Weekly" generally covers the four major strands of social studies required by Nebraska:

- **History:** Includes content on U.S. history, covering exploration, colonization, and key historical events.
- **Geography:** Lessons include map skills and geographic features, which align with Nebraska's emphasis on spatial understanding.
- **Civics:** "Studies Weekly" promotes civics knowledge and democratic principles at every grade level, matching Nebraska's push for civic education.
- **Economics:** Elementary concepts of needs, wants, and economic decision-making are introduced, which are aligned with state standards.

- **NDE Tool Score:** High alignment for foundational content, with Nebraska-specific content integrated where available.

### **2. Depth and Rigor**

Nebraska standards expect students to engage deeply with the material, especially through inquiry-based learning, source analysis, and critical thinking.

- **Studies Weekly** encourages students to engage in source analysis through primary documents, historical photos, and interactive activities. Weekly quizzes and projects ask students to reflect critically on what they've learned, supporting the inquiry-based approach Nebraska promotes.

**NDE Tool Score:** Strong alignment in encouraging depth of learning through critical thinking and analysis of sources. This meets Nebraska's inquiry-based learning goals.

### **3. Instructional Strategies and Student Engagement**

Nebraska's instructional tool emphasizes the importance of diverse instructional strategies to meet the needs of all learners, including differentiation, student engagement, and interactive activities.

- **Student Engagement:** "Studies Weekly" uses a newspaper format that is highly engaging for elementary students, with articles, activities, and graphics tailored to younger learners. The interactive nature of the weekly issues aligns with Nebraska's focus on engaging students with hands-on activities.
- **Differentiation:** "Studies Weekly" offers different levels of reading material and supplemental online resources, which can help teachers adjust lessons based on student ability. The NDE tool emphasizes differentiated instruction, and the multiple formats available with "Studies Weekly" support this.

**NDE Tool Score:** High engagement, with interactive and differentiated activities that meet various learner needs.

#### 4. Skills Development

Nebraska's standards require the development of specific social studies skills, including critical thinking, analysis, decision-making, and collaboration.

- **Studies Weekly** promotes skill-building in a number of ways:
  - **Map Skills:** Nebraska standards place strong emphasis on geography and map reading, and "Studies Weekly" incorporates maps, globes, and geographic discussions into lessons.
  - **Source Analysis:** Primary sources, timelines, and images are used for critical thinking activities, which align with Nebraska's standards on historical analysis.
  - **Civic Responsibility:** The materials encourage civic participation and discussion of democratic values, which is a core component of Nebraska's civics standards.
- **NDE Tool Score:** Strong alignment in developing key social studies skills, particularly in historical analysis, civic engagement, and geography.

#### 5. Assessment

The NDE tool assesses whether instructional materials provide adequate assessment tools that align with learning objectives and support mastery of Nebraska standards.

- **Formative and Summative Assessment:** "Studies Weekly" includes weekly quizzes, writing prompts, and discussion-based questions, allowing for both formative and summative assessments. These align with Nebraska's focus on assessing content knowledge, as well as the critical thinking and analysis skills students are expected to develop.

**NDE Tool Score:** High alignment for providing frequent, aligned assessments that measure mastery of key standards.

#### 6. Cultural Representation and Diversity

The NDE tool evaluates how well instructional materials reflect diverse cultures, perspectives, and experiences, ensuring that all students see themselves represented in the curriculum.

- **Studies Weekly** incorporates multiple perspectives in its articles, often including stories and lessons on historically marginalized groups, civil rights movements, and different cultures. This diversity in representation aligns with Nebraska's standards for teaching cultural awareness and respect for different perspectives.

**NDE Tool Score:** High alignment in representing diverse cultures and perspectives, which is essential for meeting Nebraska's cultural awareness standards.

## 7. Local and State Content

Nebraska's standards emphasize state-specific history, geography, and government, particularly in the 4th grade when students focus on Nebraska history.

- **State-Specific Content:** If using a Nebraska-specific edition of "Studies Weekly," the content will likely include information about Nebraska's history, government, and geography, which is crucial for meeting the state's specific standards. If the edition lacks state-specific content, supplemental materials will be needed to ensure full alignment.

**NDE Tool Score:** Depends on availability of Nebraska-specific editions. If available, this will ensure full alignment with local standards; if not, some gaps may exist, especially in 4th grade.

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### Conclusion Using the NDE Instructional Materials Tool:

"Studies Weekly" aligns well with Nebraska's social studies standards, scoring highly across most categories of the NDE Instructional Materials Tool. It provides engaging, rigorous content, promotes key skills like critical thinking and source analysis, and includes assessments that support mastery of standards. The inclusion of diverse perspectives ensures cultural alignment, and the flexible instructional strategies meet the needs of various learners.

However, **state-specific content is a key factor**. If Nebraska-specific editions are available, "Studies Weekly" will fully align with the state's expectations, particularly in 4th grade when students focus on Nebraska's history and geography. If a Nebraska edition is not available, teachers may need to supplement with additional materials to cover local content.