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NEBRASKA STATE BOARD OF EDUCATION
Nebraska Department of Education
Minutes of Meeting
November 8-9, 2011

MINUTES OF THE DATA BRIEFING

On Wednesday, November 8, 2011, beginning at 9:30 a.m., the Board received information concerning the annual yearly progress /persistently low achieving school (AYP/PLAS) for 2011. Those present were Robert Evnen, Jim Scheer, Rebecca Valdez, Mark Quandahl, Lynn Cronk, Molly O'Holleran and John Sieler. The briefing adjourned at 10:04 a.m.

MINUTES OF THE STATE BOARD PLANNING RETREAT

The State Board of Education met for purposes of a Planning Retreat on Wednesday, November 8, 2011, beginning at 10:00 a.m. The session was held in the State Board Meeting Room at the State Office Building in Lincoln, Nebraska. Members present were Jim Scheer, Robert Evnen, Mark Quandahl, Rebecca Valdez, Molly O'Holleran, John Sieler, Lynn Cronk. Patricia Timm was absent.

The Board continued the discussion of goal setting. President Scheer established a Committee of the Board to review the information to date and to present at the December Board meeting to continue the discussion. President Scheer appointed Lynn Cronk to chair the committee and appointed John Sieler and Jim Scheer to serve also. The Planning Retreat adjourned at 11:15 a.m.

MINUTES OF THE WORK SESSION

The State Board of Education met for purposes of a work session on Tuesday, November 8, 2011, beginning at 2:00 p.m. The session was held in the State Board Meeting Room at the State Office Building in Lincoln, Nebraska. Publicized notice of the session was given by posting notice on the Department's website on the internet; emailed to news media requesting notification and posting a copy of the agenda in the Office of the Commissioner of Education, which gave the time, date and location of the meeting.

1. CALL TO ORDER

- 1.1 President Scheer called the meeting to order at 2:07 p.m. Roll call showed the following Board members present: Jim Scheer, Mark Quandahl, Rebecca Valdez, Robert Evnen, Lynn Cronk, John Sieler and Molly O'Holleran. Patricia Timm was absent. Commissioner Breed was also present.
- 1.2 President Scheer announced the location of the Open Meetings Act.

2. REPORTS AND DISCUSSION

- 2.1 Year in Review, 2011 Nebraska Teacher of the Year, Bob Feurer, North Bend Central Senior High School (Handout: PowerPoint presentation slides)
- 2.2 Standards, Assessment and Accountability
 - 2.2.1 Pat Roschewski, Department of Education representative, provided a review of the State of the Schools Report released October 19, 2011.
 - 2.2.2 Marilyn Peterson and Diane Stuehmer, Department of Education representatives, provided an update on Federal Accountability, AYP, and Persistently Lowest Achieving Schools (PLAS). (Handout: Federal Accountability, 2010-11 Results for the 2011-12 School Year)
 - 2.2.3 Commissioner Breed provided an overview of the ESEA Waiver Process.

President Scheer called for a break at 3:40 p.m. The meeting resumed at 4:05 p.m.

- 2.2.4 Pat Roschewski, Department of Education representative, provided an update on the Accountability Plan. (Handout: Ne-PAS, November 2011)
- 2.2.5 Donlynn Rice and Jim Havelka, Department of Education representatives, discussed the Teacher and Principal Framework for Educator Effectiveness. (Handout: November 8, 2011 Introduction to the Nebraska Teacher and Principal Performance Framework.)

The accountability committee will arrange to meet prior to the November business meeting to review terminology.

- 2.2.6 Donlynn Rice and Rich Katt, Department of Education representatives, provided a review and update of the Nebraska Career Readiness Standards. (Handout: College & Career Nebraska Career Readiness Standards – Draft)

- 2.3 Sharon Katt and Pat Madsen, Nebraska Department of Education representatives, discussed proposed revisions to Rule 24 (92 NAC 24), *Regulations for Certificate Endorsements* and "Guidelines Recommended for Use with Rule 24." (Handout: Endorsement Reviews in Progress – 2011-2012)

There being no further business to come before the Board, President Scheer adjourned the meeting at 5:15 p.m.

