

## NEBRASKA STATE BOARD OF EDUCATION MEETING NOTIFICATION AND AGENDA

- Meeting Date:** Friday, February 3, 2023 9:00 AM
- Meeting Title:** State Board of Education Meeting Notification and Agenda
- Location:** Nebraska Innovation Campus  
Banquet Hall  
2021 Transformation Drive  
Lincoln, NE 68508
- Web Streaming:** Live web streaming will be available through the State Board of Education website: [www.education.ne.gov/StateBoard/](http://www.education.ne.gov/StateBoard/)
- Agenda:** Except for emergency items added at the time of the meeting, the agenda will not be changed less than 24 hours prior to the start of the meeting and any changes will be immediately posted on the website. The Board will attempt to adhere to the sequence of the published agenda, but reserves the right to adjust the order of items if necessary and may elect to take action on any of the items listed.
- Interpreter:** If you need interpreter services or other reasonable accommodations, please contact the Nebraska Department of Education at (402) 471-5059 five (5) days prior to the meeting to coordinate arrangements.
- Website:** An electronic version of the agenda and support materials are available on the State Board of Education's Agenda page: [www.education.ne.gov/StateBoard/Agendas.html](http://www.education.ne.gov/StateBoard/Agendas.html)
- Lunch:** On Friday Friday, February 3, 2023, the State Board of Education may also take a recess for lunch. The Board may resume work on the agenda at approximately 1:00 p.m.

1. CALL TO ORDER (The Board may take a 45 minute recess at or after 12:00 p.m.)  
President Gubbels
  - 1.1. Roll Call  
President Gubbels
  - 1.2. Pledge of Allegiance  
President Gubbels
  - 1.3. Announcement of the placement of the Open Meetings Act information  
President Gubbels
2. SPECIAL PRESENTATIONS  
President Gubbels
  - 2.1. Career and Technical Student Organization Presentation

3. DEPUTY COMMISSIONER'S REPORT  
Deputy Commissioner Frison
  - 3.1. Agenda Overview and Consent Agenda Process  
Deputy Commissioner Frison
    - 3.1.A. Deputy Commissioner's recommendations and items to be removed from consent agenda  
Deputy Commissioner Frison
4. PRESIDENT'S REPORT  
President Gubbels
5. CONSENT AGENDA  
President Gubbels
  - 5.1. Board Member Out-of-State Travel Approval
  - 5.2. Committee Appointments
    - 5.2.A. Authorize the Commissioner to appoint the recommended individual(s) to fill vacancies on the Special Education Advisory Council (SEAC)  
Amy Rhone
  - 5.3. Contract Approvals
    - 5.3.A. Authorize the Commissioner to renew a contract with Tamera Miyasato dba Ha'hanna Consulting to provide the Year 2 ESSERS project, approved by the State Board of Education in January of 2022 as part of the 3-year ESSERS project plan  
Amy Rhone
  - 5.4. Grant Approvals
  - 5.5. Lease Approvals
  - 5.6. Minutes of the Previous State Board of Education Meeting
  - 5.7. Miscellaneous Approvals
    - 5.7.A. Authorize the Commissioner to continue to support the use of ESSERS funding to support the YRTCs/Interim Program School Instructional Materials Development through an Interagency Agreement between The Department of Education and Department of Health and Human Services  
Amy Rhone
6. STANDING COMMITTEE REPORTS  
President Gubbels



6.1. Executive Committee Report  
President Gubbels

6.1.A. Action Item: Review 2023 Proposed State Legislation and Take Action on Board Positions  
Deputy Commissioner Halstead

6.1.B. Action Item: Proposed Changes to April 2023 and December 2023 Meeting Dates  
President Gubbels

6.2. Budget and Finance Committee Report  
Patsy Koch Johns

6.2.A. Monthly Board Travel Expense Report

6.2.B. In-State Travel Authorization Reports

6.2.C. Action Item: Authorize the Commissioner to contract with ESU 10 to perform duties associated with UNK's Mid-Nebraska Educator Pipeline Grant  
Lane Carr

6.2.D. Action item: Authorize the Deputy Commissioner to contract with BIC Construction LLC for the remodel of leased office space at 500 S. 84th St., Lincoln, NE  
Joel Scherling

6.2.E. Action Item: Approve the 2023-2025 NDE-NAPE/AFSCME Bargaining Agreement  
Joel Scherling

6.3. Planning and Evaluation Committee Report  
Deborah Neary

6.3.A. Action Item: Authorize the Deputy Commissioner to amend the current 2022-2023 NWEA contract for statewide assessment services to include the addition of MAP Growth for grades 3-8 for the 2023-2024 school year  
Trudy K Clark

6.3.B. Discussion Item: Discuss necessary updates to Nebraska's Every Student Succeeds Act (ESSA) plan  
Dr. Vicky Munoz, Dr. Shirley Vargas, and Lane Carr

6.3.C. Discussion Item: Teach in Nebraska Today Act  
Sherry Jones

6.4. Rules and Regulations Committee Report  
Elizabeth Tegtmeier

6.4.A. Report On Rules

6.4.B. Discussion Item: Approve proposed revisions to Rule 10 (92 NAC 10)  
Regulations and Procedures for the Accreditation of Schools  
Brad Dirksen

6.4.C. Discussion Item: Approve proposed revisions to Rule 14 (92 NAC 14)  
Regulations and Procedures for the Legal Operation of Approved Nonpublic  
Schools  
Brad Dirksen

6.4.D. Discussion Item: Approve proposed repeal of Rule 23 (92 NAC 23)  
Regulations for the Basic Skills Competency Testing of Teachers and  
Administrators  
Brad Dirksen

7. SPECIAL COMMITTEE REPORTS

7.1. Ad Hoc Search Committee Report  
President Gubbels

8. ADDITIONAL BUSINESS  
President Gubbels

9. PUBLIC COMMENT PERIOD (The Board will hear Public Comment at or after 1:00  
p.m.)  
President Gubbels

9.1. Public Comment

9.2. Written Public Comment

10. INFORMATION ITEMS AND REPORTS  
President Gubbels

10.1. Contracts Approved by Commissioner

10.2. Grants Approved by Commissioner

11. GOOD OF THE ORDER

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

items or introduce new agenda items.  
President Gubbels

12. ADJOURNMENT  
President Gubbels

The next regularly scheduled meeting of the State Board of Education will be held on Friday, March 4, 2022, at 9:00 a.m. at a location to be determined. As needed, a work session will be held on Thursday, March 3, 2022 at a time to be determined.

The agenda contains a list of subjects known at the time of its distribution on January 26, 2022. A copy of the agenda reflecting any changes will be available for public inspection during the normal business hours in the Office of the Commissioner of Education and on the State Board of Education's Agenda

page: [www.education.ne.gov/StateBoard/Agendas.html](http://www.education.ne.gov/StateBoard/Agendas.html). *Except for items of an emergency nature, the agenda will not be changed later than 24 hours before the scheduled commencement of the meeting.*

**Out-State Travel Authorization Reports - February**

| <u>Name</u>        | <u>Event Name</u>                 | <u>Date</u>         | <u>Location</u> | <u>Trip Request</u><br><u>(i.e. 1st, 2nd,</u><br><u>Other)</u> |
|--------------------|-----------------------------------|---------------------|-----------------|----------------------------------------------------------------|
| Lisa Fricke        | NASBE Legislative Conference 2023 | 03/19/23 - 03/21/23 | Washington DC   | 1st                                                            |
| Jacquelyn Morrison | (NONE)                            |                     |                 |                                                                |
| Deborah Neary      | (NONE)                            |                     |                 |                                                                |
| Kirk Penner        | (NONE)                            |                     |                 |                                                                |

