

Agenda

- I. Call to Order
- II. Approval of Agenda
- III. Approval of Minutes
- IV. Approval of Financial Report
- V. Public Comment
- VI. Reports
 1. Activity Director
 2. Principals
 3. Superintendent
 - a. Employee overpayment
 - b. MPCC meeting and discussion
 - c. Board Committee Meeting Dates
 - d. Superintendent Happenings
 - e. Superintendent Goals
 - f. Rule 10 Discussion
 - g. Testing Information
 - h. HAL program and description
- VII. Action Items
 1. Take all necessary action to Approve the Elementary Handbook for the 2015-2016 school year.
 2. Take all necessary action to accept the resignation for Rhonda Sutherland
 3. Take all necessary action to Approve GA-GA ball play area
 4. Take all necessary action to Approve an Auditor for the 2015-2016 school year.
 5. Approve Board Policy JJ - Selection of Valedictorian and Salutatorian - 2nd Reading
 6. Open Public Hearing on Policy JM - Student Fees - to discuss, consider, and receive input
 7. Close Hearing
 8. Discuss, consider and take any action on Policy JM - Student Fees
 9. Open Public Hearing on Policy KEA - Parental Involvement in School to discuss, consider and receive input
 10. Close Hearing
 11. Discuss, consider and take any action on Policy KEA - Parental Involvement in School.
 12. Annual Review of Policy JIA - Violence Free/Anti-Bullying Policy
 13. Take all necessary action to appoint Joseph Lefdal as District Representative for local, state and federal programs for the 2015-16 school year
 14. Take all necessary action to approve first reading of new and reaffirmed policies for the 2015-16 school year.

15. Take all necessary action to approve membership in NRCSA for the 2015-16 school year.

16. Take all necessary action to approve Cathryn Hanna as the K-6 Counselor for the 2015-16 school year.

17. Take all necessary action to approve Shasta Hilker as the 2015-16 Cheer Sponsor.

VIII. Discussion Items

1. Presentation by Allo Communications for IT services for the 2015-2016 school year.

2. Presentation by 20/20 Technologies for IT services for the 2015-2016 school year.

IX. Adjourn

Board of Education Regular Meeting June 09, 2015 6:00 PM Board Conference Room

Attendance Taken at 5:56 PM: Present Board Members: Thomas Gaschler, Karl Meeske, Jeff Olsen, Dan Reeves, Gregg Smith, Penny Strand, Sheila Stromberger, Steve Wallin
Absent Board Members: Willy O'Neil Updated Attendance: Thomas Gaschler was updated to present at: 6:45 PM. Dan Reeves was updated to present at: 6:30 PM.

I. Call to Order

II. Approval of Agenda Motion Passed: Motion to approve the agenda as presented passed with a motion by Karl Meeske and a second by Steve Wallin. Thomas Gaschler -Absent, Karl Meeske-Yes, Willy O'Neil-Absent, Jeff Olsen-Yes, Dan Reeves-Absent, Gregg Smith-Yes, Penny Strand-Yes, Sheila Stromberger-Yes, Steve Wallin-Yes

III. Approval of Minutes Motion Passed: Motion to approve the minutes as presented passed with a motion by Sheila Stromberger and a second by Steve Wallin. Thomas Gaschler-Absent, Karl Meeske-Yes, Willy O'Neil-Absent, Jeff Olsen-Yes, Dan Reeves -Absent, Gregg Smith-Yes, Penny Strand-Yes, Sheila Stromberger-Yes, Steve Wallin-Yes

IV. Approval of Financial Report Motion Passed: To approve the general fund bills in the amount of \$605,700.69, the Bond Fund payment to the Community Facilities Agency in the amount of \$9375.00, the Qualified Capital Purpose Undertaking fund payment to the Series 2012 to Adams Bank in the amount of \$16,802.50 and the Depreciation Fund payment to Speciality Installation for bleacher repair in the amount of \$10745.00 passed with a motion by Karl Meeske and a second by Steve Wallin. Thomas Gaschler -Absent, Karl Meeske-Yes, Willy O'Neil-Absent, Jeff Olsen-Yes, Dan Reeves-Absent, Gregg Smith-Yes, Penny Strand-Yes, Sheila Stromberger-Yes, Steve Wallin-Yes

V. Public Comment Discussion: No public comment.

VI. Reports

VI.A. Activity Director Discussion: Troy Hauxwell was absent from the meeting, but gave the following information to the Board. The Youth Longhorn Basketball camp was held on May 29th from 9:00 AM to 3:00 PM for students going into 4th-8th grade. Coaches Carl Zuege, Alex McNair, Mark Bottom, Jeff Gleisberg, Chris Bartels, Trent Herbert and Matt Maxwell worked the camp. There was a great attendance at the camp with 72 students who participated. Score Camp June 8th-12th. Everything is underway with approximately 330 kids participating. We have around 375 total with the staff involved. We have sent 4 buses out on Monday and Tuesday, 2 buses will go Wednesday, Thursday, and Friday. They have been using 4 school vans each day. HS Girls Volleyball Camp was June 1st-4th in the Longhorn Gym. There were 25 girls in attendance. The Nebraska School Activities Association will hold the annual coaching clinic in Lincoln on July 21st, 22nd, and 23rd. The HS Volleyball team has been playing in the YMCA League in McCook on Monday, Tuesday nights from June 1st to July 13th. The HS Girls Basketball Team has been playing in Ogallala on Monday nights and McCook on Tuesday nights from May 26th to June 27th. The HS School Boys have attended Basketball team camp in McCook last Friday June 5th. We had 8 High school wrestlers attended wrestling camp last week in Kearney Sunday May 31st-Friday June 5th. It was held by U.S. Olympic Wrestler Ken Chertow. We have 9 HS Football players attending the Doane Football camp in McCook June 9th and 10th from 8:45 AM to 1:00 PM. The Wellington facilities was leaking water in both the Wrestling room and Gym during all of the rain we have been receiving. Unitech well be refinishing the gym the on the 4th of July weekend. It will be \$2,890 for 2 coats in the Longhorn Gym, \$1,850.00 for the Shorthorn Gym, and \$2,250.00 for two coats of the Hydra Kote in the Wellington gym.

VI.B. Principals Discussion: Neither Mr. Sorensen nor Mrs. Stewart are present at the meeting.

VI.C. Student Board Member Discussion: No Student Board Member was present.

VI.D. Superintendent Discussion: Contract with Allo runs out at the end of July 2015. Brad Moline will be in to meet with Dr. Schoeppey on Monday June 15, 2015 regarding Allo's contract. 20/20 has put in a proposal to do the work that is currently being done with Allo. Cost savings of having someone not here 8 hours per day would be around \$30,000 to \$40,000 per year. Drivers Education and Score Camp are in full swing this week. The roof repairs are being worked on and should be done this next week. Carpet has arrived and Andres will begin installing in the classrooms.

VII. Action Items

VII.A. Resignations Motion Passed: Accept the resignations of Shannon Waggoner as the Elementary School Guidance Counselor and Lesley Nordhausen and the JH High Head girls Volleyball coach passed with a motion by Gregg Smith and a second by Karl Meeske. Thomas Gaschler-Absent, Karl Meeske-Yes, Willy O'Neil-Absent, Jeff Olsen-Yes, Dan Reeves-Absent, Gregg Smith-Yes, Penny Strand-Yes, Sheila Stromberger-Yes, Steve Wallin-Yes

VII.A.1. Shannon Waggoner - Elementary Counselor

VII.A.2. Lesley Nordhausen - Jr. High Volleyball Head Coach

VII.B. Approve changes to the Elementary Handbook for the 2015-2016 school year
Motion Passed: Table this until the July 2015 Board meeting passed with a motion by Karl Meeske and a second by Sheila Stromberger. Thomas Gaschler-Absent, Karl Meeske-Yes, Willy O'Neil-Absent, Jeff Olsen-Yes, Dan Reeves-Absent, Gregg Smith-Yes, Penny Strand-Yes, Sheila Stromberger-Yes, Steve Wallin-Yes Discussion: Field trips are at the discretion of the teacher. Add that to our handbook.

VII.C. Approve Board Policy JJ - Selection of Valedictorian and Salutatorian - 2nd Reading Motion Passed: To table this until the July 2015 board meeting passed with a motion by Gregg Smith and a second by Dan Reeves. Thomas Gaschler-Yes, Karl Meeske-No, Willy O'Neil-Absent, Jeff Olsen-Yes, Dan Reeves-Absent, Gregg Smith-Yes, Penny Strand-Yes, Sheila Stromberger-No, Steve Wallin-Yes

VII.D. Approve Street Law and Teen Living, two new semester elective courses, starting in the 2015-2016 school year. Motion Passed: Approve Street Law and Teen living as 2 new semester courses for the 2015-2016 school year passed with a motion by Gregg Smith and a second by Dan Reeves. Thomas Gaschler-Yes, Karl Meeske-Yes, Willy O'Neil-Absent, Jeff Olsen-Yes, Dan Reeves-Absent, Gregg Smith-Yes, Penny Strand-Yes, Sheila Stromberger-Yes, Steve Wallin-Yes

VII.E. Discuss and take action on Board Policy BBC at it pertains to Board Member Willy O'Neil. Motion Passed: To excuse Willy O'Neil's absence for 3 consecutive board meetings which include the May 2015, June 2015 and the July 2015 meetings passed with a motion by Dan Reeves and a second by Gregg Smith. Thomas Gaschler-Yes, Karl Meeske-Yes, Willy O'Neil-Absent, Jeff Olsen-Yes, Dan Reeves-Yes, Gregg Smith-Yes, Penny Strand-Yes, Sheila Stromberger-No, Steve Wallin-Yes

VII.F. Review and consider activity bus bids. Take any action necessary Motion Passed: Purchase a new Blue Bird bus in the amount of \$155,173.00 passed with a motion by Karl Meeske and a second by Steve Wallin. Thomas Gaschler-Yes, Karl Meeske-Yes, Willy O'Neil-Absent, Jeff Olsen-Yes, Dan Reeves-Yes, Gregg Smith-Yes, Penny Strand-Yes, Sheila Stromberger-No, Steve Wallin-Yes

VIII. Discussion Items

VIII.A. Executive Session - to discuss personnel

Motion Passed: Move into Executive session at 7:17 pm passed with a motion by Sheila

Stromberger and a second by Karl Meeske. Thomas Gaschler-Yes, Karl Meeske-Yes, Willy O'Neil-Absent, Jeff Olsen-Yes, Dan Reeves-Yes, Gregg Smith-Yes, Penny Strand-Yes, Sheila Stromberger-No, Steve Wallin-Yes Discussion: The board returned from Executive Session at 7:43 pm. No action was taken.

VIII.B. Auditor for the 2015-2016 school year Discussion: Moved this discussion prior to executive session. Bids were received by 3 firms for our yearly audit. This discussion item will be moved to a motion item on the July 2015 Board Meeting.

IX. Adjourn Discussion: The meeting was adjourned at 7:43 pm

Board President

Board Secretary

Cycle: FY14-15; Begin Date: 9/1/2014; End Date: 6/30/2015; Primary Sort Element: Acct; Secondary Sort Element: Function; Account List: ((Function] = '1100') AND ((Fund] >= '01')

Primary Sort Element: Secondary Sort Element
Function: 1100 - REGULAR INSTRUCTIONAL PROGRAMS

Account Code	Description	Adopted Budge	Current Budget	Budget Actuals	YTD Actuals	Encumbrance	Projected	YTD Available
01-1100-110-00	Salaries-teacher	\$ 1,999,045.00	\$ 1,999,045.00	\$ 1,666,691.31	\$ 1,666,691.31	\$ -	\$ 1,666,691.31	\$ 332,353.69
01-1100-111-00	Salaries-ESU Sti	\$ -	\$ -	\$ 1,470.75	\$ 1,470.75	\$ -	\$ 1,470.75	\$ (1,470.75)
01-1100-115-00	Schedule B	\$ 141,712.00	\$ 141,712.00	\$ 103,061.06	\$ 103,061.06	\$ -	\$ 103,061.06	\$ 38,650.94
01-1100-120-00	Sal-subs	\$ 55,000.00	\$ 55,000.00	\$ 67,605.20	\$ 67,605.20	\$ -	\$ 67,605.20	\$ (12,605.20)
01-1100-130-00	Sal - Staff Devel	\$ 5,000.00	\$ 5,000.00	\$ -	\$ -	\$ -	\$ -	\$ 5,000.00
01-1100-140-00	Sal-clerks-aides	\$ -	\$ -	\$ 2,975.67	\$ 2,975.67	\$ -	\$ 2,975.67	\$ (2,975.67)
01-1100-150-00	Benefit payout U	\$ 15,000.00	\$ 15,000.00	\$ 9,187.81	\$ 9,187.81	\$ -	\$ 9,187.81	\$ 5,812.19
01-1100-210-00	Social Security	\$ 163,768.00	\$ 163,768.00	\$ 136,620.60	\$ 136,620.60	\$ -	\$ 136,620.60	\$ 27,147.40
01-1100-220-00	Retirement	\$ 208,229.00	\$ 208,229.00	\$ 173,339.13	\$ 173,339.13	\$ -	\$ 173,339.13	\$ 34,889.87
01-1100-230-00	Health Ins	\$ 483,771.00	\$ 483,771.00	\$ 383,780.46	\$ 383,780.46	\$ -	\$ 383,780.46	\$ 99,990.54
01-1100-231-00	Health Ins. - Ded	\$ 28,168.00	\$ 28,168.00	\$ 4,050.00	\$ 4,050.00	\$ -	\$ 4,050.00	\$ 24,118.00
01-1100-290-00	Other Emp Bene	\$ 10,000.00	\$ 10,000.00	\$ 4,245.90	\$ 4,245.90	\$ -	\$ 4,245.90	\$ 5,754.10
01-1100-319-00	Repair	\$ -	\$ -	\$ 564.59	\$ 564.59	\$ -	\$ 564.59	\$ (564.59)
01-1100-319-10	Repair	\$ 2,240.00	\$ 2,240.00	\$ 400.00	\$ 400.00	\$ -	\$ 400.00	\$ 1,840.00
01-1100-319-20	Repairs-AStrand	\$ 5,300.00	\$ 5,300.00	\$ 5,117.75	\$ 5,117.75	\$ 34.99	\$ 5,152.74	\$ 147.26
01-1100-319-21	Repairs-RHayes	\$ 760.00	\$ 760.00	\$ 590.00	\$ 590.00	\$ -	\$ 590.00	\$ 170.00
01-1100-319-21	Repairs-JFortk	\$ -	\$ -	\$ 3,152.70	\$ 3,152.70	\$ 566.20	\$ 3,718.90	\$ (3,718.90)
01-1100-410-00	Supplies	\$ -	\$ 24,000.00	\$ 24,251.55	\$ 24,251.55	\$ 1,377.09	\$ 25,628.64	\$ (1,628.64)
01-1100-410-10	Supplies	\$ 40,500.00	\$ 16,500.00	\$ 6,276.18	\$ 6,276.18	\$ 4,980.88	\$ 11,257.06	\$ 5,242.94
01-1100-410-10	Supplies-ACupp	\$ 400.00	\$ 400.00	\$ 99.20	\$ 99.20	\$ -	\$ 99.20	\$ 300.80
01-1100-410-10	Supplies-AExum	\$ 400.00	\$ 400.00	\$ 389.64	\$ 389.64	\$ -	\$ 389.64	\$ 10.36
01-1100-410-10	Supplies-APursl	\$ 400.00	\$ 400.00	\$ 194.87	\$ 194.87	\$ -	\$ 194.87	\$ 205.13
01-1100-410-10	Supplies-BOden	\$ 400.00	\$ 400.00	\$ 58.12	\$ 58.12	\$ -	\$ 58.12	\$ 341.88
01-1100-410-10	Supplies-Batterr	\$ 400.00	\$ 400.00	\$ 64.85	\$ 64.85	\$ -	\$ 64.85	\$ 335.15
01-1100-410-10	Supplies-GMeye	\$ 400.00	\$ 400.00	\$ 40.76	\$ 40.76	\$ -	\$ 40.76	\$ 359.24
01-1100-410-10	Supplies-RNicke	\$ 400.00	\$ 400.00	\$ 339.39	\$ 339.39	\$ -	\$ 339.39	\$ 60.61
01-1100-410-10	Supplies-JLiess	\$ 2,000.00	\$ 2,000.00	\$ 1,929.07	\$ 1,929.07	\$ -	\$ 1,929.07	\$ 70.93
01-1100-410-11	Supplies-Paisley	\$ 400.00	\$ 400.00	\$ 123.50	\$ 123.50	\$ -	\$ 123.50	\$ 276.50
01-1100-410-11	Supplies-JSchull	\$ 400.00	\$ 400.00	\$ 1,730.08	\$ 1,730.08	\$ 39.66	\$ 1,769.74	\$ (1,369.74)
01-1100-410-11	Supplies-JSchea	\$ 400.00	\$ 400.00	\$ -	\$ -	\$ -	\$ -	\$ 400.00
01-1100-410-11	Supplies-KSpady	\$ 400.00	\$ 400.00	\$ 85.48	\$ 85.48	\$ -	\$ 85.48	\$ 314.52
01-1100-410-11	Supplies-KBuba	\$ 400.00	\$ 400.00	\$ 315.79	\$ 315.79	\$ -	\$ 315.79	\$ 84.21
01-1100-410-11	Supplies-LKrutsii	\$ 400.00	\$ 400.00	\$ 206.95	\$ 206.95	\$ 104.49	\$ 311.44	\$ 88.56
01-1100-410-11	Supplies-LToma	\$ 2,700.00	\$ 2,700.00	\$ 1,059.82	\$ 1,059.82	\$ 3,457.46	\$ 4,517.28	\$ (1,817.28)
01-1100-410-11	Supplies-Fortkar	\$ 400.00	\$ 400.00	\$ 57.94	\$ 57.94	\$ -	\$ 57.94	\$ 342.06
01-1100-410-11	Supplies-MVallir	\$ 400.00	\$ 400.00	\$ 219.03	\$ 219.03	\$ -	\$ 219.03	\$ 180.97
01-1100-410-11	Supplies-NSorer	\$ 400.00	\$ 400.00	\$ -	\$ -	\$ -	\$ -	\$ 400.00
01-1100-410-12	Supplies-SCleve	\$ 400.00	\$ 400.00	\$ 233.71	\$ 233.71	\$ 305.03	\$ 538.74	\$ (138.74)
01-1100-410-12	Supplies-SSilves	\$ 400.00	\$ 400.00	\$ -	\$ -	\$ -	\$ -	\$ 400.00
01-1100-410-12	Supplies-TMeyer	\$ 400.00	\$ 400.00	\$ 112.86	\$ 112.86	\$ -	\$ 112.86	\$ 287.14
01-1100-410-20	Supplies	\$ 6,636.63	\$ 6,636.63	\$ 706.87	\$ 706.87	\$ 4,521.00	\$ 5,227.87	\$ 1,408.76
01-1100-410-20	Supplies-AStrand	\$ 629.20	\$ 629.20	\$ 739.31	\$ 739.31	\$ -	\$ 739.31	\$ (110.11)
01-1100-410-20	Supplies-AZuege	\$ 100.00	\$ 100.00	\$ -	\$ -	\$ -	\$ -	\$ 100.00
01-1100-410-20	Supplies-BLarso	\$ 500.00	\$ 500.00	\$ -	\$ -	\$ 1,050.45	\$ 1,050.45	\$ (550.45)
01-1100-410-20	Supplies-BVires	\$ 281.23	\$ 281.23	\$ -	\$ -	\$ -	\$ -	\$ 281.23
01-1100-410-20	Supplies-KSchue	\$ 2,583.90	\$ 2,583.90	\$ -	\$ -	\$ -	\$ -	\$ 2,583.90
01-1100-410-20	Supplies-CarlZ	\$ 200.00	\$ 200.00	\$ 55.56	\$ 55.56	\$ -	\$ 55.56	\$ 144.44
01-1100-410-20	Supplies-ChelsZ	\$ 4,802.00	\$ 4,802.00	\$ 1,772.43	\$ 1,772.43	\$ 1,117.26	\$ 2,889.69	\$ 1,912.31
01-1100-410-20	Supplies-DLenn	\$ 1,623.75	\$ 1,623.75	\$ 658.95	\$ 658.95	\$ 1,132.09	\$ 1,791.04	\$ (167.29)
01-1100-410-20	Supplies-JBaue	\$ 2,700.00	\$ 2,700.00	\$ 1,091.65	\$ 1,091.65	\$ 544.51	\$ 1,636.16	\$ 1,063.84
01-1100-410-21	Supplies-KWils	\$ 464.49	\$ 464.49	\$ 228.14	\$ 228.14	\$ 281.66	\$ 509.80	\$ (45.31)
01-1100-410-21	Supplies-LMung	\$ 548.20	\$ 548.20	\$ 347.90	\$ 347.90	\$ -	\$ 347.90	\$ 200.30
01-1100-410-21	Supplies-MBott	\$ 200.00	\$ 200.00	\$ 115.00	\$ 115.00	\$ -	\$ 115.00	\$ 85.00
01-1100-410-21	Supplies-MBurr	\$ 1,285.30	\$ 1,285.30	\$ -	\$ -	\$ -	\$ -	\$ 1,285.30
01-1100-410-21	Supplies-RBott	\$ 1,886.66	\$ 1,886.66	\$ 699.79	\$ 699.79	\$ -	\$ 699.79	\$ 1,186.87
01-1100-410-21	Supplies-RHayes	\$ 358.64	\$ 358.64	\$ 270.08	\$ 270.08	\$ -	\$ 270.08	\$ 88.56
01-1100-410-21	Supplies-RSaltz	\$ 200.00	\$ 200.00	\$ -	\$ -	\$ -	\$ -	\$ 200.00
01-1100-410-21	Supplies J Fortk	\$ 2,000.00	\$ 2,000.00	\$ 1,085.86	\$ 1,085.86	\$ -	\$ 1,085.86	\$ 914.14

Cycle: FY14-15; Begin Date: 9/1/2014; End Date: 6/30/2015; Primary Sort Element: Acct; Secondary Sort Element: Function; Account List: ((Function) = '1100') AND ((Fund) >= '01')

01-1100-420-00 Textbooks	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 16.50	\$ 16.50	\$ (16.50)
01-1100-420-10 Textbooks	\$ 45,000.00	\$ 45,000.00	\$ 4,069.12	\$ 4,069.12	\$ 29,486.19	\$ 33,555.31	\$ 11,444.69	
01-1100-420-10 Textbooks-ACup	\$ -	\$ -	\$ -	\$ -	\$ 814.07	\$ 814.07	\$ (814.07)	
01-1100-420-10 Textbooks-BOde	\$ -	\$ -	\$ 566.08	\$ 566.08	\$ -	\$ 566.08	\$ (566.08)	
01-1100-420-10 Textbooks-JLies	\$ -	\$ -	\$ 294.71	\$ 294.71	\$ -	\$ 294.71	\$ (294.71)	
01-1100-420-20 Textbooks	\$ 10,514.59	\$ 10,514.59	\$ 3,767.32	\$ 3,767.32	\$ -	\$ 3,767.32	\$ 6,747.27	
01-1100-420-20 Textbooks-AStra	\$ 1,967.48	\$ 1,967.48	\$ 944.72	\$ 944.72	\$ 117.99	\$ 1,062.71	\$ 904.77	
01-1100-420-20 Textbooks-BVire	\$ -	\$ -	\$ 224.24	\$ 224.24	\$ -	\$ 224.24	\$ (224.24)	
01-1100-420-20 Textbooks-CarlZ	\$ -	\$ -	\$ -	\$ -	\$ 18,203.30	\$ 18,203.30	\$ (18,203.30)	
01-1100-420-21 Textbooks-MBot	\$ -	\$ -	\$ -	\$ -	\$ 16,061.25	\$ 16,061.25	\$ (16,061.25)	
01-1100-420-21 Textbooks-MBur	\$ -	\$ -	\$ -	\$ -	\$ 5,272.80	\$ 5,272.80	\$ (5,272.80)	
01-1100-420-21 Textbooks-RBot	\$ -	\$ -	\$ 2,516.25	\$ 2,516.25	\$ -	\$ 2,516.25	\$ (2,516.25)	
01-1100-420-21 Textbooks-RHay	\$ 2,517.93	\$ 2,517.93	\$ 1,366.98	\$ 1,366.98	\$ -	\$ 1,366.98	\$ 1,150.95	
01-1100-420-21 Textbooks-RSalt	\$ -	\$ -	\$ 80.90	\$ 80.90	\$ -	\$ 80.90	\$ (80.90)	
01-1100-440-10 Periodicals	\$ 2,400.00	\$ 2,400.00	\$ 84.89	\$ 84.89	\$ 109.80	\$ 194.69	\$ 2,205.31	
01-1100-440-10 Periodicals-BOde	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
01-1100-440-10 Periodicals-JLies	\$ -	\$ -	\$ 195.00	\$ 195.00	\$ -	\$ 195.00	\$ (195.00)	
01-1100-440-20 Periodicals	\$ 20.00	\$ 20.00	\$ 44.90	\$ 44.90	\$ -	\$ 44.90	\$ (24.90)	
01-1100-440-20 Periodicals-Chel	\$ 25.00	\$ 25.00	\$ -	\$ -	\$ 24.95	\$ 24.95	\$ 0.05	
01-1100-440-20 Periodicals-DLer	\$ 55.00	\$ 55.00	\$ -	\$ -	\$ 69.91	\$ 69.91	\$ (14.91)	
01-1100-440-21 Periodicals-LMur	\$ -	\$ -	\$ 10.23	\$ 10.23	\$ 19.95	\$ 30.18	\$ (30.18)	
01-1100-450-00 Audio-visual	\$ -	\$ -	\$ 7,928.13	\$ 7,928.13	\$ -	\$ 7,928.13	\$ (7,928.13)	
01-1100-450-10 Audio Visual	\$ 200.00	\$ 200.00	\$ 93.10	\$ 93.10	\$ -	\$ 93.10	\$ 106.90	
01-1100-450-11 AudVid-LKrut	\$ -	\$ -	\$ 6.15	\$ 6.15	\$ -	\$ 6.15	\$ (6.15)	
01-1100-450-20 Audio Visual	\$ -	\$ -	\$ 32.09	\$ 32.09	\$ -	\$ 32.09	\$ (32.09)	
01-1100-450-21 AudVid-RHayes	\$ 20.00	\$ 20.00	\$ -	\$ -	\$ -	\$ -	\$ 20.00	
01-1100-460-00 Software	\$ 2,700.00	\$ 2,700.00	\$ 4,986.16	\$ 4,986.16	\$ 4,275.00	\$ 9,261.16	\$ (6,561.16)	
01-1100-460-10 Software	\$ 2,000.00	\$ 2,000.00	\$ 1,588.51	\$ 1,588.51	\$ -	\$ 1,588.51	\$ 411.49	
01-1100-460-20 Software	\$ 81.00	\$ 81.00	\$ -	\$ -	\$ -	\$ -	\$ 81.00	
01-1100-460-20 Software-BLarso	\$ -	\$ -	\$ -	\$ -	\$ 499.00	\$ 499.00	\$ (499.00)	
01-1100-460-20 Software-JBauer	\$ 219.00	\$ 219.00	\$ -	\$ -	\$ -	\$ -	\$ 219.00	
01-1100-460-21 Software-KWils	\$ -	\$ -	\$ 74.95	\$ 74.95	\$ -	\$ 74.95	\$ (74.95)	
01-1100-460-21 Software J Fortk	\$ 5,000.00	\$ 5,000.00	\$ 4,677.00	\$ 4,677.00	\$ -	\$ 4,677.00	\$ 323.00	
01-1100-465-10 REGULAR INST	\$ -	\$ -	\$ 2,800.00	\$ 2,800.00	\$ -	\$ 2,800.00	\$ (2,800.00)	
01-1100-490-00 Other Supplies &	\$ 5,000.00	\$ 5,000.00	\$ 6,282.50	\$ 6,282.50	\$ -	\$ 6,282.50	\$ (1,282.50)	
01-1100-530-00 Furn And Equip	\$ -	\$ -	\$ 3,917.88	\$ 3,917.88	\$ -	\$ 3,917.88	\$ (3,917.88)	
01-1100-530-10 Furniture & Equip	\$ 4,600.00	\$ 4,600.00	\$ 1,168.83	\$ 1,168.83	\$ 2,212.48	\$ 3,381.31	\$ 1,218.69	
01-1100-530-11 Furn&Fix-JSchul	\$ 2,300.00	\$ 2,300.00	\$ -	\$ -	\$ 1,215.62	\$ 1,215.62	\$ 1,084.38	
01-1100-530-11 Furn&Fix-LKrut	\$ -	\$ -	\$ 46.91	\$ 46.91	\$ -	\$ 46.91	\$ (46.91)	
01-1100-530-20 Furniture & Equip	\$ 8,887.85	\$ 8,887.85	\$ 1,744.89	\$ 1,744.89	\$ 8,411.85	\$ 10,156.74	\$ (1,268.89)	
01-1100-530-20 Furn&Fix-AStran	\$ 4,075.66	\$ 4,075.66	\$ 860.43	\$ 860.43	\$ 4,009.78	\$ 4,870.21	\$ (794.55)	
01-1100-530-20 Furn&Fix-BLarsc	\$ 3,907.25	\$ 3,907.25	\$ -	\$ -	\$ 579.23	\$ 579.23	\$ 3,328.02	
01-1100-530-20 Furn&Fix-DLenn	\$ -	\$ -	\$ 542.49	\$ 542.49	\$ -	\$ 542.49	\$ (542.49)	
01-1100-530-21 REGULAR INST	\$ 1,229.24	\$ 1,229.24	\$ 1,644.33	\$ 1,644.33	\$ -	\$ 1,644.33	\$ (415.09)	
01-1100-530-21 Furn/Equip J For	\$ -	\$ -	\$ 68,792.84	\$ 68,792.84	\$ -	\$ 68,792.84	\$ (68,792.84)	
01-1100-531-00 Lease-purchase	\$ 15,000.00	\$ 15,000.00	\$ -	\$ -	\$ -	\$ -	\$ 15,000.00	
01-1100-560-00 Computer Equip	\$ 149,570.00	\$ 149,570.00	\$ 110,916.86	\$ 110,916.86	\$ 71,361.00	\$ 182,277.86	\$ (32,707.86)	
01-1100-560-10 Computer	\$ -	\$ -	\$ 119.46	\$ 119.46	\$ -	\$ 119.46	\$ (119.46)	
01-1100-560-20 Computer	\$ -	\$ -	\$ 4,795.00	\$ 4,795.00	\$ -	\$ 4,795.00	\$ (4,795.00)	
01-1100-560-20 REGULAR INST	\$ 430.00	\$ 430.00	\$ 542.49	\$ 542.49	\$ -	\$ 542.49	\$ (112.49)	
01-1100-630-00 Dues & Fees	\$ -	\$ -	\$ 3.00	\$ 3.00	\$ -	\$ 3.00	\$ (3.00)	
01-1100-630-10 Dues & Fees	\$ 1,000.00	\$ 1,000.00	\$ 1,062.90	\$ 1,062.90	\$ 10.00	\$ 1,072.90	\$ (72.90)	
01-1100-630-10 DueFeeReg-jLei	\$ 200.00	\$ 200.00	\$ 507.00	\$ 507.00	\$ -	\$ 507.00	\$ (307.00)	
01-1100-630-11 DueFeeReg-LTo	\$ 200.00	\$ 200.00	\$ -	\$ -	\$ -	\$ -	\$ 200.00	
01-1100-630-20 Dues & Fees	\$ 1,385.00	\$ 1,385.00	\$ 1,135.00	\$ 1,135.00	\$ -	\$ 1,135.00	\$ 250.00	
01-1100-630-20 DueFeeReg-ASt	\$ 225.00	\$ 225.00	\$ 749.00	\$ 749.00	\$ -	\$ 749.00	\$ (524.00)	
01-1100-630-20 DueFeeReg-AZu	\$ 2,090.00	\$ 2,090.00	\$ 488.00	\$ 488.00	\$ 195.00	\$ 683.00	\$ 1,407.00	
01-1100-630-20 DueFeesReg-Ch	\$ -	\$ -	\$ 25.00	\$ 25.00	\$ -	\$ 25.00	\$ (25.00)	
01-1100-630-20 DueFeeReg-DLe	\$ 100.00	\$ 100.00	\$ -	\$ -	\$ -	\$ -	\$ 100.00	
01-1100-630-20 DueFeeReg-JBa	\$ 90.00	\$ 90.00	\$ -	\$ -	\$ -	\$ -	\$ 90.00	
01-1100-630-21 DueFeeReg-KW	\$ 595.00	\$ 595.00	\$ 455.00	\$ 455.00	\$ 76.50	\$ 531.50	\$ 63.50	
01-1100-630-21 DueFeeReg-RH	\$ -	\$ -	\$ 1,165.00	\$ 1,165.00	\$ -	\$ 1,165.00	\$ (1,165.00)	
01-1100-670-00 Travel & Lodge	\$ -	\$ -	\$ 122.51	\$ 122.51	\$ -	\$ 122.51	\$ (122.51)	

Cycle: FY14-15; Begin Date: 9/1/2014; End Date: 6/30/2015; Primary Sort Element: Acct; Secondary Sort Element: Function; Account List: ([Function] = '1100') AND ([Fund] >= '01')

01-1100-670-10 TravLodgMilMea	\$ 4,600.00	\$ 4,600.00	\$ 2,571.63	\$ 2,571.63	\$ -	\$ 2,571.63	\$ 2,028.37
01-1100-670-10 TravLodgMilMea	\$ -	\$ -	\$ 129.98	\$ 129.98	\$ -	\$ 129.98	\$ (129.98)
01-1100-670-10 TravLodgMilMea	\$ 200.00	\$ 200.00	\$ 198.00	\$ 198.00	\$ 286.00	\$ 484.00	\$ (284.00)
01-1100-670-11 TravLodgMilMea	\$ 200.00	\$ 200.00	\$ -	\$ -	\$ -	\$ -	\$ 200.00
01-1100-670-12 TravLodgMilMea	\$ -	\$ -	\$ 90.86	\$ 90.86	\$ -	\$ 90.86	\$ (90.86)
01-1100-670-20 TravLodgMilMea	\$ 370.00	\$ 370.00	\$ 375.00	\$ 375.00	\$ -	\$ 375.00	\$ (5.00)
01-1100-670-20 TravLodgMilMea	\$ -	\$ -	\$ 299.94	\$ 299.94	\$ -	\$ 299.94	\$ (299.94)
01-1100-670-20 TravLodgMilMea	\$ 50.00	\$ 50.00	\$ -	\$ -	\$ -	\$ -	\$ 50.00
01-1100-670-20 TravLodgMilMea	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
01-1100-670-20 TravLodgMilMea	\$ 400.00	\$ 400.00	\$ -	\$ -	\$ -	\$ -	\$ 400.00
01-1100-670-21 TravLodgMilMea	\$ 3,700.00	\$ 3,700.00	\$ 2,120.78	\$ 2,120.78	\$ -	\$ 2,120.78	\$ 1,579.22
01-1100-670-21 TravLodgMilMea	\$ 200.00	\$ 200.00	\$ -	\$ -	\$ -	\$ -	\$ 200.00
01-1100-670-21 TravLodgMilMea	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
01-1100-690-00 All Other	\$ 9,813.00	\$ 9,813.00	\$ 8,513.01	\$ 8,513.01	\$ 86.43	\$ 8,599.44	\$ 1,213.56
01-1100-690-10 All Other	\$ 10,000.00	\$ 10,000.00	\$ 4,863.94	\$ 4,863.94	\$ 345.00	\$ 5,208.94	\$ 4,791.06
01-1100-690-11 Other-LToma	\$ -	\$ -	\$ 275.00	\$ 275.00	\$ -	\$ 275.00	\$ (275.00)
01-1100-690-20 All Other	\$ 725.00	\$ 725.00	\$ 6,809.81	\$ 6,809.81	\$ -	\$ 6,809.81	\$ (6,084.81)
01-1100-690-20 Misc-AStrand	\$ 50.00	\$ 50.00	\$ 378.00	\$ 378.00	\$ -	\$ 378.00	\$ (328.00)
01-1100-690-20 Misc-AZuege	\$ 25.00	\$ 25.00	\$ 92.56	\$ 92.56	\$ -	\$ 92.56	\$ (67.56)
01-1100-690-21 Misc-RHayes	\$ -	\$ -	\$ 1,219.00	\$ 1,219.00	\$ -	\$ 1,219.00	\$ (1,219.00)
01-1100-690-21 Misc-THaux	\$ 200.00	\$ 200.00	\$ -	\$ -	\$ -	\$ -	\$ 200.00
02-1100-110-00 Lunch Gross Sal	\$ -	\$ -	\$ 71,613.85	\$ 71,613.85	\$ -	\$ 71,613.85	\$ (71,613.85)
02-1100-120-00 Salaries-Subs	\$ -	\$ -	\$ 1,025.75	\$ 1,025.75	\$ -	\$ 1,025.75	\$ (1,025.75)
02-1100-145-00 Overtime	\$ -	\$ -	\$ 1,875.46	\$ 1,875.46	\$ -	\$ 1,875.46	\$ (1,875.46)
02-1100-150-00 Benefit Payout (u	\$ -	\$ -	\$ 501.78	\$ 501.78	\$ -	\$ 501.78	\$ (501.78)
02-1100-210-00 Lnc Fica Dist.shr	\$ -	\$ -	\$ 5,338.26	\$ 5,338.26	\$ -	\$ 5,338.26	\$ (5,338.26)
02-1100-220-00 Lnc Retire Dist.s	\$ -	\$ -	\$ 7,263.76	\$ 7,263.76	\$ -	\$ 7,263.76	\$ (7,263.76)
02-1100-230-00 Lunch Blue Cros	\$ -	\$ -	\$ 10,870.40	\$ 10,870.40	\$ -	\$ 10,870.40	\$ (10,870.40)
02-1100-290-00 Lunch l.p.-dist. S	\$ -	\$ -	\$ 179.81	\$ 179.81	\$ -	\$ 179.81	\$ (179.81)
02-1100-410-00 Food	\$ -	\$ -	\$ 150,192.15	\$ 150,192.15	\$ 460.80	\$ 150,652.95	\$ (150,652.95)
02-1100-690-00 All Other Expens	\$ -	\$ -	\$ 9,513.12	\$ 9,513.12	\$ 7.74	\$ 9,520.86	\$ (9,520.86)
12-1100-231-20 REGULAR INST	\$ -	\$ -	\$ 221.50	\$ 221.50	\$ -	\$ 221.50	\$ (221.50)
Subtotal	\$ 3,501,931.00	\$ 3,501,931.00	\$ 3,138,385.36	\$ 3,138,385.36	\$ 183,740.91	\$ 3,322,126.27	\$ 179,804.73
Total	\$ 3,501,931.00	\$ 3,501,931.00	\$ 3,138,385.36	\$ 3,138,385.36	\$ 183,740.91	\$ 3,322,126.27	\$ 179,804.73

Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.
From 06/01/2015 to 06/30/2015.

Site ID Group ID	Site Name Group Name	Activity ID	Activity Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
Chase Chase County Schools								
A ATHLETICS								
3100	CCHS ATHLETICS			17,326.52	40,000.00	100.00	0.00	57,226.52
3101	CCHS SOFTBALL			-5,992.94	0.00	60.00	0.00	-6,052.94
3102	CCHS FOOTBALL			9,447.50	0.00	125.00	0.00	9,322.50
3103	CCHS VOLLEYBALL			-1,487.06	0.00	60.00	0.00	-1,547.06
3104	CCHS X COUNTRY			-540.36	0.00	140.00	0.00	-680.36
3105	CCHS GIRLS BASKETBALL			-3,928.43	0.00	179.00	0.00	-4,107.43
3106	CCHS BOYS BASKETBALL			-2,022.67	0.00	60.00	0.00	-2,082.67
3107	CCHS WRESTLING			-5,172.47	0.00	937.30	0.00	-6,109.77
3108	CCHS GIRLS TRACK			-5,103.17	0.00	1,346.27	0.00	-6,449.44
3109	CCHS BOYS TRACK			-5,537.07	0.00	1,346.25	0.00	-6,883.32
3110	CCHS GOLF			-2,098.13	0.00	319.96	0.00	-2,418.09
3111	Golf Three Peaks Donation Fund			7,717.75	0.00	0.00	0.00	7,717.75
3112	Football Three Peaks Donation			4,604.65	0.00	0.00	0.00	4,604.65
3120	CCES ATHLETICS			771.80	0.00	0.00	0.00	771.80
3121	JH FOOTBALL			-1,419.22	0.00	0.00	0.00	-1,419.22
3122	JH VOLLEYBALL			-3,807.87	0.00	0.00	0.00	-3,807.87
3123	JH GIRLS BASKETBALL			-5,559.20	0.00	119.00	0.00	-5,678.20
3124	JH BOYS BASKETBALL			-4,411.70	0.00	0.00	0.00	-4,411.70
3125	JH WRESTLING			-1,332.28	0.00	0.00	0.00	-1,332.28
3126	JH GIRLS TRACK			-641.45	0.00	63.00	0.00	-704.45
3127	JH BOYS TRACK			-872.26	0.00	63.00	0.00	-935.26
3130	P.E. Uniform Resale			-1,700.50	0.00	0.00	0.00	-1,700.50
3140	Milner HS Benefit Fund			250.00	0.00	0.00	0.00	250.00
3150	Speed Camp			156.00	0.00	0.00	0.00	156.00
3160	AD Savings			8,045.35	96.42	111.00	0.00	8,030.77
A Totals:				-3,307.21	40,096.42	5,029.78	0.00	31,759.43
B CLUBS & ORGANIZATIONS								
1500	CHEERLEADERS			4,565.95	0.00	1,679.17	0.00	2,886.78
1900	ANNUAL			28,744.31	0.00	0.00	0.00	28,744.31
1901	CCES Yearbook			3,607.35	0.00	0.00	0.00	3,607.35
2000	THESPIANS			123.11	0.00	0.00	0.00	123.11
2100	STUDENT COUNCIL			1,081.07	416.85	488.37	0.00	1,009.55
2200	FBLA			7,339.48	643.80	1,845.97	0.00	6,137.31
2500	Exploring Free Enterprise			367.44	0.00	0.00	0.00	367.44
2600	CCS FLOWER FUND			130.00	0.00	52.00	0.00	78.00
2700	TECHNOLOGY			14,445.36	1,525.00	0.00	0.00	15,970.36
3470	Electric Car Project			353.41	150.00	215.20	0.00	288.21
9400	Chess Club			4.08	0.00	0.00	0.00	4.08
B Totals:				60,761.56	2,735.65	4,280.71	0.00	59,216.50
C CLEARING ACCOUNTS								
1000	11 Alumni Clearing			136.71	0.00	0.00	0.00	136.71
1002	10 - Alumni Clearing			971.48	0.00	0.00	0.00	971.48

Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.
From 06/01/2015 to 06/30/2015.

Site ID Group ID	Site Name Group Name	Activity ID	Activity Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
2300	SPECIAL EDUCATION DONATIONS			617.42	0.00	617.00	0.00	0.42
2800	Elementary Activity Fund			378.49	99.02	131.19	0.00	346.32
2860	6th Grade Activity			0.00	0.00	0.00	0.00	0.00
2900	Art Resale			1,294.13	0.00	0.00	0.00	1,294.13
2950	Grant Reimbursement			-899.87	0.00	0.00	0.00	-899.87
3000	Defibulator Training & Flu Vaccination Fund			845.89	0.00	0.00	0.00	845.89
3200	Assignment Books			2,075.50	0.00	0.00	0.00	2,075.50
3300	Lock ReSale			1,149.35	0.00	50.00	0.00	1,099.35
3703	Band Instrument Rental			400.00	0.00	0.00	0.00	400.00
3800	MONTHLY INTEREST ACCRUAL			1,559.11	27.60	0.00	0.00	1,586.71
4000	ADULT EDUCATION			706.48	0.00	0.00	0.00	706.48
5000	Special Projects			13,286.16	0.00	360.12	0.00	12,926.04
5100	Stadium Chairs-FBLA/FCCLA			0.00	0.00	0.00	0.00	0.00
5200	Library Book Sales			213.58	0.00	0.00	0.00	213.58
5500	Breakfast			1,554.89	0.00	0.00	0.00	1,554.89
5555	MILK VENDING ACCOUNT			3,391.03	0.00	47.26	0.00	3,343.77
9000	Clearing Account			12,525.14	363.20	900.00	0.00	11,988.34
9100	Kiewit (Emergency Clothing and Food Assistanc			12.17	0.00	0.00	0.00	12.17
9200	Kindergarten Snacks			144.06	0.00	108.00	0.00	36.06
9300	Recorder for 5th grade			-43.78	0.00	0.00	0.00	-43.78
9500	Staff and Student Appreciation			78.28	0.00	0.00	0.00	78.28
C Totals:				40,396.22	489.82	2,213.57	0.00	38,672.47
D	FINE ARTS							
3600	SHOW CHOIR			1,778.96	0.00	0.00	0.00	1,778.96
3601	MUSICAL			3,109.24	0.00	0.00	0.00	3,109.24
3602	Show Choir Outfits			157.69	0.00	0.00	0.00	157.69
3650	Elementary Music Resale			59.62	0.00	0.00	0.00	59.62
3700	BAND RESALE			540.00	0.00	0.00	0.00	540.00
3701	JAZZ BAND			-96.27	0.00	0.00	0.00	-96.27
3702	BAND FUNDRAISER			1,590.80	0.00	0.00	0.00	1,590.80
3704	SPVA Music			798.76	0.00	0.00	0.00	798.76
3750	District XI Music			-275.44	0.00	0.00	0.00	-275.44
3900	DRAMA			2,005.32	348.30	801.14	0.00	1,552.48
7000	Fine Arts			4,525.43	0.00	0.00	0.00	4,525.43
D Totals:				14,194.11	348.30	801.14	0.00	13,741.27

Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.
From 06/01/2015 to 06/30/2015.

Site ID Group ID	Site Name Group Name	Activity ID	Activity Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
E GRADUATING CLASSES								
	1001		Class of 2016	2,044.52	0.00	0.00	0.00	2,044.52
	1100		CLASS OF 2014	160.93	0.00	0.00	0.00	160.93
	1117		Class of 2017	4,871.55	0.00	0.00	0.00	4,871.55
	1150		Class of 2018	2,323.75	0.00	0.00	0.00	2,323.75
	1200		CLASS OF 2015	1,724.44	0.00	999.99	0.00	724.45
	1300		CLASS OF 2012	0.00	0.00	0.00	0.00	0.00
	1400		CLASS OF 2013	96.34	0.00	0.00	0.00	96.34
E Totals:				11,221.53	0.00	999.99	0.00	10,221.54
F VOCATIONAL ORGANIZATIONS								
	1600		FCCLA	6,547.49	0.00	0.00	0.00	6,547.49
	1650		Pro-Start	778.89	0.00	0.00	0.00	778.89
	1700		FFA	20,358.06	0.00	8,577.37	0.00	11,780.69
	1701		FFA FARM ACCOUNT	3,828.38	296.00	0.00	0.00	4,124.38
	1702		FFA MEMORIAL	1,832.89	0.00	0.00	0.00	1,832.89
	3400		I.A. RESALE	-1,785.85	0.00	0.00	0.00	-1,785.85
	3410		Building Construction	2,048.49	0.00	202.73	0.00	1,845.76
	3450		SKILLS USA	117.69	0.00	0.00	0.00	117.69
	3500		DIVERSIFIED OCCUPATIONS	78.02	0.00	0.00	0.00	78.02
F Totals:				33,804.06	296.00	8,780.10	0.00	25,319.96
G Scholarships								
	1703		Doug Kunnemann Memorial	92.40	0.00	0.00	0.00	92.40
	2110		Gladys B Smith & Les Smith Scholarship Fund	1,800.00	0.00	0.00	0.00	1,800.00
	2111		Wood Scholarship	0.00	0.00	0.00	0.00	0.00
	2112		Jaeger Scholarship	0.19	0.00	0.00	0.00	0.19
	2113		Alta Heir	2,000.00	0.00	0.00	0.00	2,000.00
G Totals:				3,892.59	0.00	0.00	0.00	3,892.59
Chase Totals:				160,962.86	43,966.19	22,105.29	0.00	182,823.76
Report Totals:				160,962.86	43,966.19	22,105.29	0.00	182,823.76

Check Summary

Sorted by Activity ID, Site ID.
From 06/01/2015 to 06/30/2015.

Activity ID Site ID			Activity Name Site Name				
Check Number	Status	Check / Void Date	Vendor Name	PO Number	Description	Amount	
1200		CLASS OF 2015					
Chase NE		Chase County Schools					
6781	Printed	06/04/2015	Jeanette Munger	01128	2015 Senior Composite	60.00	
6787	Printed	06/04/2015	Oriental Trading Company Inc.	01134	Balloons for graduation	41.89	
6795	Printed	06/04/2015	Added Touch	01118	flowers for grad and balloons	384.00	
6796	Printed	06/04/2015	Liz Mollendor	01119	flower arrangements for grad	301.00	
6808	Printed	06/30/2015	Jostens	01167	1 diploma	11.13	
6808	Printed	06/30/2015	Jostens	01155	Heritage Medals	201.97	
Total:						\$ 999.99	
1500		CHEERLEADERS					
Chase NE		Chase County Schools					
6783	Printed	06/04/2015	GTM Sportswear	01130	cheer pants from last year	72.00	
6809	Printed	06/30/2015	UCA	01163	Cheer Camp 2015 in Hastings	1,261.00	
6819	Printed	06/30/2015	U.S. Bank	01114	Cheer Shoes	127.77	
6819	Printed	06/30/2015	U.S. Bank	01115	Duffle Bags,Poms, Socks, Bows	218.40	
Total:						\$ 1,679.17	
1700		FFA					
Chase NE		Chase County Schools					
006683	Void	06/05/2015	Broken Bow High School	00976	Cheese	-2,849.39	
6779	Printed	06/04/2015	U.S. Bank	01095	National Convention Rooms	4,660.63	
6779	Printed	06/04/2015	U.S. Bank	01081	Hotel Rooms	154.22	
6779	Printed	06/04/2015	U.S. Bank	01092	Hotel Room (Alexandria VA)	187.44	
6779	Printed	06/04/2015	U.S. Bank	01080	WLC Plane Tickets	712.76	
6793	Printed	06/04/2015	Priority Seating	01108	Tables and Chairs	368.00	
6798	Printed	06/05/2015	Broken Bow High School		Cheese for FFA Fruit Sales 2014-2015	2,849.39	
6804	Printed	06/05/2015	Platinum T-Shirt and Embroidery	01153	Sr Officer Shirts	389.76	
6807	Printed	06/30/2015	National FFA Organization	01166		658.50	
6810	Printed	06/30/2015	Comfort Inn	01165	Rooms for FFA	557.70	
6816	Printed	06/30/2015	Platinum T-Shirt and Embroidery	01160	Jr Officer Shirts	185.76	
6818	Printed	06/30/2015	Imperial Republican	01156	Paper for Banquet	15.00	
6820	Printed	06/30/2015	Independent Whitewater, Inc.	01162	Rafting trip on July 17,2015	687.60	
Total:						\$ 8,577.37	
2100		STUDENT COUNCIL					
Chase NE		Chase County Schools					
6794	Printed	06/04/2015	Pepsi-Cola	01117	drinks for vending machines	488.37	
Total:						\$ 488.37	

Check Summary

Sorted by Activity ID, Site ID.
From 06/01/2015 to 06/30/2015.

Activity ID Site ID			Activity Name Site Name					
Check Number	Status	Check / Void Date	Vendor Name	PO Number	Description	Amount		
<hr/>								
2200		FBLA						
<hr/>								
Chase NE		Chase County Schools						
6779	Printed	06/04/2015	U.S. Bank	01062	3 airfare to Nationals 2015	1,178.97		
6819	Printed	06/30/2015	U.S. Bank	01143	Boat Tour Reimbursed by NLC attendees	177.50		
6819	Printed	06/30/2015	U.S. Bank	01142	Chicago City Pass reimbursed by NLC attendees	489.50		
						Total: \$ 1,845.97		
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2300		SPECIAL EDUCATION DONATIONS						
<hr/>								
Chase NE		Chase County Schools						
6821	Printed	06/30/2015	Competitive Action Sports, LLC	01077	Water Slog	617.00		
						Total: \$ 617.00		
<hr/>								
2600		CCS FLOWER FUND						
<hr/>								
Chase NE		Chase County Schools						
6782	Printed	06/04/2015	FBLA-PBL, Inc.	01129	onsies	52.00		
						Total: \$ 52.00		
<hr/>								
2800		Elementary Activity Fund						
<hr/>								
Chase NE		Chase County Schools						
6791	Printed	06/04/2015	Sharon Maris	01120		180.00		
6797	Printed	06/04/2015	Pizza Hut	01139	end of year speech and AR	-48.81		
						Total: \$ 131.19		
<hr/>								
3100		CCHS ATHLETICS						
<hr/>								
Chase NE		Chase County Schools						
6814	Printed	06/30/2015	Nebraska School Activities Association	01161	Membership for all activities	100.00		
						Total: \$ 100.00		
<hr/>								
3101		CCHS SOFTBALL						
<hr/>								
Chase NE		Chase County Schools						
6814	Printed	06/30/2015	Nebraska School Activities Association	01161	Membership for all activities	60.00		
						Total: \$ 60.00		
<hr/>								
3102		CCHS FOOTBALL						
<hr/>								
Chase NE		Chase County Schools						
6799	Printed	06/05/2015	U.S. Bank	01145	Nebraska Coaches March 28 2015	65.00		
6814	Printed	06/30/2015	Nebraska School Activities Association	01161	Membership for all activities	60.00		
						Total: \$ 125.00		

Check Summary

Sorted by Activity ID, Site ID.
From 06/01/2015 to 06/30/2015.

Activity ID Site ID	Activity Name Site Name						
Check Number	Status	Check / Void Date	Vendor Name	PO Number	Description	Amount	
3103			CCHS VOLLEYBALL				
Chase NE		Chase County Schools					
6814	Printed	06/30/2015	Nebraska School Activities Association	01161	Membership for all activities	60.00	
						Total:	\$ 60.00
3104			CCHS X COUNTRY				
Chase NE		Chase County Schools					
6814	Printed	06/30/2015	Nebraska School Activities Association	01161	Membership for all activities	140.00	
						Total:	\$ 140.00
3105			CCHS GIRLS BASKETBALL				
Chase NE		Chase County Schools					
6799	Printed	06/05/2015	U.S. Bank	01147	Coglazier Reg Fee J Gleisberg	119.00	
6814	Printed	06/30/2015	Nebraska School Activities Association	01161	Membership for all activities	60.00	
						Total:	\$ 179.00
3106			CCHS BOYS BASKETBALL				
Chase NE		Chase County Schools					
6814	Printed	06/30/2015	Nebraska School Activities Association	01161	Membership for all activities	60.00	
						Total:	\$ 60.00
3107			CCHS WRESTLING				
Chase NE		Chase County Schools					
6799	Printed	06/05/2015	U.S. Bank	01144	Track Wrestling HS Wrestling Meet 2015	110.92	
6802	Printed	06/05/2015	Matt Vlasin	01150	meals for Wrestling	18.40	
6806	Printed	06/30/2015	Horizon Hotel	01168	rooms for wrestling and track	697.98	
6814	Printed	06/30/2015	Nebraska School Activities Association	01161	Membership for all activities	110.00	
						Total:	\$ 937.30
3108			CCHS GIRLS TRACK				
Chase NE		Chase County Schools					
6799	Printed	06/05/2015	U.S. Bank	01141	State Track food	28.16	
6801	Printed	06/05/2015	Superfoods	01151	HS Track Meet	19.71	
6803	Printed	06/05/2015	Mr. & Mrs. Mark Christensen	01149	rolls for HS Track and JH Track	35.00	
6806	Printed	06/30/2015	Horizon Hotel	01168	rooms for wrestling and track	1,203.40	
6814	Printed	06/30/2015	Nebraska School Activities Association	01161	Membership for all activities	60.00	
						Total:	\$ 1,346.27

Check Summary

Sorted by Activity ID, Site ID.
From 06/01/2015 to 06/30/2015.

Activity ID Site ID			Activity Name Site Name			Amount
Check Number	Status	Check / Void Date	Vendor Name	PO Number	Description	
3109 CCHS BOYS TRACK						
Chase NE Chase County Schools						
6799	Printed	06/05/2015	U.S. Bank	01141	State Track food	28.15
6801	Printed	06/05/2015	Superfoods	01151	HS Track Meet	19.70
6803	Printed	06/05/2015	Mr. & Mrs. Mark Christensen	01149	rolls for HS Track and JH Track	35.00
6806	Printed	06/30/2015	Horizon Hotel	01168	rooms for wrestling and track	1,203.40
6814	Printed	06/30/2015	Nebraska School Activities Association	01161	Membership for all activities	60.00
Total:						\$ 1,346.25
3110 CCHS GOLF						
Chase NE Chase County Schools						
6814	Printed	06/30/2015	Nebraska School Activities Association	01161	Membership for all activities	60.00
6817	Printed	06/30/2015	New Victorian Suites	01164	State Golf May 27th & 28th	259.96
Total:						\$ 319.96
3123 JH GIRLS BASKETBALL						
Chase NE Chase County Schools						
6799	Printed	06/05/2015	U.S. Bank	01146	Coglazier Reg A McNair	119.00
Total:						\$ 119.00
3126 JH GIRLS TRACK						
Chase NE Chase County Schools						
6799	Printed	06/05/2015	U.S. Bank	01148	Athletic.net for JH Track	35.00
6803	Printed	06/05/2015	Mr. & Mrs. Mark Christensen	01149	rolls for HS Track and JH Track	28.00
Total:						\$ 63.00
3127 JH BOYS TRACK						
Chase NE Chase County Schools						
6799	Printed	06/05/2015	U.S. Bank	01148	Athletic.net for JH Track	35.00
6803	Printed	06/05/2015	Mr. & Mrs. Mark Christensen	01149	rolls for HS Track and JH Track	28.00
Total:						\$ 63.00
3160 AD Savings						
Chase NE Chase County Schools						
6799	Printed	06/05/2015	U.S. Bank	01140	Tequilas gift certificate	30.00
6821	Printed	06/30/2015	Competitive Action Sports, LLC	01077	Water Slog	81.00
Total:						\$ 111.00
3300 Lock ReSale						
Chase NE Chase County Schools						
6800	Printed	06/05/2015	Lisa Fortkamp	01152	Key deposit refund	50.00
Total:						\$ 50.00

Check Summary

Sorted by Activity ID, Site ID.
From 06/01/2015 to 06/30/2015.

Activity ID Site ID	Activity Name Site Name		Check / Void Date	Vendor Name	PO Number	Description	Amount
3410 Building Construction							
Chase NE Chase County Schools							
6779	Printed	06/04/2015	U.S. Bank	01064		drill and saw kits	202.73
Total:							\$ 202.73
3470 Electric Car Project							
Chase NE Chase County Schools							
6779	Printed	06/04/2015	U.S. Bank	01109		wrench set and battery charger	215.20
Total:							\$ 215.20
3900 DRAMA							
Chase NE Chase County Schools							
6785	Printed	06/04/2015	Cathy Howard	01132		2014-2015 Speech Judge fees	225.00
6786	Printed	06/04/2015	Jill Bauerle	01133		2014-2015 Speech judge fees	225.00
6790	Printed	06/04/2015	Hill's Family Foods	01111		Food for End of Year Speech Awards	20.18
6797	Printed	06/04/2015	Pizza Hut	01139		end of year speech and AR	60.96
6805	Printed	06/30/2015	Jodie Liess	01170		Speech Judge	75.00
6805	Printed	06/30/2015	Jodie Liess	ref 1136		1 speech meet judging	75.00
6814	Printed	06/30/2015	Nebraska School Activities Association	01161		Membership for all activities	120.00
Total:							\$ 801.14
5000 Special Projects							
Chase NE Chase County Schools							
6788	Printed	06/04/2015	Recognition Unlimited	01135		plaques and clocks for retirement	360.12
Total:							\$ 360.12
5555 MILK VENDING ACCOUNT							
Chase NE Chase County Schools							
6792	Printed	06/04/2015	Hiland Dairy Foods	01107		milk, smoothies	16.88
6792	Printed	06/04/2015	Hiland Dairy Foods	01110		milk, smoothies	30.38
Total:							\$ 47.26
9000 Clearing Account							
Chase NE Chase County Schools							
6811	Printed	06/30/2015	Paige Spady	01157		Don Maucher Scholarship	300.00
6812	Printed	06/30/2015	Ryan Moline	01158		Don Maucher Scholarship	300.00
6813	Printed	06/30/2015	Holden Dreiling	01159		Don Maucher Scholarship	300.00
Total:							\$ 900.00
9200 Kindergarten Snacks							
Chase NE Chase County Schools							
6784	Printed	06/04/2015	M and M Natural Jazz	01131		6 fruit pizzas kindergarten promotion	108.00
Total:							\$ 108.00

Report Total :

22,105.29

Bank Statement Reconciliation (Preliminary)

Check Number Vendor Name Check Date Check Amount

Chase County Schools 06/01/2015 through 07/06/2015

Checking

Checks

Cleared Checks

006694	Imperial Baseball and Softball Association	03/11/2015	\$ 38.00
6779	U.S. Bank	06/04/2015	\$ 7,311.95
6782	FBLA-PBL, Inc.	06/04/2015	\$ 52.00
6783	GTM Sportswear	06/04/2015	\$ 72.00
6784	M and M Natural Jazz	06/04/2015	\$ 108.00
6786	Jill Bauerle	06/04/2015	\$ 225.00
6787	Oriental Trading Company Inc.	06/04/2015	\$ 41.89
6788	Recognition Unlimited	06/04/2015	\$ 360.12
6790	Hill's Family Foods	06/04/2015	\$ 20.18
6791	Sharon Maris	06/04/2015	\$ 180.00
6792	Hiland Dairy Foods	06/04/2015	\$ 47.26
6793	Priority Seating	06/04/2015	\$ 368.00
6794	Pepsi-Cola	06/04/2015	\$ 488.37
6795	Added Touch	06/04/2015	\$ 384.00
6796	Liz Mollendor	06/04/2015	\$ 301.00
6797	Pizza Hut	06/04/2015	\$ 12.15
6798	Broken Bow High School	06/05/2015	\$ 2,849.39
6799	U.S. Bank	06/05/2015	\$ 570.23
6800	Lisa Fortkamp	06/05/2015	\$ 50.00
6801	Superfoods	06/05/2015	\$ 39.41
6802	Matt Vlasin	06/05/2015	\$ 18.40
6803	Mr. & Mrs. Mark Christensen	06/05/2015	\$ 126.00
6804	Platinum T-Shirt and Embroidery	06/05/2015	\$ 389.76
9142	Imperial Baseball and Softball Association	07/06/2015	\$ 38.00

Cleared Checks Total: \$ 14,091.11

Outstanding Checks

Bank Statement Reconciliation (Preliminary)

Check Number	Vendor Name	Check Date	Check Amount
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Chase County Schools 06/01/2015 through 07/06/2015

Checking

006034	Mason Holmes	05/29/2013	\$ 25.00
006294	Kristi McNair	12/10/2013	\$ 30.00
006688	Lynn Luhrs	03/11/2015	\$ 105.00
006695	Monica Hamilton	03/11/2015	\$ 125.00
006696	Kelly Pearson	03/11/2015	\$ 52.12
6781	Jeanette Munger	06/04/2015	\$ 60.00
6785	Cathy Howard	06/04/2015	\$ 225.00
6805	Jodie Liess	06/30/2015	\$ 150.00
6806	Horizon Hotel	06/30/2015	\$ 3,104.78
6807	National FFA Organization	06/30/2015	\$ 658.50
6808	Jostens	06/30/2015	\$ 213.10
6809	UCA	06/30/2015	\$ 1,261.00
6810	Comfort Inn	06/30/2015	\$ 557.70
6811	Paige Spady	06/30/2015	\$ 300.00
6812	Ryan Moline	06/30/2015	\$ 300.00
6813	Holden Dreiling	06/30/2015	\$ 300.00
6814	Nebraska School Activities Association	06/30/2015	\$ 950.00
6816	Platium T-Shirt and Embroidery	06/30/2015	\$ 185.76
6817	New Victorian Suites	06/30/2015	\$ 259.96
6818	Imperial Republican	06/30/2015	\$ 15.00
6819	U.S. Bank	06/30/2015	\$ 1,013.17
6820	Independent Whitewater, Inc.	06/30/2015	\$ 687.60
6821	Competitive Action Sports, LLC	06/30/2015	\$ 698.00

Outstanding Checks Total: \$ 11,276.69

Void Checks

006683	Broken Bow High School	06/05/2015	\$ 2,849.39
6789	Jodie Liess	06/25/2015	\$ 225.00

Void Checks Total: \$ 3,074.39

Bank Statement Reconciliation (Preliminary)

Deposit Number	Description	Deposit Date	Deposit Amount
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Chase County Schools 06/01/2015 through 07/06/2015

Checking

Deposits

Cleared Deposits

06/17/15	misc receipts	06/22/2015	\$ 40,616.00
6/1/15	Student Council Vending Income	06/01/2015	\$ 417.85
6/10/15	FBLA and Technology	06/22/2015	\$ 483.20
6/17/15	Drama	06/22/2015	\$ 348.30
6/2/15	Correction journal	06/02/2015	\$ 0.00
6/22/15	correction for deposit entered twice	06/22/2015	\$ 0.00
6/22/15	deposit for June 3	06/22/2015	\$ 563.20
6/22/15	technology	06/22/2015	\$ 600.00
6/22/15-1	FBLA for Michael	06/22/2015	\$ 198.60
6/25/15	Tech and HS Yearbook	06/30/2015	\$ 540.00
6/25/15-	int/adj	06/30/2015	\$ 26.60
6/4/15	returned check	06/04/2015	-\$ 65.00
6/5/15		06/08/2015	\$ 141.02
6/8/15		06/08/2015	\$ 96.42
correction		06/02/2015	\$ 0.00
Cleared Deposits Total:			\$ 43,966.19

Bank Statement Reconciliation (Preliminary)

Description	Adjustment Date	Adjustment Amount
Chase County Schools	06/01/2015 through 07/06/2015	
Checking		

Bank Statement Reconciliation Summary

Statement Balance	\$ 194,311.20
- Outstanding checks	\$ 11,276.69
+ Outstanding Deposits	\$ 0.00
+ Outstanding Adjustments	\$ 0.00
- Outstanding Investment Transfers	\$ 0.00
Total	<u>\$ 183,034.51</u>
+ Investments	\$ 0.00
Book Balance	<u>\$ 183,034.51</u>

Cycle: FY14-15; Fund Class: <All>; Fund Columns: <All Funds>; Account Code Expression: ([Acct] Between '901' AND '999'); Balance Date: 6/30/2015; Detail: Yes

Account Description	Account Code	1	2	3	4	5	6	7	8	9	10	11	12	Total
901 - Cash Account	##-901	\$ 154,767.25	\$ 15,577.20	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 170,344.45
903 - CD	##-903	\$ -	\$ 40,000.00	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 40,000.00
904 - Sweep Cash Account	##-904	\$ 1,633,336.70	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 1,633,336.70
905 - Sect 125 Account	##-905	\$ 12,000.00	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 479.84	\$ 12,479.84
906 - Communities Facilities Agency	##-906	\$ 0.19	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 10.74	\$ -	\$ 10.93
907 - Clearing Account	##-907	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 45,554.54	\$ -	\$ -	\$ 45,554.54
908 - QCPUF	##-908	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 277,234.80	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 277,234.80
909 - Building Fund	##-909	\$ -	\$ -	\$ 425,301.92	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 425,301.92
912 - Depreciation Fund	##-912	\$ 2.94	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 134,308.40	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 134,311.34
913 - Bond Fund	##-913	\$ -	\$ -	\$ -	\$ -	\$ 169,394.18	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 169,394.18
914 - Unemployment Fund	##-914	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 2,916.62	\$ -	\$ -	\$ -	\$ -	\$ 2,916.62
915 - Student Fee fund	##-915	\$ -	\$ -	\$ -	\$ 10,483.09	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 10,483.09
Subtotal of Account Group: Assets		\$ 1,800,107.08	\$ 66,577.20	\$ 425,301.92	\$ 10,483.09	\$ 169,394.18	\$ 277,234.80	\$ 134,308.40	\$ 2,916.62	\$ -	\$ 45,664.64	\$ 10.74	\$ 479.84	\$ 2,921,368.41
931 - Payable Account	##-931	\$ (4,651.81)	\$ 4,570.46	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 778.02	\$ -	\$ -	\$ 696.67
934 - Retirement EE	##-934	\$ 30,661.64	\$ (4.57)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 30,657.07
936 - Retirement ER	##-936	\$ 30,968.19	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 30,968.19
939 - Col Life	##-939	\$ -	\$ 36.32	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 36.32
Subtotal of Account Type: Liability		\$ 56,978.02	\$ 4,602.21	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 778.02	\$ -	\$ -	\$ 62,368.26
910 - Revenue Budget	##-910	\$ 750.00	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 750.00
965 - Fund Equity	##-965	\$ 669,545.37	\$ 59,543.04	\$ 318,575.58	\$ (4,532.81)	\$ 146,919.14	\$ (115,950.73)	\$ 115,013.36	\$ 1.53	\$ -	\$ 3,740.28	\$ 5.97	\$ (8,899.33)	\$ 1,183,961.40
999 - Suspense Account	##-999	\$ (132,282.34)	\$ 71.32	\$ 24,946.37	\$ 11,326.99	\$ 66,546.55	\$ 230,406.36	\$ 169,894.93	\$ 3,048.07	\$ -	\$ 38,822.05	\$ -	\$ 12,662.32	\$ 425,442.62
Subtotal of Account Type: Fund Balance/Retained Earnings		\$ 638,013.03	\$ 69,614.36	\$ 343,621.95	\$ 6,794.18	\$ 213,466.69	\$ 114,456.63	\$ 284,908.29	\$ 3,049.60	\$ -	\$ 42,662.33	\$ 6.97	\$ 3,762.99	\$ 1,610,164.02
Subtotal of Account Group: Liabilities/Fund Balance		\$ 694,991.05	\$ 64,216.67	\$ 343,621.95	\$ 6,794.18	\$ 213,466.69	\$ 114,456.63	\$ 284,908.29	\$ 3,049.60	\$ -	\$ 43,340.36	\$ 6.97	\$ 3,762.99	\$ 1,672,612.27

Accounting Cycle: FY14-15; Bank: Bond Fund Adams Bank - Bond Fund; Bank Account: 2435729 - Bond Fund;
Statement Date: 07/01/2015

	Bank Reconciliation	+	Outstanding	=	ExpectedGL	-	ActualGL	=	Difference
Beginning Balance	\$ 169,394.18	+	\$ -	=	\$ 169,394.18	-	\$ 169,394.18	=	\$ -
Deposits/Debits	\$ 26,138.75	+	\$ (26,138.75)	=	\$ -	-	\$ -	=	\$ -
Withdrawals/Credits	\$ (26,138.75)	+	\$ 26,138.75	=	\$ -	-	\$ -	=	\$ -
Total	\$ 169,394.18		\$ -		\$ 169,394.18		\$ 169,394.18		\$ -

Accounting Cycle: FY14-15; Bank: Building Fund First State Bank - Building Fund; Bank Account: 616435 - Building Fund; Statement Date: 06/30/2015

	Bank Reconciliation	+	Outstanding	=	ExpectedGL	-	ActualGL	=	Difference
Beginning Balance	\$ 302,299.24	+	\$ 1,524.17	=	\$ 303,823.41	-	\$ 302,299.24	=	\$ 1,524.17
Deposits/Debits	\$ 123,002.68	+	\$ -	=	\$ 123,002.68	-	\$ 123,002.68	=	\$ -
Withdrawals/Credits	\$ -	+	\$ -	=	\$ -	-	\$ -	=	\$ -
Total	\$ 425,301.92		\$ 1,524.17		\$ 426,826.09		\$ 425,301.92		\$ 1,524.17

Accounting Cycle: FY14-15; Bank: Clearing Pinnacle Bank - Clearing Account; Bank Account: 7800901808 -
 Clearing Fund; Statement Date: 06/30/2015

	Bank Reconciliation	+	Outstanding	=	ExpectedGL	-	ActualGL	=	Difference
Beginning Balance	\$ 10,408.14	+	\$ -	=	\$ 10,408.14	-	\$ 18,725.94	=	\$ (8,317.80)
Deposits/Debits	\$ 100,141.08	+	\$ -	=	\$ 100,141.08	-	\$ 100,141.08	=	\$ -
Withdrawals/Credits	\$ (68,651.48)	+	\$ (4,661.00)	=	\$ (73,312.48)	-	\$ (73,312.48)	=	\$ -
Total	\$ 41,897.74		\$ (4,661.00)		\$ 37,236.74		\$ 45,554.54		\$ (8,317.80)

Accounting Cycle: FY14-15; Bank: Depreciation Fund First State Bank - Depreciation Fund; Bank Account: 616446
 - Depreciation Fund; Statement Date: 06/30/2015

	Bank Reconciliation	+	Outstanding	=	ExpectedGL	-	ActualGL	=	Difference
Beginning Balance	\$ 145,052.17	+	\$ -	=	\$ 145,052.17	-	\$ 145,052.17	=	\$ -
Deposits/Debits	\$ 1.23	+	\$ -	=	\$ 1.23	-	\$ 1.23	=	\$ -
Withdrawals/Credits	\$ (10,745.00)	+	\$ -	=	\$ (10,745.00)	-	\$ (10,745.00)	=	\$ -
Total	\$ 134,308.40		\$ -		\$ 134,308.40		\$ 134,308.40		\$ -

Accounting Cycle: FY14-15; Bank: Pinnacle Bank - General Fund; Bank Account: 7800901790 - General Fund;
Statement Date: 06/30/2015

	Bank Reconciliation	+	Outstanding	=	ExpectedGL	-	ActualGL	=	Difference
Beginning Balance	\$ 47,138.71	+	\$ (10,573.74)	=	\$ 36,564.97	-	\$ 153,946.21	=	\$ (117,381.24)
Deposits/Debits	\$ 606,707.69	+	\$ -	=	\$ 606,707.69	-	\$ 606,707.69	=	\$ -
Withdrawals/Credits	\$ (606,322.63)	+	\$ 435.98	=	\$ (605,886.65)	-	\$ (605,886.65)	=	\$ -
Total	\$ 47,523.77		\$ (10,137.76)		\$ 37,386.01		\$ 154,767.25		\$ (117,381.24)

Accounting Cycle: FY14-15; Bank: First State Bank - Lunch Fund; Bank Account: 616457 - Lunch Fund;
Statement Date: 06/30/2015

	Bank Reconciliation	+	Outstanding	=	ExpectedGL	-	ActualGL	=	Difference
Beginning Balance	\$ 39,016.79	+	\$ (22,682.16)	=	\$ 16,334.63	-	\$ 16,334.63	=	\$ -
Deposits/Debits	\$ 8,230.97	+	\$ -	=	\$ 8,230.97	-	\$ 8,230.97	=	\$ -
Withdrawals/Credits	\$ (31,514.18)	+	\$ 22,525.78	=	\$ (8,988.40)	-	\$ (8,988.40)	=	\$ -
Total	\$ 15,733.58		\$ (156.38)		\$ 15,577.20		\$ 15,577.20		\$ -

Accounting Cycle: FY14-15; Bank: QCPUF Adams Bank - Qualified Capital Purpose Undertaking Fund; Bank
Account: 2435710 - Qualified Capital Purpose Undertaking Fund; Statement Date: 06/30/2015

	Bank Reconciliation	+	Outstanding	=	ExpectedGL	-	ActualGL	=	Difference
Beginning Balance	\$ 250,604.90	+	\$ -	=	\$ 250,604.90	-	\$ 250,604.90	=	\$ -
Deposits/Debits	\$ 43,432.40	+	\$ -	=	\$ 43,432.40	-	\$ 43,432.40	=	\$ -
Withdrawals/Credits	\$ (16,802.50)	+	\$ -	=	\$ (16,802.50)	-	\$ (16,802.50)	=	\$ -
Total	\$ 277,234.80		\$ -		\$ 277,234.80		\$ 277,234.80		\$ -

Accounting Cycle: FY14-15; Bank: Section 125 Pinnacle Bank - Section 125; Bank Account: 7800901816 -
Section 125 Account; Statement Date: 06/30/2015

	Bank Reconciliation	+	Outstanding	=	ExpectedGL	-	ActualGL	=	Difference				
Beginning Balance	\$	3,608.64	+	\$	(500.00)	=	\$	3,108.64	-	\$	-		
Deposits/Debits	\$	15,324.02	+	\$	-	=	\$	15,324.02	-	\$	-		
Withdrawals/Credits	\$	(17,990.13)	+	\$	37.31	=	\$	(17,952.82)	-	\$	-		
Total	\$	942.53		\$	(462.69)		\$	479.84		\$	479.84	\$	-

Accounting Cycle: FY14-15; Bank: Student Fee Fund Adams Bank - Student Fee Fund; Bank Account: 2363067
 - Student Fee Fund; Statement Date: 06/30/2015