MINUTES OF THE BUSINESS MEETING

The State Board of Education met for purposes of a business meeting on Wednesday, November 9, 2011 at 9:36 a.m. The session was held at the State Office Building in the State Board Meeting Room in Lincoln, Nebraska. Publicized notice of the session was given by posting notice on the Department's website on the internet; emailed to news media requesting notification and posting a copy of the agenda in the Office of the Commissioner of Education, which gave the time, date and location of the meeting.

1. CALL TO ORDER

- 1.1 President Scheer called the meeting to order at 9:06 a.m. Roll call showed the following Board members present: Jim Scheer, Mark Quandahl, Rebecca Valdez, Robert Evnen, Lynn Cronk, John Sieler and Molly O'Holleran. Patricia Timm was absent. Commissioner Breed was also present.
- 1.2 President Scheer announced the location of the Open Meetings Act.
- 1.3 President Scheer led the Pledge of Allegiance.

2. APPROVAL OF THE MINUTES

Motion by Lynn Cronk, second by Rebecca Valdez: To approve the minutes of the October 5-6, 2011, State Board of Education Meeting.

Voting Yes: Cronk, Scheer, Quandahl, Valdez, Sieler, O'Holleran, Evnen
Absent: Timm

The motion passed.

3. APPROVAL OF AGENDA

Motion by Robert Evnen, second by Mark Quandahl: To approve the agenda as suggested by Commissioner Breed. Action Item 7.7 will be addressed immediately following the Public Comment period.

Voting Yes: Cronk, Scheer, Quandahl, Valdez, Sieler, O'Holleran, Evnen
Absent: Timm

The motion passed.

4. PUBLIC COMMENT

- Kathy Bennetch, Gretchen Walker, and Carol Bom, Nebraska Educational Office Professionals Association (NEOPA) representatives, presenting the Administrator of the Year award to Dr. Roger Breed
- Brian Hale, Nebraska Association of school Boards speaking in support of Teacher/Principal Framework
- Dan Ernst, Executive Director, Nebraska Council of School Administrators, speaking in support of Teacher/Principal framework
- Marilyn Peterson, Department of Education, introduction of Sameano Porchea as Director of the Data, Research and Evaluation team

7. ACTION ITEMS

7.7 Commissioner Breed read a retirement resolution honoring the service of Larry Starr, NDE History consultant.

Motion by Robert Evnen, second by Mark Quandahl: To approve a Resolution honoring the service of Larry Starr.

Voting Yes: Cronk, Scheer, Quandahl, Valdez, Sieler, O'Holleran, Evnen
Absent: Timm

The motion passed.

Board Members offered their words of thanks and congratulations.

7.1 Motion by Molly O'Holleran, second by Robert Evnen: To grant the Commissioner the authority to amend the Data Recognition Corporation (DRC) contract to include security audit.

Voting Yes: Cronk, Scheer, Quandahl, Valdez, Sieler, O'Holleran, Evnen
Absent: Timm

The motion passed.

- 7.2 Motion by Rebecca Valdez, second by Mark Quandahl: To grant the Commissioner the authority to amend the Data Recognition Corporation (DRC) writing contract to include a writing standard setting.

Voting Yes: Cronk, Scheer, Quandahl, Valdez, Sieler, O'Holleran, Evnen
Absent: Timm

The motion passed.

- 7.3 Motion by Lynn Cronk, second by Rebecca Valdez: To adopt the Teacher and Principal Performance Frameworks for Educator Effectiveness document dated November 9, 2011, with [changes as presented November 9, 2011](#).

Voting Yes: Cronk, Scheer, Quandahl, Valdez, Sieler, O'Holleran, Evnen
Absent: Timm

The motion passed.