**Out-State Travel Authorization Reports - February**

| <u>Name</u>         | <u>Event Name</u>                 | <u>Date</u>         | <u>Location</u> | <u>Trip Request (i.e. 1st, 2nd, Other)</u> |
|---------------------|-----------------------------------|---------------------|-----------------|--------------------------------------------|
| Patsy Koch Johns    | (NONE)                            |                     |                 |                                            |
| Patti Gubbels       | NASBE Legislative Conference 2023 | 03/19/23 - 03/21/23 | Washington DC   | 1st                                        |
| Elizabeth Tegtmeier | (NONE)                            |                     |                 |                                            |
| Sherry Jones        | (NONE)                            |                     |                 |                                            |



TEL 402.471.2295  
FAX 402.471.0117



P.O. Box 94987  
Lincoln, NE 68509-4987



education.ne.gov



## PROPOSED AGENDA ITEM RATIONALE

**DATE:** January 18, 2023

**TO:** Deborah A. Frison, Ed.D.  
Deputy Commissioner of Education

**FROM:** Amy Rhone, Office of Special Education

**PROPOSED AGENDA ITEM:** Authorize the Commissioner to appoint the recommended individual(s) to fill vacancies on the Special Education Advisory Council (SEAC)

**RATIONALE/BACKGROUND INFORMATION:** The State Board approves all SEAC members. Due to the early resignation of one member, and the natural term ending of another member, the total number of member vacancies is 2. To meet the requirements of the federal special education law, the Individuals with Disabilities Education Act (IDEA), it is necessary to fill these vacancies. Members chosen represent all eight of the State Board of Education election districts. The Council voting membership shall not be fewer than 15 members nor more than 30 members.

Below are listed the recommended new representatives. The completed applications for the recommended members are on file in the Special Education Office, available upon request; not included due to IDEA confidentiality requirements.

**Jill Franco (v & vii)** Special Education Director/Supervisor – Madonna School & Community-Based Services

*\*State Board District 8*

Jill is the Special Education Director/Supervisor for Madonna School & Community-Based Services where she directs their Pre-K – 12, Special Education Programs. Previously, she was a K-6 special education teacher for 16 years in the Papillion-La Vista school district. In her current position, she works with two Pre-K-8 partner schools in the Omaha Archdiocese to provide inclusive special education services to students with mild to moderate diversabilities. Additionally, Jill has a Bachelor's Degree in Special Education/Elementary Education, a Masters's Degree in Curriculum and Instruction, and 36 additional credit hours in the special education field.

**Angela Willey (i)** Parent of Child(ren) with disabilities/Individual with a Disability

*\*State Board District 2*

Angela is both the parent of a child(ren) with a disability as well as an individual with a disability. She is a founder and board member of Down Syndrome Advocates in Action and assists families in navigating Individual Education Plans (IEPs). Angela has worked as a substitute PARA in her district and also participated in the first Lay Advocate training offered by Disability Rights Nebraska to be a resource for families. She has participated in numerous other trainings to better understand the IEP process and specialized curriculum for students with disabilities. Lastly, Angela also serves on the Developmental Disabilities Advisory Committee and is looking forward to now also serving on the SEAC.



TEL 402.471.2295  
FAX 402.471.0117



P.O. Box 94987  
Lincoln, NE 68509-4987



[education.ne.gov](http://education.ne.gov)



**PROPOSED BOARD MEETING (MONTH/YEAR):** February 2023

**ESTIMATED COST:** N/A

**FOR CONTRACTS AND GRANTS:**

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

**FOR NEW CONTRACTS OR OTHER CONTRACTS REQUIRING PROCUREMENT:**

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



TEL 402.471.2295  
FAX 402.471.0117



P.O. Box 94987  
Lincoln, NE 68509-4987



education.ne.gov



## PROPOSED AGENDA ITEM RATIONALE

**DATE:** January 23, 2023

**TO:** Deborah A. Frison, Ed.D.  
Deputy Commissioner of Education

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

**PROPOSED AGENDA ITEM:** Authorize the Commissioner to renew a contracting with Tamera Miyasato dba Hahanna Consulting to provide the Year 2 ESSERS project, approved by the State Board of Education in January of 2022 as part of the 3 year ESSERS project plan.

**RATIONALE/BACKGROUND INFORMATION:** Beginning in January of 2022, The NDE, Office of Special Education began contracting with Dr. Tamera Miyasato with the Ha'hanna Consulting, LLC. to provide The Indigenous Pedagogies Project, a 3 year ESSERS funded project.

The goal of this three-year project is to alleviate the overrepresentation of Indigenous learners identified for special education services by creating spaces where educators, learners, and community are inspired to acquire, share, and act on the knowledge, skills, and resources necessary to embody relative-ships. Year One of the Project focuses on educators by equipping them with the necessary time, skills, and support to “re-story” educational practices that center Indigenous language and culture. Ha'hanna Consulting, LLC will work closely with school partners to identify educators with demonstrated leadership in the area of Indigenous culture integration to serve as the Indigenous Pedagogies Cadre (IPC). Ha'hanna Consulting, LLC will support educators through a process of learning, reflection, and opportunities for re-examining their pedagogical practices.

The professional learning and mentoring support series will take an “inside-out” approach to educator growth. The cadre will share stories—successes and barriers—to create and strengthen relative-ships with learners, families, community, and colleagues. The workshop sessions will help educators identify beliefs and biases in themselves and their institutions. They will collaborate to set goals, develop implementation plans, and engage in action research that will enhance educator practice. The IPC will review and revise curriculum, where needed, to incorporate Indigenous language and culture. They will eventually serve as lead teachers in developing Indigenous culture-aligned lesson plans and units across content areas.

An evaluation of year 1 activities yielded positive results in project quality, focus group/customer responsiveness, practicality of professional learning and beginning implementation based on professional learning. Based on the positive results, The Office of Special Education is recommending to move into Year 2 of the Ha' Hanna Project.

**The Year 2 Scope** of the Project includes activities designed to honor and complement existing professional learning as well as focus on supports to a Nebraska Priority School. The deliverables and timeline below





TEL 402.471.2295  
FAX 402.471.0117



P.O. Box 94987  
Lincoln, NE 68509-4987



education.ne.gov



represent a flexible approach to the work, allowing space for collaboration with stakeholders and revise or refine the tasks, deliverables, and timelines as needs arise.

| Walthill                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                               |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| Tasks & Deliverables                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Timeline                      |
| <p>Facilitation: Developing Essential Understandings</p> <ul style="list-style-type: none"> <li>• Community Conversations: Ha'hanna will work with the Indigenous Pedagogies Cadre to facilitate these conversations and establish a framework for Umo'ho<sup>a</sup> cultural integration (Once per month: February-June; August-December)</li> <li>• Student Focus Groups: Ha'hanna will facilitate conversations with students to understand their desired areas of cultural focus (What is important for young people to know and do?) (Once per month: February-May; August-December)</li> <li>• Cadre Meetings: Virtual meetings will focus on findings from Community Conversations and Student Focus Groups and identify themes for the development of Umo'ho<sup>a</sup> Essential Understandings. The Cadre will discuss any barriers to the success of the project. (Once per month: February-June, August-December)</li> </ul> | February 2023 - December 2023 |
| <p>Data Analysis</p> <p>Ha'hanna will provide 4 cycles of data collection, analysis, and reporting. Data sourcing include: Learner, family, and teacher surveys, Community Conversations, student focus groups. All findings will be shared with the Cadre and made available and accessible to the school community.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | February 2023 - December 2023 |
| <p>Teacher Coaching Support</p> <ul style="list-style-type: none"> <li>• Five coaching cycles for each member of the Indigenous Pedagogies Cadre. Each coaching cycle includes planning, observation, resource compilation, and feedback.</li> <li>• Collective Cadre Support: Engage in two full cycles of Wo'awacin goals (focus areas identified in the Action Plan co-created in Year 1), evidence tagging, feedback discussion, and reflection.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | February 2023- December 2023  |
| <p>Curriculum Review</p> <p>Ha'hanna will work with the Indigenous Pedagogies Cadre to review district curriculum to identify areas for Indigenous culture alignment in preparation for the Summer Institute.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | May - June 2023               |
| <p>Summer Institute</p> <p>Ha'hanna will conduct a 3-day Summer Institute where the Cadre will develop exemplar lessons to be presented to and shared among Walthill staff in the Fall.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                               |
| ESU 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                               |
| Tasks & Deliverables                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Timeline                      |
| <p>Professional Development</p> <p>Ha'hanna will develop a hybrid course for ESU 1 staff and offer 2 graduate credits from the University of Sioux Falls. The goal of this professional learning opportunity will be to increase culturally proficient approaches to supporting ESU 1 schools within Indigenous communities.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | May 2023 - August 2023        |
| Isanti Community School                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                               |