	Bank Reconciliation	+	Outstanding	=	ExpectedGL	-	ActualGL	=	Difference
Beginning Balance	\$ 7,921.85	+	\$ -	=	\$ 7,921.85	-	\$ 7,921.85	=	\$ -
Deposits/Debits	\$ 2,561.24	+	\$ -	=	\$ 2,561.24	-	\$ 2,561.24	=	\$ -
Withdrawals/Credits	\$ -	+	\$ -	=	\$ -	-	\$ -	=	\$ -
Total	\$ 10,483.09		\$ -		\$ 10,483.09		\$ 10,483.09		\$ -

Accounting Cycle: FY14-15; Bank: Sweep Pinnacle Bank - Sweep Fund; Bank Account: 7800901782 - Sweep Account; Statement Date: 06/30/2015

	Bank Reconciliation	+	Outstanding	=	ExpectedGL	-	ActualGL	=	Difference
Beginning Balance	\$ 1,502,526.82	+	\$ -	=	\$ 1,502,526.82	-	\$ 1,502,526.82	=	\$ -
Deposits/Debits	\$ 736,510.57	+	\$ -	=	\$ 736,510.57	-	\$ 736,510.57	=	\$ -
Withdrawals/Credits	\$ (605,700.69)	+	\$ -	=	\$ (605,700.69)	-	\$ (605,700.69)	=	\$ -
Total	\$ 1,633,336.70		\$ -		\$ 1,633,336.70		\$ 1,633,336.70		\$ -

Accounting Cycle: FY14-15; Bank: Unemployment Fund Pinnacle Bank - Unemployment Fund; Bank Account:
7800901824 - Unemployment Fund; Statement Date: 06/30/2015

	Bank Reconciliation	+	Outstanding	=	ExpectedGL	-	ActualGL	=	Difference
Beginning Balance	\$ 2,916.49	+	\$ -	=	\$ 2,916.49	-	\$ 2,916.49	=	\$ -
Deposits/Debits	\$ 0.13	+	\$ -	=	\$ 0.13	-	\$ 0.13	=	\$ -
Withdrawals/Credits	\$ -	+	\$ -	=	\$ -	-	\$ -	=	\$ -
Total	\$ 2,916.62		\$ -		\$ 2,916.62		\$ 2,916.62		\$ -

Payment Voucher No.: July 2015 Board Bills

Status	Invoice No.	Submit Date	PO No.	Payment Vendor	Comment	Invoice Amount
Included	Fuel State Golf 2015	7/7/2015		Munger, Lawrence M	Fuel State Golf	\$ 72.29
Included	PEV 7/7/15	7/9/2015		Lefdal, Joey	Moving expenses	\$ 2,294.99
Included	PEV 7/9/15	7/9/2015		Meyer, Terri L	Migrant Exp. Reimb by ESU	\$ 23.92
Included	PEV 7/9/15	7/9/2015		Smith, Denise K	SB Team Camp - Fuel	\$ 233.67
Included	1294	7/7/2015	5116	20/20 Technologies LLC	Wireless AccessPoints	\$ 6,492.50
Included	G00663	7/7/2015		21st Century Equipment	Gator Rental June 2015	\$ 250.00
Included	P07853	7/7/2015	5817	21st Century Equipment	oil and air filter for mower	\$ 82.54
Included	June 2015	7/7/2015	5822	A T & T	June 2015 monthly amount	\$ 143.97
Included	2410684	7/7/2015	5240	Acco Brands	plastic binding elements	\$ 12.64
Included	376355	7/7/2015	5697	Adams Lumber Co	drawer slides	\$ 32.07
Included	062915	7/7/2015		Affiliated Benefits	June 2015 Fees	\$ 393.00
Included	July 2015	7/7/2015		Allo Communications	July 2015	\$ 5,440.00
Included	4342605636	7/7/2015	5575	Apple Incorporated	13 5 packs of mac Books	\$ 64,935.00
Included	1120	7/7/2015		Black Brick Software	Websit upkeep	\$ 1,550.00
Included	Futon	7/7/2015	5805	Brenda Kielbasa	Futon for classroom	\$ 100.00
Included	13886	7/7/2015	5804	Brico Pest Control	June 2015	\$ 44.00
Included	60450-00	7/7/2015	comp	Buddy's All Stars, Inc.	split timers	\$ 10.42
Included	C110448062	7/7/2015	5672	Capstone Press	books for library	\$ 1,341.07
Included	5271-97992	7/7/2015	5735	Carquest Auto Parts	fuel filters	\$ 24.67
Included	5271-97718	7/7/2015	5722	Carquest Auto Parts	wiper blades	\$ 15.82
Included	5271-98625	7/7/2015	5819	Carquest Auto Parts	oil filters	\$ 15.45
Included	55315492	7/7/2015	5718	Cengage Learning	Micro Type 6 Site licennse	\$ 1,605.00
Included	175937	7/7/2015	5688	Cerebellum	Various DVD's for elementary	\$ 630.37
Included	2015 School Census	7/7/2015	5781	Chandler, Julie	2015 School Census	\$ 1,200.00
Included	VB 2-3-4 15	7/7/2015	5791	Chase County Clinic	Feb, march April Services 20	\$ 244.00
Included	SO April 2015	7/7/2015	5792	Chase County Clinic	April 2015	\$ 45.75
Included	Bus Physical/Exercise	7/7/2015	5797	Chase County Hospital	RF,DT, JE Bus/IC Feb and m	\$ 471.25
Included	VB May 2015	7/7/2015		Chase County Hospital	VB May 2015 exercise	\$ 91.50
Included	May-June 2015	7/7/2015	5834	City Of Imperial	Service May to June 2015	\$ 10,819.16
Included	396724313-2	7/7/2015	5788	Comfort Inn Kearney	Duplicate invoice created to c	\$ 185.90
Included	397451294	7/7/2015	5789	Comfort Inn Kearney	Career Ed J Speck	\$ 367.80
Included	96258	7/7/2015	5547	Companion Corporation	User License	\$ 599.00
Included	5583419	7/7/2015	5560	Dave Ramsey/Lampo Group	Teacher Package and 25 stu	\$ 1,127.32
Included	122655	7/7/2015	5701	E D Enterprises	7 to 4 flat adapter	\$ 9.69
Included	S109583	7/7/2015		Eakes Office Solutions	Quarterly cost	\$ 6,579.81
Included	Aimswab	7/7/2015		ESU #15	Aimswab 233 students	\$ 1,398.00
Included	070838	7/7/2015	5715	Evan Moor	Daily Science	\$ 19.99
Included	1023	7/7/2015	5178	Everything Medical	medical supplies	\$ 197.23
Included	1023-1	7/7/2015	5299	Everything Medical	medical supplies	\$ 127.50
Included	NE54-23054	7/7/2015	5751	Ewell Educational Services	AET Subscription	\$ 265.00
Included	4366	7/7/2015	5723	Falcon Laboratories, Inc	cleaning products	\$ 494.63
Included	3402217755	7/7/2015	5790	FedEx	Addtl Freight charges	\$ 86.43
Included	fuel for May 21 through June	7/7/2015		Frenchman Valley Co-op	Feul May-June 2015	\$ 2,304.33
Included	563715	7/7/2015	5570	Frenchman Valley Co-op	Truck tire repair	\$ 40.00
Included	563855	7/7/2015	5640	Frenchman Valley Co-op	tire and disposal fee	\$ 575.20
Included	1313162335	7/7/2015	5256	Graham Tire Kearney	Rear tire replacement	\$ 266.50
Included	9744117087	7/7/2015	5703	Grainger, Inc.	water heater	\$ 268.50
Included	17174-7/20/15	7/7/2015		Great Plains Communication	July Payment 2015	\$ 760.76
Included	861	7/7/2015		Heartland Roofing Consultan	30 % progress payment	\$ 93,900.00
Included	1258	7/7/2015		Holiday Farms	Mowing/weeds/app	\$ 5,175.00
Included	47632	7/7/2015	5773	Holiday Inn Of Kearney	NCE Conference	\$ 287.85
Included	951462280	7/7/2015	5711	Houghton Mifflin Co	History texts	\$ 15,403.30
Included	951462279	7/7/2015	5707	Houghton Mifflin Co	World Geog	\$ 16,061.25
Included	951468622	7/7/2015	5706	Houghton Mifflin Co	History Books	\$ 5,272.80
Included	0373273/0370298/0367256/0	7/7/2015	5681	Ideal Linen Supply Inc	Uniforms and shop towels	\$ 58.20
Included	587704	7/7/2015	5712	Imperial NAPA	carrier bearing	\$ 157.95
Included	588669	7/7/2015	5749	Imperial NAPA	oil filters	\$ 54.98
Included	588977	7/7/2015		Imperial NAPA	return of belts	\$ (44.15)
Included	Decals for 2 buses	7/7/2015	5568	Imperial Republican	Decals for 2 buses	\$ 150.00
Included	new Rt2 numbers	7/7/2015	5713	Imperial Republican	new Rte 2 numbers	\$ 17.50
Included	Adv for June 2015	7/7/2015		Imperial Republican	Adv for June 2015	\$ 125.00

Payment Voucher No.: July 2015 Board Bills

Status	Invoice No.	Submit Date	PO No.	Payment Vendor	Comment	Invoice Amount
Included	41475/R41620	7/7/2015	5690	Imperial Yost Farm Supply	Mower repairs	\$ 815.96
Included	41653	7/7/2015	5736	Imperial Yost Farm Supply	drive line to mower repair	\$ 1,745.70
Included	Huskerland Prep	7/7/2015	5687	Jensen Publishing	Huskerland prep 2015-2016	\$ 64.00
Included	2578840615	7/7/2015	5595	Lakeshore Learning	My word journals	\$ 241.42
Included	MB Girls State B-ball	7/7/2015	5796	Mark Bottom	fuel for girls state b ball	\$ 40.88
Included	86550551001	7/7/2015	5596	McGraw-Hill	reading wonders practice boc	\$ 684.57
Included	21803	7/7/2015	5566	Modern Line Furniture.com	furniture for library/lobby area	\$ 8,411.85
Included	0153270-IN	7/7/2015	5737	Nebraska Central Equipment	seat cover repair	\$ 130.46
Included	0152790-IN	7/7/2015	5571	Nebraska Central Equipment	nozzles for wipers vent	\$ 78.42
Included	0152878-IN	7/7/2015	5689	Nebraska Central Equipment	fuel filters/park brake cable	\$ 294.74
Included	D529839	7/7/2015	5569	NORCOSTCO	lighting consultation	\$ 500.00
Included	Mitsy C 2015	7/7/2015	5787	Oklahoma Wesleyan Univers	2015 graduate scholarship	\$ 500.00
Included	2860	7/7/2015	5799	Overhead Door Specialists	service call/2 foot pegs	\$ 173.47
Included	A37205	7/7/2015	5798	Owens True Value	staples	\$ 11.18
Included	A36362	7/7/2015	5803	Owens True Value	misc supplies	\$ 65.93
Included	A35577	7/7/2015	5725	Owens True Value	4 gal paint and pump	\$ 188.95
Included	A34263	7/7/2015	5698	Owens True Value	misc janitorial supplies	\$ 168.86
Included	A34316	7/7/2015	5699	Owens True Value	misc supplies	\$ 106.13
Included	B18005	7/7/2015	5700	Owens True Value	concrete anchors	\$ 24.77
Included	4023911351	7/7/2015	5683	Pearson Education	math books	\$ 1,923.88
Included	212	7/7/2015		Perry Guthery Haase Gessfo	Research on overpayment	\$ 1,431.50
Included	Postage	7/7/2015	5779	Petty Cash	Postage	\$ 179.01
Included	Safe Deposit box rental	7/7/2015	5780	Pinnacle Bank	Safe deposit box rental	\$ 20.00
Included	14670	7/7/2015	5714	Prairie States Communicatio	move radio to new bus	\$ 143.95
Included	S1293610.001	7/7/2015	5325	Pyramid School Products	art supplies	\$ 310.38
Included	S1293610.001-1	7/7/2015	5289	Pyramid School Products	art supplies	\$ 412.60
Included	S1293610.001-2	7/7/2015	5302	Pyramid School Products	tennis balls	\$ 36.32
Included	S1293610.001-3	7/7/2015	5301	Pyramid School Products	orange floor tape	\$ 33.12
Included	S1293610.001-4	7/7/2015	5300	Pyramid School Products	lap top wipes	\$ 9.57
Included	S1293610.001-5	7/7/2015	5246	Pyramid School Products	art supplies HS	\$ 131.92
Included	S1293610.001-6	7/7/2015	5231	Pyramid School Products	dry erase markers	\$ 24.64
Included	S1293610.001-7	7/7/2015	5222	Pyramid School Products	supply room	\$ 1,121.62
Included	5103476	7/7/2015	5600	Really Good Stuff	Kind Graduation Kit	\$ 70.23
Included	5096403	7/7/2015	5666	Really Good Stuff	Welcome for Mrs. K room	\$ 104.49
Included	4166578	7/7/2015	5548	Renaissance Learning	400 licenses	\$ 960.00
Included	RF 6/25/15	7/7/2015	5795	Rex Felker	Meal for BCI delivery	\$ 15.37
Included	8618315	7/7/2015	5303	S&S Worldwide	coop white floor tape	\$ 47.76
Included	8041444855	7/7/2015	5235	Sargeant Welch	Coop lab Aprons	\$ 22.38
Included	M5636818	7/7/2015	5594	Scholastic Magazine	magazines	\$ 23.10
Included	M5636813	7/7/2015	5603	Scholastic News	Scholastic news	\$ 252.23
Included	INV11734745	7/7/2015	5807	School Outfitters	4 tables	\$ 579.23
Included	208114453261	7/7/2015	5734	School Specialty Supply Inc	bookcases	\$ 853.52
Included	208114399646	7/7/2015	5716	School Specialty Supply Inc	6th grade classroom supplies	\$ 285.04
Included	alta heir schol 2015	7/7/2015	5786	SDSM&T Financial Aid	2015 scholarship	\$ 500.00
Included	201447853977	7/7/2015	5793	SourceGas CCCF	5/8-6/4 2015	\$ 1,807.06
Included	207408042312	7/7/2015	5794	SourceGasCCS	5/8-6/4 2015	\$ 739.94
Included	Fuel 5/29/15	7/7/2015	5777	Speck, Jason	Fuel	\$ 60.01
Included	3269591010	7/7/2015	5238	Staples	Laminator	\$ 1,465.00
Included	38224	7/7/2015	5591	Supreme School Supply Co.	25 Teachers Daily Ref	\$ 89.25
Included	12674	7/7/2015	5802	SW Ne Solid Waste Agency	.36 tons of waste	\$ 15.50
Included	12708	7/7/2015	5801	SW Ne Solid Waste Agency	.18 tons of waste	\$ 10.00
Included	12758	7/7/2015	5800	SW Ne Solid Waste Agency	.20 tons of waste	\$ 10.00
Included	608447408	7/7/2015	5702	Sysco Denver, Inc	cleaners and liners	\$ 96.81
Included	1924965 RI	7/7/2015	5597	TREND Enterprises, Inc.	Skill books	\$ 768.46
Included	01-INV6628	7/7/2015	5720	UNISAN	can liners	\$ 232.54
Included	11277A	7/7/2015	5724	Unitech	cleaners	\$ 1,134.00
Included	Digital Coursework	7/7/2015	5532	US Bank	Digital Coursework for English	\$ 499.00
Included	6/4/15	7/7/2015	5705	US Bank	Fuel and Food to take equip t	\$ 62.17
Included	xbyte	7/7/2015	5578	US Bank	8 hard drives/6 8g memory	\$ 2,964.70
Included	Veer West June 2015	7/7/2015		US Bank	Online Form	\$ 14.00
Included	Boss Shopp	7/7/2015	5719	US Bank	2 used tires	\$ 500.00

Payment Voucher No.: July 2015 Board Bills

Status	Invoice No.	Submit Date	PO No.	Payment Vendor	Comment	Invoice Amount
Included	Gresham Driving Aids-2	7/7/2015	5589	US Bank	Drivers Ed brake;Duplicate in	\$ 69.00
Included	STAPLESemail	7/9/2015	5843	US Bank	Computer and speaker Reiml	\$ 801.78
Included	Amazonemail	7/9/2015	5844	US Bank	Amazon HP Printer Reimburs	\$ 975.11
Included	9746557883	7/7/2015	5782	Verizon Wireless	Streamline	\$ 132.06
Included	9747656535	7/7/2015	5823	Verizon Wireless	Monthly Cell phones	\$ 108.02
Included	Fuel Wrestling	7/7/2015	5778	Vlasin, Matt	Fuel State Wrestling	\$ 90.59
Included	WW bus 2015	7/7/2015	5784	Wanda Westfahl	bus permit	\$ 7.50
Included	8788579-2	7/7/2015	5405	Woodworkers Supply, Inc.	flocking gun	\$ 18.39
Included	10006445	7/7/2015	5604	Zaner-Bloser Educational Pul	Handwriting workbooks	\$ 635.46
Included	10006529	7/7/2015	5593	Zaner-Bloser Educational Pul	Kind Handwriting	\$ 876.69
Included	10006508	7/7/2015	5602	Zaner-Bloser Educational Pul	Grade 1 handwriting	\$ 814.07
Included	10006561	7/7/2015	5676	Zaner-Bloser Educational Pul	grade 3 handwriting	\$ 859.94
Included	1934	7/13/2015		Northside Motel	Drivers Ed lodging	\$ 1,100.00
					Subtotal General Fund Bills	\$ 291,604.52
					July Payroll	\$ 434,792.83
					Total General Fund Bills	<u>\$ 726,397.35</u>

Cycle: FY14-15; Fund: 01; Begin Date: 9/1/2014; End Date: 8/31/2015; Account Type: Revenue; Transaction Type: Actual

Fund
01

Account Code	Account Name	Beginning Balance	Debits	Credits	Ending Balance
01-1110	Property Tax	\$ -	\$ -	\$ 5,764,321.30	\$ 5,764,321.30
01-1115	Carline Tax	\$ -	\$ -	\$ 1,062.80	\$ 1,062.80
01-1125	Motor Vehicle	\$ -	\$ -	\$ 344,469.92	\$ 344,469.92
01-1220	Tuition-individuals	\$ -	\$ -	\$ 3,766.00	\$ 3,766.00
01-1410	Interest-investments	\$ -	\$ 7.52	\$ 16,358.52	\$ 16,351.00
01-1610	Local License-court Fines	\$ -	\$ -	\$ 55,440.95	\$ 55,440.95
01-1910	Rents-equipment & Facilities	\$ -	\$ -	\$ 250.00	\$ 250.00
01-1990	Other Local Receipts	\$ -	\$ -	\$ 14.05	\$ 14.05
01-2210	E S U Receipts	\$ -	\$ -	\$ 2,551.70	\$ 2,551.70
01-3110	State Aid	\$ -	\$ -	\$ 115,491.21	\$ 115,491.21
01-3120	Special Education	\$ -	\$ -	\$ 254,268.00	\$ 254,268.00
01-3125	Sp Ed Transportation	\$ -	\$ -	\$ 7,623.00	\$ 7,623.00
01-3130	Homestead	\$ -	\$ -	\$ 22,458.16	\$ 22,458.16
01-3131	Relief To Property Taxpayers	\$ -	\$ -	\$ 394,795.12	\$ 394,795.12
01-3135	High Ability Learner	\$ -	\$ -	\$ 6,345.00	\$ 6,345.00
01-3180	Pro-rate Motor Vehicle	\$ -	\$ -	\$ 7,225.59	\$ 7,225.59
01-3200	State Apportionment	\$ -	\$ -	\$ 93,659.94	\$ 93,659.94
01-3512	Quality Education	\$ -	\$ -	\$ 2,000.00	\$ 2,000.00
01-4200	Title I	\$ -	\$ -	\$ 63,920.00	\$ 63,920.00
01-4210	TITLE I NCLB IMPROVING BASIC PROGRAMS ACCOI	\$ -	\$ -	\$ 30,331.00	\$ 30,331.00
01-4310	TITLE II, PART A NCLB TEACHER QUALITY GRANTS	\$ -	\$ -	\$ 20,373.00	\$ 20,373.00
01-4404	IDEA Part B BASE	\$ -	\$ -	\$ 50,449.00	\$ 50,449.00
01-4406	IDEA PRESCHOOL(619) BASE/IDEA ENROLLMENT/P	\$ -	\$ -	\$ 4,466.00	\$ 4,466.00
01-4410	IDEA Enrollment Poverty	\$ -	\$ -	\$ 75,876.00	\$ 75,876.00
01-4450	Medicaid	\$ -	\$ -	\$ 3,539.32	\$ 3,539.32
01-4990	Other Federal	\$ -	\$ -	\$ 1,106.44	\$ 1,106.44
01-4994		\$ -	\$ -	\$ 39,627.00	\$ 39,627.00
01-4995	Categorical Grants	\$ -	\$ -	\$ 38,725.00	\$ 38,725.00
01-5500	Transfer From Other Funds	\$ -	\$ -	\$ 24,723.00	\$ 24,723.00
01-5600	Other Non-rev Receipts	\$ -	\$ -	\$ 13,341.91	\$ 13,341.91
01-9000	Non-programmed Receipts	\$ -	\$ 1,048.16	\$ 33,398.22	\$ 32,350.06
Subtotal		\$ -	\$ 1,055.68	\$ 7,491,977.15	\$ 7,490,921.47
Total		\$ -	\$ 1,055.68	\$ 7,491,977.15	\$ 7,490,921.47

Activities Director's Report

Athlete's continue to be active with Summer Camps!!!

Transportation: I have included a list of vehicles and mileage. Also attached is the mileage from the month of June.

Storage is a concern for High Jump and Pole Vault equipment.

The Nebraska School Activities Association will hold the annual coaching clinic in Lincoln on July 21st, 22nd, and 23rd. We have 7 coaches registered to attend the clinic.

I The gym floors were refinished last week. Quotes for each gym are as follows:
Longhorn Gym: \$2,890.00 (2 coats of Showtime Urethane Oil Base Finish)
Shorthorn Gym: \$1,850.00
Wellington Gym: \$2,250.00 (2 coats of Hydra Kote Waterborne Urethane Finish)



Chase County

July, 2015

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
			1	2	3	4
5	6	7	8	9	10	11
12	13	14 6:00pm Monthly Meeting @ Board Room	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

August, 2015

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
						1
2	3	4	5	6	7	8
9	10	11 6:00pm Monthly Meeting @ Board Room	12	13	14	15
16	17 8:00am-3:30pm Teacher In-Service	18 8:00am-3:30pm Teacher In-Service	19 8:00am-3:30pm Teacher In-Service	20 8:10am-3:30pm First/Last Day of School	21	22
23	24	25 3:00pm Softball-Varsity Southern Valley vs. Multiple Schools	26	27 4:30pm Softball-Varsity Southern Valley vs. Multiple Schools	28 5:00pm Football-B/Varsity Away vs. Minden	29
30	31					

ID	Date range	Total		
20	5/27/15 - 6/30/15	199		
25	6/1/15 - 6/30/15	1427		
26	5/27/15 - 6/30/15	1618		
27	5/27/15 - 6/30/15	1659		
29	5/28/15 - 6/30/15	1700		
30 Admin.	5/27/15 - 6/60/15	882		
31,DE	5/27/15 - 6/30/15	3410		
Admin. car	5/27/15 - 6/30/15	1990		
	(873 deliver BCI)			

VAN	YEAR	MILES	DATE	
	25	2008	72150.0	6/30/15
	26	2009	71848.0	6/30/15
	27	2008	67563.0	6/30/15
	29	2007	88819.0	6/30/15
ADMIN. 30		2014	8201.0	6/30/15
Van 31	?	2004	142314.0	7/14/15
ADMIN. CAR		2009	118544.0	6/30/15

Front Cover: School year, names, and corrected times for school hours, also correct times for 2:30 outs on Fridays.

Page 5: Changed the date, deleted the part referring to students having to owe time due to 3 accumulated tardies in a quarter

Page 6: Appearance and Dress Code--deleted the requirement of a 2 inch strap on a tank top

Page 7: Changed the wording so the student cannot have clothing brought from home then they have the option to use appropriate clothes from the nurse instead of being assigned to in-school suspension for the rest of the day.

Page 8: Changed the consequences of the 1st through 4th offense for bus behavior. Added the 1st offense to be a warning to the student(s) involved and a call home to the parents.

Page 9: Dismissal time needed to be changed due to the Friday 2:30 dismissals.

Page 10: Deleted the Deficiency Policy--no longer applicable due to grades being available to parents on Infinite Campus.

Page 11:

FIELD TRIPS

The teachers may choose to take their students on field trips during the school year. Field trips will be educational and extend the classroom curriculum. All field trips will be approved by the elementary principal. The participation in the field trip by the class is at the discretion of the principal and classroom teachers. Although field trips are considered an extension of the classroom curriculum, behavior and responsibility of the students is considered when approval is made by the principal.

Page 12: Corrected the wording to match what was stated in the 2014-2015 handbook and the guidelines that Sherri was given after the inspection of the lunchroom program. New Civil Rights will be attached here also.

I also added the Board Policy JJC. I have also added wording that informs the parents that the snacks need to be peanut/tree nut free. The school encourages the use of fresh fruits and vegetables as snacks and treats.

Page 14: Added the Academic Performance Levels for grades K-3, deleted all of the other indicators for levels of performance--now it will reflect the grading system in use.

Page 15--Deleted the Effort Grade Designation--no longer part of the report card. Also deleted the words that said conferences will occur after first quarter and second quarter and **changed it to read that conferences will be held during the first and second quarters and additional conferences will occur as needed per request of the parent or teacher.**

The page numbering needs to be corrected for the following pages.

Indicated as page 2 in the school hours section: The start and end times need to be changed to match our school day.

Indicated as page 3: Deleted the 10th Period Section--no longer a part of our school day

vfsdygufjnfuhjdkcghfnc	May 13, 10:12 PM
vfsdygufjnfuhjdkcghfnc	May 13, 10:13 PM Added Text
vfsdygufjnfuhjdkcghfnc	May 13, 10:13 PM Deleted: 13
vfsdygufjnfuhjdkcghfnc	May 13, 10:13 PM Added Text
vfsdygufjnfuhjdkcghfnc	May 13, 10:13 PM Deleted: 14
vfsdygufjnfuhjdkcghfnc	May 13, 10:13 PM Deleted: sstewart@esu15.org
vfsdygufjnfuhjdkcghfnc	May 13, 10:14 PM Added: Space
vfsdygufjnfuhjdkcghfnc	May 13, 10:13 PM Added Text
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Parent - Student Handbook 2015-2016

Chase County Elementary School
Home of the Shorthorns
"Meet the challenge,
exceed expectations, and
continue the legacy of excellence!"

Street Address: 520 East 9th Street
Mailing Address: PO Box 577
Telephone: (308) 882-4228
Fax: (308) 882-5629

E-mail Address: [sstewart@esu15.org](mailto:ssewart@esu15.org) bodens@ccschools.cc
www.ccschools.cc

School hours

~~8:00~~8:05 - 1st bell (warning)
~~8:05~~8:10 - 2nd bell (school begins)
~~8:05-8:10-8:10-8:15-~~ tardy (late)
3:30 - bell (schools out) **Monday-Thursday**
2:30 Friday

— Dr. Brad Schoeppey —
StewartBecky Odens
Superintendent

— Susie —
Elementary Principal

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CALENDAR
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WELCOME

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Welcome to the ~~2012-13~~2015-16 school year at Chase County Elementary School. This year, the youngest or only child from each family will receive and take home a copy of this handbook on their first day of school. Please read the entire book carefully. *When you finish reviewing the handbook, please, sign, date and include the name of your children on the Chase County Schools K-6 Handbook (back page) verification sheet and return to school. Please do this within the first week of school. This will also serve as your child's computer verification form. When the form is signed and returned your child will be allowed to utilize the school's computers.*

We look forward to an exciting and educationally challenging school year and look forward to assisting you in fulfilling your educational goals. To accomplish those goals, the Board of Education, on behalf of the community, has provided an excellent faculty, facilities and caring staff.

Students, the progress you make in each subject will now depend upon you. Your desire, effort and abilities will determine the success you make of the opportunities at Chase County Elementary School. For this reason, this handbook provides important information regarding your privileges and responsibilities as a student of the Chase County Elementary School. These rules and regulations provide the freedoms and boundaries of our success. Please review these rules and regulations with your parents, and have them discuss them with you. This will help you in making positive decisions throughout the school year. We're looking forward to a great year with all of you!

ABSENCES

If you are absent, a parent or guardian must call Chase County Elementary School each day with the reason for your absence. The call should be made between 8:00 and 9:00 a.m. The number to call is 882-4228. If we have not heard from you by 9:00 we will make an effort to contact your home phone, work phone or emergency phone. If we are still unsuccessful, we will contact the local authorities, if necessary, to help ensure that your child is safe. Thank you for your cooperation in this matter.

By state law, absences must be reported as excused or unexcused, so parents must provide the reason for their child's absence. A student will be counted absent if they miss more than the first five (5) minutes of a given period. Missing time within the first five (5) minutes of a period will be recorded as tardy. ~~Students in Grades K-6 who have more than 3 tardies in a quarter will be required to report to school the following day at 7:30 AM and any further days in the quarter for continued tardies. If a student fails to show up at 7:30 AM they will have one hour detention after school that same day.—~~

Students who accumulate five (5) unexcused absences in a quarter shall be deemed to have "excessive absences". Students with 20 unexcused absences per year shall be deemed to be habitually truant. If a student has "excessive absences" or is considered habitually truant, procedures will be implemented to correct the truancy problem as required by law.

Parents are also asked, if at all possible, to schedule appointments (ie: doctor, dentist, etc.) outside school hours so their child does not miss school. If an appointment must be made during the school day, parents are to report to the office to pick up their child. Students will be summoned from the office when the parent arrives. Students are to report to the office upon returning from any absence. They are also asked to report to the office if they had been absent for any part of a day. A pass will be issued for them to return to class.

In case of communicable diseases, the child will not be re-admitted to school until the nurse has seen the child or a written statement from a doctor is presented to the child's teacher.

Generally a child should not return to school after an illness until he/she is ready to participate in the regular school program. The school is not staffed to supervise "ill" students "staying in" at recess. **If you provide the elementary school with a doctor's note, the absence will be EXCUSED (for the days listed).** The entire Chase County Elementary School Student Absence policy JDA may be previewed at any time in the school office.

ADMISSION

In accordance to school policy JC, a pupil must be five years of age on or before July 31 to be enrolled in kindergarten. Similarly, a child may enter first grade (never attended kindergarten) if he/she will be six years of age on or before July 31 of the current school year and the school officials determine that such grade level is the appropriate placement for the child.

The Board of Education may admit a child who will reach the age of five between July 16 and February 1 of the current school year if the parent requests such entrance and provides an affidavit stating that the child attended kindergarten in another jurisdiction in the current school year.

New students entering Chase County Elementary School for the first time must present a certified copy of their birth certificate (an embossed seal must appear) and immunization records. After the necessary information

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has been recorded or copied, the documents will be returned. State law mandates physical examinations and eye examinations for pupils entering kindergarten. Dental exams are encouraged.

ALCOHOL, DRUGS AND TOBACCO POLICY

The use of illicit drugs and the unlawful possession and use of alcohol is wrong and harmful. The use of tobacco products, alcohol, drugs, and/or other controlled substances is prohibited. The use of any of the above shall be punishable as the following policies prescribe:

TOBACCO USE BY STUDENTS

Smoking and/or possession of tobacco products by students while in or on school properties, or under the school's jurisdiction during school hours, or while participating in a school-sponsored event at Chase County Schools or another location is prohibited. If a student is caught smoking or in possession of tobacco products, disciplinary action will be taken.

Professional personnel will carry on intensive programs of education designed to fully inform students about the hazards of smoking.

ALCOHOL AND DRUG USE BY STUDENTS

The use or possession or being under the influence of intoxicants or controlled drugs in or on school property or while in attendance at any school sponsored event, activity or athletic event is harmful to a student's health and is prohibited. This rule also applies to any vehicle, which is being used to transport students to or from school or a school event.

Any student in violation of the provisions of the above paragraph shall be subject to removal from school property and shall be subject to prosecution in accordance with the provisions of the law.

Students found to be in the possession or being under the influence of, or using alcoholic beverages and/or illegal drugs, inside or outside of school shall be suspended from all activities, outside of their regular classroom responsibilities, for a period of 30 days. (i.e.: FCCLA, music competitions/clinics, DI, athletic competitions, field trips, etc.) The 30 days shall begin the date that the school officials determine there has been a violation of this policy. Students will remain in the class during this time, but will not be allowed to participate in the activity outside of class time.

Information about any available drug and alcohol counseling, rehabilitation, and re-entry programs can be obtained from either the guidance counselor or school nurse.

ATTENDANCE

Each student is entitled to the best education he/she can possibly receive. In order to gain such an education at Chase County Public Schools a student must be regular and punctual in attendance. Because absences often lead to poor achievement, discouragement or scholastic failure, it is our goal to encourage the best possible attendance of all students. We also consider it the school's responsibility and in the best interests of the students to keep parents informed of potential attendance problems.

APPEARANCE AND DRESS CODE

All students are expected to take pride in their personal appearance. Students should be clean, neat, and dressed in proper clothing to conform to educational standards. The attire should not disrupt the educational process or constitute a possible threat to the safety and health of the student or his peers. Decency and modesty should prevail.

The administration may, by regulation, establish specific attire that is and is not permitted. The following do **NOT** constitute acceptable school attire:

1. Cutoffs which are not hemmed and are not of the appropriate length.
2. Pants and/or shorts with frayed ends.
3. Shorts which are not at least mid-thigh in length.
4. ~~Tank tops which do not have straps which are at least two (2) inches in width.~~
5. Tops which have spaghetti type straps.
6. Body piercing of any visible parts except the ears.
7. Markings or tattoos on all visible body parts.
8. Pants or shorts which are worn below the waist.
9. Pants which drag on the floor when worn.

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10. School dress which exposes undergarments such as sports bras, underwear, etc.
11. Articles which are unwashed and inappropriately soiled.
12. Articles displaying indecent writing, pictures, or slogans.
13. Articles which could cause damage to others and individual property; Example: cleats on shoes.
14. Jewelry (necklaces, rings, bracelets, etc.) that may pose a safety hazard will be removed upon request.
15. Headwear, such as caps/hats/bandannas, may not be worn in school buildings during the school day.
16. Any type of attire that advertises, promotes, or makes reference to drugs, alcohol, violence, tobacco or sexual acts.
17. Clothing with tears or holes that expose flesh or underclothes is not acceptable.
18. Muscle shirts unless a t-shirt with sleeves is worn underneath.
19. Shirts with ripped or cut off sleeves.
20. Mesh tops, unless an appropriate shirt is worn underneath.
21. Mid-riff tops that expose the navel or stomach.
22. Sunglasses.

The school dress code will be in effect during school hours and school activities unless students are given permission by the principal to wear something different. The final decision regarding attire and grooming will be made by the principal or superintendent. On first offense of a dress code, a student may call home for proper apparel. If clothes cannot be brought to school, the student will be given appropriate clothes from the school nurse's office to wear for the day. If the student is unwilling to wear the clothes provided by the nurse they will be assigned to in-school suspension for the remainder of the day. Students will not be allowed to leave campus to change clothes, unless given permission by their parent/guardian and the Principal. Continual violations of the dress code will result in disciplinary actions (suspension or expulsion).

ADMISSION TO CLASS AFTER AN ABSENCE

A student who has been absent or tardy from school must, upon returning, report to the office. The office will then issue an admit slip which is to be given to the classroom teachers. Teachers are not to allow students to re-enter their classes without an authorized admit slip from the office. A student who attempts to enter class without a make-up slip will be asked by the teacher to go to the office for that slip, as well as receive a TARDY for causing the delay and interruption.

EXCESSIVE ABSENTEEISM & REPORTING HABITUAL TRUANCY

Excessive Absenteeism. Students who accumulate five (5) unexcused absences in a quarter shall be deemed to have "excessive absences." Such absences shall be determined on a per day basis. When a student has excessive absences, procedures shall be implemented to correct the truancy problem as required by law.

Excused Absence. Absences should be cleared through the Principal's office in advance whenever possible. Time missed due to tardiness shall accumulate and be converted to absences, and even by parental approval, may not be excused. An absence for any of the following reasons will be excused, provided the required procedures are followed:

- (1) Attendance at a funeral for immediate family (parents, siblings, and grandparents),
- (2) Illness which causes a student to be absent from school,
- (3) Doctor or dental appointment which require student to be absent from school,
- (4) Court appearances that are required by court order,
- (5) School sponsored activities which require students to be absent from school,
- (6) Family trips in which student accompanies parent(s)/legal guardian(s),
- (7) Other absences which have received prior approval from the principal.

The principal shall have the discretion to deny approval for the latter two reasons, depending on circumstances such as the student's number of other absences, the student's academic status, the tests or other projects which may be missed, and in the case of a family trip, whether the trip could be taken during non-school time and the educational nature of the trip.

Reporting Habitual Truancy. Students who accumulate twenty (20) unexcused absences per year shall be deemed to be habitually truant. If a student continues to be or becomes habitually truant, the principal shall notify the county attorney as required by law.

Reference: LB79-201 and LB79-209

BICYCLES

Students attending Chase County Elementary School may ride bicycles to and from school. Bicycle storage racks are provided. All bicycles must be properly parked in the racks during the school day. The bicycle racks are in open view areas to provide for security from vandalism and theft. FOR MAXIMUM SECURITY, STUDENTS ARE URGED TO ATTACH A LOCK TO THEIR BICYCLE DURING THE SCHOOL DAY. Also, engraving the student's name on the bicycle will help with identification. Students who ride their bicycles to school do so at their own risk, and must comply with the following rules:

1. Bicycle "rules of the road" must be followed.
2. Once the student arrives at school the bicycle must be parked in one of the provided racks or parking areas.
3. Bicycles are not to be ridden during recess periods.
4. Students will not be permitted to play in the bicycle parking areas.
5. Students must ride only their own bicycle.
6. Bicycles should not be parked overnight on the school premises.
7. Bicycles are to be walked and not ridden in restricted areas.
The school will determine the restricted areas.

NOTE: Rules apply to skateboards, scooters and rollerblades as well.

BUS TRANSPORTATION

Students should board the bus in single file, find a seat and remain seated throughout the trip. At no time shall a student move about the bus while the bus is in motion.

Two students per seat unless conditions dictate otherwise. At no time shall anyone sit, lie, or stand in the aisle of the bus when it is in motion.

When approaching railroad crossings, all passengers must remain silent until the crossing has been negotiated.

All students must sit in their seats and not kneel on the seat riding backwards.

FOLLOW THE BUS RULES

1. There will be no inappropriate touching; hitting, pushing, kicking, etc.
2. There will be no inappropriate language.
3. Students will respect property of the school and of other students.
4. Children will remain in their first chosen seat or their assigned seat from pickup to drop off.
5. Children will be seated properly on their bottoms and facing forward.
6. Loud talking and/or loud noises will not be tolerated. Students will use their inside voices.

The bus drivers have been issued a directive that if they witness any of the rule violations they will need to inform the administration of the name of the child and the violation. The administration will inform the parents of the following consequences:

First offense the principal will speak to the child with the violation and contact parents of the violation. The principal will inform the child and parents of the consequences of continued violations.

1. ~~First~~ Second offense one week of suspended riding privileges
2. ~~Second~~ Third offense two weeks of suspended riding privileges.
3. ~~Third~~ Fourth offense riding privileges suspended indefinitely.

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In addition, if there is substantial corroboration by students of any behavior that violated the rules the consequences will still apply.

Remember the intent of the rules and consequences is for the safety of all Chase County students. Please feel free to call the administration if you have any concerns or questions.

RIDING THE SCHOOL BUS IS A PRIVILEGE, WHICH MAY BE REVOKED FOR MISBEHAVIOR OR DISCIPLINARY ACTION.

CHANGE OF ADDRESS OR PHONE NUMBER

It is important that the school be able to contact parents in case of illness, emergency or accident. Therefore, it is important that the school be notified when a change is being made in an student's address or phone number.

Elementary School Telephone Numbers:

- 882-4228
- 882-4220
- 882-4229 - Information Line
- 882-5428

CLOSED CAMPUS

Chase County Elementary School is run under the auspices of a closed campus. Students are not to leave the campus at any time unless there is a prior phone call or signed note from the parent or legal guardian stating the reason for leaving the campus. Special arrangements can be made with the principal for those students who go home for lunch on a daily basis.

CONDUCT AND DISCIPLINE

Pupils are expected to conduct themselves in an appropriate manner during the school day and while attending any and all school functions. In addition, classroom and school-wide rules are to be followed as established. Failure to do so will result in corrective action by school personnel. A school-wide discipline plan, which outlines student conduct and behavior, is in force. A copy of the School-Wide Goals and Disciplinary Plan is located toward the end of the handbook for parent and student review.

If a student is removed from a class for disciplinary reasons, he/she will call his/her parent or guardian immediately and give the reason of the removal. The parent or guardian will have to visit with the teacher prior to the student returning to that particular class. The parent/guardian may call the teacher at school or at home or may come and visit with the teacher personally. Teachers can be contacted before or after school and during their planning time.

A meeting with the student, his/her parent or guardian, the teacher and the principal will be held for habitual offenders. A plan of action will be developed to change the behavior concern.

DISMISSAL

Children are to leave the school grounds immediately after dismissal at the end of each school day. The school does not provide supervision of students after 3:30 Monday thru Thursday and after 2:30 on Friday unless they have scheduled activities that are school related. If children are to be picked up after school, arrangements need to be made so that the children do not have to wait.

~~DEFICIENCY POLICY (Grades 5-6)~~

~~In order to impress upon students the importance of mastering the curriculum material, the teachers may find it necessary from time to time to issue a warning for lack of effort, incomplete work, and failure or near failure of the subject matter. To keep parents informed of any problems, the following procedures will be in effect:—~~

- ~~1. Deficiency reports will be sent home by the teachers at mid-term of each quarter for all students who have grades of D, F, Needs to Improve, or Incomplete.—~~
- ~~2. Teachers may send home deficiency reports at their discretion throughout the school year. This should keep parents informed of any drop in their child's grades.—~~

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3. ~~Parents, who wish to know the progress of their child on a more frequent basis than at mid-term, need only to request it from the teachers. Arrangements for sending progress reports will be made based on the parent's wishes.—~~
4. ~~Students who need extra help may request it from the teacher for before school or after school. Likewise, a teacher may request a student to come in early or stay after school to get extra help.—~~

~~By making the deficiency policy flexible, it is believed that parents, based on their request, will be more aware of their child's progress thus avoiding any "surprises" at report card time.—~~

DROP AND ADD (Grades 5-6)

Students who sign up for elective classes will have an opportunity to drop or add a class at semester. Drop and Add forms must be used and can be obtained from the school office or the guidance counselor.

The time line for drop or add will be the first 5 days of the school year, and a specified 5 days prior to the end of the first semester. Students who sign up for a class and choose not to drop it within the time line will be expected to continue the class through the semester grading period. Students may, however, be dropped from the class for reasons determined by the principal and a grade issued for the duration of the grading period.

Students who drop or add a class may be assigned or deleted from another class as determined by the curriculum assignments.

The only class affected by drop and add in grades 5 and 6 is elementary band.

EMERGENCY DISMISSAL PROCEDURES

If it becomes necessary to dismiss school because of severe storms or other civil disasters, radio and TV will notify parents. Hopefully, this will keep inquiring telephone calls to the school at a minimum. Parents are urged to develop plans with their children so they know what to do and where to go when school is dismissed early. Parents will be notified through radio stations KOGA (99.7 FM), KRVN (880 AM), and KADL (102.9 FM).

It is important that school personnel be able to contact the parents of each child or someone who knows the child in case of an emergency situation. Telephone numbers and addresses should be kept up to date. If possible, an emergency phone number should be listed with the school.

ENGLISH LANGUAGE LEARNERS

SCHOOL PLAN

Chase County Schools meets the needs of all learners. Students with a home language other than English shall be tested for English language proficiency and instructed in reading, writing, speaking, and listening of English language and content areas. The program shall be governed by No Child Left Behind legislation, the Office of Civil Rights, and The Equal Opportunity Act. Use of native language may be limited by classroom teachers to aid in learning the English language.

IDENTIFICATION AND ASSESSMENT

The Home Language Survey will be completed upon registration to identify a primary home language other than English (PHLOTE).

PHLOTE students will be tested using Pre-LAS (Language Assessment Scales), LAS-O (Oral), and LAS R/W (Reading and Writing) within the first thirty days of the school year or within fifteen days of enrollment in the district. Students arriving with previous test information will be placed appropriately in the ELL programs. Records will be kept at Chase County Schools.

Scores for LAS-O falling between 0-84 (Levels 1-4) will be considered LEP (Limited English Proficient). Scores for LAS R/W falling between 0-79 (Levels 1-2) will be considered LEP. Test scores will be used for placement within the district's ELL program.

EXTRA-CURRICULAR ACTIVITIES HELD DURING A SCHOOL DAY

“With the exception of SPVA Conference tournaments, meets and/or clinics, and State Activities, only those students directly involved in an extra-curricular activity will be excused from regular scheduled classes. All other students must remain in classes unless a parent or guardian contacts the school officials and states that they will be attending the activity and requests that their son and/or daughter go with them. At this point the student is under the supervision of the parent and not the school and should remain as such during this time. Should the parent or guardian later decide not to attend the activity, then the student must return to scheduled classes as the excuse would no longer be valid. If the parent or guardian attending an activity leaves for a short time while it is in

progress, it is expected that the student will accompany their parent or guardian during the leave. Any time a student attends an activity either in whole or in part during times of scheduled classes without their parent or guardian in attendance, exception of SPVA Conference tournaments, meets and/or clinics, and State Activities, is subject to an unexcused absence.”

FACILITY AREAS

Due to the facility housing K-12 students, there are designated elementary and high school areas in the school. Students are expected to remain in the portion of the building designated as elementary school. Students will be assigned routes to go from one classroom to another and all will be expected to follow these routes at all times. By doing so, there should be minimal contact between elementary and high school students.

Students who arrive at school in the morning are to proceed to the elementary school side of the building as soon as possible. Likewise, when students are dismissed after school and/or practice they are to remain on the elementary school side of the building until their rides arrive. At no time should elementary students loiter in the high school area of the facility.

FIELD TRIPS

The teachers may choose to take their students on field trips during the school year. Field trips will be educational and extend the classroom curriculum. All field trips will be approved by the elementary principal. The participation in the field trip by the class is at the discretion of the principal and classroom teachers. Although field trips are considered an extension of the classroom curriculum, behavior and responsibility of the students is considered when approval is made by the principal.

GIFTED PROGRAM

A part-time gifted education instructor is retained by the school to serve students in grades K through 6 who qualify for the program. The program is designed to expand the student’s potential through development of the higher mental processes and challenged experience in relationship to their abilities.

GRIEVANCE PROCEDURES

If a person wishes to state a concern regarding the education of their child, the following procedure is to be followed:

Step 1 Have a scheduled conference with the staff person involved with the concern. Please contact the staff member at school during school hours to set up an appointment to discuss the concern. During the phone conversation, please inform the staff member of the concern. This will allow the staff person to be prepared to answer questions during your scheduled face-to-face meeting. Both the parent and the staff member may be asked to submit written documentation of the meeting to the principal.

Step 2 If the matter is not resolved at Step 1, it may be necessary to arrange a meeting attended by the student(s), parent(s), teacher(s), and principal to resolve the issue. All parties may be asked to submit written documentation of the meeting to the Superintendent.

Step 3 If the matter has not been resolved after discussing the issue with the Principal, an appointment can be made with the Superintendent and Principal together to resolve the issue.

HIGHLY QUALIFIED TEACHERS

Nebraska school districts make teaching assignments based on Nebraska Administrative Rule 10 (*Regulations and Procedures for the Accreditation of Schools*) which requires that certain percentages of instructional units be taught by highly qualified teachers. Rule 51 (*Special Education*) requires special education personnel to meet highly qualified personnel requirements to assist students with disabilities. These rules are designed to assure that the large majority of Nebraska teachers have specific preparation for the areas and levels they are assigned to teach.

Any parent who wishes to be apprised of the qualifications of their child’s teachers may do so by presenting a written request to the principal.

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HOMEWORK

Each student is expected to spend some time on studies outside of regular school hours. The amount of time needed depends upon the student's grade level, mastery of basic skills, daily classroom effort, and parental help and support. Homework must be returned to the teacher by the due date.

INSURANCE

Chase County Elementary School does not offer individual student insurance plans. Parents interested in providing health and accident insurance for their child(ren) are encouraged to contact an insurance agency of their choice.

THE SCHOOL DOES NOT PAY FOR NORMAL PLAYGROUND OR CLASSROOM ACCIDENTS.

IMMUNIZATIONS

Students will be required to be immunized against measles, mumps, rubella (MMR- 2 doses), poliomyelitis (3 doses), diphtheria, pertussis, tetanus (DtaP, DTP, DT or Dt – 4 doses), varicella (chickenpox – 1 dose, or 2 doses if over 13 years of age) and hepatitis B **prior to enrollment** and any student not in compliance shall not be permitted to continue in school. Exceptions shall be granted for: 1) medical exceptions for health reasons substantiated by a signed statement from a physician; or 2) religious conflict substantiated by a signed affidavit from the student or the student's legal guardian, if the student is a minor. Students may be provisionally enrolled in a Nebraska school if they have begun the required immunizations and continue to receive the necessary immunizations as rapidly as is medically feasible. The law will apply to all students enrolled in Nebraska schools.

LOCKERS

Lockers are assigned to students in grades 4 through 6 at the beginning of each school year. Students are responsible for the care and condition of their assigned locker. A combination to the locker will be given to each student. Sharing of lockers is not recommended. **COMBINATIONS OR LOCKERS WILL NOT BE CHANGED DURING THE SCHOOL YEAR.** Students who experience problems with locker privacy may bring their own padlock. Lockers are the property of Chase County Schools and are therefore subject to inspection by authorized school personnel.

LOST AND FOUND

A lost and found department is maintained in the principal's office. An article misplaced shall be taken to the office for claim by identification. **PARENTS ARE ENCOURAGED TO LABEL THEIR CHILDREN'S PERSONAL BELONGINGS.** This will aid in returning lost or misplaced articles.

LUNCHES

All students are welcome to participate in the hot lunch program at the school. ~~The noon Breakfast and lunch meals will be a balanced Class A meal provided according to the requirements guidelines, which are set up by the State Department of Education USDA. The cost of the meals, as well as free and reduced prices for those who qualify, will be set at the August Board of Education meeting. The cost will include the salad bar for grades 5 through 6. The cost will include the salad bar.~~ Applications for free or reduced meals are available at the office of the principal. Approval of the applications will be determined by the Chase County High School principal. Checks for the meal tickets should be made out to: **CHASE COUNTY SCHOOLS.** A computerized family account will be kept current at the school office.

Students will be dismissed for lunch according to a schedule that will facilitate the optimum usage of the cafeteria with the utmost atmosphere for dining. Students may go home, with prior approval, for lunch or bring their own lunch. If the student brings his/her own lunch, he/she will be required to eat in the cafeteria and may purchase milk from the school. If the students go home for lunch, they should not return to the school for at least 30 minutes, as the playground is not supervised for the first 30 minutes of the lunch hour.

Menus for meals will be distributed monthly by the school. The Imperial Republican will also publish the menu on a weekly basis. If some particular meal does not agree with the student, they should make other arrangements for their lunch on that day. ~~No products will be served in the cafeteria that contain nuts or come from a plant that processes nuts. There will be a designated nut free table in the cafeteria. In accordance with Federal law and U.S. Department of Agriculture policy, this institution is prohibited from discrimination on the basis of race, color, national origin, sex, age, or disability.~~

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To file a complaint of discrimination, write USDA, Director, Office of Civil Rights, and Room 326-W, Whitten Building, 1400 Independence Avenue, SW, Washington, D.C. 20250-9410 or call (202)720-5694 (voice and TDD). USDA is an equal opportunity provider and employer.

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CIVIL RIGHTS

- 1. School Food Authorities (SFAs) participating in the National School Lunch Program, School Breakfast Program, After School Snack Program or Special Milk Program must include the nondiscrimination statement in their student handbook in the section that addresses access to or information about the school meals program. It must also be included on the school's web site if school meal information is available.

Non-Discrimination Statement

The U.S. Department of Agriculture prohibits discrimination against its customers, employees, and applicants for employment on the bases of race, color, national origin, age disability, sex, gender identity, religion, reprisal, and where applicable, political beliefs, marital status, familial or parental status, sexual orientation, or all or part of an individual's income is derived from any public assistance program, or protected genetic information in employment or in any program or activity conducted or funded by the Department. (Not all prohibited bases will apply to all programs and/or employment activities.)

If you wish to file a Civil Rights program complaint of discrimination, complete the USDA Program Discrimination Complaint Form, found online at http://www.ascr.usda.gov/complaint_filing_cust.html, or at any USDA office, or call (866) 632-9992 to request the form. You may also write a letter containing all the information requested in the form. Send your completed complaint form or letter to us by mail at U.S. Department of Agriculture, Director, Office of Adjudication, 1400 Independence Avenue, S.W., Washington, D.C. 20250-9410, by fax (202) 690-7442 or email at program.intake@usda.gov

Individuals who are deaf, hard of hearing or have speech disabilities may contact USDA through the Federal Relay Service (800) 877-8339; or (800) 845-6136 (Spanish). USDA is an equal opportunity provider and employer.

If the material is too small to permit the full statement to be included, the material will at a minimum include this statement, in print no smaller than the text: "This institution is an equal opportunity provider."

- 2. The USDA "And Justice for All" poster must be displayed at each feeding site in a location that is visible to students during meal service.
- 3. Provide appropriate translations of materials concerning the availability and nutritional benefits of the school meals program, as needed. This requirement can be met through the use of bilingual staff members, volunteers and/or informational materials in appropriate languages.
- 4. Follow this procedure for Accepting and Filing Complaints of Discrimination in the School Meals Program
 - **RIGHT TO FILE A COMPLAINT:** Any person alleging discrimination based on race, color, national origin, sex, age or disability has a right to file a complaint within 180 days of the alleged discriminatory action.
 - **ACCEPTANCE:** All complaints, written or verbal, shall be accepted by the School Food Authority (SFA) and forwarded to the Administrator of the Nebraska Department of Education - Nutrition Services within five days. It is necessary that the information be sufficient to determine the identity of the agency or individual toward which the complaint is directed, and to indicate the possibility of a violation. Anonymous complaints shall be handled as any other complaint.

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FOODS AND BEVERAGES

POLICY JJC

Sharing of Foods and Beverages. Schools should discourage students from sharing their foods or beverages with one another during meal or snack times given concerns about allergies and other restrictions on some children's diets. Because of the danger of complications with food borne illnesses, food allergies and restrictions of some children's diets, parents/guardians and students are not allowed to bring "homemade" or "home baked" food for the classrooms. Teachers are allowed to prepare recipes in the classroom where they are in control of the ingredients, food preparation and food handling.

The Elementary Grade School current practice is to allow only pre-packaged peanut/tree nut free snacks to be brought into the elementary classrooms. These restrictions also include food or snacks that are produced in a facility or by equipment that could also be used in the manufacturing of peanut or tree nut products. The school encourages parents and students to bring nutritional snacks for the classroom. Fruits and vegetables are great snacks and treats for the students.

MEDICATIONS

When students require medication during the school day the school nurse and teacher should be informed. Please keep all medications in their original containers with dosage and directions attached. In order that proper measures may be taken, the school should also be advised of all allergies, chronic illnesses or serious physical problems of students. Students with a doctor's authorization may carry and use their asthma inhalers as long as the inhaler is properly labeled.

PARTY INVITATIONS

We believe that party invitations are an "out of school" activity, and should be delivered away from the school setting. In the past when party invitations were distributed at school, it brought into the classroom social situations with which many children could not cope, sometimes causing tears, fights and unhappiness.

PERSONAL ITEMS

Personal items, other than items needed by the student to perform their daily educational tasks should be left at home. Materials from home should only be brought to school after obtaining permission from their teacher as needed for daily assignments or projects. If it's not needed for school, don't bring it!

PHYSICAL EDUCATION

Students in grades K through 4 will not change into P.E. clothes nor will they have time to take showers. The students in these grades should bring a pair of tennis shoes to school to use for P.E. only. If they wear the same shoes to school and to P.E. the gravel tends to be carried into the gym and it damages the floor. Their shoes can be left in their room during the year, but they should be plainly marked with their name for ease of identification.

The students in grades five and six will be required to dress in approved uniforms for P.E. The uniforms are available through the P.E. department. You may call the office to find out the cost. The student should bring a towel for the shower. Students at this age definitely need showers after vigorous exercise. The girls and boys locker rooms will be supervised by an adult at all times. Students will be encouraged to take their P.E. clothes home frequently for washing, and it would be convenient for them to have some sort of a duffel bag for this purpose.

PROGRAM PARTICIPATION

Programs or activities that are held outside the school day such as music concerts, special class projects, field trips, etc., are considered an extension of the classroom time. Students who are involved in any of these types

of programs or activities are expected to be present and participate. If a student is unable to attend for any reason, the parent is to contact the teacher with an excuse prior to the scheduled event.

PROGRESS REPORTS GRADES K THROUGH 3

Our system of reporting student progress in grades K through 3 is to base the student's evaluation of his/her performance in relationship to his/her ability.

I. STUDENT ABILITY

To determine student ability, a variety of techniques and tools are used:

- A. Psychological tests in special situations
- B. Teacher observation and analysis
- C. Information from parents or guardian
- D. Pupil performance on a daily basis
- E. Other techniques appropriate to the subject area

II. STUDENT PERFORMANCE

To determine student performance, a variety of information must be considered, including:

- A. Daily written work
- B. Home work
- C. Tests
- D. Classroom discussion
- E. Special projects
- F. Extra credit work initiated by the student
- G. Other types of student performance in classes which has special requirements.

The teacher will use his/her professional judgment in deciding which of the above categories are more important and which less important in determining the final grade. The above categories and amount of emphasis given each will vary between grade levels.

In the basic areas of mathematics, reading and English, a list of skills has been prepared for each grade level. In other subject areas a list of concepts and objectives has been prepared. The student is provided instruction, which will allow for progress through the program at a rate appropriate for each student's ability to understand and master these skills, concepts, and objectives. A student's grade will be based on his or her mastery of the skills, concepts and objectives at a rate appropriate to the student's ability.

Teachers may assign a + or - sign to a grade to indicate a higher or lower range for that particular area. Criteria used to assign a + or - will be determined by grade percentage, effort, extra credit, quality of work, and/or other reasons deemed by the teacher.

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~~III. K-3 GRADE-ACADEMIC PERFORMANCE LEVEL DESIGNATION~~

- 4=Advanced
- 3=Proficient
- 2=Progressing
- 1=Beginning

- ~~3 = Commendable~~
- ~~2 = Acceptable~~
- ~~1 = Needs to Improve~~
- ~~□ = Not Evaluated at this time~~
- ~~-~~

~~IV. K-3 ACADEMIC PERFORMANCE LEVEL FOR READING AND LANGUAGE~~

- ~~+ = Above grade level~~
- ~~○ = On grade level~~
- ~~- = Below grade level~~

~~V. ACADEMIC PERFORMANCE LEVEL FOR PHYSICAL EDUCATION~~

- ~~4 = Advanced~~
- ~~3 = Proficient~~
- ~~2 = Progressing~~
- ~~1 = Beginning~~

~~VI. ACADEMIC PERFORMANCE LEVEL FOR MUSIC~~

- ~~5 = Performs accurately~~
- ~~4 = Performs most of the time~~
- ~~3 = Struggles to perform~~
- ~~2 = Does not participate~~
- ~~1 = Does not respond~~

The "Key" is that the students are evaluated on how well they are doing with the materials at their level. This may be communicated to the parents on the report cards and at conferences.

VII. EVALUATIONS

In arriving at an evaluation there are many factors to be considered. Some of these factors are as follows:

- A. Self Discipline
- B. Effective use of class time
- C. Effort and enthusiasm
- D. Follows directions
- E. Accepts suggestions
- F. Skills in handling materials, tools and equipment
- G. Responsibility for completing assigned work
- H. Growth in knowledge and skills

PROGRESS REPORTS GRADES 4 THROUGH 6

Student performance will be measured in relationship to mastery of the curriculum content prescribed by the course of study and the instructional objectives the teacher determines as the evaluational criteria.

I. GRADE LEVEL DESIGNATION

100% - 98% = A+	76% - 75% = D+
97% - 96% = A	74% - 72% = D
95% - 93% = A-	71% - 70% = D-
92% - 91% = B+	69%&Below = F
90% - 88% = B	
87% - 86% = B-	NG= "No Grade" or incomplete
85% - 84% = C+	
83% - 79% = C	
78% - 77% = C-	

The evaluation criteria may include but not limited to:

- A. Daily written work
- B. Home work
- C. Classroom participation and contributions
- D. Written and oral tests and measures
- E. Special projects and assignments
- F. Other educational experiences as prescribed by the teacher

II. STUDENT ABILITY

Any student who requires an Individual Education Plan, based upon a verified educational handicap, shall have an evaluation by a modified criteria, and have his/her progress reported in respect to his/her ability.

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III. EFFORT GRADE DESIGNATION

In addition to an achievement grade each student's effort will be evaluated. Effort is that energy which the student demonstrates on a day to day basis as they fulfill their educational requirements. It is the desire of the faculty that their students bring vitality into the classroom and the vitality is directed at participating and contributing to a meaningful learning experience. Therefore, the mark recorded for effort will reflect the student's participation in the educational processes.

- E = Indicates an area of Excellent effort
- S = Indicates an area of Satisfactory effort
- I = Indicates an area of Improving effort
- N = Indicates an area of Needs to Improve effort
- U = Indicates an area of Unsatisfactory effort

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REPORT CARDS AND PARENT-TEACHER CONFERENCES

Report cards communicate the student's academic performance and attendance. Such reports are issued twice each semester. ~~At the end of the first quarter and the end of the second quarter,~~ Parent-Teacher Conferences will be held during the first and second semesters. Parents and teachers should request additional conferences when wanted or as needed.

A good system of reporting is not found in a report card alone, but in continual communication between school and home. Our current policy is to encourage frequent contacts between parents and teachers. All forms and methods of communication, such as parent-teacher conferences, mail, telephone calls, school visits by parents and home visits by teachers are customary methods of reporting student progress.

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PUPIL SERVICES

HEALTH AND NURSING SERVICES

A School nurse will work with the individual child in all matters of health. Health appraisal includes vision, hearing and dental screening, as well as complete medical and development histories. Health counseling is carried out as needed. The nurse serves as liaison between school, home or physician, community health and welfare agencies.

GUIDANCE AND COUNSELING SERVICE

Guidance is an innovative component to the K-6 curriculum as well as a process of helping all pupils to help themselves. The counselor is the key person in this service. The primary role of the counselor is to help personalize the educational experience for the pupil.

SPEECH AND HEARING

A part-time speech pathologist is retained by the school through the Educational Service Unit. All elementary students will be screened and tested upon entering school and a preventative or corrective program will be provided to the students as the need arises.

RESOURCE SERVICES

Two full time resource specialists are retained by the school. Upon referral by the Student Assistance Team (SAT), students will be tested and, if they are verified, a corrective or preventative program will be developed.

SALE ARTICLES

Sale of items by students to teachers during the school day is discouraged. It is preferred that students contact teachers at other times. Sale of items by school-sponsored organizations is exempt from this policy.

SCHOOL ACTIVITIES – BUS

The policy of Chase County Schools is to provide transportation to most out of town school activities. All students are required to ride school transportation to and from activities in which they are directly involved. The only exception to this rule will be a written excuse signed by the parent, stating the student has been released to the parent. If a student leaves the out-of-town activity or does not ride back on the transportation provided, unless excused by the sponsor of that activity, that student will be prohibited from attending out-of-town school sponsored activities for a 9-school week period of time.

Bus safety is of utmost importance at all times, especially on activity trips. When leaving the bus, students must use the exit doors provided. The emergency doors are to be used ONLY in the case of extreme emergency.

The sponsor of the activity will make the decision as to whether students can ride with their parents. If a student has started the trip on the activity or team bus, that student should return on the bus.

Discipline Plan and Procedures

Classroom Procedures:

Classroom rules, consequences for inappropriate behavior, and positive incentives will be established and sent home for parent review and signature.

School-wide Procedures:

All staff members have the responsibility to consistently and fairly enforce the school rules. In most cases, the students and staff members will resolve a discipline problem; however, some circumstances will require parent involvement. Among these are Minor and Major offenses. Students will often first receive a classroom/playground/lunchroom warning for minor offenses. Parents may be contacted with minor offenses. Parents will be contacted for any major offense.

Minor Offenses:

- Breaking classroom/playground/lunchroom rules
- Disrespect to others
- Inappropriate language
- Hurting someone verbally

Major Offenses:

- Defiance of authority
- Fighting or Bullying
- Continued classroom disturbance
- Threatening or harassing
- Abusive language or actions
- Vandalism
- Theft
- Weapons or dangerous instrument
- Illegal substance

Discipline for Minor Offenses:

Minor offenses that occur in the classroom/playground/lunchroom will result in a series of consequences beginning with a verbal warning. Sequential steps should then follow according to the written classroom/playground/lunchroom plan that has been established. Administrative intervention may result if the behavior is continual.

Discipline for Major Offenses:

Major offenses will result in the issuance of an Office Referral slip requiring the student to come to the office and speak with the Principal. Parent contacts will be made bringing awareness of the behavior and informing parents of further consequences that may result in suspension or expulsion.

PLAYGROUND RULES AND CONSEQUENCES

All students will:

1. Follow the instructions given by supervising adults. Say, "OK" and do it.
2. Show respect to others and school equipment (treat others how you would want to be treated).
3. Remain in supervised areas.
4. Get permission from a supervising adult to enter the building.
5. Use appropriate language (abusive or profane language and gestures will not be tolerated).
6. Play games that are safe and that will not harm others (tackle games, sliding on ice, rough play, or play fighting will not be tolerated).

All students will NOT:

1. Throw any objects (ice, snow, rocks, sticks, dirt, etc) that could hurt others.

Consequences:

- 1st offense: Verbal warning.
- 2nd offense: 5 minute time-out at an appropriate place; on a bench, against the school wall, etc.
- 3rd offense: Miss rest of the recess in time-out if inappropriate behavior continues.

LUNCHROOM RULES AND CONSEQUENCES

All students will:

1. Follow the instructions given by supervising adults. Say, "OK" and do it.
2. Show respect to others and school equipment (treat others how you would want to be treated).
3. Talk at an appropriate voice level.
4. Use good table manners.
5. Sit at assigned tables.

Consequences

- 1st offense: Verbal warning
- 2nd offense: Will eat at an isolated area for that lunch period.
- 3rd offense: Will eat at an isolated area for 1 or more days.

SCHOOL HOURS

All kindergarten through sixth grade classes begin at 8:05 a.m. and end at 3:30 p.m. Monday thru Thursday. School ends at 2:30 on Fridays.—Students should arrive on the school grounds between 7:45 and 8:00 a.m. Playground supervision is available at 7:45 a.m. and ends at ~~3:30 p.m. the end of the school day.~~ 1st bell will ring at 8:05~~0~~ am and the tardy bell is at 8:10 am.

SEXUAL HARASSMENT POLICY

Chase County Elementary School and Chase County Schools have a Sexual Harassment Policy for students and employees. If you desire a copy of this policy, contact the school office.

STUDENT ACCESS TO COMPUTERS

Chase County Elementary School encourages the use of computers to enhance the educational learning opportunities for all students. A comprehensive policy for the safe and lawful use of computer equipment, network, e-mail and internet access has been developed and is available for review. **All students and their parents, grades K-6, must sign an "ACCEPTABLE USE OF COMPUTERS AND THE NETWORK" agreement before any student will be allowed to use the computer network and/or the internet.**

STUDENT FEES

The District's general policy is to provide free instruction in accordance with the Nebraska Constitution. While the District will provide students with the use of facilities, equipment, materials and supplies, including books, the students are responsible for the careful and appropriate use of such property. Students and their parents or guardian will be held responsible for damages to school property caused or aided by the student and will also be held responsible for the reasonable replacement cost of school property which is placed in the care of and lost by the student.

The District does provide activities, programs, and services to children, which extend beyond the minimum level of constitutionally required free instruction. The District will generally furnish students with specialized equipment and attire for participation in extracurricular activities. The District is not required to provide for the use of any particular type of equipment or attire.

The District's policy is to provide fee waivers in accordance with the Public Elementary and Secondary Student Fee Authorization Act. Students who qualify for free or reduced-price lunches under United States Department of Agriculture child nutrition programs shall be provided with fee waiver or the necessary materials or equipment without charge. Students or their parents must request a fee waiver prior to participating in or attending the activity, and prior to purchase of the materials. The entire Student Fee policy is available in the school office.

STUDENT RECORDS

The office of the principal maintains a record of all students enrolled at the school. Directory information and specific educational information is recorded. Parents and authorized educational personnel have access to these records.

Directory information shall be disclosed to any person or agency requesting such information. However, parents may request that their child not be part of the directory information by submitting a written request within 10 calendar days from receipt of the parent/student handbook.

The entire STUDENT RECORDS policy, JL, is available in the school office.

SUSPENSION

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The superintendent or principal may suspend a student from school and/or extra-curricular activities after giving the student notice and an opportunity to present his/her side of the story. The suspension can be based on evidence that indicates the pupil committed one or more offenses against school codes of conduct while attending school or off school grounds. It also pertains to participating in or attending an activity sponsored by the school or an athletic event, as well as in a school owned or utilized vehicle being used for school purposes.

Examples of offenses against school codes of conduct where suspension could occur if such conduct interferes with school purposes or there is a nexus between such conduct and the school are:

- a. Use of alcohol, tobacco or drugs.
- b. Unsportsmanlike conduct involving school teams, delegations or officials of such activities.
- c. Fighting.
- d. Destruction of school property.
- e. Deliberately falsifying school records.
- f. Gross disrespect for teachers, school officials or other employees.
- g. Behavior that seriously interferes with class work or the activities of the school.
- h. Repeated violation of rules and regulations.

TELEPHONE USAGE

School telephones are business phones and should be used as such. Children will be permitted to use the phone only when necessary. Plans for after school activities should be made at home, before the child comes to school for the day. Parents should feel free to call the school anytime and messages will be delivered to the child or the teacher.

PLEASE DO NOT ASK TEACHERS OR CHILDREN TO COME TO THE PHONE DURING THE TIME THAT SCHOOL IS IN SESSION, EXCEPT IN AN EMERGENCY.

TENTH PERIOD (Grade 5-6)

~~This program provides an opportunity for students who are having difficulty with homework assignments, to get additional help from teachers and fellow students. Students who come to class without assignments may be required to attend 10th period. Assistance and partial credit will be provided to students attending 10th period. Guidelines are as follows:~~

- ~~1. The student is assigned 10th period (after school) and will receive a slip to take home to the parents.~~
 - ~~a. Because the assignment was turned in late they may receive a 10% reduction in their grade.~~
 - ~~b. Student will be allowed to leave 10th period as soon as the assignment is completed (4:30 at the latest) and the attending teacher has finished taking attendance.~~
- ~~2. Other grade deductions may accrue for continuation of the late assignment.~~

~~We would like to encourage students to be responsible and hand in their assignments when due.~~

TEXTBOOKS AND WORKBOOKS

Textbooks and workbooks to accompany the basic curriculum are furnished. If a textbook is lost, destroyed, or badly damaged, a charge based on 20% depreciation per year will be assessed. This will apply down to a minimum charge of 20%. Charges for torn books or minor damage are made dependent upon the circumstances.

For workbooks and library books that are lost, destroyed, or badly damaged, a charge based on full replacement will be assessed.

TITLE I

Chase County Elementary School participates in the Title I remedial reading and math program. Classes will be scheduled during the day on a very limited enrollment basis in an effort to give as much individual attention to the students as possible.

The school uses a referral program to determine which students qualify for the service. Students with the greatest need are served first. When funds are available, a summer program will also be offered. This program is funded in part, by the U.S. Government through a financial grant to our district.

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Title I is a Federally funded program enacted by the United States Government
Title I of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6301. et seq.) is amended to read as follows:
TITLE I - IMPROVING THE ACADEMIC ACHIEVEMENT OF THE DISADVANTAGED

Statement of Purpose:

The purpose of this title is to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging state academic achievement standards and state academic assessments.

Goals for the Chase County Schools Title I program:

- To help students function at a higher level in the classroom.
- To help students succeed and get academic credit for a particular class,
- To help students to graduate and become contributing members of society.

During the 2010-2011 school year, Chase County Elementary School made the transition from a Targeted Assistance building to a School-wide building. Rather than identifying specific students to qualify for Title I services, now all of our students automatically qualify for Title I services, this change process has allowed us to coordinate efforts with all teachers and assist each student who attends Chase County Elementary School. As part of this process, the school is required for all parents and teachers to sign a compact recognizing the expectations we have for our students. By signing the back page of this handbook, you are recognizing the expectations outlined in the Title I compact.

Sharing of expectations is important. It allows parents, students, and the school staff to share their vision about what school should be about. It can be the start of continuing dialogue between parents and the school agreeing about what works best for student learning. A learning compact is an agreement between home and school. The learning compact defines the goals, expectations and responsibilities of students, parents, and schools as equal partners for student learning,

Parent/Guardian Responsibilities: I understand that my participation in my child's education will help his/her achievement and attitude, I agree to carry out the following responsibilities:

- Provide a quiet place and time to do schoolwork and encourage my child to complete schoolwork.
- Make sure my child gets adequate sleep and has a healthy diet.
- Make sure my child is at school on time and on a regular basis.
- Spend time each day reading with my child.
- Communicate and work with teachers and school staff to support and challenge my child.

Student Responsibilities: I know my education is important to me. It will help me become a more successful person. I agree to do the following:

- Return completed schoolwork on time.
- Be at school on time and on a regular basis.
- Be responsible for my own behavior.
- Help to keep my school safe.
- Respect and cooperate with other students and adults.

Teacher Responsibilities: I understand the importance of the school experience to every student and my role as a teacher. I agree to carry out the following responsibilities:

- Teach necessary concepts to the student.
- Be aware of the educational needs of the student.
- Regularly communicate with parents on the student's progress.
- Provide a safe, positive and healthy learning environment for the student.
- Respect the cultural differences of the student.

TRANSFER PROCEDURES

Transfers must be initiated by one of the parents or the guardian of the student involved. Sending a signed note to the school a day or so ahead will aid teachers in making necessary transfer papers. This will normally consist of a transfer sheet giving necessary information for enrollment in another school. If other information is needed, the receiving school will request this information.

VIOLENCE FREE POLICY

Policy JGB

It is everyone's responsibility to keep our schools free of violent acts of any kind. Students, staff, parents, and guests have the right to feel safe in all district buildings and at any school-sponsored activity. To help ensure a violence-free environment, Chase County Elementary School and Chase County High School Chase County Schools have adapted a stringent stance concerning the following:

Fighting, hitting, kicking, biting, and/or verbal abuse of an Individual(s)

Definition: Any physical and/or verbal attack on another individual(s) to extort items or favors, induce fear, expresses anger, or which may cause physical harm.

Consequences: Out-of-school suspension for at least the remainder of the day the incident happened with the possibility of up to five (5) days out-of-school suspension with a due process hearing for possible expulsion and possible notification of law enforcement. Parents or guardians shall come to the school to remove the student. Students will be accountable for work missed.

VISITING SCHOOL

Parents are always welcome to visit school. Contact with the school or teacher at least one day prior to a visitation helps the teacher provide a more meaningful experience for the parent.

Due to the fact students need time to adjust at the start of the school year, and to avoid extra confusion and distraction at the end of the school year, parents are asked not to visit the first 2 weeks and the last 2 weeks of the school year.

Due to overcrowded conditions, in most instances, and the extra preparation on the part of the teachers, visitations by students from outside the District and by pre-school children are forbidden unless accompanied by a parent, or adult guardian.

CHASE COUNTY ELEMENTARY SCHOOL POLICY FOR REPORTING AND RESPONDING TRUANT BEHAVIOR, INSTRUCTIONAL DECISIONS AND MAKE-UP WORK, REPORTING LAW VIOLATIONS AND STUDENT RELEASE TO POLICE, AND STUDENT DISCIPLINE (LB 1250 AND GUN-FREE SCHOOLS ACT OF 1994 COMPLIANCE) POLICY JGA

I. REPORTING AND RESPONDING TO TRUANT BEHAVIOR

A. Any administrator, teacher, or member of the board of education who knows of any failure on the part of any child age 7 to 16 to attend school regularly without lawful reason, shall within three days report such violation to the superintendent. The superintendent shall immediately cause an investigation of the case to be made. When of his or her personal knowledge, by report or complaint from any resident of the district, or by report or complaint as provided in this section the superintendent as the designated attendance officer, believes that any child is unlawfully absent from school, he or she shall immediately investigate. The school shall render all services in its power to compel such child to attend some public, private, denominational, or parochial school, which the person having control of the child shall designate, in an attempt to remediate the child's truant behavior. Such services shall include, as appropriate, but need not be limited to:

1. One or more meetings between a school attendance officer, school social worker, or other person designated by the school administration if such school does not have a school social worker, the child's parent or guardian, and the child, if necessary, to report and to attempt to solve the truancy problem, unless the officer or worker has documented the refusal of the parent or guardian to participate in such meetings;
2. Educational counseling to determine whether curriculum changes, including, but not limited to, enrolling the child in an alternative education program that meets the specific educational and behavioral needs of the child, would help solve the truancy problem;
3. Educational evaluation, which may include a psychological evaluation with the written consent of the parent or guardian, to assist in determining the specific condition, if any, contributing to the truancy problem, supplemented by specific efforts by the school to help remedy any condition diagnosed; and
4. Investigation of the truancy problem by the social worker, or if such school does not

have a school social worker, another person designated by the administration, to identify conditions which may be contributing to the truancy problem. If services for the child and his or her family are determined to be needed, the school social worker or other person performing the investigation shall meet with the parent or guardian and the child to discuss any referral to appropriate community agencies for economic services, family or individual counseling, or other services required to remedy the conditions that are contributing to the truancy problem.