The Board expressed appreciation to Donlynn Rice and Jim Havelka for their efforts in developing the Framework.

- 7.4 Motion by Mark Quandahl, second by Rebecca Valdez: To approve a hearing draft of proposed revisions to the Rule 24 (92 NAC 24) *Regulations for Certificate Endorsements*, and authorize the Commissioner to set a date, time, and place for the hearing and to appoint a hearing official to conduct a hearing on behalf of the State Board.

Voting Yes: Cronk, Scheer, Quandahl, Valdez, Sieler, O'Holleran, Evnen
Absent: Timm

The motion passed.

8. CONSENT AGENDA

Motion by Robert Evnen, second by Lynn Cronk: To approve the Consent Agenda as published.

Voting Yes: Cronk, Scheer, Quandahl, Valdez, Sieler, O'Holleran, Evnen
Absent: Timm

The motion passed.

10. BOARD REPORTS, DATES AND DISCUSSION ITEMS

10.3 Meeting Participation

- President Scheer reported on the National State Boards of Education (NASBE) Annual Conference held in Atlanta, Georgia, on October 13-15, 2011.
- President Scheer reported that he was asked to serve on the NCATE Audit (NCATE-UAB) Committee. The group met on October 24-28, 2011 in Bethesda, Maryland.
- John Sieler reported on the regional area meeting sponsored by the Nebraska Association of School Boards (NASB) in October, 2011.
- John Sieler reported on the North Star visit with Mark Quandahl.
- Commissioner Breed and Robert Evnen attended a P-16 meeting (handout)
- Mark Quandahl, Chair of the Legislative Committee reported on the Committee's intent to meet with Senator Adams for coordination of efforts for the upcoming legislative session.
- Planning for the Board's presentation on November 16 at the NASB Conference continues.

President Scheer called for a break at 10:53 a.m. Rebecca Valdez left the meeting at 10:53 a.m. The meeting resumed at 11:07 a.m.

5. HEARING

A hearing was held on *Commissioner v. Matthew Rega*. [Minutes of the hearing](#) are attached to these minutes.

6. EXECUTIVE SESSION

6. Motion by Mark Quandahl, second by Robert Evnen: To go into Executive Session to deliberate and receive advice from Legal Counsel on contested cases.

Voting Yes: Cronk, Scheer, Quandahl, Sieler, O'Holleran, Evnen
Absent: Timm, Valdez

The motion passed. At 11:13 a.m., the Board moved into Executive Session to deliberate and receive advice from Legal Counsel on contested cases.

Motion by Robert Evnen, second by Lynn Cronk: To adjourn the Executive Session and return to the business meeting of the Board.

Voting Yes: Cronk, Scheer, Quandahl, Sieler, O'Holleran, Evnen
Absent: Timm, Valdez

The motion passed. The Board adjourned the Executive Session and resumed the business meeting at 11:23 a.m.

7. ACTION ITEMS

7.5 Motion by Mark Quandahl, second by Molly O'Holleran: In *Melissa Converse v. Commissioner*, NDE Case No. 11-11, that the Board adopt the Findings of Fact and Conclusions of Law of the Hearing Officer as amended by the Final Order, but uphold the Commissioner's actions in denying Petitioner's application for a teaching certificate, and to adopt the Final Order proposed by Legal Counsel.

Voting Yes: Cronk, Scheer, Quandahl, Sieler, O'Holleran, Evnen
Absent: Timm, Valdez

The motion passed.

7.6 Motion by Molly O'Holleran, second by Robert Evnen: In *Commissioner v. Matthew Rega*, NDE Case No. 11-15, that this Board adopt the Findings of Fact, Conclusions of Law and the Recommendation of the Nebraska Professional Practices Commission, revoking the Respondent's administrative certificate for a period of one year, and to adopt the Final Order proposed by Legal Counsel.

Voting Yes: Cronk, Scheer, Quandahl, Sieler, O'Holleran, Evnen
Absent: Timm, Valdez

The motion passed.