TEL 402.471.2295  
FAX 402.471.0117



P.O. Box 94987  
Lincoln, NE 68509-4987



education.ne.gov



|                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                   |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------|
| <p>Consulting Services<br/>Ha'hanna will participate in planning discussions with Isanti administrators, ESU 1, and the NDE School Improvement Officer to design a system of Indigenous culture-centered support for Isanti Community School.<br/>Facilitation: Community Conversations<br/>Ha'hanna will facilitate a series of Community Conversations to bridge communications and trust between the Isanti Ospaye (community) and School leaders.</p> | <p>May 2023 -<br/>August 2023</p> |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------|

**PROPOSED BOARD MEETING (MONTH/YEAR):** February 2023

**ESTIMATED COST:** \$145,425.00

**FOR CONTRACTS AND GRANTS:**

- Indicate the Funding Source: ESSERS II Funds
- New or Renewal: Renewal
- If renewal, date of first approval: January 2022

**FOR NEW CONTRACTS OR OTHER CONTRACTS REQUIRING PROCUREMENT:**

- Indicate the method of procurement: Non-competitive Negotiation
- Rationale for method of procurement: This method of procurement was chosen due to the contract price being over \$50,000, and the contractor being a sole source/public emergency. This contractor was originally selected because of our need to respond to a public urgency and did not allow for competitive negotiation. This contractor has proven to be successful in previous years under prior employment and work that had been done in previous schools. We will seek a competitive negotiation process for year 3. This contractor is sole-source given the extensive level of knowledge and experience needed to be able to work within the context and scope of the project. This project required expertise not only in special education but also in Indigenous communities.
- Rationale for contractor selection: The contractor has extensive & invaluable knowledge, experience, & expertise working with Indigenous communities, and developing culturally relevant curricula, classroom management strategies, and school-wide cultural proficiency plans.

## State Board of Education Work Session and Business Meeting.

Thursday-Friday January 5-6, 2023

Nebraska Innovation Campus, Banquet Hall, 2021 Transformation Drive, Lincoln, NE 68508

[Link to Agenda and Attachments](#)

[Link to Video of Meeting](#)

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

### STATE BOARD WORK SESSION, Thursday, January 5, 2023, 4:00 p.m.

#### 1. CALL TO ORDER

President Koch Johns called the meeting to order at 4:00 p.m.

##### 1.1 Roll Call

Roll Call showed the following attendance:

Lisa Fricke

Patsy Koch Johns

Sherry Jones

Patti Gubbels

Elizabeth Tegtmeier

Kirk Penner

Jacquelyn Morrison

Deborah Neary

Deputy Commissioner Frison was also in attendance.

##### 1.2. President Koch Johns led the Pledge of Allegiance.

##### 1.3. President Koch Johns announced the placement of the Open Meetings Act.

##### 2.1. Review Agenda for Friday, January 6, 2023, Business Meeting

Dr. Ryan Foor, NDE Representative, reviewed the agenda for Friday, January 6, 2023, Business Meeting.

#### 2.2. 2023 ORGANIZATION OF THE STATE BOARD OF EDUCATION

##### 2.2.A. Election Process and Procedures

Deputy Commissioner Frison reviewed election procedures pursuant to Board BLW 2 State Board Officers.

Deputy Commissioner Frison appointed Brian Halstead and Laura Rife as Tellers to disseminate and count the ballots.

##### 3.2. Election of Board President

Deputy Commissioner Frison opened nominations for President of the State Board of Education.

Patsy Koch Johns nominated Jacquelyn Morrison.

Kirk Penner nominated Patti Gubbels.

There being no further nominations, the Deputy Commissioner closed the nominations.

Vote 1:

Reporting Teller, Brian Halstead, read the vote results:

- 8 votes were cast
- 5 votes necessary for election
- 3 votes for Jacquelyn Morrison
- 5 votes for Patti Gubbels
- 0 illegal votes

The tally was delivered to the Deputy Commissioner, who announced the result that Patti Gubbels was elected President.

### 3.3. Election of Board Vice President

Deputy Commissioner Frison opened nominations for Vice President of the State Board of Education.

Lisa Fricke nominated Patsy Koch Johns.

Elizabeth Tegtmeier nominated Kirk Penner.

There being no further nominations, the Deputy Commissioner closed the nominations.

Vote 1:

Reporting Teller, Brian Halstead, read the vote results:

- 8 votes were cast
- 5 votes necessary for election
- 4 votes received for Patsy Koch Johns
- 4 votes received for Kirk Penner
- 0 illegal votes

The tally was delivered to the Deputy Commissioner, who announced the result of no election, and ballots were reissued.

Vote 2:

Reporting Teller, Brian Halstead, read the vote results:

- 8 votes were cast
- 5 votes necessary for election
- 4 votes received for Patsy Koch Johns
- 4 votes received for Kirk Penner
- 0 illegal votes

The tally was delivered to the Deputy Commissioner, who announced the result of no election, and ballots were reissued.

Vote 3:

Reporting Teller, Brian Halstead, read the vote results:

- 8 votes were cast
- 5 votes necessary for election
- 4 votes received for Patsy Koch Johns
- 4 votes received for Kirk Penner
- 0 illegal votes

The tally was delivered to the Deputy Commissioner, who announced the result of no election, and ballots were reissued.

Vote 4:

Reporting Teller, Brian Halstead, read the vote results:

- 8 votes were cast
- 5 votes necessary for election
- 4 votes received for Patsy Koch Johns
- 4 votes received for Kirk Penner
- 0 illegal votes

The tally was delivered to the Deputy Commissioner, who announced the result of no election, and ballots were reissued.

President Koch Johns called for a break at 5:05 p.m. The meeting resumed at 5:17 p.m.

Vote 5:

Reporting Teller, Brian Halstead, read the vote results:

- 8 votes were cast
- 5 votes necessary for election
- 4 votes received for Patsy Koch Johns
- 4 votes received for Kirk Penner
- 0 illegal votes

The tally was delivered to the Deputy Commissioner, who announced the result of no election, and ballots were reissued.

Vote 6:

Reporting Teller, Brian Halstead, read the vote results:

- 8 votes were cast
- 5 votes necessary for election
- 4 votes received for Patsy Koch Johns
- 4 votes received for Kirk Penner
- 0 illegal votes

The tally was delivered to the Deputy Commissioner, who announced the result of no election, and ballots were reissued.

Vote 7:

Reporting Teller, Brian Halstead, read the vote results:

- 8 votes were cast
- 5 votes necessary for election
- 3 votes received for Patsy Koch Johns
- 4 votes received for Kirk Penner
- 1 abstain
- 0 illegal votes

The tally was delivered to the Deputy Commissioner, who announced the result of no election, and ballots were reissued.

Vote 8:

Reporting Teller, Brian Halstead, read the vote results:

- 8 votes were cast
- 5 votes necessary for election
- 4 votes received for Patsy Koch Johns
- 4 votes received for Kirk Penner
- 0 illegal votes

The tally was delivered to the Deputy Commissioner, who announced the result of no election, and ballots were reissued.

Vote 9:

Reporting Teller, Brian Halstead, read the vote results:

- 8 votes were cast
- 5 votes necessary for election
- 4 votes received for Patsy Koch Johns
- 4 votes received for Kirk Penner
- 0 illegal votes

The tally was delivered to the Deputy Commissioner, who announced the result of no election, and ballots were reissued.