B. Truancy and tardiness is a violation of school rules. The services to be provided in response to truan- cies and tardiness shall also include disciplinary measures, including, without limitation, restriction of extracurricular and other activities, additional work assignments before, during or after regular school hours, and removal from a particular class or classes. Suspension (short-term or long-term) or expulsion from school may be imposed for truancy or tardiness, provided that alternatives to such action have been used or determined by the principal to be inappropriate under the circumstances.

C. If the child continues to be or becomes habitually truant, the attendance officer shall serve a written notice to the person violating the compulsory attendance statutes, then such attendance officer shall file a report with the county attorney of the county in which such person resides.

II. INSTRUCTIONAL DECISIONS AND MAKE-UP WORK

A. Make-up work for students who are absent from school shall be governed by guidelines developed by the superintendent or superintendent's designee. The guidelines shall state the criteria to be used in determining whether and to what extent the opportunity to complete class work, including examinations, missed during a period of disciplinary suspension will be granted.

B. Make-up Work Guidelines. The make-up work of students will be counted for course credit when satisfactorily completed according to the guidelines stated below, which are the Superintendent's guidelines or such other guidelines as approved from time to time by the Superintendent or the Superintendent's designee.

1. To receive credit for work missed due to excused absences (e.g. parent requested prearranged absence, personal illness, bereavement or emergency in the family, or participation in an approved school activity), the student, upon returning to school, is responsible a) for requesting assignments for make-up work and b) for completing the make-up work on his/her own initiative by the due date. The teacher will provide materials and assistance to a student who is making up work for these reasons.

2. To receive credit for work missed due to an unexcused absence or disciplinary suspension, the student, upon returning to school, is responsible a) for requesting assignments for make-up work and b) for completing the make-up work on his/her own initiative, and on his or her own time either before or after school, by the due date. The amount of assistance the teacher is to provide, if any, will be determined by the teacher based on the teacher's work load and on whether the student displays a positive attitude towards the make-up work and a willingness to not engage in future unexcused absences or misconduct. The teacher may assign the student to different work to make-up than that actually missed, in the same subject or topic area.

III. REPORTING LAW VIOLATIONS AND POLICE CUSTODY AND STUDENT RELEASE TO POLICE, ETC.

A. Cases of law violations or suspected law violations by students will be reported to the police or other proper authorities, as soon as possible.

B. When a principal or other school official releases a minor student to a peace officer (e.g., police officer, sheriff, and all other persons with similar authority to make arrests) for the purpose of removing the minor from the school premises, the principal or other school official shall take immediate steps to notify the parent, guardian, or responsible relative of the minor regarding the release of the minor to the officer and regarding the place to which the minor is reportedly being taken, except when a minor has been taken into custody as a victim of suspected child abuse, in which case the principal or other school official shall provide the peace officer with the address and telephone number of the minor's parents or guardian.

IV. STUDENT DISCIPLINE

A. Short-Term Suspension

1. Students may be excluded by the principal or the principal's designee from school or any school function for a period of up to five school days on the following grounds:
 - a. Conduct constituting grounds for expulsion as hereinafter set forth; or
 - b. Other violations of rules and standards of behavior adopted by Board of Education or the administrative or teaching staff of the school, which occur on or off school grounds, if such conduct interferes with school purposes or there is a nexus between such conduct and school.
2. The following process will apply to short-term suspension:
 - a. The party considering the short-term suspension shall make a reasonable investigation of the facts and circumstances. In addition, such short-term suspension shall be made only after a determination that the suspension is necessary to help any student, to further school purposes, or to prevent an interference with school purposes.
 - b. Prior to commencement of the short-term suspension, the student shall be given oral or written notice of the charges against the student. The student shall be advised of what the student is accused of having done, and the basis of the accusation, and an explanation of the evidence the authorities have.
 - c. The student shall be afforded an opportunity to explain the student's version of the facts to the person affecting the short-term suspension.
 - d. Within 24 hours or such additional time as is reasonably necessary following the suspension, the principal or administrator shall send a written statement to the student, and the student's parent or guardian, describing the student's conduct, or violation of the rule or standard and the reasons for the action taken. An opportunity shall be afforded to the student, and the student's parent or guardian, to have a conference with regard to the matter with the principal or administrator ordering the short-term suspension before or at the time the student returns to school. The principal or administrator shall determine who in addition to the parent or guardian shall attend the conference.

B. Long-Term Suspension

Long-term suspension shall mean the exclusion of a student from attendance in schools, grounds and activities of or within the system for a period exceeding five school days but less than 20 school days.

C. Expulsion

1. Defined: Expulsion shall mean exclusion from attendance in all schools, grounds and activities of or within the system for a period not to exceed the remainder of the semester in which it took effect unless the misconduct occurred a) within ten school days prior to the end of the first semester, in which case the expulsion shall remain in effect through the second semester, or b) within ten school days prior to the end of the second semester, in which case the expulsion shall remain in effect for summer school and the first semester of the following school year, or c) unless the expulsion is for conduct in which the penalty is specified, the expulsion shall remain in effect for the period specified for such conduct. Such action may be modified or terminated by the school district at any time during the expulsion period.
2. Summer Review

Any expulsion that will remain in effect during the first semester of the following school year shall be automatically scheduled for review before the beginning of the school year. The review shall be conducted by the hearing officer who conducted the initial expulsion hearing, or a hearing officer appointed by the Superintendent in the event no hearing was previously held or the initial hearing officer is no longer available or willing to serve, after the hearing officer has given notice of the review to the student and the student's parent or guardian. This review shall be limited to newly discovered evidence or evidence of changes in the student's circumstances occurring since the original hearing. This review may lead to a recommendation by the hearing officer that the student be readmitted for the upcoming school year. If the school board or board of education or a committee of such board took the final action to expel the student, the

student may be readmitted only by action of the board. Otherwise the student may be readmitted by action of the superintendent.

3. Suspension of Enforcement. Enforcement of an expulsion action may be suspended (i.e., "stayed") for a period of not more than one full semester in addition to the balance of the semester in which the expulsion takes effect, and as a condition of such suspended action, the student may be assigned to a school, class, or program which the school district deems appropriate for rehabilitation of the student. In lieu of other authorized educational programs to which the student may be assigned, such school class, or program may be offered as a community-centered classroom and may include experiences for the student as an observer or aide in governmental functions, as an on-the-job trainee, and as a participant in specialized tutorial experiences or individually prescribed educational and counseling programs. Such programs shall include an individualized learning program to enable the student to continue academic work for credit toward graduation. At the conclusion of the designated period: 1) if the student has satisfactorily participated in the school, class, or program to which such student has been assigned, the student shall be reinstated and permitted to return to the school of former attendance or attend other programs offered by the district, and action to expunge the record of the expulsion action may be taken at the discretion of the Superintendent, or Superintendent's designee, or 2) if the student's conduct has been unsatisfactory, the expulsion action shall be enforced. The determination of whether the students' participation and conduct has been satisfactory or not shall be made by the Superintendent or Superintendent's designee.

4. Students Subject to Juvenile or Court Probation. Prior to the readmission to school of any student who is less than nineteen years of age and who is subject to the supervision of a juvenile probation officer or an adult probation officer pursuant to the order of the District Court, County Court, or Juvenile Court, who chooses to meet conditions of probation by attending school, and who has previously been expelled from school, the Superintendent or Superintendent's designee shall meet with the student's probation officer and assist in developing conditions of probation that will provide specific guidelines for behavior and consequences for misbehavior at school (including conduct on school grounds and conduct during an educational function or event off school grounds) as well as educational objectives that must be achieved. If the guideline, consequences, and objectives provided are agreed to by the probation officer and the student, and the court permits the student to return to school under the agreed to conditions, the student may be permitted to return to school. The student shall, upon such return, be screened by the school for possible disabilities and, if the screening so indicates, be referred for evaluation for possible placement in a special education program. The student may be expelled or otherwise disciplined for subsequent conduct as provided in Board policy and state statute.

D. Mandatory Reassignment. Mandatory reassignment shall mean the involuntary transfer of a student to another school in connection with any disciplinary action.

E. Grounds for Short-Term Suspension, Long-Term Suspension, Expulsion or Mandatory Reassignment.

1. The following types of student conduct shall constitute grounds for short-term suspension, long-term suspension, and expulsion or mandatory reassignment, when such activity occurs on school grounds or during an educational function or event off school grounds, or in a school owned or utilized vehicle being used for a school purpose or at a school-sponsored activity or athletic event.

- a. Willfully disobeying any reasonable written or oral request of a school staff member, or the voicing of disrespect to those in authority.
- b. Use of violence, force, coercion, threat, intimidation, or similar conduct in a manner that constitutes a substantial interference with school purposes.
- c. Sexual assault or attempting to sexually assault any person.
- d. Willfully causing or attempting to cause substantial damage to property, stealing or attempting to steal property of a substantial value, or repeated damage or theft involving property.
- e. Causing or attempting to cause personal injury to a school employee, to a school volunteer, or to any student.
- f. Threatening or intimidating any student for the purpose of, or with the intent of, obtaining money or anything of value from such student.

- g. Knowingly possessing, handling, or transmitting any object or material that is ordinarily or generally considered a weapon.
 - h. Engaging in the unlawful selling, using, possessing or dispensing of alcoholic beverages, tobacco, narcotics, drugs, controlled substance, inhalant or being under the influence of any of the above; or possession of drug paraphernalia.
 - i. Engaging in the selling, using, possessing, or dispensing of an imitation controlled substance as defined in section 28-401, of the Nebraska statutes, or material represented to be alcoholic beverages, narcotics, drugs, controlled substance or inhalant.
 - j. Truancy or failure to attend assigned classes or assigned activities.
 - k. Tardiness to school, assigned classes or assigned activities.
 - l. The use of language, written or oral, or conduct, including gestures, which is profane or abusive to students or staff members. Profane or abusive language or conduct includes, but is not limited to, that which is commonly understood and intended to be derogatory toward a group or individual based upon race, gender, national origin, or religion.
 - m. Public indecency as defined in Nebraska statutes, except that this subdivision shall apply only to students at least twelve years of age but less than nineteen years of age.
 - n. Repeated violation of any of the rules adopted by the school district or the school.
 - o. Engaging in any unlawful activity as determined by the United States or the State of Nebraska.
 - p. Dressing in a manner wherein such dress is dangerous to the student's health and safety or to the health and safety of others or is distracting or indecent to the extent that it interferes with the learning and educational process.
 - q. Willfully violating the behavioral expectations for those students riding this school's transportation vehicles.
2. In addition, a student may be suspended (short-term or long-term), expelled, or mandatorily reassigned for sexual assault or attempted sexual assault of any person regardless of the time or location of the offense if a complaint alleging such conduct is filed in a court of competent jurisdiction.
 3. In addition, a student who engages in conduct on school grounds or during an educational function or event off school grounds, as follows:
 - a. The knowing and intentional use of force in causing or attempting to cause personal injury to a school employee, school volunteer, or student, except if caused by accident, self-defense, or on the reasonable belief that the force used was necessary to protect some other person and the extent of force used was reasonably believed to be necessary, or
 - b. The knowing and intentional possession, use, or transmission of a firearm or other dangerous weapon, shall be expelled for the remainder of the school year in which the expulsion took effect if the misconduct occurs during the first semester, and if the expulsion for such conduct takes place during the second semester, the expulsion shall remain in effect for the first semester of the following school year. Such action may be modified or terminated by the school district at any time during the expulsion period.
 4. In addition, if the student is determined to have brought a firearm to school, the student shall be expelled from school for a period of not less than one year. The Superintendent may modify such one-year expulsion requirement on a case-by-case basis.
 5. All of the preceding is general standards and rules that should be used as a guide by all students. Not all acts of misconduct can be itemized. Students who question whether particular conduct violates school standards or rules should consult with the school's administration. Any conduct which causes, or which creates a reasonable likelihood that it will cause, a substantial disruption in, or a material interference with any school function, activity or purpose, or that interferes or creates a reasonable likelihood that it will interfere with the health, safety, well-being, or the rights of students themselves or others, or which interferes with the educational environment is prohibited.

6. Any suspension or expulsion of a special education student must comply with the requirements of state and federal law.

F. Procedures for Long-Term Suspension, Expulsion or Mandatory Reassignment

The following procedures shall be followed with regard to any long-term suspension, expulsion or mandatory reassignment.

1. The principal or assistant principal shall prepare a written summary of the alleged violation and the evidence supporting the alleged violation and file it with the Superintendent.

2. If the principal determines that the student must be suspended immediately to prevent or substantially reduce the risk of a) interference with an educational function or school purpose or b) a personal injury to the student himself or herself, other students, school employees, or school volunteers, and a notice of intent to discipline the student by long-term suspension, expulsion, or mandatory reassignment is filed with the superintendent or assistant principal, the student may be suspended by the principal until the date the long-term suspension, expulsion, or mandatory reassignment takes effect if no hearing is requested or, if a hearing is requested, the date the hearing examiner makes the report of his or her findings and a recommendation of the action to be taken to the superintendent.

3. The superintendent or principal shall either send by registered or certified mail or by personal service to the student and the student's parents or guardian a written notice within two school days of the date of the principal's summary. Said notice shall include the following:

a. The rule or standard of conduct allegedly violated and the acts of the student alleged to constitute a cause for long-term suspension, expulsion or mandatory reassignment including a summary of the evidence to be presented against the student as submitted by the principal or assistant principal.

b. The penalties to which the student may be subjected and the penalty which the principal or assistant has recommended in the charge.

c. A statement explaining the student's right to a hearing upon request on the specified charges.

d. A description of the hearing procedures provided by these policies along with procedures for appealing any decision rendered at the hearing.

e. A statement that the administrative representative, legal counsel for school the student, the student's parents, or the student's representative or guardian shall have the right to examine the student's academic and disciplinary records and any affidavits to be used at the hearing concerning the alleged misconduct, and the right to know the identity of the witnesses to appear at the hearing and the substance of their testimony.

f. A form for a request for hearing to be signed by such parties and delivered to the superintendent in person or by registered or certified mail.

4. Nothing in this policy shall preclude the student, student's parents, guardian or representative from discussing and settling the matter with appropriate school personnel prior to the hearing stage.

5. In the event that the superintendent has not received a request for hearing within five school days following receipt of the written notice, the punishment recommended in the charge by the principal or assistant principal, shall automatically go into effect.

6. If a hearing is requested more than five school days following the actual receipt of the written notice, but not more than thirty calendar days after actual receipt, the student shall be entitled to a hearing but the punishment imposed may continue in effect pending final determination.

7. If a request for hearing is not received within thirty calendar days following the mailing or delivery of the written notice, the student shall not be entitled to a hearing.

8. In the event that a hearing is required to be provided, the superintendent of schools shall appoint a hearing officer.

G. Hearing Procedure

1. Hearing Officer. The officer shall be any person designated by the superintendent of schools. The hearing officer shall be an individual who has had no involvement in the charge, will not be a witness at the hearing and who has not brought the charges against the student. It shall be the duty of the hearing officer to remain impartial throughout all deliberations. The hearing officer shall be available prior to any hearing held pursuant to this policy to answer any questions the administrative representative, the student, the student's parents, or guardian, may have regarding the nature and conduct of the hearing.

2. Administrative Representative. The principal or assistant principal may appoint a representative with the responsibility to present the facts and evidence. Such administrative representative may be an attorney or may be represented by an attorney, but any such attorney shall not advise the hearing officer or parties who may review the proceedings as their counsel.

3. Notice of Hearing. If a hearing is requested within five school days of receipt of the notice, the hearing officer shall, within two school days after being appointed, give written notice to the administrative representative, and the student, the student's parents or guardian of the time and place for the hearing. The hearing shall be scheduled within a period of five school days after it is requested. No hearing shall be held upon less than two school days' actual notice to the administrative representative, and the student, the student's parents, or guardian, except with the consent of all of the parties.

4. Continuance. Upon written request of the student or the student's parents or guardian, the hearing officer shall have the discretionary authority to continue from time to time the hearing. In addition, the hearing officer may continue the hearing upon any good cause.

5. Access to Records. The administrative representative, the student, the student's parent or guardian and the legal counsel of the student shall have the right to examine the records and affidavits and the statements of any witnesses at any reasonable time prior to the hearing.

6. Hearing Procedure. The hearing shall be attended by the hearing officer, the student, the student's parents or guardian, the student's representative, if any, and the administrative representative. Witnesses shall be present only when they are giving information at the hearing or with the consent of both parties. The student may be excluded at the discretion of the hearing officer at times when the student's psychological evaluation or emotional problems are being discussed. The student or the student's parents or guardian or both may be represented by legal counsel. The hearing examiner may exclude anyone from the hearing when his/her actions substantially disrupt an orderly hearing. The formal rules of evidence shall not apply at the hearing. The administrative representative, in addition to other evidence, may present to the hearing officer statements, in affidavit form, of any person having information about the student's conduct and the student's records, but not unless such statements and records have been made available to the student, the student's parents guardian or representative prior to the hearing. The information contained in such records shall be explained and interpreted prior to or at the hearing to the student, parents or guardian, or representative at their request, by appropriate school personnel. The student, the student's parents, guardian, or representative, the administrative representative or the hearing officer may ask witnesses to testify at the hearing. Such testimony shall be under oath and the hearing officer shall be authorized to administer the oath. The student, parent, guardian, or administrative representative, or the hearing officer shall have the right to question any witness giving information at the hearing, the student may testify in his/her own defense in which case he/she shall be subject to cross-examination or a student may choose not to testify and no conclusion will be drawn therefrom. Any person giving evidence by written statement or in person at a hearing shall be given the same immunity from liability as a person testifying in a court case. A single hearing may be conducted for more than one student if in the discretion of the hearing examiner a single hearing is not likely to result in confusion or prejudice to the interest of any of the students involved.

If during the conduct of such a hearing, the hearing examiner concludes that any of such student's interests will be substantially prejudiced by a group hearing, or that confusion is resulting, the hearing examiner may order a separate hearing for each or any of said students.

7. Availability of Witnesses. The hearing officer shall make reasonable efforts to assist in obtaining the attendance of any witnesses requested by the student, student's parents or guardian or their legal representative.
8. Record. The proceedings of the hearing shall be recorded at the expense of the school district.
9. Findings. After the conclusion of the hearing, the hearing officer shall prepare and submit to the superintendent of school his/her written findings and recommendation as to disposition. This report shall explain, in terms of the needs of both the student and the school board, the reasons for the particular action recommended. Such recommendation may range from no action, through the entire field of counseling, to long-term suspension, expulsion, or mandatory reassignment.
10. Review by Superintendent. The superintendent of schools shall review the findings and recommendations of the hearing officer and in his/her discretion may also review any of the facts and evidence presented at the hearing and based upon such report and the facts shall determine the sanctions to be imposed. However, the superintendent may not impose a more severe sanction than that imposed by the hearing officer.
11. Notice of Determination. Written notice of the findings and recommendations of the hearing officer and the determination of the superintendent of schools shall be made by certified or registered mail or by personal delivery to the student, the student's parents or guardians. Upon receipt of such written notice by the student and/or parents and guardian, the determination of the superintendent shall take immediate effect.
12. Appeal to Board. The student, student's parents or guardian may, within seven school days following the receipt of the superintendent's decision, submit to the superintendent of schools a written request for a hearing before the Board of Education.
13. Review Board of Education. Upon receipt of the request for review of the superintendent's determination, the Board of Education or a committee of not less than three members shall, within ten school days, hold a hearing on the matter. Such hearing shall be made on the record except that the board may admit new or additional evidence to avoid substantial threat of unfairness. Such new evidence shall be recorded. The Board of Education or committee thereof may withdraw to deliberate privately upon the record and new evidence. Any such deliberation shall be held in the presence only of board members in attendance at the appeal proceeding, but may be held in the presence of legal counsel who has not previously acted as the administrative representative in presenting the school's case before the hearing officer. If any questions arise during such deliberations, which require additional evidence, the Board of Education or committee thereof, may reconvene the hearing to receive such evidence, subject to the right of all parties to be present. A record of any such new or additional evidence shall be made and shall be considered as a part of the record and based upon the evidence presented at the hearing before the hearing officer, and such new or additional evidence, the Board of Education or the Committee shall make a final disposition of the matter. The board may alter the superintendent's disposition of the case if it finds his/her decision to be too severe, but it may not impose a more severe sanction.
The final decision of board shall be delivered to the student and parents or legal guardian of the student by personally delivering the same or by mailing the same by certified or registered mail.
Expulsion with providing an Alternative School, Class or Educational Program.

It shall be the policy of Imperial Grade and Chase County High School Districts 3 & 15 to provide an alternative school, class, or educational program for expelled students as provided by applicable law. It shall be the policy of the District to review this policy and make such amendments as the Board may deem appropriate in the event any rule not in existence at the time of the adoption of this policy is promulgated by the appropriate authorities when any existing rule is amended.

Notwithstanding provision of alternative school, class or educational program, it shall be the policy of this district to authorize the administration to make judgments on a case by case basis as to whether providing an alternative school, class, or educational program for a student who is at risk of being expelled to determine whether such alternative

educational settings are appropriate given the best interest of the student, the best interest of other students and the best interest of the school district. In the event the administration determines that an alternative school, class, or education program will not be made available to a student who is at risk of being expelled, then the following procedure shall be used in a case involving expulsion in addition to all other procedures set forth in board policy to expulsions.

a. Prior to the expulsion taking place, a conference shall be held by such school Administrator as the Superintendent may designate and the parent or legal guardian, the student, such other school representative as the Superintendent may designate and a representative of a community organization if any which has a mission of assisting young people, or a representative of the County Sheriff's office, municipal Police office, Probation office or other representative of an agency involved with juvenile justice. The purpose of the conference shall be to develop a plan which shall be in writing and which shall be adopted by the School Administrator of the District and presented to the student and the parent or legal guardian.

b. The plan shall identify educational objectives that the student must achieve in order to receive credits toward graduation. The plan shall also specify financial resources and community programs if any, which are or may be available to meet the educational and behavioral objectives of the student as identified in the plan. Nothing in this policy shall be construed to prevent the suspension of a student pending an expulsion provided that such suspension shall be in accordance with applicable policies of the District pertaining to suspensions. Nothing in this policy shall be construed to prevent expulsion from being carried out so long as the School District has made reasonable efforts to convene a conference as described in this policy.

c. It shall be the policy of the District to require the School administrator when calling a conference as described in this policy to make reasonable efforts to accommodate the schedules of all participants in the conference, provided however that any scheduling conflicts, unavailability of certain participants, or refusal of certain participants to participate in the conference shall not prohibit the District from expelling students in a manner otherwise consistent with Board Policy.

d. It shall be the duty of the Superintendent or his designee to schedule monthly reviews for any student who is expelled in order to assess the student's progress toward meeting the specified goals and objectives of the plan. It shall be the duty of any student who is expelled to attend monthly reviews at the time and place determined by the Administration during the course of expulsion.

H. Delegation. The Board of Education hereby delegates to the Superintendent of Schools, or the Superintendent's designee, the responsibility for maintaining discipline in the schools and all power to act or take actions appropriate or necessary in conformance with district policy.

I. Other District Policies. This policy shall be construed with other existing district policies, and is intended to bring those policies into compliance with the law. This policy shall control to the extent necessary to bring the district into compliance and, in the event this or any other district policy is determined to be illegal or invalid by a court of competent jurisdiction, the policy of this school district shall be that as required by law.

NONDISCRIMINATION STATEMENT

As stated in AC of the School Board Policies, Chase County Schools are committed to a policy of not to discriminate on the basis of sex, age, race, color, national origin, religion or handicap in the educational programs or activities which it operates. The entire nondiscrimination policy is available for review in the school office or from any school staff member.

August 9, 2005

Policy IQ

TERMS AND CONDITIONS FOR USE OF COMPUTER EQUIPMENT AND NETWORK ACCESS

To gain access to the school's computer network all staff, parents, and students must sign and return an agreement form.

Access to the network, including e-mail and Internet, will enable staff and students to explore thousands of libraries, databases, and bulletin boards, while exchanging messages with users throughout the world. Staff, students and parents should be warned, however, that along with access comes a waiver or relinquishment of rights to privacy or confidentiality and access to some material which may contain items that are illegal, defamatory, inaccurate, or potentially offensive to some people. It is the school districts intent to make network access available to further educational goals and objectives. Users should not expect privacy or confidentiality, and may have access to illegal, defamatory, inaccurate, or potentially offensive information or materials as well. The schools believe that the benefits to staff and students from access, in the form of information resources and opportunities for collaboration, exceed any disadvantages. Ultimately, each individual and parents or guardians of minors are responsible for setting and conveying standards that they or their students should follow when using the network and its media and information resources. Parents or guardians and their students must agree and understand that access waives and relinquishes privacy interests and confidentiality, and may provide access to illegal, defamatory, inaccurate, or potentially offensive information or materials. To that end, each individual, their parents and guardian of minors must decide whether or not to apply for access.

A. Network, E-Mail, Internet or Other Computer Use Rules:

1. General Rules:

- (a) The network is provided to staff and students to conduct research and communicate with others. Access to Network services is given to staff and students who have agreed to act in a responsible manner. Parental/Guardian permission is required for student use. **Access for all staff and students is a privilege and not a right.**
- (b) Individual users of the district network are responsible for their behavior, actions, problems, and communications as they apply to the network. Users will comply with district rules and will honor the agreements they have signed. Beyond clarification of such rules, the district is not responsible for restricting, monitoring, editing, or controlling the information, equipment or communications of individuals utilizing the network or the end product or result of such utilization.
- (c) Network storage areas shall be treated like school lockers for students. Network administrators may review files, information, equipment, messages and communications of staff and students to maintain system integrity and insure that users are using the network system responsibly. Users should not expect that files or any information stored or otherwise used or retained on the network, district servers, or in computers, will be private. No reasonable expectation of privacy shall exist in relation to network use.
- (d) Users should not expect, and the district does not warrant, any information or products obtained from the network, that files or information stored, obtained or used on the network will be private, and use of the network waives and relinquishes all such privacy acts, interests or claims to confidentiality the user may have under state or federal law.
- (e) The district will not be liable for, and does not warrant in any way, purchases made by any user over the network. Users shall not make purchases of goods and/or services via the district's network.

2. Policy and Rules for Acceptable Use of Computers and the Network

The following policy and rules for acceptable use of computers and the network shall apply to all district administrators, faculty, staff and students. The superintendent, or the superintendent's designee, is hereby delegated all authority and is the ultimate person in charge of the district network and technology resources or equipment, and the same shall also be under the direct supervision of the site or building administrator where located, sometimes herein called "network administrators."

- (a) Users shall not erase, remake, or make unusable anyone else's computer, information, files, programs or disks. In addition to any other disciplinary action or legal action that may occur, any

user violating this rule shall be liable for any and all damages to the computer, information, files, programs or disks.

- (b) Users shall not let other people use their name, account, log-on password, or files for any reason (except for authorized staff members).
 - (c) Users shall not use or try to discover another user's account or password.
 - (d) Users shall not use the computers or network for non-instructional or non-administrative purposes (e.g., games or activities for personal profit).
 - (e) Users shall not use the computer for unlawful purposes, such as illegal copying or installation of unauthorized software.
 - (f) Users shall not copy, change or transfer any software or documentation provided by teachers or other students without permission from the network administrators.
 - (g) Users shall not write, produce, generate, copy, propagate, or attempt to introduce any computer code, software or information designed to self-replicate, damage or otherwise hinder the performance of the network or any computer's memory, file system, or software. Such software is often called a bug, virus, worm, Trojan horse, or similar name.
 - (h) Users shall not use the computer to annoy or harass others with language, images, or threats. Users shall not access, accept, create or send any obscene, vulgar, lewd, tasteless, or objectionable messages, information, language, or images.
 - (i) Users shall not damage the network or equipment, damage information belonging to others, misuse network resources, or allow others to misuse network resources. In addition to any other disciplinary action or legal action that may occur, any user violating this or any other rule shall be liable for any and all damages to the computer, network, information, files, programs or disks.
 - (j) Users shall not tamper with computers, networks, printers, or other associated equipment except as directed by the teachers or network administrator.
 - (k) Users shall not take home technology equipment (hardware or software) without permission of the network administrator and/or school administrator.
3. Etiquette and Rules for Use of Computers and the Network

All users of computers and the network are expected to abide by the generally accepted rules of network etiquette. These rules of behavior include (but are not limited to) the following:

- (a) Be polite. Do not become abusive in your messages to others.
- (b) Use appropriate language. Do not swear, use vulgarities or any other inappropriate language, message, information or images.
- (c) Do not reveal your personal account, address or phone numbers or that of other students or colleagues.
- (d) Note that electronic mail (e-mail) is specifically not guaranteed to be private. People who operate the system do have access to mail. Messages relating to or in support of illegal activities may be reported to the authorities. Messages which violate the rules will result in disciplinary action.
- (e) All communications and information accessible via the network should be assumed to be private property of others.

- (f) Do not place unlawful information on any network system.
- (g) Keep paragraphs and messages short and to the point. Focus on one subject per message.
- (h) Include your signature at the bottom of e-mail messages. Your signature footer should include your name, position, affiliation, and network or Internet address.
- (i) Other rules may be established by the network administrators or teachers from time to time.

4. Penalties for Violation of Rules.

All of the policies, rules, and procedures for acceptable use of computers and the network are intended to make the computers and the network more reliable for users. They are intended to minimize the burden of administrating the networks so that more time can be spent on education and enhancing services.

Use of the computer and access to telecommunications resources is a privilege and not a right. Violation of the policies, rules, and procedures concerning the use of computers and the network may result in disciplinary action up to, and including, but not limited to, loss of access, suspension and/or expulsion of students from school and loss of access, suspension, termination, non-renewal or cancellation of the contract of administrators, teachers, or other school employees.

B. Staff, Student and Parent Agreements.

The Administrators, Faculty and Staff Agreement, Students Agreement, and Parents Agreement shall be in the form attached hereto as Appendix "1", which is hereby incorporated herein by this reference.

Chase County Schools
K-6 Handbook/Computer Use Agreement Signature Form

Appendix (1)

ACCEPTABLE USE OF COMPUTERS AND THE NETWORK

PARENTS AGREEMENT

I have received a copy of, and have read the "Terms and Conditions for Computer Equipment and Network Access" adopted by the District. As parent or guardian of the student named below, I grant permission for my son or daughter to have access to the network, including electronic mail (e-mail) and the Internet. I understand that this free access is designed for educational purposes. I also understand and agree that individuals and users may be held liable or disciplined for violations of the Terms and Conditions. I also understand and agree that privacy interests and confidentiality are hereby being relinquished and waived, and that it is impossible to restrict access to all controversial materials, and will not hold this School District responsible for same. I understand and agree not to hold this School District responsible for same. I understand and agree not to hold this School District nor any of its employees, agents, institutions or networks providing access to networks responsible for the performance of the system or the content of any material access through it.

STUDENTS AGREEMENT

I have received a copy of, and have read, or had my parents explain the "Terms and Conditions for use of Computer Equipment and Network Access" adopted by Chase County Schools, and I understand and will abide by those terms and conditions for access and the use of same. I understand that this free access is designed for educational purposes. I further understand and agree that individuals and users may be liable or disciplined for violation of those terms and conditions, or that the same may constitute a criminal offense. I also understand and agree that privacy interests and confidentiality are hereby being relinquished and waived and will not hold the District responsible for same. I agree not to hold Chase County Schools nor any of its employees, agents, institutions or networks providing access to networks responsible for the performance of the system or the content of any material accessed through it.

This form will be retained on file by authorized faculty designee for duration of applicable computer/network/Internet use.

I have received and read the Parent-Student Handbook, which outlines the procedures and policies at Chase County Elementary School. I understand that each rule is only a guide and not all situations can be covered by the procedures and rules set forth in the handbook.

My signature indicates my understanding of the handbook policies and permission for our children to utilize the school's computers under the guidelines listed in the handbook. Students listed below will be allowed to utilize computers at CCS when this form is signed by the parent and returned to Chase County Schools.

PARENT SIGNATURE: _____

STUDENT'S NAMES: _____ Grade _____
_____ Grade _____
_____ Grade _____
_____ Grade _____
_____ Grade _____

DATE: _____

(Detach and return to the office ASAP)

Chase County Elementary School

I have received, read the Parent-Student Handbook and reviewed the handbook with my student(s), which outlines the procedures and policies at Chase County Elementary School. I understand that each rule is only a guide and not all situations can be covered by the procedures and rules set forth in the handbook.

My signature indicates my understanding of the policies.

PARENT SIGNATURE: _____

CHILDREN'S NAMES: _____ Grade _____

_____ Grade _____

_____ Grade _____

_____ Grade _____

_____ Grade _____

DATE: _____ **(Need only one form per family)**

Rule 10 (Brief Overview)

1. Sign off on Assurance Statement yearly (by Nov. 1st) stating we are compliant with Rule 10. Any deficiencies must have a plan developed for the following year. School districts can apply for waivers when unable fill a position or complete programming.
2. 003.05 Graduation Requirements- Minimum of 200 credit hours for graduation including 40 units of LA, 30 units of math, 30 units of Science, 30 units of SS.
3. 1032 hours of school 1-8, 1080 9-12 and 400 for K.
4. Course offerings-Minimum 400 Units. 60 LA, 40 Science, 40 Math, 40 Science, 20 World Language, 80 Career, 20 PE, 40 Visual and performing arts.
5. DL course offerings and units. (200 of your 400 can be offered as teacher sharing, synchronous or asynchronous.
6. Staff endorsements and student number requirements...for example, full time library for 500 or more students.
7. School Improvement, schedules,
8. State Standards
9. AQUESST and waivers
10. Carnegie Units (Class length X Days in Session) / 900= Unit amount (what each class counts for, shooting for 10) EX: 50min X 180 days/900= 10

**NEBRASKA DEPARTMENT
OF EDUCATION**

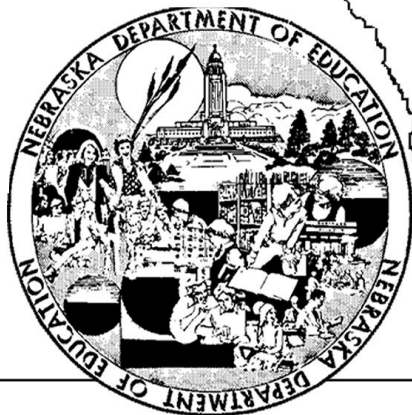
RULE 10

**REGULATIONS AND PROCEDURES FOR THE ACCREDITATION OF
SCHOOLS**

**TITLE 92, NEBRASKA ADMINISTRATIVE CODE,
CHAPTER 10**

**EFFECTIVE DATE
September 15, 2012
(REVISED)**

**State of Nebraska
Department of Education
301 Centennial Mall South
Lincoln, Nebraska 68509**



TITLE 92 - NEBRASKA DEPARTMENT OF EDUCATION
 CHAPTER 10 - REGULATIONS AND PROCEDURES FOR THE ACCREDITATION
 OF SCHOOLS

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APPENDICES

Appendices A through D: Nebraska Content Standards

Appendix A: Language Arts Standards

Appendix B: Mathematics Standards

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Appendix D: Social Studies/History Content Standards

Appendix E: Statewide System of Assessment and Reporting

Appendix F: American citizenship statute 79-724 R.R.S.

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OF SCHOOLS

001 General Provisions

001.01 Statutory Authority. This Chapter is adopted pursuant to Sections 79-318, 79-305, 79-703, 79-704, 79-760.01, 79-760.02, 79-762, 79-215, 79-719 to 79-724, 79-758, 79-2,141, and 79-801 to 79-804 of the Revised Statutes of Nebraska (R.R.S.).

001.02 Accreditation Classification. Accredited school systems shall comply with all the numbered provisions of this Chapter except that the items identified as Quality Indicators are not requirements. No violations will be cited under Section 014 for any Quality Indicator. School systems will be classified as accredited if they meet all of the applicable requirements of this Chapter. All of the statements herein, with the exception of the Quality Indicators, are requirements of accredited school systems. Quality Indicators may be used by school systems to help in designing local programs. Nonpublic schools that are classified as accredited shall meet all of the requirements of this Chapter except when specifically excluded or when a requirement is for districts only.

001.03 Accreditation Requirement. All public school districts in Nebraska that provide elementary and/or secondary instruction to children of compulsory attendance age are required to be accredited under the provisions of this Chapter. Accredited school systems are also considered to be approved for legal operation for purposes of state law. Approved private or parochial schools are eligible to apply for and maintain accreditation under the provisions of this Chapter.

001.04 Related Regulations. In addition to the requirements of this Chapter, public school systems must also comply with procedures for enrollment of students as found in 92 NAC 19. Provisions applicable to both public and nonpublic schools regarding teacher certification and endorsement are contained in 92 NAC 21 and 92 NAC 24.

001.05 Implementation of this Chapter. This Chapter will initially be used during the 2012-2013 school year to determine future accreditation status.

001.06 Duration of Accreditation. Accreditation is granted for one school year from each July 1 through the following June 30. Renewal is based upon the school system's compliance with this Chapter during the prior school year. As detailed in this Chapter, failure to comply with mandatory requirements for legal operation in Section 003 may cause a school system to lose its accreditation during the school year.

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001.07 Unified School System. For purposes of compliance with this Chapter, a unified school system shall meet the requirements as though the schools were part of one single district. A unified system means two or more Class II or III school districts participating in an interlocal agreement under the Interlocal Cooperation Act with approval from the State Committee for the Reorganization of School Districts under the provisions of 79-4,108 R.R.S.

001.08 Any public school districts reopening shall follow the application procedures as provided for nonpublic schools in Section 015.

002 Definitions. As used in this Chapter:

002.01 Assessment means the process of measuring student achievement and progress on state-adopted standards. This definition applies to the statewide system of assessment and reporting for the school year 2009-10 and beyond for reading, 2010-11 and beyond for mathematics, and 2011-12 and beyond for science.

002.02 Assessment Instrument means a test aligned with state standards that is designed to measure student progress and achievement. This definition applies to the statewide system of assessment and reporting for the school year 2009-10 and beyond for reading, 2010-11 and beyond for mathematics, and 2011-12 and beyond for science.

002.03 Board means the State Board of Education.

002.04 Commissioner means the State Commissioner of Education.

002.05 Core Curriculum means a curriculum which includes language arts, social studies, science, mathematics, career and technical education, world language, visual and performing arts, and personal health and physical fitness and which, in public schools, incorporates multicultural education in all areas.

002.06 Course means a particular subject, subject area, or defined sequence of learning experiences scheduled during the school day with a certificated teacher assigned and with one or more students enrolled and in attendance.

002.07 Department means the State Department of Education, which is comprised of the Board and the Commissioner.

002.08 Elementary Grades means those grades designated by the school system as elementary, but not to include any above grade eight.

002.09 Governing Body means the school board or board of education of a public school district, a board elected or appointed to provide direction to a nonpublic school or a nonpublic school system, or an individual or corporate owner.

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002.10 High School Grades means grades 9 through 12 in a school system organized with a four-year high school and grades 10 through 12 in a school system organized with a three-year high school. School systems organized with a three-year high school may include the ninth grade in determining compliance with this Chapter.

002.11 Integrated Course or Curriculum means a course or curriculum that is organized by concepts, themes, or ideas and includes content from two or more subjects or fields.

002.12 Instructional Unit means 15 clock hours (900 minutes) of classroom instruction in a course offered in the secondary school. As an example, a course which meets for 50 minutes a day for 180 days generates 10 instructional units. Instructional units are computed to the nearest one-tenth.

002.13 Learning Community means a political subdivision which shares the territory of member school districts and is governed by a learning community coordinating council established pursuant to Section 79-2102 R.R.S.

002.14 Middle Grades means grade(s) designated by the school system as middle and may include any grades from four through nine. The middle grades typically include at least grades seven and eight. Common middle grade configurations are grades six through eight or grades seven through nine.

002.15 National Assessment Instrument means a nationally norm-referenced test developed and scored by a national testing service.

002.16 Quality Indicators means statements used in this Chapter to describe conditions which contribute to high performance learning. These statements express the intent of the regulations which follow. Quality Indicators are not requirements of this Chapter.

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.

002.20 Secondary Grades means those grades designated by the school system as secondary, but not to include any below grade seven.

002.21 Teach as defined in Section 79-101 R.R.S., means and includes, but is not limited to, the following responsibilities: The organization and management of the classroom or the physical area in which the learning experiences of pupils take place; the assessment and diagnosis of the individual educational needs of the pupils; the planning,

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selection, organizing, prescribing, and directing of the learning experiences of pupils; the planning of teaching strategies and the selection of available materials and equipment to be used; the evaluation and reporting of student progress.

003 Mandatory Requirements for Legal Operation. To be eligible for accreditation or to continue as an accredited school system, the following requirements shall be met when applicable. Failure to comply with Sections 003.01 through 003.11 shall be just cause for the Commissioner to initiate proceedings before the Board to terminate accreditation and end legal operation during the school year.

003.01 Teacher and Administrator 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 prekindergarten 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.

003.02 Grade Levels. The school system shall operate, offer instruction in, and give credit in only the grades for which the school system is accredited.

003.03 Required Instruction. Instruction in English, mathematics, science, and social studies shall be available each school year for all grades.

003.04 Required Programs and Procedures. Each public school district shall incorporate multicultural education in all areas of the curriculum of grades kindergarten through twelve, as provided in Section 004.01F. Each public school district shall meet the certificated-employee evaluation requirements as provided in Sections 007.06A through 007.06B. Each public school shall comply with the requirements for enrollment of students contained in 92 NAC 19. Each public school shall meet statutory provisions contained in Sections 004.01B, 004.02B, 005.02 through 005.02C, 008.05B, 008.05C, 011.01F and 011.01G of 92 NAC 10. Each school system shall meet statutory provisions contained in Sections 004.02A3, 004.03A4, and 004.04B2.

003.05 Graduation Requirements. 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.

003.05A 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:

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003.05A1 Language Arts. Forty credit hours of Language Arts with course content that includes composition, verbal communication, literature, research skills, and technical reading and writing.

003.05A2 Mathematics. Thirty credit hours of mathematics with course content that includes algebraic, geometric, data analysis, and probability concepts.

003.05A3 Science. Thirty credit hours of science with course content that includes biological, earth/space, and physical science concepts with corresponding science inquiry skills and laboratory experience.

003.05A4 Social Studies/History. Thirty credit hours of social studies/history with course content that includes civics/government, geography, United States and world history, and economic concepts.

003.05B 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.

003.05C 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.

003.06 School Year. 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. 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. 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 the school board and explaining the circumstances resulting in the request.

003.07 Assurance Statement. Each school system shall, by November 1 of each year, submit to the Department an Assurance Statement, as prescribed by the Department, signed by a representative of the school system governing body affirming compliance or specifically noting any noncompliance with the regulations contained in this Chapter.

003.08 Reports. The following reports shall be submitted to the Department each school year.

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003.08A On or before September 15 of each school year, the head administrator of each school system shall submit electronically, via the Nebraska Student and Staff Record System (NSSRS) portal, a Fall Personnel Report. Additions of certificated staff after submission of the Fall Personnel Report shall be reported to the Department at the time of contracting.

003.08B On or before June 30 of each school year, the head administrator of each school district shall submit electronically, via the NSSRS portal, data elements required by Sections 005.02 thru 005.02C of this Chapter.

003.08C On or before the last day of February of each school year, the head administrator of each nonpublic school system shall submit electronically, via the NSSRS portal, a Curriculum Report.

003.09 Contracting Districts. School districts that contract under the provisions of state statute with another district or districts to provide all educational services for all students in the secondary grades may be considered accredited but may operate only elementary grades. School districts shall notify the Department upon approval of the patrons of the district for contracting all elementary students and/or all secondary students with other districts. Any school district reopening after contracting all students shall follow the same application procedures as provided for nonpublic schools in Section 015 of this Chapter.

003.10 School Site Review. The State Department of Education staff may conduct periodic on-site visits to school systems to review and determine compliance with the provisions of this Chapter.

003.11 Contested Case Orders. In a contested case, any school system receiving an order entered by the State Board of Education under the Administrative Procedures Act shall comply with the conditions of the order, unless a judicial stay has been entered.

003.12 Each public school district shall require each such district's schools to establish a period of time during the school day, when a majority of pupils is scheduled to be present, during which pupils will be led in the recitation of the Pledge of Allegiance in the presence of the flag of the United States of America, in grades kindergarten through twelve. Pupil participation in the recitation of the Pledge of Allegiance shall be voluntary. Pupils not participating in the recitation of the Pledge shall be permitted to silently stand or remain seated but shall be required to respect the rights of those pupils electing to participate.

004 Curriculum and Standards

004.01 K-12 Curriculum. **Quality Indicator:** The curriculum is comprehensive, coordinated, and sequential and is directed toward locally approved goals and standards for student learning. The instructional program focuses on achievement

and provides for the needs of all students including learners with disabilities and high ability learners. It draws upon research, best practice, and reputable theory.

004.01A 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.

004.01B 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 (Language Arts Standards), Appendix B (Mathematics Standards), and Appendix C (Science Standards) of this Chapter. Pursuant to 79-760.01 R.R.S., the State Board will adopt new academic content standards in social studies by July 1, 2013. The deadline for school districts to adopt replacement academic content standards in social studies will be specified in future revisions to this Chapter, but, pursuant to 79-760.02 R.R.S., will not extend past one year following the State Board's adoption of new content standards for social studies. Nonpublic schools have local academic content standards for reading, writing, mathematics, science, and social studies/history approved by the local governing body.

004.01C The school system has written guides, frameworks, or standards for all other areas of the curriculum. The school system also has a written description of the library media and guidance programs.

004.01D Writing experiences are incorporated in all curricular areas K-12.

004.01E Educational/computer technology is incorporated in the instructional program at the elementary, middle, and secondary levels.

004.01F 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.

004.01F1 The district has a statement of philosophy or mission for the multicultural education program. Local program goals address multicultural education.

004.01F2 The district curriculum guides, frameworks, or standards incorporate multicultural education.

004.01F3 The district multicultural education program includes a process for selecting appropriate instructional materials.

004.01F4 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.

004.01F5 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.

004.02 Elementary Curriculum. **Quality Indicator:** **The elementary instructional program is based on state or locally approved standards for student learning and helps each student acquire knowledge, skills, and understanding in all subject areas. The instruction is appropriate for the grade level of the students. Teaching and learning activities and the general environment stimulate, nurture, and encourage involvement in a wide range of learning experiences. The program helps students apply and extend basic skills by integrating topics throughout the curriculum. The schedule is sufficiently flexible to encourage teachers and students to address emergent needs and topics.**

004.02A The Elementary Instructional Program. The elementary school has a representative weekly schedule for each classroom teacher encompassing experiences in the following subject areas:

004.02A1 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.

004.02A2 Mathematics. The curriculum includes development, practice, and application of numeration, computation, estimation, problem solving, geometry/spatial concepts, measurement and related topics.

004.02A3 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.

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004.02A4 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.

004.02A5 Health. The curriculum helps children develop an understanding of the body systems, nutrition, wellness (including physical activity), and healthy living habits.

004.02A6 Physical Education. The curriculum helps children develop and maintain physical coordination, large and small muscle control, physical fitness, leisure activities, and healthy behaviors.

004.02A7 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.

004.02A8 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.

004.02B Kindergarten. 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.

004.02B1 Pursuant to 79-214(2) R.R.S., the school board may admit a child who will reach the age of 5 years on or after August 1 and on or before October 15 of such school year under the following circumstances:

004.02B1a The parent or guardian requests such entrance and provides an affidavit stating that:

004.02B1a(i) The child attended kindergarten in another jurisdiction in the current school year, or

004.02B1a(ii) The family anticipates relocation to another jurisdiction that would allow admission within the current year, or

004.02B1a(iii) The child has demonstrated through a recognized assessment procedure approved by the school board that he or she is capable of carrying the work of kindergarten.

004.02B2 Each school board shall approve and make available a recognized assessment procedure for determining if a child is capable of carrying the work of kindergarten.

004.02C 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.

004.03 Middle Grades Curriculum. **Quality Indicator:** **The middle grades instructional program is based upon state or locally approved standards for student learning. It builds upon the content of the elementary grades, extends the depth of learning experiences, and provides exploratory experiences throughout the curriculum. The program incorporates vocational technical education, foreign language, career education, and technology education. The instructional activities and schedule are designed to meet the developmental needs of middle grade learners.**

004.03A Middle Grades Instructional Program. 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.

004.03A1 Reading. 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.

004.03A2 Language Arts. The curriculum includes activities that engage students in using language for a variety of reading, writing, speaking, and listening purposes.

004.03A3 Mathematics. 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.

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004.03A4 Social Studies. 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 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.

004.03A5 Science. 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.

004.03A6 Health. The curriculum includes the study of body systems and those factors which affect health, including natural and man-made threats and individual health choices.

004.03A7 Art. 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.

004.03A8 Music. 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.

004.03A9 Physical Education. 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.

004.03B Career education is included in the middle grades program.

004.03C 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

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tournament shall count as one of the contests permitted within these contest limits.

004.04 Secondary Curriculum. Quality Indicator: The secondary instructional program is based upon state or locally approved standards for student learning. It provides breadth and depth of subject areas which enable students to achieve knowledge and skills necessary to continue post-secondary education or enter a career field. Instruction builds upon knowledge acquired in previous grades and helps students acquire the learning goals of the school, builds 21st century skills, and prepares students for living in a global society. Schools provide required instructional units on site or through a combination of local and distance learning programs.

004.04A Required High School Program. The high school program consists of courses totaling at least 400 instructional units.

004.04B The instructional program in grades 9-12 includes as a minimum the following subject fields and the number of instructional units shown for each:

004.04B1 Language Arts - 60 instructional units. The curriculum includes written composition, critical reading, interpretation of fiction and non-fiction, oral presentation, and application of listening skills.

004.04B2 Social Science - 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.

004.04B3 Mathematics - 40 instructional units. The curriculum includes communicating, reasoning, problem solving, numeration, computation, estimation, measurement, geometry, data analysis, probability and statistical concepts, and algebraic concepts

004.04B4 Science - 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.

004.04B5 World Language - 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.

004.04B6 Career Education. 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.

004.04B6a 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.

004.04B6b 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.

004.04B6c 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.

004.04B6d 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.

004.04B6e 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.

004.04B6f 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.

004.04B6g 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.

004.04B7 Personal Health and Physical Fitness - 20 instructional units or two years of daily classes in personal health and physical fitness. 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.

004.04B8 Visual and Performing Arts - 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.

004.04B8a 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.

004.04B8b 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.

004.04C Local Options for Providing High School Courses.

004.04C1 High schools may meet the instructional unit requirements of Section 004.04B through integrated courses, as defined in Section 002.11, if the school has on file locally a description of the curriculum or course including a list of the goals, an explanation of the subjects included, and the rationale for allocating instructional units to appropriate subject fields in Section 004.04B.

004.04C2 High schools may count instructional units for two courses in a subject field taught in the same classroom at the same time if the courses are primarily individualized wherein all students do independent projects or practice. (Examples: Spanish 3 and 4, Accounting 1 and 2, Art 1 and 2)

004.04C3 Schools may use performance based curriculum or courses as an option in place of any subjects in Section 004.04B if they have a written description of the curricula or course which includes the goals, representative instructional experiences, expected student performance for accomplishment of the goals, and the rationale for allocating instructional units for the course. The written description is approved by the local board of education and is on file in the school. Performance based curriculum provides learning opportunities for students equivalent to or greater than those through the course(s) under Section 004.04B, but may take less than the time required in Section 002.12 for determining instructional units.

004.04C4 Instructional units may be counted each year for two courses taught in alternating years not to exceed one course in each of four subject fields, as listed in Section 004.04B, provided schedules verifying alternating courses are kept on file in the school system. As an example, a high school that alternates a course that generates 10 instructional units in World Language II in the current year, with a course that generated 10 instructional units in World Language I the previous year, may count 20 instructional units each year. A school board of a school district shall not establish an alternating biennial secondary course offering in any subject area for which the State Board of Education has adopted content standards pursuant to section 79-704(2) and 79-760.01 R.R.S..

004.04D Multi-site and Distance Learning Options for Providing High School Courses. Up to a total of 200 instructional units of the total 400 instructional unit requirement for the high school may be provided through one or more of the following course options:

004.04D1 Synchronous Course Option: Synchronous courses are those multi-site or distance learning courses in which the teacher and student(s) are simultaneously present; can both see and hear one another; and questions may be answered and instructional accommodations made immediately. This includes:

004.04D1a Teacher Sharing. Instructional units provided through contractual or cooperative arrangements with other school systems, educational service units, and/or postsecondary institutions in which either the teacher(s) or student(s) move to be located at the same site to provide classroom instruction may be counted in meeting a portion of the instructional unit requirement provided: (a) each course is taught by a teacher holding a valid Nebraska Teaching Certificate; (b) each course is shown on the high school class schedule along with the name of the teacher; (c) at least one high school student is enrolled and participating in each course; and (d) each course is made available to all students at the school's expense. A copy of the written agreement with the cooperating school/agency is on file in the school.

004.04D1b Interactive Audio-Visual Options. Up to 100 of the allowable 200 multi-site or distance learning instructional units may be met through synchronous interactive audio-visual instruction provided: (a) each course is taught by a teacher holding a valid Nebraska Teaching Certificate; (b) each course is shown on the high school class schedule along with the name of the teacher; (c) at least one high school student is enrolled and participating in the course; (d) each course is made available to all students at the school's expense; and (e) a teacher holding a valid Nebraska Teaching Certificate monitors student progress and general appropriateness of the course and is present in the classroom while the course is being taught unless:

004.04D1b(1) The off-site interactive teacher holds a valid Nebraska Teaching Certificate and a district employee is present in the receiving classroom, or

004.04D1b(2) The off-site interactive teacher holds a valid Nebraska Teaching Certificate, maintains two-way audio and video communication with the distance learning

classroom, and has a direct telephone connection with a supervising adult in the school.

004.04D2 Asynchronous Course Options: Asynchronous courses are those multi-site or distance learning courses in which communication between teacher and student is delayed, as are the cases, for example, with written correspondence courses and many computer-delivered courses. This includes:

004.04D2a University of Nebraska Independent Study High School Options. Up to 50 of the allowable 200 distance learning multi-site instructional units may be met through the use of courses taught by teachers of the University of Nebraska Independent Study High School provided that (a) each course is shown on the high school class schedule; (b) at least one high school student is enrolled and participating in the course; (c) each course is made available to all students at the school's expense; and (d) a teacher holding a valid Nebraska Teaching Certificate is present during the assigned period (one teacher may supervise more than one course) to monitor and assist with instruction.

004.04D2b Other Distance Learning Technology Options. Up to 30 of the allowable 200 distance learning multi-site instructional units may be met through courses delivered by other methods of distance technology provided that each course is reviewed in advance and recommended for school use by a committee of at least one local teacher and one local school administrator and is approved by the local governing body, and the written review and statement of approval are on file in the school system; and provided (a) each course is shown on the high school class schedule; (b) at least one high school student is enrolled and participating in each course; (c) each course is made available to all students at the school's expense; (d) a teacher holding a valid Nebraska Teaching Certificate is present during the assigned period (one teacher may supervise more than one course) to monitor and assist with instruction; and (e) each student enrolled in such a course is assigned to a local teacher holding a Nebraska Teaching Certificate who monitors student progress and general appropriateness of the course.

004.04E Secondary Schools With Grades Seven and Eight. Secondary schools including grades seven and eight provide an instructional program for those grades in accordance with Sections 004.03A through 004.03C.

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004.04F New Schools. A school adding high school grades shall provide at least one-fourth of the total instructional unit requirements and one-fourth of the individual subject matter requirements for each grade that it offers.

005 Statewide System for Assessment of Student Learning and for Reporting the Performance of School Districts.

005.01 Quality Indicator: Assessment procedures and results assist teachers in planning and providing appropriate instruction for all students. Assessment results also provide information for monitoring program success, and for reporting to parents, policy makers, and the community. Schools periodically review procedures to improve assessment quality and increase student learning. The information assists schools in establishing and achieving improvement goals.

005.01A 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.

005.01B 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.

005.02 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:

005.02A Individual student demographics including each student's race, poverty status, high mobility status, attendance, and limited English proficiency;

005.02B Individual student achievement including individual student achievement data from the assessment instruments required in Section 005.01A and scores and subscores available to the district on national assessment instruments administered by the district; and

005.02C Individual student educational input characteristics including class size, teacher education, teacher experience, special education, early childhood programs, federal programs, and targeted education programs.

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005.03 Student Assistance. Each school has a student assistance process of its own design to provide problem solving and intervention strategies.

006 Media and Technology Resources

006.01 Quality Indicator: The library/media/technology program provides a wide range of accessible print and electronic resources that expand opportunity for learning, contribute to information literacy, support the local curriculum, and enhance and enrich learning experiences for all students.

006.01A 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. Each school has at least one set of encyclopedia available in either print or electronic format with copyright dates in the past five years.

006.01B 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. 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.

006.01C Each middle level school subscribes to at least ten periodicals either in print or in full text electronic format.

006.01D Each secondary school subscribes to at least 25 periodicals in print or in full text electronic format.

007 Instructional Staff

007.01 Elementary Staff. Quality Indicator: Instructional staff members have appropriate training and preparation to work with elementary school children. They are knowledgeable of principles of child growth and development, the scope of the elementary school curriculum, and cross-disciplinary instructional strategies. They establish a positive and supportive learning environment for all students.

007.01A 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.

007.01B 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.

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007.02 Middle Grades Staff. **Quality Indicator:** Staff members at the middle grades are knowledgeable of the growth and development of middle grades students. They have knowledge of the curriculum content for which they are responsible and they use teaching strategies that engage students actively in learning, that build upon elementary content and skills, and that help students understand and apply content across subject areas.

007.02A 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:

007.02A1 In grades seven and eight, any middle grades endorsement or an appropriate secondary endorsement.

007.02A1a 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.

007.02A2 In grades four through six, an elementary endorsement or any middle grades endorsement.

007.02A2a 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.

007.02A3 In grade nine, an appropriate secondary endorsement or any middle grades endorsement.

007.02A4 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.

007.02A5 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.

007.03 Secondary Staff. **Quality Indicator:** Instructional staff members in the secondary grades have specialized preparation in a subject area or field and knowledge of the developmental level of students. Staff members use strategies that help students become actively involved in the learning process through in-

depth study of subjects and through experiences that use and apply knowledge, skills, and understanding across the curricular areas.

007.03A 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.

007.03A1 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.

007.03B Secondary schools including grades seven and eight may assign the teachers as provided in Section 007.02A.

007.04 Media/Technology Staff. **Quality Indicator: The library/media/technology programs and services are an integral part of the instructional program. Library/media staff provide leadership and assistance in selection, provision, and use of library/media resources. Technology staff and services are available locally or in collaboration with other agencies to provide support, maintenance, consultation, and training for meaningful use of technology resources.**

007.04A 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.

007.04A1 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.

007.04A2 Each school building having an enrollment of at least 250 students has a person holding a Nebraska Teaching Certificate with an appropriate endorsement for library science or educational media specialist assigned on at least a one-half time basis, or has such person assigned on a one-fourth time basis and a full-time library media

paraprofessional also assigned. Buildings with 500 or more students have at least a full-time educational media specialist or a one-half time educational media specialist and a full-time library media paraprofessional. Buildings with 750 or more students have a full-time educational media specialist.

007.04B A school system may assign a person holding a Nebraska Teaching Certificate with no endorsement appropriate for library science or educational media specialist to fulfill the requirements for Sections 007.04A, 007.04A1, and 007.04A2 if such person acquires at least six credit hours each year toward an appropriate endorsement pursuant to 92 NAC 24. Persons employed by a Nebraska school prior to July 1, 1989, to provide library media services and who hold a Nebraska Special Services Certificate with an endorsement appropriate for library media services may fulfill the requirements of these regulations.

007.05 Guidance Staff. **Quality Indicator: A comprehensive, developmental, K-12 guidance and counseling program assists all students in learning skills needed for academic success and for personal, social, and career development. The guidance program includes planned classroom and group activities, counseling services responsive to individuals and small groups, and assistance to students in academic planning and placement. The school and community work cooperatively to provide appropriate support for students, families, and teachers.**

Guidance and counseling programs are directed by professional staff with appropriate endorsements in guidance and counseling. Professional staff are assigned based upon local needs determined through a formal process documenting the needs.

007.05A 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.

007.05B 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.

007.05C 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.

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007.05D A person holding a Nebraska Teaching Certificate with no endorsement appropriate for guidance and counseling may be assigned to fulfill the requirements of Sections 007.05A and 007.05B if such person acquires at least six credit hours each year toward an endorsement appropriate for guidance and counseling pursuant to 92 NAC 24. Persons employed by a Nebraska school prior to July 1, 1989, to provide guidance and counseling services and who hold a Nebraska Special Services Certificate with an endorsement appropriate for guidance and counseling services may fulfill the requirements of this regulation.

007.05E In nonpublic schools, clergy holding a Nebraska teaching or administrative certificate may be assigned to fulfill the requirement of Sections 007.05A and 007.05B.

007.06 Certificated-Employee Evaluation. **Quality Indicator: The primary purpose of certificated-employee evaluation is to improve student learning. The procedures are clear, equitable, and systematic.**

007.06A The school district has a written board policy for the evaluation of certificated-employees. The policy is approved by the Commissioner or designee 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.

007.06A1 The policy is implemented by written procedures that include:

007.06A1a Annual written communication of the evaluation process to those being evaluated;

007.06A1b A description of the duration and frequency of observations and written evaluations for probationary and permanent certificated-employees;

007.06A1c Specific district-defined evaluation criteria, which include, at a minimum:

007.06A1c(1) Instructional performance (applicable to teachers only),

007.06A1c(2) Classroom organization and management (applicable to teachers only), and

007.06A1c(3) Personal and professional conduct.

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007.06A1d Provision for written communication and documentation to the evaluated certificated-employee specifying all noted deficiencies, specific means for the correction of the noted deficiency, and an adequate timeline for implementing the concrete suggestions for improvement;

007.06A1e Provision for the certificated-employee to offer a written response to the evaluation; and

007.06A1f A description of the district plan for training evaluators.

007.06A2 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.

007.06B All evaluators, with the exception of the local board of education when it evaluates the superintendent, possess a valid Nebraska Administrative Certificate and are trained to use the evaluation system used in the district.

007.07 Staff Development. **Quality Indicator: Staff development supports instructional improvement, the local school improvement plan, and accomplishment of school and/or school system goals.**

007.07A The school system annually conducts or arranges staff development sessions. Each teacher participates in at least ten hours of staff development activities each year.

008 Administrative Staff.

008.01 **Quality Indicator: Building administrators provide leadership to curriculum, instruction, assessment, and school improvement. They guide staff and students in achieving goals and fulfill other functions supportive of quality learning.**

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008.02 Elementary Administration.

008.02A 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. 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.

008.02B An elementary principal who is the head administrator of a school system meets with the board of education or governing body at least four times each year to provide leadership in the development of school goals, policies, budgets, instructional programs, staff evaluation, and other administrative and instructional matters.

008.03 Middle Grades Administration.

008.03A 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.

008.03A1 Middle grades schools having only grades four through six have a principal holding an endorsement for elementary principal, middle grades principal, or superintendent.

008.03A2 Middle grades schools having only grades seven through nine have a principal holding an endorsement for middle grades principal, secondary principal, or superintendent.

008.03B 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.

008.04 Secondary School Administration.

008.04A 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.

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008.05 School System Administration. **Quality Indicator:** **The school administration exercises leadership in the development and implementation of school goals and policies. Administrators demonstrate leadership in management and operation of the school system and in the improvement of curriculum and instruction.**

008.05A 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.

008.05B Any person assigned to administrative and/or supervisory duties holds a Nebraska Administrative and Supervisory Certificate with an appropriate endorsement for the position held.

008.05C 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.

008.05D Two or more school systems may jointly contract with a person holding a Nebraska Administrative and Supervisory Certificate with the appropriate endorsement to fulfill administrative responsibilities.

009 Continuous School Improvement.

009.01 **Quality Indicator:** **A systematic on-going process guides planning, implementation, and evaluation and renewal of continuous school improvement activities to meet local and statewide goals and priorities. The school improvement process focuses on improving student learning. The process includes a periodic review by visiting educators who provide consultation to the local school/community in continued accomplishment of plans and goals.**

009.01A The school system develops and implements a continuous 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 004.01F. In all school systems, the continuous school improvement process includes the following activities at least once within each five years.

009.01A1 Review and update of the mission and vision statements.

009.01A2 Collection and analysis of data about student performance, demographics, learning climate, and former high school students.

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009.01A3 Selection of improvement goals. At least one goal is directed toward improving student academic achievement.

009.01A4 Development and implementation of a plan which includes procedures, strategies, actions to achieve goals, and an aligned professional development plan.

009.01A5 Evaluation of progress toward improvement goals.

009.01B 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.

010 Accountability Reporting.

010.01 Quality Indicator: The school system demonstrates accountability to the residents of the school community. School staff periodically assess and report student progress toward accomplishment of academic content standards. Results are used to plan and make needed changes to improve instruction for all students.

010.01A The school system annually prepares a written report which includes at least student academic performance as required in Section 005.02, school system demographics, school improvement goals and progress and, in the case of public schools, financial information. School systems report the information in accordance with the policy in 010.01B.

010.01B 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.

011 School Environment.

011.01 Quality Indicator: The school facilities and the general environment are safe, orderly, and supportive of quality learning for all students. A positive atmosphere for learning supports and reflects the work of students.

011.01A 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.

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011.01B 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.

011.01C 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.

011.01D 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.

011.01E Each school system has a seclusion and restraints policy approved by the school board or local governing body.

011.01F 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.

011.01G 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.

012 School System Governance.

012.01 Quality Indicator: The board governs through orderly procedures which focus efforts of the school upon quality learning, result in equitable opportunities for learning for all students, and insure accountability to the local community.

012.01A The governing body has a written set of policies for the school system. These policies are accessible in each school building.

012.01B 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.

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012.01C The ratio of pupils to certificated staff members, computed on a full-time equivalency basis, in each school does not exceed 25 to 1.

013 Waivers and Plans.

013.01 School systems, in order to better meet local goals, may submit a request for a waiver of one or more regulations found in Sections 004 through 012.01C of this Chapter. Section 003 and sections identified in Sections 003.04, 004.02A3, 004.03A4, and 004.04B2 of 92 NAC 10 are based on statute and may not be waived. The waiver request must include at least the following:

013.01A A copy of the local improvement plan developed in accordance with Section 009.01A. The plan shall contain local improvement objectives and shall address quality learning, equity, and accountability.

013.01B A description of the program or process to be substituted for the regulation to be waived.

013.01C An explanation indicating how the local program or process will provide equivalent or improved opportunities for students and will accomplish the quality indicator.

013.01D If appropriate, how resources would be reallocated or used differently to provide programs or services.

013.01E Length of time for the requested waiver, not to exceed three years.

013.01F Procedures for providing an annual progress report to the Board.

013.02 The Commissioner will submit the waiver request to the Board with his or her recommendations. The Board may approve the requested waiver if the components of the plan substituted for the waived provisions will promote quality learning, equity, and/or accountability. The Board shall reject the waiver if, in its opinion, the plan and requested waivers would not provide improvement in quality learning, equity, and/or accountability.

013.03 At the end of the waived time period, school systems may request and be granted Board approval of the same waiver for a period of up to three additional years if it can be demonstrated that the system is meeting the objectives for which the waiver was granted.

013.04 The Board recognizes the need for public special purpose school systems, such as schools operated expressly for students with disabilities or schools operating within the confines of correctional facilities. If such a school system can demonstrate that a requirement of this Chapter is not educationally necessary or appropriate for the students in attendance, or is in conflict with state or federal laws or regulations governing facilities operation, the Board may waive such requirement.

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013.05 Public school districts which exist in unique circumstances due to population sparsity, geographic barriers, or other similar factors may submit a request to the State Board of Education for a modification of this Chapter to better meet the need of the students. Schools seeking such modification shall submit: (1) an explanation of the unique circumstances leading to this request, (2) proposed modifications to better meet the needs of the students in the school, (3) an explanation of how the modifications will provide quality learning, equity, and accountability, (4) a copy of the local improvement plan developed in accordance with Section 009.01A, and (5) procedures for annually reporting to the Commissioner. Upon approval by the Board, the modifications shall remain in effect unless changed by a revision of this Rule or change in status of the school district.

014 Loss of Accreditation.

014.01 Quality Indicator: Schools comply fully and continuously with all accreditation requirements in order to provide for all students the learning opportunities described herein. Schools experiencing unfulfilled requirements make concerted efforts to achieve compliance or to provide alternative programs generating equivalent or improved programs and services. Schools not fulfilling accreditation requirements deprive students of opportunities for learning and may be subject to probation or loss of accreditation.

014.02 Section 003 of this Chapter lists requirements that must be met at all times by school systems as a condition of accreditation. Failure to meet those provisions may result in the Board terminating the legal operation of the school system during the school year. Noncompliance with other regulations in this Chapter will result in the assessment of violations which, if not corrected, will result in a recommendation to the Board for probation or loss of accreditation.

014.03 Violations. In determining the future accreditation status of a school system, each failure to meet a numbered regulation other than those contained in Section 003 constitutes a separate violation.

014.04 Reporting Violations. A school system shall report any existing violations to the Department on its annual Statement of Assurance.

014.05 Correction of Violations. A school system will have until February 1 to correct violations or to prepare a written plan for correction of a violation that existed at the time of submission of the Statement of Assurance. Written evidence of the correction of the violations or a written plan developed in accordance with Section 014.05A must be submitted to the Department.

014.05A School systems having an uncorrected violation may submit a written plan to the Department by February 1 for correcting the violation before the following school year. Such plans may be approved by the Board if evidence provided indicates that the violation occurred after August 1, and the violation

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could not reasonably be corrected immediately before or during the current school year. Written evidence of the correction must be submitted to the Department by the following September 1.

014.06 Effect of Violations on Public School Systems. All public school systems are required by state statute to be accredited. If, after consultation with school officials, the Commissioner determines that public school systems have any uncorrected violations, he or she shall make the applicable following recommendations to the Board:

014.06A A PUBLIC SCHOOL SYSTEM having an uncorrected violation of a requirement with no written plan under Section 014.05A shall be recommended for ACCREDITATION ON PROBATION for the following school year.

014.06B A PUBLIC SCHOOL SYSTEM having a written plan under Section 014.05A and having the same uncorrected violation after September 1 shall be recommended for ACCREDITATION ON PROBATION for the current school year.

014.06C A PUBLIC SCHOOL SYSTEM ON PROBATION continuing to have the same uncorrected violation after February 1 shall be recommended for NONACCREDITATION for the following school year and shall be subject to loss of authority to operate and reassignment of territory to other school districts.

014.07 Effect of Violations on Nonpublic School Systems. Nonpublic schools may operate either as accredited or approved school systems. If, after consultation with school officials, the Commissioner determines that nonpublic school systems have any uncorrected violations, he or she shall make the applicable following recommendations to the Board:

014.07A An ACCREDITED NONPUBLIC SCHOOL SYSTEM having a plan under Section 014.05A and having the same uncorrected violation after September 1 of a requirement shall be recommended for ACCREDITATION ON PROBATION for the current school year.

014.07B An ACCREDITED NONPUBLIC SCHOOL SYSTEM having an uncorrected violation of a requirement and having no written plan under Section 014.05A shall be recommended for ACCREDITATION ON PROBATION for the following school year.

014.07C An ACCREDITED NONPUBLIC SCHOOL SYSTEM ON PROBATION having an uncorrected violation after February 1 of a requirement shall be recommended for APPROVAL for the following school year.

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014.08 Provisions for Notice and Hearing.

014.08A When the Commissioner makes a recommendation to the Board for a school system to be placed on probation or for denial or revocation of accreditation or approval, notice of the recommendation and of the right to request a hearing shall be given to the school system by certified mail sent at least 30 calendar days prior to the date of the Board meeting at which the recommendation is to be considered. Copies will be sent to the superintendent, head administrator, or head teacher of the school system, and to the presiding officer of the governing body, if known. This notice shall specify the basis for the recommendation.

014.08B If the school system notifies the Commissioner at least seven days prior to the date the recommendation is to be considered by the Board that it requests a hearing, the Board shall schedule a hearing date.

014.08C All hearings arising under this Chapter shall be conducted in accordance with the hearing procedures of 92 NAC 61, including provisions of that Chapter relating to evidence. Any action taken or recommended by the Commissioner adverse to the school system may be the subject of a petition by such school system under 92 NAC 61, in which case all the provisions of 92 NAC 61 shall apply to such appeal.

014.09 Action by the Board. Upon review of the Commissioner's recommendation, and following any hearing, the Board shall make a determination of the future accreditation status of the system and shall inform the system in writing of its determination.

015 Procedures for Nonpublic Schools Applying for Initial Accreditation or Adding Grades to Previously Accredited Schools.

015.01 The Nebraska Department of Education recognizes the contribution made by the nonpublic schools to the state system of education by extending alternatives and opportunities to the citizens of the state. Nonpublic schools seeking accreditation shall notify the Department of their intent to seek accreditation by letter or email no later than July 1 prior to the school year of the application process.

015.02 By November 1, each applicant nonpublic school shall submit to the Department a report documenting compliance with this Chapter.

015.03 By March 1, each applicant nonpublic school shall be visited by a representative of the Department or a designee to verify the school's compliance with the provisions of this Chapter. Reports of such visitations shall be reviewed by the State Accreditation Committee, which shall make recommendations to the Commissioner relative to accreditation for the following school year.

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015.04 Upon favorable review by the State Accreditation Committee, the Commissioner will make a recommendation to the State Board of Education that the applicant nonpublic school be granted accreditation.

015.05 Upon favorable action by the Board, accreditation is granted for one school year from each July 1 through the following June 30. Renewal is granted based upon the school's compliance with this Chapter during the prior school year.

015.06 When an approved nonpublic school is added to an accredited school system, the approved school shall follow the procedures for applying for initial accreditation as provided in this Chapter.

015.07 Accredited nonpublic schools intending to add new grades shall inform the Department of such intent, by letter or email, no later than May 1 prior to the year in which the new grades will operate. If it is determined through visitation or reporting that the intended new grades can comply with the provisions of this Chapter, the Commissioner will submit a recommendation to the Board that the school be granted conditional accreditation to add new grades. Schools having conditional accreditation to add new grades shall follow procedures established in Sections 015.02 through 015.05 for obtaining accreditation.

APPENDICES

Appendix A: Language Arts Standards

Appendix B: Mathematics Standards

Appendix C: Science Standards

Appendix D: Social Studies/History Content Standards

Appendix E: Statewide System of Assessment and Reporting

Appendix F: American citizenship statute 79-724 R.R.S.

The State Board of Education adopted these Language Arts Standards on December 11, 2008, pursuant to the requirements of 79-760.01 R.R.S.

GENERAL INFORMATION

Purpose of These Standards. The State Board of Education adopts these standards to identify what students should know and be able to do and what teachers should teach.

Scope and Application of this Appendix. This Appendix provides language arts (reading, writing, speaking and listening, and multiple literacies) state academic content standards for use under the provisions of, and pursuant to, the Quality Education Accountability Act (Sections 79-757 to 79-762 R.R.S.), and the requirements for this Chapter.

K-12 Comprehensive Content Standards. The comprehensive content standards identify broad K-12 learning standards related to reading, writing, speaking and listening, and multiple literacies.

Grade Level Standards. The grade level standards represent the critical content for students to know and be able to do by the end of a specific grade level.

Curricular Indicators. Following each grade level standard is a set of curricular indicators, which are written in clear and specific language to aid in understanding the meaning of the standards. Since a number of the grade level standards are repeated in whole or in part at different grade levels, the curricular indicators show progression and increased expectations throughout the grades. Although the curricular indicators are not an exhaustive list of what can be done to meet the grade level standards, they are representative of the content for each standard at each grade level.

Nebraska Language Arts Standards – Kindergarten

LA 0.1 Students will learn and apply reading skills and strategies to comprehend text.

LA 0.1.1 Knowledge of Print: Students will demonstrate knowledge of the concepts of print.

LA 0.1.1.a Identify variations in print (e.g., font, size, bold, italic, upper/lower case)

LA 0.1.1.b Explain that the purpose of print is to carry information (e.g., environmental print, names)

LA 0.1.1.c Demonstrate voice to print match (e.g., student points to print as someone reads)

LA 0.1.1.d Demonstrate understanding that words are made up of letters

LA 0.1.1.e Identify parts of a book (e.g., cover, pages, title, author, illustrator)

LA 0.1.1.f Demonstrate knowledge that print reads from left to right and top to bottom

LA 0.1.1.g Identify punctuation (e.g., period, exclamation mark, question mark)

LA 0.1.2 Phonological Awareness: Students will demonstrate phonological awareness through oral activities.