There being no further business to come before the Board, President Scheer adjourned the meeting at 11:27 a.m.



NOV. 9, 2011

INTRODUCTION TO THE NEBRASKA TEACHER AND PRINCIPAL PERFORMANCE FRAMEWORK

State educational policymakers across the nation are embracing educator effectiveness reforms as one of the keys to improving teaching and learning. These reforms should be predicated on clear criteria that define effective practice for teachers and principals.

Developing Nebraska's Performance Framework. In January 2011, the Nebraska State Board of Education authorized the drafting of possible performance standards for teachers and principals. This process began with the formation of a forty-member committee drawn from thirteen of the state's educational stakeholder groups representing teachers, principals, higher education representatives, school board members, and parents. The purpose of this committee was to prepare a set of draft performance practices for consideration by the State Board.

The committee's development of Effective Practices and Example Indicators was informed by the profession's national standards. For teachers, these include the 2010 Interstate Teacher Assessment and Support Consortium (InTASC) standards and the Framework for Teaching developed by Charlotte Danielson. For principals, these include the Interstate School Leaders Licensure Consortium (ISLLC) 2008 policy standards. In addition, standards developed by other states served as a valuable resource.

The purpose of the Nebraska Teacher and Principal Performance Framework is to define effective practices in order to improve teaching and learning. The Practices address the roles of teachers and principals, defined as those educators whose primary task is working directly with students in a school setting. Local districts may wish to create Effective Practices for educational specialists not covered by the Nebraska Teacher and Principal Performance Framework.

Structuring the Performance Framework. Following the structure of Nebraska's curriculum standards, the Teacher and Principal Performance Framework is organized into two elements: a broad Effective Practice statement followed by several Example Indicators. The Indicators are designed to be examples that clarify and develop the Effective Practices; they are not an exhaustive list and can be enhanced by local districts as they use the Framework.

The Framework is designed to encompass a broad range of effective practices that characterize our state's best teachers and principals. In addition, embedded throughout the Framework are four essential themes: high expectations for student learning, a commitment to teacher and principal accountability for results, awareness of the individual circumstances of each student in light of the increasing diversity of our state's population, and the integration of technology.

A Guiding Framework. The Nebraska Teacher and Principal Performance Framework is intended to be a useful resource that provides a definition of effective practice to voluntarily guide local districts, institutions of higher education, and state and local policymakers as we strive together to ensure Nebraska's continuing commitment to improve educational achievement for all of our children. The State Board reaffirms its fundamental view that curriculum and instruction are best left to individual districts, and that the Nebraska Department of Education should serve as a resource for districts in that regard.



NEBRASKA'S PERFORMANCE FRAMEWORK FOR TEACHERS

The Effective Practices:

(1) Foundational Knowledge

The teacher demonstrates a comprehensive knowledge of content, pedagogy, students, and standards needed to provide each student with effective opportunities for learning, development, and achievement.

Example Indicators

The Teacher:

- a) Possesses a strong command of the content and related instructional strategies in the discipline(s) he or she teaches.
- b) Understands research-based instructional approaches, strategies, assessments, and interventions.
- c) Understands the intellectual, social, emotional, and physical development of students, how they learn, and how they differ.
- d) Understands the effect of cultural and societal influences on learning for each student.
- e) Understands how national, state, and local standards impact teaching.
- f) Understands the components of an effective curriculum.
- g) Accepts responsibility for the growth of student learning, development, and achievement.

(2) Planning and Preparation

The teacher integrates knowledge of content, pedagogy, students, and standards with the established curriculum to set high expectations and develop rigorous instruction for each student that supports the growth of student learning, development, and achievement.