Vote 10:

Reporting Teller, Brian Halstead, read the vote results:

- 8 votes were cast
- 5 votes necessary for election
- 4 votes received for Patsy Koch Johns
- 4 votes received for Kirk Penner
- 0 illegal votes

The tally was delivered to the Deputy Commissioner, who announced the result of no election, and ballots were reissued.

Vote 11:

Reporting Teller, Brian Halstead, read the vote results:

- 8 votes were cast
- 5 votes necessary for election
- 3 votes received for Patsy Koch Johns
- 5 votes received for Kirk Penner
- 0 illegal votes

The tally was delivered to the Deputy Commissioner, who announced the result that Kirk Penner was elected Vice President.

## 2. ADJOURNMENT

President Gubbels adjourned the meeting at 5:34 p.m.

The State Board of Education will reconvene Friday, January 6, 2023, at 9:00 a.m. at Nebraska Innovation Campus, Banquet Hall, 2021 Transformation Drive, Lincoln, NE 68508

## STATE BOARD OF EDUCATION MEETING, Friday, January 7, 2022, 9:00 a.m.

### 1. CALL TO ORDER – President Patti Gubbels called the meeting to order at 9:06 a.m.

#### 1.1 Roll Call

Roll Call showed the following attendance:

|                    |               |                     |
|--------------------|---------------|---------------------|
| Sherry Jones       | Patti Gubbels | Elizabeth Tegtmeier |
| Patsy Koch Johns   | Lisa Fricke   | Deborah Neary       |
| Jacquelyn Morrison | Kirk Penner   |                     |

Deputy Commissioner Frison was also in attendance.

#### 1.2. President Koch Johns led the Pledge of Allegiance.

#### 1.3. President Koch Johns announced the placement of the Open Meetings Act.

### 2. SPECIAL PRESENTATIONS

#### 2.1. Introduction of Renee Jones, 2023 Nebraska Teacher of the Year, English teacher, Lincoln High School, Lincoln, Nebraska

The 2023 Nebraska Teacher of the Year, Renee Jones, English teacher, Lincoln, High School, Lincoln, Nebraska provided an introduction to her family, her journey to education and her goals for this year.

#### 2.2. AQuESTT 101: An Introduction to Accountability in Nebraska

NDE Representatives Shirley Vargas, Vicky Munoz and Lane Carr presented an Introduction to Accountability in Nebraska.

#### 2.3. NSCAS Growth Discussion with School Personnel

Board Member Neary and Board Member Penner provided discussion on NSCAS Growth. School personnel that were a part of the discussion were Leslie Eastman, Educational Service Unit 18; John Schwartz, Millard Public Schools; Mitch Kubicek, Milford Public Schools; Mike Lucas, Westside Public Schools; Andy Rikli, Papillion La Vista Community Schools.

President Gubbels called for a break at 11:11 a.m. The Board resumed at 11:22 a.m.

### 3. DEPUTY COMMISSIONER'S REPORT

#### 3.1. Agenda Overview and Consent Agenda Process

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

Items 5.3.A, 5.3.B., 5.3.C., 5.4.A were requested to be removed from the Consent Agenda and will be taken up after agenda item 7.6.



#### 4. PRESIDENT’S REPORT

President Gubbels delivered the President’s Report

#### 5. CONSENT AGENDA

Motion by Lisa Fricke, second by Patsy Koch Johns to approve the Consent Agenda without Agenda Items 5.3.A., 5.3.B., 5.3.C., and 5.4.A.

|                      |     |
|----------------------|-----|
| Lisa Fricke:         | Yes |
| Patsy Koch Johns:    | Yes |
| Deborah Neary:       | Yes |
| Sherry Jones:        | Yes |
| Elizabeth Tegtmeier: | Yes |
| Patti Gubbels:       | Yes |
| Jacquelyn Morrison:  | Yes |
| Kirk Penner          | Yes |

The motion passed.

#### 6. SPECIAL COMMITTEE REPORTS

6.1. **Ad Hoc Search Committee** – Patti Gubbels, Chair reported on the meeting of the Committee.

#### 7. ADDITIONAL BUSINESS

7.1. Action Item: NSCAS Growth Assessment

Motion by Deborah Neary, second by Patsy Koch Johns that the 2023 school Year assessment administration for NSCAS Growth in grades 3 through 8 be unchanged for the 2023-24 school Year with MAP Growth being provided by the Department at no cost to school districts and with NSCAS Growth being required only as the spring summative assessment.

|                      |         |
|----------------------|---------|
| Lisa Fricke:         | Yes     |
| Patsy Koch Johns:    | Yes     |
| Deborah Neary:       | Yes     |
| Sherry Jones:        | Yes     |
| Elizabeth Tegtmeier: | Yes     |
| Patti Gubbels:       | Abstain |
| Jacquelyn Morrison:  | Yes     |
| Kirk Penner          | Yes     |

The motion passed.

7.2. Action Item: Authorize the Commissioner to Accept GEER II Funds from the Nebraska Department of Labor to purchase robotics kits for schools through the ESUCC

Motion by Kirk Penner, second by Patsy Koch Johns to authorize the Commissioner to accept GEER II funds from the Nebraska Department of Labor to purchase robotics kits for schools through the ESUCC.

Motion by Jacquelyn Morrison, second by Deborah Neary to lay the motion on the table.

|                      |     |
|----------------------|-----|
| Lisa Fricke:         | No  |
| Patsy Koch Johns:    | No  |
| Deborah Neary:       | Yes |
| Sherry Jones:        | Yes |
| Elizabeth Tegtmeier: | No  |
| Patti Gubbels:       | No  |
| Jacquelyn Morrison:  | Yes |
| Kirk Penner          | Yes |

The motion to lay on the table was lost.

Motion by Jacquelyn Morrison, second by Deborah Neary to refer agenda item 7.2. to the Budget and Finance Committee.

The Board discussed and NDE Staff were asked to provide information.

|                      |    |
|----------------------|----|
| Lisa Fricke:         | No |
| Patsy Koch Johns:    | No |
| Deborah Neary:       | No |
| Sherry Jones:        | No |
| Elizabeth Tegtmeier: | No |
| Patti Gubbels:       | No |
| Jacquelyn Morrison:  | No |
| Kirk Penner          | No |

The motion to refer to Committee was lost.

On the motion to authorize the Commissioner to accept GEER II funds from the Nebraska Department of Labor to purchase robotics kits for schools through the ESUCC:

|                      |     |
|----------------------|-----|
| Lisa Fricke:         | Yes |
| Patsy Koch Johns:    | Yes |
| Deborah Neary:       | Yes |
| Sherry Jones:        | Yes |
| Elizabeth Tegtmeier: | Yes |
| Patti Gubbels:       | Yes |
| Jacquelyn Morrison:  | Yes |
| Kirk Penner          | Yes |

The motion passed.

President Gubbels called for a break at 12:14 p.m. The meeting resumed at 1:05 p.m.

7.10. Discussion Item: Board Discussion on Commissioner Search

Dr. Steve Joel and Dr. Walt Cooper from McPherson and Jacobson, LLC discussed Commissioner characteristics with Board Members for the job profile.

Deborah Neary left at 2:04 p.m. Returned at 2:09 p.m.

President Gubbels called for a break at 2:50 p.m. The Board resumed at 3:00 p.m.

Jacquelyn Morrison left at 3:42 and returned at 3:51 p.m.