LA 0.1.2.a Segment spoken sentences into words

LA 0.1.2.b Identify and produce oral rhymes

LA 0.1.2.c Blend and segment syllable sounds in spoken words (e.g., cupcake, birthday)

LA 0.1.2.d Blend spoken onsets and rhymes to form simple words (e.g., v-an, gr-ab)

LA 0.1.2.e Segment onsets and rhymes orally (e.g., v-an, gr-ab)

LA 0.1.2.f Blend phonemes in spoken words (e.g., beginning, middle, and ending sounds; recognize same sounds in different words)

LA 0.1.2.g Segment phonemes in spoken words (e.g., beginning, middle, and ending sounds; recognize same sounds in different words)

LA 0.1.3 Word Analysis: Students will acquire phonetic knowledge as they learn to read, write, and spell grade level text.

LA 0.1.3.a Identify upper and lower case letters

LA 0.1.3.b Match consonant and short vowel sounds to appropriate letters (e.g., matching letters to sounds while writing)

LA 0.1.3.c Read at least 25 basic high frequency words from a commonly used list

LA 0.1.3.d Use phonetic knowledge to write (e.g., approximated spelling)

LA 0.1.3.e Recognize known words in connected text (e.g., big book, environmental print, class list, labels)

LA 0.1.3.f Identify similarities and differences in words (e.g., word endings, onset and rhyme) when spoken or written.

LA 0.1.4 Fluency: Students will develop accuracy, phrasing, and expression during grade level reading experiences.

LA 0.1.4.a Imitate adult's expression, reflecting meaning with voice (e.g., pause, stress, phrasing)

LA 0.1.4.b Imitate repeating language patterns during reading (e.g., modeled reading, choral reading)

LA 0.1.4.c Read familiar text with others, maintaining an appropriate pace

LA 0.1.5 Vocabulary: Students will build literary, general academic, and content specific grade level vocabulary.

LA 0.1.5.a Examine word structure elements and word patterns to determine meaning (e.g., plural forms, simple compounds)

LA 0.1.5.b Relate new grade level vocabulary to prior knowledge and use in new situations

LA 0.1.5.c Develop awareness of context clues (e.g., predictions, word and sentence clues) and text features (e.g., titles, bold print, illustrations) that may be used to infer the meaning of unknown words

LA 0.1.5.d Identify and sort pictures of objects into conceptual categories (e.g., colors, shapes)

LA 0.1.5.e Determine word meaning using reference materials and classroom resources (e.g., word wall, picture dictionary, peer(s), teacher)

LA 0.1.6 Comprehension: Students will extract and construct meaning using prior knowledge, applying text information, and monitoring comprehension while reading grade level text.

LA 0.1.6.a Explain that the author and illustrator create books

LA 0.1.6.b Identify elements of the story including setting, character, and events

LA 0.1.6.c Retell information from narrative text including characters, setting, and events

LA 0.1.6.d Indicate that authors use words in different ways (e.g., rhythm, repeating line, simile, alliteration, onomatopoeia, sensory details)

LA 0.1.6.e Retell main ideas from informational text

LA 0.1.6.f Identify text features in informational text (e.g., titles, bold print, illustrations)

LA 0.1.6.g Demonstrate a basic knowledge of familiar narrative and informational text genres (e.g., fairy tales, nursery rhymes, picture books, how-to-books)

LA 0.1.6.h Make connections between characters or events in narrative and informational text, to own life or other cultures

LA 0.1.6.i Generate and/or answer clarifying questions (who, what, when, where, why, how), supporting answers using prior knowledge and information from the text

LA 0.1.6.j Identify different purposes for reading (e.g., information, pleasure)

LA 0.1.6.k Build and activate prior knowledge in order to identify text to self, text to text, and text to world connections before, during, and after reading

LA 0.1.6.l Make predictions about a text using prior knowledge, pictures, and titles

LA 0.1.6.m Respond to text verbally, in writing, or artistically

LA 0.2 Students will learn and apply writing skills and strategies to communicate.

LA 0.2.1 Writing Process: Students will use writing to communicate.

LA 0.2.1.a Demonstrate that writing communicates thoughts and ideas

LA 0.2.1.b Apply prewriting activities to generate ideas (e.g., brainstorming, discussions, drawing, literature, personal/classroom experiences)

LA 0.2.1.c Generate representations of ideas (e.g., pictures, labels, letter strings, words, simple sentences); select and organize ideas relevant to a topic

LA 0.2.1.d Revise writing by adding details

LA 0.2.1.e Edit writing for format and conventions (e.g., correct spelling of frequently used words, basic punctuation such as period, exclamation mark, question mark)

LA 0.2.1. f Publish a legible document (e.g., handwritten)

LA 0.2.1. g Print all uppercase and lowercase letters, attending to the form of the letters

LA 0.2.2 Writing Genres: Student will write for a variety of purposes and audiences in multiple genres.

LA 0.2.2.a Write for a specific purpose (e.g., lists, alphabet book, story with picture, label objects in classroom)

LA 0.2.2.b Write to known audience or specific reader (e.g., letter to a familiar person, note to teacher, thank you note)

LA 0.3 Students will learn and apply speaking and listening skills and strategies to communicate.

LA 0.3.1 Speaking Skills: Students will develop and demonstrate speaking skills to communicate key ideas in a variety of situations.

LA 0.3.1.a Communicate ideas orally in daily classroom activities and routines

LA 0.3.2 Listening Skills: Students will develop and demonstrate active listening skills across a variety of situations.

LA 0.3.2.a Demonstrate listening skills needed for multiple situations and modalities (e.g., stories, songs, conversations, student sharing, teacher presentation)

LA 0.3.2.b Complete a task after listening for information

LA 0.3.2.c Listen and retell main ideas of information

LA 0.3.3 Reciprocal Communication: Students will demonstrate reciprocal communication skills.

LA 0.3.3.a Demonstrate awareness of and sensitivity to the use of words (e.g., helpful and hurtful words)

LA 0.3.3.b Demonstrate conversation strategies (e.g., face the speaker, listen while others are talking, take turns talking, eye contact)

LA 0.3.3.c Participate in learning situations (e.g., small groups, show and share, cooperative problem solving, play)

LA 0.4 Students will identify, locate, and evaluate information.

LA 0.4.1 Multiple Literacies: Students will gain knowledge, identify main idea, and communicate information in a variety of media and formats (textual, visual, and digital).

LA 0.4.1.a Identify resources to find information (e.g., print, electronic)

LA 0.4.1.b Demonstrate understanding of authorship of print and online resources

LA 0.4.1.c Demonstrate awareness of safe behaviors when communicating and interacting with others (e.g. rules for internet use)

LA 0.4.1.d Engage in activities with learners from a variety of cultures through electronic means (e.g., podcasts, video chats, distance learning)

LA 0.4.1.e Gather and share information and opinions as a result of communication with others (e.g., computer applications, teacher controlled internet downloads, multimedia presentations)

Nebraska Language Arts Standards - Grade 1

LA 1.1 Students will learn and apply reading skills and strategies to comprehend text.

LA 1.1.1 Knowledge of Print: Students will demonstrate knowledge of the concepts of print.

- LA 1.1.1.a Identify variations in print (e.g., font, size, bold, italic, upper/lower case)
- LA 1.1.1.b Explain that the purpose of print is to carry information
- LA 1.1.1.c Demonstrate voice to print match (e.g., student points to words while reading)
- LA 1.1.1.d Demonstrate understanding that words are made up of letters
- LA 1.1.1.e Identify parts of a book (e.g., pages, title, title page, author, illustrator, table of contents)
- LA 1.1.1.f Demonstrate knowledge that print reads from left to right and top to bottom
- LA 1.1.1.g Identify punctuation (e.g., period, quotation marks, exclamation mark, question mark)

LA 1.1.2 Phonological Awareness: Students will demonstrate phonological awareness through oral activities.

- LA 1.1.2.a Segment spoken sentences into words
- LA 1.1.2.b Identify and produce oral rhymes
- LA 1.1.2.c Blend and segment syllable sounds in spoken words
- LA 1.1.2.d Blend and segment onset and rhymes orally (e.g., v-an, gr-ab)
- LA 1.1.2.e Manipulate phonemes orally (e.g., blend, segment)
- LA 1.1.2.f Manipulate phonemes to create new words, pseudo or real (e.g., “What is hand without the /h/?” –and; “The word is cat. Change the /t/ to /n/. What’s the new word?” – can)

LA 1.1.3 Word Analysis: Students will use phonetic analysis to read, write, and spell grade level text.

- LA 1.1.3.a Read, write, and spell words by applying common letter-sound correspondences (e.g., single letter consonants, consonant blends, long and short vowels, digraphs)
- LA 1.1.3.b Use common word patterns to read, write, and spell new words (e.g., r-controlled letter-sound associations, endings [-s, -ing, -ed], consonant blends)
- LA 1.1.3.c Read at least 100 high-frequency words from a commonly used list
- LA 1.1.3.d Spell single syllable phonetically regular words
- LA 1.1.3.e Blend sounds to read words
- LA 1.1.3.f Read words in connected text

LA 1.1.3.g Use word structure to read text including onsets and rhymes, contractions, and common compound words (e.g., football, popcorn, daydream)

LA 1.1.3.h Monitor the accuracy of decoding

LA 1.1.4 Fluency: Students will develop accuracy, phrasing, and expression while reading grade level text.

LA 1.1.4.a Read in meaningful phrases that sound like natural language to support comprehension

LA 1.1.4.b Use a core of high-frequency words and phrases

LA 1.1.4.c Use repeating language patterns when reading

LA 1.1.4.d Use voice intonation (e.g., volume, tone, emphasis) to influence the meaning of text (e.g., character voices, excitement, sadness)

LA 1.1.4.e Read along with others and independently practice keeping an appropriate pace for a text

LA 1.1.5 Vocabulary: Students will build literary, general academic, and content specific grade level vocabulary.

LA 1.1.5.a Use word structure elements, known words, and word patterns to determine meaning (e.g., plural forms, simple compounds, base words)

LA 1.1.5.b Relate new grade level vocabulary to prior knowledge and use in new situations

LA 1.1.5.c Demonstrate understanding that context clues (e.g., word and sentence clues, re-reading) and text features (e.g., photos, illustrations, titles, bold print) exist and may be used to help infer the meaning of unknown words

LA 1.1.5.d Define, sort, and categorize words into conceptual categories (e.g., opposites, living things, synonyms)

LA 1.1.5.e Determine word meaning using reference materials and classroom resources (e.g., word wall, picture dictionary, peer(s), teacher)

LA 1.1.5.f Locate words in reference materials (e.g., alphabetical order)

LA 1.1.6 Comprehension: Students will extract and construct meaning using prior knowledge, applying text information, and monitoring comprehension while reading grade level text.

LA 1.1.6.a Identify author, illustrator, and author's purpose (e.g., explain, entertain, inform)

LA 1.1.6.b Identify elements of narrative text (e.g., characters, setting, events)

LA 1.1.6.c Retell information from narrative text including characters, setting, and events

LA 1.1.6.d Identify the ways authors use words (e.g., rhythm, repeating line, simile, alliteration, onomatopoeia)

LA1.1.6.e Retell main ideas from informational text

LA 1.1.6.f Identify the characteristics of organizational patterns found in informational text (e.g., sequence, compare/contrast)

LA 1.1.6.g Identify text features in informational text (e.g., titles, bold print, italic, illustrations, captions)

LA 1.1.6.h Identify the basic characteristics of familiar narrative and informational text genres (e.g., fairy tales, nursery rhymes, picture books, how-to-books)

LA 1.1.6.i Make connections between characters or events in narrative and informational text, to own life or other cultures

LA 1.1.6.j Generate and/or answer clarifying questions (who, what, when, where, why, how), supporting answers using prior knowledge and information from the text

LA 1.1.6.k Identify and explain purpose for reading (e.g., information, pleasure)

LA 1.1.6.l Build and activate prior knowledge in order to identify text to self, text to text, and text to world connections before, during, and after reading

LA 1.1.6.m Self-monitor comprehension by applying appropriate strategies to self-correct when errors detract from meaning

LA 1.1.6.n Confirm predictions about what will happen next in a text by using meaning clues (e.g., pictures, titles, cover, story sequence, key words)

LA 1.1.6.o Respond to text verbally, in writing, or artistically

LA 1.2 Students will learn and apply writing skills and strategies to communicate.

LA 1.2.1 Writing Process: Students will apply the writing process to plan, draft, revise, edit and publish writing using correct spelling, grammar, punctuation, and other standard conventions appropriate for grade level.

LA 1.2.1.a Demonstrate that writing communicates thoughts and ideas

LA 1.2.1.b Apply prewriting activities and inquiry tools to generate ideas (e.g., draw, brainstorm, graphic organizer, writing tools)

LA 1.2.1.c Generate a draft by:

- Selecting and organizing ideas relevant to topic, purpose, and genre
- Composing complete sentences of varying length and complexity (e.g., dictation, labeling, simple sentences)

LA 1.2.1.d Revise writing by adding details (e.g., quality of ideas, organization, sentence fluency, word choice, voice)

LA 1.2.1.e Provide feedback to other writers

LA 1.2.1.f Edit writing for format and conventions (e.g., correct spelling of frequently used words, capitalization, grammar, basic punctuation such as exclamation mark.

LA 1.2.1.g Publish a legible document (e.g., handwritten)

LA 1.2.1.h Write with appropriate spaces between letters, words, and sentences.

LA 1.2.2 Writing Genres: Students will write for a variety of purposes and audiences in multiple genres.

LA 1.2.2.a Write for a specific purpose (e.g., story with pictures, factual book, alphabet book, poem, letter)

LA 1.2.2.b Write to known audience or specific reader (e.g., letter to familiar person)

LA 1.2.2.c Write books and short pieces of writing that tell a story and/or provide information to readers about a topic

LA 1.2.2.d Write stories with a beginning, middle, and end

LA 1.2.2.e Compare models and examples (own and others) of various genres create similar pieces

LA 1.3 Students will learn and apply speaking and listening skills and strategies to communicate.

LA 1.3.1 Speaking Skills: Students will develop and demonstrate speaking skills to communicate key ideas in a variety of situations.

LA 1.3.1.a Communicate ideas orally in a manner appropriate for the purpose and setting (e.g., language, word choice, sequence, relevance)

LA 1.3.1.b Communicate orally in daily classroom activities and routines

LA 1.3.2 Listening Skills: Students will develop and demonstrate active listening skills across a variety of situations.

LA 1.3.2.a Demonstrate listening skills needed for multiple situations and modalities (e.g., stories, songs, conversations, student sharing, teacher presentation)

LA 1.3.2.b Use information in order to complete a task (e.g., following one/two step directions, responding to questions)

LA 1.3.2.c Listen and retell specific details of information

LA 1.3.2.d Listen to and ask questions about thoughts, ideas, and information being communicated

LA 1.3.3 Reciprocal Communication: Students will develop reciprocal communication skills.

LA 1.3.3.a Demonstrate awareness of and sensitivity to the use of words (e.g., helpful and hurtful words)

LA 1.3.3.b Apply conversation strategies (e.g., face the speaker, listen while others are talking, take turns talking, eye contact)

LA 1.3.3.c Participate in learning situations (e.g. small groups, show and share, cooperative problem solving, play)

LA 1.4 Students will identify, locate, and evaluate information.

LA 1.4.1 Multiple Literacies: Students will research, summarize, and communicate information in a variety of media and formats (textual, visual, and digital).

LA 1.4.1.a Identify resources to find information (e.g., print, electronic)

LA 1.4.1.b Demonstrate understanding of authorship of print and online resources

LA 1.4.1.c Demonstrate awareness of safe behaviors when communicating and interacting with others (e.g., safe information to share online)

LA 1.4.1.d Engage in activities with learners from a variety of cultures through electronic means (e.g., podcasts, video chats, distance learning, e-pals)

LA 1.4.1.e Gather and share information and opinions as a result of communication with others (e.g., video/audio chat, interview, podcast, multi-media presentations)

Nebraska Language Arts Standards - Grade 2

LA 2.1 Students will learn and apply reading skills and strategies to comprehend text.

LA 2.1.1 Knowledge of Print: Concept mastered at a previous grade level

LA 2.1.2 Phonological Awareness: Concept mastered at a previous grade level

LA 2.1.3 Word Analysis: Students will use phonetic analysis to read, write, and spell grade level text.

LA 2.1.3.a Use knowledge of letter/sound correspondence and spelling patterns to read, write, and spell (e.g., consonant and vowel digraphs, diphthongs)

LA 2.1.3.b Read, write, and spell sight words

LA 2.1.3.c Blend sounds to form words

LA 2.1.3.d Read words in connected text

LA 2.1.3.e Use word structure to read text (e.g., onset and rhyme, prefixes/suffixes, compound words, contractions, syllabication, derivation)

LA 2.1.3.f Monitor the accuracy of decoding

LA 2.1.4 Fluency: Students will develop accuracy, phrasing, and expression while reading grade level text.

LA 2.1.4.a Read phrases, clauses, and sentences that sound like natural language to support comprehension

LA 2.1.4.b Read high-frequency words and phrases accurately and automatically

LA 2.1.4.c Vary voice intonation (e.g., volume, tone) to reflect meaning of text

LA 2.1.4.d Use appropriate pace while reading to gain and enhance the meaning of text

LA 2.1.5 Vocabulary: Students will build literary, general academic, and content specific grade level vocabulary.

LA 2.1.5.a Use word structure elements, known words, and word patterns to determine meaning (e.g., contractions, plurals, possessives, basic parts of speech, compounds, syllables)

LA 2.1.5.b Relate new grade level vocabulary to prior knowledge and use in new situations

LA 2.1.5.c Identify and use context clues (e.g., word and sentence clues, re-reading) and text features (e.g., illustrations, graphs, titles, bold print) to help infer meaning of unknown words

LA 2.1.5.d Identify semantic relationships (e.g., patterns and categories, synonyms, antonyms, multiple meanings)

LA 2.1.5.e Identify meaning using print and digital reference materials (e.g., dictionary, glossary)

LA 2.1.5.f Locate words in reference materials (e.g., alphabetical order, guide words)

LA 2.1.6 Comprehension: Students will extract and construct meaning using prior knowledge, applying text information, and monitoring comprehension while reading grade level text.

LA 2.1.6.a Identify author's purpose(s) (e.g., explain, entertain, inform, persuade) to support text comprehension

LA 2.1.6.b Identify elements of narrative text (e.g., characters, setting, plot)

LA 2.1.6.c Retell information from narrative text including characters, setting, and plot

LA 2.1.6.d Explain the ways authors use words (e.g., rhythm, repeating line, simile, alliteration, onomatopoeia)

LA 2.1.6.e Retell and summarize the main idea from informational text

LA 2.1.6.f Identify organizational patterns found in informational text (e.g., sequence, description, compare/contrast)

LA 2.1.6.g Use text features to locate information and gain meaning from a text (e.g., table of contents, maps, charts, illustrations, titles, bold print, captions)

LA 2.1.6.h Identify the basic characteristics of familiar narrative and informational text genres (e.g., fairy tales, nursery rhymes, picture books, how-to books)

LA 2.1.6.i Compare and contrast connections between characters or events in narrative or informational text, to own life or other cultures

LA 2.1.6.j Generate and/or answer literal, inferential, and critical questions, supporting answers using prior knowledge and literal and inferential information from the text

LA 2.1.6.k Identify and explain purpose for reading (e.g., information, pleasure, understanding)

LA 2.1.6.l Build and activate prior knowledge in order to identify text to self, text to text, and text to world connections before, during, and after reading

LA 2.1.6.m Self-monitor comprehension by applying appropriate strategies to self-correct when errors detract from meaning

LA 2.1.6.n Make and confirm/modify predictions before, during, and after reading (e.g., illustrations, personal experience, events, character traits)

LA 2.1.6.o Respond to text verbally, in writing, or artistically

LA 2.2 Students will learn and apply writing skills and strategies to communicate.

LA 2.2.1 Writing Process: Students will apply the writing process to plan, draft, revise, edit and publish writing using correct spelling, grammar, punctuation, and other standard conventions appropriate for grade level.

LA 2.2.1.a Use prewriting activities and inquiry tools to generate ideas (e.g., brainstorm, map, free write, graphic organizer)

LA 2.2.1.b Generate a draft by:

- Selecting and organizing ideas relevant to topic, purpose, and genre

- Composing complete sentences of varying length, and complexity, and type (e.g., dictation, labeling, simple sentences declarative, interrogative, exclamatory)
- Developing a coherent beginning and end

LA 2.2.1.c Revise to improve writing (e.g., quality of ideas, organization, sentence fluency, word choice, voice)

LA 2.2.1.d Provide oral feedback to other writers; utilize others' feedback to improve own writing

LA 2.2.1.e Edit writing for format and conventions (e.g., spelling, capitalization, grammar, basic punctuation)

LA 2.2.1.f Publish a legible document (e.g., handwritten or electronic)

LA 2.2.1.g Print legibly (e.g., letter formation, letter size, spacing, alignment)

LA 2.2.2 Writing Genres: Students will write for a variety of purposes and audiences in multiple genres.

LA 2.2.2.a Write for a specific purpose (e.g., story with pictures, factual book, alphabet book, poem, letter)

LA 2.2.2.b Write to known audience or specific reader (e.g. letter to familiar person)

LA 2.2.2.c Write considering typical characteristics of a selected genre (e.g., variety of poems, friendly letter, how-to books)

LA 2.2.2.d Use Apply an organizational structure that includes a central idea or focus

LA 2.2.2.e Compare models and examples (own and others) of various genres to create a similar piece

LA 2.3 Students will learn and apply speaking and listening skills and strategies to communicate.

LA 2.3.1 Speaking Skills: Students will develop and demonstrate speaking skills to communicate key ideas in a variety of situations.

LA 2.3.1.a Communicate ideas orally in a manner appropriate for the purpose and setting (e.g., language, word choice, sequence, relevance)

LA 2.3.1.b Demonstrate speaking techniques for a variety of purposes and situations

LA 2.3.2 Listening Skills: Students will develop and demonstrate active listening skills across a variety of situations.

LA 2.3.2.a Demonstrate listening skills needed for multiple situations and modalities (e.g., electronic, one-to-one, small/large group, teacher presentation)

LA 2.3.2.b Use information in order to complete a task (e.g., follow multi-step directions, responding to questions)

LA 2.3.2.c Listen and retell specific details of information heard

LA 2.3.2.d Listen to and ask questions about thoughts, ideas, and information being communicated

LA 2.3.3 Reciprocal Communication: Students will develop reciprocal communication skills.

LA 2.3.3.a Demonstrate awareness of and sensitivity to the use of words (e.g., helpful and hurtful words, stereotypes, multiple meanings of words)

LA 2.3.3.b Apply conversation strategies (e.g., face the speaker, listen while others are talking, take turns talking, eye contact, stay on topic, non-verbal cues)

LA 2.3.3.c Participate actively with others in learning situations by contributing questions, information, opinions, and ideas (e.g., book share, literature circle, field trip share, cooperative problem solving)

LA 2.4 Students will identify, locate, and evaluate information.

LA 2.4.1 Multiple Literacies: Students will research, summarize, and communicate information in a variety of media and formats (textual, visual, and digital).

LA 2.4.1.a Use resources to answer guiding questions (e.g., print, electronic)

LA 2.4.1.b Discuss ethical and legal use of information

LA 2.4.1.c Practice safe behaviors when communicating and interacting with others (e.g., safe information to share online)

LA 2.4.1.d Engage in activities with learners from a variety of cultures through electronic means (e.g., podcasts, video chats, distance learning, e-pals)

LA 2.4.1.e Gather and share information and opinions as a result of communication with others (e.g., video/audio chat, interview, podcast, multi-media presentations)

LA 2.4.1.f Use social networks and information tools to gather and share information (e.g., social bookmarking, online collaborative tools)

Nebraska Language Arts Standards - Grade 3

LA 3.1 Students will learn and apply reading skills and strategies to comprehend text.

LA 3.1.1 Knowledge of Print: Concept mastered at a previous grade level

LA 3.1.2 Phonological Awareness: Concept mastered at a previous grade level

LA 3.1.3 Word Analysis: Students will use knowledge of phonetic and structural analysis to read, write, and spell grade level text.

LA 3.1.3.a Use advanced sound/spelling patterns (e.g., special vowel spellings [ough, ion], multi-syllable words) to read, write, and spell

LA 3.1.3.b Use word structure to read text (e.g., prefixes/suffixes, compound words, contractions, syllabication, derivation)

LA 3.1.4 Fluency: Students will develop accuracy, phrasing, and expression while reading grade level text.

LA 3.1.4.a Read phrases, clauses, and sentences that sound like natural language to support comprehension

LA 3.1.4.b Read words and phrases accurately and automatically

LA 3.1.4.c Demonstrate conversational tone (e.g., volume, emphasis) and use of punctuation to reflect meaning of text

LA 3.1.4.d Demonstrate varied pace while reading orally to enhance the meaning of text through pause, stress, and phrasing

LA 3.1.5 Vocabulary: Students will build literary, general academic, and content specific grade level vocabulary.

LA 3.1.5.a Apply word structure elements, known words, and word patterns to determine meaning (e.g., contractions, plurals, possessives, basic parts of speech, compounds, syllables)

LA 3.1.5.b Relate new grade level vocabulary to prior knowledge and use in new situations

LA 3.1.5.c Apply context clues (e.g., word, phrase, and sentence clues, re-reading) and text features (e.g., table of contents, maps, charts, font/format styles) to help infer meaning of unknown words

LA 3.1.5.d Identify semantic relationships (e.g., patterns and categories, synonyms, antonyms, homonyms, multiple meanings)

LA 3.1.5.e Identify meaning using print and digital reference materials (e.g., dictionary, glossary)

LA 3.1.5.f Locate words in reference materials (e.g., alphabetical order, guide words)

LA 3.1.6 Comprehension: Students will extract and construct meaning using prior knowledge, applying text information, and monitoring comprehension while reading grade level text.

- LA 3.1.6.a Identify author's purpose(s) (e.g. explain, entertain, inform, persuade) to support text comprehension
- LA 3.1.6.b Identify elements of narrative text (e.g., characters, setting, plot, point of view)
- LA 3.1.6.c Retell and summarize narrative text including characters, setting, and plot with supporting details
- LA 3.1.6.d Identify literary devices and explain the ways in which language is used (e.g., simile, alliteration, onomatopoeia, imagery, rhythm)
- LA 3.1.6.e Retell and summarize the main idea from informational text using supporting details
- LA 3.1.6.f Recognize and apply knowledge of organizational patterns found in informational text (e.g., sequence, description, cause and effect, compare/contrast)
- LA 3.1.6.g Apply knowledge of text features to locate information and gain meaning from a text (e.g., table of contents, maps, charts, illustrations, headings, captions, font/format styles)
- LA 3.1.6.h Describe the defining characteristics of narrative and informational genres (e.g., folk tales, poetry, historical fiction, biographies, chapter books, textbooks)
- LA 3.1.6.i Use narrative or informational text to develop a multi-cultural perspective
- LA 3.1.6.j Generate and/or answer literal, inferential, and critical questions, supporting answers using prior knowledge and literal and inferential information from the text
- LA 3.1.6.k Identify and explain purpose for reading (e.g., information, pleasure, understanding)
- LA 3.1.6.l Build and activate prior knowledge in order to identify text to self, text to text, and text to world connections before, during, and after reading
- LA 3.1.6.m Self-monitor comprehension by recognizing when meaning is disrupted and apply strategies to clarify, confirm, or correct
- LA 3.1.6.n Make and confirm/modify predictions before, during, and after reading (e.g., captions, headings, character traits, personal experience)
- LA 3.1.6.o Use examples and details in a text to make inferences about a story or situation
- LA 3.1.6.p Respond to text verbally, in writing, or artistically

LA 3.2 Students will learn and apply writing skills and strategies to communicate.

LA 3.2.1 Writing Process: Students will apply the writing process to plan, draft, revise, edit and publish writing using correct spelling, grammar, punctuation, and other standard conventions appropriate for grade level.

- LA 3.2.1.a Use prewriting activities and inquiry tools to generate and organize information (e.g., sketch, brainstorm, web, free write, graphic organizer, storyboarding, and word processing tools)

LA 3.2.1.b Generate a draft by:

- Selecting and organizing ideas relevant to topic, purpose, and genre
- Composing paragraphs with grammatically correct sentences of varying length, and complexity, and type (e.g., declarative, interrogative, and exclamatory)
- Developing paragraphs with topic sentences and supporting facts and details

LA 3.2.1.c Revise to improve writing (e.g., quality of ideas, organization, sentence fluency, word choice, voice)

LA 3.2.1.d Provide oral and/or written feedback to other writers; utilize others' feedback to improve own writing

LA 3.2.1.e Edit writing for format and conventions (e.g., spelling, capitalization, grammar, punctuation)

LA 3.2.1.f Publish a legible document (e.g., handwritten or electronic)

LA 3.2.1.g Write legibly in cursive

LA 3.2.2 Writing Genres: Students will write for a variety of purposes and audiences in multiple genres.

LA 3.2.2.a Write in a selected genre considering purpose (e.g., inform, entertain, persuade, instruct)

LA 3.2.2.b Write considering audience and what the reader needs to know

LA 3.2.2.c Write considering typical characteristics of a selected genre (e.g., variety of poems, friendly letter, how-to books)

LA 3.2.2.d Apply an organizational structure appropriate to the task (e.g., logical, sequential order)

LA 3.2.2.e Analyze models and examples (own and others) of various genres to create a similar piece

LA 3.3 Students will learn and apply speaking and listening skills and strategies to communicate.

LA 3.3.1 Speaking Skills: Students will develop and apply speaking skills to communicate key ideas in a variety of situations.

LA 3.3.1.a Communicate ideas and information in a clear and concise manner appropriate for the purpose and setting (e.g., language, word choice, sequence, relevance)

LA 3.3.1.b Demonstrate speaking techniques for a variety of purposes and situations

LA 3.3.1.c Utilize available media to enhance communication (e.g., poster, overhead)

LA 3.3.2 Listening Skills: Students will develop and apply active listening skills across a variety of situations.

LA 3.3.2.a Demonstrate listening skills needed for multiple situations and modalities (e.g., electronic, one-to-one, small/large group, presentation)

LA 3.3.2.b Use information in order to complete a task

LA 3.3.2.c Listen, ask questions to clarify, and take notes to ensure accuracy of information

LA 3.3.2.d Listen to and summarize thoughts, ideas, and information being communicated

LA 3.3.3 Reciprocal Communication: Students will develop and apply reciprocal communication skills.

LA 3.3.3.a Demonstrate awareness of and sensitivity to the use of words (e.g., stereotypes, multiple meanings of words)

LA 3.3.3.b Apply conversation strategies (e.g., face the speaker, listen while others are talking, gain the floor, take turns talking, eye contact, tone, stay on topic, non-verbal cues)

LA 3.3.3.c Interact and collaborate with others in learning situations by contributing questions, information, opinions, and ideas using a variety of media and formats

LA 3.4 Students will identify, locate, and evaluate information.

LA 3.4.1 Multiple Literacies: Students will research, analyze, and communicate information in a variety of media and formats (textual, visual, and digital).

LA 3.4.1.a Select and use multiple resources to answer guiding questions (e.g., print, electronic)

LA 3.4.1.b Discuss ethical and legal use of information

LA 3.4.1.c Practice safe and ethical behaviors when communicating and interacting with others (e.g., safe information to share online, appropriate language use, utilizing appropriate sites and materials)

LA 3.4.1.d Engage in activities with learners from a variety of cultures through electronic means (e.g., podcasts, video chats, distance learning, e-pals)

LA 3.4.1.e Identify bias and commercialism (e.g., product placement, advertising)

LA 3.4.1.f Gather and share information and opinions as a result of communication with others (e.g., video/audio chat, interview, podcast, multi-media presentations)

LA 3.4.1.g Use social networks and information tools to gather and share information (e.g., social bookmarking, online collaborative tools)

Nebraska Language Arts Standards - Grade 4

LA 4.1 Students will learn and apply reading skills and strategies to comprehend text.

LA 4.1.1 Knowledge of Print: Concept mastered at a previous grade level

LA 4.1.2 Phonological Awareness: Concept mastered at a previous grade level

LA 4.1.3 Word Analysis: Students will use knowledge of phonetic and structural analysis to read, write, and spell grade level text.

LA 4.1.3.a Use advanced sound/spelling patterns (e.g., vowel variance, multi-syllable words) to read, write, and spell

LA 4.1.3.b Use word structure to read text (e.g., prefixes/suffixes, compound words, contractions, syllabication, derivation)

LA 4.1.4 Fluency: Students will read a variety of grade level texts fluently with accuracy, appropriate pace, phrasing, and expression.

LA 4.1.4.a Read phrases, clauses, and sentences that sound like natural language to support comprehension

LA 4.1.4.b Read words and phrases accurately and automatically

LA 4.1.4.c Demonstrate conversational tone (e.g., volume, pitch) and use of punctuation to reflect meaning of text

LA 4.1.4.d Adjust oral or silent reading pace based on purpose, text difficulty, form, and style

LA 4.1.5 Vocabulary: Students will build literary, general academic, and content specific grade level vocabulary.

LA 4.1.5.a Apply knowledge of word structure elements, known words, and word patterns to determine meaning (e.g., parts of speech, plurals, possessives, suffixes, prefixes, base and root words)

LA 4.1.5.b Relate new grade level vocabulary to prior knowledge and use in new situations

LA 4.1.5.c Apply context clues (e.g., word, phrase, sentence, and paragraph clues, re-reading) and text features (e.g., glossary, headings, subheadings, captions) to infer meaning of unknown words

LA 4.1.5.d Identify semantic relationships (e.g., patterns and categories, homographs, homophones, synonyms, antonyms, multiple meanings)

LA 4.1.5.e Determine meaning using print and digital reference materials (e.g., dictionary, thesaurus, glossary)

LA 4.1.6 Comprehension: Students will extract and construct meaning using prior knowledge, applying text information, and monitoring comprehension while reading grade level text.

LA 4.1.6.a Identify author's purpose(s) (e.g., explain, entertain, inform, persuade) and recognize how author's perspective (e.g., beliefs, assumptions, biases) influences text

LA 4.1.6.b Identify and analyze elements of narrative text (e.g., character development, setting, plot, theme)

LA 4.1.6.c Summarize narrative text including characters, setting, and plot with supporting details

LA 4.1.6.d Identify literary devices and explain the ways in which language is used (e.g., simile, metaphor, alliteration, onomatopoeia, imagery, rhythm)

LA 4.1.6.e Retell and summarize the main idea from informational text using supporting details

LA 4.1.6.f Recognize and apply knowledge of organizational patterns found in informational text (e.g., sequence, description, cause and effect, compare/contrast, fact/opinion)

LA 4.1.6.g Apply knowledge of text features to locate information and gain meaning from a text (e.g., glossary, maps, charts, tables, graphs, illustrations, headings, subheadings, captions, font/format styles)

LA 4.1.6.h Describe the defining characteristics of narrative and informational genres (e.g., folk tales, poetry, historical fiction, biographies, chapter books, textbooks)

LA 4.1.6.i Use narrative or informational text to develop a multi-cultural perspective

LA 4.1.6.j Generate and/or answer literal, inferential, critical, and interpretive questions, supporting answers using prior knowledge and literal and inferential information from the text

LA 4.1.6.k Identify and explain purpose for reading (e.g., information, pleasure, understanding)

LA 4.1.6.l Build and activate prior knowledge in order to identify text to self, text to text, and text to world connections before, during, and after reading

LA 4.1.6.m Self-monitor comprehension by recognizing when meaning is disrupted and apply strategies to clarify, confirm, or correct

LA 4.1.6.n Make and confirm/modify predictions before, during, and after reading (e.g., title, topic sentences, font, key words, foreshadowing clues)

LA 4.1.6.o Use examples and details in a text to make inferences about a story or situation

LA 4.1.6.p Respond to text verbally, in writing, or artistically

LA 4.2 Students will learn and apply writing skills and strategies to communicate.

LA 4.2.1 Writing Process: Students will apply the writing process to plan, draft, revise, edit and publish writing using correct spelling, grammar, punctuation, and other standard conventions appropriate for grade level.

LA 4.2.1.a Use prewriting activities and inquiry tools to generate and organize information, guide writing and answer questions (e.g., sketch, brainstorm, diagram, free write, graphic organizer, digital idea mapping tool, word processing tools, multimedia)

LA 4.2.1.b Generate a draft by:

- Selecting and organizing ideas relevant to topic, purpose, and genre
- Composing paragraphs with grammatically correct sentences of varying length, and complexity, and type (e.g., declarative, interrogative, exclamatory, and imperative)
- Developing introductory and concluding paragraphs

LA 4.2.1.c Revise to improve writing (e.g., quality of ideas, organization, sentence fluency, word choice, voice)

LA 4.2.1.d Provide oral, written, and/or electronic feedback to other writers; utilize others' feedback to improve own writing

LA 4.2.1.e Edit writing for format and conventions (e.g., spelling, capitalization, grammar, punctuation)

LA 4.2.1.f Publish a legible document (e.g., handwritten or electronic)

LA 4.2.2 Writing Genres: Students will write for a variety of purposes and audiences in multiple genres.

LA 4.2.2.a Write in a selected genre considering purpose (e.g., inform, entertain, persuade, instruct)

LA 4.2.2.b Write considering audience and what the reader needs to know; select words and format with audience in mind

LA 4.2.2.c Write considering tone/voice and typical characteristics of a selected genre (e.g., memoir, biography, report, formal letter)

LA 4.2.2.d Select and apply an organizational structure appropriate to the task (e.g., logical, sequential order)

LA 4.2.2.e Analyze models and examples (own and others) of various genres to create a similar piece

LA 4.3 Students will learn and apply speaking and listening skills and strategies to communicate.

LA 4.3.1 Speaking Skills: Students will develop and apply speaking skills to communicate key ideas in a variety of situations.

LA 4.3.1.a Communicate ideas and information in a clear and concise manner appropriate to the purpose and setting

LA 4.3.1.b Demonstrate speaking techniques for a variety of purposes and situations

LA 4.3.1.c Utilize available media to enhance communication (e.g., presentation software, poster)

LA 4.3.2 Listening Skills: Students will develop and apply active listening skills across a variety of situations.

LA 4.3.2.a Demonstrate listening skills needed for multiple situations and modalities (e.g., electronic, one-to-one, small/large group, presentation)

LA 4.3.2.b Listen, ask questions to clarify, and take notes to ensure accuracy of information

LA 4.3.2.c Listen to, summarize, and explain thoughts, ideas, and information being communicated

LA 4.3.3 Reciprocal Communication: Students will develop and apply reciprocal communication skills.

LA 4.3.3.a Demonstrate sensitivity to the use of words (e.g., stereotypes, multiple meanings of words)

LA 4.3.3.b Apply conversation strategies (e.g., face the speaker, listen while others are talking, gain the floor, take turns talking, eye contact, tone, stay on topic, non-verbal cues)

LA 4.3.3.c Interact and collaborate with others in learning situations by contributing questions, information, opinions, and ideas using a variety of media and formats

LA 4.4 Students will identify, locate, and evaluate information.

LA 4.4.1 Multiple Literacies: Students will research, synthesize, and communicate information in a variety of media and formats (textual, visual, and digital).

LA 4.4.1.a Select and use multiple resources to answer guiding questions (e.g., print, subscription databases, web resources)

LA 4.4.1.b Demonstrate ethical and legal use of information by citing sources using a prescribed format (e.g., creating a simplified citation of information used)

LA 4.4.1.c Practice safe and ethical behaviors when communicating and interacting with others (e.g., safe information to share online, appropriate language use, utilizing appropriate sites and materials, respecting diverse perspectives)

LA 4.4.1.d Engage in activities with learners from a variety of cultures through electronic means (e.g., podcasts, video chats, distance learning, e-pals)

LA 4.4.1.e Identify bias and commercialism (e.g., product placement, advertising)

LA 4.4.1.f Gather and share information and opinions as a result of communication with others (e.g., video/audio chat, interview, podcast, multi-media presentations)

LA 4.4.1.g Use social networks and information tools to gather and share information (e.g., social bookmarking, online collaborative tools)

Nebraska Language Arts Standards - Grade 5

LA 5.1 Students will learn and apply reading skills and strategies to comprehend text.

LA 5.1.1 Knowledge of Print: Concept mastered at a previous grade level

LA 5.1.2 Phonological Awareness: Concept mastered at a previous grade level

LA 5.1.3 Word Analysis: Students will use knowledge of phonetic and structural analysis to read, write, and spell grade level text.

LA 5.1.3.a Use knowledge of phonetic and structural analysis (e.g., Anglo-Saxon common roots and affixes, multiple syllable words)

LA 5.1.4 Fluency: Students will read a variety of grade level texts fluently with accuracy, appropriate pace, phrasing, and expression.

LA 5.1.4.a Read phrases, clauses, and sentences that sound like natural language to support comprehension

LA 5.1.4.b Read words and phrases accurately and automatically

LA 5.1.4.c Recognize and practice elements of oral prosodic reading to reflect meaning of text (e.g., poem read slowly, conversational narrative, emphasis on key points of information)

LA 5.1.4.d Adjust oral or silent reading pace based on purpose, text difficulty, form, and style

LA 5.1.5 Vocabulary: Students will build literary, general academic, and content specific grade level vocabulary.

LA 5.1.5.a Apply knowledge of word structure elements, known words, and word patterns to determine meaning (e.g., affixes, abbreviations, parts of speech, word origins)

LA 5.1.5.b Relate new grade level vocabulary to prior knowledge and use in new situations

LA 5.1.5.c Select and apply knowledge of context clues (e.g., word, phrase, sentence, and paragraph clues, re-reading) and text features (e.g., glossary, headings, subheadings, captions, maps) to determine meaning of unknown words in a variety of text structures

LA 5.1.5.d Identify semantic relationships (e.g., multiple meanings, metaphors, similes, idioms, analogies)

LA 5.1.5.e Determine meaning using print and digital reference materials (e.g., dictionary, thesaurus, glossary)

LA 5.1.6 Comprehension: Students will extract and construct meaning using prior knowledge, applying text information, and monitoring comprehension while reading grade level text.

LA 5.1.6.a Identify author's purpose(s) (e.g., explain, entertain, inform, persuade) and recognize how author's perspective (e.g., beliefs, assumptions, biases) influences text

LA 5.1.6.b Identify and analyze elements of narrative text (e.g., character development, setting, plot, theme)

LA 5.1.6.c Summarize narrative text including characters, setting, plot, and theme with supporting details

LA 5.1.6.d Identify literary devices and explain the ways in which language is used (e.g., simile, metaphor, alliteration, onomatopoeia, imagery, rhythm)

LA 5.1.6.e Summarize and analyze the main idea from informational text using supporting details

LA 5.1.6.f Understand and apply knowledge of organizational patterns found in informational text (e.g., sequence, description, cause and effect, compare/contrast, fact/opinion)

LA 5.1.6.g Apply knowledge of text features to locate information and gain meaning from a text (e.g., index, maps, charts, tables, graphs, headings, subheadings)

LA 5.1.6.h Describe the defining characteristics of narrative and informational genres (e.g., textbooks, myths, fantasies, science fiction, drama, periodicals, essays)

LA 5.1.6.i Recognize the social, historical, cultural, and biographical influences in a variety of genres

LA 5.1.6.j Use narrative and informational text to develop a national and global multi-cultural perspective

LA 5.1.6.k Generate and/or answer literal, inferential, critical, and interpretive questions, supporting answers using prior knowledge and literal and inferential information from the text and additional sources

LA 5.1.6.l Select text for a particular purpose (e.g., information, pleasure, answer a specific question)

LA 5.1.6.m Build and activate prior knowledge in order to identify text to self, text to text, and text to world connections before, during, and after reading

LA 5.1.6.n Self-monitor comprehension by recognizing when meaning is disrupted and apply strategies to clarify, confirm, or correct

LA 5.1.6.o Use examples and details to make inferences or logical predictions while previewing and reading text

LA 5.1.6.p Respond to text verbally, in writing, or artistically

LA 5.2 Students will learn and apply writing skills and strategies to communicate.

LA 5.2.1 Writing Process: Students will apply the writing process to plan, draft, revise, edit and publish writing using correct spelling, grammar, punctuation, and other standard conventions appropriate for grade level.

LA 5.2.1.a Use prewriting activities and inquiry tools to generate and organize information, guide writing, and answer questions (e.g., sketch, brainstorm, map, outline, diagram, free write, graphic organizer, digital idea mapping tool)

LA 5.2.1.b Generate a draft by:

- Selecting and organizing ideas relevant to topic, purpose, and genre
- Composing paragraphs with simple and compound sentences of varying length, and complexity, and type (e.g., declarative, interrogative, exclamatory, and imperative)
- Developing details and transitional phrases that link one paragraph to another

LA 5.2.1.c Revise to improve writing (e.g., quality of ideas, organization, sentence fluency, word choice, voice)

LA 5.2.1.d Provide oral, written, and/or electronic feedback to other writers; utilize others' feedback to improve own writing

LA 5.2.1.e Edit writing for format and conventions (e.g., spelling, capitalization, grammar, punctuation)

LA 5.2.1.f Publish a legible document (e.g. report, digital story) applying formatting techniques (e.g., indenting paragraphs, titles)

LA 5.2.2 Writing Genres: Students will write for a variety of purposes and audiences in multiple genres.

LA 5.2.2.a Write in a selected genre considering purpose (e.g., inform, entertain, persuade, instruct)

LA 5.2.2.b Write to a specified audience considering interests, background knowledge, and expectations (e.g., known or unknown individual, business, organization)

LA 5.2.2.c Write considering tone/voice and typical characteristics of a selected genre (e.g., memoir, biography, report, persuasive letter, poem, essay)

LA 5.2.2.d Select and apply an organizational structure appropriate to the task (e.g., logical, sequential order, description)

LA 5.2.2.e Analyze models and examples (own and others') of various genres to create a similar piece

LA 5.3 Students will learn and apply speaking and listening skills and strategies to communicate.

LA 5.3.1 Speaking Skills: Students will develop and apply speaking skills to communicate key ideas in a variety of situations.

LA 5.3.1.a Communicate ideas and information in a manner appropriate for the purpose and setting

LA 5.3.1.b Demonstrate speaking techniques for a variety of purposes and situations

LA 5.3.1.c Utilize available media to enhance communication (e.g., projection system, presentation software)

LA 5.3.2 Listening Skills: Students will develop and apply active listening skills across a variety of situations.

LA 5.3.2.a Demonstrate listening skills needed for multiple situations and modalities (e.g., video, audio, distance, one-to-one, group)

LA 5.3.2.b Listen and ask questions to clarify, and take notes to ensure accuracy of information

LA 5.3.2.c Listen to, summarize and interpret message and purpose of information being communicated

LA 5.3.3 Reciprocal Communication: Students will develop and apply reciprocal communication skills.

LA 5.3.3.a Demonstrate sensitivity to the use of words in general as well as to a particular audience (e.g., stereotypes, connotations, subtleties of language)

LA 5.3.3.b Apply conversation strategies (e.g., face the speaker, listen while others are talking, gain the floor, eye contact, tone, stay on topic, non-verbal cues)

LA 5.3.3.c Interact and collaborate with others in learning situations by contributing questions, information, opinions, and ideas using a variety of media and formats

LA 5.4 Students will identify, locate, and evaluate information.

LA 5.4.1 Multiple Literacies: Students will research, synthesize, evaluate and communicate information in a variety of media and formats (textual, visual, and digital).

LA 5.4.1.a Select and use multiple resources to generate and answer questions (e.g., print, subscription databases, web resources)

LA 5.4.1.b Demonstrate ethical and legal use of information by citing sources using a prescribed format (e.g., creating a simplified citation of information used)

LA 5.4.1.c Practice safe and ethical behaviors when communicating and interacting with others (e.g., safe information to share online, appropriate language use, utilizing appropriate sites and materials, respecting diverse perspectives)

LA 5.4.1.d Engage in activities with learners from a variety of cultures through electronic means (e.g., podcasts, video chats, distance learning)

LA 5.4.1.e Evaluate the message for bias and commercialism (e.g., product placement, advertising, body image)

LA 5.4.1.f Gather and share information and opinions as a result of communication with others (e.g., video/audio chat, interview, podcast, multi-media presentations)

LA 5.4.1.g Use social networks and information tools to gather and share information (e.g., social bookmarking, online collaborative tools)

Nebraska Language Arts Standards - Grade 6

LA 6.1 Students will learn and apply reading skills and strategies to comprehend text.

LA 6.1.1 Knowledge of Print: Concept mastered at a previous grade level

LA 6.1.2 Phonological Awareness: Concept mastered at a previous grade level

LA 6.1.3 Word Analysis: Students will use knowledge of phonetic and structural analysis to read, write, and spell grade level text.

LA 6.1.3.a Use knowledge of phonetic and structural analysis (e.g., Anglo-Saxon, Greek, and Latin roots, foreign words frequently used in English, bases, affixes)

LA 6.1.4 Fluency: Students will read a variety of grade level texts fluently with accuracy, appropriate pace, phrasing, and expression.

LA 6.1.4.a Apply elements of oral prosodic reading to reflect the meaning of text (e.g., poem read slowly, conversational narrative, emphasis on key points of information)

LA 6.1.4.b Adjust oral or silent reading pace based on purpose, text difficulty, form, and style

LA 6.1.5 Vocabulary: Students will build literary, general academic, and content specific grade level vocabulary.

LA 6.1.5.a Determine the meaning of words through structural analysis, using knowledge of Greek, Latin, and Anglo Saxon roots, prefixes, and suffixes to understand complex words, including words in science, mathematics, and social studies

LA 6.1.5.b Relate new grade level vocabulary to prior knowledge and use in new situations

LA 6.1.5.c Select and apply knowledge of context clues (e.g., word, phrase, sentence, and paragraph clues, re-reading) and text features (e.g., glossary, headings, subheadings, index, tables, maps, charts) to determine meaning of unknown words in a variety of text structures

LA 6.1.5.d Identify semantic relationships (e.g., metaphors, similes, idioms, analogies, comparisons)

LA 6.1.5.e Determine meaning using print and digital reference materials (e.g., dictionary, thesaurus, glossary)

LA 6.1.6 Comprehension: Students will extract and construct meaning using prior knowledge, applying text information, and monitoring comprehension while reading grade level text.

LA 6.1.6.a Explain how author's purpose and perspective affect the meaning and reliability of the text

LA 6.1.6.b Identify and analyze elements of narrative text (e.g., character development, setting, plot development, conflict, point of view, theme)

LA 6.1.6.c Summarize narrative text using understanding of characters, setting, sequence of events, plot, and theme

LA 6.1.6.d Interpret and explain the author’s use of literary devices (e.g., simile, metaphor, alliteration, onomatopoeia, imagery, rhythm)

LA 6.1.6.e Summarize, analyze, and synthesize informational text using main idea and supporting details

LA 6.1.6.f Apply knowledge of organizational patterns found in informational text (e.g., sequence, description, cause and effect, compare/contrast, fact/opinion)

LA 6.1.6.g Apply knowledge of text features to locate information and gain meaning from a text (e.g., index, maps, charts, tables, graphs, headings, subheadings)

LA 6.1.6.h Distinguish between the defining characteristics of different narrative and informational genres (e.g., textbooks, myths, fantasies, science fiction, drama, periodicals, and essays)

LA 6.1.6.i Describe the social, historical, cultural, and biographical influences in a variety of genres

LA 6.1.6.j Use narrative and informational text to develop a national and global multi-cultural perspective

LA 6.1.6.k Generate and/or answer literal, inferential, critical, and interpretive questions, supporting answers using prior knowledge and information from the text and additional sources

LA 6.1.6.l Select text for a particular purpose (e.g., information, pleasure, answer a specific question)

LA 6.1.6.m Build and activate prior knowledge in order to identify text to self, text to text, and text to world connections before, during, and after reading

LA 6.1.6.n Self-monitor comprehension for accuracy and understanding when errors detract from meaning by applying appropriate strategies to self-correct

LA 6.1.6.o Use examples and details to make inferences or logical predictions while previewing and reading text

LA 6.1.6.p Respond to text verbally, in writing, or artistically

LA 6.2 Students will learn and apply writing skills and strategies to communicate.

LA 6.2.1 Writing Process: Students will apply the writing process to plan, draft, revise, edit and publish writing using correct spelling, grammar, punctuation, and other standard conventions appropriate for grade level.

LA 6.2.1.a Use prewriting activities and inquiry tools, using available technology, to generate and organize information, guide writing, answer questions

LA 6.2.1.b Generate a draft by:

- Selecting and organizing ideas relevant to topic, purpose, and genre
- Composing paragraphs with simple, compound, and complex sentences, avoiding fragments and run-ons of varying length and complexity
- Concluding with detailed summary linked to the purpose of the composition

LA 6.2.1.c Revise to improve writing (e.g., quality of ideas, organization, sentence fluency, word choice, voice)

LA 6.2.1.d Provide oral, written, and/or electronic feedback to other writers; utilize others' feedback to improve own writing

LA 6.2.1.e Edit writing for format and conventions (e.g., spelling, capitalization, grammar, punctuation)

LA 6.2.1.f Publish a legible document (e.g., report, podcast, web page, PowerPoint) that applies formatting techniques to aid comprehension (e.g., differing fonts, title page, highlighting, spacing)

LA 6.2.2 Writing Genres: Students will write for a variety of purposes and audiences in multiple genres.

LA 6.2.2.a Write in a selected genre considering purpose (e.g., inform, entertain, persuade, instruct)

LA 6.2.2.b Write to a specified audience considering interests, background knowledge, and expectations (e.g., known or unknown individual, business, organization, cyber audience)

LA 6.2.2.c Write considering typical characteristics of the selected genre (e.g., biography, report, business memo, poem, essay, email, podcast)

LA 6.2.2.d Select and apply an organizational structure appropriate to the task (e.g., chronological order, cause and effect, compare and contrast)

LA 6.2.2.e Analyze models and examples (own and others') of various genres in order to create a similar piece

LA 6.3 Students will learn and apply speaking and listening skills and strategies to communicate.

LA 6.3.1 Speaking Skills: Students will develop and apply speaking skills to communicate key ideas in a variety of situations.

LA 6.3.1.a Communicate ideas and information in a manner appropriate for the purpose and setting

LA 6.3.1.b Demonstrate and adjust speaking techniques for a variety of purposes and situations

LA 6.3.1.c Utilize available media to enhance communication

LA 6.3.2 Listening Skills: Students will develop, apply, and refine active listening skills across a variety of situations.

LA 6.3.2.a Demonstrate listening skills needed for multiple situations and modalities (e.g., video, audio, distance, one-to-one, group)

LA 6.3.2.b Listen, ask questions to clarify, and take notes to ensure accuracy of information

LA 6.3.2.c Listen to, analyze, and evaluate message, purpose, and perspective of information being communicated

LA 6.3.3 Reciprocal Communication: Students will develop, apply, and adapt reciprocal communication skills.

LA 6.3.3.a Demonstrate sensitivity to the use of words in general as well as to a particular audience (e.g., stereotypes, connotations, subtleties of language)

LA 6.3.3.b Apply conversation strategies (e.g., listen while others are talking, gain the floor, eye contact, tone, stay on topic, non-verbal cues)

LA 6.3.3.c Interact and collaborate with others in learning situations by contributing questions, information, opinions, and ideas using a variety of media and formats

LA 6.4 Students will identify, locate, and evaluate information.

LA 6.4.1 Multiple Literacies: Students will research, synthesize, evaluate, and communicate information in a variety of media and formats (textual, visual, and digital).

LA 6.4.1.a Select and use multiple resources to generate and answer questions and establish validity of information (e.g., print, subscription databases, web resources)

LA 6.4.1.b Demonstrate ethical and legal use of information by citing sources using a prescribed format (e.g., citation of information used)

LA 6.4.1.c Practice safe and ethical behaviors when communicating and interacting with others (e.g., safe information to share online, appropriate language use, utilize appropriate sites and materials, respect diverse perspectives)

LA 6.4.1.d Engage in activities with learners from a variety of cultures through electronic means (e.g., podcasts, video chats, distance learning)

LA 6.4.1.e While reading, listening, and viewing, evaluate the message for bias, commercialism and hidden agendas (e.g., product placement, television ad, radio ad, movie, body image, sexism)

LA 6.4.1.f Gather and share information and opinions as a result of communication with others (e.g., video/audio chat, interview, podcast, multi-media presentations)

LA 6.4.1.g Use social networks and information tools to gather and share information (e.g., social bookmarking, online collaborative tools)

Nebraska Language Arts Standards - Grade 7

LA 7.1 Students will learn and apply reading skills and strategies to comprehend text.

LA 7.1.1 Knowledge of Print: Concept mastered at a previous grade level

LA 7.1.2 Phonological Awareness: Concept mastered at a previous grade level

LA 7.1.3 Word Analysis: Concept mastered at a previous grade level

LA 7.1.4 Fluency: Students will read a variety of grade level texts fluently with accuracy, appropriate pace, phrasing, and expression.

LA 7.1.4.a Apply elements of prosodic reading to a group of related texts and explore their potential for performance

LA 7.1.4.b Adjust oral or silent reading pace based on purpose, text difficulty, form, and style

LA 7.1.5 Vocabulary: Students will build literary, general academic, and content specific grade level vocabulary.

LA 7.1.5.a Determine meaning of words through structural analysis, using knowledge of Greek, Latin, and Anglo-Saxon roots, prefixes, and suffixes to understand complex words, including words in science, mathematics, and social studies

LA 7.1.5.b Relate new grade level vocabulary to prior knowledge and use in new situations.

LA 7.1.5.c Select and apply knowledge of context clues (e.g., word, phrase, sentence, and paragraph clues, re-reading) and text features (e.g., glossary, headings, subheadings, index, tables, maps, graphs, charts) appropriate to a particular text to determine meaning of unknown words

LA 7.1.5.d Analyze semantic relationships (e.g., figurative language, connotations, subtle distinctions)

LA 7.1.5.e Determine meaning using print and digital reference materials

LA 7.1.6 Comprehension: Students will extract and construct meaning using prior knowledge, applying text information, and monitoring comprehension while reading grade level text.

LA 7.1.6.a Analyze the meaning, reliability, and validity of the text considering author's purpose, and perspective

LA 7.1.6.b Identify and analyze elements of narrative text (e.g., character development, setting, plot development, conflict, point of view, theme)

LA 7.1.6.c Analyze author's use of literary devices (e.g., foreshadowing, personification, idiom, oxymoron, hyperbole, flashback, suspense, symbolism, irony)

LA 7.1.6.d Summarize, analyze, and synthesize informational text using main idea and supporting details

LA 7.1.6.e Apply knowledge of organizational patterns found in informational text (e.g., sequence, description, cause and effect, compare/contrast, fact/opinion, proposition/support)

LA 7.1.6.f Apply knowledge of text features to locate information and gain meaning from a text (e.g., index, annotations, maps, charts, tables, graphs, headings, subheadings)

LA 7.1.6.g Explain and make inferences based on the characteristics of narrative and informational genres (e.g., textbooks, myths, fantasies, science fiction, drama, periodicals, essays)

LA 7.1.6.h Explain the social, historical, cultural, and biographical influences in a variety of genres

LA 7.1.6.i Use narrative and informational text to develop a national and global multi-cultural perspective

LA 7.1.6.j Generate and/or answer literal, inferential, critical, and interpretive questions, analyzing prior knowledge, information from the text and additional sources, to support answers

LA 7.1.6.k Select text for a particular purpose (e.g., understand, interpret, enjoy, solve problems, form an opinion, answer a specific question, discover models for own writing)

LA 7.1.6.l Build and activate prior knowledge in order to clarify text, deepen understanding, and make connections while reading

LA 7.1.6.m Self-monitor comprehension for accuracy and understanding when errors detract from meaning by applying appropriate strategies to self-correct

LA 7.1.6.n Use examples and details to make inferences or logical predictions while previewing and reading text

LA 7.1.6.o Respond to text verbally, in writing, or artistically

LA 7.2 Students will learn and apply writing skills and strategies to communicate.

LA 7.2.1 Writing Process: Students will apply the writing process to plan, draft, revise, edit and publish writing using correct spelling, grammar, punctuation, and other standard conventions appropriate for grade level.

LA 7.2.1.a Use prewriting activities and inquiry tools, using available technology, to generate and organize information, guide writing and answer questions

LA 7.2.1.b Generate a draft by:

- Selecting and organizing ideas relevant to topic, purpose, and genre
- Composing paragraphs with sentences of varying length and complexity avoiding fragments and run-ons
- Using effective transitional words and cues to unify important ideas

LA 7.2.1.c Revise to improve writing (e.g., quality of ideas, organization, sentence fluency, word choice, voice)

LA 7.2.1.d Provide oral, written, and/or electronic feedback to other writers; utilize others' feedback to improve own writing

LA 7.2.1.e Edit writing for format and conventions (e.g., spelling, capitalization, grammar, punctuation)

LA 7.2.1.f Publish a legible document (e.g., report, podcast, web page, PowerPoint) that applies formatting techniques to aid comprehension (e.g., differing fonts, title page, highlighting, spacing)

LA 7.2.2 Writing Genres: Students will write for a variety of purposes and audiences in multiple genres.

LA 7.2.2.a Write in a variety of genres, considering purpose (e.g., inform, entertain, persuade, instruct)

LA 7.2.2.b Write in a variety of genres, considering audience (e.g., a known or unknown individual, a business, organization, or cyber audience)

LA 7.2.2.c Write considering typical characteristics of the selected genre (e.g., letter to the editor, report, email, class notes, essay, research paper, play)

LA 7.2.2.d Select and apply an organizational structure appropriate to the task (e.g., order of importance, similarity and difference, posing and answering a question)

LA 7.2.2.e Analyze models and examples (own and others') of various genres in order to create a similar piece

LA 7.3 Students will learn and apply speaking and listening skills and strategies to communicate.

LA 7.3.1 Speaking Skills: Students will develop and apply speaking skills to communicate key ideas in a variety of situations.

LA 7.3.1.a Communicate ideas and information in a manner appropriate for the purpose and setting

LA 7.3.1.b Demonstrate and adjust speaking techniques for a variety of purposes and situations

LA 7.3.1.c Utilize available media to enhance communication

LA 7.3.2 Listening Skills: Students will develop, apply, and refine active listening skills across a variety of situations.

LA 7.3.2.a Apply listening skills needed for multiple situations and modalities (e.g., video, audio, distance, one-to-one, group)

LA 7.3.2.b Listen and ask probing questions to elicit information

LA 7.3.2.c Listen to, analyze, and evaluate message, purpose, and perspective of information being communicated

LA 7.3.3 Reciprocal Communication: Students will develop, apply, and adapt reciprocal communication skills.

LA 7.3.3.a Demonstrate sensitivity to the use of words in general as well as to a particular audience (e.g., stereotypes, connotations, subtleties of language)

LA 7.3.3.b Apply conversation strategies (e.g., listen while others are talking, eye contact, tone, stay on topic, non-verbal cues)

LA 7.3.3.c Interact and collaborate with others in learning situations by contributing questions, information, opinions, and ideas using a variety of media and formats

LA 7.4 Students will identify, locate, and evaluate information.

LA 7.4.1 Multiple Literacies: Students will research, synthesize, evaluate, and communicate information in a variety of media and formats (textual, visual, and digital).

LA 7.4.1.a Select and use multiple resources to generate and answer questions and establish validity of information (e.g., print, subscription databases, web resources)

LA 7.4.1.b Demonstrate ethical and legal use of information by citing sources using a prescribed format (e.g., citation of information used)

LA 7.4.1.c Practice safe and ethical behaviors when communicating and interacting with others (e.g., safe information to share online, appropriate language use, utilize appropriate sites and materials, respect diverse perspectives)

LA 7.4.1.d Engage in activities with learners from a variety of cultures through electronic means (e.g., podcasts, video chats, distance learning)

LA 7.4.1.e While reading, listening, and viewing, evaluate the message for bias, commercialism and hidden agendas (e.g., product placement, television ad, radio ad, movie, body image, sexism)

LA 7.4.1.f Gather and share information and opinions as a result of communication with others (e.g., video/audio chat, interview, podcast, multi-media presentations)

LA 7.4.1.g Use social networks and information tools to gather and share information (e.g., social bookmarking, online collaborative tools)

Nebraska Language Arts Standards - Grade 8

LA 8.1 Students will learn and apply reading skills and strategies to comprehend text.

LA 8.1.1 Knowledge of Print: Concept mastered at a previous grade level

LA 8.1.2 Phonological Awareness: Concept mastered at a previous grade level

LA 8.1.3 Word Analysis: Concept mastered at a previous grade level

LA 8.1.4 Fluency: Students will read a variety of grade level texts fluently with accuracy, appropriate pace, phrasing, and expression.

LA 8.1.4.a Incorporate elements of prosodic reading to communicate text

LA 8.1.4.b Adjust oral or silent reading pace based on purpose, text difficulty, form, and style

LA 8.1.4.c Recognize and represent writer's tone and style while reading individually or in groups (e.g., choral reading, reader's theatre performances)

LA 8.1.5 Vocabulary: Students will build literary, general academic, and content specific grade level vocabulary.

LA 8.1.5.a Determine meaning of words through structural analysis, using knowledge of Greek, Latin, and Anglo-Saxon roots, prefixes, and suffixes to understand complex words, including words in science, mathematics, and social studies

LA 8.1.5.b Relate new grade level vocabulary to prior knowledge and use in new situations.

LA 8.1.5.c Select a context clue strategy to determine meaning of unknown word appropriate to text (e.g., restatement, example, gloss, annotation, sidebar)

LA 8.1.5.d Analyze semantic relationships (e.g., figurative language, connotations, subtle distinctions)

LA 8.1.5.e Determine meaning using print and digital reference materials

LA 8.1.6 Comprehension: Students will extract and construct meaning using prior knowledge, applying text information, and monitoring comprehension while reading grade level text.

LA 8.1.6.a Analyze the meaning, reliability, and validity of the text considering author's purpose, perspective, and information from additional sources

LA 8.1.6.b Identify and analyze elements of narrative text (e.g., character development, setting, plot development, conflict, point of view, inferred and recurring themes)

LA 8.1.6.c Analyze author's use of literary devices (e.g., foreshadowing, personification, idiom, oxymoron, hyperbole, flashback, suspense, symbolism, irony, transitional devices)

LA 8.1.6.d Summarize, analyze, and synthesize informational text using main idea and supporting details

LA 8.1.6.e Apply knowledge of organizational patterns found in informational text (e.g., sequence, description, cause and effect, compare/contrast, fact/opinion, proposition/support)

LA 8.1.6.f Analyze and evaluate information from text features (e.g., index, annotations, maps, charts, tables, graphs, headings, subheadings, lists)

LA 8.1.6.g Analyze and make inferences based on the characteristics of narrative and informational genres

LA 8.1.6.h Analyze a variety of genres for the social, historical, cultural, and biographical influences

LA 8.1.6.i Use narrative and informational text to develop a national and global multi-cultural perspective

LA 8.1.6.j Generate and/or answer literal, inferential, critical, and interpretive questions, analyzing and synthesizing prior knowledge, information from the text and additional sources, to support answers

LA 8.1.6.k Select text for a particular purpose (e.g., understand, interpret, enjoy, solve problems, form an opinion, answer a specific question, discover models for own writing)

LA 8.1.6.l Build and activate prior knowledge in order to clarify text, deepen understanding, and make connections while reading

LA 8.1.6.m Self-monitor comprehension for accuracy and understanding when errors detract from meaning by applying appropriate strategies to self-correct

LA 8.1.6.n Make complex or abstract inferences or predictions by synthesizing information while previewing and reading text

LA 8.1.6.o Respond to text verbally, in writing, or artistically

LA 8.2 Students will learn and apply writing skills and strategies to communicate.

LA 8.2.1 Writing Process: Students will apply the writing process to plan, draft, revise, edit and publish writing using correct spelling, grammar, punctuation, and other standard conventions appropriate for grade level.

LA 8.2.1.a Use prewriting activities and inquiry tools to generate and organize information, guide writing, answer questions, and synthesize information

LA 8.2.1.b Generate a draft by:

- Defining and stating a thesis
- Structuring ideas and arguments in an effective and sustained way, following an organizational pattern appropriate to the purpose and intended audience
- Identifying and using parallelism to present items in a series and items juxtaposed for emphasis

LA 8.2.1.c Revise to improve writing (e.g., quality of ideas, organization, sentence fluency, word choice, voice)

LA 8.2.1.d Provide oral, written, and electronic feedback to other writers; utilize others' feedback to improve own writing

LA 8.2.1.e Edit writing for format and conventions (e.g., spelling, capitalization, grammar, punctuation)

LA 8.2.1.f Publish a legible document that applies formatting techniques to contribute to the readability and impact of the document (e.g., fonts, spacing, highlighting, images, style conventions, manuscript requirements)

LA 8.2.2 Writing Genres: Students will write for a variety of purposes and audiences in multiple genres.

LA 8.2.2.a Write in a variety of genres, considering purpose and audience

LA 8.2.2.b Write considering typical characteristics of the selected genre (e.g., business letter, report, email, class notes, research paper, play, web page/blog)

LA 8.2.2.c Select and apply an organizational structure appropriate to the task (e.g., problem/solution, persuasion)

LA 8.2.2.d Analyze models and examples (own and others') of various genres in order to create a similar piece

LA 8.3 Students will learn and apply speaking and listening skills and strategies to communicate.

LA 8.3.1 Speaking Skills: Students will develop, apply, and refine speaking skills to communicate key ideas in a variety of situations.

LA 8.3.1.a Communicate ideas and information in a manner appropriate for the purpose and setting

LA 8.3.1.b Demonstrate and adjust speaking techniques for a variety of purposes and situations

LA 8.3.1.c Utilize available media to enhance communication

LA 8.3.2 Listening Skills: Students will develop, apply, and refine active listening skills across a variety of situations.

LA 8.3.2.a Apply listening skills needed for multiple situations and modalities (e.g., video, audio, distance, one-to-one, group)

LA 8.3.2.b Listen and ask questions concerning the speaker's content, delivery and purpose.

LA 8.3.2.c Listen to, analyze, and evaluate thoughts, ideas, and credibility of information being communicated

LA 8.3.3 Reciprocal Communication: Students will develop, apply, and adapt reciprocal communication skills.

LA 8.3.3.a Demonstrate sensitivity to the use of words (e.g., stereotypes, connotations, subtleties of language)

LA 8.3.3.b Interact and collaborate with others in learning situations by contributing questions, information, opinions, and ideas using a variety of media and formats

LA 8.3.3.c Respect diverse perspectives while collaborating and participating as a member of the community

LA 8.4 Students will identify, locate, and evaluate information.

LA 8.4.1 Multiple Literacies: Students will research, synthesize, evaluate, and communicate information in a variety of media and formats (textual, visual, and digital).

LA 8.4.1.a Select and use multiple resources to answer questions and support conclusions using valid information (e.g., print, subscription databases, web resources)

LA 8.4.1.b Demonstrate ethical and legal use of information by citing sources using prescribed formats and tools (e.g., online citation assistance, publication guidelines)

LA 8.4.1.c Practice safe and ethical behaviors when communicating and interacting with others (e.g., safe information to share online, appropriate language use, utilize appropriate sites and materials, respect diverse perspectives)

LA 8.4.1.d Engage in activities with learners from a variety of cultures through electronic means (e.g., podcasts, video chats, distance learning)

LA 8.4.1.e While reading, listening, and viewing, evaluate the message for bias, commercialism and hidden agendas (e.g., product placement, television ad, radio ad, movie, body image, sexism)

LA 8.4.1.f Gather and share information and opinions as a result of communication with others (e.g., video/audio chat, interview, podcast, multi-media presentations)

LA 8.4.1.g Use social networks and information tools to gather and share information (e.g., social bookmarking, online collaborative tools)

Nebraska Language Arts Standards - Grade 12

LA 12.1 Students will learn and apply reading skills and strategies to comprehend text.

LA 12.1.1 Knowledge of Print: Concept mastered at a previous grade level

LA 12.1.2 Phonological Awareness: Concept mastered at a previous grade level

LA 12.1.3 Word Analysis: Concept mastered at a previous grade level.

LA 12.1.4 Fluency: Students will read a variety of grade level texts fluently with accuracy, appropriate pace, phrasing, and expression.

LA 12.1.4.a Independently incorporate elements of prosodic reading to interpret text in a variety of situations

LA 12.1.4.b Adjust oral or silent reading pace based on purpose, text difficulty, form, and style

LA 12.1.4.c Recognize and represent writer's tone and style while reading individually or in groups (e.g., change genre of text to perform orally)

LA 12.1.5 Vocabulary: Students will build literary, general academic, and content specific grade level vocabulary.

LA 12.1.5a Determine meaning of words through structural analysis, using knowledge of Greek, Latin, and Anglo-Saxon roots, prefixes, and suffixes to understand complex words, including words in science, mathematics, and social studies

LA 12.1.5b Relate new grade level vocabulary to prior knowledge and use in new situations.

LA 12.1.5c Independently apply appropriate strategy to determine meaning of unknown words in text

LA 12.1.5d Use semantic relationships to evaluate, defend, and make judgments

LA 12.1.5e Determine meaning using print and digital reference materials

LA 12.1.6 Comprehension: Students will extract and construct meaning using prior knowledge, applying text information, and monitoring comprehension while reading grade level text.

LA 12.1.6.a Evaluate the meaning, reliability, and validity of the text considering author's purpose perspective, and information from additional sources

LA 12.1.6.b Analyze and evaluate narrative text (e.g., characterization, setting, plot development, internal and external conflict, inferred and recurring themes, point of view, tone, mood)

LA 12.1.6.c Analyze the function and critique the effects of the author's use of stylistic and literary devices (e.g., allusion, symbolism, irony, foreshadowing, flashback, metaphor, personification, epiphany, oxymoron, dialect, tone, mood, transitional devices)

LA 12.1.6.d Summarize, analyze, synthesize, and evaluate informational text

LA_12.1.6.e Apply knowledge of organizational patterns found in informational text (e.g., sequence, description, cause and effect, compare/contrast, fact/opinion, proposition/support, concept definition, question/answer)

LA 12.1.6.f Analyze and evaluate information from text features (e.g., index, annotations, photographs, charts, tables, graphs, headings, subheadings, lists)

LA_12.1.6.g Analyze and evaluate make inferences based on the characteristics of narrative and informational genres and provide evidence from the text to support understanding

LA 12.1.6.h Critique the effects of historical, cultural, political, and biographical influences in a variety of genres

LA 12.1.6.i Use narrative and informational text to develop a national and global multi-cultural perspective

LA 12.1.6.j Generate and/or answer literal, inferential, critical, and interpretive questions, analyzing, synthesizing, and evaluating prior knowledge, information from the text and additional sources, to support answers

LA 12.1.6.k Select a text for a particular purpose (e.g., understand a specific viewpoint, enjoy, solve problems, form an opinion, discover models for own writing, predict outcomes, accomplish a task)

LA 12.1.6.l Build and activate prior knowledge in order to clarify text, deepen understanding, and make connections while reading

LA 12.1.6.m Self-monitor comprehension for accuracy and understanding when errors detract from meaning by applying appropriate strategies to self-correct

LA 12.1.6.n Make complex or abstract inferences or predictions by synthesizing information while previewing and reading text

LA 12.1.6.o Respond to text verbally, in writing, or artistically

LA 12.2 Students will learn and apply writing skills and strategies to communicate.

LA 12.2.1 Writing Process: Students will apply the writing process to plan, draft, revise, edit and publish writing using correct spelling, grammar, punctuation, and other standard conventions appropriate for grade level.

LA 12.2.1.a Select and use appropriate prewriting tools to generate and organize information, guide writing, answer questions, and synthesize information

LA 12.2.1.b Generate a draft by:

- Constructing clearly worded and effectively placed thesis statements that convey a clear perspective on the subject
- Structuring ideas and arguments in an effective and sustained way, following an organizational pattern appropriate to the purpose and intended audience
- Applying standard rules of sentence formation, including parallel structure and subordination

LA 12.2.1.c Revise to improve writing (e.g., quality of ideas, organization, sentence fluency, word choice, voice)

LA 12.2.1.d Provide oral, written and/or electronic feedback to other writers; utilize others' feedback to improve own writing

LA 12.2.1.e Edit writing for format and conventions (e.g., spelling, capitalization, grammar, punctuation)

LA 12.2.1.f Publish a legible document that applies formatting techniques to contribute to the readability and impact of the document (e.g., fonts, spacing, highlighting, images, style conventions, manuscript requirements)

LA 12.2.2 Writing Genres: Students will write for a variety of purposes and audiences in multiple genres.

LA 12.2.a Write in a variety of genres, considering purpose, audience, medium, and available technology

LA 12.2.b Write considering typical characteristics of the selected genre (e.g., resume, brochure, web page/blog, news article, job application and accompanying cover letter, senior project, college application essay)

LA 12.2.c Select and apply an organizational structure appropriate to the task

LA 12.2.d Analyze models and examples (own and others') of various genres in order to create a similar piece

LA 12.3 Students will learn and apply speaking and listening skills and strategies to communicate.