Example Indicators

The Teacher:

- a) Develops coherent units, lessons, and activities that reflect high expectations and enable each student to achieve standards, learning goals, and instructional objectives.
- b) Designs and adapts lessons based on student progress, assessment results, and interests.
- c) Uses a variety of appropriate, research-based teaching strategies.
- d) Considers students' prior knowledge, abilities, and individual circumstances to ensure that instruction is differentiated, relevant to students, and rigorous.
- e) Integrates a variety of resources, including technology, to provide challenging, motivating, and engaging learning experiences.

(3) The Learning Environment

The teacher creates and maintains a learning environment that fosters positive relationships and promotes active student engagement in learning, development, and achievement.

Example Indicators

The Teacher:

- a) Establishes relationships that result in a positive learning climate of openness, mutual respect, support, and inquiry, and interacts with students in ways that demonstrate and promote recognition of diversity.
- b) Ensures a safe and accessible environment.
- c) Establishes, communicates, and maintains effective routines, procedures, and clear standards of conduct.
- d) Establishes a collaborative learning community built on trust and teamwork that is consistent with and supportive of the full development of students as individuals.
- e) Establishes high expectations that cultivate each learner's self-motivation and encourage pride in his/her genuine accomplishments.
- f) Values individual students, their families, neighborhoods, and communities; acknowledges their experiences and builds upon those experiences to increase academic success.

(4) Instructional Strategies

The teacher uses effective instructional strategies to ensure growth in student achievement.

Example Indicators

The Teacher:

- a) Uses a range of developmentally appropriate instructional strategies and resources that are targeted to meet learning goals.
- b) Modifies, adapts, and differentiates instruction and accommodations based on data analysis, observation, and student needs.
- c) Communicates effectively with students to promote and support high expectations for achievement.
- d) Assumes various roles in the instructional process appropriate to the content, purposes of instruction, and the needs of students.
- e) Engages students by using varied activities, assignments, groupings, structure, pacing, and a variety of instructional techniques such as direct instruction, inquiry, questioning, and discussion as appropriate for individual student achievement.
- f) Uses strategies that enable students to develop skills in critical thinking, creativity, and problem-solving.
- g) Uses existing and emerging technologies as needed to support and promote student learning.
- h) Implements engaging learning experiences that draw upon family and community resources.

(5) Assessment

The teacher systematically uses multiple methods of formative and summative assessment to measure student progress and to inform ongoing planning, instruction, and reporting.

Example Indicators

The Teacher:

- a) Develops and uses varied and appropriate assessments and accommodations based on instructional objectives and student needs.
- b) Uses both formative and summative assessments and the resulting data to inform instruction, monitor student progress over time, and provide meaningful feedback to each student.

- c) Seeks to assure that classroom-based assessment instruments and procedures are effective, free of bias, and appropriate to the developmental and linguistic capabilities of students.
- d) Develops or selects appropriate assessments and interprets the resulting data, both individually and with colleagues.
- e) Uses strategies that enable students to set high expectations for personal achievement, and to assess, monitor, and reflect on their own work.
- f) Compiles and reports assessment data to accurately document student progress over time.

(6) Professionalism

The teacher acts as an ethical and responsible member of the professional community.

Example Indicators

The Teacher:

- a) Systematically reflects on his/her own professional practice in order to bring about continuous improvement.
- b) Actively pursues meaningful professional development.
- c) Contributes to and advocates for the profession.
- d) Protects the established rights and confidentiality of students and families.
- e) Adheres to school policies, procedures, and regulations.
- f) Models ethical behavior in accordance with established standards.
- g) Maintains accurate records, documentation, and data.

(7) Vision and Collaboration

The teacher contributes to and promotes the vision of the school and collaborates with students, families, colleagues, and the larger community to share responsibility for the growth of student learning, development, and achievement.

Example Indicators

The Teacher:

- a) Actively participates in the development and implementation of the school's vision, mission, and goals for teaching and learning.
- b) Contributes to the continuous school improvement process.
- c) Establishes and maintains collaborative professional relationships.
- d) Uses effective communication strategies and technological resources when

appropriate, and takes into account various factors that impact communication with individual students, their families, and the community.