- 7.3. Action Item: Authorize the Commissioner to accept the Telehealth Mental Health Equipment Nebraska Department of Health and Human Services/School-Based Health Support funding and enter into Cooperative Agreement with the Nebraska Department of Health and Human Services

Motion by Patsy Koch Johns, second by Lisa Fricke to accept the Telehealth Mental Health Equipment Nebraska Department of Health and Human Services/School-Based Health Support funding and enter into Cooperative Agreement with the Nebraska Department of Health and Human Services.

|                      |     |
|----------------------|-----|
| Lisa Fricke:         | Yes |
| Patsy Koch Johns:    | Yes |
| Deborah Neary:       | Yes |
| Sherry Jones:        | Yes |
| Elizabeth Tegtmeier: | Yes |
| Patti Gubbels:       | Yes |
| Jacquelyn Morrison:  | Yes |
| Kirk Penner          | Yes |

The motion passed.

- 7.4. Action Item: Authorize the Commissioner to fund the Nebraska State Personnel Developmental Grant (NSPDG) State Coordinator Position through a grant award to Educational Service Unit #6

Motion by Lisa Fricke, second by Patsy Koch Johns to fund the Nebraska State Personnel Developmental Grant (NSPDG) State Coordinator Position through a grant award to Educational Service Unit #6.

|                      |     |
|----------------------|-----|
| Lisa Fricke:         | Yes |
| Patsy Koch Johns:    | Yes |
| Deborah Neary:       | Yes |
| Sherry Jones:        | Yes |
| Elizabeth Tegtmeier: | Yes |
| Patti Gubbels:       | Yes |
| Jacquelyn Morrison:  | Yes |
| Kirk Penner          | Yes |

The motion passed.

- 7.5. Action Item: Authorize the Commissioner to fund the Nebraska State Personnel Developmental Grant (NSPDG) State Coordinator Position through a grant award to Educational Service Unit #6

Motion by Elizabeth Tegtmeier, second by Kirk Penner to fund the Nebraska State Personnel Developmental Grant (NSPDG, UNL – Implementation Support Project: Communications, Research and Social-Emotional and Behavioral Learning Support Project).

|                      |     |
|----------------------|-----|
| Lisa Fricke:         | Yes |
| Patsy Koch Johns:    | Yes |
| Deborah Neary:       | Yes |
| Sherry Jones:        | Yes |
| Elizabeth Tegtmeier: | Yes |

Patti Gubbels: Yes  
Jacquelyn Morrison: Abstain  
Kirk Penner Yes

The motion passed.

- 7.6. Authorize the Commissioner to approve the contract with Telos Educational Services DBA to update the Reality Check videos with current data and offer the videos in both English and Spanish

Motion by Sherry Jones, second by Kirk Penner to approve the contract with Telos Educational Services DBA to update the Reality Check videos with current data and offer the videos in both English and Spanish.

Lisa Fricke: Yes  
Patsy Koch Johns: Yes  
Deborah Neary: Yes  
Sherry Jones: Yes  
Elizabeth Tegtmeier: Yes  
Patti Gubbels: Yes  
Jacquelyn Morrison: No  
Kirk Penner Yes

The motion passed.

- 5.3.A. Authorize the Commissioner to continue to contract Board of Regents dba University of Nebraska Medical Center, Munroe-Meyer Institute

Motion by Patsy Koch Johns, second by Lisa Fricke to continue to contract with Board of Regents dba University of Nebraska Medical Center, Munroe-Meyer Institute

Lisa Fricke: Yes  
Patsy Koch Johns: Yes  
Deborah Neary: Yes  
Sherry Jones: Yes  
Elizabeth Tegtmeier: Yes  
Patti Gubbels: Yes  
Jacquelyn Morrison: Yes  
Kirk Penner Yes

The motion passed.

- 5.3.B. Authorize the Commissioner to continue to contract with Heather Robbins dba Heather's Behavior Support Services

Motion by Kirk Penner, second by Patsy Koch Johns to continue to contract with Heather Robbins dba Heather's Behavior Support Services.

Lisa Fricke: Yes  
Patsy Koch Johns: Yes  
Deborah Neary: Yes  
Sherry Jones: Yes  
Elizabeth Tegtmeier: Yes

Patti Gubbels: Yes  
Jacquelyn Morrison: Yes  
Kirk Penner Yes

The motion passed.

- 5.3.C. Authorize the Commissioner to amend the contract with ESU 7 for the instructional coach services for Schuyler Central High School

Motion by Patsy Koch Johns, second by Lisa Fricke to amend the contract with ESU 7 for the instructional coach services for Schuyler Central High School

Lisa Fricke: Yes  
Patsy Koch Johns: Yes  
Deborah Neary: Yes  
Sherry Jones: Yes  
Elizabeth Tegtmeier: Yes  
Patti Gubbels: Yes  
Jacquelyn Morrison: Yes  
Kirk Penner Yes

The motion passed.

- 5.4.A. Authorize the Commissioner to fund NDE Journey to Inclusion Project in partnership with SPED Strategies, LLC

Motion by Patsy Koch Johns, second by Lisa Fricke to fund NDE Journey to Inclusion Project in partnership with SPED Strategies, LLC

Lisa Fricke: Yes  
Patsy Koch Johns: Yes  
Deborah Neary: Yes  
Sherry Jones: Yes  
Elizabeth Tegtmeier: Yes  
Patti Gubbels: Yes  
Jacquelyn Morrison: Yes  
Kirk Penner Yes

The motion passed.

- 7.7. Review In-State Travel Authorizations

There was no further discussion on this item.

- 7.8. Review monthly Board travel expense reports.

There was no further discussion on this item.

- 7.9. Report on Rules

A Public Hearing will be held on January 31, 2023, for Title 92, Nebraska Administrative Code, Rule 10, *Accreditation*, Rule 14, *Approved Nonpublic Schools*, and to repeal Rule 23, *Regulations for the Basic Skills Competency Testing*.

## **8. INFORMATION ITEMS AND REPORTS**

President Gubbels referred Board Members to review information items and reports.

## **9. GOOD OF THE ORDER**

There was nothing to report.

## **10. ADJOURNMENT**

President Gubbels adjourned the meeting at 5:16 p.m.

The next regularly scheduled business meeting of the State Board of Education will be held on Friday, February 3, 2023, at 9:00 a.m. at a location to be determined.

DRAFT



TEL 402.471.2295  
FAX 402.471.0117



P.O. Box 94987  
Lincoln, NE 68509-4987



education.ne.gov



## PROPOSED AGENDA ITEM RATIONALE

**DATE:** January 20, 2023

**TO:** Deborah A. Frison, Ed.D.  
Deputy Commissioner of Education

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

**PROPOSED AGENDA ITEM:** Authorize the Commissioner to continue to support the use of ESSERS funding to support the YRTCs/Interim Program School Instructional Materials Development through an Interagency Agreement between The Department of Education and Department of Health and Human Services

**RATIONALE/BACKGROUND INFORMATION:** In 2021, The State Board of Education approved a 3-year plan to support The Department of Health and Human Services (DHHS) - YRTCs/Interim Schools to provide support in the development or purchase of outdated instructional materials, limited access to diagnostic and formative assessments, and inadequate technology support. The Nebraska Department of Education has approved a proposal to purchase core curriculum, CTE curriculum, supplemental instructional materials, assessment materials, technology, and professional development services with ESSERS III funding. To date, many of these supports and/or purchases have been completed, however, in the final year of this 3-year plan, NDE will provide ESSERS funding to purchase DI. Technology - Software and Hardware.