LA 12.3.1 Speaking Skills: Students will develop, apply, and refine speaking skills to communicate key ideas in a variety of situations.

LA 12.3.1.a Communicate ideas and information in a manner appropriate for the purpose and setting

LA 12.3.1.b Demonstrate and adjust speaking techniques for a variety of purposes and situations

LA 12.3.1.c Utilize available media to enhance communication

LA 12.3.2 Listening Skills: Students will develop, apply, and refine active listening skills across a variety of situations.

LA 12.3.2.a Apply listening skills needed to summarize and evaluate information given in multiple situations and modalities (e.g., video, audio, distance, one-to-one, group)

LA 12.3.2.b Listen and respond to messages by expressing a point of view on the topic using questions, challenges, or affirmations

LA 12.3.2.c Listen to and evaluate the clarity, quality and effectiveness of important points, arguments, and evidence being communicated

LA 12.3.3 Reciprocal Communication: Students will develop, apply, and adapt reciprocal communication skills.

LA 12.3.3.a Interact and collaborate with others in learning situations by contributing questions, information, opinions, and ideas using a variety of media and formats

LA 12.3.3.b.Solicit and respect diverse perspectives while searching for information, collaborating, and participating as a member of the community (e.g., sensitivity to the use of words)

LA 12.4 Students will identify, locate, and evaluate information.

LA 12.4.1 Multiple Literacies: Students will research, synthesize, evaluate, and communicate information in a variety of media and formats (textual, visual, and digital).

LA 12.4.1.a Select and use multiple resources to answer questions and defend conclusions using valid information (e.g., print, subscription databases, web resources)

LA 12.4.1.b Demonstrate ethical and legal use of information by citing sources using prescribed formats and tools (e.g., online citation assistance, publication guidelines)

LA 12.4.1.c Practice safe and ethical behaviors when communicating and interacting with others (e.g., safe information to share online, appropriate language use, utilize appropriate sites and materials, respect diverse perspectives)

LA 12.4.1.d Engage in activities with learners from a variety of cultures through electronic means (e.g., podcasts, video chats, distance learning)

LA 12.4.1.e While reading, listening, and viewing, evaluate the message for bias, commercialism and hidden agendas (e.g., product placement, television ad, radio ad, movie, body image, sexism)

LA 12.4.1.f Gather and share information and opinions as a result of communication with others (e.g., video/audio chat, interview, podcast, multi-media presentations)

LA 12.4.1.g Use social networks and information tools to gather and share information (e.g., social bookmarking, online collaborative tools, web page/blog)

The State Board of Education adopted these Mathematics Standards on October 8, 2009, pursuant to the requirements of 79-760.01 R.R.S.

GENERAL INFORMATION

Purpose of These Standards. The State Board of Education adopts these standards to identify what students should know and be able to do and what teachers should teach.

Scope and Application of this Appendix. This Appendix provides mathematics (number sense, geometry, measurement, algebra, data analysis, and probability) state academic content standards for use under the provisions of, and pursuant to, the Quality Education Accountability Act (Sections 79-757 to 79-762 R.R.S.), and the requirements for this Chapter.

K-12 Comprehensive Content Standards. The comprehensive content standards identify broad K-12 learning standards related to number sense, geometry, measurement, algebra, data analysis, and probability.

Grade Level Standards. The grade level standards represent the critical content for students to know and be able to do by the end of a specific grade level.

Curricular Indicators. Following each grade level standard is a set of curricular indicators, which are written in clear and specific language to aid in understanding the meaning of the standards. Since a number of the grade level standards are repeated in whole or in part at different grade levels, the curricular indicators show progression and increased expectations throughout the grades. Although the curricular indicators are not an exhaustive list of what can be done to meet the grade level standards, they are representative of the content for each standard at each grade level.

Nebraska Mathematics Standards – Kindergarten

MA 0.1 Students will communicate number sense concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.

MA 0.1.1 Number System: Students will demonstrate, represent, and show relationships among whole numbers within the base-ten number system.

MA 0.1.1.a Count, read and write numbers 0 – 20

MA 0.1.1.b Count objects using one-to-one correspondence 0 – 20

MA 0.1.1.c Sequence objects using ordinal numbers (first through fifth)

MA 0.1.1.d Match numerals to the quantities they represent 0 – 20, using a variety of models and representations

MA 0.1.1.e Demonstrate and identify multiple equivalent representations for numbers 1 – 10 (e.g., 10 is 1 and 9; 10 is 6 and 4)

MA 0.1.1.f Demonstrate relative position of whole numbers 0 – 10 (e.g., 5 is between 2 and 10; 7 is greater than 3)

MA 0.1.2 Operations: Students will demonstrate the meaning of addition and subtraction with whole numbers.

MA 0.1.2.a Use objects and words to explain the meaning of addition as a joining action (e.g., Two girls are sitting at a table. Two more girls join them. How many girls are sitting at the table?)

MA 0.1.2.b Use objects and words to explain the meaning of addition as parts of a whole (e.g., Three boys and two girls are going to the zoo. How many children are going to the zoo?)

MA 0.1.2.c Use objects and words to explain the meaning of subtraction as a separation action (e.g., Five girls are sitting at a table. Two girls leave. How many girls are left sitting at the table?)

MA 0.1.2.d Use objects and words to explain the meaning of subtraction as finding part of a whole (e.g., Jacob has 5 pencils. Three are blue and the rest are red. How many red pencils does Jacob have?)

MA 0.1.3 Computation: Mastery not expected at this level.

MA 0.1.4 Estimation: Mastery not expected at this level.

MA 0.2 Students will communicate geometric concepts and measurement concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.

MA 0.2.1 Characteristics: Students will identify two-dimensional geometric shapes.

MA 0.2.1.a Sort and name two-dimensional shapes (e.g., square, circle, rectangle, triangle)

MA 0.2.2 Coordinate Geometry: Mastery not expected at this level.

MA 0.2.3 Transformations: Mastery not expected at this level.

MA 0.2.4 Spatial Modeling: Students will communicate relative positions in space.

MA 0.2.4.a Demonstrate positional words (e.g., above/below, near/far, over/ under, in/out, down/up, around/through)

MA 0.2.5 Measurement: Students will measure using nonstandard units and time.

MA 0.2.5.a Identify the name and amount of a penny, nickel, dime, and quarter

MA 0.2.5.b Identify time to the hour

MA 0.2.5.c Measure using nonstandard units

MA 0.2.5.d Compare objects according to length

MA 0.3 Students will communicate algebraic concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.

MA 0.3.1 Relationships: Students will sort, classify, and order objects by relationships.

MA 0.3.1.a Sort by color, shape, or size

MA 0.3.1.b Create own rule for sorting other than color, shape, and size

MA 0.3.2 Modeling in Context: Students will use objects as models to represent mathematical situations.

MA 0.3.2.a Model situations that involve the addition and subtraction of whole numbers 0 – 10 using objects

MA 0.3.3 Procedures: Students will use concrete and verbal representations to solve number stories.

MA 0.3.3.a Use objects to solve addition and subtraction of whole numbers 0 – 10

MA 0.4 Students will communicate data analysis/probability concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.

MA 0.4.1 Display and Analysis: Students will sort, classify, represent, describe, and compare sets of objects.

MA 0.4.1.a Sort and classify objects according to an attribute (e.g., size, color, shape)

MA 0.4.1.b Identify the attributes of sorted data

MA 0.4.1.c Compare the attributes of the data (e.g., most, least, same)

MA 0.4.2 Predictions and Inferences: Mastery not expected at this level.

MA 0.4.3 Probability: Mastery not expected at this level.

Nebraska Mathematics Standards – Grade 1

MA 1.1 Students will communicate number sense concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.

MA 1.1.1 Number System: Students will demonstrate, represent, and show relationships among whole numbers within the base-ten number system.

MA 1.1.1.a Count, read, and write numbers 0 – 100

MA 1.1.1.b Count by multiples of 2 up to 50

MA 1.1.1.c Count by multiples of 5 up to 100

MA 1.1.1.d Count by multiples of 10 up to 100

MA 1.1.1.e Sequence objects using ordinal numbers (first through tenth)

MA 1.1.1.f Count backwards from 10 – 0

MA 1.1.1.g Connect number words to the quantities they represent 0 – 20

MA 1.1.1.h Demonstrate and identify multiple equivalent representations for numbers 1 – 100 (e.g., 23 is 2 tens and 3 ones; 23 is 1 ten and 13 ones; 23 is 23 ones)

MA 1.1.1.i Compare and order whole numbers 0 – 100

MA 1.1.1.j Demonstrate relative position of whole numbers 0 – 100 (e.g., 52 is between 50 and 60; 83 is greater than 77)

MA 1.1.2 Operations: Students will demonstrate the meaning of addition and subtraction with whole numbers.

MA 1.1.2.a Use objects, drawings, words, and symbols to explain addition as a joining action

MA 1.1.2.b Use objects, drawings, words, and symbols to explain addition as parts of a whole

MA 1.1.2.c Use objects, drawings, words, and symbols to explain subtraction as a separation action

MA 1.1.2.d Use drawings, words, and symbols to explain subtraction as finding part of a whole

MA 1.1.2.e Use objects, drawings, words, and symbols to explain subtraction as a comparison (e.g., Nancy has 8 hair ribbons. Jane has 5 hair ribbons. How many more hair ribbons does Nancy have than Jane?)

MA 1.1.3 Computation: Students will compute fluently and accurately using appropriate strategies and tools.

MA 1.1.3.a Fluently add whole number sums up to 10

MA 1.1.3.b Fluently subtract whole number differences from 10

MA 1.1.3.c Add and subtract two-digit numbers without regrouping

MA 1.1.3.d Use a variety of methods and tools to compute sums and differences (e.g., models, mental computation, paper-pencil)

MA 1.1.4 Estimation: Mastery not expected at this level.

MA 1.2 Students will communicate geometric concepts and measurement concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.

MA 1.2.1 Characteristics: Students will identify characteristics of two-dimensional geometric shapes.

MA 1.2.1.a Compare two-dimensional shapes (e.g., square, circle, rectangle, triangle)

MA 1.2.1.b Describe attributes of two-dimensional shapes (e.g., square, circle, rectangle, triangle)

MA 1.2.2 Coordinate Geometry: Students will identify locations on a number line.

MA 1.2.2.a Identify the position of a whole number on a horizontal number line

MA 1.2.3 Transformations: Students will identify a line of symmetry.

MA 1.2.3.a Identify one line of symmetry in two-dimensional shapes (e.g., circle, square, rectangle, triangle)

MA 1.2.4 Spatial Modeling: Students will communicate relative positions in space and create two-dimensional shapes.

MA 1.2.4.a Demonstrate positional words (e.g., left/right)

MA 1.2.4.b Sketch two-dimensional shapes (e.g., square, circle, rectangle, triangle)

MA 1.2.5 Measurement: Students will measure using standard units, time, and money.

MA 1.2.5.a Count like coins to \$1.00

MA 1.2.5.b Identify time to the half hour

MA 1.2.5.c Identify past, present, and future as orientation in time

MA 1.2.5.d Select an appropriate tool for the attribute being measured (e.g., clock, calendar, thermometer, scale, ruler)

MA 1.2.5.e Measure length using inches

MA 1.2.5.f Compare and order objects according to length

MA 1.3 Students will communicate algebraic concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.

MA 1.3.1 Relationships: Students will identify and describe relationships.

MA 1.3.1.a Sort or order objects by their attributes (e.g., color, shape, size, number) then identify the classifying attribute

MA 1.3.1.b Create multiple rules for sorting beyond color, shape, and size

MA 1.3.1.c Identify, describe, and extend patterns (e.g., patterns with a repeating core)

MA 1.3.1.d Use $<$, $=$, $>$ to compare quantities

MA 1.3.2 Modeling in Context: Students will use objects and pictures as models to represent mathematical situations.

MA 1.3.2.a Model situations that involve the addition and subtraction of whole numbers 0 – 20, using objects and pictures

MA 1.3.2.b Describe and model qualitative change (e.g., a student growing taller)

MA 1.3.3 Procedures: Students will use concrete, verbal, and visual representations to solve number sentences.

MA 1.3.3.a Write number sentences to represent fact families

MA 1.3.3.b Use concrete, pictorial, and verbal representations of the commutative property of addition

MA 1.4 Students will communicate data analysis/probability concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.

MA 1.4.1 Display and Analysis: Students will sort, classify, organize, describe, and compare data.

MA 1.4.1.a Sort and classify objects by more than one attribute

MA 1.4.1.b Organize data by using concrete objects

MA 1.4.1.c Represent data by using tally marks

MA 1.4.1.d Compare and interpret information from displayed data (e.g., more, less, fewer)

MA 1.4.2 Predictions and Inferences: Mastery not expected at this level.

MA 1.4.3 Probability: Mastery not expected at this level.

Nebraska Mathematics Standards – Grade 2

MA 2.1 Students will communicate number sense concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.

MA 2.1.1 Number System: Students will demonstrate, represent, and show relationships among whole numbers within the base-ten number system.

MA 2.1.1.a Read and write numbers 0 – 1,000 (e.g., count numbers from 400 – 500; write numbers from 400 – 500)

MA 2.1.1.b Count by multiples of 2 up to 100

MA 2.1.1.c Count backwards from 20 – 0

MA 2.1.1.d Connect number words to the quantities they represent 0 – 100

MA 2.1.1.e Demonstrate multiple equivalent representations for numbers 1 – 1,000 (e.g., 423 is 4 hundreds, 2 tens and 3 ones; 423 is 3 hundreds 12 tens and 3 ones)

MA 2.1.1.f Compare and order whole numbers 0 – 1,000

MA 2.1.1.g Demonstrate relative position of whole numbers 0 – 1,000 (e.g., 624 is between 600 and 700; 593 is greater than 539)

MA 2.1.1.h Use visual models to represent fractions of one-half as a part of a whole

MA 2.1.2 Operations: Students will demonstrate the meaning of addition and subtraction with whole numbers.

MA 2.1.2.a Use objects, drawings, words, and symbols to explain the relationship between addition and subtraction (e.g., if $2 + 3 = 5$ then $5 - 3 = 2$)

MA 2.1.2.b Use objects, drawings, words, and symbols to explain the use of subtraction to find a missing addend (e.g., if $3 + \underline{\quad} = 7$, then $7 - 3 = \underline{\quad}$.)

MA 2.1.3 Computation: Students will compute fluently and accurately using appropriate strategies and tools.

MA 2.1.3.a Fluently add whole number facts with sums to 20

MA 2.1.3.b Fluently subtract whole number facts with differences from 20

MA 2.1.3.c Add and subtract three-digit whole numbers with regrouping

MA 2.1.3.d Use a variety of methods and tools to compute sums and differences (e.g., models, mental computation, paper–pencil)

MA 2.1.4 Estimation: Students will estimate and check reasonableness of answers using appropriate strategies and tools.

MA 2.1.4.a Estimate the results of two-digit whole number sums and differences and check the reasonableness of such results

MA 2.1.4 b Estimate the number of objects in a group

MA 2.2 Students will communicate geometric concepts and measurement concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.

MA 2.2.1 Characteristics: Students will describe characteristics of two-dimensional shapes and identify three-dimensional objects.

MA 2.2.1.a Describe attributes of two-dimensional shapes (e.g., trapezoid, parallelogram)

MA 2.2.1.b Determine if two shapes are congruent

MA 2.2.1.c Compare two-dimensional shapes (e.g., trapezoid, parallelogram)

MA 2.2.1.d Identify solid shapes (e.g., triangular prism, rectangular prisms, cones, cylinders, pyramids, spheres)

MA 2.2.2 Coordinate Geometry: Students will describe direction on a positive number line.

MA 2.2.2.a Identify numbers using location on a vertical number line

MA 2.2.2.b Compare whole numbers using location on a horizontal number line

MA 2.2.2.c Identify the direction moved for adding and subtracting using a horizontal number line

MA 2.2.3 Transformations: Students will identify lines of symmetry.

MA 2.2.3.a Identify lines of symmetry in two-dimensional shapes

MA 2.2.3.b Draw a line of symmetry in two-dimensional shapes

MA 2.2.4 Spatial Modeling: Students will create two-dimensional shapes.

MA 2.2.4.a Sketch two-dimensional shapes (e.g., trapezoid, parallelogram)

MA 2.2.5 Measurement: Students will measure using standard units, time and money.

MA 2.2.5.a Count mixed coins to \$1.00

MA 2.2.5.b Identify time to 5 minute intervals

MA 2.2.5.c Identify and use appropriate tools for the attribute being measured (e.g., clock, calendar, thermometer, scale, ruler)

MA 2.2.5.d Measure length using feet and yards

MA 2.2.5.e Compare and order objects using inches, feet and yards

MA 2.3 Students will communicate algebraic concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.

MA 2.3.1 Relationships: Students will identify, describe, and extend relationships.

MA 2.3.1.a Create and describe patterns using concrete and pictorial representations

MA 2.3.2 Modeling in Context: Students will use objects, pictures, and symbols as models to represent mathematical situations.

MA 2.3.2.a Model situations that involve the addition and subtraction of whole numbers 0 – 100, using objects and number lines

MA 2.3.2.b Describe and model quantitative change involving addition (e.g., a student grew 2 inches)

MA 2.3.3 Procedures: Students will use concrete, verbal, visual, and symbolic representations to solve number sentences.

MA 2.3.3.a Use symbolic representations of the commutative property of addition
(e.g., $2 + 3 = \Delta + 2$)

MA 2.4 Students will communicate data analysis/probability concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.

MA 2.4.1 Display and Analysis: Students will organize, display, compare, and interpret data.

MA 2.4.1.a Represent data using pictographs

MA 2.4.1.b Interpret data using pictographs (e.g., 7 more; 2 less; 12 all together)

MA 2.4.2 Predictions and Inferences: Mastery not expected at this level.

MA 2.4.3 Probability: Mastery not expected at this level.

Nebraska Mathematics Standards – Grade 3

MA 3.1 Students will communicate number sense concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.

MA 3.1.1 Number System: Students will represent and show relationships among positive rational numbers within the base-ten number system.

MA 3.1.1.a Read and write numbers to one-hundred thousand (e.g., 4,623 is the same as four thousand six hundred twenty three)

MA 3.1.1.b Count by multiples of 5 to 200

MA 3.1.1.c Count by multiples of 10 to 400

MA 3.1.1.d Count by multiples of 100 to 1,000

MA 3.1.1.e Demonstrate multiple equivalent representations for numbers up to 10,000 (e.g., 10 tens is 1 hundred; 10 ten thousands is 1 hundred thousand; 2,350 is 235 tens; 2,350 is 2,000 + 300 + 50; 2,350 is 23 hundreds and 5 tens)

MA 3.1.1.f Demonstrate multiple equivalent representations for decimal numbers through the tenths place (e.g., 3 and 6 tenths is 3.6; 7.4 is 7 + .4)

MA 3.1.1.g Compare and order whole numbers through the thousands

MA 3.1.1.h Find parts of whole and parts of a set for $\frac{1}{2}$, $\frac{1}{3}$, or $\frac{1}{4}$

MA 3.1.1.i Round a given number to tens, hundreds, or thousands

MA 3.1.2 Operations: Students demonstrate the meaning of multiplication with whole numbers.

MA 3.1.2.a Represent multiplication as repeated addition using objects, drawings, words, and symbols (e.g., $3 \times 4 = 4 + 4 + 4$)

MA 3.1.2.b Use objects, drawings, words and symbols to explain the relationship between multiplication and division (e.g., if $3 \times 4 = 12$ then $12 \div 3 = 4$.)

MA 3.1.2.c Use drawings, words, and symbols to explain the meaning of the factors and product in a multiplication sentence (e.g., in $3 \times 4 = 12$, 3 and 4 are factors and 12 is the total or product. The first factor (3) tells how many sets while the second factor tells how many are in each set. Another way to say this is that 3 groups of 4 equals 12 total.)

MA 3.1.2.d Use drawings, words, and symbols to explain the meaning of multiplication using an array (e.g., an array with 3 rows and 4 columns represents the multiplication sentence $3 \times 4 = 12$)

MA 3.1.3 Computation: Students will compute fluently and accurately using appropriate strategies and tools.

MA 3.1.3.a Compute whole number multiplication facts 0 – 10 fluently

MA 3.1.3.b Add and subtract through four-digit whole numbers with regrouping

MA 3.1.3.c Select and apply the appropriate methods of computation when problem solving with four-digit whole numbers through the thousands (e.g., models, mental computation, paper-pencil)

MA 3.1.4 Estimation: Students will estimate and check reasonableness of answers using appropriate strategies and tools.

MA 3.1.4.a Estimate the two-digit product of whole number multiplication and check the reasonableness

MA 3.2 Students will communicate geometric concepts and measurement concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.

MA 3.2.1 Characteristics: Students will identify characteristics and describe properties of two-dimensional shapes and three-dimensional objects.

MA 3.2.1.a Identify the number of sides, angles, and vertices of two-dimensional shapes

MA 3.2.1.b Identify congruent two-dimensional figures given multiple two-dimensional shapes

MA 3.2.1.c Identify lines, line segments, rays, and angles

MA 3.2.1.d Describe attributes of solid shapes (e.g., triangular prism, rectangular prisms, cones, cylinders, pyramids, spheres)

MA 3.2.2 Coordinate Geometry: Students will identify distances on a number line.

MA 3.2.2.a Draw a number line and plot points

MA 3.2.2.b Determine the distance between two whole number points on a number line

MA 3.2.3 Transformations: Students will draw all lines of symmetry.

MA 3.2.3.a Draw all possible lines of symmetry in two-dimensional shapes

MA 3.2.4 Spatial Modeling: Students will create two-dimensional shapes and three-dimensional objects.

MA 3.2.4.a Sketch and label lines, rays, line segments, and angles

MA 3.2.4.b Build three-dimensional objects (e.g., using clay for rectangular prisms, cone, cylinder)

MA 3.2.5 Measurement: Students will apply appropriate procedures and tools to determine measurements using customary and metric units.

MA 3.2.5.a Select and use appropriate tools to measure perimeter of simple two-dimensional shapes (e.g., triangle, square, rectangle)

MA 3.2.5.b Count mixed coins and bills greater than \$1.00

MA 3.2.5.c Identify time of day (e.g., am, pm, noon, midnight)

MA 3.2.5.d State multiple ways for the same time using 15 minute intervals (e.g., 2:15, or quarter past 2, 2:45 or a quarter until 3)

MA 3.2.5.e Identify the appropriate customary unit for measuring length, weight, and capacity/volume

MA 3.2.5.f Measure length to the nearest $\frac{1}{2}$ inch and centimeter (e.g., requires rounding)

MA 3.2.5.g Compare and order objects according to length using centimeters and meters

MA 3.3 Students will communicate algebraic concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.

MA 3.3.1 Relationships: Students will represent relationships.

MA 3.3.1.a Identify, describe, and extend numeric and non-numeric patterns

MA 3.3.1.b Identify patterns using words, tables, and graphs

MA 3.3.2 Modeling in Context: Students will create and use models to represent mathematical situations.

MA 3.3.2.a Model situations that involve the addition and subtraction of whole numbers using objects, number lines, and symbols

MA 3.3.2.b Describe and model quantitative change involving subtraction (e.g., temperature dropped two degrees)

MA 3.3.3 Procedures: Students will identify and apply properties of whole numbers to solve equations involving addition and subtraction.

MA 3.3.3.a Use symbolic representation of the identity property of addition (e.g., $3 = 0 + 3$)

MA 3.3.3.b Solve simple one-step whole number equations involving addition and subtraction (e.g., $\Delta + 2 = 3$)

MA 3.3.3.c Explain the procedure(s) used in solving simple one-step whole number equations involving addition and subtraction

MA 3.4 Students will communicate data analysis/probability concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.

MA 3.4.1 Display and Analysis: Students will organize, display, compare, and interpret data.

MA 3.4.1.a Represent data using horizontal and vertical bar graphs

MA 3.4.1.b Use comparative language to describe the data (e.g., increasing, decreasing)

MA 3.4.1.c Interpret data using horizontal and vertical bar graphs

MA 3.4.2 Predictions and Inferences: Mastery not expected at this level.

MA 3.4.3 Probability: Students will find and describe experimental probability.

MA 3.4.3.a Perform simple experiments (e.g., flip a coin, toss a number cube, spin a spinner) and describe outcomes as possible, impossible, or certain

Nebraska Mathematics Standards – Grade 4

MA 4.1 Students will communicate number sense concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.

MA 4.1.1 Number System: Students will represent and show relationships among positive rational numbers within the base-ten number system.

MA 4.1.1.a Read and write numbers through the millions (e.g., 2,347,589 is the same as 2 million three hundred forty seven thousand five hundred eighty nine)

MA 4.1.1.b Demonstrate multiple equivalent representations for decimal numbers through the hundredths place (e.g., 2 and 5 hundredths is 2.05; 6.23 is 6 + .2 +.03)

MA 4.1.1.c Compare and order whole numbers and decimals through the hundredths place (e.g., money)

MA 4.1.1.d Classify a number as even or odd

MA 4.1.1.e Represent a fraction as parts of a whole and/or parts of a set

MA 4.1.1.f Use visual models to find equivalent fractions

(e.g., $\frac{2}{4} = \frac{1}{2}$, $\frac{2}{8} = \frac{1}{4}$, $1 = \frac{2}{2} = \frac{5}{5}$, $\frac{3}{3}$)

MA 4.1.1.g Determine the size of a fraction relative to one half using equivalent forms (e.g., Is $\frac{3}{8}$ more or less than one half?)

MA 4.1.1.h Locate fractions on a number line

MA 4.1.1.i Round a whole number to millions

MA 4.1.2 Operations: Students will demonstrate the meaning of division with whole numbers.

MA 4.1.2.a Use drawings, words, and symbols to explain the meaning of division [(e.g., as repeated subtraction: Sarah has 24 candies. She put them into bags of 6 candies each. How many bags did Sarah use?) (e.g., as equal sharing: Paul has 24 candies. He wants to share them equally among his 6 friends. How many candies will each friend receive?)]

MA 4.1.3 Computation: Students will compute fluently and accurately using appropriate strategies and tools.

MA 4.1.3.a Compute whole number division facts 0 – 10 fluently

MA 4.1.3.b Add and subtract decimals to the hundredths place (e.g., money)

MA 4.1.3.c Multiply two-digit whole numbers

MA 4.1.3.d Divide a three-digit number with one digit divisor with and without a remainder

MA 4.1.3.e Mentally compute multiplication and division involving powers of 10

MA 4.1.3.f Select and apply the appropriate method of computation when problem solving (e.g., models, mental computation, paper-pencil)

MA 4.1.4 Estimation: Students will estimate and check reasonableness of answers using appropriate strategies and tools.

MA 4.1.4.a Estimate the three-digit product and the two-digit quotient of whole number multiplication and division and check the reasonableness

MA 4.2 Students will communicate geometric concepts and measurement concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.

MA 4.2.1 Characteristics: Students will classify two-dimensional shapes and three-dimensional objects.

MA 4.2.1.a Identify two- and three-dimensional shapes according to their sides and angle properties

MA 4.2.1.b Classify an angle as acute, obtuse, and right

MA 4.2.1.c Identify parallel, perpendicular, and intersecting lines

MA 4.2.1.d Identify the property of congruency when dealing with plane geometric shapes

MA 4.2.2 Coordinate Geometry: Students will describe locations using coordinate geometry.

MA 4.2.2.a Identify the ordered pair of a plotted point in first quadrant by its location (e.g., (2, 3) is a point two right and three up from the origin)

MA 4.2.3 Transformations: Students will identify simple transformations.

MA 4.2.3.a Given two congruent geometric shapes, identify the transformation (e.g., translation, rotation, reflection) applied to an original shape to create a transformed shape

MA 4.2.4 Spatial Modeling: Student will use geometric models to solve problems.

MA 4.2.4.a Given a geometric model, use it to solve a problem (e.g., what shapes make a cylinder; streets run parallel and perpendicular)

MA 4.2.5 Measurement: Students will apply appropriate procedures and tools to estimate and determine measurement using customary and metric units.

MA 4.2.5.a Select and use appropriate tools to measure perimeter of polygons

MA 4.2.5.b Identify time to the minute on an analog clock

MA 4.2.5.c Solve problems involving elapsed time

MA 4.2.5.d Identify the appropriate metric unit for measuring length, weight, and capacity/volume (e.g., cm, m, Km; g, Kg; mL, L)

MA 4.2.5.e Estimate and measure length using customary (nearest $\frac{1}{2}$ inch) and metric (nearest centimeter) units

MA 4.2.5.f Measure weight and temperature using customary units

MA 4.2.5.g Compute simple unit conversions for length within a system of measurement

MA 4.3 Students will communicate algebraic concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.

MA 4.3.1 Relationships: Students will represent and analyze relationships.

MA 4.3.1.a Describe, extend, and apply rules about numeric patterns

MA 4.3.1.b Represent and analyze a variety of patterns using words, tables, and graphs

MA 4.3.1.c Use \geq , \leq symbols to compare quantities

MA 4.3.1.d Select appropriate operational and relational symbols to make a number sentence true

MA 4.3.2 Modeling in Context: Students will create and use models to represent mathematical situations.

MA 4.3.2.a Model situations that involve the multiplication of whole numbers using number lines and symbols

MA 4.3.2.b Describe and model quantitative change involving multiplication (e.g., money doubling)

MA 4.3.3 Procedures: Students will identify and apply properties of whole numbers to solve equations involving multiplication and division.

MA 4.3.3.a Represent the idea of a variable as an unknown quantity using a letter or a symbol (e.g., $n + 3$, $b - 2$)

MA 4.3.3.b Use symbolic representation of the identity property of multiplication (e.g., $5 * 1 = 5$)

MA 4.3.3.c Use symbolic representations of the commutative property of multiplication (e.g., $2 * 3 = \Delta * 2$)

MA 4.3.3.d Solve simple one-step whole number equations (e.g., $x + 2 = 3$, $3 * y = 6$)

MA 4.3.3.e Explain the procedure(s) used in solving simple one-step whole number equations

MA 4.4 Students will communicate data analysis/probability concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.

MA 4.4.1 Display and Analysis: Students will organize, display, compare, and interpret data.

MA 4.4.1.a Represent data using dot/line plots

MA 4.4.1.b Compare different representations of the same data

MA 4.4.1.c Interpret data and draw conclusions using dot/line plots

MA 4.4.1.d Find the mode and range for a set of whole numbers

MA 4.4.1.e Find the whole number mean for a set of whole numbers

MA 4.4.2 Predictions and Inferences: Students will construct predictions based on data.

MA 4.4.2.a Make predictions based on data to answer questions from tables and bar graphs

MA 4.4.3 Probability: Students will find, describe, and compare experimental probabilities.

MA 4.4.3.a Perform simple experiments and compare the degree of likelihood (e.g., more likely, equally likely, or less likely)

Nebraska Mathematics Standards – Grade 5

MA 5.1 Students will communicate number sense concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.

MA 5.1.1 Number System: Students will represent and show relationships among positive rational numbers.

MA 5.1.1.a Demonstrate multiple equivalent representations for whole numbers and decimals through the thousandths place (e.g., 3.125 is $3 + .1 + .02 + .005$)

MA 5.1.1.b Compare and order whole numbers, fractions, and decimals through the thousandths place

MA 5.1.1.c Identify and name fractions in their simplest form and find common denominators for fractions

MA 5.1.1.d Recognize and generate equivalent forms of commonly used fractions, decimals, and percents (e.g., one third, one fourth, one half, two thirds, three fourths)

MA 5.1.1.e Classify a number as prime or composite

MA 5.1.1.f Identify factors and multiples of any whole number

MA 5.1.1.g Round whole numbers and decimals to any given place

MA 5.1.2 Operations: Students will demonstrate the meaning of arithmetic operations with whole numbers.

MA 5.1.2.a Use words and symbols to explain the meaning of the identity properties for addition and multiplication

MA 5.1.2.b Use words and symbols to explain the meaning of the commutative and associative properties of addition and multiplication

MA 5.1.2.c Use words and symbols to explain the distributive property of multiplication over addition (e.g., $5(y + 2) = 5y + 5 \times 2$)

MA 5.1.3 Computation: Students will compute fluently and accurately using appropriate strategies and tools.

MA 5.1.3.a Add and subtract positive rational numbers (e.g., proper and improper fractions, mixed numbers, fractions with common and uncommon denominators, decimals through the thousandths place)

MA 5.1.3.b Select, apply and explain the appropriate method of computation when problem solving (e.g., models, mental computation, paper-pencil, technology)

MA 5.1.3.c Multiply decimals

MA 5.1.3.d Divide a decimal by a whole number

MA 5.1.4 Estimation: Students will estimate and check reasonableness of answers using appropriate strategies and tools.

MA 5.1.4.a Estimate the sums and differences of positive rational numbers to check the reasonableness of such results

MA 5.2 Students will communicate geometric concepts and measurement concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.

MA 5.2.1 Characteristics: Students will describe relationships among two-dimensional shapes and three-dimensional objects.

MA 5.2.1.a Identify the number of edges, faces, and vertices of triangular and rectangular prisms

MA 5.2.1.b Justify congruence of two-dimensional shapes

MA 5.2.1.c Justify the classification of two-dimensional shapes (e.g., triangles by angles and sides)

MA 5.2.1.d Identify degrees on a circle (e.g., 45, 90, 180, 270, 360)

MA 5.2.2 Coordinate Geometry: Students will identify locations using coordinate geometry.

MA 5.2.2.a Plot the location of an ordered pair in the first quadrant

MA 5.2.3 Transformations: Students will identify and use simple transformations.

MA 5.2.3.a Perform one-step transformations on two dimensional shapes (e.g., translation, rotation, reflection, of 90, 180, and 270)

MA 5.2.4 Spatial Modeling: Students will create and use geometric models to solve problems.

MA 5.2.4.a Build or sketch a geometric model to solve a problem

MA 5.2.4.b Sketch congruent shapes

MA 5.2.4.c Build rectangular prisms using cubes

MA 5.2.5 Measurement: Students will apply appropriate procedures, tools, and formulas to determine measurements using customary and metric units.

MA 5.2.5.a Select and use appropriate tools to measure perimeter and angles

MA 5.2.5.b Identify correct unit (customary or metric) to the measurement situation (e.g., distance from home to school; measure length of a room)

MA 5.2.5.c Estimate and measure length with customary units to the nearest $\frac{1}{4}$ inch

MA 5.2.5.d Measure capacity/volume with customary units

MA 5.2.5.e Measure weight (mass) and temperature using metric units

MA 5.2.5.f Determine the area of rectangles and squares

MA 5.3 Students will communicate algebraic concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.

MA 5.3.1 Relationships: Students will represent, analyze, and generalize relationships.

MA 5.3.1.a Describe, extend, apply rules, and make generalizations about numeric, and geometric patterns

MA 5.3.1.b Create and analyze numeric patterns using words, tables, and graphs

MA 5.3.1.c Communicate relationships using expressions and equations

MA 5.3.2 Modeling in Context: Students will create, use, and compare models representing mathematical situations.

MA 5.3.2.a Model situations that involve the addition, subtraction, and multiplication of positive rational numbers using words, graphs, and tables

MA 5.3.2.b Represent a variety of quantitative relationships using tables and graphs

MA 5.3.2.c Compare different models to represent mathematical situations

MA 5.3.3 Procedures: Students will apply properties of simple positive rational numbers to solve one-step equations.

MA 5.3.3.a Explain the addition property of equality (e.g., if $a = b$, then $a + c = b + c$)

MA 5.3.3.b Use symbolic representations of the associative property (e.g., $(2 + 3) + 4 = 2 + (3 + 4)$, $(2 * 3) * 4 = 2 * (3 * 4)$)

MA 5.3.3.c Evaluate numerical expressions by using parentheses with respect to order of operations (e.g., $6 + (3 * 5)$)

MA 5.3.3.d Evaluate simple algebraic expressions involving addition and subtraction

MA 5.3.3.e Solve one-step addition and subtraction equations involving common positive rational numbers

MA 5.3.3.f Identify and explain the properties of equality used in solving one-step equations involving common positive rational numbers

MA 5.4 Students will communicate data analysis/probability concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.

MA 5.4.1 Display and Analysis: Students will organize, display, compare, and interpret data.

MA 5.4.1.a Represent data using line graphs

MA 5.4.1.b Represent the same set of data in different formats (e.g., table, pictographs, bar graphs, line graphs)

MA 5.4.1.c Draw conclusions based on a set of data

MA 5.4.1.d Find the mean, median, mode, and range for a set of whole numbers

MA 5.4.1.e Generate questions and answers from data sets and their graphical representations

MA 5.4.2 Predictions and Inferences: Students will construct predictions based on data.

MA 5.4.2.a Make predictions based on data to answer questions from tables, bar graphs, and line graphs

MA 5.4.3 Probability: Students will determine theoretical probabilities.

MA 5.4.3.a Perform and record results of probability experiments

MA 5.4.3.b Generate a list of possible outcomes for a simple event

MA 5.4.3.c Explain that the likelihood of an event that can be represented by a number from 0 (impossible) to 1 (certain)

Nebraska Mathematics Standards – Grade 6

MA 6.1 Students will communicate number sense concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.

MA 6.1.1 Number System: Students will represent and show relationships among positive rational numbers and integers.

MA 6.1.1.a Show equivalence among common fractions and non-repeating decimals and percents

MA 6.1.1.b Compare and order positive and negative integers

MA 6.1.1.c Identify integers less than 0 on a number line

MA 6.1.1.d Represent large numbers using exponential notation (e.g., $1,000 = 10^3$)

MA 6.1.1.e Identify the prime factorization of numbers (e.g., $12 = 2 \times 2 \times 3$ or $2^2 \times 3$)

MA 6.1.1.f Classify numbers as natural, whole, or integer

MA 6.1.2 Operations: Students will demonstrate the meaning of arithmetic operations with positive fractions and decimals.

MA 6.1.2.a Use drawings, words, and symbols to explain the meaning of addition and subtraction of fractions

MA 6.1.2.b Use drawings, words, and symbols to explain the meaning of addition and subtraction of decimals

MA 6.1.3 Computation: Students will compute fluently and accurately using appropriate strategies and tools.

MA 6.1.3.a Multiply and divide positive rational numbers

MA 6.1.3.b Select and apply the appropriate method of computation when problem solving (e.g., models, mental computation, paper-pencil, technology, divisibility rules)

MA 6.1.4 Estimation: Students will estimate and check reasonableness of answers using appropriate strategies and tools.

MA 6.1.4.a Use appropriate estimation methods to check the reasonableness of solutions for problems involving positive rational numbers

MA 6.2 Students will communicate geometric concepts and measurement concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.

MA 6.2.1 Characteristics: Students will compare and contrast properties among two-dimensional shapes and among three-dimensional objects.

MA 6.2.1.a Justify the classification of three dimensional objects

MA 6.2.2 Coordinate Geometry: Students will label points using coordinate geometry.

MA 6.2.2.a Identify the ordered pair of a plotted point in the coordinate plane

MA 6.2.3 Transformations: Students will use and describe results of transformations on geometric shapes.

MA 6.2.3.a Perform and describe positions and orientation of shapes under single transformations (translation, rotation, reflection) not on a coordinate plane

MA 6.2.4 Spatial Modeling: Students will use visualization of geometric models to solve problems.

MA 6.2.4.a Identify two-dimensional drawings of three-dimensional objects

MA 6.2.5 Measurement: Students will apply appropriate procedures, tools, and formulas to determine measurements.

MA 6.2.5.a Estimate and measure length with customary and metric units to the nearest $\frac{1}{16}$ inch and mm

MA 6.2.5.b Measure volume/capacity using the metric system

MA 6.2.5.c Convert length, weight (mass), and liquid capacity from one unit to another within the same system

MA 6.2.5.d Determine the perimeter of polygons

MA 6.2.5.e Determine the area of parallelograms and triangles

MA 6.2.5.f Determine the volume of rectangular prisms

MA 6.3 Students will communicate algebraic concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.

MA 6.3.1 Relationships: Students will represent, analyze, and use relationships to make generalizations.

MA 6.3.1.a Describe and create simple algebraic expressions (e.g., one operation, one variable) from words and tables

MA 6.3.1.b Use a variable to describe a situation with an equation (e.g., one-step, one variable)

MA 6.3.1.c Identify relationships as increasing, decreasing, or constant

MA 6.3.2 Modeling in Context: Students will create, use, and interpret models of quantitative relationships.

MA 6.3.2.a Model contextualized problems using various representations (e.g., graphs, tables)

MA 6.3.2.b Represent a variety of quantitative relationships using symbols and words

MA 6.3.3 Procedures: Students will apply properties to solve equations.

MA 6.3.3.a Explain the multiplication property of equality (e.g., if $a = b$, then $ac = bc$)

MA 6.3.3.b Evaluate numerical expressions containing multiple operations with respect to order of operations (e.g., $2 + 4 \times 5$)

MA 6.3.3.c Evaluate simple algebraic expressions involving multiplication and division

MA 6.3.3.d Solve one-step equations involving positive rational numbers

MA 6.3.3.e Identify and explain the properties of equality used in solving one-step equations (e.g., addition, subtraction, division)

MA 6.4 Students will communicate data analysis/probability concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.

MA 6.4.1 Display and Analysis: Students will organize, display, compare, and interpret data.

MA 6.4.1.a Represent data using stem and leaf plots, histograms, and frequency charts

MA 6.4.1.b Compare and interpret data sets and their graphical representations

MA 6.4.1.c Find the mean, median, mode, and range for a set of data

MA 6.4.1.d Compare the mean, median, mode, and range from two sets of data

MA 6.4.2 Predictions and Inferences: Students will construct predictions based on data.

MA 6.4.2.a Make predictions based on data and create questions to further investigate the quality of the predictions

MA 6.4.3 Probability: Students will apply basic concepts of probability.

MA 6.4.3.a Describe the theoretical probability of an event using a fraction, percentage, decimal, or ratio

MA 6.4.3.b Compute theoretical probabilities for independent events

MA 6.4.3.c Find experimental probability for independent events

Nebraska Mathematics Standards – Grade 7

MA 7.1 Students will communicate number sense concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.

MA 7.1.1 Number System: Students will represent and show relationships among rational numbers.

MA 7.1.1.a Show equivalence among fractions, decimals, and percents

MA 7.1.1.b Compare and order rational numbers (e.g., fractions, decimals, percents)

MA 7.1.1.c Represent large numbers using scientific notation

MA 7.1.1.d Classify numbers as natural, whole, integer, or rational

MA 7.1.1 e Find least common multiple and greatest common divisor given two numbers

MA 7.1.2 Operations: Students will demonstrate the meaning of arithmetic operations with positive fractions, decimals, and integers.

MA 7.1.2.a Use drawings, words, and symbols to explain the meaning of multiplication and division of fractions (e.g., $\frac{2}{3} \times 6$ as two-thirds of six, or $6 \times \frac{2}{3}$ as 6 groups of two-thirds, or $6 \div \frac{2}{3}$ as how many two-thirds there are in six.)

MA 7.1.2.b Use drawings, words, and symbols to explain the meaning of multiplication and division of decimals

MA 7.1.2.c Use drawings, words, and symbols to explain the addition and subtraction of integers

MA 7.1.3 Computation: Students will compute fluently and accurately using appropriate strategies and tools.

MA 7.1.3.a Compute accurately with integers

MA 7.1.3.b Select, apply, and explain the method of computation when problem solving using integers and positive rational numbers (e.g., models, mental computation, paper-pencil, technology, divisibility rules)

MA 7.1.3.c Solve problems involving percent of numbers (e.g., percent of, % increase, % decrease)

MA 7.1.4 Estimation: Students will estimate and check reasonableness of answers using appropriate strategies and tools.

MA 7.1.4.a Use estimation methods to check the reasonableness of solutions for problems involving integers and positive rational numbers

MA 7.2 Students will communicate geometric concepts and measurement concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.

MA 7.2.1 Characteristics: Students will describe, compare, and contrast characteristics, properties, and relationships of geometric shapes and objects.

MA 7.2.1.a Identify and describe similarity of two-dimensional shapes using side and angle measurements

MA 7.2.1.b Name line, line segment, ray, and angle (e.g., \overline{AB} , $\overline{PR} < LMN$)

MA 7.2.2 Coordinate Geometry: Students will specify locations and describe relationships using coordinate geometry.

MA 7.2.2.a Plot the location of an ordered pair in the coordinate plane

MA 7.2.2.b Identify the quadrant of a given point in the coordinate plane

MA 7.2.2.c Find the distance between points along horizontal and vertical lines of a coordinate plane (e.g., what is the distance between (0, 3) and (0, 9))

MA 7.2.3 Transformations: Students will use transformations and symmetry to analyze geometric shapes.

MA 7.2.3.a Identify lines of symmetry for a reflection

MA 7.2.3.b Perform and describe positions and orientation of shapes under a single transformation (e.g., translation, rotation, reflection) on a coordinate plane

MA 7.2.4 Spatial Modeling: Students will use visualization to create geometric models in solving problems.

MA 7.2.4.a Identify the shapes that make up the three-dimensional object

MA 7.2.4.b Create two-dimensional representations of three-dimensional objects to visualize and solve problems (e.g., perspective drawing of surface area)

MA 7.2.4.c Draw angles to given degree

MA 7.2.5 Measurement: Students will select and apply appropriate procedures, tools, and formulas to determine measurements.

MA 7.2.5.a Measure angles to the nearest degree

MA 7.2.5.b Determine the area of trapezoids and circles, and the circumference of circles

MA 7.2.5.c Recognize the inverse relationship between the size of a unit and the number of units used when measuring

MA 7.3 Students will communicate algebraic concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.

MA 7.3.1 Relationships: Students will represent and analyze relationships using algebraic symbols.

MA 7.3.1.a Describe and create algebraic expressions from words, tables, and graphs

MA 7.3.1.b Use a variable to describe a situation with an inequality (e.g., one-step, one variable)

MA 7.3.1.c Recognize and generate equivalent forms of simple algebraic expressions

MA 7.3.2 Modeling in Context: Students will create, use, and interpret models of quantitative relationships.

MA 7.3.2.a Model contextualized problems using various representations (e.g., one-step/variable expressions, one-step/variable equations)

MA 7.3.2.b Represent a variety of quantitative relationships using algebraic expressions and one-step equations

MA 7.3.3 Procedures: Students will apply properties to solve equations and inequalities.

MA 7.3.3.a Explain additive inverse of addition (e.g., $7 + -7 = 0$)

MA 7.3.3.b Use symbolic representation of the distributive property (e.g., $2(x + 3) = 2x + 6$)

MA 7.3.3.c Given the value of the variable(s), evaluate algebraic expressions with respect to order of operations

MA 7.3.3.d Solve two-step equations involving integers and positive rational numbers

MA 7.3.3.e Solve one-step inequalities involving positive rational numbers

MA 7.3.3.f Identify and explain the properties used in solving two-step equations (e.g., addition, subtraction, multiplication and division)

MA 7.4 Students will communicate data analysis/probability concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.

MA 7.4.1 Display and Analysis: Students will formulate questions that can be addressed with data and then organize, display, and analyze the relevant data to answer their questions.

MA 7.4.1.a Analyze data sets and interpret their graphical representations

MA 7.4.1.b Find and interpret mean, median, mode, and range for sets of data

MA 7.4.1.c Explain the difference between a population and a sample

MA 7.4.1.d List biases that may be created by various data collection processes

MA 7.4.1.e Formulate a question about a characteristic within one population that can be answered by simulation or a survey

MA 7.4.2 Predictions and Inferences: Students will evaluate predictions and make inferences based on data.

MA 7.4.2.a Determine if data collected from a sample can be used to make predictions about a population

MA 7.4.3 Probability: Students will apply and interpret basic concepts of probability.

MA 7.4.3.a Find the probability of independent compound events (e.g., tree diagram, organized list)

MA 7.4.3.b Compare and contrast theoretical and experimental probabilities

Nebraska Mathematics Standards – Grade 8

MA 8.1 Students will communicate number sense concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.

MA 8.1.1 Number System: Students will represent and show relationships among real numbers.

MA 8.1.1.a Compare and order real numbers

MA 8.1.1.b Demonstrate relative position of real numbers on the number line (e.g., square root of 2 is left of 1.5)

MA 8.1.1.c Represent small numbers using scientific notation

MA 8.1.1.d Classify numbers as natural, whole, integer, rational, irrational, or real

MA 8.1.2 Operations: Students will demonstrate the meaning of arithmetic operations with integers.

MA 8.1.2.a Use drawings, words, and symbols to explain the meaning of addition, subtraction, multiplication, and division of integers.

MA 8.1.2.b Use words and symbols to explain the zero property of multiplication (e.g., if $ab = 0$ then a or b or both must be zero)

MA 8.1.2.c Use words and symbols to explain why division by zero is undefined

MA 8.1.3 Computation: Students will compute fluently and accurately using appropriate strategies and tools.

MA 8.1.3.a Compute accurately with rational numbers

MA 8.1.3.b Evaluate expressions involving absolute value of integers

MA 8.1.3.c Calculate squares of integers, the square roots of perfect squares, and the square roots of whole numbers using technology

MA 8.1.3.d Select, apply, and explain the method of computation when problem solving using rational numbers (e.g., models, mental computation, paper-pencil, technology, divisibility rules)

MA 8.1.3.e Solve problems involving ratios and proportions (e.g., $\frac{x}{5} = \frac{10}{17}$)

MA 8.1.4 Estimation: Students will estimate and check reasonableness of answers using appropriate strategies and tools.

MA 8.1.4.a Use estimation methods to check the reasonableness of solutions for problems involving rational numbers

MA 8.2 Students will communicate geometric concepts and measurement concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.

MA 8.2.1 Characteristics: Students will describe, compare, and contrast characteristics, properties, and relationships of geometric shapes and objects.

MA 8.2.1.a Identify and describe similarity of three-dimensional objects

MA 8.2.1.b Compare and contrast relationships between similar and congruent objects

MA 8.2.1.c Identify geometric properties of parallel lines cut by a transversal and related angles (e.g., perpendicular and parallel lines with transversals) and angles (e.g., corresponding, alternate interior, alternate exterior)

MA 8.2.1.d Identify pairs of angles (e.g., adjacent, complementary, supplementary, vertical)

MA 8.2.1.e Examine the relationships of the interior angles of a triangle (e.g., the sum of the angles is 180 degrees)

MA 8.2.2 Coordinate Geometry: Students will specify locations and describe relationships using coordinate geometry.

MA 8.2.2.a Use coordinate geometry to represent and examine the properties of rectangles and squares using horizontal and vertical segments

MA 8.2.3 Transformations: Students will perform transformations and use them to analyze the orientation and size of geometric shapes.

MA 8.2.3.a Identify the similarity of dilated shapes

MA 8.2.3.b Perform and describe positions and sizes of shapes under dilations (e.g., scale factor, ratios)

MA 8.2.4 Spatial Modeling: Students will use visualization, spatial reasoning, and geometric modeling to solve problems.

MA 8.2.4.a Draw geometric objects with specified properties (e.g., parallel sides, number of sides, angle measures, number of faces)

MA 8.2.5 Measurement: Students will select and apply appropriate procedures, tools, and formulas to determine measurements.

MA 8.2.5.a Use strategies to find the perimeter and area of complex shapes

MA 8.2.5.b Determine surface area and volume of three-dimensional objects (e.g., rectangular prisms, cylinders)

MA 8.2.5.c Apply the Pythagorean theorem to find missing lengths in right triangles and to solve problems

MA 8.2.5.d Use scale factors to find missing lengths in similar shapes

MA 8.2.5.e Convert between metric and standard units of measurement, given conversion factors (e.g., meters to yards)

MA 8.3 Students will communicate algebraic concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.

MA 8.3.1 Relationships: Students will represent and analyze relationships using algebraic symbols.

MA 8.3.1.a Represent and analyze a variety of patterns with tables, graphs, words, and algebraic equations

MA 8.3.1.b Describe relationships using algebraic expressions, equations, and inequalities (e.g., two-step, one variable)

MA 8.3.1.c Identify constant slope from tables and graphs

MA 8.3.2 Modeling in Context: Students will create, use, and interpret models of quantitative relationships.

MA 8.3.2.a Model contextualized problems using various representations (e.g., two-step/one variable equations)

MA 8.3.2.b Represent a variety of quantitative relationships using algebraic expressions and two-step/one variable equations

MA 8.3.3 Procedures: Students will apply properties to solve equations and inequalities.

MA 8.3.3.a Explain the multiplicative inverse (e.g., $4 * \frac{1}{4} = 1$)

MA 8.3.3.b Evaluate numerical expressions containing whole number exponents (e.g., if $x = 4$, then $(x + 3)^2 + 5x = ?$)

MA 8.3.3.c Solve multi-step equations involving rational numbers

MA 8.3.3.d Solve two-step inequalities involving rational numbers

MA 8.3.3.e Identify and explain the properties used in solving two-step inequalities and multi-step equations

MA 8.4 Students will communicate data analysis/probability concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.

MA 8.4.1 Display and Analysis: Students will formulate questions that can be addressed with data, and then organize, display, and analyze the relevant data to answer their questions.

MA 8.4.1.a Represent data using circle graphs and box plots with and without the use of technology

MA 8.4.1.b Compare characteristics between sets of data or within a given set of data

MA 8.4.1.c Find, interpret, and compare measures of central tendency (mean, median, mode) and the quartiles for sets of data

MA 8.4.1.d Select the most appropriate unit of central tendency for sets of data

MA 8.4.1.e Identify misrepresentation and misinterpretation of data represented in circle graphs and box plots

MA 8.4.2 Predictions and Inferences: Students will evaluate predictions and make inferences based on data.

MA 8.4.2.a Evaluate predictions to formulate new questions and plan new studies

MA 8.4.2.b Compare and contrast two sets of data to make inferences

MA 8.4.3 Probability: Students will apply and interpret basic concepts of probability.

MA 8.4.3.a Identify complementary events and calculate their probabilities

MA 8.4.3.b Compute probabilities for independent compound events

Nebraska Mathematics Standards – Grade 12

MA 12.1 Students will communicate number sense concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.

MA 12.1.1 Number System: Students will represent and show relationships among real numbers.

MA 12.1.1.a Demonstrate multiple equivalent forms of irrational numbers
(e.g., $\sqrt{8} = 8^{1/2} = 2\sqrt{2}$)

MA 12.1.1.b Compare, contrast and apply the properties of numbers and the real number system, including rational, irrational, imaginary, and complex numbers

MA 12.1.2 Operations: Students will demonstrate the meaning and effects of arithmetic operations with real numbers.

MA 12.1.2.a Use drawings, words, and symbols to explain the effects of such operations as multiplication and division, and computing positive powers and roots on the magnitude of quantities (e.g., if you take the square root of a number, will the result always be smaller than the original number? (e.g., $\sqrt{1/4} = 1/2$)

MA 12.1.2.b Use drawings, words, and symbols to explain that the distance between two numbers on the number line is the absolute value of their difference

MA 12.1.3 Computation: Students will compute fluently and accurately using appropriate strategies and tools.

MA 12.1.3.a Compute accurately with real numbers

MA 12.1.3.b Simplify exponential expressions (e.g., powers of -1, 0, $\frac{1}{2}$, $3^2 * 3^2 = 3^4$)

MA 12.1.3.c Multiply and divide numbers using scientific notation

MA 12.1.3.d Select, apply, and explain the method of computation when problem solving using real numbers (e.g., models, mental computation, paper-pencil, or technology)

MA 12.1.4 Estimation: Students will estimate and check reasonableness of answers using appropriate strategies and tools.

MA 12.1.4.a Use estimation methods to check the reasonableness of real number computations and decide if the problem calls for an approximation or an exact number (e.g., 10π (pi) is approximately 31.4, square and cube roots)

MA 12.1.4.b Distinguish relevant from irrelevant information, identify missing information and either find what is needed or make appropriate estimates

MA 12.2 Students will communicate geometric concepts and measurement concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.

MA 12.2.1 Characteristics: Students will analyze characteristics, properties, and relationships among geometric shapes and objects.

MA12.2.1.a Identify and explain the necessity of and give examples of definitions and theorems

MA 12.2.1.b Analyze properties and relationships among classes of two and three dimensional geometric objects using inductive reasoning and counterexamples

MA 12.2.1.c State and prove geometric theorems using deductive reasoning (e.g., parallel lines with transversals, congruent triangles, similar triangles)

MA 12.2.1.d Apply geometric properties to solve problems (e.g., parallel lines, line transversals, similar triangles, congruent triangles, proportions)

MA 12.2.1.e Identify and apply right triangle relationships (e.g., sine, cosine, tangent, special right triangles, converse of Pythagorean Theorem)

MA 12.2.1.f Recognize that there are geometries, other than Euclidean geometry, in which the parallel postulate is not true

MA12.2.1.g Know the definitions and basic properties of a circle and use them to prove basic theorems and solve problems

MA 12.2.2 Coordinate Geometry: Student will use coordinate geometry to analyze and describe relationships in the coordinate plane.

MA 12.2.2.a Use coordinate geometry to analyze geometric situations (e.g., parallel lines, perpendicular lines, circle equations)

MA 12.2.2.b Apply the midpoint formula

MA 12.2.2.c Apply the distance formula

MA 12.2.2.d Prove special types of triangles and quadrilaterals (e.g., right triangles, isosceles trapezoid, parallelogram, rectangle, square)

MA 12.2.3 Transformations: Students will apply and analyze transformations.

MA 12.2.3.a Explain and justify the effects of simple transformations on the ordered pairs of two-dimensional shapes

MA 12.2.3.b Perform and describe multiple transformations

MA 12.2.4 Spatial Modeling: Students will use visualization, spatial reasoning, and geometric modeling to solve problems.

MA 12.2.4.a Sketch and draw appropriate representations of geometric objects using ruler, protractor, or technology

MA 12.2.4.b Use geometric models to visualize, describe, and solve problems (e.g., find the height of a tree; find the amount of paint needed for a room; scale model)

MA 12.2.5 Measurement: Students will apply the units, systems, and formulas to solve problems.

MA 12.2.5.a Use strategies to find surface area and volume of complex objects

MA 12.2.5.b Apply appropriate units and scales to solve problems involving measurement

MA 12.2.5.c Convert between various units of area and volume, such as square feet to square yards

MA 12.2.5.d Convert equivalent rates (e.g., feet/second to miles/hour)

MA 12.2.5.e Find arc length and area of sectors of a circle

MA 12.2.5.f Determine surface area and volume of three-dimensional objects (e.g., spheres, cones, pyramids)

MA12.2.5.g Know that the effect of a scale factor k on length, area and volume is to multiply each by k , k^2 and k^3 , respectively

MA 12.3 Students will communicate algebraic concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.

MA 12.3.1 Relationships: Students will generalize, represent, and analyze relationships using algebraic symbols.

NON LINEAR FUNCTIONS INCLUDE: QUADRATIC, ABSOLUTE VALUE, SQUARE ROOT, EXPOTENTIAL

MA 12.3.1.a Represent, interpret, and analyze functions with graphs, tables, and algebraic notation and convert among these representations (e.g., linear, non-linear)

MA 12.3.1.b Identify domain and range of functions represented in either symbolic or graphical form (e.g., linear, non-linear)

MA 12.3.1.c Identify the slope and intercepts of a linear relationship from an equation or graph

MA 12.3.1.d Identify characteristics of linear and non-linear functions

MA 12.3.1.e Graph linear and non-linear functions

MA 12.3.1.f Compare and analyze the rate of change by using ordered pairs, tables, graphs, and equations

MA 12.3.1.g Graph and interpret linear inequalities

MA 12.3.1.h Represent, interpret, and analyze functions and their inverses

MA 12.3.1.i Determine if a relation is a function

MA 12.3.2 Modeling in Context: Students will model and analyze quantitative relationships.

CONTEXTUALIZED PROBLEM – A MATHEMATICAL SITUATION PLACED IN A PARTICULAR CONTEXT (E.G., USING WORDS, DIAGRAMS, TABLES, DRAWINGS, ETC.)

MA 12.3.2.a Model contextualized problems using various representations (e.g., graphs, tables, one variable equalities, one variable inequalities, linear equations in slope intercept form, inequalities in slope intercept form, system of linear equations with two variables)

MA 12.3.2.b Represent a variety of quantitative relationships using linear equations and one variable inequalities

MA 12.3.2.c Analyze situations to determine the type of algebraic relationship (e.g., linear, nonlinear)

MA 12.3.2.d Model contextualized problems using various representations for non-linear functions (e.g., quadratic, exponential, square root, and absolute value)

MA 12.3.3 Procedures: Students will represent and solve equations and inequalities.

- MA 12.3.3.a Explain/apply the reflexive, symmetric, and transitive properties of equality
- MA 12.3.3.b Simplify algebraic expressions involving exponents (e.g., $(3x^4)^2$)
- MA 12.3.3.c Add and subtract polynomials
- MA 12.3.3.d Multiply and divide polynomials
(e.g., divide $x^3 - 8$ by $x - 2$, divide $x^4 - 5x^3 - 2x$ by x^2)
- MA 12.3.3.e Factor polynomials
- MA 12.3.3.f Identify and generate equivalent forms of linear equations
- MA 12.3.3.g Solve linear equations and inequalities including absolute value
- MA 12.3.3.h Identify and explain the properties used in solving equations and inequalities
- MA 12.3.3.i Solve quadratic equations (e.g., factoring, graphing, quadratic formula)
- MA 12.3.3.j Add, subtract, and simplify rational expressions
- MA 12.3.3.k Multiply, divide, and simplify rational expressions
- MA 12.3.3.l Evaluate polynomial and rational expressions and expressions containing radicals and absolute values at specified values of their variables
- MA 12.3.3.m Derive and use the formulas for the general term and summation of finite arithmetic and geometric series
- MA 12.3.3.n Combine functions by composition, as well as by addition, subtraction, multiplication, and division
- MA 12.3.3.o Solve an equation involving several variables for one variable in terms of the others
- MA 12.3.3.p Analyze and solve systems of two linear equations in two variables algebraically and graphically

MA 12.4 Students will communicate data analysis/probability concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.

MA 12.4.1 Display and Analysis: Students will formulate a question and design a survey or an experiment in which data is collected and displayed in a variety of formats, then select and use appropriate statistical methods to analyze the data.

- MA 12.4.1.a Interpret data represented by the normal distribution and formulate conclusions
- MA 12.4.1.b Compute, identify, and interpret measures of central tendency (mean, median, mode) when provided a graph or data set
- MA 12.4.1.c Explain how sample size and transformations of data affect measures of central tendency
- MA 12.4.1.d Describe the shape and determine spread (variance, standard deviation) and outliers of a data set

MA 12.4.1.e Explain how statistics are used or misused in the world

MA 12.4.1.f Create scatter plots, analyze patterns, and describe relationships in paired data

MA 12.4.1.g Explain the impact of sampling methods, bias, and the phrasing of questions asked during data collection and the conclusions that can rightfully be made

MA 12.4.1.h Explain the differences between randomized experiment and observational studies

MA 12.4.2 Predictions and Inferences: Students will develop and evaluate inferences to make predictions.

MA 12.4.2.a Compare data sets and evaluate conclusions using graphs and summary statistics

MA 12.4.2.b Support inferences with valid arguments

MA 12.4.2.c Develop linear equations for linear models to predict unobserved outcomes using regression line and correlation coefficient

MA 12.4.2.d Recognize when arguments based on data confuse correlation with causation

MA 12.4.3 Probability: Students will apply and analyze concepts of probability.

MA 12.4.3.a Construct a sample space and a probability distribution

MA 12.4.3.b Identify dependent and independent events and calculate their probabilities

MA 12.4.3.c Use the appropriate counting techniques to determine the probability of an event (e.g., combinations, permutations)

MA 12.4.3.d Analyze events to determine if they are mutually exclusive

MA 12.4.3.e Determine the relative frequency of a specified outcome of an event to estimate the probability of the outcome

The State Board of Education adopted these Science Standards on October 6, 2010, pursuant to the requirements of 79-760.01 R.R.S.

GENERAL INFORMATION

Purpose of These Standards. The State Board of Education adopts these standards to identify what students should know and be able to do and what teachers should teach.

Scope and Application of this Appendix. This Appendix provides science (inquiry and the nature of science, physical, life, and earth and space sciences) state academic content standards for use under the provisions of, and pursuant to, the Quality Education Accountability Act (Sections 79-757 to 79-762 R.R.S.), and the requirements for this Chapter.

K-12 Comprehensive Content Standards. The comprehensive content standards identify broad K-12 learning standards related to inquiry and the nature of science, physical, life, and earth and space sciences.

Grade Level Standards. The science standards have been written for the grade spans of K-2, 3-5, 6-8, and 9-12. The grade level standards represent the critical content for students to know and be able to do by the end of the grade listed at the end of each span.

Curricular Indicators. Following each grade level standard is a set of curricular indicators, which are written in clear and specific language to aid in understanding the meaning of the standards. Since a number of the grade level standards are repeated in whole or in part at different grade levels, the curricular indicators show progression and increased expectations throughout the grades. Although the curricular indicators are not an exhaustive list of what can be done to meet the grade level standards, they are representative of the content for each standard at each grade level.

NEBRASKA SCIENCE STANDARDS – Grades K-2

SC 1: INQUIRY, THE NATURE OF SCIENCE, AND TECHNOLOGY

Students will combine scientific processes and knowledge with scientific reasoning and critical thinking to ask questions about phenomena and propose explanations based on gathered evidence.

1.1. Abilities to do Scientific Inquiry

2.1.1 Students will ask questions and conduct investigations that lead to observations and communication of findings.

Scientific Questioning

2.1.1.a Ask questions that relate to a science topic

Scientific Investigations

2.1.1.b Conduct simple investigations

Scientific Tools

2.1.1.c Select and use simple tools appropriately

Scientific Observations

2.1.1.d Describe objects, organisms, or events using pictures, words, and numbers

Scientific Data Collection

2.1.1.e Collect and record observations

Scientific Communication

2.1.1.f Use drawings and words to describe and share observations with others

Mathematics

2.1.1.g Use appropriate mathematics in all aspects of scientific inquiry

SC 2: PHYSICAL SCIENCE

Students will integrate and communicate the information, concepts, principles, processes, theories, and models of the Physical Sciences to make connections with the natural and engineered world.

2.1. Matter

2.2.1 Students will observe and describe properties of objects and their behavior.

Properties and Structure of Matter

2.2.1.a Observe physical properties of objects (freezing and melting, sinking and floating, color, size, texture, shape, weight)

2.2.1.b Separate and sort objects by physical attributes

2.2.1.c Measure objects using standard and non-standard units

States of Matter

2.2.1.d Identify solids and liquids and recognize that liquids take the shape of their container

2.2. Force and Motion

2.2.2 Students will compare relative position and motion of objects.

Motion

2.2.2.a State location and/or motion relative to another object or its surroundings (in front of, behind, between, over, under, faster, slower, forward and backward, up and down)

2.2.2.b Describe how objects move in many different ways (straight, zigzag, round and round, back and forth, and fast and slow)

SC 3: LIFE SCIENCE

Students will integrate and communicate the information, concepts, principles, processes, theories, and models of the Life Sciences to make connections with the natural and engineered world.

3.1. Structure and Function of Living Systems

2.3.1 Students will investigate the characteristics of living things.

Characteristics of Life

2.3.1.a Differentiate between living and nonliving things

Characteristics of Living Organisms

2.3.1.b Identify the basic needs of living things (food, water, air, space, shelter)

2.3.1.c Identify external parts of plants and animals

2.3.1.d Observe and match plants and animals to their distinct habitats

3.2. Heredity

2.3.2 Students will recognize changes in living things.

Inherited Traits

2.3.2.a Describe how offspring resemble their parents

Reproduction

2.3.2.b Describe how living things change as they grow

3.4. Biodiversity

2.3.4 Students will recognize changes in organisms

Biological Adaptations

2.3.4.a Recognize seasonal changes in animals and plants

SC 4: EARTH AND SPACE SCIENCES

Students will integrate and communicate the information, concepts, principles, processes, theories, and models of Earth and Space Sciences to make connections with the natural and engineered world.

4.1. Earth in Space

2.4.1 Students will observe and identify objects of the sky.

Objects in the Sky and Universe

2.4.1.a Identify objects in the sky (the Sun, the Moon, the stars) and when they are observable

Motion of Objects in the Solar System

2.4.1.b Identify objects that appear to move in the sky (the Sun, the Moon, stars)

4.2. Earth Structures and Processes

2.4.2 Students will observe, identify, and describe characteristics of Earth's materials.

Properties of Earth Materials

2.4.2.a Describe Earth materials (sand, soil, rocks, water)

Use of Earth Materials

2.4.2.b Recognize ways in which individuals and families can conserve Earth's resources by reducing, reusing, and recycling

4.3. Energy in Earth's Systems

2.4.3 Students will observe simple patterns of change on Earth.

Energy Sources

2.4.3.a Observe that the Sun provides heat and light

Weather and Climate

2.4.3.b Observe and describe simple daily changes in weather

2.4.3.c Describe simple seasonal weather indicators and how they impact student choices (activities, clothing)

NEBRASKA SCIENCE STANDARDS – GRADES 3-5

SC 1: INQUIRY, THE NATURE OF SCIENCE, AND TECHNOLOGY

Students will combine scientific processes and knowledge with scientific reasoning and critical thinking to ask questions about phenomena and propose explanations based on gathered evidence.

1.1. Abilities to do Scientific Inquiry

5.1.1 Students will plan and conduct investigations that lead to the development of explanations.

Scientific Questioning

5.1.1.a Ask testable scientific questions

Scientific Investigations

5.1.1.b Plan and conduct investigations and identify factors that have the potential to impact an investigation

Scientific Tools

5.1.1.c Select and use equipment correctly and accurately

Scientific Observations

5.1.1.d Make relevant observations and measurements

Scientific Data Collection

5.1.1.e Collect and organize data

Scientific Interpretations, Reflections, and Applications

5.1.1.f Develop a reasonable explanation based on collected data

Scientific Communication

5.1.1.g Share information, procedures, and results with peers and/or adults

5.1.1.h Provide feedback on scientific investigations

Mathematics

5.1.1.i Use appropriate mathematics in all aspects of scientific inquiry

1.2. Nature of Science

5.1.2 Students will describe how scientists go about their work.

Scientific Knowledge

5.1.2.a Recognize that scientific explanations are based on evidence and scientific knowledge

Science and Society

5.1.2.b Recognize that new discoveries are always being made which impact scientific knowledge

Science as a Human Endeavor

5.1.2.c Recognize many different people study science

1.3. Technology

5.1.3 Students will solve a simple design problem.

Abilities to do Technical Design

5.1.3.a Identify a simple problem

5.1.3.b Propose a solution to a simple problem

5.1.3.c Implement the proposed solution

5.1.3.d Evaluate the implementation

5.1.3.e Communicate the problem, design, and solution

SC 2: PHYSICAL SCIENCE

Students will integrate and communicate the information, concepts, principles, processes, theories, and models of the Physical Sciences to make connections with the natural and engineered world.

2.1. Matter

5.2.1 Students will explore and describe the physical properties of matter and its changes

Properties and Structure of Matter

5.2.1.a Identify mixtures and pure substances

5.2.1.b Identify physical properties of matter (color, odor, elasticity, weight, volume)

5.2.1.c Use appropriate metric measurements to describe physical properties

States of Matter

5.2.1.d Identify state changes caused by heating and cooling solids, liquids, and gases

2.2. Force and Motion

5.2.2 Students will identify the influence of forces on motion.

Motion

5.2.2.a Describe motion by tracing and measuring an object's position over a period of time (speed)

Forces/Newton's 2nd law

5.2.2.b Describe changes in motion due to outside forces (push, pull, gravity)

Universal Forces

5.2.2.c Describe magnetic behavior in terms of attraction and repulsion

2.3. Energy

5.2.3 Students will observe and identify signs of energy transfer.

Sound/Mechanical Waves

5.2.3.a Recognize that sound is produced from vibrating objects; the sound can be changed by changing the vibration

Light

5.2.3.b Recognize that light travels in a straight line and can be reflected by an object (mirror)

5.2.3.c Recognize that light can travel through certain materials and not others (transparent, translucent, opaque)

Heat

5.2.3.d Identify ways to generate heat (friction, burning, incandescent light bulb)

5.2.3.e Identify materials that act as thermal conductors or insulators

Electricity/Magnetism

5.2.3.f Recognize that the transfer of electricity in an electrical circuit requires a closed loop

SC 3: LIFE SCIENCE

Students will integrate and communicate the information, concepts, principles, processes, theories, and models of the Life Sciences to make connections with the natural and engineered world.

3.1. Structure and Function of Living Systems

5.3.1 Students will investigate and compare the characteristics of living things.

Characteristics of Life

5.3.1.a Compare and contrast characteristics of living and nonliving things

Characteristics of Living Organisms

5.3.1.b Identify how parts of plants and animals function to meet basic needs (e.g., leg of an insect helps an insect move, root of a plant helps the plant obtain water)

3.2. Heredity

5.3.2 Students will identify variations of inherited characteristics and life cycles.

Inherited Traits

5.3.2.a Identify inherited characteristics of plants and animals

Reproduction

5.3.2.b Identify the life cycle of an organism

3.3. Flow of Matter and Energy in Ecosystems

5.3.3 Students will describe relationships within an ecosystem.

Flow of Energy

5.3.3.a Diagram and explain a simple food chain beginning with the Sun

5.3.3.b Identify the role of producers, consumers, and decomposers in an ecosystem

Ecosystems

5.3.3.c Recognize the living and nonliving factors that impact the survival of organisms in an ecosystem

Impact on Ecosystems

5.3.3.d Recognize all organisms cause changes, some beneficial and some detrimental, in the environment where they live

3.4. Biodiversity

5.3.4 Students will describe changes in organisms over time.

Biological Adaptations

5.3.4.a Describe adaptations made by plants or animals to survive environmental changes

SC 4: EARTH AND SPACE SCIENCES

Students will integrate and communicate the information, concepts, principles, processes, theories, and models of Earth and Space Sciences to make connections with the natural and engineered world.

4.1. Earth in Space

5.4.1 Students will observe and describe characteristics, patterns, and changes in the sky.

Objects in the Sky and Universe

5.4.1.a Recognize that the observed shape of the Moon changes from day to day during a one month period

Motion of Objects in the Solar System

5.4.1.b Recognize the motion of objects in the sky (the Sun, the Moon, stars) change over time in recognizable patterns

4.2. Earth Structures and Processes

5.4.2 Students will observe and describe Earth's materials, structure, and processes.

Properties of Earth Materials

5.4.2.a Describe the characteristics of rocks, minerals, soil, water, and the atmosphere

Earth's Processes

- 5.4.2.b Identify weathering, erosion, and deposition as processes that build up or break down Earth's surface

Use of Earth Materials

- 5.4.2.c Identify how Earth materials are used (fuels, building materials, sustaining plant life)

4.3. Energy in Earth's Systems

- 5.4.3 Students will observe and describe the effects of energy changes on Earth.

Energy Sources

- 5.4.3.a Describe the Sun's warming effect on the land and water

Weather and Climate

- 5.4.3.b Observe, measure, and record changes in weather (temperature, wind direction and speed, precipitation)

- 5.4.3.c Recognize the difference between weather, climate, and seasons

4.4. Earth's History

- 5.4.4 Students will describe changes in Earth.

Past/Present Earth

- 5.4.4.a Describe how slow processes (erosion, weathering, deposition) and rapid processes (landslides, volcanic eruptions, earthquakes) change Earth's surface

NEBRASKA SCIENCE STANDARDS – Grades 6-8

SC 1: INQUIRY, THE NATURE OF SCIENCE, AND TECHNOLOGY

Students will combine scientific processes and knowledge with scientific reasoning and critical thinking to ask questions about phenomena and propose explanations based on gathered evidence.

1.1. Abilities to do Scientific Inquiry

8.1.1 Students will design and conduct investigations that will lead to descriptions of relationships between evidence and explanations.

Scientific Questioning

8.1.1.a Formulate testable questions that lead to predictions and scientific investigations

Scientific Investigations

8.1.1.b Design and conduct logical and sequential investigations including repeated trials

Scientific Controls and Variables

8.1.1.c Determine controls and use dependent (responding) and independent (manipulated) variables

Scientific Tools

8.1.1.d Select and use equipment appropriate to the investigation, demonstrate correct techniques

Scientific Observations

8.1.1.e Make qualitative and quantitative observations

Scientific Data Collection

8.1.1.f Record and represent data appropriately and review for quality, accuracy, and relevancy

Scientific Interpretations, Reflections, and Applications

8.1.1.g Evaluate predictions, draw logical inferences based on observed patterns/relationships, and account for non-relevant information

Scientific Communication

8.1.1.h Share information, procedures, results, and conclusions with appropriate audiences

8.1.1.i Analyze and provide appropriate critique of scientific investigations

Mathematics

8.1.1.j Use appropriate mathematics in all aspects of scientific inquiry

1.2. Nature of Science

8.1.2 Students will apply the nature of science to their own investigations.

Scientific Knowledge

8.1.2.a Recognize science is an ongoing process and the scientific community accepts and uses explanations until they encounter new experimental evidence not matching existing explanations

Science and Society

8.1.2.b Describe how scientific discoveries influence and change society

Science as a Human Endeavor

8.1.2.c Recognize scientists from various cultures have made many contributions to explain the natural world

1.3. Technology

8.1.3 Students will solve a design problem which involves one or two science concepts.

Abilities to do Technical Design

8.1.3.a Identify problems for technical design

8.1.3.b Design a solution or product

8.1.3.c Implement the proposed design

8.1.3.d Evaluate completed technological designs or products

8.1.3.e Communicate the process of technical design

Understanding of Technical Design

8.1.3.f Distinguish between scientific inquiry (asking questions about the natural world) and technological design (using science to solve practical problems)

8.1.3.g Describe how science and technology are reciprocal

8.1.3.h Recognize that solutions have intended and unintended consequences

8.1.3.i Compare and contrast the reporting of scientific knowledge and the reporting of technological knowledge

SC 2: PHYSICAL SCIENCE

Students will integrate and communicate the information, concepts, principles, processes, theories, and models of the Physical Sciences to make connections with the natural and engineered world.