- e) Collaborates with students, parents, families, and the community to create meaningful relationships that enhance the learning process.



NEBRASKA'S PERFORMANCE FRAMEWORK FOR PRINCIPALS

The Effective Practices:

(1) Vision for Learning

The principal establishes and communicates a vision for teaching and learning that results in improved student achievement.

Example Indicators

The Principal:

- a) Uses varied sources of information and analyzes multiple sources of data about current practices and outcomes to shape the vision, mission, and goals of the school.
- b) Engages constituent groups within the school community to develop commitment to the vision, mission, and goals of the school.
- c) Aligns the school's vision, mission, and goals to district, state, and federal policies.
- d) Communicates the vision in order to establish high expectations for student performance.
- e) Leads a systematic review of the vision, mission, and goals and revises as appropriate.

(2) Continuous School Improvement

The principal leads a continuous school improvement process that results in improved student performance and school effectiveness.

Example Indicators

The Principal:

- a) Develops and implements, in collaboration with the school community, a school improvement plan that is aligned with district, state, and federal guidelines and goals.
- b) Maintains comprehensive and current information about students, academic achievement, school effectiveness, and the school community.
- c) Makes informed decisions based on student achievement data, research, and best practices to improve teaching and learning.

- d) Uses technology to increase school efficiency and effectiveness.
- e) Revises the school improvement plan based on a systematic review of progress toward its goals.
- f) Uses the continuous improvement plan to guide professional development within the school community.

(3) Instructional Leadership

The principal provides leadership to ensure the implementation of a rigorous curriculum, the use of effective teaching practices, and accountability for results.

Example Indicators

The Principal:

- a) Promotes teaching practices based on sound instructional theory and professional collaboration to meet the learning needs of all students.
- b) Ensures that the instructional program is aligned with content standards, includes effective instructional and assessment practices, and protects instructional time to maximize learning.
- c) Supports the selection of instructional content that maximizes individual student learning and provides appropriate multiple perspectives.
- d) Uses student performance data from multiple assessments to evaluate the curriculum and instructional program.
- e) Assumes responsibility for the continued improvement of student learning within the school and holds staff accountable for the growth of student achievement across the curriculum.

(4) Culture for Learning

The principal creates a school culture that enhances the academic, social, physical, and emotional development of all students.

Example Indicators

The Principal:

- a) Provides full and equitable access to curricular and extra-curricular programs that address the needs, interests, and abilities of all students.
- b) Develops a culture of high expectations for self, students, and staff.
- c) Fosters an environment of respect and rapport based on clear guidelines for appropriate behavior.

- d) Uses multiple indicators of student performance to encourage the development of the whole child in a manner consistent with academic achievement.
- e) Identifies barriers to student learning and development, and devises strategies to reduce or eliminate them.
- f) Maintains a high level of visibility within the school community, and recognizes the accomplishments of students and staff.
- g) Leads an ongoing assessment of the school climate and culture.

(5) Systems Management

The principal manages the organization, operations, and resources of the school to provide a safe, efficient, and effective learning environment for all students and staff.

Example Indicators

The Principal:

- a) Allocates financial, material, and human resources to support the educational program.
- b) Monitors the school's site, facilities, services, and equipment to provide a safe and orderly environment.
- c) Identifies and resolves problems, manages conflict, and builds consensus to achieve the efficient operation of the school.
- d) Communicates with community agencies to provide a safe school environment.
- e) Develops procedures for the effective use of technology among staff, students, and the school community.
- f) Understands school law and its impact on staff, students, and families, and complies with local, state, and federal mandates.
- g) Guides and influences policymakers as they develop regulations, policies, and laws that impact the school.

(6) Staff Leadership

The principal uses effective personnel practices to select, develop, support, and lead high quality teachers and non-teaching staff.