The comprehensive, 3-year plan contains the following purchases with ESSERS III funding:

A. Core Curriculum

- ELA, Math, Social Studies and Science are in the process of determining materials to pilot in August 2021. **Approximate Total for Curriculum Materials/Professional Development: \$65,000.00**

B. CTE Curriculum

- The YRTCs will develop CTE pathways to support Microsoft IT, Culinary, Construction, and Welding. **Approximate Total Requested for Materials, Equipment and Professional Development: \$60,000.00**

C. Supplemental Instructional Materials

- READ 180 – **3-year quote for 40 subscriptions/Professional Development = \$51,762.84**
- Math TBD – **Approximate Total: \$35,000.00**
- ACT Preparation Materials - **Approximate Total: \$5,000.00**
- Planbook - **Approximate Total: \$1,000.00**



TEL 402.471.2295  
FAX 402.471.0117



P.O. Box 94987  
Lincoln, NE 68509-4987



education.ne.gov



#### D. Assessment Materials

- Renaissance STAR Reading and Math Assessment System – **3-year subscription/Professional Development = \$15,480.00**

#### DI. Technology

- Software and Hardware to include laptop monitoring software, video conferencing software, interactive display panels, document cameras, laptops for teachers, laptops for students, laptop charging stations, graphing calculators, microphones, cameras, tablets, student digital microscopes, laminator, book binding machine, etc. **Approximate Total - \$236,375.00**

#### DII. Professional Development Services

- Thinking Maps Materials and Professional Development: **2-year subscription/Professional Development = \$32,087.60**

**PROPOSED BOARD MEETING (MONTH/YEAR):** February 2023

**ESTIMATED COST:** \$236,375.00

#### **FOR CONTRACTS AND GRANTS:**

- Indicate the Funding Source: ESSERS III
- New or Renewal: Renewal
- If renewal, date of first approval: September 2021

#### **FOR NEW CONTRACTS OR OTHER CONTRACTS REQUIRING PROCUREMENT:**

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





TEL 402.471.2295  
FAX 402.471.0117



P.O. Box 94987  
Lincoln, NE 68509-4987



[education.ne.gov](http://education.ne.gov)



## STATE BOARD OF EDUCATION EXECUTIVE COMMITTEE REPORT

Date: February 2, 2023

The Executive Committee reports on the December 2, 2023, meeting. Members present were chair Patti Gubbels, vice chair Kirk Penner, Lisa Fricke, and Jacquelyn Morrison.

The committee reviewed the plans for yesterday's legislative work session.

The committee considered the recommendation to change the dates of the April and December 2023 board meetings. The committee recommends board approval of the proposed date changes.

This concludes the Executive Committee report.

Patti Gubbels, Chair

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

Updated 02.02.2023



**State Board Executive Committee Recommendations on Legislation  
February 2, 2023**

State Board Bylaw B4 outlines the duties of Board committees. The bylaw notes “The Executive Committee shall be charged with making recommendations to the Board on the NDE’s position on specific bills and legislative resolutions.” The Executive Committee has met weekly from January 18 through February 1, 2023, to advise the Commissioner on legislation. The Executive Committee has reviewed bills introduced in the Nebraska Legislature and brings to the board the following recommendations for adoption by the full Board:

**Board Legislative Priority Areas:**

1. Increase Third Grade English Language Arts Proficiency to 75% by 2030
2. Half the Gap in 8th Grade Math Achievement for Each Student Group by 2030.
3. Increase the Number of High School CTE Concentrators to 50%.
4. Reduce Chronic Absenteeism by Half by 2030
5. For Youth who are Systems-Involved, Raise the High School Graduation Rate and/or High School Equivalency Attainment to 70%.
6. Eliminate the Special Education Staffing Vacancy and Cut the Educator Shortage in Half by 2030.

**Hearings Scheduled Next Week:**

| <u>Bill</u>                     | <u>One Liner</u>                                                                                                                                       | <u>Fiscal Impact</u> | <u>Board Priority Area</u> | <u>NDE Recommendation</u>        | <u>Executive Committee Advice</u> | <u>Rationale</u>                                                                              |
|---------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|----------------------------|----------------------------------|-----------------------------------|-----------------------------------------------------------------------------------------------|
| <i>February 7</i>               |                                                                                                                                                        |                      |                            |                                  |                                   |                                                                                               |
| <a href="#">585</a><br>(Hughes) | Change a duty of the state school security director and require behavioral and mental health training for certain school personnel                     | Negligible           | 4                          | Proponent –<br>Written testimony | Concur with<br>NDE rec.           | Supports Board priority to reduce chronic absenteeism through improved mental health support. |
| <a href="#">520</a> (Walz)      | Change provisions relating to high school graduation requirements and academic content standards and the Computer Science and Technology Education Act | Negligible           |                            | Proponent –<br>Written testimony | Concur with<br>NDE rec.           | NDE worked in partnership with Sen. Walz to refine the bill based on district feedback.       |
| <a href="#">153</a><br>(DeBoer) | Adopt the Extraordinary Increase in Special Education Expenditures Act                                                                                 | \$10,000,000         | 1                          | Proponent –<br>Written testimony | Concur with<br>NDE rec.           | Supports Board priority to seek additional funding for special education.                     |

|                                       |                                                                                                                                  |            |     |           |                      |                                                                                                     |
|---------------------------------------|----------------------------------------------------------------------------------------------------------------------------------|------------|-----|-----------|----------------------|-----------------------------------------------------------------------------------------------------|
| <a href="#">805</a> (von Gillern)     | Require schools to allow certain youth organizations to provide information, services, and activities                            | Negligible |     | Monitor   | Concur with NDE rec  | Local school district matter.                                                                       |
| <a href="#">414</a> (Conrad)          | Change provisions relating to the enrollment option program                                                                      | Unknown    |     | Neutral   | Concur with NDE rec. | Local school district matter with NDE staff available to answer questions on bill.                  |
| <a href="#">583</a> (Sanders)         | Provide for foundation aid and special education supplemental aid under the Tax Equity and Educational Opportunities Support Act |            |     | Neutral   | Concur with NDE rec. | NDE staff technical experts on topic.                                                               |
| <a href="#">698</a> (Murman)          | Change provisions relating to residency for enrollment in a public college or university                                         |            | n/a | Proponent | Concur with NDE rec. | NDE worked with Sen. Murman to ensure state statute aligns with federal law on veterans' education. |
| February 3                            |                                                                                                                                  |            |     |           |                      |                                                                                                     |
| <a href="#">753</a> (Linehan) Revenue | Adopt the Opportunity Scholarships Act and provide tax credits                                                                   |            |     | Monitor   | Concur with NDE rec. | This matter involves tax policy, which is not within the purview of the State Board.                |

**Previous Weeks:**

January 30 – February 3

| <u>Bill</u>                   | <u>One Liner</u>                              | <u>Fiscal Impact</u> | <u>Board Priority Area</u> | <u>NDE Recommendation</u>                                   | <u>Executive Committee Advice</u> | <u>Rationale</u>                                  |
|-------------------------------|-----------------------------------------------|----------------------|----------------------------|-------------------------------------------------------------|-----------------------------------|---------------------------------------------------|
| <i>January 30</i>             |                                               |                      |                            |                                                             |                                   |                                                   |
| <a href="#">LB413</a> (Blood) | Adopt the Interstate Teacher Mobility Compact | Unknown              | 6                          | Proponent – Statement supporting all bills that address the | Concur with NDE rec.              | Addresses Board Priority 6 re: teacher shortages. |

|                                    |                                                                                                                                                                                                                                                      |               |   |                                                                                   |                         |                                                                                              |
|------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|---|-----------------------------------------------------------------------------------|-------------------------|----------------------------------------------------------------------------------------------|
|                                    |                                                                                                                                                                                                                                                      |               |   | educator shortage.                                                                |                         |                                                                                              |
| <a href="#">LB324</a><br>(Wishart) | Change provisions relating to reimbursements under the Special Education Act                                                                                                                                                                         | \$8.7 million | 1 | Proponent –<br>Written testimony                                                  | Concur with<br>NDE rec. | Supports Board priority to seek additional funding for special education.                    |
| <a href="#">LB603</a><br>(Linehan) | Change provisions relating to the Alternative Certification for Quality Teachers Act and authorize the Commissioner of Education to issue alternative certificates to teach as prescribed                                                            | Negligible    | 6 | Proponent –<br>Statement supporting all bills that address the educator shortage. | Concur with<br>NDE rec. | Addresses Board Priority 6 re: teacher shortages.                                            |
| <a href="#">LB519</a><br>(Walz)    | Eliminate certification fees for teaching certificates, create and terminate funds, state intent regarding an appropriation for school employees, change provisions of the Excellence in Teaching Act, and adopt the Student Teaching Assistance Act | >\$65,813,000 | 6 | Proponent –<br>Statement supporting all bills that address the educator shortage. | Concur with<br>NDE rec. | Addresses Board Priority 6 re: teacher shortages.                                            |
| <a href="#">LB385</a><br>(Linehan) | Adopt the Nebraska Teacher Recruitment and Retention Act                                                                                                                                                                                             | \$10 million  | 6 | Proponent –<br>Statement supporting all bills that address the educator shortage. | Concur with<br>NDE rec. | Addresses Board Priority 6 re: teacher shortages.                                            |
| <i>January 31</i>                  |                                                                                                                                                                                                                                                      |               |   |                                                                                   |                         |                                                                                              |
| <a href="#">LB673</a><br>(Hansen)  | Provide grants to schools that adopt a policy to provide emergency response mapping data to law enforcement agencies and provide powers and duties for the State Department of Education and State Board of Education                                | \$4.9 million | 4 | Proponent –<br>Written Testimony                                                  | Concur with<br>NDE rec. | Supports Board priority to reduce chronic absenteeism through improvements to school safety. |