2.1. Matter

8.2.1 Students will identify and describe the particulate nature of matter including physical and chemical interactions.

Properties and Structure of Matter

8.2.1.a Compare and contrast elements, compounds, and mixtures

8.2.1.b Describe physical and chemical properties of matter

States of Matter

8.2.1.c Recognize most substances can exist as a solid, liquid, or gas depending on temperature

8.2.1.d Compare and contrast solids, liquids, and gases based on properties of these states of matter

Physical and Chemical Changes

8.2.1.e Distinguish between physical and chemical changes (phase changes, dissolving, burning, rusting)

8.2.1.f Recognize conservation of matter in physical and chemical changes

Classification of Matter

8.2.1.g Classify substances into similar groups based on physical properties

2.2. Force and Motion

8.2.2 Students will investigate and describe forces and motion.

Motion

8.2.2.a Describe motion of an object by its position and velocity

Inertia/Newton's 1st law

8.2.2.b Recognize an object that is not being subjected to a force will continue to move at a constant speed in a straight line or stay at rest (Newton's 1st law)

Forces/Newton's 2nd law

8.2.2.c Compare the motion of objects related to the effects of balanced and unbalanced forces

Universal Forces

8.2.2.d Recognize that everything on or around Earth is pulled towards Earth's center by gravitational force

2.3. Energy

8.2.3 Students will identify and describe how energy systems and matter interact.

Sound/Mechanical Waves

8.2.3.a Recognize that vibrations set up wave-like disturbances that spread away from the source (sound, seismic, water waves)

8.2.3.b Identify that waves move at different speeds in different materials

Light

8.2.3.c Recognize that light interacts with matter by transmission (including refraction), absorption, or scattering (including reflection)

- 8.2.3.d Recognize that to see an object, light from the surface of the object must enter the eye; the color seen depends on the properties of the surface and the color of the available light sources

Heat

- 8.2.3.e Recognize that heat moves from warmer objects to cooler objects until both reach the same temperature

Conservation

- 8.2.3.f Describe transfer of energy from electrical and magnetic sources to different energy forms (heat, light, sound, chemical)

- 8.2.3.g Recognize all energy is neither created nor destroyed

SC 3: LIFE SCIENCE

Students will integrate and communicate the information, concepts, principles, processes, theories, and models of the Life Sciences to make connections with the natural and engineered world.

3.1. Structure and Function of Living Systems

- 8.3.1 Students will investigate and describe the structure and function of living organisms.

Characteristics of Life

- 8.3.1.a Recognize the levels of organization in living organisms (cells, tissues, organs, organ systems, organisms)

Cellular Composition of Organisms

- 8.3.1.b Recognize that all organisms are composed of one or many cells; that these cells must grow, divide, and use energy; and that all cells function similarly

- 8.3.1.c Recognize specialized cells perform specialized functions in multicellular organisms

- 8.3.1.d Identify the organs and functions of the major systems of the human body and describe ways that these systems interact with each other

Behavior

- 8.3.1.e Describe how plants and animals respond to environmental stimuli

3.2. Heredity

- 8.3.2 Students will investigate and describe the relationship between reproduction and heredity.

Inherited Traits

- 8.3.2.a Recognize that hereditary information is contained in genes within the chromosomes of each cell

Reproduction

- 8.3.2.b Compare and contrast sexual and asexual reproduction

3.3. Flow of Matter and Energy in Ecosystems

- 8.3.3 Students will describe populations and ecosystems.

Flow of Energy

- 8.3.3.a Diagram and explain the flow of energy through a simple food web
8.3.3.b Compare the roles of producers, consumers, and decomposers in an ecosystem

Ecosystems

- 8.3.3.c Recognize that producers transform sunlight into chemical energy through photosynthesis
8.3.3.d Determine the biotic and abiotic factors that impact the number of organisms an ecosystem can support
8.3.3.e Recognize a population is all the individuals of a species at a given place and time
8.3.3.f Identify symbiotic relationships among organisms

Impact on Ecosystems

- 8.3.3.g Identify positive and negative effects of natural and human activity on an ecosystem

3.4. Biodiversity

- 8.3.4 Students will identify characteristics of organisms that help them survive.

Biological Adaptations

- 8.3.4.a Describe how an inherited characteristic enables an organism to improve its survival rate

Biological Evolution

- 8.3.4.b Recognize the extinction of a species is caused by the inability to adapt to an environmental change
8.3.4.c Use anatomical features of an organism to infer similarities among other organisms

SC 4: EARTH AND SPACE SCIENCES

Students will integrate and communicate the information, concepts, principles, processes, theories, and models of Earth and Space Sciences to make connections with the natural and engineered world.

4.1. Earth in Space

- 8.4.1 Students will investigate and describe Earth and the solar system.

Objects in the Sky and Universe

- 8.4.1.a Describe the components of the solar system (the Sun, planets, moons, asteroids, comets)

Motion of Objects in the Solar System

- 8.4.1.b Describe the relationship between motion of objects in the solar system and the phenomena of day, year, eclipses, phases of the Moon and seasons

Gravitational Effects

- 8.4.1.c Describe the effects of gravity on Earth (tides) and the effect of gravity on objects in the solar system

4.2. Earth Structures and Processes

- 8.4.2 Students will investigate and describe Earth's structure, systems, and processes.

Properties of Earth Materials

- 8.4.2.a Describe the layers of Earth (core, mantle, crust, atmosphere)
- 8.4.2.b Describe the physical composition of soil
- 8.4.2.c Describe the mixture of gases in Earth's atmosphere and how the atmosphere's properties change at different elevations
- 8.4.2.d Describe evidence of Earth's magnetic field

Earth's Processes

- 8.4.2.e Compare and contrast constructive and destructive forces (deposition, erosion, weathering, plate motion causing uplift, volcanoes, earthquakes) that impact Earth's surface
- 8.4.2.f Describe the rock cycle
- 8.4.2.g Describe the water cycle (evaporation, condensation, precipitation)

Use of Earth Materials

- 8.4.2.h Classify Earth materials as renewable or nonrenewable

4.3. Energy in Earth's Systems

- 8.4.3 Students will investigate and describe energy in Earth's systems.

Energy Sources

- 8.4.3.a Describe how energy from the Sun influences the atmosphere and provides energy for plant growth

Weather and Climate

- 8.4.3.b Identify factors that influence daily and seasonal changes on Earth (tilt of the Earth, humidity, air pressure, air masses)
- 8.4.3.c Describe atmospheric movements that influence weather and climate (air masses, jet stream)

4.4. Earth's History

8.4.4 Students will use evidence to draw conclusions about changes in Earth.

Past/Present Earth

- 8.4.4.a Recognize that Earth processes we see today are similar to those that occurred in the past (uniformity of processes)
- 8.4.4.b Describe how environmental conditions have changed through use of the fossil record

NEBRASKA SCIENCE STANDARDS – Grades 9-12

SC 1: INQUIRY, THE NATURE OF SCIENCE, AND TECHNOLOGY

Students will combine scientific processes and knowledge with scientific reasoning and critical thinking to ask questions about phenomena and propose explanations based on gathered evidence.

1.1. Abilities to do Scientific Inquiry

12.1.1 Students will design and conduct investigations that lead to the use of logic and evidence in the formulation of scientific explanations and models.

Scientific Questioning

12.1.1.a Formulate a testable hypothesis supported by prior knowledge to guide an investigation

Scientific Investigations

12.1.1.b Design and conduct logical and sequential scientific investigations with repeated trials and apply findings to new investigations

Scientific Controls and Variables

12.1.1.c Identify and manage variables and constraints

Scientific Tools

12.1.1.d Select and use lab equipment and technology appropriately and accurately

Scientific Observations

12.1.1.e Use tools and technology to make detailed qualitative and quantitative observations

Scientific Data Collection

12.1.1.f Represent and review collected data in a systematic, accurate, and objective manner

Scientific Interpretations, Reflections, and Applications

12.1.1.g Analyze and interpret data, synthesize ideas, formulate and evaluate models, and clarify concepts and explanations

12.1.1.h Use results to verify or refute a hypothesis

12.1.1.i Propose and/or evaluate possible revisions and alternate explanations

Scientific Communication

12.1.1.j Share information, procedures, results, conclusions, and defend findings to a scientific community (peers, science fair audience, policy makers)

12.1.1.k Evaluate scientific investigations and offer revisions and new ideas as appropriate

Mathematics

12.1.1.1 Use appropriate mathematics in all aspects of scientific inquiry

1.2. Nature of Science

12.1.2 Students will apply the nature of scientific knowledge to their own investigations and in the evaluation of scientific explanations.

Scientific Knowledge

12.1.2.a Recognize that scientific explanations must be open to questions, possible modifications, and must be based upon historical and current scientific knowledge

Science and Society

12.1.2.b Describe how society influences the work of scientists and how science, technology, and current scientific discoveries influence and change society

Science as a Human Endeavor

12.1.2.c Recognize that the work of science results in incremental advances, almost always building on prior knowledge, in our understanding of the world

12.1.2.d Research and describe the difficulties experienced by scientific innovators who had to overcome commonly held beliefs of their times to reach conclusions that we now take for granted

1.3. Technology

12.1.3 Students will solve a complex design problem.

Abilities to do Technical Design

12.1.3.a Propose designs and choose between alternative solutions of a problem

12.1.3.b Assess the limits of a technical design

12.1.3.c Implement the selected solution

12.1.3.d Evaluate the solution and its consequences

12.1.3.e Communicate the problem, process, and solution

Understanding of Technical Design

12.1.3.f Compare and contrast the reasons for the pursuit of science and the pursuit of technology

12.1.3.g Explain how science advances with the introduction of new technology

12.1.3.h Recognize creativity, imagination, and a good knowledge base are all needed to advance the work of science and engineering

SC 2: PHYSICAL SCIENCE

Students will integrate and communicate the information, concepts, principles, processes, theories, and models of the Physical Sciences to make connections with the natural and engineered world.

2.1. Matter

12.2.1 Students will investigate and describe matter in terms of its structure, composition and conservation.

Properties and Structure of Matter

12.2.1.a Recognize bonding occurs when outer electrons are transferred (ionic) or shared (covalent)

States of Matter

12.2.1.b Describe the energy transfer associated with phase changes between solids, liquids, and gases

12.2.1.c Describe the three normal states of matter (solid, liquid, gas) in terms of energy, particle arrangement, particle motion, and strength of bond between molecules

Physical and Chemical Changes

12.2.1.d Recognize a large number of chemical reactions involve the transfer of either electrons (oxidation/reduction) or hydrogen ions (acid/base) between reacting ions, molecules, or atoms

12.2.1.e Identify factors affecting rates of chemical reactions (temperature, particle size, surface area)

Atomic Structure

12.2.1.f Recognize the charges and relative locations of subatomic particles (neutrons, protons, electrons)

12.2.1.g Describe properties of atoms, ions, and isotopes

Classification of Matter

12.2.1.h Describe the organization of the periodic table of elements with respect to patterns of physical and chemical properties

2.2. Force and Motion

12.2.2 Students will investigate and describe the nature of field forces and their interactions with matter.

Motion

12.2.2.a Describe motion with respect to displacement and acceleration

Inertia/Newton's 1st law

12.2.2.b Describe how the law of inertia (Newton's 1st law) is evident in a real-world event

Forces/Newton's 2nd law

12.2.2.c Make predictions based on relationships among net force, mass, and acceleration (Newton's 2nd law)

Newton's 3rd law

12.2.2.d Recognize that all forces occur in equal and opposite pairs (Newton's 3rd law)

12.2.2.e Describe how Newton's 3rd law of motion is evident in a real-world event

Universal Forces

12.2.2.f Describe gravity as a force that each mass exerts on another mass, which is proportional to the masses and the distance between them

12.2.2.g Recognize that an attractive or repulsive electric force exists between two charged particles and that this force is proportional to the magnitude of the charges and the distance between them

2.3. Energy

12.2.3 Students will describe and investigate energy systems relating to the conservation and interaction of energy and matter.

Sound/Mechanical Waves

12.2.3.a Describe mechanical wave properties (speed, wavelength, frequency, amplitude) and how waves travel through a medium

12.2.3.b Recognize that the energy in waves can be changed into other forms of energy

Light

12.2.3.c Recognize that light can behave as a wave (diffraction and interference)

Heat

12.2.3.d Distinguish between temperature (a measure of the average kinetic energy of atomic or molecular motion) and heat (the quantity of thermal energy that transfers due to a change in temperature)

12.2.3.e Compare and contrast methods of heat transfer and the interaction of heat with matter via conduction, convection, and radiation

Electricity/Magnetism

12.2.3.f Recognize that the production of electromagnetic waves is a result of changes in the motion of charges or by a changing magnetic field

12.2.3.g Compare and contrast segments of the electromagnetic spectrum (radio, micro, infrared, visible, ultraviolet, x-rays, gamma) based on frequency and wavelength

Nuclear

12.2.3.h Recognize that nuclear reactions (fission, fusion, radioactive decay) convert a fraction of the mass of interacting particles into energy, and this amount of energy is much greater than the energy in chemical interactions

Conservation

12.2.3.i Interpret the law of conservation of energy to make predictions for the outcome of an event

Mechanical Energy

12.2.3.j Identify that all energy can be considered to be either kinetic, potential, or energy contained by a field (e.g. electromagnetic waves)

Chemical Energy

12.2.3.k Identify endothermic and exothermic reactions

SC 3: LIFE SCIENCE

Students will integrate and communicate the information, concepts, principles, processes, theories, and models of the Life Sciences to make connections with the natural and engineered world.

3.1. Structure and Function of Living Systems

12.3.1 Students will investigate and describe the chemical basis of the growth, development, and maintenance of cells.

Characteristics of Life

12.3.1.a Identify the complex molecules (carbohydrates, lipids, proteins, nucleic acids) that make up living organisms

Cellular Composition of Organisms

12.3.1.b Identify the form and function of sub-cellular structures that regulate cellular activities

12.3.1.c Describe the cellular functions of photosynthesis, respiration, cell division, protein synthesis, transport of materials, and energy capture/release

Behavior

12.3.1.d Describe how an organism senses changes in its internal or external environment and responds to ensure survival

3.2. Heredity

12.3.2 Students will describe the molecular basis of reproduction and heredity.

Inherited Traits

12.3.2.a Identify that information passed from parents to offspring is coded in DNA molecules

12.3.2.b Describe the basic structure of DNA and its function in genetic inheritance

12.3.2.c Recognize how mutations could help, harm, or have no effect on individual organisms

Reproduction

12.3.2.d Describe that sexual reproduction results in a largely predictable, variety of possible gene combinations in the offspring of any two parents

3.3. Flow of Matter and Energy in Ecosystems

12.3.3 Students will describe, on a molecular level, the cycling of matter and the flow of energy between organisms and their environment.

Flow of Energy

12.3.3.a Explain how the stability of an ecosystem is increased by biological diversity

Ecosystems

12.3.3.b Recognize that atoms and molecules cycle among living and nonliving components of the biosphere

12.3.3.c Explain how distribution and abundance of different organisms in ecosystems are limited by the availability of matter and energy and the ability of the ecosystem to recycle materials

Impact on Ecosystems

12.3.3.d Analyze factors which may influence environmental quality

3.4. Biodiversity

12.3.4 Students will describe the theory of biological evolution.

Biological Adaptations

12.3.4.a Identify different types of adaptations necessary for survival (morphological, physiological, behavioral)

Biological Evolution

12.3.4.b Recognize that the concept of biological evolution is a theory which explains the consequence of the interactions of: (1) the potential for a species to increase its numbers, (2) the genetic variability of offspring due to mutation and recombination of genes, (3) a finite supply of the resources required for life, and (4) the ensuing selection by the environment of those offspring better able to survive and leave offspring

12.3.4.c Explain how natural selection provides a scientific explanation of the fossil record and the molecular similarities among the diverse species of living organisms

12.3.4.d Apply the theory of biological evolution to explain diversity of life over time

SC 4: EARTH AND SPACE SCIENCES

Students will integrate and communicate the information, concepts, principles, processes, theories, and models of Earth and Space Sciences to make connections with the natural and engineered world.

4.1. Earth in Space

12.4.1 Students will investigate and describe the known universe.

Objects in the Sky and Universe

12.4.1.a Describe the formation of the universe using the Big Bang Theory

12.4.1.b Recognize that stars, like the Sun, transform matter into energy by nuclear reactions which leads to the formation of other elements

12.4.1.c Describe stellar evolution

4.2. Earth Structures and Processes

12.4.2 Students will investigate the relationships among Earth's structure, systems, and processes.

Properties of Earth Materials

12.4.2.a Recognize how Earth materials move through geochemical cycles (carbon, nitrogen, oxygen) resulting in chemical and physical changes in matter

Earth's Processes

12.4.2.b Describe how heat convection in the mantle propels the plates comprising Earth's surface across the face of the globe (plate tectonics)

Use of Earth Materials

12.4.2.c Evaluate the impact of human activity and natural causes on Earth's resources (groundwater, rivers, land, fossil fuels)

4.3. Energy in Earth's Systems

12.4.3 Students will investigate and describe the relationships among the sources of energy and their effects on Earth's systems.

Energy Sources

12.4.3.a Describe how radiation, conduction, and convection transfer heat in Earth's systems

12.4.3.b Identify internal and external sources of heat energy in Earth's systems

12.4.3.c Compare and contrast benefits of renewable and nonrenewable energy sources

Weather and Climate

12.4.3.d Describe natural influences (Earth's rotation, mountain ranges, oceans, differential heating) on global climate

4.4. Earth's History

12.4.4 Students will explain the history and evolution of Earth.

Past/Present Earth

12.4.4.a Recognize that in any sequence of sediments or rocks that has not been overturned, the youngest sediments or rocks are at the top of the sequence and the oldest are at the bottom (law of superposition)

12.4.4.b Interpret Earth's history by observing rock sequences, using fossils to correlate the sequences at various locations, and using data from radioactive dating methods

12.4.4.c Compare and contrast the physical and biological differences of the early Earth with the planet we live on today

GENERAL INFORMATION

Purpose of These Standards. The State Board of Education adopts these standards to identify what students should know and be able to do and what teachers should teach.

Scope and Application of this Appendix. This Appendix provides social studies/history model academic content standards for use under the provisions of, and pursuant to, the Quality Education Accountability Act (Sections 79-757 to 79-762 of the Revised Statutes of Nebraska (R.R.S.)), and the requirements of this Chapter.

Example Indicators. Following each standard is a set of example indicators, which are written in clear and specific language to aid in understanding the meaning of the standards. Since a number of the standards are repeated in whole or in part at different grade levels, the example indicators show progression and increased expectations throughout the grades. Although the example indicators are not an exhaustive list of what can be done to meet the standards, they are representative of the content for each standard at each grade level.

K-12 Social Studies. Social studies promotes civic competence through the integrated study of the social sciences and humanities. The primary purpose of social studies is to help young people make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world.

Nebraska schools teach social studies/history in kindergarten through grade 12. Social studies blends history, geography, civics, economics, and government in one class, perhaps called “social studies,” or into a social studies department with discipline-based classes, which might be called “United States History” or “World Geography.” A social studies/history education encourages students to develop a core of business knowledge and a way of thinking drawn from many academic disciplines. Students are encouraged to analyze this core of knowledge and to become participating and informed citizens.

Core Content Areas. A traditional curriculum concentrates on the following social core content subjects: history, geography, civics, economics, and government.

History - focuses on the great record of human experience, revealing how individuals and societies resolved their problems and disclosing the consequences of their choices. By studying the choices and decisions of the past, students can confront today’s problems and choices with a deeper awareness of their alternatives and the likely consequences. This content area typically appears in courses and units focusing on Nebraska history, United States history, world history, and social studies.

Geography - helps students answer questions about the world around them, about where things are and how they got there. These answers can be discovered by using skills, such as asking geographic questions, acquiring geographic information, organizing geographic information, analyzing geographic information, and answering geographic questions. This content area typically appears in courses and units dealing with geography, world geography, and social studies.

Civics, Economics, and Government - gives students a basic understanding of civic life, politics, and government. It helps students understand the workings of their political system and that of others as well as the relationship of American politics and government to world affairs. The goals of civics and government is to develop informed, competent, and responsible citizens who are active politically and committed to the fundamental values and principles of American constitutional democracy. Economics provides students with an understanding of how individuals, communities, states, and nations allocate their scarce resources. A clear understanding of economics enables students to comprehend the economic forces that affect them every day and helps them to identify and evaluate the consequences of personal decisions and public policies. Students will understand how a democratic market economy functions, which better prepares them to be producers, consumers, and citizens. This content area typically appears in courses and units dealing with civics, political science, American government, law, economics, and social studies.

Goals of Social Studies. Nebraska schools must provide a strong course offering in these core content areas. Students need a solid basis in history, geography, civics, economics, and government to live and work in their communities today and beyond. The key goal of social studies needs is “promoting civic competence.” The core content areas are:

- Builds an understanding of human history.
- Builds an understanding of a citizen’s role.
- Develops a sense of the social studies disciplines and the connections across them.

Suggested Course Outline for Social Studies Grades 9-12

United States History.

- Colonization and Settlement.
- Revolution and the New Nation.
- Expansion and Reform.
- Civil War and Reconstruction.
- The Settlement and Development of Nebraska.
- The Emergence of Modern America.
- The Great Depression and World War II.
- Postwar United States.
- Contemporary United States.

World History.

- The Beginnings of Human Society.
- Expanding Regions of Exchange and Encounter (300-1000).
- The Emergence of the First Global Age (1450-1770).
- An Age of Revolutions (1750-1914).
- A Half-Century of Crisis and Achievement (1900-1945).
- The 20th Century Since 1945.

Geography.

- The world in spatial terms.
- Places and regions.
- Physical systems.
- Human systems.
- Environment and society.
- The uses of geography.

Civics, Economics, and Government.

- Civic life, politics and government.
- Foundations of the American political system.
- The basic principles, structure, and operation of the American economy.
- How does the government established by the Constitution embody the purposes, values, and principles of American democracy?
- The relationship of the United States to other nations and to world affairs.
- The roles of the citizen in American democracy.

Other Areas. In addition to the traditional social studies curriculum, many Nebraska school districts offer students a complete complement of supporting social studies subject areas. These subject areas might include archaeology, anthropology, psychology, sociology, philosophy, and religion.

FIRST GRADE

Social Studies - United States History, Geography, Civics/Government, Economics

1.1 Students will demonstrate an understanding that history relates to events and people of other times and places.

Example indicators:

Use calendars and timelines to show sequence and change.

Identify past events and people in legends, historical fiction, and biographies, e.g., Johnny Appleseed, Betsy Ross, etc.

Describing the people and events honored in commemorative holidays.

Compare school and community life in America in different places and times.

Recognize that people, places, and things change over time.

1.2 Students will compare and contrast the past and present contributions of cultures to school and family.

Example indicators:

Explain the past and the present through pictures, oral history, letters, or journals.

Students will identify ways that people grow and change over time.

1.3 Students will compare the relative location of people, places, and things.

Example indicators:

Use objects to show position, e.g., near/far, up/down, left/right, behind/in front.

Identify map symbols, e.g., legend references to land, water, roads, and cities.

Name community symbols, e.g. traffic signs, traffic lights, and street and highway markers.

Locate land and water on simple maps, globes, or other models using cardinal directions and map symbols.

Recognize the physical shape of our state and nation.

1.4 Students will recognize that climate, location, and physical surroundings affect the lives of people.

Example indicators:

Discuss how the environment influences their food, clothing, shelter, transportation, and recreation.

Recognize that Nebraska's seasons vary from other places in the United States and the world.

1.5 Students will identify uses of technology, such as transportation and communication.

Example indicators:

Identify what inventions are.

Describe a helpful invention.

Explain why they are important.

1.6 Students will identify basic economic concepts.

Example indicators:

Recognize the difference between basic needs and wants, e.g., food, clothing, shelter, and affection.

Explain differences between buyers and sellers/good and services.

1.7 Students will explain how families and individuals earn, spend, and save.

Example indicators:

Match simple descriptions of work that people do with the names of those jobs.

Recognize the importance of work.

Demonstrate the exchange of money for goods and services.

Identify ways to save money.

1.8 Students will recognize good citizenship and its importance.

Example indicators:

Explain why it is important to show respect for self, family, and others, e.g., taking care of his/her own things and respecting what belongs to others.

Identify examples of honesty, courage, patriotism, and other admirable character traits seen in American history.

Identify how choices and actions affect themselves and others, e.g., making class rules, participating in classroom chores.

Identify community groups of which students are members, e.g., family, school, church, girl/boy scouts, and classroom.

Participate in classroom elections.

Name the President or other elected leaders.

1.9 Students will identify patriotic symbols and actions.

Example indicator:

Name those associated with the United States, e.g., the flag, the Pledge of Allegiance, etc.

FOURTH GRADE

Social Studies - United States History, Nebraska History, Geography, Civics/Government, Economics

4.1 Students will compare communities and describe how United States and Nebraska communities changed physically and demographically over time.

Example indicators:

Identify and describe cultural holidays and events in their communities, Nebraska, and United States.

Identify changes in daily life past and present, e.g., roles, jobs, communication, technology, schools, and cultural traditions.

4.2 Students will describe the contributions from the cultural and ethnic groups that made up our national heritage: Native Americans, Hispanic Americans, African Americans, European Americans, and Asian Americans.

Example indicators:

Identify regional characteristics, e.g., Navaho, Amish, and Polynesian.

Identify important men and women from different cultural and ethnic groups.

Identify famous inventors.

Identify contributions of special groups, e.g., labor unions, buffalo soldiers, and farmers' co-op.

4.3 Students will describe social and economic development of Nebraska in the 20th century.

Example indicators:

Identifying the accomplishments of 20th century Nebraskans.

Explain the impact of advance in transportation, communication, immigration, and economic development.

4.4 Students will describe the interaction between Native Americans and their environment on the plains prior to European contact.

Example indicators:

Explain how Native Americans used the resources for daily living.

Identify different types of shelters used by Native Americans.

Describe the daily life of a Native American.

4.5 Students will describe Nebraska's history, including geographic factors, from European contact to statehood.

Example indicators:

Explain how historic and geographic factors affected the expansion and development of Nebraska.

Locate on a map, forts, missions, settlements, trails, cities, transportation routes, and migration patterns.

Describe the exploration of the Great Plains.

Describe the impact of westward expansion on tribal nations.

Describe Spanish, French, and English settlements.

4.6 Students will identify significant individuals, historical events and symbols in their community and in Nebraska and explain their importance.

Example indicators:

Identify and describe the past and present contributions of Native Americans, Hispanic Americans, African Americans, European Americans, and Asian Americans.

Identify members of Nebraska's Hall of Fame.

Identify accomplishments of prominent Nebraskans, e.g., Black Elk, Malcom X, and Evelyn Sharp.

Identify groups that have impacted Nebraska's history, e.g., buffalo soldiers, cowboys, and sodbusters and immigrant settlers.

Identify symbols associated with Nebraska, e.g., the flag, tree, and bird.

4.7 Student will use higher level thinking processes to evaluate and analyze primary sources and other resources.

Example indicators:

Identify, analyze, and make generalizations using primary sources, e.g., artifacts, diaries, letters, photographs, art, and newspapers.

Compare documentary sources on historical figures, events, with fictionalized characters and events to distinguish fact from fiction.

4.8 Students will describe characteristics of a market economic system and the interactions of consumers and producers.

Example indicators:

Describe the concepts of scarcity, choice, and the use of limited natural, capital, and human resources in an economic system.

Explain the specialization and interdependence of producers and consumers involved in producing goods and services.

Demonstrate how markets and prices help consumers buy and producers supply products and services in an economic system.

Identify how changing modes of transportation and communication by entrepreneurs have changed the economic system of the United States and Nebraska.

Explain the purpose of taxes and their use and collection in an economic system.

4.9 Student will demonstrate an understanding of money and the financial system used in the United States.

Example indicators:

Identify the concepts of earning, saving, spending, and checking accounts and credit used by financial institutions and consumers.

Describe the functions of money in an economic system.

4.10 Students will identify and use essential map elements.

Example indicators:

- Distinguish between longitude and latitude.
- Use the equator and prime meridian to identify the hemisphere.
- Use the grid system to find locations.
- Use cardinal directions.
- Understand map keys, e.g., scale, symbols, compass rose.

4.11 Students will use maps and globes to acquire information about people, places, and environments.

Example indicators:

- Locate and identify on maps and globes his/her local city or county, Nebraska, the United States, the seven continents, and four oceans.
- Sketch maps to illustrate places described in a narrative or a description, e.g., neighborhoods, rooms, routes, regions, states, countries, continents.
- Explain how physical characteristics, transportation routes, climate, and specialization influenced the variety of crops, products, industries, and the general patterns of economic growth in Nebraska.
- Illustrate how Nebraska communities differ in physical features, e.g., land use, population density, architecture, services, and transportation.
- Construct physical maps and three-dimensional models that include the essential map elements, political areas, and the geographic regions of Nebraska and the United States, e.g., Coastal Plains, Appalachian Mountains, Interior Lowlands, Great Plains, Rocky Mountains, Basin and Ridge, and Coastal Range.
- Explain the directional flow of rivers.

4.12 Students will identify the geographic and human characteristics of the regions of the United States and Nebraska.

Examples indicators:

- Name the major geographic regions of the United States.
- Identify the states within each region.
- Identify capital cities and major cities.
- Identify mountains, lakes, and rivers in each region.
- Name the countries and bodies of water, which border the United States.
- Identify geographic and historic features unique to each region.

4.13 Students will describe the process of making laws, carrying out laws, and determining if laws have been violated.

Example indicators:

Describe the constitutional rights and responsibilities of being a citizen.

Explain the role of citizenship in the promotion of laws.

Describe the election process.

Identify the consequences of violating the law.

Identify local, county, and state representatives.

Explain the process of contacting a representative.

4.14 Students will identify the uniqueness of the Nebraska Unicameral compared with other state legislatures.

Example indicators:

Describe the difference between bicameral and unicameral legislatures.

Identify the contribution of George Norris.

4.15 Students will identify and describe the responsibilities of the elected mayor, governor, and president on the local, state, and federal level.

Example indicator:

Name of your mayor, governor, and the President of the United States and list several responsibilities of each.

EIGHTH GRADE

Social Studies - United States History, World History, Nebraska History, Geography, Civics/Government, Economics

8.1 United States History

8.1.1 Students will analyze major cultures in the Americas before the 17th century.

Example indicators:

Describe the regional culture groups of early Native Americans in North America, e.g., the Northern, Northwestern, Plains, Mound Builders, Eastern Woodlands, and Southwestern Native Americans, etc.

Describe selected civilizations in Central and South Americas, e.g., the Mayan, Olmecs, Aztec, Incas, Chibchas, and Toltecs.

Explain how geography and climate influenced the way Early American cultural groups lived.

8.1.2 Students will analyze the major people, events, and ideas that led to the exploration and settlement of the Americas by Europeans.

Example indicators:

Explain the motivations, obstacles, and accomplishments of sponsors and leaders of key expeditions from Spain, France, Portugal, and England.

Identify the political, economic, and social impact of the encounter between European and early cultures in the Americas.

Identify the economic, ideological, religious, and nationalist forces that led to competition among European powers for control of the Americas.

Identify explorers, e.g., Columbus, Leif Ericsson, Amerigo Vespucci, Champlain, and Hudson.

Describe Spanish, French, and English settlements.

8.1.3 Students will describe key people, events, and ideas from colonial America.

Example indicators:

Explain the factors that led to the founding of the colonies, e.g., the escape from religious persecution, economic opportunity, release from prison, and military adventure.

Describe geographic, political, economic, and social contrasts in the three regions of New England, the mid-Atlantic, and the South.

Describe life in the colonies in the 18th century from the perspectives of Native Americans, large landowners, farmers, artisans, women, and slaves.

Explain the principal economic and political connections between the colonies and England.

Describe sources of dissatisfaction that led to the American Revolution.

Identify key individuals and events in the American Revolution, e.g., King George, Lord North, Lord Cornwallis, John Adams, Samuel Adams, Paul Revere, Benjamin Franklin, George Washington, Thomas Jefferson, Patrick Henry, and Thomas Paine.

Explain major military campaigns of the Revolutionary War and reasons why the colonies were able to defeat the British.

8.1.4 Students will analyze challenges faced by the new United States government.

Example indicators:

Explain the writing of a new Constitution in 1787 and the struggles over ratification and the addition of a Bill of Rights.

Describe major issues facing Congress and the first four presidents.

Explain conflicts between Thomas Jefferson and Alexander Hamilton that resulted in the emergence of two political parties.

8.1.5 Students will describe growth and change in the United States from 1801 to 1861.

Example indicators:

Describe territorial exploration, expansion, and settlement, e.g., Lewis and Clark, Louisiana Purchase, and acquisition of southern and western territories.

Describe how the physical geography and various incentives influenced the movement of people, goods, and services.

Describe the political relationships between the Americas and Europe, which led to the Monroe Doctrine.

Describe the impact of inventions, e.g., the cotton gin, McCormick reaper, etc.

8.1.6 Students will identify and analyze causes, key events, and the effects of the Civil War and Reconstruction.

Example indicators:

Describe economic and philosophical differences between the North and South, as exemplified by men such as Daniel Webster and John C. Calhoun.

Identify key events leading to secession and war.

Identify key people during this period, e.g., Abraham Lincoln, Ulysses S. Grant, Jefferson Davis, Robert E. Lee, Frederick Douglas, William Lloyd Garrison, Harriet Tubman, Harriet Beecher Stowe, John Brown, and Clara Barton, etc.

Identify key events during the Civil War, e.g., major battles, the Emancipation Proclamation, and Lee's surrender at Appomattox.

Describe life on the battlefield and on the homefront from multiple perspectives.

Explain the basic provisions and postwar impact of the 13th, 14th, and 15th Amendments to the United State Constitution.

Describe the impact of Reconstruction policies on the South.

8.1.7 Students will explain post Civil War changes in the United States, and the role of the United States in world affairs through World War I.

Example indicators:

Describe federal policies of expansion and how they affected various culture groups and individuals, e.g., Native Americans, Asian Americans, etc.

Explain why people immigrated to the United States describing their obstacles and contributions.

Describe the growth of American cities and the impact on societies.

Describe the United States' participation in key world events, e.g., the Spanish-American War, World War I, etc.

8.1.8 Students will describe key, social, economic and cultural developments from WWI through the Great Depression.

Example indicators:

Describe the arts in the United States, e.g., the Harlem Renaissance, the works of F. Scott Fitzgerald, Louis Armstrong, etc.

Describe the social changes, e.g., women's suffrage, prohibition, etc.

Describe the economic factors that led to the Great Depression.

Describe the extent and depth of business and farm failures, unemployment, and poverty.

Describe the New Deal and the Depression and the future role of government in the economy.

Identify key people of the period, e.g., Eleanor and Franklin Roosevelt, Charles Lindbergh, etc.

8.1.9 Students will describe key people, events, and ideas since World War II.

Example indicators:

Explain segregation, desegregation, and the Civil Rights Movement.

Describe the changing role of women in America.

Describe the technology revolution and its impact on communication, transportation, and new industries.

Describe the consumer economy and increasing global markets.

Describe the increases in violent crime and illegal drugs.

Explain the effects of increased immigration.

Describe political leaders of the period, trends in national elections, and differences between the two major political parties.

8.2 World History to 1000 A.D.

8.2.1 Students will describe human culture in the Paleolithic and Neolithic Eras.

Example indicators:

Describe how archeological discoveries change our knowledge of early peoples.

Compare the characteristics of Paleolithic and Neolithic societies and the adaptation to physical geography of various areas had on those groups.

Describe how tool making, use of fire, agricultural revolution, and other technological and social advancements improved life for early people.

8.2.2 Students will describe the ancient river valley civilizations (Mesopotamia, Egypt, India and China), on the development of world cultures.

Example indicators:

Describe the geography and history of each civilization.

Describe the location in time and place.

Identify social, political, and economic institutions.

Describe religious traditions and written languages.

Identify significant contributions and legacies.

8.2.3 Students will describe the impact of history, culture, and geography of Greece and Rome on later civilizations.

Example indicators:

Describe the influence of physical geography, climate, and soils on the Greek economic, social, and political development and the impact on the commerce of the Mediterranean regions.

Describe the development of Greek democracy.

Identify and describe the contributions of Greek culture, e.g., mythology and philosophy.

Describe important Greek military campaigns, e.g., the Persian Wars and conquests by the Macedonians.

Describe the influence of geography on Roman economic, social, and political development.

Relate Roman mythology and religion.

Describe the development of the Roman government.

Describe important Roman military campaigns, e.g., military domination of the Mediterranean and Western Europe.

Describe the fall of the Republic and the rise of imperial monarchs.

Describe the impact and spread of Christianity and Judaism.

Describe, analyze, and evaluate the history of the Byzantine Empire from about 300 BCE to 1000 C.E., e.g., Constantinople, Codification of Roman law, Greek Orthodox churches, and Byzantine art and architecture.

8.2.4 Students will describe the development and cultural impact of major religions.

Example indicators:

Describe the origins, customs, beliefs, and spread of the major religions.

Identify the theological and cultural differences and similarities among the major religions.

Describe the effect of religious, political, and economic competition.

Identify the historical turning points that affected the spread and influence of these religious cultures.

8.2.5 Students will describe the impact of life in Medieval Europe on later civilizations.

Example indicators:

Describe the structure of feudal society and identify economic, social, and political effects.

Describe the Age of Charlemagne.

Describe the impact of Magyars and the Vikings.

Analyze the influence of Christianity throughout Europe.

8.2.6 Students will describe the impact of selected civilizations in Asia and Africa on the development of later cultures.

Example indicators:

Describe chronology, location, geography, social structures, forms of government, economy, and religion of each civilization.

Identify key characteristics of the kingdoms of Kush and (Axum) Aksum in Ethiopia.

Describe how geography of Africa shaped the various cultures of trading empires in Western Africa.

Describe the culture and contributions of ancient Arabia.

Identify cultural characteristics of Japan's feudal system.

Identify various Chinese dynasties and their legacies to later generations.

Describe the role of geographic factors in limiting or encouraging the movement of people and ideas.

8.3 Civics and Economics

8.3.1 Students will explain and compare the structures, functions, and powers of the three branches of government at the national, state, and local levels.

Example indicators:

Explain the election and appointment of officials.

Describe the division and sharing of powers among and within levels of government.

Chart the separation and sharing of powers within levels of government.

Describe the process of amending the United States and Nebraska Constitution.

Outline the powers granted to Congress, the President, the Supreme Court, and those reserved to the states.

8.3.2 Student will compare the election process at the local, state, and national levels of government.

Example indicators:

Explain nomination and promotion of candidates for elective office.

Describe similarities and differences between the major political parties.

Describe voter turnout.

Evaluate the accuracy of campaign advertising.

Discuss bias and identify how media reports, analysis, and editorials are different.

8.3.3 Students will compare the policy-making process at the local, state, and national levels of government.

Example indicators:

Chart the basic law-making process within the respective legislative bodies.

Explain the interaction between the chief executives and the legislative bodies.

Explain the functions of departments, agencies, and regulatory bodies.

Describe the roles of political parties at the state and national levels.

Explain the ways that individuals and cultural, ethnic, and other interest groups can influence government policy makers.

Describe the impact of the media on public opinion and policy makers.

8.3.4 Student will distinguish between the judicial systems established by the Nebraska Constitution and United States Constitution.

Example indicators:

Diagram the organization and jurisdiction of Nebraska and United States courts.

Describe the exercise of the power of judicial review.

Describe the process of bringing and resolving criminal and civil cases in Nebraska's judicial system.

Describe the function and process of the juvenile justice system in Nebraska.

8.3.5 Student will explain the structure and operation of the United States economy and the role of citizens as producers and consumers.

Example indicators:

Define the concepts of scarcity, choice, trade-offs, specialization, entrepreneurship, productivity, inflation, profits, markets, supply and demand, inflation, and unemployment and incentives.

Analyze the effect of producer and consumer behavior on markets.

Describe the role of individuals and businesses as consumers, saver, investor, and borrowers.

Explain how various institutions help individuals and groups accomplish economic goals.

Describe common forms of credit, saving, investments, purchases, and the contractual agreements, e.g., warranties and guarantees.

Analyze skills necessary for career opportunities, e.g., individual abilities, skills, and education, and the changing supply and demand for those skills in the economy.

Describe the development of money, savings, and credit.

8.3.6 Students will compare the United States economic system to systems in other countries.

Example indicators:

Describe the government's role in the United States economy, e.g., provision of public goods and services, protection of consumer rights, and the promotion of competition.

Describe the impact of government policies, on individuals and businesses, taxation, and government borrowing.

Explain how the government addresses third-party costs and benefits, e.g., pollution and medical research.

Explain the differences between traditional command and market economics.

Analyze the costs and benefits of instituting different degrees of market, command, and traditional characteristics into mixed economic systems.

8.3.7 Students will summarize the rights and responsibilities of United States citizens.

Example indicators:

Describe ways individuals participate in the political process, e.g., registering and voting, communicating with government officials, participating in political campaigns, and serving on juries and in voluntary appointed positions.

Identify the way individuals of cultural, ethnic, and other interest groups can influence governments.

Describe the election process and appointment of officials.

Describe the impact of the media on public opinion and policy.

Compare the election process at the local, state, and national levels of government, e.g., nomination and promotion of candidates for elective office similarities and differences between the major political parties; voter turnout; evaluate the accuracy of campaign advertising; and recognize bias and identify how media reports, analysis, and editorials are different.

8.3.8 Students will describe the purpose and function of the United States Constitution, including the Bill of Rights.

Example indicators:

What are inalienable rights?

What does "life, liberty, and the pursuit of happiness," mean?

What is the rule of law, justice, and equality under the law?

Describe the Native American heritage, e.g., Iroquois Five National Confederacy, “Great Binding Law.”

Explain the British and American heritage, e.g., the Magna Carta, the English Bill of Rights, the Mayflower Compact, the Articles of Confederation.

Explain the philosophy of government expressed in the Declaration of Independence.

8.4 Skills

8.4.1 Students will explain the meaning of patriotic slogans and excerpts from notable speeches and documents.

Example indicators:

Explain the statement, “Give me liberty or give me death.”

Explain the meaning of “E Pluribus Unum.”

Discuss the importance of the Gettysburg Address.

Explain the Preamble to the Constitution.

Explain the Declaration of Independence.

Who said “. . . December 7, 1941, a date which will live in infamy”?

Explain the statement, “Ask not what your country can do for you. . .”

Who said, “Mr. Gorbachev, tear down this wall!”?

8.4.2 Students will demonstrate skills for historical analysis.

Example indicators:

Identify, analyze, and interpret primary sources, e.g., artifacts, diaries, letters, photographs, art, documents, newspapers, and contemporary media, e.g., television, movies, and computer information systems to better understand events and life in United States history to 1877.

Identify characters, settings, and events from narratives of Nebraska, America, and world history.

Construct various time lines of American history from pre-Columbian times to 1877, highlighting landmark dates, technological changes, major political and military events, and major historical figures.

Locate on a United States map major physical features, bodies of water, exploration and trade routes; the states that entered the Union up to 1877; and, identify the states that formed the Confederacy during the Civil War.

Identify, analyze, and interpret primary sources, e.g., artifacts, diaries, letters, photographs, art, documents, newspapers, contemporary media, and computer information systems, making generalizations about events and life in United States history since 1877.

Recognize and explain nationalism, race, religion, and ethnicity have influenced different points of view.

Distinguish fact from fiction by examining documentary sources.

Construct various time lines of United States history since 1877, e.g., landmark dates, technological and economic changes, social movements, military conflicts, and presidential elections.

Locate on a United States map all 50 states, the original 13 states, the states that formed the Confederacy, and states which entered the Union after 1877.

8.4.3 Students will develop skills in discussion, debate, and persuasive writing by analyzing historical situations and events.

Example indicators:

Explain the historical perspectives of people, e.g., Native Americans, Hispanic Americans, African Americans, European Americans, and Asian Americans; settlers, slaves, and slave holders; Patriots and Tories; Federalists and Anti-Federalists; Confederates and Yankees; Republicans and Democrats; and rural and urban.

Describe the causes, costs, and benefits of major events in American history up to 1877, e.g., American Revolution, the Constitutional Convention, the Civil War, and Reconstruction.

8.4.4 Students will evaluate different assessments of the causes, costs, and benefits of major events in recent American history to develop discussion, debate, and persuasive writing skills.

8.4.5 Students will interpret economic and political issues as expressed in various visuals.

8.4.6 Student will improve their skills in historical research and geographical analysis.

Example indicators:

Identify, analyze, and interpret primary sources and secondary sources to make generalizations about events and life in world history up to 1000 A.D.

Identify, analyze, and interpret global population distribution in the Middle Ages.

Identify and compare contemporary national political boundaries with the location of civilizations, empires, and kingdoms from 4000 B.C. to 1000 A.D.

Identify and compare the distribution of major religious culture in the contemporary world with the origin and spread of Judaism, Christianity, Islam, Hinduism, and Buddhism up to 1000 A.D.

TWELFTH GRADE

Social Studies - United States History, World History, Geography, Civics/Government, Economics

12.1 United States History

12.1.1 Students will analyze and explain the causes and effects of the Age of Discovery, contacts between Native Americans and European settlers, and the creation of the American colonies.

Example indicators:

Explain the economic and cultural characteristics of the groups.

Summarize the motives and strategies of the explorers and settlers.

Explain the impact of European settlement on the Native Americans.

Relate the legacies of contact, cooperation, and conflict from that period.

Explain the motivation of ethnic and religious groups, and how immigrants influenced the settlement of colonies.

Summarize the economic activity.

Describe the political developments.

Compare the social customs, the arts, and religious beliefs.

12.1.2 Students will analyze and explain the events and ideas of the Early National Period.

Example indicators:

Relate changes in British policies that provoked the American colonists.

Discuss the debate within America concerning separation from Britain.

Compare the Declaration of Independence and “Common Sense.”

Describe the roles played by the individual leaders.

Summarize key battles, military turning points, and key strategic decisions.

Compare The Articles of Confederation and the Declaration of Independence.

Discuss the issues and policies affecting relations among existing and future states, e.g., the Northwest Ordinance.

Explain the Constitutional Convention, e.g., the leadership of James Madison and George Washington.

Compare and contrast the struggle for ratification of the Constitution, the Federalist Papers, and Anti-Federalists arguments.

Explain the addition of the Bill of Rights to the Constitution.

Relate the organization of the national government under the new Constitution.

Explain the major domestic and foreign affairs issues facing the first presidents and Congress.

Summarize the development of political parties.

Explain how the impact of Supreme Court cases, e.g., *Marbury v. Madison* and *McCulloch v. Maryland*, affected the interpretation of the Constitution.

Explain foreign relations and conflicts, e.g., the War of 1812 and the Monroe Doctrine.

Discuss the Louisiana Purchase and the acquisition of Florida.

Summarize the economic development, trade, tariffs, taxation, and trends in the national debt.

12.1.3 Students will analyze the causes and effects of major events of the Civil War and Reconstruction.

Example indicators:

Discuss the causes and effects of slavery.

Explain the States' Rights Doctrine.

Discuss tariffs and trade.

Describe the settlement of the Western United States.

Explain Secession.

Compare and contrast the military advantages of the Union and the Confederacy.

Explain the threat of foreign intervention.

Discuss the economic and political impact of the war.

Explain the roles played by the individual leaders.

Relate the impact of Reconstruction policies on the South.

12.1.4 Students will analyze the impact of immigration on American life, identifying factors.

Example indicators:

Contributions of Native Americans, Hispanic Americans, African Americans, European Americans, Asian Americans, and immigrant groups and individuals.

Ethnic conflict and discrimination.

The United States domestic policies.

12.1.5 Students will summarize causes and effects of the Industrial Revolution.

Example indicators:

Describe new inventions and industrial production methods.

Summarize new technologies in transportation and communication.

Explain incentives for capitalism and free enterprise.

Describe the impact of immigration on labor supply and the movement to organize workers.

Describe improvements in standards of living, life expectancy, and living conditions.

Explain child labor, working conditions, and the rise of organized labor.

Summarize government policies affecting trade, monopolies, taxation, and money supply.

Summarize muckraking literature and the rise of the Progressive Movement.

Describe women's suffrage and temperance movements, describing their impact on society.

Summarize political changes at the local, state, and national levels.

12.1.6 Students will analyze the origins and effects of World War I.

Example indicators:

Describe the end of the Ottoman Empire and the creations of new states in the Middle East.

Relate the declining role of Great Britain and the expanding role of the United States in world affairs.

Summarize the political, social, and economic change in Europe and the United States.

Explain the causes of World War I.

12.1.7 Students will analyze and explain the Great Depression.

Example indicators:

Explain the causes and effects of changes in business cycles.

Describe the weaknesses in key sectors of the economy in the late 1920's.

Summarize United States government's economic policies in the late 1920's.

Explain the causes and effects of the Stock Market Crash.

Describe the impact of the Depression on the American people.

Explain the impact of New Deal economic policies.

Explain the impact of the expanded role of government in the economy since the 1930's.

12.1.8 Students will recognize and explain the origins and effects of World War II.

Example indicators:

Describe the rise of and aggression of totalitarian regimes in Germany, Italy, and Japan.

Summarize the rise of Fascism, Nazism, and Communism in the 1930's and 1940's and the response of Europe and the United States.

Explain the role of the Soviet Union.

Explain appeasement, isolationism, and the war debates in Europe and the United States prior to the outbreak of war.

Relate the impact of mobilization for war, at home and abroad.

Summarize the major battles, military turning points, and key strategic decisions.

Explain the Holocaust and its impact.

Describe the reshaping of the United States' role in world affairs after the war.

Summarize the major changes in Eastern Europe, China, Southeast Asian, and Africa following the war.

12.1.9 Students will analyze and explain United States foreign policy since World War II.

Example indicators:

Summarize the origins of the Cold War and the foreign and domestic consequences.

Describe Communist containment policies in Europe, Latin America, and Asia.

Describe McCarthyism and the fear of communist influence within the United States.

Explain Strategic and economic factors in Middle East policy.

Describe the relations with South Africa and other African nations.

Describe the collapse of communism and the end of the Cold War.

Explain the new challenges to America's leadership role in the world.

Analyze the confrontations with the Soviet Union in Berlin and Cuba.

Explain NATO and other alliances and the United States role in the United Nations.

Describe nuclear weapons and the arms race.

Summarize the military conflicts in Korea, Vietnam, and the Middle East.

12.1.10 Students will evaluate developments in federal civil rights and voting rights since the 1950's.

Example indicators:

The Brown v. Board of Education decision and its impact on education.

Civil rights demonstrations and related activity leading to desegregation of public accommodations, transportation, housing, and employment.

The impact of reapportionment cases and voting rights legislation on political participation and representation.

Affirmative action.

12.1.11 Students will demonstrate an understanding of domestic policy issues in contemporary American society.

Example indicators:

Compare conservative and liberal economic strategies.

Compare the positions of political parties and interest groups on major issues.

12.1.12 Students will explain and demonstrate relationships between the geographical and the historical development of the United States by using maps, pictures, and computer databases.

Example indicators:

Locate and explain the location and expansion of the original colonies.

Trace the territorial expansion of the United States, explaining how the physical environment influenced it.

Locate new states as they were added to the Union.

Demonstrate an understanding of the settlement patterns, migration routes, and cultural influence of various racial, ethnic, and religious groups.

Compare patterns of agricultural and industrial development in different regions as they relate to natural resources, markets, and trade.

Analyze the political, social, and economic implications of demographic changes in the nation over time.

12.1.13 Students will develop skills for historical analysis.

Example indicators:

Analyze documents, records, and data, e.g., artifacts, diaries, letters, photographs, journals, newspapers, and historical accounts.

Evaluate the authenticity, authority, and credibility of sources.

Formulate historical questions and defend findings based on inquiry and interpretation.

Develop perspectives of time and place, such as the construction of various time lines of events, periods, and personalities in American history.

Communicate findings orally, in brief analytical essays, and in a comprehensive paper.

12.1.14 Students will demonstrate verbal and written skills that focus on enduring issues, divergent viewpoints, and excerpts from famous speeches and documents in United States history.

Example indicators:

Discuss civil disobedience v. the rule of law.

Analyze the role of government to the individual in economic planning and social programs.

Debate freedom of the press v. the right to a fair trial.

Analyze the tension between majority rule and minority rights.

Debate problems of intolerance toward racial, ethnic, and religious groups in American society.

Discuss the evolution of rights, freedoms, and protections through political and social movements.

Interpret aspects of “United States Constitution,” “Bill of Rights,” “Letter from Birmingham,” “Speak softly and carry a big stick. . . .,” “Gettysburg Address,” etc.

12.2 World History: 1000 C.E. to the Present

12.2.1 Students will demonstrate an understanding of the state of the world about 1000 C.E.

Example indicators:

Summarize the institution of feudalism in Europe, Asia, and Africa.

Summarize the growth of trade between civilizations, e.g., silk trade, gold and salt trade.

Describe the location and leadership of major kingdoms in Europe, Africa, Asia, and Latin America.

Describe the location and culture of the Byzantine and Muslim empires.

Summarize the role religion in a civilization, e.g., the Roman Catholic Church, Buddhism, Islam, and animism.

Describe the conflict between religions, e.g., Crusades and Great Schism.

Summarize the technological advances in Asia and Latin America, e.g., calendars and metallurgy.

12.2.2 Students will analyze the patterns of social, economic, political change, and cultural achievement in the late Medieval period.

Example indicators:

Explain the emergence and distinctive political developments of nation-states, e.g., Spain, France, England, and Russia.

Describe the conflicts among Eurasian powers, e.g., the Crusades, the Mongol conquests, and the expansion of the Ottoman Turks.

Explain the patterns of crisis and recovery, e.g., the Black Death.

Explain the preservation of Greek and Roman philosophy, medicine, and science.

12.2.3 Students will analyze the historical developments of the Renaissance.

Example indicators:

Explain the economic foundations of the Renaissance, such as European interaction with Muslims, increased trade, role of the Medici's, and new economic practices.

Discuss the rise of Italian city-states.

Compare the artistic, literary, and intellectual creativity, e.g., Leonardo DaVinci, Michelangelo, and Shakespeare, as contrasted with the Medieval period.

Explain the Machiavelli's theory of government as described in The Prince.

Describe the differences between the Italian and the Northern Renaissance.

12.2.4 Students will analyze the historical developments of the Reformation.

Example indicators:

Explain the influence of religious conflicts on government actions, such as the Edict of Nantes in France.

Discuss the evolution of laws that reflect religious beliefs, cultural values, traditions, and philosophies, e.g., the beginnings of religious toleration and the growth of democracy.

12.2.5 Students will analyze the impact of European expansion into the Americas, Africa, and Asia.

Example indicators:

Discuss the roles and motivations of explorers/conquistadors.

Explain the migration, settlement patterns, and cultural diffusion.

Explain the exchange of technology, ideas, and agricultural practices.

Discuss the trade in slaves, tobacco, rum, furs, and gold.

Relate the introduction of new diseases.

Discuss the influence of Christianity.

Explain the economic and cultural transformations created by the emergence of plant-like tobacco and corn in new places and the arrival of the horse in the Americas.

Describe the competition for resources and the rise of Commercial Revolution and mercantilism.

Explain the cultural changes in indigenous societies.

12.2.6 Students will compare Judaism, Christianity, Islam, Buddhism, and Hinduism and Confucianism.

Example indicators:

Compare and contrast major leaders and events.

Compare and contrast sacred writings.

Compare and contrast traditions, customs, and beliefs.

Explain monotheistic versus polytheistic views.

Discuss geographic distribution at different times.

Compare and contrast political, social, and economic influences of each.

Discuss the long-standing religious conflicts and recent manifestations in places, e.g., Ireland, Middle East, and Bosnia.

12.2.7 Students will analyze the scientific, political, and economic changes of the 16th, 17th, 18th, and 19th centuries.

Example indicators:

Explain the impact of scientific ideas on political institutions, social movements, and religion.

Discuss the establishment of absolute monarchies by individuals, e.g., Louis XIV, Frederick the Great, and Peter the Great.

Compare and contrast the Glorious Revolution in England and the French Revolution.

Explain the ideas of significant people, such as Hobbes, Locke, Montesquieu, Rousseau, and Jefferson.

Explain the new scientific theories, e.g., those of Newton, Kepler, Copernicus, Galileo, Harvey, and Franklin.

Discuss how technological changes brought about social, political, and cultural changes in Europe, Asia, and the Americas.

Explain how the arts, philosophy, and literature were influenced by people, such as Voltaire, Diderot, Delacroix, Bach, and Mozart.

Discuss the influence of religious beliefs on art, politics, science, and commerce.

12.2.8 Students will describe 19th century political developments in Europe, and their impact on the world.

Example indicators:

Summarize the Congress of Vienna and its influence on the political geography of Europe.

Describe the attempts at expansion of democracy in Europe, e.g., Chartist Movement, British Reform Laws, and liberal revolutions.

Relate the growth of nationalism, e.g., unification of Germany and Italy.

Describe the scramble for empire in Europe, Africa, Asia and Latin America.

Address the feminist issues, e.g., divorce, property, and suffrage.

Outline the abolition of slavery and slave trade.

12.2.9 Students will analyze and explain the effects of the Industrial Revolution.

Example indicators:

Describe the rise of industrial economics and their link to imperialism and colonialism.

Explain how scientific and technological changes, e.g., the inventions of Watt, Bessemer, and Whitney, brought about massive social and cultural change.

Outline the responses to capitalism, e.g., utopianism, socialism, and communism.

Relate how the status of women and children reflected societal changes.

Explain the evolution of work and labor, e.g., the slave trade, mining and manufacturing, and the union movement.

Explain how Asia and Africa were transformed by European commercial power.

Summarize the dominance of global economic systems by European powers.

12.2.10 Students will analyze major 20th century historical events.

Example indicators:

Relate ethnic conflicts, e.g., Bosnia, Arab-Israeli conflict, Biafra and Rwanda, Northern Ireland and Kashmir, and Zapatistas and Mexico.

Compare trends in global populations, growth and distribution over time.

Differentiate the development of collective security organizations, e.g. League of Nations, the United Nations, NATO, and Warsaw Pact.

Differentiate the development of world economic associations, e.g., E.C., NAFTA, WTO, World Bank, IMF.

Discuss the extension of human rights, e.g., women and all nationalities.

Compare the causes and effects of World War I and World War II.

Summarize the Russian Revolution.

Relate the rise, aggression, and human costs of totalitarian regimes in the Soviet Union, Germany, Italy, and Japan.

Summarize the political, social, and economic impact of the 1930's worldwide depression.

Describe the Nazi Holocaust and other examples of genocide.

Explain how new technologies, e.g., atomic power, influenced patterns of conflict.

Discuss the economic and military power shifts since 1945, e.g., the rise of Germany and Japan as economic powers.

Relate the revolutionary movements in Asia and its leaders, e.g., Mao Tse-tung and Ho Chi Minh.

Explain how African and Asian countries achieved independence from European colonial rule, e.g., India under Gandhi and Kenya under Kenyatta, and how they have fared under self-rule.

Describe regional and political conflicts, e.g., Korea and Vietnam.

Summarize the end of the Cold War and the collapse of the Soviet Union.

12.2.11 Students will demonstrate historical research and geographical skills.

Example indicators:

Identify, analyze, and interpret primary and secondary sources and artifacts.

Validate sources as to their authenticity, authority, credibility, and possible bias.

Construct various time lines of key events, periods, and personalities since the 11th century.

Identify and analyze major shifts in national political boundaries in Europe since 1815.

Identify the distribution of major religious cultures in the contemporary world.

Apply geography to interpret the past by using maps of time, place events to put together the shifts in boundaries and culture/religious groups through time.

12.3 The Governments and Economics of the United States and Nebraska

12.3.1 Students will compare historical forms of democratic governments that influenced the United States Constitution of 1789.

Example indicators:

Describe forms of democracy that existed in ancient Greece and Rome.

Describe the constitutional monarchy in Great Britain.

Describe governments in early American colonies.

Describe governments in early United States in the 18th century.

12.3.2 Students will identify examples of fundamental United States political principles contained in the Declaration of Independence, Articles of Confederation, *Federalist Papers*, *Common Sense*, and the United States Constitution.

Example indicators:

Examine Locke, Hobbes, Montesquieu, Rousseau, Blackstone, Jefferson, Paine, and Machiavelli's theory of government as described in *The Prince*.

Describe constitutionalism, limited government, rule of law, republicanism, and democracy.

Identify how the political ideas of the Enlightenment and the ideas of religion affected the founders of the United States.

Define sovereignty and consent of the governed.

Describe separation of powers, federalism, and checks and balance.

Compare the Declaration of Independence and “Common Sense.”

12.3.3 Students will analyze the significance of amendments to the United States Constitution.

Example indicators:

Identify factors, e.g., the conflicts they addressed and the reasons for their adoption.

Analyze fundamental liberties, rights, and values outlined by the United States Constitution.

Identify various factors addressed by the constitution, e.g., religion, speech, press, assembly and petition, due process, equality under the law, individual worth and dignity, and majority rule and minority rights.

12.3.4 Students will evaluate and summarize landmark Supreme Court interpretations of the United States Constitution and its amendments.

Example indicators:

Describe how *Marbury v. Madison* and *McCulloch v. Maryland* affected the Constitution.

Examine federal civil and voting rights since 1950's, e.g., *Brown v. Board of Education*, demonstrations leading to desegregation, reapportionment, and voting rights legislation.

Explain current patterns and evaluate the impact of Supreme Court decisions on domestic policy issues.

12.3.5 Students will analyze the fundamental concepts and challenges to democracy by using writing, discussion, and debate skills.

Example indicators:

Explain equality of all citizens under the law.

Examine worth and dignity of the individual.

Debate majority rule and minority rights.

Identify individual freedoms.

Explain the necessity of compromise.

Analyze individual rights v. public interests.

12.3.6 Students will analyze the structure, and function of the United States national governments and its relationship to state governments.

Example indicators:

Describe the organization, and authority of each branch.

Examine the principles of federalism, e.g., concurrent, delegated, and reserved powers.

Examine separation of powers, and checks and balances.

Explain procedures for constitutional amendment, e.g., Article IV.

Identify specific policies related to foreign affairs, civil rights, and economics and the budget.

Identify how political parties, interest groups, the media, individuals, and government institutions influence public policy.

Describe levels of taxation and the expectation of public services.

12.3.7 Students will analyze structure and function of Nebraska state and local governments.

Explain indicators:

Describe the organization and authority of each branch.

Explain procedures for state constitutional and local charter amendments.

Explain how Nebraska's legislative, executive, and judicial institutions make public policy, e.g., legislation, regulations, executive orders, and judicial review.

Compare Nebraska's unicameral with a bicameral form of government.

Identify and distinguish units of local governments in Nebraska, e.g., counties, cities, towns, and regional authorities by analyzing a local public issue.

Identify fundamental American political principles in Nebraska constitution, fundamental liberties, rights, and values, e.g., sovereignty, consent of the governed, separation of powers, federalism, and checks and balances.

Identify how political parties, interest groups, the media, individuals, and government institutions influence public policy.

Describe levels of taxation and the expectation of public services.

12.3.8 Students will describe and explain the election process in the national, state, and local governments.

Example indicators:

Describe the organization of political parties and role in the nominating process.

Explain campaign funding and spending.

Identify the influence of media coverage, campaign advertising, public opinion polls, and the use of propaganda techniques.

Explain demographic causes and political effects of reapportionment and redistricting, e.g., gerrymandering.

Describe voter turnout and constituencies of the major political parties.

Explain the development of political parties and Electoral College.

12.3.9 Students will explain the rights, freedoms, responsibilities, and benefits of citizenship in the United States.

Example indicator:

Participate in debates, discussions, and readings by analyzing public issues, communicating with candidates, and evaluating performance of public officials and candidates.

12.3.10 Students will compare the United States political and economic systems with those of major democratic and authoritarian nations.

Example indicators:

Compare the structures, functions, and powers of political and economic systems.

Describe the rights, responsibilities, and powers of the governed, e.g., grass roots citizens' movements.

Compare the relationship between economic and political freedom.

Explain the allocation of resources and its impact on productivity.

Describe the development and implementation of personal economic decision-making skills in a democratic society.

12.3.11 Students will analyze characteristics of the United States free market economy.

Example indicators:

Define labor, capital resources, and natural resources.

Describe the role of private ownership, private enterprise, profits, and entrepreneurship.

Compare the relationship between households, firms, and government.

Explain the labor and management relationships.

Discuss opportunity costs, scarcity, and balancing unlimited wants versus limited resources.

Explain supply and demand, and the formation of basic economic questions, including what to produce, how to produce, and for whom to produce.

12.3.12 Students will analyze the role of the national, state, and local government in the United States economy.

Example indicators:

Compare interstate commerce and trade policies.

Discuss promoting economic growth by providing favorable conditions for markets.

Compare providing public goods, services, and protection of the environment.

Explain the interrelationship of producers, consumers, and government in the United States economic system.

Discuss the impact of fiscal and monetary policy.

Identify the basic economic goals in a free market system, including growth, stability, full employment, and efficiency versus equity and justice.

12.3.13 Students will examine the basic economic indicators and fundamental of international trade.

Example indicators:

Define Gross Domestic Product.

Define Consumer Price Index, employment statistics, and other measure of economic conditions.

Explain comparative and absolute advantage.

Discuss exchange rates.

Explain international trade policies, and the United States relationship to the global economy.

12.4 World Geography

12.4.1 Students will demonstrate geographical skills.

Example indicators:

Recognize the different map projections and explain the effects of distortion.

Show how maps reflect particular historical and political perspectives.

Apply the concepts of scale, orientation, and latitude and longitude.

Create and compare political, physical, and thematic maps of countries and regions.

12.4.2 Students will analyze how selected physical and ecological processes impact the earth's surface.

Example indicators:

Identify natural hazards, describe the characteristics, explain their impact on physical and human systems, and assess efforts to manage their consequences in developed and less developed regions.

Identify regional climatic patterns and weather phenomena, relating them to events in the contemporary world.

Explain how humans influence and are influenced by the environment.

Relate how people's ideas and relationship to the environment change over time, particularly in response to new technologies.

12.4.3 Students will compare and contrast the distribution, growth rates, and characteristics of human population, e.g., settlement patterns and the location of natural and human resources.

Example indicators:

Analyze past and present migration trends.

Analyze the social, economic, political, and environmental factors that influence cultural interaction.

Analyze past and present trends in human migration and cultural interaction as they are influenced by social, economic, political, and environmental factors.

12.4.4 Students will analyze the patterns of urban development, such as site and situation; the function of towns and cities; and problems related to human mobility, social structure, and the environment.

12.4.5 Students will analyze the regional development of Asia, Africa, the Middle East, Latin America, and the Caribbean, such as physical, economic, and cultural characteristics and historical evolution from 1000 A.D. to the present.

Example indicators:

Analyze the patterns and networks of economic interdependence, e.g., formation of multinational economic unions; international trade; the theory of competitive advantage; job specialization; competition for resources; and access to labor, technology, transportation, and communications.

Locate and identify by name the major countries in each region, the world's major rivers, mountain ranges, and surrounding bodies of water.

Classify and describe the spatial distribution of major economic systems and evaluate their relative merits in terms of productivity and the social and economic well being of workers.

Explain how geographic regions change over time.

Explain how characteristics of regions have led to regional labels.

Explain how regional landscapes reflect the cultural characteristics of their inhabitants as well as historical events.

Explain how technical advances have led to increasing interaction among regions.

Distinguish between developed and developing countries, identifying and relating the level of economic development to the quality of life.

Analyze how certain cultural characteristics can link or divide regions, e.g., language, ethnic heritage, religion, political philosophy, shared history, and social and economic systems.

12.4.6 Students will analyze the forces of conflict and cooperation.

Example indicators:

Explain the way in which the world is divided among independent and dependent countries.

Describe disputes over borders, resources, and settlement areas.

Describe the historic and future ability of nations to survive and prosper.

Explain the role of multinational organizations.

12.4.7 Students will apply geography to interpret the past, understand the present, and plan the future.

Example indicators:

Explain the historical migration of people, expansion and disintegration of empires, and the growth of economic systems by using a variety of maps, charts, and documents.

Relate current events to the physical and human characteristics of places and regions.

Statewide System of Assessment and Reporting
 Reporting Schedule 2012-2015

School Year	Assessment	Grade Levels
2012-2013	Statewide Reading Assessment Statewide Mathematics Assessment..... Statewide Science Assessment Statewide Writing Assessment National Assessment Instrument* +	3-8, 11 3-8, 11 5, 8, 11 4, 8, 11 Recommended 4, 8, 10
2013-2014	Statewide Reading Assessment Statewide Mathematics Assessment..... Statewide Science Assessment Statewide Writing Assessment National Assessment Instrument* +	3-8, 11 3-8, 11 5, 8, 11 4, 8, 11 Recommended 4, 8, 10
2014-2015	Statewide Reading Assessment Statewide Mathematics Assessment..... Statewide Science Assessment Statewide Writing Assessment National Assessment Instrument* +	3-8, 11 3-8, 11 5, 8, 11 4, 8, 11 Recommended 4, 8, 10

*Nonpublic school systems report to the head administrator or governing board.

+ Public school districts report to the Department of Education on or before June 30.

State Statute 79-724

American citizenship; committee on Americanism; created; duties; required instruction; patriotic exercises; duties of officers.

An informed, loyal, just, and patriotic citizenry is necessary to a strong, stable, just, and prosperous America. Such a citizenry necessitates that every member thereof be fully acquainted with the nation's history and that he or she be in full accord with our form of government and fully aware of the liberties, opportunities, and advantages of which we are possessed and the sacrifices and struggles of those through whose efforts these benefits were gained. Since youth is the time most susceptible to the acceptance of principles and doctrines that will influence men and women throughout their lives, it is one of the first duties of our educational system to conduct its activities, choose its textbooks, and arrange its curriculum in such a way that the love of liberty, justice, democracy, and America will be instilled in the hearts and minds of the youth of the state.

(1) Every school board shall, at the beginning of each school year, appoint from its members a committee of three, to be known as the committee on Americanism. The committee on Americanism shall:

(a) Carefully examine, inspect, and approve all textbooks used in the teaching of American history and civil government in the school. Such textbooks shall adequately stress the services of the men and women who achieved our national independence, established our constitutional government, and preserved our union and shall be so written to include contributions by ethnic groups as to develop a pride and respect for our institutions and not be a mere recital of events and dates;

(b) Assure themselves as to the character of all teachers employed and their knowledge and acceptance of the American form of government; and

(c) Take all such other steps as will assure the carrying out of the provisions of this section.

(2) All American history courses approved for grade levels as provided by this section shall include and adequately stress contributions of all ethnic groups (a) to the development and growth of America into a great nation, (b) to art, music, education, medicine, literature, science, politics, and government, and (c) to the war services in all wars of this nation.

(3) All grades of all public, private, denominational, and parochial schools, below the sixth grade, shall devote at least one hour per week to exercises or teaching periods for the following purpose:

(a) The recital of stories having to do with American history or the deeds and exploits of American heroes;

(b) The singing of patriotic songs and the insistence that every pupil memorize the Star-Spangled Banner and America; and

(c) The development of reverence for the flag and instruction as to proper conduct in its presentation.

(4) In at least two of the three grades from the fifth grade to the eighth grade in all public, private, denominational, and parochial schools, at least three periods per week shall be set aside to be devoted to the teaching of American history from approved textbooks, taught in such a way as to make the course interesting and attractive and to develop a love of country.

(5) In at least two grades of every high school, at least three periods per week shall be devoted to the teaching of civics, during which courses specific attention shall be given to the following matters:

(a) The United States Constitution and the Constitution of Nebraska;

(b) The benefits and advantages of our form of government and the dangers and fallacies of Nazism, Communism, and similar ideologies; and

(c) The duties of citizenship.

(6) Appropriate patriotic exercises suitable to the occasion shall be held under the direction of the superintendent in every public, private, denominational, and parochial school on Lincoln's birthday, Washington's birthday, Flag Day, Memorial Day, and Veterans Day, or on the day preceding or following such holiday, if the school is in session.

(7) Every school board, the State Board of Education, and the superintendent of each school district in the state shall be held directly responsible in the order named for carrying out this section, and neglect thereof by any employee or appointed official shall be considered a dereliction of duty and cause for dismissal.

Source:

Laws 1949, c. 256, § 19, p. 697; Laws 1969, c. 705, § 1, p. 2705; Laws 1971, LB 292, § 3; R.S.1943, (1994), § 79-213; Laws 1996, LB 900, § 398; Laws 1999, LB 272, § 86.

Front Cover: School year, names, and corrected times for school hours, also correct times for 2:30 outs on Fridays.

Page 5: Changed the date, deleted the part referring to students having to owe time due to 3 accumulated tardies in a quarter

Page 6: Appearance and Dress Code--deleted the requirement of a 2 inch strap on a tank top

Page 7: Changed the wording so the student cannot have clothing brought from home then they have the option to use appropriate clothes from the nurse instead of being assigned to in-school suspension for the rest of the day.

Page 8: Changed the consequences of the 1st through 4th offense for bus behavior. Added the 1st offense to be a warning to the student(s) involved and a call home to the parents.

Page 9: Dismissal time needed to be changed due to the Friday 2:30 dismissals.

Page 10: Deleted the Deficiency Policy--no longer applicable due to grades being available to parents on Infinite Campus.

Page 11:

FIELD TRIPS

The teachers may choose to take their students on field trips during the school year. Field trips will be educational and extend the classroom curriculum. All field trips will be approved by the elementary principal. The participation in the field trip by the class is at the discretion of the principal and classroom teachers. Although field trips are considered an extension of the classroom curriculum, behavior and responsibility of the students is considered when approval is made by the principal.

Page 12: Corrected the wording to match what was stated in the 2014-2015 handbook and the guidelines that Sherri was given after the inspection of the lunchroom program. New Civil Rights will be attached here also.

I also added the Board Policy JJC. I have also added wording that informs the parents that the snacks need to be peanut/tree nut free. The school encourages the use of fresh fruits and vegetables as snacks and treats.

Page 14: Added the Academic Performance Levels for grades K-3, deleted all of the other indicators for levels of performance--now it will reflect the grading system in use.

Page 15--Deleted the Effort Grade Designation--no longer part of the report card. Also deleted the words that said conferences will occur after first quarter and second quarter and **changed it to read that conferences will be held during the first and second quarters and additional conferences will occur as needed per request of the parent or teacher.**

The page numbering needs to be corrected for the following pages.

Indicated as page 2 in the school hours section: The start and end times need to be changed to match our school day.

Indicated as page 3: Deleted the 10th Period Section--no longer a part of our school day

vfsdygufjnfuhjdkcghfnc May 13, 10:12 PM
vfsdygufjnfuhjdkcghfnc May 13, 10:13 PM Added Text
vfsdygufjnfuhjdkcghfnc May 13, 10:13 PM Deleted: 13
vfsdygufjnfuhjdkcghfnc May 13, 10:13 PM Added Text
vfsdygufjnfuhjdkcghfnc May 13, 10:13 PM Deleted: 14
vfsdygufjnfuhjdkcghfnc May 13, 10:13 PM Deleted: sstewart@esu15.org
vfsdygufjnfuhjdkcghfnc May 13, 10:14 PM Added: Space
vfsdygufjnfuhjdkcghfnc May 13, 10:13 PM Added Text
vfsdygufjnfuhjdkcghfnc May 19, 9:56 AM Deleted: 8:0
vfsdygufjnfuhjdkcghfnc May 19, 9:55 AM Deleted: 0
vfsdygufjnfuhjdkcghfnc May 19, 9:56 AM Added Text
vfsdygufjnfuhjdkcghfnc May 19, 9:56 AM Added Text
vfsdygufjnfuhjdkcghfnc May 19, 9:57 AM Deleted: 8:
vfsdygufjnfuhjdkcghfnc May 19, 9:55 AM Deleted: 05
vfsdygufjnfuhjdkcghfnc May 19, 9:57 AM Added Text
vfsdygufjnfuhjdkcghfnc May 19, 9:57 AM Deleted: 8:05-8:10
vfsdygufjnfuhjdkcghfnc May 19, 9:57 AM Added Text
vfsdygufjnfuhjdkcghfnc May 19, 9:57 AM Replaced: Space
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Parent - Student Handbook 2015-2016

**Chase County Elementary School
Home of the Shorthorns
"Meet the challenge,
exceed expectations, and
continue the legacy of excellence!"**

Street Address: 520 East 9th Street
Mailing Address: PO Box 577
Telephone: (308) 882-4228
Fax: (308) 882-5629

E-mail Address: [sstewart@esu15.org](mailto:ssewart@esu15.org) bodens@ccschools.cc
www.ccschools.cc

School hours

~~8:00~~8:05 - 1st bell (warning)
~~8:05~~8:10 - 2nd bell (school begins)
~~8:05-8:10-8:10-8:15-~~ tardy (late)
3:30 - bell (schools out) **Monday-Thursday**
2:30 Friday

— Dr. Brad Schoeppey —
StewartBecky Odens
Superintendent

— Susie —
Elementary Principal

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May 19, 9:52 AM
Replaced: 2013-14

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May 19, 9:52 AM
Deleted: Paragraph Break

~~2013-14 2015-16~~
CALENDAR
(see leaflet)

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WELCOME

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Welcome to the ~~2012-13~~2015-16 school year at Chase County Elementary School. This year, the youngest or only child from each family will receive and take home a copy of this handbook on their first day of school. Please read the entire book carefully. *When you finish reviewing the handbook, please, sign, date and include the name of your children on the Chase County Schools K-6 Handbook (back page) verification sheet and return to school. Please do this within the first week of school. This will also serve as your child's computer verification form. When the form is signed and returned your child will be allowed to utilize the school's computers.*

We look forward to an exciting and educationally challenging school year and look forward to assisting you in fulfilling your educational goals. To accomplish those goals, the Board of Education, on behalf of the community, has provided an excellent faculty, facilities and caring staff.