Example Indicators

The Principal:

- a) Recruits, hires, develops, and retains high quality professional and support staff to realize the school's vision.
- b) Develops and supports an effective learning environment for teachers and other staff.
- c) Mentors emerging staff leaders in order to build leadership capacity within the school community.
- d) Supervises the school's staff members and holds them accountable for results based on high expectations and professional standards.
- e) Implements a performance evaluation system and a professional development program for teachers and instructional support staff based on a common instructional language and effective teaching practices.
- f) Models continuous learning and provides professional development opportunities for all staff.

(7) Developing Relationships

The principal promotes and supports productive relationships with students, staff, families, and the community.

Example Indicators

The Principal:

- a) Builds relationships that support the school and its vision.
- b) Develops an understanding of the community's cultural, social, and intellectual resources among students and staff, and makes use of those resources to strengthen the school.
- c) Encourages active family and community participation in the learning process to enhance student achievement.
- d) Strengthens the educational program by soliciting information from families and community members.
- e) Uses effective public information strategies.
- f) Creates strategic partnerships with business, religious, political, and other community leaders in order to carry out the school's mission.
- g) Strives to develop understanding and respect for others among students and staff.

(8) Professional Ethics and Advocacy

The principal acts with fairness, integrity, and a high level of professional ethics, and advocates for policies of equity and excellence in support of the vision of the school.

Example Indicators

The Principal:

- a) Treats others with dignity and respect.
- b) Protects the established rights and confidentiality of students and staff.
- c) Seeks to make decisions that are just, fair, and equitable.
- d) Models and articulates reflective practice, transparency, and ethical behavior in accordance with established standards.
- e) Holds others in the school community accountable for demonstrating integrity and ethical behavior.
- f) Advocates for public policies that ensure appropriate and equitable resources for the education system.
- g) Responds to the political, social, economic, legal and cultural environment in which the school exists.

STATE BOARD OF EDUCATION

Nebraska Department of Education
State Board Meeting Room
State Office Building, Sixth Floor
301 Centennial Mall South
Lincoln, Nebraska 68509

MINUTES OF HEARING
Roger D. Breed v. Matthew Rega
Case No. 11-15
11:00 a.m.

The State Board of Education met on November 9, 2011, in the State Board Meeting Room, Sixth Floor, State Office Building, 301 Centennial Mall South, Lincoln, Nebraska, for the purpose of holding a hearing on Case No. 11-15, *Roger D. Breed, Commissioner v. Matthew Rega*. Publicized notice of the hearing was given by posting notice on the Department's website on the internet; e-mailed to news media requesting notification and posting a copy of the agenda in the Office of the Commissioner of Education, which gave the date, time and location of the hearing. Specific notice of the hearing was provided to the parties involved in the proceeding.

Board President Jim Scheer declared a quorum present and called the hearing to order at 11:07 a.m. The following State Board of Education members were present: Jim Scheer, Robert Evnen, Mark Quandahl, John Sieler, Molly O'Holleran, and Lynn Cronk. Board members Rebecca Valdez and Patricia Timm were absent.

President Scheer noted that the Nebraska Professional Practices Commission recommended in the case report that the Board revoke the Nebraska Public Schools administrative certificate of the Respondent for a period of one year. He stated that the Board was provided with a copy of the case file containing the recommended Findings of Fact, Conclusions of Law, and Recommendation, and copies of all pleadings, exhibits, and testimony, which were marked as Exhibit 1. A copy of the Notice of Hearing was marked as Exhibit 2. Hearing no objections, the Exhibits were received.

Kathi Vontz, representing the Nebraska Professional Practices Commission, presented a summary of the case report and recommended that the Respondent's certificate be revoked for a period of one year.

Brian Halstead, General Counsel, appeared on behalf of the Commissioner of Education in support of the recommendation of the Professional Practices Commission.

The Respondent was present and represented by counsel, Patrick J. Sadora in support of the recommendation.

There being no further testimony, President Scheer adjourned the hearing on Case No. 11-15 at 11:12 a.m.