|                                   |                                                                                                                                                                      |             |       |                                                                                |                      |                                                                        |
|-----------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|-------|--------------------------------------------------------------------------------|----------------------|------------------------------------------------------------------------|
| <a href="#">LB374</a><br>(Murman) | Adopt the Parents' Bill of Rights and Academic Transparency Act                                                                                                      | \$121,336   |       | Monitor                                                                        | Concur with NDE rec. | Local school district matter.                                          |
| <a href="#">LB71</a><br>(Sanders) | Change provisions relating to parental involvement in and access to learning materials in schools                                                                    | Negligible  |       | Monitor                                                                        | Concur with NDE rec. | Local school district matter.                                          |
| <a href="#">LB762</a><br>(DeBoer) | Provide powers and duties to the State Department of Education relating to a teacher apprenticeship program                                                          | TBD         | 6     | Proponent – Statement supporting all bills that address the educator shortage. | Concur with NDE rec. | Addresses Board Priority 6 re: teacher shortages.                      |
| <a href="#">LB787</a><br>(Wayne)  | Adopt the STEEM Development Act                                                                                                                                      | \$5 million | 2 & 3 | Proponent – Written testimony                                                  | Concur with NDE rec. | Supports Board priorities re: math and career and technical education. |
| <a href="#">LB800</a><br>(Murman) | Change provisions relating to the Superintendent Pay Transparency Act and provide a limit for superintendent and educational service unit administrator compensation | Unknown     |       | Monitor                                                                        | Concur with NDE rec. | Local school district matter.                                          |

January 23-27

| <u>Bill</u>                       | <u>One Liner</u>                                                                                                             | <u>Fiscal Impact</u> | <u>Board Priority Area</u> | <u>NDE Recommendation</u>                               | <u>Executive Committee Advice</u> | <u>Rationale</u>                              |
|-----------------------------------|------------------------------------------------------------------------------------------------------------------------------|----------------------|----------------------------|---------------------------------------------------------|-----------------------------------|-----------------------------------------------|
| <i>January 23</i>                 |                                                                                                                              |                      |                            |                                                         |                                   |                                               |
| <a href="#">LB141</a><br>(Briese) | Require the State Department of Education to provide guidance to school districts relating to a moment of silence in schools | Negligible           |                            | Neutral – No testimony but present to answer questions. | Concur with NDE rec.              | Does not align with any Board priority areas. |

|                                      |                                                                                                                                                        |            |   |                                                                                                                                                                                                                |                      |                                                                                                               |
|--------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|------------|---|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|---------------------------------------------------------------------------------------------------------------|
| <a href="#">LB188</a><br>(B. Hansen) | Authorize the Commissioner of Education to issue temporary certificates to teach to veterans as prescribed                                             | Negligible | 6 | Neutral – Provide testimony to indicate our current options for military personnel entering the field of teaching (e.g. Military Teaching Permit). Work with Education Committee to provide technical changes. | Concur with NDE rec. | The NDE has worked with Sen. Hansen to share the multiple pathways available for veterans to become teachers. |
| <a href="#">LB225</a><br>(Dungan)    | Change provisions relating to the committee on American civics                                                                                         | Negligible |   | Neutral - Monitor                                                                                                                                                                                              | Concur with NDE rec. | Local school district matter.                                                                                 |
| <i>January 24</i>                    |                                                                                                                                                        |            |   |                                                                                                                                                                                                                |                      |                                                                                                               |
| <a href="#">LB285</a><br>(Walz)      | Adopt the School Community Eligibility Provision Maximization Act                                                                                      | Unknown    |   | Neutral – No testimony but present to answer any questions.                                                                                                                                                    | Concur with NDE rec. | Neutral pending review of other school nutrition bills.                                                       |
| <a href="#">LB298</a><br>(Linehan)   | Require collection and reporting of information regarding dyslexia in schools                                                                          | \$129,285  | 1 | Proponent – Provide written testimony                                                                                                                                                                          | Concur with NDE rec. | Supports Board Priority 1 focused on early literacy.                                                          |
| <a href="#">LB299</a><br>(Linehan)   | Require approval by the voters of a school district or educational service unit for the issuance of certain bonds under the Interlocal Cooperation Act | None       |   | Monitor                                                                                                                                                                                                        | Concur with NDE rec. | Local school district matter.                                                                                 |



TEL 402.471.2295  
FAX 402.471.0117



P.O. Box 94987  
Lincoln, NE 68509-4987



education.ne.gov



## PROPOSED AGENDA ITEM RATIONALE

**DATE:** January 26, 2023

**TO:** Deborah A. Frison, Ed.D.  
Deputy Commissioner of Education

**FROM:** Ryan M. Foor, Assistant Commissioner

**PROPOSED AGENDA ITEM:** Proposed Changes to April 2023 and December 2023 Meeting Dates

### RATIONALE/BACKGROUND INFORMATION:

President Patti Gubbels requested a review of the dates of board meetings for 2023, as prescribed by Bylaw 3: Board Meetings, to see if any conflicts would occur with religious holidays. Bylaw 3 states that, "...the meetings will be held on the first Thursday and Friday of the month or as determined by a majority vote of the Board." Apparent conflicts would occur in the April 2023 meeting that would be held April 6 and 7 (during Christian Holy Week/on Good Friday), and the December 2023 meeting would be held December 7 and 8 (the beginning of Jewish Hannukah). No other religious holiday conflicts were determined.

After further consultation with President Gubbels, the following meeting date changes are recommended for the board to consider:

- April ~~6~~ 13 and ~~7~~ 14
- November 30 and December ~~1~~ 7 and ~~8~~

NDE staff were able to secure alternative meeting facilities for April 13 and 14 and November 30 and December 1.

**PROPOSED BOARD MEETING (MONTH/YEAR):** February/2023

**ESTIMATED COST:** Not applicable.

### FOR CONTRACTS AND GRANTS:

- Indicate the Funding Source: Not applicable.
- New or Renewal: Not applicable.



TEL 402.471.2295  
FAX 402.471.0117



P.O. Box 94987  
Lincoln, NE 68509-4987



[education.ne.gov](http://education.ne.gov)



- If renewal, date of first approval: Not applicable.

**FOR NEW CONTRACTS OR OTHER CONTRACTS REQUIRING PROCUREMENT:**

- Indicate the method of procurement: Not applicable.
- Rationale for method of procurement: Not applicable.
- Rationale for contractor selection: Not applicable.





TEL 402.471.2295  
FAX 402.471.0117



P.O. Box 94987  
Lincoln, NE 68509-4987



[education.ne.gov](http://education.ne.gov)



## STATE BOARD OF EDUCATION BUDGET AND FINANCE COMMITTEE REPORT

Date: February 2, 2023

“The Budget and Finance Committee reports that on its Thursday, February 2, 2023, meeting. Members present were Patsy Koch Johns, Elizabeth Tegtmeier, Sherry Jones, and Deborah Neary.