Students, the progress you make in each subject will now depend upon you. Your desire, effort and abilities will determine the success you make of the opportunities at Chase County Elementary School. For this reason, this handbook provides important information regarding your privileges and responsibilities as a student of the Chase County Elementary School. These rules and regulations provide the freedoms and boundaries of our success. Please review these rules and regulations with your parents, and have them discuss them with you. This will help you in making positive decisions throughout the school year. We're looking forward to a great year with all of you!

ABSENCES

If you are absent, a parent or guardian must call Chase County Elementary School each day with the reason for your absence. The call should be made between 8:00 and 9:00 a.m. The number to call is 882-4228. If we have not heard from you by 9:00 we will make an effort to contact your home phone, work phone or emergency phone. If we are still unsuccessful, we will contact the local authorities, if necessary, to help ensure that your child is safe. Thank you for your cooperation in this matter.

By state law, absences must be reported as excused or unexcused, so parents must provide the reason for their child's absence. A student will be counted absent if they miss more than the first five (5) minutes of a given period. Missing time within the first five (5) minutes of a period will be recorded as tardy. ~~Students in Grades K-6 who have more than 3 tardies in a quarter will be required to report to school the following day at 7:30 AM and any further days in the quarter for continued tardies. If a student fails to show up at 7:30 AM they will have one hour detention after school that same day.—~~

Students who accumulate five (5) unexcused absences in a quarter shall be deemed to have "excessive absences". Students with 20 unexcused absences per year shall be deemed to be habitually truant. If a student has "excessive absences" or is considered habitually truant, procedures will be implemented to correct the truancy problem as required by law.

Parents are also asked, if at all possible, to schedule appointments (ie: doctor, dentist, etc.) outside school hours so their child does not miss school. If an appointment must be made during the school day, parents are to report to the office to pick up their child. Students will be summoned from the office when the parent arrives. Students are to report to the office upon returning from any absence. They are also asked to report to the office if they had been absent for any part of a day. A pass will be issued for them to return to class.

In case of communicable diseases, the child will not be re-admitted to school until the nurse has seen the child or a written statement from a doctor is presented to the child's teacher.

Generally a child should not return to school after an illness until he/she is ready to participate in the regular school program. The school is not staffed to supervise "ill" students "staying in" at recess. **If you provide the elementary school with a doctor's note, the absence will be EXCUSED (for the days listed).** The entire Chase County Elementary School Student Absence policy JDA may be previewed at any time in the school office.

ADMISSION

In accordance to school policy JC, a pupil must be five years of age on or before July 31 to be enrolled in kindergarten. Similarly, a child may enter first grade (never attended kindergarten) if he/she will be six years of age on or before July 31 of the current school year and the school officials determine that such grade level is the appropriate placement for the child.

The Board of Education may admit a child who will reach the age of five between July 16 and February 1 of the current school year if the parent requests such entrance and provides an affidavit stating that the child attended kindergarten in another jurisdiction in the current school year.

New students entering Chase County Elementary School for the first time must present a certified copy of their birth certificate (an embossed seal must appear) and immunization records. After the necessary information

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has been recorded or copied, the documents will be returned. State law mandates physical examinations and eye examinations for pupils entering kindergarten. Dental exams are encouraged.

ALCOHOL, DRUGS AND TOBACCO POLICY

The use of illicit drugs and the unlawful possession and use of alcohol is wrong and harmful. The use of tobacco products, alcohol, drugs, and/or other controlled substances is prohibited. The use of any of the above shall be punishable as the following policies prescribe:

TOBACCO USE BY STUDENTS

Smoking and/or possession of tobacco products by students while in or on school properties, or under the school's jurisdiction during school hours, or while participating in a school-sponsored event at Chase County Schools or another location is prohibited. If a student is caught smoking or in possession of tobacco products, disciplinary action will be taken.

Professional personnel will carry on intensive programs of education designed to fully inform students about the hazards of smoking.

ALCOHOL AND DRUG USE BY STUDENTS

The use or possession or being under the influence of intoxicants or controlled drugs in or on school property or while in attendance at any school sponsored event, activity or athletic event is harmful to a student's health and is prohibited. This rule also applies to any vehicle, which is being used to transport students to or from school or a school event.

Any student in violation of the provisions of the above paragraph shall be subject to removal from school property and shall be subject to prosecution in accordance with the provisions of the law.

Students found to be in the possession or being under the influence of, or using alcoholic beverages and/or illegal drugs, inside or outside of school shall be suspended from all activities, outside of their regular classroom responsibilities, for a period of 30 days. (i.e.: FCCLA, music competitions/clinics, DI, athletic competitions, field trips, etc.) The 30 days shall begin the date that the school officials determine there has been a violation of this policy. Students will remain in the class during this time, but will not be allowed to participate in the activity outside of class time.

Information about any available drug and alcohol counseling, rehabilitation, and re-entry programs can be obtained from either the guidance counselor or school nurse.

ATTENDANCE

Each student is entitled to the best education he/she can possibly receive. In order to gain such an education at Chase County Public Schools a student must be regular and punctual in attendance. Because absences often lead to poor achievement, discouragement or scholastic failure, it is our goal to encourage the best possible attendance of all students. We also consider it the school's responsibility and in the best interests of the students to keep parents informed of potential attendance problems.

APPEARANCE AND DRESS CODE

All students are expected to take pride in their personal appearance. Students should be clean, neat, and dressed in proper clothing to conform to educational standards. The attire should not disrupt the educational process or constitute a possible threat to the safety and health of the student or his peers. Decency and modesty should prevail.

The administration may, by regulation, establish specific attire that is and is not permitted. The following do **NOT** constitute acceptable school attire:

1. Cutoffs which are not hemmed and are not of the appropriate length.
2. Pants and/or shorts with frayed ends.
3. Shorts which are not at least mid-thigh in length.
4. ~~Tank tops which do not have straps which are at least two (2) inches in width.~~
5. Tops which have spaghetti type straps.
6. Body piercing of any visible parts except the ears.
7. Markings or tattoos on all visible body parts.
8. Pants or shorts which are worn below the waist.
9. Pants which drag on the floor when worn.

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10. School dress which exposes undergarments such as sports bras, underwear, etc.
11. Articles which are unwashed and inappropriately soiled.
12. Articles displaying indecent writing, pictures, or slogans.
13. Articles which could cause damage to others and individual property; Example: cleats on shoes.
14. Jewelry (necklaces, rings, bracelets, etc.) that may pose a safety hazard will be removed upon request.
15. Headwear, such as caps/hats/bandannas, may not be worn in school buildings during the school day.
16. Any type of attire that advertises, promotes, or makes reference to drugs, alcohol, violence, tobacco or sexual acts.
17. Clothing with tears or holes that expose flesh or underclothes is not acceptable.
18. Muscle shirts unless a t-shirt with sleeves is worn underneath.
19. Shirts with ripped or cut off sleeves.
20. Mesh tops, unless an appropriate shirt is worn underneath.
21. Mid-riff tops that expose the navel or stomach.
22. Sunglasses.

The school dress code will be in effect during school hours and school activities unless students are given permission by the principal to wear something different. The final decision regarding attire and grooming will be made by the principal or superintendent. On first offense of a dress code, a student may call home for proper apparel. If clothes cannot be brought to school, the student will be given appropriate clothes from the school nurse's office to wear for the day. If the student is unwilling to wear the clothes provided by the nurse they will be assigned to in-school suspension for the remainder of the day. Students will not be allowed to leave campus to change clothes, unless given permission by their parent/guardian and the Principal. Continual violations of the dress code will result in disciplinary actions (suspension or expulsion).

ADMISSION TO CLASS AFTER AN ABSENCE

A student who has been absent or tardy from school must, upon returning, report to the office. The office will then issue an admit slip which is to be given to the classroom teachers. Teachers are not to allow students to re-enter their classes without an authorized admit slip from the office. A student who attempts to enter class without a make-up slip will be asked by the teacher to go to the office for that slip, as well as receive a TARDY for causing the delay and interruption.

EXCESSIVE ABSENTEEISM & REPORTING HABITUAL TRUANCY

Excessive Absenteeism. Students who accumulate five (5) unexcused absences in a quarter shall be deemed to have "excessive absences." Such absences shall be determined on a per day basis. When a student has excessive absences, procedures shall be implemented to correct the truancy problem as required by law.

Excused Absence. Absences should be cleared through the Principal's office in advance whenever possible. Time missed due to tardiness shall accumulate and be converted to absences, and even by parental approval, may not be excused. An absence for any of the following reasons will be excused, provided the required procedures are followed:

- (1) Attendance at a funeral for immediate family (parents, siblings, and grandparents),
- (2) Illness which causes a student to be absent from school,
- (3) Doctor or dental appointment which require student to be absent from school,
- (4) Court appearances that are required by court order,
- (5) School sponsored activities which require students to be absent from school,
- (6) Family trips in which student accompanies parent(s)/legal guardian(s),
- (7) Other absences which have received prior approval from the principal.

The principal shall have the discretion to deny approval for the latter two reasons, depending on circumstances such as the student's number of other absences, the student's academic status, the tests or other projects which may be missed, and in the case of a family trip, whether the trip could be taken during non-school time and the educational nature of the trip.

Reporting Habitual Truancy. Students who accumulate twenty (20) unexcused absences per year shall be deemed to be habitually truant. If a student continues to be or becomes habitually truant, the principal shall notify the county attorney as required by law.

Reference: LB79-201 and LB79-209

BICYCLES

Students attending Chase County Elementary School may ride bicycles to and from school. Bicycle storage racks are provided. All bicycles must be properly parked in the racks during the school day. The bicycle racks are in open view areas to provide for security from vandalism and theft. FOR MAXIMUM SECURITY, STUDENTS ARE URGED TO ATTACH A LOCK TO THEIR BICYCLE DURING THE SCHOOL DAY. Also, engraving the student's name on the bicycle will help with identification. Students who ride their bicycles to school do so at their own risk, and must comply with the following rules:

1. Bicycle "rules of the road" must be followed.
2. Once the student arrives at school the bicycle must be parked in one of the provided racks or parking areas.
3. Bicycles are not to be ridden during recess periods.
4. Students will not be permitted to play in the bicycle parking areas.
5. Students must ride only their own bicycle.
6. Bicycles should not be parked overnight on the school premises.
7. Bicycles are to be walked and not ridden in restricted areas.
The school will determine the restricted areas.

NOTE: Rules apply to skateboards, scooters and rollerblades as well.

BUS TRANSPORTATION

Students should board the bus in single file, find a seat and remain seated throughout the trip. At no time shall a student move about the bus while the bus is in motion.

Two students per seat unless conditions dictate otherwise. At no time shall anyone sit, lie, or stand in the aisle of the bus when it is in motion.

When approaching railroad crossings, all passengers must remain silent until the crossing has been negotiated.

All students must sit in their seats and not kneel on the seat riding backwards.

FOLLOW THE BUS RULES

1. There will be no inappropriate touching; hitting, pushing, kicking, etc.
2. There will be no inappropriate language.
3. Students will respect property of the school and of other students.
4. Children will remain in their first chosen seat or their assigned seat from pickup to drop off.
5. Children will be seated properly on their bottoms and facing forward.
6. Loud talking and/or loud noises will not be tolerated. Students will use their inside voices.

The bus drivers have been issued a directive that if they witness any of the rule violations they will need to inform the administration of the name of the child and the violation. The administration will inform the parents of the following consequences:

First offense the principal will speak to the child with the violation and contact parents of the violation. The principal will inform the child and parents of the consequences of continued violations.

1. ~~First~~ Second offense one week of suspended riding privileges
2. ~~Second~~ Third offense two weeks of suspended riding privileges.
3. ~~Third~~ Fourth offense riding privileges suspended indefinitely.

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In addition, if there is substantial corroboration by students of any behavior that violated the rules the consequences will still apply.

Remember the intent of the rules and consequences is for the safety of all Chase County students. Please feel free to call the administration if you have any concerns or questions.

RIDING THE SCHOOL BUS IS A PRIVILEGE, WHICH MAY BE REVOKED FOR MISBEHAVIOR OR DISCIPLINARY ACTION.

CHANGE OF ADDRESS OR PHONE NUMBER

It is important that the school be able to contact parents in case of illness, emergency or accident. Therefore, it is important that the school be notified when a change is being made in an student's address or phone number.

Elementary School Telephone Numbers:

- 882-4228
- 882-4220
- 882-4229 - Information Line
- 882-5428

CLOSED CAMPUS

Chase County Elementary School is run under the auspices of a closed campus. Students are not to leave the campus at any time unless there is a prior phone call or signed note from the parent or legal guardian stating the reason for leaving the campus. Special arrangements can be made with the principal for those students who go home for lunch on a daily basis.

CONDUCT AND DISCIPLINE

Pupils are expected to conduct themselves in an appropriate manner during the school day and while attending any and all school functions. In addition, classroom and school-wide rules are to be followed as established. Failure to do so will result in corrective action by school personnel. A school-wide discipline plan, which outlines student conduct and behavior, is in force. A copy of the School-Wide Goals and Disciplinary Plan is located toward the end of the handbook for parent and student review.

If a student is removed from a class for disciplinary reasons, he/she will call his/her parent or guardian immediately and give the reason of the removal. The parent or guardian will have to visit with the teacher prior to the student returning to that particular class. The parent/guardian may call the teacher at school or at home or may come and visit with the teacher personally. Teachers can be contacted before or after school and during their planning time.

A meeting with the student, his/her parent or guardian, the teacher and the principal will be held for habitual offenders. A plan of action will be developed to change the behavior concern.

DISMISSAL

Children are to leave the school grounds immediately after dismissal at the end of each school day. The school does not provide supervision of students after 3:30 Monday thru Thursday and after 2:30 on Friday unless they have scheduled activities that are school related. If children are to be picked up after school, arrangements need to be made so that the children do not have to wait.

~~DEFICIENCY POLICY (Grades 5-6)~~

~~In order to impress upon students the importance of mastering the curriculum material, the teachers may find it necessary from time to time to issue a warning for lack of effort, incomplete work, and failure or near failure of the subject matter. To keep parents informed of any problems, the following procedures will be in effect:—~~

- ~~1. Deficiency reports will be sent home by the teachers at mid-term of each quarter for all students who have grades of D, F, Needs to Improve, or Incomplete.—~~
- ~~2. Teachers may send home deficiency reports at their discretion throughout the school year. This should keep parents informed of any drop in their child's grades.—~~

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3. ~~Parents, who wish to know the progress of their child on a more frequent basis than at mid-term, need only to request it from the teachers. Arrangements for sending progress reports will be made based on the parent's wishes.—~~
4. ~~Students who need extra help may request it from the teacher for before school or after school. Likewise, a teacher may request a student to come in early or stay after school to get extra help.—~~

~~By making the deficiency policy flexible, it is believed that parents, based on their request, will be more aware of their child's progress thus avoiding any "surprises" at report card time.—~~

DROP AND ADD (Grades 5-6)

Students who sign up for elective classes will have an opportunity to drop or add a class at semester. Drop and Add forms must be used and can be obtained from the school office or the guidance counselor.

The time line for drop or add will be the first 5 days of the school year, and a specified 5 days prior to the end of the first semester. Students who sign up for a class and choose not to drop it within the time line will be expected to continue the class through the semester grading period. Students may, however, be dropped from the class for reasons determined by the principal and a grade issued for the duration of the grading period.

Students who drop or add a class may be assigned or deleted from another class as determined by the curriculum assignments.

The only class affected by drop and add in grades 5 and 6 is elementary band.

EMERGENCY DISMISSAL PROCEDURES

If it becomes necessary to dismiss school because of severe storms or other civil disasters, radio and TV will notify parents. Hopefully, this will keep inquiring telephone calls to the school at a minimum. Parents are urged to develop plans with their children so they know what to do and where to go when school is dismissed early. Parents will be notified through radio stations KOGA (99.7 FM), KRVN (880 AM), and KADL (102.9 FM).

It is important that school personnel be able to contact the parents of each child or someone who knows the child in case of an emergency situation. Telephone numbers and addresses should be kept up to date. If possible, an emergency phone number should be listed with the school.

ENGLISH LANGUAGE LEARNERS

SCHOOL PLAN

Chase County Schools meets the needs of all learners. Students with a home language other than English shall be tested for English language proficiency and instructed in reading, writing, speaking, and listening of English language and content areas. The program shall be governed by No Child Left Behind legislation, the Office of Civil Rights, and The Equal Opportunity Act. Use of native language may be limited by classroom teachers to aid in learning the English language.

IDENTIFICATION AND ASSESSMENT

The Home Language Survey will be completed upon registration to identify a primary home language other than English (PHLOTE).

PHLOTE students will be tested using Pre-LAS (Language Assessment Scales), LAS-O (Oral), and LAS R/W (Reading and Writing) within the first thirty days of the school year or within fifteen days of enrollment in the district. Students arriving with previous test information will be placed appropriately in the ELL programs. Records will be kept at Chase County Schools.

Scores for LAS-O falling between 0-84 (Levels 1-4) will be considered LEP (Limited English Proficient). Scores for LAS R/W falling between 0-79 (Levels 1-2) will be considered LEP. Test scores will be used for placement within the district's ELL program.

EXTRA-CURRICULAR ACTIVITIES HELD DURING A SCHOOL DAY

“With the exception of SPVA Conference tournaments, meets and/or clinics, and State Activities, only those students directly involved in an extra-curricular activity will be excused from regular scheduled classes. All other students must remain in classes unless a parent or guardian contacts the school officials and states that they will be attending the activity and requests that their son and/or daughter go with them. At this point the student is under the supervision of the parent and not the school and should remain as such during this time. Should the parent or guardian later decide not to attend the activity, then the student must return to scheduled classes as the excuse would no longer be valid. If the parent or guardian attending an activity leaves for a short time while it is in

progress, it is expected that the student will accompany their parent or guardian during the leave. Any time a student attends an activity either in whole or in part during times of scheduled classes without their parent or guardian in attendance, exception of SPVA Conference tournaments, meets and/or clinics, and State Activities, is subject to an unexcused absence.”

FACILITY AREAS

Due to the facility housing K-12 students, there are designated elementary and high school areas in the school. Students are expected to remain in the portion of the building designated as elementary school. Students will be assigned routes to go from one classroom to another and all will be expected to follow these routes at all times. By doing so, there should be minimal contact between elementary and high school students.

Students who arrive at school in the morning are to proceed to the elementary school side of the building as soon as possible. Likewise, when students are dismissed after school and/or practice they are to remain on the elementary school side of the building until their rides arrive. At no time should elementary students loiter in the high school area of the facility.

FIELD TRIPS

The teachers may choose to take their students on field trips during the school year. Field trips will be educational and extend the classroom curriculum. All field trips will be approved by the elementary principal. The participation in the field trip by the class is at the discretion of the principal and classroom teachers. Although field trips are considered an extension of the classroom curriculum, behavior and responsibility of the students is considered when approval is made by the principal.

GIFTED PROGRAM

A part-time gifted education instructor is retained by the school to serve students in grades K through 6 who qualify for the program. The program is designed to expand the student’s potential through development of the higher mental processes and challenged experience in relationship to their abilities.

GRIEVANCE PROCEDURES

If a person wishes to state a concern regarding the education of their child, the following procedure is to be followed:

Step 1 Have a scheduled conference with the staff person involved with the concern. Please contact the staff member at school during school hours to set up an appointment to discuss the concern. During the phone conversation, please inform the staff member of the concern. This will allow the staff person to be prepared to answer questions during your scheduled face-to-face meeting. Both the parent and the staff member may be asked to submit written documentation of the meeting to the principal.

Step 2 If the matter is not resolved at Step 1, it may be necessary to arrange a meeting attended by the student(s), parent(s), teacher(s), and principal to resolve the issue. All parties may be asked to submit written documentation of the meeting to the Superintendent.

Step 3 If the matter has not been resolved after discussing the issue with the Principal, an appointment can be made with the Superintendent and Principal together to resolve the issue.

HIGHLY QUALIFIED TEACHERS

Nebraska school districts make teaching assignments based on Nebraska Administrative Rule 10 (*Regulations and Procedures for the Accreditation of Schools*) which requires that certain percentages of instructional units be taught by highly qualified teachers. Rule 51 (*Special Education*) requires special education personnel to meet highly qualified personnel requirements to assist students with disabilities. These rules are designed to assure that the large majority of Nebraska teachers have specific preparation for the areas and levels they are assigned to teach.

Any parent who wishes to be apprised of the qualifications of their child’s teachers may do so by presenting a written request to the principal.

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HOMEWORK

Each student is expected to spend some time on studies outside of regular school hours. The amount of time needed depends upon the student's grade level, mastery of basic skills, daily classroom effort, and parental help and support. Homework must be returned to the teacher by the due date.

INSURANCE

Chase County Elementary School does not offer individual student insurance plans. Parents interested in providing health and accident insurance for their child(ren) are encouraged to contact an insurance agency of their choice.
THE SCHOOL DOES NOT PAY FOR NORMAL PLAYGROUND OR CLASSROOM ACCIDENTS.

IMMUNIZATIONS

Students will be required to be immunized against measles, mumps, rubella (MMR- 2 doses), poliomyelitis (3 doses), diphtheria, pertussis, tetanus (DtaP, DTP, DT or Dt – 4 doses), varicella (chickenpox – 1 dose, or 2 doses if over 13 years of age) and hepatitis B **prior to enrollment** and any student not in compliance shall not be permitted to continue in school. Exceptions shall be granted for: 1) medical exceptions for health reasons substantiated by a signed statement from a physician; or 2) religious conflict substantiated by a signed affidavit from the student or the student's legal guardian, if the student is a minor. Students may be provisionally enrolled in a Nebraska school if they have begun the required immunizations and continue to receive the necessary immunizations as rapidly as is medically feasible. The law will apply to all students enrolled in Nebraska schools.

LOCKERS

Lockers are assigned to students in grades 4 through 6 at the beginning of each school year. Students are responsible for the care and condition of their assigned locker. A combination to the locker will be given to each student. Sharing of lockers is not recommended. **COMBINATIONS OR LOCKERS WILL NOT BE CHANGED DURING THE SCHOOL YEAR.** Students who experience problems with locker privacy may bring their own padlock. Lockers are the property of Chase County Schools and are therefore subject to inspection by authorized school personnel.

LOST AND FOUND

A lost and found department is maintained in the principal's office. An article misplaced shall be taken to the office for claim by identification. **PARENTS ARE ENCOURAGED TO LABEL THEIR CHILDREN'S PERSONAL BELONGINGS.** This will aid in returning lost or misplaced articles.

LUNCHES

All students are welcome to participate in the hot lunch program at the school. ~~The noon Breakfast and lunch meals will be a balanced Class A meal provided according to the requirements guidelines, which are set up by the State Department of Education USDA. The cost of the meals, as well as free and reduced prices for those who qualify, will be set at the August Board of Education meeting. The cost will include the salad bar for grades 5 through 6. The cost will include the salad bar.~~ Applications for free or reduced meals are available at the office of the principal. Approval of the applications will be determined by the Chase County High School principal. Checks for the meal tickets should be made out to: **CHASE COUNTY SCHOOLS.** A computerized family account will be kept current at the school office.

Students will be dismissed for lunch according to a schedule that will facilitate the optimum usage of the cafeteria with the utmost atmosphere for dining. Students may go home, with prior approval, for lunch or bring their own lunch. If the student brings his/her own lunch, he/she will be required to eat in the cafeteria and may purchase milk from the school. If the students go home for lunch, they should not return to the school for at least 30 minutes, as the playground is not supervised for the first 30 minutes of the lunch hour.

Menus for meals will be distributed monthly by the school. The Imperial Republican will also publish the menu on a weekly basis. If some particular meal does not agree with the student, they should make other arrangements for their lunch on that day. ~~No products will be served in the cafeteria that contain nuts or come from a plant that processes nuts. There will be a designated nut free table in the cafeteria. In accordance with Federal law and U.S. Department of Agriculture policy, this institution is prohibited from discrimination on the basis of race, color, national origin, sex, age, or disability.~~

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To file a complaint of discrimination, write USDA, Director, Office of Civil Rights, and Room 326-W, Whitten Building, 1400 Independence Avenue, SW, Washington, D.C. 20250-9410 or call (202)720-5694 (voice and TDD). USDA is an equal opportunity provider and employer.

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CIVIL RIGHTS

1. School Food Authorities (SFAs) participating in the National School Lunch Program, School Breakfast Program, After School Snack Program or Special Milk Program must include the nondiscrimination statement in their student handbook in the section that addresses access to or information about the school meals program. It must also be included on the school's web site if school meal information is available.

Non-Discrimination Statement

The U.S. Department of Agriculture prohibits discrimination against its customers, employees, and applicants for employment on the bases of race, color, national origin, age disability, sex, gender identity, religion, reprisal, and where applicable, political beliefs, marital status, familial or parental status, sexual orientation, or all or part of an individual's income is derived from any public assistance program, or protected genetic information in employment or in any program or activity conducted or funded by the Department. (Not all prohibited bases will apply to all programs and/or employment activities.)

If you wish to file a Civil Rights program complaint of discrimination, complete the USDA Program Discrimination Complaint Form, found online at http://www.ascr.usda.gov/complaint_filing_cust.html, or at any USDA office, or call (866) 632-9992 to request the form. You may also write a letter containing all the information requested in the form. Send your completed complaint form or letter to us by mail at U.S. Department of Agriculture, Director, Office of Adjudication, 1400 Independence Avenue, S.W., Washington, D.C. 20250-9410, by fax (202) 690-7442 or email at program.intake@usda.gov

Individuals who are deaf, hard of hearing or have speech disabilities may contact USDA through the Federal Relay Service (800) 877-8339; or (800) 845-6136 (Spanish). USDA is an equal opportunity provider and employer.

If the material is too small to permit the full statement to be included, the material will at a minimum include this statement, in print no smaller than the text: "This institution is an equal opportunity provider."

2. The USDA "And Justice for All" poster must be displayed at each feeding site in a location that is visible to students during meal service.
3. Provide appropriate translations of materials concerning the availability and nutritional benefits of the school meals program, as needed. This requirement can be met through the use of bilingual staff members, volunteers and/or informational materials in appropriate languages.
4. Follow this procedure for Accepting and Filing Complaints of Discrimination in the School Meals Program
 - **RIGHT TO FILE A COMPLAINT:** Any person alleging discrimination based on race, color, national origin, sex, age or disability has a right to file a complaint within 180 days of the alleged discriminatory action.
 - **ACCEPTANCE:** All complaints, written or verbal, shall be accepted by the School Food Authority (SFA) and forwarded to the Administrator of the Nebraska Department of Education - Nutrition Services within five days. It is necessary that the information be sufficient to determine the identity of the agency or individual toward which the complaint is directed, and to indicate the possibility of a violation. Anonymous complaints shall be handled as any other complaint.

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FOODS AND BEVERAGES

POLICY JJC

Sharing of Foods and Beverages. Schools should discourage students from sharing their foods or beverages with one another during meal or snack times given concerns about allergies and other restrictions on some children's diets. Because of the danger of complications with food borne illnesses, food allergies and restrictions of some children's diets, parents/guardians and students are not allowed to bring "homemade" or "home baked" food for the classrooms. Teachers are allowed to prepare recipes in the classroom where they are in control of the ingredients, food preparation and food handling.

The Elementary Grade School current practice is to allow only pre-packaged peanut/tree nut free snacks to be brought into the elementary classrooms. These restrictions also include food or snacks that are produced in a facility or by equipment that could also be used in the manufacturing of peanut or tree nut products. The school encourages parents and students to bring nutritional snacks for the classroom. Fruits and vegetables are great snacks and treats for the students.

MEDICATIONS

When students require medication during the school day the school nurse and teacher should be informed. Please keep all medications in their original containers with dosage and directions attached. In order that proper measures may be taken, the school should also be advised of all allergies, chronic illnesses or serious physical problems of students. Students with a doctor's authorization may carry and use their asthma inhalers as long as the inhaler is properly labeled.

PARTY INVITATIONS

We believe that party invitations are an "out of school" activity, and should be delivered away from the school setting. In the past when party invitations were distributed at school, it brought into the classroom social situations with which many children could not cope, sometimes causing tears, fights and unhappiness.

PERSONAL ITEMS

Personal items, other than items needed by the student to perform their daily educational tasks should be left at home. Materials from home should only be brought to school after obtaining permission from their teacher as needed for daily assignments or projects. If it's not needed for school, don't bring it!

PHYSICAL EDUCATION

Students in grades K through 4 will not change into P.E. clothes nor will they have time to take showers. The students in these grades should bring a pair of tennis shoes to school to use for P.E. only. If they wear the same shoes to school and to P.E. the gravel tends to be carried into the gym and it damages the floor. Their shoes can be left in their room during the year, but they should be plainly marked with their name for ease of identification.

The students in grades five and six will be required to dress in approved uniforms for P.E. The uniforms are available through the P.E. department. You may call the office to find out the cost. The student should bring a towel for the shower. Students at this age definitely need showers after vigorous exercise. The girls and boys locker rooms will be supervised by an adult at all times. Students will be encouraged to take their P.E. clothes home frequently for washing, and it would be convenient for them to have some sort of a duffel bag for this purpose.

PROGRAM PARTICIPATION

Programs or activities that are held outside the school day such as music concerts, special class projects, field trips, etc., are considered an extension of the classroom time. Students who are involved in any of these types

of programs or activities are expected to be present and participate. If a student is unable to attend for any reason, the parent is to contact the teacher with an excuse prior to the scheduled event.

PROGRESS REPORTS GRADES K THROUGH 3

Our system of reporting student progress in grades K through 3 is to base the student's evaluation of his/her performance in relationship to his/her ability.

I. STUDENT ABILITY

To determine student ability, a variety of techniques and tools are used:

- A. Psychological tests in special situations
- B. Teacher observation and analysis
- C. Information from parents or guardian
- D. Pupil performance on a daily basis
- E. Other techniques appropriate to the subject area

II. STUDENT PERFORMANCE

To determine student performance, a variety of information must be considered, including:

- A. Daily written work
- B. Home work
- C. Tests
- D. Classroom discussion
- E. Special projects
- F. Extra credit work initiated by the student
- G. Other types of student performance in classes which has special requirements.

The teacher will use his/her professional judgment in deciding which of the above categories are more important and which less important in determining the final grade. The above categories and amount of emphasis given each will vary between grade levels.

In the basic areas of mathematics, reading and English, a list of skills has been prepared for each grade level. In other subject areas a list of concepts and objectives has been prepared. The student is provided instruction, which will allow for progress through the program at a rate appropriate for each student's ability to understand and master these skills, concepts, and objectives. A student's grade will be based on his or her mastery of the skills, concepts and objectives at a rate appropriate to the student's ability.

Teachers may assign a + or - sign to a grade to indicate a higher or lower range for that particular area. Criteria used to assign a + or - will be determined by grade percentage, effort, extra credit, quality of work, and/or other reasons deemed by the teacher.

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~~III. K-3 GRADE-ACADEMIC PERFORMANCE LEVEL DESIGNATION~~

- 4=Advanced
- 3=Proficient
- 2=Progressing
- 1=Beginning

- ~~3 = Commendable~~
- ~~2 = Acceptable~~
- ~~1 = Needs to Improve~~
- ~~□ = Not Evaluated at this time~~
- ~~-~~

~~IV. K-3 ACADEMIC PERFORMANCE LEVEL FOR READING AND LANGUAGE~~

- ~~+ = Above grade level~~
- ~~○ = On grade level~~
- ~~- = Below grade level~~

V. ~~ACADEMIC PERFORMANCE LEVEL FOR PHYSICAL EDUCATION~~

- ~~4 = Advanced~~
- ~~3 = Proficient~~
- ~~2 = Progressing~~
- ~~1 = Beginning~~

VI. ~~ACADEMIC PERFORMANCE LEVEL FOR MUSIC~~

- ~~5 = Performs accurately~~
- ~~4 = Performs most of the time~~
- ~~3 = Struggles to perform~~
- ~~2 = Does not participate~~
- ~~1 = Does not respond~~

The "Key" is that the students are evaluated on how well they are doing with the materials at their level. This may be communicated to the parents on the report cards and at conferences.

VII. EVALUATIONS

In arriving at an evaluation there are many factors to be considered. Some of these factors are as follows:

- A. Self Discipline
- B. Effective use of class time
- C. Effort and enthusiasm
- D. Follows directions
- E. Accepts suggestions
- F. Skills in handling materials, tools and equipment
- G. Responsibility for completing assigned work
- H. Growth in knowledge and skills

PROGRESS REPORTS GRADES 4 THROUGH 6

Student performance will be measured in relationship to mastery of the curriculum content prescribed by the course of study and the instructional objectives the teacher determines as the evaluational criteria.

I. GRADE LEVEL DESIGNATION

100% - 98% = A+	76% - 75% = D+
97% - 96% = A	74% - 72% = D
95% - 93% = A-	71% - 70% = D-
92% - 91% = B+	69%&Below = F
90% - 88% = B	
87% - 86% = B-	NG= "No Grade" or incomplete
85% - 84% = C+	
83% - 79% = C	
78% - 77% = C-	

The evaluation criteria may include but not limited to:

- A. Daily written work
- B. Home work
- C. Classroom participation and contributions
- D. Written and oral tests and measures
- E. Special projects and assignments
- F. Other educational experiences as prescribed by the teacher

II. STUDENT ABILITY

Any student who requires an Individual Education Plan, based upon a verified educational handicap, shall have an evaluation by a modified criteria, and have his/her progress reported in respect to his/her ability.

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III. EFFORT GRADE DESIGNATION

In addition to an achievement grade each student's effort will be evaluated. Effort is that energy which the student demonstrates on a day to day basis as they fulfill their educational requirements. It is the desire of the faculty that their students bring vitality into the classroom and the vitality is directed at participating and contributing to a meaningful learning experience. Therefore, the mark recorded for effort will reflect the student's participation in the educational processes.—

- E = Indicates an area of Excellent effort —
- S = Indicates an area of Satisfactory effort —
- I = Indicates an area of Improving effort —
- N = Indicates an area of Needs to Improve effort —
- U = Indicates an area of Unsatisfactory effort —

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REPORT CARDS AND PARENT-TEACHER CONFERENCES

Report cards communicate the student's academic performance and attendance. Such reports are issued twice each semester. ~~At the end of the first quarter and the end of the second quarter,~~ Parent-Teacher Conferences will be held during the first and second semesters. Parents and teachers should request additional conferences when wanted or as needed.

A good system of reporting is not found in a report card alone, but in continual communication between school and home. Our current policy is to encourage frequent contacts between parents and teachers. All forms and methods of communication, such as parent-teacher conferences, mail, telephone calls, school visits by parents and home visits by teachers are customary methods of reporting student progress.

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PUPIL SERVICES

HEALTH AND NURSING SERVICES

A School nurse will work with the individual child in all matters of health. Health appraisal includes vision, hearing and dental screening, as well as complete medical and development histories. Health counseling is carried out as needed. The nurse serves as liaison between school, home or physician, community health and welfare agencies.

GUIDANCE AND COUNSELING SERVICE

Guidance is an innovative component to the K-6 curriculum as well as a process of helping all pupils to help themselves. The counselor is the key person in this service. The primary role of the counselor is to help personalize the educational experience for the pupil.

SPEECH AND HEARING

A part-time speech pathologist is retained by the school through the Educational Service Unit. All elementary students will be screened and tested upon entering school and a preventative or corrective program will be provided to the students as the need arises.

RESOURCE SERVICES

Two full time resource specialists are retained by the school. Upon referral by the Student Assistance Team (SAT), students will be tested and, if they are verified, a corrective or preventative program will be developed.

SALE ARTICLES

Sale of items by students to teachers during the school day is discouraged. It is preferred that students contact teachers at other times. Sale of items by school-sponsored organizations is exempt from this policy.

SCHOOL ACTIVITIES – BUS

The policy of Chase County Schools is to provide transportation to most out of town school activities. All students are required to ride school transportation to and from activities in which they are directly involved. The only exception to this rule will be a written excuse signed by the parent, stating the student has been released to the parent. If a student leaves the out-of-town activity or does not ride back on the transportation provided, unless excused by the sponsor of that activity, that student will be prohibited from attending out-of-town school sponsored activities for a 9-school week period of time.

Bus safety is of utmost importance at all times, especially on activity trips. When leaving the bus, students must use the exit doors provided. The emergency doors are to be used ONLY in the case of extreme emergency.

The sponsor of the activity will make the decision as to whether students can ride with their parents. If a student has started the trip on the activity or team bus, that student should return on the bus.

Discipline Plan and Procedures

Classroom Procedures:

Classroom rules, consequences for inappropriate behavior, and positive incentives will be established and sent home for parent review and signature.

School-wide Procedures:

All staff members have the responsibility to consistently and fairly enforce the school rules. In most cases, the students and staff members will resolve a discipline problem; however, some circumstances will require parent involvement. Among these are Minor and Major offenses. Students will often first receive a classroom/playground/lunchroom warning for minor offenses. Parents may be contacted with minor offenses. Parents will be contacted for any major offense.

Minor Offenses:

- Breaking classroom/playground/lunchroom rules
- Disrespect to others
- Inappropriate language
- Hurting someone verbally

Major Offenses:

- Defiance of authority
- Fighting or Bullying
- Continued classroom disturbance
- Threatening or harassing
- Abusive language or actions
- Vandalism
- Theft
- Weapons or dangerous instrument
- Illegal substance

Discipline for Minor Offenses:

Minor offenses that occur in the classroom/playground/lunchroom will result in a series of consequences beginning with a verbal warning. Sequential steps should then follow according to the written classroom/playground/lunchroom plan that has been established. Administrative intervention may result if the behavior is continual.

Discipline for Major Offenses:

Major offenses will result in the issuance of an Office Referral slip requiring the student to come to the office and speak with the Principal. Parent contacts will be made bringing awareness of the behavior and informing parents of further consequences that may result in suspension or expulsion.

PLAYGROUND RULES AND CONSEQUENCES

All students will:

1. Follow the instructions given by supervising adults. Say, "OK" and do it.
2. Show respect to others and school equipment (treat others how you would want to be treated).
3. Remain in supervised areas.
4. Get permission from a supervising adult to enter the building.
5. Use appropriate language (abusive or profane language and gestures will not be tolerated).
6. Play games that are safe and that will not harm others (tackle games, sliding on ice, rough play, or play fighting will not be tolerated).

All students will NOT:

1. Throw any objects (ice, snow, rocks, sticks, dirt, etc) that could hurt others.

Consequences:

- 1st offense: Verbal warning.
- 2nd offense: 5 minute time-out at an appropriate place; on a bench, against the school wall, etc.
- 3rd offense: Miss rest of the recess in time-out if inappropriate behavior continues.

LUNCHROOM RULES AND CONSEQUENCES

All students will:

1. Follow the instructions given by supervising adults. Say, "OK" and do it.
2. Show respect to others and school equipment (treat others how you would want to be treated).
3. Talk at an appropriate voice level.
4. Use good table manners.
5. Sit at assigned tables.

Consequences

- 1st offense: Verbal warning
- 2nd offense: Will eat at an isolated area for that lunch period.
- 3rd offense: Will eat at an isolated area for 1 or more days.

SCHOOL HOURS

All kindergarten through sixth grade classes begin at 8:05 a.m. and end at 3:30 p.m. Monday thru Thursday. School ends at 2:30 on Fridays.—Students should arrive on the school grounds between 7:45 and 8:00 a.m. Playground supervision is available at 7:45 a.m. and ends at 3:30 p.m. the end of the school day. 1st bell will ring at 8:05~~0~~ am and the tardy bell is at 8:10 am.

SEXUAL HARASSMENT POLICY

Chase County Elementary School and Chase County Schools have a Sexual Harassment Policy for students and employees. If you desire a copy of this policy, contact the school office.

STUDENT ACCESS TO COMPUTERS

Chase County Elementary School encourages the use of computers to enhance the educational learning opportunities for all students. A comprehensive policy for the safe and lawful use of computer equipment, network, e-mail and internet access has been developed and is available for review. **All students and their parents, grades K-6, must sign an "ACCEPTABLE USE OF COMPUTERS AND THE NETWORK" agreement before any student will be allowed to use the computer network and/or the internet.**

STUDENT FEES

The District's general policy is to provide free instruction in accordance with the Nebraska Constitution. While the District will provide students with the use of facilities, equipment, materials and supplies, including books, the students are responsible for the careful and appropriate use of such property. Students and their parents or guardian will be held responsible for damages to school property caused or aided by the student and will also be held responsible for the reasonable replacement cost of school property which is placed in the care of and lost by the student.

The District does provide activities, programs, and services to children, which extend beyond the minimum level of constitutionally required free instruction. The District will generally furnish students with specialized equipment and attire for participation in extracurricular activities. The District is not required to provide for the use of any particular type of equipment or attire.

The District's policy is to provide fee waivers in accordance with the Public Elementary and Secondary Student Fee Authorization Act. Students who qualify for free or reduced-price lunches under United States Department of Agriculture child nutrition programs shall be provided with fee waiver or the necessary materials or equipment without charge. Students or their parents must request a fee waiver prior to participating in or attending the activity, and prior to purchase of the materials. The entire Student Fee policy is available in the school office.

STUDENT RECORDS

The office of the principal maintains a record of all students enrolled at the school. Directory information and specific educational information is recorded. Parents and authorized educational personnel have access to these records.

Directory information shall be disclosed to any person or agency requesting such information. However, parents may request that their child not be part of the directory information by submitting a written request within 10 calendar days from receipt of the parent/student handbook.

The entire STUDENT RECORDS policy, JL, is available in the school office.

SUSPENSION

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The superintendent or principal may suspend a student from school and/or extra-curricular activities after giving the student notice and an opportunity to present his/her side of the story. The suspension can be based on evidence that indicates the pupil committed one or more offenses against school codes of conduct while attending school or off school grounds. It also pertains to participating in or attending an activity sponsored by the school or an athletic event, as well as in a school owned or utilized vehicle being used for school purposes.

Examples of offenses against school codes of conduct where suspension could occur if such conduct interferes with school purposes or there is a nexus between such conduct and the school are:

- a. Use of alcohol, tobacco or drugs.
- b. Unsportsmanlike conduct involving school teams, delegations or officials of such activities.
- c. Fighting.
- d. Destruction of school property.
- e. Deliberately falsifying school records.
- f. Gross disrespect for teachers, school officials or other employees.
- g. Behavior that seriously interferes with class work or the activities of the school.
- h. Repeated violation of rules and regulations.

TELEPHONE USAGE

School telephones are business phones and should be used as such. Children will be permitted to use the phone only when necessary. Plans for after school activities should be made at home, before the child comes to school for the day. Parents should feel free to call the school anytime and messages will be delivered to the child or the teacher.

PLEASE DO NOT ASK TEACHERS OR CHILDREN TO COME TO THE PHONE DURING THE TIME THAT SCHOOL IS IN SESSION, EXCEPT IN AN EMERGENCY.

TENTH PERIOD (Grade 5-6)

~~This program provides an opportunity for students who are having difficulty with homework assignments, to get additional help from teachers and fellow students. Students who come to class without assignments may be required to attend 10th period. Assistance and partial credit will be provided to students attending 10th period. Guidelines are as follows:~~

- ~~1. The student is assigned 10th period (after school) and will receive a slip to take home to the parents.~~
 - ~~a. Because the assignment was turned in late they may receive a 10% reduction in their grade.~~
 - ~~b. Student will be allowed to leave 10th period as soon as the assignment is completed (4:30 at the latest) and the attending teacher has finished taking attendance.~~
- ~~2. Other grade deductions may accrue for continuation of the late assignment.~~

~~We would like to encourage students to be responsible and hand in their assignments when due.~~

TEXTBOOKS AND WORKBOOKS

Textbooks and workbooks to accompany the basic curriculum are furnished. If a textbook is lost, destroyed, or badly damaged, a charge based on 20% depreciation per year will be assessed. This will apply down to a minimum charge of 20%. Charges for torn books or minor damage are made dependent upon the circumstances.

For workbooks and library books that are lost, destroyed, or badly damaged, a charge based on full replacement will be assessed.

TITLE I

Chase County Elementary School participates in the Title I remedial reading and math program. Classes will be scheduled during the day on a very limited enrollment basis in an effort to give as much individual attention to the students as possible.

The school uses a referral program to determine which students qualify for the service. Students with the greatest need are served first. When funds are available, a summer program will also be offered. This program is funded in part, by the U.S. Government through a financial grant to our district.

Title I is a Federally funded program enacted by the United States Government
Title I of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6301. et seq.) is amended to read as follows:
TITLE I - IMPROVING THE ACADEMIC ACHIEVEMENT OF THE DISADVANTAGED

Statement of Purpose:

The purpose of this title is to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging state academic achievement standards and state academic assessments.

Goals for the Chase County Schools Title I program:

- To help students function at a higher level in the classroom.
- To help students succeed and get academic credit for a particular class,
- To help students to graduate and become contributing members of society.

During the 2010-2011 school year, Chase County Elementary School made the transition from a Targeted Assistance building to a School-wide building. Rather than identifying specific students to qualify for Title I services, now all of our students automatically qualify for Title I services, this change process has allowed us to coordinate efforts with all teachers and assist each student who attends Chase County Elementary School. As part of this process, the school is required for all parents and teachers to sign a compact recognizing the expectations we have for our students. By signing the back page of this handbook, you are recognizing the expectations outlined in the Title I compact.

Sharing of expectations is important. It allows parents, students, and the school staff to share their vision about what school should be about. It can be the start of continuing dialogue between parents and the school agreeing about what works best for student learning. A learning compact is an agreement between home and school. The learning compact defines the goals, expectations and responsibilities of students, parents, and schools as equal partners for student learning,

Parent/Guardian Responsibilities: I understand that my participation in my child's education will help his/her achievement and attitude, I agree to carry out the following responsibilities:

- Provide a quiet place and time to do schoolwork and encourage my child to complete schoolwork.
- Make sure my child gets adequate sleep and has a healthy diet.
- Make sure my child is at school on time and on a regular basis.
- Spend time each day reading with my child.
- Communicate and work with teachers and school staff to support and challenge my child.

Student Responsibilities: I know my education is important to me. It will help me become a more successful person. I agree to do the following:

- Return completed schoolwork on time.
- Be at school on time and on a regular basis.
- Be responsible for my own behavior.
- Help to keep my school safe.
- Respect and cooperate with other students and adults.

Teacher Responsibilities: I understand the importance of the school experience to every student and my role as a teacher. I agree to carry out the following responsibilities:

- Teach necessary concepts to the student.
- Be aware of the educational needs of the student.
- Regularly communicate with parents on the student's progress.
- Provide a safe, positive and healthy learning environment for the student.
- Respect the cultural differences of the student.

TRANSFER PROCEDURES

Transfers must be initiated by one of the parents or the guardian of the student involved. Sending a signed note to the school a day or so ahead will aid teachers in making necessary transfer papers. This will normally consist of a transfer sheet giving necessary information for enrollment in another school. If other information is needed, the receiving school will request this information.

VIOLENCE FREE POLICY

Policy JGB

It is everyone's responsibility to keep our schools free of violent acts of any kind. Students, staff, parents, and guests have the right to feel safe in all district buildings and at any school-sponsored activity. To help ensure a violence-free environment, Chase County Elementary School and Chase County High School Chase County Schools have adapted a stringent stance concerning the following:

Fighting, hitting, kicking, biting, and/or verbal abuse of an Individual(s)

Definition: Any physical and/or verbal attack on another individual(s) to extort items or favors, induce fear, expresses anger, or which may cause physical harm.

Consequences: Out-of-school suspension for at least the remainder of the day the incident happened with the possibility of up to five (5) days out-of-school suspension with a due process hearing for possible expulsion and possible notification of law enforcement. Parents or guardians shall come to the school to remove the student. Students will be accountable for work missed.

VISITING SCHOOL

Parents are always welcome to visit school. Contact with the school or teacher at least one day prior to a visitation helps the teacher provide a more meaningful experience for the parent.

Due to the fact students need time to adjust at the start of the school year, and to avoid extra confusion and distraction at the end of the school year, parents are asked not to visit the first 2 weeks and the last 2 weeks of the school year.

Due to overcrowded conditions, in most instances, and the extra preparation on the part of the teachers, visitations by students from outside the District and by pre-school children are forbidden unless accompanied by a parent, or adult guardian.

CHASE COUNTY ELEMENTARY SCHOOL POLICY FOR REPORTING AND RESPONDING TRUANT BEHAVIOR, INSTRUCTIONAL DECISIONS AND MAKE-UP WORK, REPORTING LAW VIOLATIONS AND STUDENT RELEASE TO POLICE, AND STUDENT DISCIPLINE (LB 1250 AND GUN-FREE SCHOOLS ACT OF 1994 COMPLIANCE) POLICY JGA

I. REPORTING AND RESPONDING TO TRUANT BEHAVIOR

A. Any administrator, teacher, or member of the board of education who knows of any failure on the part of any child age 7 to 16 to attend school regularly without lawful reason, shall within three days report such violation to the superintendent. The superintendent shall immediately cause an investigation of the case to be made. When of his or her personal knowledge, by report or complaint from any resident of the district, or by report or complaint as provided in this section the superintendent as the designated attendance officer, believes that any child is unlawfully absent from school, he or she shall immediately investigate. The school shall render all services in its power to compel such child to attend some public, private, denominational, or parochial school, which the person having control of the child shall designate, in an attempt to remediate the child's truant behavior. Such services shall include, as appropriate, but need not be limited to:

1. One or more meetings between a school attendance officer, school social worker, or other person designated by the school administration if such school does not have a school social worker, the child's parent or guardian, and the child, if necessary, to report and to attempt to solve the truancy problem, unless the officer or worker has documented the refusal of the parent or guardian to participate in such meetings;
2. Educational counseling to determine whether curriculum changes, including, but not limited to, enrolling the child in an alternative education program that meets the specific educational and behavioral needs of the child, would help solve the truancy problem;
3. Educational evaluation, which may include a psychological evaluation with the written consent of the parent or guardian, to assist in determining the specific condition, if any, contributing to the truancy problem, supplemented by specific efforts by the school to help remedy any condition diagnosed; and
4. Investigation of the truancy problem by the social worker, or if such school does not

have a school social worker, another person designated by the administration, to identify conditions which may be contributing to the truancy problem. If services for the child and his or her family are determined to be needed, the school social worker or other person performing the investigation shall meet with the parent or guardian and the child to discuss any referral to appropriate community agencies for economic services, family or individual counseling, or other services required to remedy the conditions that are contributing to the truancy problem.

B. Truancy and tardiness is a violation of school rules. The services to be provided in response to truan- cies and tardiness shall also include disciplinary measures, including, without limitation, restriction of extracurricular and other activities, additional work assignments before, during or after regular school hours, and removal from a particular class or classes. Suspension (short-term or long-term) or expulsion from school may be imposed for truancy or tardiness, provided that alternatives to such action have been used or determined by the principal to be inappropriate under the circumstances.

C. If the child continues to be or becomes habitually truant, the attendance officer shall serve a written notice to the person violating the compulsory attendance statutes, then such attendance officer shall file a report with the county attorney of the county in which such person resides.

II. INSTRUCTIONAL DECISIONS AND MAKE-UP WORK

A. Make-up work for students who are absent from school shall be governed by guidelines developed by the superintendent or superintendent's designee. The guidelines shall state the criteria to be used in determining whether and to what extent the opportunity to complete class work, including examinations, missed during a period of disciplinary suspension will be granted.

B. Make-up Work Guidelines. The make-up work of students will be counted for course credit when satisfactorily completed according to the guidelines stated below, which are the Superintendent's guidelines or such other guidelines as approved from time to time by the Superintendent or the Superintendent's designee.

1. To receive credit for work missed due to excused absences (e.g. parent requested prearranged absence, personal illness, bereavement or emergency in the family, or participation in an approved school activity), the student, upon returning to school, is responsible a) for requesting assignments for make-up work and b) for completing the make-up work on his/her own initiative by the due date. The teacher will provide materials and assistance to a student who is making up work for these reasons.

2. To receive credit for work missed due to an unexcused absence or disciplinary suspension, the student, upon returning to school, is responsible a) for requesting assignments for make-up work and b) for completing the make-up work on his/her own initiative, and on his or her own time either before or after school, by the due date. The amount of assistance the teacher is to provide, if any, will be determined by the teacher based on the teacher's work load and on whether the student displays a positive attitude towards the make-up work and a willingness to not engage in future unexcused absences or misconduct. The teacher may assign the student to different work to make-up than that actually missed, in the same subject or topic area.

III. REPORTING LAW VIOLATIONS AND POLICE CUSTODY AND STUDENT RELEASE TO POLICE, ETC.

A. Cases of law violations or suspected law violations by students will be reported to the police or other proper authorities, as soon as possible.

B. When a principal or other school official releases a minor student to a peace officer (e.g., police officer, sheriff, and all other persons with similar authority to make arrests) for the purpose of removing the minor from the school premises, the principal or other school official shall take immediate steps to notify the parent, guardian, or responsible relative of the minor regarding the release of the minor to the officer and regarding the place to which the minor is reportedly being taken, except when a minor has been taken into custody as a victim of suspected child abuse, in which case the principal or other school official shall provide the peace officer with the address and telephone number of the minor's parents or guardian.

IV. STUDENT DISCIPLINE

A. Short-Term Suspension

1. Students may be excluded by the principal or the principal's designee from school or any school function for a period of up to five school days on the following grounds:
 - a. Conduct constituting grounds for expulsion as hereinafter set forth; or
 - b. Other violations of rules and standards of behavior adopted by Board of Education or the administrative or teaching staff of the school, which occur on or off school grounds, if such conduct interferes with school purposes or there is a nexus between such conduct and school.
2. The following process will apply to short-term suspension:
 - a. The party considering the short-term suspension shall make a reasonable investigation of the facts and circumstances. In addition, such short-term suspension shall be made only after a determination that the suspension is necessary to help any student, to further school purposes, or to prevent an interference with school purposes.
 - b. Prior to commencement of the short-term suspension, the student shall be given oral or written notice of the charges against the student. The student shall be advised of what the student is accused of having done, and the basis of the accusation, and an explanation of the evidence the authorities have.
 - c. The student shall be afforded an opportunity to explain the student's version of the facts to the person affecting the short-term suspension.
 - d. Within 24 hours or such additional time as is reasonably necessary following the suspension, the principal or administrator shall send a written statement to the student, and the student's parent or guardian, describing the student's conduct, or violation of the rule or standard and the reasons for the action taken. An opportunity shall be afforded to the student, and the student's parent or guardian, to have a conference with regard to the matter with the principal or administrator ordering the short-term suspension before or at the time the student returns to school. The principal or administrator shall determine who in addition to the parent or guardian shall attend the conference.

B. Long-Term Suspension

Long-term suspension shall mean the exclusion of a student from attendance in schools, grounds and activities of or within the system for a period exceeding five school days but less than 20 school days.

C. Expulsion

1. Defined: Expulsion shall mean exclusion from attendance in all schools, grounds and activities of or within the system for a period not to exceed the remainder of the semester in which it took effect unless the misconduct occurred a) within ten school days prior to the end of the first semester, in which case the expulsion shall remain in effect through the second semester, or b) within ten school days prior to the end of the second semester, in which case the expulsion shall remain in effect for summer school and the first semester of the following school year, or c) unless the expulsion is for conduct in which the penalty is specified, the expulsion shall remain in effect for the period specified for such conduct. Such action may be modified or terminated by the school district at any time during the expulsion period.
2. Summer Review

Any expulsion that will remain in effect during the first semester of the following school year shall be automatically scheduled for review before the beginning of the school year. The review shall be conducted by the hearing officer who conducted the initial expulsion hearing, or a hearing officer appointed by the Superintendent in the event no hearing was previously held or the initial hearing officer is no longer available or willing to serve, after the hearing officer has given notice of the review to the student and the student's parent or guardian. This review shall be limited to newly discovered evidence or evidence of changes in the student's circumstances occurring since the original hearing. This review may lead to a recommendation by the hearing officer that the student be readmitted for the upcoming school year. If the school board or board of education or a committee of such board took the final action to expel the student, the

student may be readmitted only by action of the board. Otherwise the student may be readmitted by action of the superintendent.

3. Suspension of Enforcement. Enforcement of an expulsion action may be suspended (i.e., "stayed") for a period of not more than one full semester in addition to the balance of the semester in which the expulsion takes effect, and as a condition of such suspended action, the student may be assigned to a school, class, or program which the school district deems appropriate for rehabilitation of the student. In lieu of other authorized educational programs to which the student may be assigned, such school class, or program may be offered as a community-centered classroom and may include experiences for the student as an observer or aide in governmental functions, as an on-the-job trainee, and as a participant in specialized tutorial experiences or individually prescribed educational and counseling programs. Such programs shall include an individualized learning program to enable the student to continue academic work for credit toward graduation. At the conclusion of the designated period: 1) if the student has satisfactorily participated in the school, class, or program to which such student has been assigned, the student shall be reinstated and permitted to return to the school of former attendance or attend other programs offered by the district, and action to expunge the record of the expulsion action may be taken at the discretion of the Superintendent, or Superintendent's designee, or 2) if the student's conduct has been unsatisfactory, the expulsion action shall be enforced. The determination of whether the students' participation and conduct has been satisfactory or not shall be made by the Superintendent or Superintendent's designee.

4. Students Subject to Juvenile or Court Probation. Prior to the readmission to school of any student who is less than nineteen years of age and who is subject to the supervision of a juvenile probation officer or an adult probation officer pursuant to the order of the District Court, County Court, or Juvenile Court, who chooses to meet conditions of probation by attending school, and who has previously been expelled from school, the Superintendent or Superintendent's designee shall meet with the student's probation officer and assist in developing conditions of probation that will provide specific guidelines for behavior and consequences for misbehavior at school (including conduct on school grounds and conduct during an educational function or event off school grounds) as well as educational objectives that must be achieved. If the guideline, consequences, and objectives provided are agreed to by the probation officer and the student, and the court permits the student to return to school under the agreed to conditions, the student may be permitted to return to school. The student shall, upon such return, be screened by the school for possible disabilities and, if the screening so indicates, be referred for evaluation for possible placement in a special education program. The student may be expelled or otherwise disciplined for subsequent conduct as provided in Board policy and state statute.

D. Mandatory Reassignment. Mandatory reassignment shall mean the involuntary transfer of a student to another school in connection with any disciplinary action.

E. Grounds for Short-Term Suspension, Long-Term Suspension, Expulsion or Mandatory Reassignment.

1. The following types of student conduct shall constitute grounds for short-term suspension, long-term suspension, and expulsion or mandatory reassignment, when such activity occurs on school grounds or during an educational function or event off school grounds, or in a school owned or utilized vehicle being used for a school purpose or at a school-sponsored activity or athletic event.

- a. Willfully disobeying any reasonable written or oral request of a school staff member, or the voicing of disrespect to those in authority.
- b. Use of violence, force, coercion, threat, intimidation, or similar conduct in a manner that constitutes a substantial interference with school purposes.
- c. Sexual assault or attempting to sexually assault any person.
- d. Willfully causing or attempting to cause substantial damage to property, stealing or attempting to steal property of a substantial value, or repeated damage or theft involving property.
- e. Causing or attempting to cause personal injury to a school employee, to a school volunteer, or to any student.
- f. Threatening or intimidating any student for the purpose of, or with the intent of, obtaining money or anything of value from such student.

- g. Knowingly possessing, handling, or transmitting any object or material that is ordinarily or generally considered a weapon.
 - h. Engaging in the unlawful selling, using, possessing or dispensing of alcoholic beverages, tobacco, narcotics, drugs, controlled substance, inhalant or being under the influence of any of the above; or possession of drug paraphernalia.
 - i. Engaging in the selling, using, possessing, or dispensing of an imitation controlled substance as defined in section 28-401, of the Nebraska statutes, or material represented to be alcoholic beverages, narcotics, drugs, controlled substance or inhalant.
 - j. Truancy or failure to attend assigned classes or assigned activities.
 - k. Tardiness to school, assigned classes or assigned activities.
 - l. The use of language, written or oral, or conduct, including gestures, which is profane or abusive to students or staff members. Profane or abusive language or conduct includes, but is not limited to, that which is commonly understood and intended to be derogatory toward a group or individual based upon race, gender, national origin, or religion.
 - m. Public indecency as defined in Nebraska statutes, except that this subdivision shall apply only to students at least twelve years of age but less than nineteen years of age.
 - n. Repeated violation of any of the rules adopted by the school district or the school.
 - o. Engaging in any unlawful activity as determined by the United States or the State of Nebraska.
 - p. Dressing in a manner wherein such dress is dangerous to the student's health and safety or to the health and safety of others or is distracting or indecent to the extent that it interferes with the learning and educational process.
 - q. Willfully violating the behavioral expectations for those students riding this school's transportation vehicles.
2. In addition, a student may be suspended (short-term or long-term), expelled, or mandatorily reassigned for sexual assault or attempted sexual assault of any person regardless of the time or location of the offense if a complaint alleging such conduct is filed in a court of competent jurisdiction.
 3. In addition, a student who engages in conduct on school grounds or during an educational function or event off school grounds, as follows:
 - a. The knowing and intentional use of force in causing or attempting to cause personal injury to a school employee, school volunteer, or student, except if caused by accident, self-defense, or on the reasonable belief that the force used was necessary to protect some other person and the extent of force used was reasonably believed to be necessary, or
 - b. The knowing and intentional possession, use, or transmission of a firearm or other dangerous weapon, shall be expelled for the remainder of the school year in which the expulsion took effect if the misconduct occurs during the first semester, and if the expulsion for such conduct takes place during the second semester, the expulsion shall remain in effect for the first semester of the following school year. Such action may be modified or terminated by the school district at any time during the expulsion period.
 4. In addition, if the student is determined to have brought a firearm to school, the student shall be expelled from school for a period of not less than one year. The Superintendent may modify such one-year expulsion requirement on a case-by-case basis.
 5. All of the preceding is general standards and rules that should be used as a guide by all students. Not all acts of misconduct can be itemized. Students who question whether particular conduct violates school standards or rules should consult with the school's administration. Any conduct which causes, or which creates a reasonable likelihood that it will cause, a substantial disruption in, or a material interference with any school function, activity or purpose, or that interferes or creates a reasonable likelihood that it will interfere with the health, safety, well-being, or the rights of students themselves or others, or which interferes with the educational environment is prohibited.

6. Any suspension or expulsion of a special education student must comply with the requirements of state and federal law.

F. Procedures for Long-Term Suspension, Expulsion or Mandatory Reassignment

The following procedures shall be followed with regard to any long-term suspension, expulsion or mandatory reassignment.

1. The principal or assistant principal shall prepare a written summary of the alleged violation and the evidence supporting the alleged violation and file it with the Superintendent.

2. If the principal determines that the student must be suspended immediately to prevent or substantially reduce the risk of a) interference with an educational function or school purpose or b) a personal injury to the student himself or herself, other students, school employees, or school volunteers, and a notice of intent to discipline the student by long-term suspension, expulsion, or mandatory reassignment is filed with the superintendent or assistant principal, the student may be suspended by the principal until the date the long-term suspension, expulsion, or mandatory reassignment takes effect if no hearing is requested or, if a hearing is requested, the date the hearing examiner makes the report of his or her findings and a recommendation of the action to be taken to the superintendent.

3. The superintendent or principal shall either send by registered or certified mail or by personal service to the student and the student's parents or guardian a written notice within two school days of the date of the principal's summary. Said notice shall include the following:

a. The rule or standard of conduct allegedly violated and the acts of the student alleged to constitute a cause for long-term suspension, expulsion or mandatory reassignment including a summary of the evidence to be presented against the student as submitted by the principal or assistant principal.

b. The penalties to which the student may be subjected and the penalty which the principal or assistant has recommended in the charge.

c. A statement explaining the student's right to a hearing upon request on the specified charges.

d. A description of the hearing procedures provided by these policies along with procedures for appealing any decision rendered at the hearing.

e. A statement that the administrative representative, legal counsel for school the student, the student's parents, or the student's representative or guardian shall have the right to examine the student's academic and disciplinary records and any affidavits to be used at the hearing concerning the alleged misconduct, and the right to know the identity of the witnesses to appear at the hearing and the substance of their testimony.

f. A form for a request for hearing to be signed by such parties and delivered to the superintendent in person or by registered or certified mail.

4. Nothing in this policy shall preclude the student, student's parents, guardian or representative from discussing and settling the matter with appropriate school personnel prior to the hearing stage.

5. In the event that the superintendent has not received a request for hearing within five school days following receipt of the written notice, the punishment recommended in the charge by the principal or assistant principal, shall automatically go into effect.

6. If a hearing is requested more than five school days following the actual receipt of the written notice, but not more than thirty calendar days after actual receipt, the student shall be entitled to a hearing but the punishment imposed may continue in effect pending final determination.

7. If a request for hearing is not received within thirty calendar days following the mailing or delivery of the written notice, the student shall not be entitled to a hearing.

8. In the event that a hearing is required to be provided, the superintendent of schools shall appoint a hearing officer.

G. Hearing Procedure

1. Hearing Officer. The officer shall be any person designated by the superintendent of schools. The hearing officer shall be an individual who has had no involvement in the charge, will not be a witness at the hearing and who has not brought the charges against the student. It shall be the duty of the hearing officer to remain impartial throughout all deliberations. The hearing officer shall be available prior to any hearing held pursuant to this policy to answer any questions the administrative representative, the student, the student's parents, or guardian, may have regarding the nature and conduct of the hearing.

2. Administrative Representative. The principal or assistant principal may appoint a representative with the responsibility to present the facts and evidence. Such administrative representative may be an attorney or may be represented by an attorney, but any such attorney shall not advise the hearing officer or parties who may review the proceedings as their counsel.

3. Notice of Hearing. If a hearing is requested within five school days of receipt of the notice, the hearing officer shall, within two school days after being appointed, give written notice to the administrative representative, and the student, the student's parents or guardian of the time and place for the hearing. The hearing shall be scheduled within a period of five school days after it is requested. No hearing shall be held upon less than two school days' actual notice to the administrative representative, and the student, the student's parents, or guardian, except with the consent of all of the parties.

4. Continuance. Upon written request of the student or the student's parents or guardian, the hearing officer shall have the discretionary authority to continue from time to time the hearing. In addition, the hearing officer may continue the hearing upon any good cause.

5. Access to Records. The administrative representative, the student, the student's parent or guardian and the legal counsel of the student shall have the right to examine the records and affidavits and the statements of any witnesses at any reasonable time prior to the hearing.

6. Hearing Procedure. The hearing shall be attended by the hearing officer, the student, the student's parents or guardian, the student's representative, if any, and the administrative representative. Witnesses shall be present only when they are giving information at the hearing or with the consent of both parties. The student may be excluded at the discretion of the hearing officer at times when the student's psychological evaluation or emotional problems are being discussed. The student or the student's parents or guardian or both may be represented by legal counsel. The hearing examiner may exclude anyone from the hearing when his/her actions substantially disrupt an orderly hearing. The formal rules of evidence shall not apply at the hearing. The administrative representative, in addition to other evidence, may present to the hearing officer statements, in affidavit form, of any person having information about the student's conduct and the student's records, but not unless such statements and records have been made available to the student, the student's parents guardian or representative prior to the hearing. The information contained in such records shall be explained and interpreted prior to or at the hearing to the student, parents or guardian, or representative at their request, by appropriate school personnel. The student, the student's parents, guardian, or representative, the administrative representative or the hearing officer may ask witnesses to testify at the hearing. Such testimony shall be under oath and the hearing officer shall be authorized to administer the oath. The student, parent, guardian, or administrative representative, or the hearing officer shall have the right to question any witness giving information at the hearing, the student may testify in his/her own defense in which case he/she shall be subject to cross-examination or a student may choose not to testify and no conclusion will be drawn therefrom. Any person giving evidence by written statement or in person at a hearing shall be given the same immunity from liability as a person testifying in a court case. A single hearing may be conducted for more than one student if in the discretion of the hearing examiner a single hearing is not likely to result in confusion or prejudice to the interest of any of the students involved.

If during the conduct of such a hearing, the hearing examiner concludes that any of such student's interests will be substantially prejudiced by a group hearing, or that confusion is resulting, the hearing examiner may order a separate hearing for each or any of said students.

7. Availability of Witnesses. The hearing officer shall make reasonable efforts to assist in obtaining the attendance of any witnesses requested by the student, student's parents or guardian or their legal representative.
8. Record. The proceedings of the hearing shall be recorded at the expense of the school district.
9. Findings. After the conclusion of the hearing, the hearing officer shall prepare and submit to the superintendent of school his/her written findings and recommendation as to disposition. This report shall explain, in terms of the needs of both the student and the school board, the reasons for the particular action recommended. Such recommendation may range from no action, through the entire field of counseling, to long-term suspension, expulsion, or mandatory reassignment.
10. Review by Superintendent. The superintendent of schools shall review the findings and recommendations of the hearing officer and in his/her discretion may also review any of the facts and evidence presented at the hearing and based upon such report and the facts shall determine the sanctions to be imposed. However, the superintendent may not impose a more severe sanction than that imposed by the hearing officer.
11. Notice of Determination. Written notice of the findings and recommendations of the hearing officer and the determination of the superintendent of schools shall be made by certified or registered mail or by personal delivery to the student, the student's parents or guardians. Upon receipt of such written notice by the student and/or parents and guardian, the determination of the superintendent shall take immediate effect.
12. Appeal to Board. The student, student's parents or guardian may, within seven school days following the receipt of the superintendent's decision, submit to the superintendent of schools a written request for a hearing before the Board of Education.
13. Review Board of Education. Upon receipt of the request for review of the superintendent's determination, the Board of Education or a committee of not less than three members shall, within ten school days, hold a hearing on the matter. Such hearing shall be made on the record except that the board may admit new or additional evidence to avoid substantial threat of unfairness. Such new evidence shall be recorded. The Board of Education or committee thereof may withdraw to deliberate privately upon the record and new evidence. Any such deliberation shall be held in the presence only of board members in attendance at the appeal proceeding, but may be held in the presence of legal counsel who has not previously acted as the administrative representative in presenting the school's case before the hearing officer. If any questions arise during such deliberations, which require additional evidence, the Board of Education or committee thereof, may reconvene the hearing to receive such evidence, subject to the right of all parties to be present. A record of any such new or additional evidence shall be made and shall be considered as a part of the record and based upon the evidence presented at the hearing before the hearing officer, and such new or additional evidence, the Board of Education or the Committee shall make a final disposition of the matter. The board may alter the superintendent's disposition of the case if it finds his/her decision to be too severe, but it may not impose a more severe sanction.
The final decision of board shall be delivered to the student and parents or legal guardian of the student by personally delivering the same or by mailing the same by certified or registered mail.
Expulsion with providing an Alternative School, Class or Educational Program.

It shall be the policy of Imperial Grade and Chase County High School Districts 3 & 15 to provide an alternative school, class, or educational program for expelled students as provided by applicable law. It shall be the policy of the District to review this policy and make such amendments as the Board may deem appropriate in the event any rule not in existence at the time of the adoption of this policy is promulgated by the appropriate authorities when any existing rule is amended.

Notwithstanding provision of alternative school, class or educational program, it shall be the policy of this district to authorize the administration to make judgments on a case by case basis as to whether providing an alternative school, class, or educational program for a student who is at risk of being expelled to determine whether such alternative

educational settings are appropriate given the best interest of the student, the best interest of other students and the best interest of the school district. In the event the administration determines that an alternative school, class, or education program will not be made available to a student who is at risk of being expelled, then the following procedure shall be used in a case involving expulsion in addition to all other procedures set forth in board policy to expulsions.

a. Prior to the expulsion taking place, a conference shall be held by such school Administrator as the Superintendent may designate and the parent or legal guardian, the student, such other school representative as the Superintendent may designate and a representative of a community organization if any which has a mission of assisting young people, or a representative of the County Sheriff's office, municipal Police office, Probation office or other representative of an agency involved with juvenile justice. The purpose of the conference shall be to develop a plan which shall be in writing and which shall be adopted by the School Administrator of the District and presented to the student and the parent or legal guardian.

b. The plan shall identify educational objectives that the student must achieve in order to receive credits toward graduation. The plan shall also specify financial resources and community programs if any, which are or may be available to meet the educational and behavioral objectives of the student as identified in the plan. Nothing in this policy shall be construed to prevent the suspension of a student pending an expulsion provided that such suspension shall be in accordance with applicable policies of the District pertaining to suspensions. Nothing in this policy shall be construed to prevent expulsion from being carried out so long as the School District has made reasonable efforts to convene a conference as described in this policy.

c. It shall be the policy of the District to require the School administrator when calling a conference as described in this policy to make reasonable efforts to accommodate the schedules of all participants in the conference, provided however that any scheduling conflicts, unavailability of certain participants, or refusal of certain participants to participate in the conference shall not prohibit the District from expelling students in a manner otherwise consistent with Board Policy.

d. It shall be the duty of the Superintendent or his designee to schedule monthly reviews for any student who is expelled in order to assess the student's progress toward meeting the specified goals and objectives of the plan. It shall be the duty of any student who is expelled to attend monthly reviews at the time and place determined by the Administration during the course of expulsion.

H. Delegation. The Board of Education hereby delegates to the Superintendent of Schools, or the Superintendent's designee, the responsibility for maintaining discipline in the schools and all power to act or take actions appropriate or necessary in conformance with district policy.

I. Other District Policies. This policy shall be construed with other existing district policies, and is intended to bring those policies into compliance with the law. This policy shall control to the extent necessary to bring the district into compliance and, in the event this or any other district policy is determined to be illegal or invalid by a court of competent jurisdiction, the policy of this school district shall be that as required by law.

NONDISCRIMINATION STATEMENT

As stated in AC of the School Board Policies, Chase County Schools are committed to a policy of not to discriminate on the basis of sex, age, race, color, national origin, religion or handicap in the educational programs or activities which it operates. The entire nondiscrimination policy is available for review in the school office or from any school staff member.

August 9, 2005

Policy IQ

TERMS AND CONDITIONS FOR USE OF COMPUTER EQUIPMENT AND NETWORK ACCESS

To gain access to the school's computer network all staff, parents, and students must sign and return an agreement form.

Access to the network, including e-mail and Internet, will enable staff and students to explore thousands of libraries, databases, and bulletin boards, while exchanging messages with users throughout the world. Staff, students and parents should be warned, however, that along with access comes a waiver or relinquishment of rights to privacy or confidentiality and access to some material which may contain items that are illegal, defamatory, inaccurate, or potentially offensive to some people. It is the school districts intent to make network access available to further educational goals and objectives. Users should not expect privacy or confidentiality, and may have access to illegal, defamatory, inaccurate, or potentially offensive information or materials as well. The schools believe that the benefits to staff and students from access, in the form of information resources and opportunities for collaboration, exceed any disadvantages. Ultimately, each individual and parents or guardians of minors are responsible for setting and conveying standards that they or their students should follow when using the network and its media and information resources. Parents or guardians and their students must agree and understand that access waives and relinquishes privacy interests and confidentiality, and may provide access to illegal, defamatory, inaccurate, or potentially offensive information or materials. To that end, each individual, their parents and guardian of minors must decide whether or not to apply for access.

A. Network, E-Mail, Internet or Other Computer Use Rules:

1. General Rules:

- (a) The network is provided to staff and students to conduct research and communicate with others. Access to Network services is given to staff and students who have agreed to act in a responsible manner. Parental/Guardian permission is required for student use. **Access for all staff and students is a privilege and not a right.**
- (b) Individual users of the district network are responsible for their behavior, actions, problems, and communications as they apply to the network. Users will comply with district rules and will honor the agreements they have signed. Beyond clarification of such rules, the district is not responsible for restricting, monitoring, editing, or controlling the information, equipment or communications of individuals utilizing the network or the end product or result of such utilization.
- (c) Network storage areas shall be treated like school lockers for students. Network administrators may review files, information, equipment, messages and communications of staff and students to maintain system integrity and insure that users are using the network system responsibly. Users should not expect that files or any information stored or otherwise used or retained on the network, district servers, or in computers, will be private. No reasonable expectation of privacy shall exist in relation to network use.
- (d) Users should not expect, and the district does not warrant, any information or products obtained from the network, that files or information stored, obtained or used on the network will be private, and use of the network waives and relinquishes all such privacy acts, interests or claims to confidentiality the user may have under state or federal law.
- (e) The district will not be liable for, and does not warrant in any way, purchases made by any user over the network. Users shall not make purchases of goods and/or services via the district's network.

2. Policy and Rules for Acceptable Use of Computers and the Network

The following policy and rules for acceptable use of computers and the network shall apply to all district administrators, faculty, staff and students. The superintendent, or the superintendent's designee, is hereby delegated all authority and is the ultimate person in charge of the district network and technology resources or equipment, and the same shall also be under the direct supervision of the site or building administrator where located, sometimes herein called "network administrators."

- (a) Users shall not erase, remake, or make unusable anyone else's computer, information, files, programs or disks. In addition to any other disciplinary action or legal action that may occur, any

user violating this rule shall be liable for any and all damages to the computer, information, files, programs or disks.

- (b) Users shall not let other people use their name, account, log-on password, or files for any reason (except for authorized staff members).
 - (c) Users shall not use or try to discover another user's account or password.
 - (d) Users shall not use the computers or network for non-instructional or non-administrative purposes (e.g., games or activities for personal profit).
 - (e) Users shall not use the computer for unlawful purposes, such as illegal copying or installation of unauthorized software.
 - (f) Users shall not copy, change or transfer any software or documentation provided by teachers or other students without permission from the network administrators.
 - (g) Users shall not write, produce, generate, copy, propagate, or attempt to introduce any computer code, software or information designed to self-replicate, damage or otherwise hinder the performance of the network or any computer's memory, file system, or software. Such software is often called a bug, virus, worm, Trojan horse, or similar name.
 - (h) Users shall not use the computer to annoy or harass others with language, images, or threats. Users shall not access, accept, create or send any obscene, vulgar, lewd, tasteless, or objectionable messages, information, language, or images.
 - (i) Users shall not damage the network or equipment, damage information belonging to others, misuse network resources, or allow others to misuse network resources. In addition to any other disciplinary action or legal action that may occur, any user violating this or any other rule shall be liable for any and all damages to the computer, network, information, files, programs or disks.
 - (j) Users shall not tamper with computers, networks, printers, or other associated equipment except as directed by the teachers or network administrator.
 - (k) Users shall not take home technology equipment (hardware or software) without permission of the network administrator and/or school administrator.
3. Etiquette and Rules for Use of Computers and the Network

All users of computers and the network are expected to abide by the generally accepted rules of network etiquette. These rules of behavior include (but are not limited to) the following:

- (a) Be polite. Do not become abusive in your messages to others.
- (b) Use appropriate language. Do not swear, use vulgarities or any other inappropriate language, message, information or images.
- (c) Do not reveal your personal account, address or phone numbers or that of other students or colleagues.
- (d) Note that electronic mail (e-mail) is specifically not guaranteed to be private. People who operate the system do have access to mail. Messages relating to or in support of illegal activities may be reported to the authorities. Messages which violate the rules will result in disciplinary action.
- (e) All communications and information accessible via the network should be assumed to be private property of others.

- (f) Do not place unlawful information on any network system.
- (g) Keep paragraphs and messages short and to the point. Focus on one subject per message.
- (h) Include your signature at the bottom of e-mail messages. Your signature footer should include your name, position, affiliation, and network or Internet address.
- (i) Other rules may be established by the network administrators or teachers from time to time.

4. Penalties for Violation of Rules.

All of the policies, rules, and procedures for acceptable use of computers and the network are intended to make the computers and the network more reliable for users. They are intended to minimize the burden of administrating the networks so that more time can be spent on education and enhancing services.

Use of the computer and access to telecommunications resources is a privilege and not a right. Violation of the policies, rules, and procedures concerning the use of computers and the network may result in disciplinary action up to, and including, but not limited to, loss of access, suspension and/or expulsion of students from school and loss of access, suspension, termination, non-renewal or cancellation of the contract of administrators, teachers, or other school employees.

B. Staff, Student and Parent Agreements.

The Administrators, Faculty and Staff Agreement, Students Agreement, and Parents Agreement shall be in the form attached hereto as Appendix "1", which is hereby incorporated herein by this reference.

Chase County Schools
K-6 Handbook/Computer Use Agreement Signature Form

Appendix (1)

ACCEPTABLE USE OF COMPUTERS AND THE NETWORK

PARENTS AGREEMENT

I have received a copy of, and have read the "Terms and Conditions for Computer Equipment and Network Access" adopted by the District. As parent or guardian of the student named below, I grant permission for my son or daughter to have access to the network, including electronic mail (e-mail) and the Internet. I understand that this free access is designed for educational purposes. I also understand and agree that individuals and users may be held liable or disciplined for violations of the Terms and Conditions. I also understand and agree that privacy interests and confidentiality are hereby being relinquished and waived, and that it is impossible to restrict access to all controversial materials, and will not hold this School District responsible for same. I understand and agree not to hold this School District responsible for same. I understand and agree not to hold this School District nor any of its employees, agents, institutions or networks providing access to networks responsible for the performance of the system or the content of any material access through it.

STUDENTS AGREEMENT

I have received a copy of, and have read, or had my parents explain the "Terms and Conditions for use of Computer Equipment and Network Access" adopted by Chase County Schools, and I understand and will abide by those terms and conditions for access and the use of same. I understand that this free access is designed for educational purposes. I further understand and agree that individuals and users may be liable or disciplined for violation of those terms and conditions, or that the same may constitute a criminal offense. I also understand and agree that privacy interests and confidentiality are hereby being relinquished and waived and will not hold the District responsible for same. I agree not to hold Chase County Schools nor any of its employees, agents, institutions or networks providing access to networks responsible for the performance of the system or the content of any material accessed through it.

This form will be retained on file by authorized faculty designee for duration of applicable computer/network/Internet use.

I have received and read the Parent-Student Handbook, which outlines the procedures and policies at Chase County Elementary School. I understand that each rule is only a guide and not all situations can be covered by the procedures and rules set forth in the handbook.

My signature indicates my understanding of the handbook policies and permission for our children to utilize the school's computers under the guidelines listed in the handbook. Students listed below will be allowed to utilize computers at CCS when this form is signed by the parent and returned to Chase County Schools.

PARENT SIGNATURE: _____

STUDENT'S NAMES: _____ Grade _____
_____ Grade _____
_____ Grade _____
_____ Grade _____
_____ Grade _____

DATE: _____

(Detach and return to the office ASAP)

Chase County Elementary School

I have received, read the Parent-Student Handbook and reviewed the handbook with my student(s), which outlines the procedures and policies at Chase County Elementary School. I understand that each rule is only a guide and not all situations can be covered by the procedures and rules set forth in the handbook.

My signature indicates my understanding of the policies.

PARENT SIGNATURE: _____

CHILDREN'S NAMES: _____ Grade _____

_____ Grade _____

_____ Grade _____

_____ Grade _____

_____ Grade _____

DATE: _____ **(Need only one form per family)**

Examples



Ga Ga pits

- GaGa Pits Hardware Kits are Patent Pending



GaGa Ball Pit Sizes and Capacity:

15' Diameter, 12 each 4' long sections: 8-12 Children

18' Diameter, 14 each 4' long sections: 15-20 Children

20' Diameter, 16 each 4' long sections: 20-25 Children

size → 26' Diameter, 20 each 4' long section: 30+ Children

Fill with: gravel? Sand? Rubber chips ✓

Made with: wood? ✓

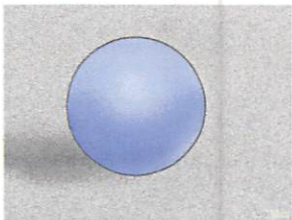
Store bought panels?

Permissions from?

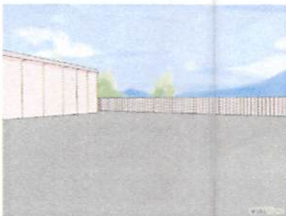
Board?

How to Play Ga-Ga Ball

Ga-Ga is a popular game played with a ball in a wide space. It is a game that can be played by people of all ages and is a lot of fun. The object of the game is to use only your hands to hit the ball at the other players, while not being hit yourself. You are eliminated if the ball hits below your knees or some play below the hips. It is designed to be played by a large group of people.



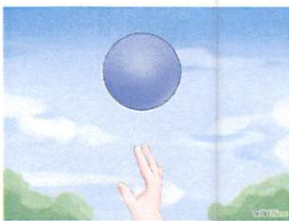
1 Choose a Ball--It should be a good sized, ball that inflates. A kickball, volleyball or a soccer ball is perfect for this game though both have their faults. A kickball is soft and bounces well, but it is harder to hit and is almost too bouncy. A soccer ball is perfect, except that it can hurt if hit too hard. A smaller ball will work if nothing else is available, but be careful what size ball you choose. Too large, and it complicates things. Too small and it make the game almost too hard.



2 Find a Site--The site should be an enclosed space clear of debris. It could be a room clear of furniture or a squash court. Make sure it is as level as possible, or it will make the game a tad harder.



3 Gather some Friends--The game is intended to be for a large group, hopefully for 5 people or more. There should be no more than 30 people. Obviously, the number of people you can have is limited by your playing space.



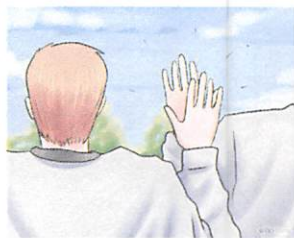
4 Start the Game--A designated person says "Ga" and everyone else says "Ga" back to say they are ready. The designated person then throws the ball against the side of the playing area or throw it up in the air. When the ball has bounced once, it is live and the game begins.



5 Hit the ball at the other players while using your hands to block--For the best stance, hunch over and hold your arms and fists in front of your legs, with your palms facing out. Face the ball at all times, and you will be tough to eliminate. Other tips include hitting the ball with your fists (although this is not for everyone, as stronger players could hurt younger ones), being defensive as well as offensive, and try to stop the ball instead of trying to hit it.



6 Don't hold the ball--You are allowed to hit the ball, but no more than once in a row. If you "double hit" the ball, you're out. You may, however, hit the ball twice if it has bounced off a wall in between hits. Even touching the ball counts as hitting it.



7 Remove eliminated player--They should stand off to the side or in a corner, and make sure they are stationary. If the ball bounces off these people by accident, treat them as walls. (2)Another way to do this, if you have boards enclosing the area, is to have them crouch outside the boards (they are free to move around the outside of the boards). In this version, the eliminated players can try to hit the ball and get a player still in the game out. If they do so, they take that player's place.



8 Continue to the final players--When two people are left, it becomes a showdown. Eliminated players can still try to get the final players out, however. In the showdown, players are allowed to touch the ball three times in a row, although still may not hold the ball.



9 Ease the rules for younger players--Consider a rule where younger children have to be hit below the knees multiple times to be out.



Neidhardt CPA P.C.

Certified Public Accountant

121 West Second Street
PO Box 2159
North Platte NE 69103-2159
Phone: 308-534-2525
Fax: 308-534-2626
E-mail: tom@neidhardtcpa.com

June 24, 2015

Chase County School District No. 10
P O Box 577
Imperial, NE 69033

Board of Education:

We are sending this letter in response to a bid proposal we submitted to you on June 2, 2015. We would like to rescind our bid to you due to unforeseen circumstances.

Thank you for thinking of our office for your Audit.

Respectfully yours,

A handwritten signature in black ink, appearing to read 'Thomas Neidhardt', is written over the typed name. The signature is fluid and cursive.

Thomas Neidhardt, CPA

100-100000-100000
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SELECTION OF VALEDICTORIAN AND SALUTATORIAN

The Chase County School Board feels it is important to recognize outstanding academic achievement by designating a valedictorian and a salutatorian annually. Starting with students entering 9th grade in the fall of 2015, the class of 2019, the following guidelines will be used to determine a valedictorian, the student who has the highest weighted grade point average at the end of their senior year and the salutatorian, the student with the second highest weighted grade point average.

For students to receive valedictorian or salutatorian recognition, the following will apply:

1. The students must have attended Chase County High School for a minimum of three complete consecutive semesters prior to his/her senior year, which must be completed as a full time student enrolled at Chase County High School. Students who choose to graduate early will not be considered for valedictorian or salutatorian.
2. The highest grade point average will be determined by all semester grades in all courses taken during grades 9-12, inclusive, that are accepted for credit by Chase County Schools. All grades will be calculated using the Chase County Schools weighted grade point system. The grade point average is calculated to the third place beyond the decimal point.
3. If two or more students have the same grade point average, the following criteria in rank order will be used to determine the eligible student:
 - a. The highest composite American College Test (ACT) score available as of 10 days before graduation.
 - b. The most dual credit courses taken.
 - c. The highest score from the 11th grade Nebraska State Accountability (NeSA) Reading, Math and Science when averaged together.
 - d. The largest number of credits through the end of their senior year.

In the event of a tie through step 3(d), all students who tie will qualify for valedictorian/salutatorian.

Grading Scale

All dual credit courses (whether taken for credit or not), trigonometry, senior math, chemistry, and physics will be weighted courses. For the purpose of selecting Valedictorian and Salutatorian, weighted classes will figure in to the grade point average using the following scale:

Weighted Scale	Regular Scale
A = 5.0	A = 4.0
B = 4.0	B = 3.0
C = 3.0	C = 2.0
D = 2.0	D = 1.0
F = 0.0	F = 0.0

STUDENT FEES

The Board of Education of Chase County Schools adopts the following student fees policy in accordance with the Public Elementary and Secondary Student Fee Authorization Act.

The District's general policy is to provide for the free instruction in school in accordance with the Nebraska Constitution and state and federal law. This generally means that the District's policy is to provide free instruction for courses which are required by state law or regulation and to provide the staff, facility, equipment, and materials necessary for such instruction, without charge or fee to the students.

Under the Public Elementary and Secondary Student Fee Authorization Act, the District is required to set forth in a policy its guidelines or policies for specific categories of student fees. The District does so by setting forth the following guidelines and policies. This policy is subject to further interpretation or guidance by administrative or Board regulations which may be adopted from time to time. The Policy includes Appendix "1", which provides further specifics of student fees and materials required of students. Parents, guardians, and students are encouraged to contact their building administration or their teachers or activity coaches and sponsors for further specifics.

- 1) Guidelines for non-specialized attire required for specified courses and activities. Students have the responsibility to furnish and wear non-specialized attire meeting general District grooming and attire guidelines, as well as grooming and attire guidelines established for the building or programs attended by the students or in which the students participate. Students also have the responsibility to furnish and wear non-specialized attire reasonably related to the programs, courses and activities in which the students participate where the required attire is specified in writing by the administrator or teacher responsible for the program, course or activity.

The District will provide or make available to students such safety equipment and attire as may be required by law, specifically including appropriate industrial-quality eye protective devices for courses of instruction in vocational, technical, industrial arts, chemical or chemical-physical classes which involve exposure to hot molten metals or other molten materials, milling, sawing, turning, cutting, grinding, or stamping of any solid materials, heat treatment, tempering, or kiln firing of any metal or other materials, gas or electric arc welding or other forms of welding processes, repair or servicing of any vehicle, or caustic or explosive materials, or for laboratory classes involving caustic or explosive materials, hot liquids or solids, injurious radiations, or other similar hazards. Building administrators are directed to assure that such equipment is available in the appropriate classes and areas of the school building, teachers are directed to instruct students in the usage of such devices and to assure that students use the devices as required, and students have the responsibility to follow such instructions and use the devices as instructed.

2) Personal or consumable items & miscellaneous

(a) Extracurricular Activities. Students have the responsibility to furnish any personal or consumable items for participation in extracurricular activities.

(b) Courses

(i) General Course Materials. Items necessary for students to benefit from courses will be made available by the District for the use of students during the school day. Students may be encouraged, but not required, to bring items needed to benefit from courses including, but not limited to, pencils, paper, pens erasers, notebooks, trappers, protractors and math calculators. A specific class supply list will be published annually in a Board-approved student handbook or supplement or other notice. The list may include refundable damage or loss deposits required for usage of certain District property.

(ii) Damaged or Lost Items. Students are responsible for the careful and appropriate use of school property. Students and their parents or guardian will be held responsible for damages to school property where such damage is caused or aided by the student and will also be held responsible for the reasonable replacement cost of school property which is placed in the care of and lost by the student.

(iii) Materials Required for Course Materials. Students are permitted to and may be encouraged to supply materials for course projects. Some course projects (such as projects in art and shop classes) may be kept by the student upon completion. In the event the completed project has more than minimal value, the student may be required, as a condition of the student keeping the completed project, to reimburse the District for the reasonable value of the materials used in the project. Standard project materials will be made available by the District. If a student wants to create a project other than the standard course project, or to use materials other than standard project materials, the student will be responsible for furnishing or paying the reasonable cost of any such materials for the project.

(iv) Music Course Materials. Students will be required to furnish musical instruments for participation in optional music courses. Use of a musical instrument without charge is available under the District's fee waiver policy. The District is not required to provide for the use of a particular type of musical instrument for any student.

(v) Parking. Students may be required to pay for parking on school grounds or at school-sponsored activities, and may be subject to payment of fines or damages for damages caused with or to vehicles for failure to comply with school parking rules.

3) Extracurricular Activities - Specialized Equipment or Attire. Extracurricular activities means student activities or organizations which are supervised or administered by the District, which do not count toward graduation or

advancement between grades, and in which participation is not otherwise required by the District. The District will generally furnish students with specialized equipment and attire for participation in extracurricular activities. The District is not required to provide for the use of any particular type of equipment or attire. Equipment or attire fitted for the student and which the student generally wears exclusively, such as dance squad, cheerleading, and music/dance activity (e.g. choir or show choir) uniforms and outfits, along with T-shirts for teams or band members, will be required to be provided by the participating student. The cost of maintaining any equipment or attire, including uniforms, which the student purchases or uses exclusively, shall be the responsibility of the participating student. Equipment which is ordinarily exclusively used by an individual student participant throughout the year, such as golf clubs, softball gloves, and the like, are required to be provided by the student participant. Items for the personal medical use or enhancement of the student (braces, mouth pieces, and the like) are the responsibility of the student participant. Students have the responsibility to furnish personal or consumable equipment or attire for participation in extracurricular activities or for paying a reasonable usage cost for such equipment or attire. For musical extracurricular activities, students may be required to provide specialized equipment, such as musical instruments, or specialized attire, or for paying a reasonable usage cost for such equipment or attire.

- 4) Extracurricular Activities - Fees for Participation. Any fees for participation in extracurricular activities are further specified in Appendix "1". Admission fees are charged for extracurricular activities and events.
- 5) Post-secondary Education Costs. Students are responsible for postsecondary education costs. The phrase "postsecondary education costs" means tuition and other fees only associated with obtaining credit from a postsecondary educational institution. For a course in which students receive high school credit and for which the student may also receive postsecondary education credit, the course shall be offered without charge for tuition, transportation, books, or other fees, except tuition and other fees associated with obtaining credits from a postsecondary educational institution.
- 6) Transportation Costs. Students are responsible for fees established for transportation services provided by the District as, and to the extent, permitted by federal and state laws and regulations.
- 7) Copies of Student Files or Records. The Superintendent or the Superintendent's designee shall establish a schedule of fees representing a reasonable cost of reproduction for copies of a student's files or records for the parents or guardians of such student. A parent, guardian or student who requests copies of files or records shall be responsible for the cost of copies reproduced in accordance with such fee schedule. The imposition of a fee shall not be used to prevent parents of students from exercising their right to inspect and review the student's files or records. The fee schedule shall permit one copy of the requested records be provided for or on behalf of the student without charge and shall allow duplicate

copies to be provided without charge to the extent required by federal or state laws or regulations.

- 8) Participation in Before-and-After-School or Pre-kindergarten Services. Students are responsible for fees required for participation in before-and-after-school or pre-kindergarten services offered by the District, except to the extent such services are required to be provided without cost.
- 9) Participation in Summer School or Night School. Students are responsible for fees required for participation in summer school or night school. Students are also responsible for correspondence courses.
- 10) Breakfast and Lunch Programs. Students shall be responsible for items which students purchase from the District's breakfast and lunch programs. The cost of items to be sold to students shall be consistent with applicable federal and state laws and regulations. Students are also responsible for the cost of food, beverages, and personal or consumable items which the students purchase from the District or at school, whether from a "school store," a vending machine, a booster club or parent group sale, a book order club, or the like. Students may be required to bring money or food for field trip lunches and similar activities.
- 11) Waiver Policy. The District's policy is to provide fee waivers in accordance with the Public Elementary and Secondary Student Fee Authorization Act. Students who qualify for free or reduced-price lunches under United States Department of Agriculture child nutrition programs shall be provided a fee waiver or be provided the necessary materials or equipment without charge for: (1) participation in extracurricular activities and (2) use of a musical instrument in optional music courses that are not extracurricular activities. Participation in a free lunch program or reduced-price lunch program is not required to qualify for free or reduced-price lunches for purposes of this section. Students or their parents must request a fee waiver prior to participating in or attending the activity, and prior to purchase of the materials.
- 12) Distribution of the Policy. The Superintendent or the Superintendent's designee shall publish the District's student fee policy in the Student Handbook or the equivalent (for example, publication may be made in an addendum or a supplement to the student handbook). The Student Handbook or the equivalent shall be provided to students of the District or to every household in which at least one student resides, at no cost.
- 13) Student Fee Fund. The School Board hereby establishes a Student Fee Fund. The Student Fee Fund shall be a separate school district fund not funded by tax revenue, into which all money collected from students and subject to the Student Fee Fund shall be deposited and from which money shall be expended for the purposes for which it was collected from students. Funds subject to the Student Fee Fund consist of money collected from students for: (1) participation in extracurricular activities, (2) postsecondary education costs, and (3) summer school or night school.

Legal References:

Neb. Rev. Stat. §§72-2,125 to 7-2,135 and Laws 2003, LB 249 (The Public Elementary and Secondary Student Fee Authorization Act)
Neb. Constitution, Article VII, Section 1
Neb. Rev. Stat. §§79-241, 79-605, and 79-611 (transportation)
Neb. Rev. Stat. §79-2,104 (student files or records)
Neb. Rev. Stat. §79-715 (eye-protective devices)
Neb. Rev. Stat. §79-737 (liability of students for damages to school books)
Neb. Rev. Stat. §79-1104 (before-and-after-school or pre-kindergarten services)
Neb. Rev. Stat. §§79-1106 to 79-1108.03 (accelerated or differentiated curriculum program)

PARENTAL INVOLVEMENT IN SCHOOLS

It is the policy of this school district to foster and facilitate, to the extent appropriate, parental information about, and involvement in, the education of their children. Along these lines:

- A. Textbooks, tests, and other curriculum materials used in this school district are, and shall be, available for review by parents at school upon request. Since textbooks, tests and other curriculum materials constantly change, and may be discarded when no longer needed by the school district, parents wishing to review such items must govern their requests accordingly.
- B. The Board of Education encourages visits by parents to your school. We urge parents to visit our facilities and programs, in accordance with reasonable procedures, to evaluate the quality of education, determine needs, and to join with the Board in improving our system. Parents attending and monitoring courses, assemblies, counseling sessions, and other instructional activities, who by their conduct or presence interfere with the educational process or constitute an interference with school purposes, shall be given the opportunity to provide their rationale for continued attendance and monitoring.
- C. The school district will excuse students from testing, classroom instruction, surveys and other school experiences, upon parental request, only under circumstances required by law. Parental requests must be in writing and submitted to the proper teacher and administrator a reasonable time prior to testing, classroom instruction, or other school experience, and must be accompanied by written proof, acceptable to the school district, that the action is required by law. A plan for an acceptable alternative shall be approved by the proper teacher and administrator prior to, or as a part of, the granting of any parent request.
- D. Parents and others will be provided access to records of students according to law (e.g., Family Educational Rights & Privacy Act, 20 U.S.C.ss1232g or ss79-4,157.R.R.S., et seq.).

VIOLENCE FREE/ANTI-BULLYING POLICY

Anti-Bullying Policy

One of the missions of the District is to provide a physically safe and emotionally secure environment for students and staff.

The administration and staff are to implement strategies and practices to reinforce and encourage positive behaviors by students. Positive behaviors include non-violence, cooperation, teamwork, understanding, and acceptance of other.

The administration and staff are to implement strategies and practices to identify and prevent inappropriate behaviors by all students, including anti-bullying education for all students. Inappropriate behaviors include bullying, intimidation, and harassment. Bullying means any ongoing pattern of physical, verbal, or electronic abuse on school grounds, in a vehicle owned, leased, or contracted by the school being used for a school purpose by a school employee or designee, or at school-sponsored activities or school-sponsored athletic events.

The school district shall review the anti-bullying policy annually.

Violence Free Policy

It is everyone's responsibility to keep our schools free of violent acts of any kind. Students, staff, parents, and guests have the right to feel safe in all district buildings and at any school sponsored activity. To help ensure a violence-free environment, the District has adopted a stringent stance concerning the following:

Fighting, hitting, kicking, biting, and/or verbal abuse of an individual(s).

Definition: Any physical and/or verbal attack on another individual(s) to extort items or favors, induce fear, expresses anger, or which may cause physical harm.

Consequences: Out-of-school suspension for at least the remainder of the day the incident happened with the possibility of up to five (5) days out-of-school suspension with a due process hearing for possible expulsion and possible notification of law enforcement. Parents or guardians shall come to the school to remove the student. Students will be accountable for work missed.

Community RelationsPersonnel - All Employees and StudentsAnti-discriminationA. **Elimination of Discrimination.**

The policy of [Name] Public Schools is to not discriminate on the basis of sex, disability, race, color, religion, veteran status, national or ethnic origin, marital status, pregnancy, childbirth or related medical condition, or other protected status in admission or access to, or treatment with regard to employment or with regard to its programs and activities.

[Name] Public Schools and its staff shall comply with all state and federal laws prohibiting discrimination. The Board of [Name] Public Schools intends to take any necessary measures to assure compliance with such laws against any prohibited form of discrimination and directs its staff to take all actions necessary to meet this objective.

The Superintendent shall be the Coordinator for anti-discrimination laws (including Title VI, Title IX; the Americans with Disabilities Act of 1990 (ADA), and Section 504 of the Rehabilitation Act of 1973 (Section 504)) and complaints or concerns involving discrimination or compliance with those laws should be addressed to said Coordinator.

B. **Preventing Harassment and Discrimination of Employees and Students.**

1. **Purpose:** [Name] Public Schools is committed to offering employment and educational opportunity to its employees and students based on ability and performance in a climate free of discrimination. Accordingly, unlawful discrimination or harassment of any kind by administrators, teachers, co-workers or other persons is prohibited. In addition, [Name] Public Schools will try to protect employees or students from reported discrimination or harassment by non-employees or others in the work place and educational environment.

For purposes of this policy, discrimination or harassment based on a person's race, color, religion, national origin, sex, disability or age is prohibited. The following are general definitions of what might constitute prohibited harassment.

- a. In general, ethnic or racial slurs or other verbal or physical conduct relating to a person's race, color, religion, disability or national origin constitute harassment when they unreasonably interfere with the person's work performance or create an intimidating work, instructional or educational environment.
- b. Age harassment has been defined by federal regulations as a form of age discrimination. It can consist of demeaning jokes, insults or intimidation based on a person's age.

- c. Sexual harassment has been defined by federal and state regulations as a form of sex discrimination. It can consist of unwelcome sexual advances, requests for sexual favors, or physical or verbal conduct of a sexual nature by supervisors or others in the work place, classroom or educational environment.

Sexual harassment may exist when:

- (a) Supervisors or managers make submission to such conduct either an explicit or implicit term and condition of employment (including hiring, compensation, promotion, or retention);
- (b) Submission to or rejection of such conduct is used by supervisors or managers as a basis for employment related decisions such as promotion, performance evaluation, pay adjustment, discipline, work assignment, etc.
- (c) The conduct has the purpose or effect of unreasonably interfering with an individual's work or educational performance or creating an intimidating, hostile, or offensive working, class room or educational environment.

Sexual harassment may include explicit sexual propositions, sexual innuendo, suggestive comments, sexually oriented "kidding" or "teasing", "practical jokes", jokes about gender-specific traits, foul or obscene language or gestures, displays of foul or obscene printed or visual material, and physical contact, such as patting, pinching or brushing against another's body.

2. **Procedures:**

- a. Employees or students should initially report all instances of discrimination or harassment to their immediate supervisor or teacher. However, if the employee or student is uncomfortable in presenting the problem to the supervisor or teacher, or if the supervisor or teacher is the problem, the employee or student is encouraged to go to the next level of supervision.
- b. If the report is not satisfactorily resolved within ten calendar days, or if the discrimination or harassment continues, please report your complaint to the Superintendent of [Name] Public Schools.
- c. If a satisfactory arrangement cannot be obtained through the Superintendent, the complaint may be processed to the Board of Education.
- d. The person to whom the complaint is made is to thoroughly investigate the complaint and work with the person filing the complaint to seek an

appropriate resolution so the discrimination or harassment can be remedied and put to an end.

- e. Complaints of discrimination or harassment will be treated with the utmost confidence, consistent with resolution of the problem.
- f. Based on the results of the investigation, appropriate corrective action, up to and including discharge of offending employees, etc., may be taken.
- g. Under no circumstances will a supervisor or a teacher or the Board threaten or retaliate against a person for alleging discrimination or harassment.

Legal Reference: Title VI, 42 U.S.C. § 2000d, Title VII, 42 U.S.C. § 2000e, Title IX; 20 U.S.C. § 1681, and the Nebraska Fair Employment Practices Act, Neb. Rev. Stat. §48-1101 et seq.
Age Discrimination in Employment Act (ADEA), the Older Workers Benefit Protection Act (OWBPA), 29 U.S.C. §621 et seq., and the Nebraska Age Discrimination in Employment Act, Neb. Rev. Stat. §48-1001 et seq.;

Americans with Disabilities Act (ADA), 42 U.S.C. § 12101 et seq.
Section 504 of the Rehabilitation Act of 1973 (Section 504)
Pregnancy Discrimination Act, 42 U.S.C. § 2000e(k)
Uniform Service Employment and Reemployment Rights Act (USERRA), 38 U.S.C. § 4301 et seq.

Date of Adoption: [Insert Date]

John M. Guthery
Thomas M. Haase
James B. Gessford
Rex R. Schultze***
Daniel F. Kaplan
Gregory H. Perry
Joseph F. Bachmann*
R.J. Shortridge*
Jeanette Stull
Corey L. Stull*
Joshua J. Schauer*
Shawn P. Dontigney
Derek A. Aldridge**
Justin J. Knight****



PERRY, GUTHERY, HAASE & GESSFORD, P.C., L.L.O.
233 SOUTH 13TH STREET, SUITE 1400
LINCOLN, NEBRASKA 68508
TELEPHONE (402) 476-9200 • FAX (402) 476-0094
www.perrylawfirm.com

Of Counsel
Richard D. Sievers
Kelley Baker

*Also Admitted in Iowa
**Also Admitted in Kansas
***Also Admitted in Wyoming
****Also Admitted in Colorado

Ernest B. Perry (1876-1962)
Arthur E. Perry (1910-1982)
R.R. Perry (1917-1999)
Edwin C. Perry (1931-2012)

Perry Law Firm 2015 Annual Policy Update Service

To: Bob Uhing, Administrator, ESU 1
From: Gregory H. Perry and Rex R. Schultze
Date: June 19, 2015

This is the 2015 Annual Policy Update.

1. Assessments—Adopt State Standards—Policy 6212

The statute related to adoption of state standards by school districts states:

79-760.02: In accordance with timelines that are adopted by the State Board of Education, but in no event later than one year following the adoption or modification of state standards, each school district shall adopt measurable quality academic content standards in the subject areas of reading, writing, mathematics, science, and social studies. The standards may be the same as, or may be equal to or exceed in rigor, the measurable academic content standards adopted by the state board and shall cover at least the same grade levels.

The Commissioner had previously determined that the adoption of the standards needs to be in the form of a board policy.

We have amended Policy 6212 to incorporate the Language Arts standards that were adopted by the State Board in September, 2014.

2. Bidding Construction—Policies 3540 and 7050

LB 431 amended Neb. Rev. Stat. §73-106 to increase the dollar amount for construction projects which are required to be bid from \$40,000 to \$100,000. Policy 3540 has been amended to reflect that change.

In addition, Policy 7050, which addresses the dollar amount of construction projects that require involvement of an architect or engineer, has been revised to use the same language for the periodic adjustment of the dollar amount that is used in Policy 3540.

3. Electronic Records—Policies 3560 and 9340

LB 365 permits electronic records, including keeping board meeting minutes in electronic form. Policies 3560 and 9340 have been revised to incorporate this change in the law.

4. Special Education—Policy 6600

Policy 6600 has been amended to include additional provisions required by NDE Rule 51, and to incorporate updated citations to Rule 51.

5. Pregnancy—Non-Discrimination Policies

LB 627 amended the Nebraska Fair Employment Act to make it unlawful to discriminate against pregnant women in employment, and to require that accommodations be provided to pregnant employees.

We have amended the non-discrimination policies (1200, 4002, 4003, 4003a (notice), 4003b (complaint form), 5401 and 5401z (complaint form)).

It is not known whether the Nebraska Equal Opportunity Commission will change its non-discrimination poster to reflect the new pregnancy law.

6. Return to Learn from Cancer—Policy 6286

LB 511 requires schools to “establish a return-to-learn protocol for students returning to school after being treated for pediatric cancer.” Policy 6286 responds to this requirement. The policy recognizes that in most cases, the individual details of the accommodations to be provided will be developed by the students’ 504 teams.

7. School Wellness (No Policy Update; Adoption of Regulation Pending)

The Nutrition School Lunch Act was amended in 2010 to authorize the Secretary to establish regulations related to local wellness policies. 42 USC section 1758b. The Secretary put out proposed regulations in 2014. However, on May 11, 2015, the proposed rule was re-published in the Federal Register and opened for another notice and comment period. The comment period ends July 10, 2015, so we can assume the final rule will be adopted sometime thereafter.

Nonetheless, we will proceed to prepare a revised wellness policy and send it out next week.

8. Student Admission Forms—Policy 5001 forms

Policy 5001 includes a set of forms related to student admission. We recently created an affidavit form for early enrollment in Kindergarten in a circumstance in which the family anticipates relocating to another state that would allow admission within the current year. The packet of 5001 forms now includes that affidavit form.

9. Homeless Forms—Policy 5418 forms

Policy 5418 includes forms related to homeless students. One of the forms identified the NDE Homeless Coordinator by name. Given NDE staffing forms, the reference is no longer accurate, so we have modified the form accordingly.

10. Fire Drills—Policy 6115

There has not been a change in the legal requirements for fire drills. However, we gained access to information that has led us to revise Policy 6115 to be compliant with the legal requirements.

Conclusion

If you need anything further with regard to these documents or have questions, please contact either Greg (gperry@perrylawfirm.com) or Rex (rschultze@perrylawfirm.com).

School Districts that receive this Memo and the enclosures should consult with their school attorney for independent legal advice.

Business OperationsProcedures—Bidding Construction Projects

The District shall bid every project for the construction, remodeling, or repair of any school-owned building or for site improvements when the contemplated expenditures for the project is in excess of \$100,000.00, or such sum as adjusted pursuant to §73-106. The bidding procedures shall comply with the requirements of state law and shall include the following:

1. Notice to Bidders: The Administration shall prepare a notice to bidders containing a general description of the scope of the project being bid; the location of the project; the means of obtaining project documents, including plans and specifications; the date and hour bids will close; and the date, hour and place bids are to be returned, received and opened, and a provision that such bids will be immediately and simultaneously opened in the presence of the bidders or representatives of the bidders, when the hour is reached for the bids to close.
2. Regular Manner of Advertisement for Bids: The notice to bidders shall be published one time in a newspaper of general circulation in the School District. The notice shall be published at least seven (7) days prior to the date designated for the opening of such bids. The Board of Education or Administration may, in its sole discretion, elect to utilize further advertisement for bids as it may determine appropriate to secure a sufficient number of qualified bidders for the scope of the project.
3. Bid Opening: When the hour is reached for such bids to close, bids will be immediately and simultaneously opened in the presence of the bidders or representatives of the bidders.
4. Contract Award: The contract shall be awarded to the lowest responsible bidder as to the extent required by law. When not so required, the award shall be made on the basis of consideration of the contract award criteria determined appropriate by the Board or administration.
5. Performance and Payment Bonds. Whenever any contract is entered into for the erecting, furnishing, or repairing of any building or other public structure or improvement, the contractor shall be required, before commencing such work, to furnish a performance, labor and material payment bond. The bond requirement shall not apply, however, to any project bid or proposed which has a total cost of \$10,000 or less unless the School Board or Administration includes a bond requirement in the specifications for the project. The bond shall be in an amount not less than the contract price. The bond shall be conditioned on the faithful performance of the contract and the payment by the contracting party of all laborers and mechanics for labor that is performed and of all material and equipment rental that is actually used or rented in connection with the improvement project and the performance of the contract. Such bond shall contain such provisions as are required by statutes, and be in a form prescribed and required by the district.

6. Retention of an Architect or Engineer. The School District shall not engage in the construction of any public works involving architecture or engineering unless the plans, specifications, and estimates have been prepared and the construction has been observed by an architect, a professional engineer, or a person under the direct supervision of an architect, professional engineer, or those under the direct supervision of an architect or professional engineer; provided that such requirement shall not apply to any public work in which the contemplated expenditure for the complete project does not exceed one hundred thousand dollars (\$100,000), as adjusted from time to time by § 81-3445 or other applicable law.

7. Additional Procedures. Each bid for which a labor and material bond is required shall be accompanied by a bid bond or certified check in the amount of five percent (5%) of such bid unless the School Board or Administration waives such requirement. The Board of Education or Administration may provide for additional procedures for the procurement, opening and acceptance of bids as deemed appropriate for a particular project.

Legal Reference: Neb. Rev. Stat. ' 52-118; Neb. Rev. Stat. ' 73-101 *et seq.*; Neb. Rev. Stat. ' 73-106; Neb. Rev. Stat. ' 81-3445

Date of Adoption: [Insert Date]

Business OperationsRecords Management and Disposition

1. General Standard. Records should generally be organized, managed, retained and disposed of in accordance with law and the Secretary of State's schedules for retention and disposition of public records.
2. Records Officer. The Superintendent is hereby designated as the records officer of the school district for purposes of this policy. Any questions about the type or category of a record or the required retention period for it should be addressed to the records officer.
3. Electronic Messages. Electronic messages are communications using an electronic system for the conduct of school district business internally, between other state and local government agencies, and with parents, students, patrons and others in the outside world. These messages may be in the form of e-mail, electronic document exchange (electronic fax), and electronic data interchange (EDI). In this policy, the terms electronic messages and e-mail are used, depending on the context, to mean the same thing. The school district's electronic system in which records are collected, organized, and categorized to facilitate preservation, retrieval, use, and disposition is as follows:
 - a. End-User Management. End-user means anyone who creates or receives electronic messages on the school district's electronic system. Electronic messages are to be managed at the end-user's desktop rather than from a central point. Each end-user is responsible for organizing, managing and disposing of records that are part of his or her desktop computer.
 - b. Categories for Retention. Electronic messages fall within three categories: (1) transitory messages; (2) records with a less than permanent retention period; and (3) records with a permanent retention period. End-users are to organize, store, retain and dispose of electronic messages according to these three categories. This means determining which electronic messages require long-term retention, determining who is responsible for making this decision, and establishing storage and disposition requirements for electronic messages.
 - i. *Transitory messages*. Transitory messages include copies posted to several persons and casual and routine communications similar to telephone conversations. For example, as determined on an individual case-by-case basis by the end-user, transitory messages include certain embryonic materials, notes or drafts; unwanted and unneeded "junk" mail; "personal" mail for employees not related to school business; unsolicited sectarian, religious, partisan, political or commercial messages, or political advertising or advertisements promoting particular personal or religious beliefs, a specific ballot question, or controversial topics or positions. There is no retention requirement for transitory messages. Employees

sending or receiving such communications may delete them immediately without obtaining approval.

- ii. *Less than permanent retention records.* These records are governed by the retention period for equivalent hard copy records as specified in the approved records retention and disposition schedules. These records should be converted to hard copy (printed) or an electronic format which can be retrieved and interpreted (downloaded) for the legal retention period. Employees creating or receiving such communications may delete or destroy the records only according to the applicable retention schedule. Questions relating to the retention or destruction of these records should be referred to the records officer.
 - iii. *Permanent/archival retention records.* These are records scheduled for transfer to the Nebraska State Historical Society (NSHS). Decisions relating to such records should be made by the records officer in consultation with NSHS, and the State Records Administrator about either transferring the records or maintaining them in the agency of origin. If the transfer decision is made, the method, frequency and format of the transfer should be determined cooperatively by the records officer, the NSHS, and the State Records Administrator.
- c. Electronic Storage Limitations. The district's computer systems have storage limitations. E-mails are deleted by the computer system within 60 to 90 days to avoid operational problems. End-users are instructed that electronic messages that are required to be maintained past that time period should be converted to hard copy (printed) or an electronic format which can be retrieved and interpreted (downloaded) for the legal retention period. The retention period for the particular record is the best indicator of which storage medium or format to choose.
- d. Proper Use of Electronic Messages.
- i. Non-Discrimination. Electronic messaging is not permitted to be used to promote discrimination on the basis of race, color, national origin, age, marital status, sex, political affiliation, religion, disability or sexual preference; promote sexual harassment; or to promote personal, political, or religious business or beliefs.
 - ii. Permissible Use. Electronic messaging is to be used only for purposes that are consistent with the mission of the school district. Electronic messaging is not permitted to be used for personal purposes except for: incidental, intermittent or occasional use which does not interfere with performance of duties as determined by the administration, use that is authorized pursuant to an individual use agreement, and use that represents a form of the employee's compensation. Electronic messaging is not permitted to be used for personal financial gain or for the purpose of

campaigning for or against the nomination or election of a candidate or the qualification, passage, or defeat of a ballot question. Electronic messaging is not permitted to be used for purposes of assisting a non-profit organization except when and to the extent such use serves a school purpose or facilitates school district business.

- iii. Conduct. Employees shall not read electronic messages received by another employee when there is no school purpose for doing so, send electronic messages under another employee's name without the employee's consent or administrative authorization, or change or alter any portion of a previously sent electronic message without administrative authorization.
- iv. Other Regulations. Electronic messaging is subject to all requirements of the school district's "Acceptable Use of Computers, Network, Internet and Websites" policy and may be monitored and accessed at any time without prior notice. The school district has complete authority to regulate all electronic messaging. Electronic messaging is a privilege and not a property right and is not a public forum. Electronic messaging is made available subject to all board policy and regulations, these regulations, building guidelines, use agreements, handbook provisions, and all administrative orders or directives as issued from time to time.

4. Electronic Records

All books, papers, documents, reports, and records kept by the District may be retained as electronic records. Minutes of the meetings of the school board may be kept as an electronic record.

5. Litigation Holds

When litigation against the District or its employees is filed or threatened, the District will take all reasonable action to preserve all documents and records that pertain to the issue. Such action will in particular be taken when the litigation may be filed in federal court or otherwise subject to federal rules of discovery.

As soon as the District is made aware of pending or threatened litigation, a litigation hold directive will be issued by the records officer or designee. The directive will be given to all persons suspected of having records that may pertain to the litigation issue.

The litigation hold directive overrides any records retention schedule that may otherwise call for the disposition or destruction of the records until the litigation hold has been lifted. E-mail and computer accounts of separated employees that have been placed on a litigation hold will be maintained by the records officer until the hold is released.

Employees who receive notice of a litigation hold are to preserve all records that pertain to the litigation issue. This includes preserving electronic messages that would otherwise be deleted by the computer system; such messages are to be converted by the recipients of the litigation hold to hard copy (printed) or electronic format which can be retrieved and interpreted (downloaded) for the duration of the litigation hold.

No employee who has been notified of a litigation hold may alter or delete an electronic or other record that falls within the scope of the hold. Violation of the litigation hold may subject the employee to disciplinary actions, up to and including dismissal, as well as personal liability for civil and/or criminal sanctions by the courts or law enforcement agencies.

6. Settlement Agreements

A public written or electronic record of all settled claims shall be maintained.

The record for all such claims settled in the amount of fifty thousand dollars or more (or one percent of the total annual budget of the School District, whichever is less) shall include a written executed settlement agreement. The settlement agreement shall contain a brief description of the claim, the party or parties released under the settlement, and the amount of the financial compensation, if any, paid by or to the School District or on its behalf. Any such settlement agreement shall be included as an agenda item on the next regularly scheduled public meeting of the School Board for informational purposes or for approval if required.

Any such settled claim or settlement agreement shall be a public record. Nonetheless, specific portions of the record may be withheld from the public to the extent permitted or provided by statute.

The foregoing does not apply to claims made in connection with insured or self-insured health insurance contracts.

Legal Reference: Neb. Rev. Stat. ' ' 84-712 through 84-712.09
Neb. Rev. Stat. ' ' 84-1201 to 84-1227
Laws 2010, LB 742
State Records Administrator Guidelines:
Schedule 10: Records of Local School Districts (Feb. 1989)
Schedule 24: Local Agencies General Records (March 2005)
Electronic Imaging Guidelines (March 2003)

Date of Adoption: [Insert Date]

FORMS FOR HEALTH RELATED ADMISSION REQUIREMENTS

- 1. Notice of Requirements for Student Admission—Birth Certificate, Immunization, Physical Examination and Visual Evaluation**
- 2. Immunization—Affidavit of Refusal—For Reason of Religious Conflict**
- 3. Immunization—Affidavit of Refusal—For Reason of Religious Conflict (Alternative: HHS Form)**
- 4. Immunization—Affidavit of Refusal—For Medical Reason (HHS Form)**
- 5. Immunization—Medical Documentation of Varicella (Chickenpox) Disease (HHS Form)**
- 6. Physical Examination or Visual Evaluation---Parent Objection Form**
- 7. Waiver of Physical Examination/Visual Evaluation Requirement (HHS Form)**
- 8. HHS Summary of the School Immunization Rules and Regulations 2015-2016**
- 9. Affidavit (For Child to Enroll Early in Kindergarten)**
- 10. Request for Non Disclosure of High School Personal Information to Institutions of Higher Education and Military Recruiters**
- 11. Section 9528. Armed Forces Recruiter Access to Students and Student Recruiting Information**

**NOTICE OF REQUIREMENTS FOR STUDENT ADMISSION—
BIRTH CERTIFICATE, IMMUNIZATION, PHYSICAL EXAMINATION
AND VISUAL EVALUTION**

Nebraska law requires that the parents or legal guardian furnish the following documents as a condition of admission to school:

1. A certified copy of the student's birth certificate issued by the state in which the child was born, prior to admission of a child for the first time. Other reliable proof of the child's identity and age, accompanied by an affidavit explaining the inability to produce a copy of the birth certificate, may be used in lieu of a birth certificate. An affidavit is defined as a notarized statement by an individual who can verify the reason a copy of the birth certificate cannot be produced. (Failure to provide the birth certificate does not result in non-enrollment or disenrollment, but does result in a referral to local law enforcement for investigation).
2. Evidence of a physical examination by a physician, physician assistant, or nurse practitioner, within six months prior to the entrance of the child into the beginner grade and the seventh grade or, in the case of a transfer from out of state, to any other grade, unless the parent or legal guardian submits a written statement objecting to a physical examination.
3. Evidence of a visual evaluation (for school year **2015-2016** and each school year thereafter) by a physician, a physician assistant, an advanced practice registered nurse, or an optometrist, within six months prior to the entrance of the child into the beginner grade and the seventh grade or, in the case of a transfer from out of state, to any other grade, unless the parent or legal guardian submits a written statement objecting to a visual evaluation. The visual evaluation is to consist of testing for amblyopia, strabismus, and internal and external eye health, with testing sufficient to determine visual acuity.
4. Evidence of protection against diphtheria, tetanus, pertussis, polio, measles, mumps, and rubella, Hepatitis B, Varicella (chicken pox) and Haemophilus Influenzae type b (Hib) and other diseases as required by applicable law, by immunization, prior to enrollment, unless the parent or legal guardian submits a written statement refusing immunization or meets other exceptions established by law (refer to Health and Human Services regulations, 173 NAC 3).
5. On and after July 1, 2010, every student entering the seventh grade shall have a booster immunization containing diphtheria and tetanus toxoids and an acellular pertussis vaccine which meets the standards approved by the United States Public Health Service for such biological products, as such standards existed on January 1, 2009.

Forms to submit objections are available from the school.

The following information is provided to assist a parent or guardian in receiving information regarding free or reduced-cost visual evaluations for low-income families who qualify: Information about free or reduced-cost visual evaluations may be obtained from the Nebraska Foundation for Children's Vision (NFCV), nechildrensvision.org, 1633 Normandy Court, Suite A, Lincoln, NE 68512—Fax 402-476-6547—Phone 402-474-7716. To identify a participating SEE TO LEARN doctor nearest you, call 1-800-960-3937. For assistance from VISION USA call 1-800-766-4466. In addition, Lions Clubs throughout Nebraska are committed to assisting disadvantaged families by sponsoring eye exams and eyewear. NOA member doctors will provide eye exams at no cost if no other resources are available.

**AFFIDAVIT
Refusal of Immunization of Student for Religious Reasons**

State of Nebraska

ss.

County of

This Affidavit is being submitted on behalf of

(Name of Student) (Birthdate of Student)

If the student is of the age of majority:

I, _____, of lawful age and being first duly sworn,
(Name of Affiant/Student)
depose and state as follows:

Immunization conflicts with the tenets and practice of a recognized religious denomination of which I am an adherent or member or immunization conflicts with my personal and sincerely followed religious beliefs.

If the student is a minor:

I, _____, as legally authorized representative of
(Name of Affiant)
, of lawful age and being first duly sworn,
(Name of Student)
depose, and state as follows:

Immunization conflicts with the religious tenets and practice of a recognized religious denomination of which the student is an adherent or member or immunization conflicts with the student's personal and sincerely followed religious beliefs.

(Signature of Affiant)

SUBSCRIBED AND SWORN to before me this _____ day of _____

Notary Public

**REFUSAL OF IMMUNIZATION
For Medical Reasons**

As the physician of:

Child's Last Name	First Name	Age
Birth Date	School	Grade

A. I have elected to not immunize this student against the following disease(s): (check box*)

- Diphtheria
- Tetanus
- Pertussis
- Polio
- Measles (Rubeola)
- Mumps
- Rubella (German Measles)
- Hepatitis B
- Varicella (chickenpox)

In my opinion, this/these immunization(s) would be injurious to the health and well-being of

- The student
- A member of the student's household or family

Comments _____

Signature of Physician Date

* Each disease for which a vaccine has not been administered must be checked. Parent / guardian must submit dates of immunization for all other diseases.

Printed from the Nebraska Health and Human Services System Web site. www.hhs.state.ne.us

Documentation of Varicella (Chickenpox) Disease

(To be filled out by the parent, guardian, or medical provider of the child/student)

This document is being submitted on behalf of:

_____ (Name of child/student) (Birth date of child/student)

I _____ verify that the above listed child/student
Parent/Guardian/Medical Provider

had the varicella disease in _____ (year).

(Signature of parent/guardian/medical provider)

**PARENT OBJECTION TO
PHYSICAL EXAMINATION OR VISUAL EVALUATION
(For School Admission)**

I am the parent or guardian of the following children who are enrolling in the beginner grade or seventh grade in [Name] Public Schools, or who are transferring from out of state into any grade in [Name] Public Schools:

Child No. 1: _____

Child No. 2: _____

I understand that state law requires that the school be provided with: (1) evidence of a physical examination by a physician, physician's assistant, or nurse practitioner and (2) a visual evaluation by a physician, a physician assistant, an advanced practice registered nurse, or an optometrist. The physical examination and visual evaluation is required to be completed within six months prior to the entrance of the child into the beginner grade and the seventh grade or, in the case of a transfer from out of state, to any other grade. The visual evaluation is to consist of testing for amblyopia, strabismus, and internal and external eye health, with testing sufficient to determine visual acuity. No such physical examination or visual evaluation shall be required of any child whose parent or guardian objects in writing.

I hereby object in writing to the:

_____ physical examination

_____ visual evaluation

(check one or both)

for the above named child(ren). I will not hold [Name] Public Schools responsible for any injury or harm caused by or relating to such refusal to obtain a physical examination or visual evaluation for the above named child(ren).

Dated this ____ day of _____, 20__.

Parent or Guardian

[Legal Reference: Neb. Rev. Stat. sections 79-214(3) and 79-220]



Department of Health and Human Services
Waiver of Physical Examination/Visual Evaluation Requirement

School Name (if desired) _____

Note to Parent/Guardian: please complete and return to the school health office if you wish to have your child waived from these requirements as allowed by Nebraska law. If you have questions, please contact the school nurse or the school office. Thank you.

As a Parent/Guardian of - Student Name	Student ID#
School Name	Grade

I object to the following requirements for school entry as legislated in Nebraska Revised Statutes 79-214 and 79-220.

Check which apply:

- Physical examination by a licensed physician, physician assistant or advance nurse practitioner within six months prior to school entry. *(Applies to: Kindergarten or beginner grade, out of state transfers to any grade, and seventh grade).*
- Visual evaluation by a licensed physician, physician assistant, advanced nurse practitioner, or vision professional (optometrist or ophthalmologist) within six months prior to school entry. *(Applies to: Kindergarten or entry grade and out of state transfer to any grade).*

I understand that I may request information to assist me in receiving information about reduced-cost vision examination as required by NRS 79-220.

I understand provisions in the law allow me to waive the requirement for this examination by my signed statement.

SIGN HERE _____
 Signature of Parent/Guardian Date

Comments: _____

**Summary of the School Immunization Rules and Regulations
For 2015-2016 School Year**

Student Age Group	Required Vaccines
Ages 2 through 5 years enrolled in a school based program not licensed as a child care provider	4 doses of DTaP, DTP, or DT vaccine, 3 doses of Polio vaccine, 3 doses of Hib vaccine or 1 dose of Hib given at or after 15 months of age, *Hib not required after child reaches 5 yrs. of age 3 doses of pediatric Hepatitis B vaccine, 1 dose of MMR or MMRV given on or after 12 months of age, 1 dose of varicella (chickenpox) or MMRV given on or after 12 months of age. Written documentation (including year) of varicella disease from parent, guardian, or health care provider will be accepted. 4 doses of pneumococcal or 1 dose of pneumococcal given on or after 15 months of age. *Pneumococcal not required after child reaches 5 yrs. of age.
Students from Kindergarten through 12 th Grade, including all transfer students from outside the State of Nebraska and any foreign students	3 doses of DTaP, DTP, DT, or Td vaccine, one given on or after the 4 th birthday, 3 doses of Polio vaccine, 3 doses of pediatric Hepatitis B vaccine or 2 doses of adolescent vaccine if student is 11-15 years of age. 2 doses of MMR or MMRV vaccine, given on or after 12 months of age and separated by at least one month, 2 doses of varicella (chickenpox) or MMRV given on or after 12 months of age. Written documentation (including year) of varicella disease from parent, guardian, or health care provider will be accepted. If the child has had varicella disease, they do not need any varicella shots.
Additionally, for 7th Grade Only	1 dose of Tdap (must contain Pertussis booster)

Source: Nebraska Immunization Program, Nebraska Department of Health and Human Services, 2011. For additional information, call 402-471-6423.

The School Rules & Regulations are available on the internet: <http://www.hhs.state.ne.us/reg/t173.htm> (Title 173: Control of Communicable Diseases - Chapter 3; revised and implemented 2011)

Updated 2/2014

AFFIDAVIT
(For Child to Enroll Early in Kindergarten)

The undersigned, being first duly sworn, states upon oath as follows:

I am the parent or guardian of _____ (Child's name). The Child's date of birth is _____. The Child will reach the age of five years on or after August 1 and on or before October 15 of the current school year.

I elect to enroll the Child this school year and hereby affirm (check or initial appropriate provision for early enrollment):

____ the Child attended kindergarten in another jurisdiction in the current school year; or

____ the family anticipates relocation to another jurisdiction that would allow admission within the current year; or

____ the Child is capable of carrying the work of kindergarten which can be demonstrated through a recognized assessment procedure approved by the board.

IN WITNESS WHEREOF, this affidavit is signed and acknowledged this ____ day of _____, 2015.

Parent or Guardian

STATE OF NEBRASKA)
)
COUNTY OF _____)

ss.

The foregoing instrument was acknowledged before me this ____ day of _____, 2015 by _____.

Notary Public

**Request For Non Disclosure of
High School Student Personal Information
To Institutions of Higher Education or Military Recruiters**

I hereby request that the name, address, and telephone listing of _____ (name of student), a high school student at [Name] Public Schools, not be released without prior parental consent to:

____ institutions of higher education

____ military recruiters

(check one, both, or none)

Signed by: ___ Student ___ Parent (Check One)

_____ Signature/Date

_____ Print Name

_____ Address

_____ City/State/Zip Code

Note to students/parents: This certificate can be signed by either student or a parent. The provision of this form does not reflect the position of [Name] Public Schools that the request for non-disclosure should or should not be made.

“SEC. 9528. ARMED FORCES RECRUITER ACCESS TO STUDENTS AND STUDENT RECRUITING INFORMATION.

“(a) POLICY.—

“(1) ACCESS TO STUDENT RECRUITING INFORMATION.—Notwithstanding section 444(a)(5)(B) of the General Education Provisions Act and except as provided in paragraph (2), each local educational agency receiving assistance under this Act shall provide, on a request made by military recruiters or an institution of higher education, access to secondary school students names, addresses, and telephone listings.

“(2) CONSENT.—A secondary school student or the parent of the student may request that the student’s name, address, and telephone listing described in paragraph (1) not be released without prior written parental consent, and the local educational agency or private school shall notify parents of the option to make a request and shall comply with any request.

“(3) SAME ACCESS TO STUDENTS.—Each local educational agency receiving assistance under this Act shall provide military recruiters the same access to secondary school students as is provided generally to post secondary educational institutions or to prospective employers of those students.

20 USC 7908.

Homeless Education Program

HOMELESS STUDENT ENROLLMENT INFORMATION & PLACEMENT REQUEST

Child's Name: (Last Name) (First Name) (M.I.) Birth Date: Grade

Parent/Guardian Name (Last Name) (First Name) (M.I.) Unaccompanied Youth ("Yes" or "No")

Current Address

Telephone Number: (If phone # not available, phone number of someone who can be contacted and their relationship, if any).

Information provided on this form is confidential.

1. Homeless Status

a. Do you live in any of these following situations?

- sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason (example: evicted from home, cannot afford housing, etc.)
in a motel, hotel, campground or similar setting due to lack of alternative adequate accommodations
in emergency or transitional shelters such as domestic violence or homeless shelters or transitional housing shelter or agency
have a primary nighttime residence that is a place not designed for or ordinarily used as a regular sleeping accommodation for humans
in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings
None of the above.

b. How long do you anticipate living in current location?

2. School Most Recently Attended

School: (School Name) (City) (State)

Dates of Attendance: to

Grade level when last attended:

3. Eligible for any of these educational and school related activities and services?

Special Education (IDEA) If yes, please identify disability and special education services previously provided :

- English Language Learners (ELL) Gifted Vocational Education
- Other _____

4. Possible Barriers to Education

- No Birth Certificate No immunizations or other medical records
- No School Records Transportation School Selection
- Other issues/barriers _____

5. Requested Services and Activities to be Provided by Homeless Student Program

- Obtaining or transferring records necessary for enrollment
- Emergency assistance related to school attendance
- Expedited evaluations
- Transportation Clothing to meet a school requirement School supplies
- Early childhood program Tutoring or other instructional support
- Before/after-school, mentoring, summer programs
- Referrals for medical, dental, or other health services
- Referral to other programs/services
- Assistance with participation in school programs
- Parent education related to rights/resources
- Coordination between schools and agencies
- Counseling Addressing needs related to domestic violence
- Staff professional development/awareness
- Other _____

6. Placement

a. School placement requested by parent/guardian or unaccompanied youth:

b. Reason(s) for Request: _____

c. Name of "School of Origin" _____

(School of Origin means the school that the child attended when permanently housed or the school in which the child was last enrolled).

Enrollment Date _____

Has student been withdrawn? _____

If so, what was the withdraw date? _____

d. Distance from:

i. Residence to the school of origin (miles): _____

ii. Residence to the school requested (if not school of origin): _____

Parent or Guardian or Unaccompanied Youth's signature

Date

Children living in homeless situations have certain rights under the McKinney-Vento Homeless Assistance Act under No Child Left Behind. Please contact the Homeless Coordinator with any questions.

WRITTEN NOTIFICATION OF ENROLLMENT/PLACEMENT DECISION FOR HOMELESS STUDENT

Child's Name: _____

In compliance with the McKinney-Vento Homeless Assistance Act, the following written notification is provided to:

Parent/Guardian _____ Unaccompanied Youth _____
(Name) (Name)

After reviewing your request to enroll the child, the determinations are as follows:

Homeless student program eligibility:

- _____ Child does not qualify under the homeless student program.
- _____ Child qualifies under the homeless student program. This determination was based upon: _____

Placement (if enrolled under the homeless student program) was made based on best interest of the student. The placement will be at: _____
(Name)

Explanation for this determination (if not school of origin or the choice of parent/guardian or unaccompanied youth, give detail): _____

If you are not satisfied with the determinations, you have the right to use the dispute resolution process. Contact the Homeless Coordinator and complete a Dispute Resolution Form.

Notices:

- The student has the right to be immediately admitted in the school in which enrollment is sought pending resolution of the dispute.
- You may contact the state coordinator:
Education Specialist & Homeless Education / NCLB Programs
Nebraska Department of Education
<http://www.education.ne.gov/federalprograms/Title%20X.html>
Telephone: (402) 471-1419 Facsimile: (402) 742-2371
- You may seek the assistance of advocates or attorneys.

Administrator

Date

Written Notification Form was given to parent/guardian or unaccompanied youth on _____ (Date).

Homeless Education Program

DISPUTE RESOLUTION FORM

This form should be completed when a dispute arises over school enrollment/placement.

Child's Name: _____

Person completing form: _____
(Name) (Relation to Student)

I may be contacted at (address/phone/e-mail): _____

I wish to dispute the following decision: _____

The decision I am disputing was wrong because (give detailed information in support of your position and use an attachment if necessary): _____

Persons who have information to support my position (include contact information): _____

I request that the following action be taken on this dispute: _____

Parent or Guardian or Unaccompanied Youth's signature _____ Date _____

-----For School Use-----

Date received by Homeless Coordinator _____

-----Determination of Homeless Coordinator-----

In compliance with the McKinney-Vento Homeless Assistance Act, the following written notification is provided to:

Parent/Guardian _____ Unaccompanied Youth _____
(Name) (Name)

After reviewing the information relevant to your dispute my determination is as follows:

Explanation for this determination: _____

Notice of Right to Appeal: If you are not satisfied with the determination on this dispute, you have the right to appeal as provided for in the Nebraska Department of Education Rule 19. The appeal is to be filed with the Commissioner of Education within 30 calendar days of receipt of this decision. For information about an appeal you may contact the state coordinator:

Education Specialist & Homeless Education / NCLB Programs
Nebraska Department of Education
<http://www.education.ne.gov/federalprograms/Title%20X.html>
Telephone: (402) 471-1419 Facsimile: (402) 471-0117

Administrator

Date

The Determination of the Homeless Coordinator on this dispute was given to parent/guardian or unaccompanied youth on _____ (Date).

InstructionFire Drills

Fire drills shall be conducted at such times and manner as is required by the State Fire Marshal.

The frequency of fire drills shall be as follows:

- at a sufficient frequency to familiarize occupants with the drill procedure as a matter of routine;
- every month in each school building in which the facility is in session;
- subject to the exception that a monthly drill may be deferred in months of severe weather, provided that the required number of annual drills is achieved and not less than four are conducted before the drills are deferred; and
- one additional drill shall be conducted within the first 30 days of a school year.

The manner of conducting fire drills shall be as follows:

- emphasis shall be on conducting an orderly evacuation, rather than speed;
- under varying conditions and at expected and unexpected times;
- participants shall relocate to a predetermined location and remain until recalled or dismissed; and
- all emergency and relocation drill alarms shall be sounded

Crisis Plans

Crisis Plans for emergency responses and directions for tornado, evacuation, lockdown, lockout, shelter in place and fire drill activities have been developed. To be in compliance with the fire code, there are to be nine fire evacuation exercises each school year. Two tornado drills are to be exercised and two lockdown drills practiced each school year.

Since many parents may not be at home, all children and faculty will be normally retained at the school building in case of extreme emergency. The school notification system will be activated to inform parents and guardians regarding where children may be picked up at school or at the evacuation site.

Legal Reference: Neb. Rev. Stat. §79-706

Date of Adoption: [Insert Date]

InstructionAssessments—Academic Content Standards

The Board of Education adopts the academic content standards of the State Board of Education (“State Board”). The adoption of the academic content standards includes the:

- Language Arts standards that were adopted by the State Board in September, 2014;
- Mathematics standards that were approved by the State Board in October 2010;
- Science standards that were adopted by the State Board in November, 2010; and
- Social Studies standards that were adopted by the State Board in December, 2012.

Unless other action is taken, the Board of Education adopts the standards of the State Board as such standards are subsequently adopted or amended by the State Board.

The administration shall be responsible for implementing assessments on the state standards in accordance with the procedures established by the State Board and the Department of Education, including conducting assessments in the same subject areas and the same grade levels as established in the state standards, and the reporting of scores and sub-scores.

This policy does not supersede the existing standards adopted by the Board of Education except as set forth herein.

Legal Reference: Neb. Rev. Stat. §§ 79-760 to 79-760.05

Date of Adoption: [Insert Date]

Instruction

Activities

Return to Learn From Cancer

The Superintendent or designee shall make available training approved by the chief medical officer of the State on how to recognize that students who have been treated for pediatric cancer and returned to school may need informal or formal accommodations, modifications of curriculum, and monitoring by medical or academic staff.

A 504 team meeting will be held, as appropriate, to develop individual return to learn accommodations and modifications.

Date of Adoption: [Insert Date]

Special Education Policies

[Name] Public Schools adopts this special education policy with the intent that the policy maintain the District's compliance with all applicable laws affecting special education services and programs. The Superintendent or designees shall develop regulations or procedures to implement these policies. Employees and contractors of the District are expected to comply with these policies and all regulations, guidelines and procedures related to this policy in all respects.

The District will abide by all state and federal laws relating to special education. The District's special education policy and regulations, guidelines and procedures related to this policy are to be interpreted so as to be in compliance with such laws. In the event of changes in law, the school administration shall be authorized to implement modifications of practice to comply with such changes (whether the changes impose more or less stringent procedural or substantive requirements) until such time as amended policies are adopted by the Board of Education. References herein to 92 NAC 51 citations are made to Rule 51 as in effect on the date of the adoption of these policies. In the event of renumbering or other revisions to Rule 51, the policy shall be interpreted and implemented consistent with such renumbering or revisions.

1. Free Appropriate Public Education

A free appropriate public education shall be made available to all children with disabilities residing in the District from date of diagnosis through the school year in which the student reaches 21 years of age, including children with disabilities who have been suspended or expelled.

Legal Reference: 92 NAC 51-004.01 through 004.03A and 007.07C2 through 007.07C6

2. Full Educational Opportunity Goal

The District shall take steps to ensure that its children with verified disabilities have available to them the variety of educational programs and services available to children without disabilities in the areas served by the District, including art, music, industrial arts, family consumer science education, and vocational education.

Legal Reference: 92 NAC 51-004.11A

3. Child Find

All children with disabilities residing in the District, including children with disabilities who are homeless or are wards of the state or attending nonpublic schools, regardless of the severity of their disabilities, who are in need of special education and related services, will be identified, located and evaluated and a practical method shall be developed and implemented by the administration to determine which children with disabilities are currently receiving needed special education and related services.

Legal Reference: 92 NAC 51-006.01 through 006.01A2

4. Individualized Education Program (IEP)

An individualized education program, or an individualized family service plan, is to be developed, reviewed, and revised for each child with a disability in accordance with 92 NAC 51-007.

Legal Reference: 92 NAC 51-007

5. Least Restrictive Environment

To the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are to be educated with children who are not disabled, and special classes, separate schooling, or other removal of children with disabilities from the regular educational environment will occur only when the nature or severity of the disability of a child is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

Legal Reference: 92 NAC 51-008.01 through 008.011

6. Procedural Safeguards

Children with disabilities and their parents shall be afforded the required procedural safeguards.

Legal Reference: 92 NAC 51-009.01 through 009.07; 009.10 through 009.12; 009.14, 006.07 and 016.01 through 016.07C

7. Evaluation and Identification Procedures

Children with disabilities shall be evaluated and identified in accordance with 92 NAC 51-006. The District will respond to a request for an Independent Educational Evaluation without unnecessary delay. Locations of any evaluator shall be within a reasonable distance of the District. A reasonable distance means within 100 miles of the school building the child attends and within Nebraska. In the event this geographic area restriction would prevent a parent from obtaining an Independent Educational Evaluation, the location of the evaluator may be outside the specified geographic area but must be within Nebraska. The District will provide the parent(s) with a list of qualified agencies/evaluators within the geographic area. The evaluators are to have their rates approved by the Nebraska Department of Education to be authorized to conduct the evaluation.

Legal Reference: 92 NAC 51-006

8. Confidentiality of Personally Identifiable Information

The confidentiality of student records and information shall be maintained in accordance with law.

Legal Reference: 92 NAC 51-003.16, 003.20, 009.03 through 009.03M3

9. Transition of Children from Part C to Preschool Programs

Children participating in early intervention programs under Part C of the IDEA (early intervention services) and who will participate in preschool programs assisted under Part B of the IDEA (services for school-aged children) shall experience a smooth and effective transition to those preschool programs in a manner consistent with 92 NAC 52-008. The District will participate in transition planning conferences arranged by the designated lead agency.

Legal Reference: 92 NAC 52-008

10. Children in Nonpublic Schools

To the extent consistent with the number and location of children with disabilities in the District who are enrolled by their parents in nonpublic elementary and secondary schools in the District, provision will be made for the participation of those children in the programs assisted or carried out under Part B of the IDEA (services for school-aged children) by providing them with special education and related services.

Legal Reference: 92 NAC 51-012.08 and 015

11. Personnel Standards and Personnel Development

Personnel providing special education or related services to children with disabilities shall be appropriately and adequately prepared and trained in accordance with IDEA requirements and the District will take measurable steps to recruit, hire, train and retain personnel meeting the requirements of IDEA to provide such services.

Legal Reference: 92 NAC 51-010

12. Participation in and Reporting of State and District Wide Assessments

All children with disabilities shall be included in all general state and district wide assessment programs, including assessments described under section 612(a)(16)(A) of the IDEA with appropriate accommodations and alternate assessments where necessary and as indicated in their respective individualized education programs. The District will make available to the Nebraska Department of Education the information necessary to carry out its duties relating to the reporting of children with disabilities participation in assessments.

Legal Reference: 92 NAC 51-004.05

13. Suspension and Expulsion Rates

The District will examine data, including data disaggregated by race and ethnicity, to determine if significant discrepancies are occurring in the rate of long-term suspensions and expulsions of children with disabilities.

Legal Reference: 92 NAC 51-004.06E

14. Access to Instructional Materials

As part of any print instructional materials adoption process, procurement contract, or other practice or instrument used for purchase of print instructional materials, the District will enter into a written contract with the publisher of the print instructional materials to:

1. Require the publisher to prepare and, on or before delivery of the print instructional materials, provide to the National Instructional Material Access Center, electronic files containing the contents of the print instructional materials using the National Instructional Materials Accessibility Standard, or
2. Purchase instructional materials from the publisher that are produced in, or may be rendered in specialized formats.

Legal Reference: 92 NAC 51-004.15

15. Over-Identification and Disproportionality

Procedures shall be in place to ensure that testing and evaluation materials and procedures utilized for the evaluation and placement of children with disabilities will be selected and administered so as not to be racially or culturally discriminatory. Such materials or procedures shall be provided and administered in the child's native language or mode of communication, unless it is clearly not feasible to do so, and no single procedure shall be the sole criterion for determining an appropriate educational program for a child.

Legal Reference: 92 NAC 51-003.10; 006.02C

16. Prohibition on Mandatory Medication

Children shall not be required to obtain a prescription for a controlled substance as a condition of attending school, receiving an evaluation to determine whether a child has a disability or the nature and extent of special education and related services the child needs, or receiving special education services.

Legal Reference: 92 NAC 51-004.11D; 21 U.S.C. §812(c)

17. Transportation

Transportation will be provided for children with disabilities who are eligible for transportation and residents of the school district as required by law.

Legal Reference: 92 NAC 51-014.01 through 014.02

18. Surrogates

A surrogate will be appointed and other action taken to ensure the rights of children with a disability as required by law.

Legal Reference: 92 NAC 51-009.10

19. Early Intervention Services – Consent

When a parent refuses to provide consent under 92 NAC 52, a meeting will be held or offered to explain to the parents how their failure to consent affects the ability of their child to receive services under 92 NAC 52.

Legal Reference: 92 NAC 52

Legal Reference: 34 CFR Parts 300, 303 and 304
Neb. Rev. Stat. § 79-1110 to 79-1167
92 NAC 51

Date of Adoption: [Insert Date]

New Construction

Facilities - Bids and Contracts

All contracts for work related to building construction, remodeling or repair or site improvement in excess of \$100,000, or such sum as adjusted pursuant to §73-106, will be bid in accordance with state statutes. All other contracts will be handled under current district policies and regulations.

Legal Reference: Neb. Rev. Stat. §§ 73-101 to 73-106

Date of Adoption: [Insert Date]

Bylaws of the Board - MeetingsMinutes

The Board of Education shall keep minutes of all meetings showing the time, place, members present and absent, and the substance of all matters discussed. The resignation of a Board member or any other circumstance that results in a vacancy in office shall be made a part of the minutes.

The minutes shall be prepared by the secretary immediately following the meeting, shall be written, shall be available for inspection by the public and for distribution to the members of the Board within ten (10) working days, or prior to the next convened meeting, whichever occurs earlier, and shall be a part of the agenda for the next regular meeting at which time they shall be corrected, if necessary, and approved.

The minutes shall be kept in the office of the superintendent and shall be public records and open to public inspection during normal business hours.

The minutes may be kept as an electronic record.

Legal Reference: Neb. Rev. Stat. §§ 79-555; 79-570; and 79-577
Neb. Rev. Stat. §§ 84-1408 to 1414

Date of Adoption: [Insert Date]

Cathryn A. Hanna
566 West 11th Street
Imperial, Nebraska 69033

June 19, 2015

Dr. Brad Schoeppey, Superintendent
Chase County Schools
PO Box 577
Imperial, Nebraska 69033

Dear Dr. Schoeppey,

I am responding in regard to the position Chase County Schools has available for an Elementary Counselor. I have enclosed my resume and teaching certificate. Should my transcripts no longer be on file in your office, I will request new ones be sent.

During my tenure as a teacher, I received my masters degree in K-12 School Counseling and have had the desire to utilize this degree in the encouragement and development of our students.

In our fast paced and ever changing society, students have a variety of needs that require extra time and attention to address. I believe the school counselor is part of a team made up of students, parents, teachers, and administrators which meet these needs and develop students' confidence and competence as learners. The elementary school years lay the foundation for future success and my goal as counselor would be to help each student discover their strengths and achieve school success.

Throughout my years as a Family & Consumer Science teacher, I was passionate about educating students in the areas of goal setting, decision making, understanding self and others. I wanted each student to appreciate their strengths and in turn appreciate the strengths of others. Personal and social development, along with academic progress, are key elements that ensure each student becomes a well-adjusted and productive adult.

Educating the diverse student base and meeting their needs for the future is no small task. I am, however, excited about the possibilities this position holds. I feel that my strengths and diversity of experiences make me a strong and qualified candidate.

Thank you for your consideration,


Cathryn A. Hanna

Cathryn A. Hanna
566 West 11th Street
Imperial, Nebraska 69033
308-882-4861
channa@gpcom.net

OBJECTIVE

Seeking a position as Elementary Counselor.

EDUCATION

Wayne State College	Nine graduate hours of education classes including Curriculum Development and Principles of Great Teaching 2010-2013 4.0 GPA
Chadron State College	Master's Degree in K-12 Counseling 2006-2008 Cooperative Learning class 1994 4.0 GPA
University of Nebraska Kearney, Nebraska	Twenty-one graduate hours of education classes including Developing Capable People, Learning Styles, and Human Relations 1992-1999 4.0 GPA
University of Nebraska Lincoln, Nebraska	Bachelor of Science in Education and Family Resources 1976-1980 3.7 GPA
Cozad High School	1976 Graduate

Experience

Chase County Schools:

2007-2014 Family & Consumer Science Teacher. Responsible for motivating students, preparing lesson plans, grading, discipline, and sponsoring Family, Career and Community Leaders of America. Named 2013 Nebraska FCCLA Master Advisor, District Advisor 2010-2012, STAR Coordinator 2008-2010.

1991-1999, 2003-2007 K-12 Substitute Teacher including 2 years of full time teaching in Family & Consumer Science.