The Committee reviewed the proposed contract with ESU #10 with NDE staff providing explanation for the contract and answering questions from Committee members. The Committee supported bringing this item to the full board.

The Committee then reviewed the proposed contract with BIC Construction LLC for work on the first floor of the NDE office building. NDE staff answered questions on both the procurement and proposed contract including the time frame for the completion of the construction. The Committee supported bringing this item to the full board.

The third action item reviewed by the Committee was the 2023-2025 NDE-NAPE/AFSCME Bargaining Agreement. NDE staff reviewed the proposed agreement with the Committee including comparing to the State’s Master agreement. The Committee supported bringing this item to the full board.

Additionally, the Committee reviewed the monthly board travel expense report and in-state authorizations and noted no issues with either report.

NDE staff also reviewed the budgeting process for the Committee and apprised the Committee of a New Mental Health Awareness Training subaward that NDE was just granted which will be brought to the board for review and approval next month.

Last, the Committee discussed the possibility of a calendar of annual funding requests and potential ideas to improve the Board’s understanding of expenditures and receipts approved by the Board.

This concludes the Budget and Finance Committee report.”

Patsy Koch Johns, Chair

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

Updated 02.02.2023



2022-2023 Board Travel

*At-A-Glance*

Budgeted

**\$29,381**

Monthly Spending

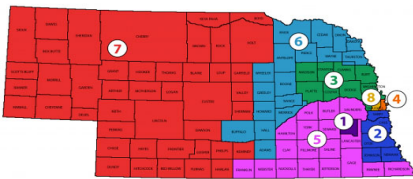
**\$1,525**  
Average

Annual Spending

**\$17,025**  
Projected

Expenditures

Lodging  
Meals  
Mileage



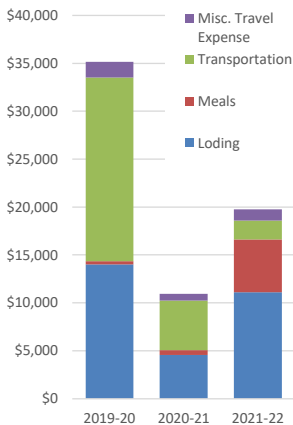
*Board Member Activity*

District Board Member

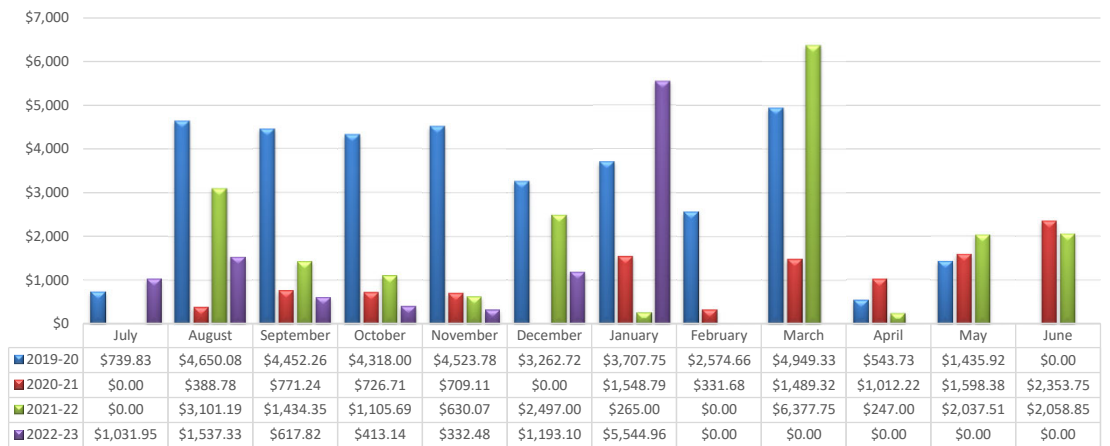
- 1 Patsy Koch Johns
- 2 Lisa Fricke
- 3 Patti Gubbels - President
- 4 Jacquelyn Morrison
- 5 Kirk Penner - Vice President
- 5 Patricia Timm *Incumbent Dec. 2021*
- 6 Sherry Jones *Appointed Dec. 2022*
- 6 Maureen Nickels *Incumbent*
- 7 Elizabeth Tegtmeier *Appointed Dec. 2022*
- 7 Robin Stevens *Incumbent*
- 8 Deborah Neary

|                            | Current Year<br>July 2022-June 2023 |                   | Prior Year<br>July 2021-June 2022 |                   | Variance       |                |
|----------------------------|-------------------------------------|-------------------|-----------------------------------|-------------------|----------------|----------------|
|                            | January                             | Year-To-Date      | January                           | Year-To-Date      | January        | Year-To-Date   |
| 1                          | \$431                               | \$1,092           | \$0                               | \$661             | \$431          | \$431          |
| 2                          | \$1,703                             | \$2,503           | \$128                             | \$928             | \$1,575        | \$1,575        |
| 3                          | \$1,293                             | \$1,833           | \$254                             | \$934             | \$1,039        | \$900          |
| 4                          | \$342                               | \$1,149           | \$254                             | \$1,047           | \$88           | \$102          |
| 5                          | \$228                               | \$908             | \$0                               | \$0               | \$228          | \$908          |
| 5                          | \$0                                 | \$0               | \$0                               | \$807             | \$0            | -\$807         |
| 6                          | \$0                                 | \$0               | \$0                               | \$0               | \$0            | \$0            |
| 6                          | \$738                               | \$932             | \$207                             | \$401             | \$531          | \$531          |
| 7                          | \$0                                 | \$0               | \$0                               | \$0               | \$0            | \$0            |
| 7                          | \$810                               | \$1,585           | \$254                             | \$1,029           | \$556          | \$556          |
| 8                          | \$0                                 | \$514             | \$128                             | \$642             | -\$128         | -\$128         |
| <b>Annual Budget</b>       | <b>\$5,545</b>                      | <b>\$10,517</b>   | <b>\$1,225</b>                    | <b>\$6,450</b>    | <b>\$4,320</b> | <b>\$4,067</b> |
|                            |                                     | <b>36%</b>        |                                   | <b>22%</b>        |                |                |
| <b>Over/(Under) Budget</b> |                                     | <b>\$29,381</b>   |                                   | <b>\$29,381</b>   |                |                |
|                            |                                     | <b>(\$18,864)</b> |                                   | <b>(\$22,931)</b> |                | <b>78%</b>     |

Annual Expenditures by Fiscal Year



Annual Expenditures by Month



**In-State Travel Authorization Reports - February**

| <b>Name</b>        | <b>Event Name</b>                  | <b>Date</b>         | <b>Location</b>            | <b>Board Bylaw B16 Code A-F</b> |
|--------------------|------------------------------------|---------------------|----------------------------|---------------------------------|
| Lisa Fricke        | NASB Legislative Issues Conference | 01/22/23 - 01/23/23 | Embassy Suites Lincoln, NE | E                               |
| Jacquelyn Morrison | NASB Legislative Issues Conference | 01/22/23 - 01/23/23 | Embassy Suites Lincoln, NE | E                               |
| Deborah Neary      | NASB Legislative Issues Conference | 01/22/23 - 01/23/23 | Embassy Suites Lincoln, NE | E                               |
| Kirk Penner        | (NONE)                             |                     |                            |                                 |

**In-State Travel Authorization Reports - February**

| <b><u>Name</u></b>  | <b><u>Event Name</u></b>           | <b><u>Date</u></b>  | <b><u>Location</u></b>     | <b><u>Board Bylaw B16 Code A-F</u></b> |
|---------------------|------------------------------------|---------------------|----------------------------|----------------------------------------|
| Patsy Koch Johns    | NASB Legislative Issues Conference | 01/22/23 - 01/23/23 | Embassy Suites Lincoln, NE | E                                      |
| Patti Gubbels       | (NONE)                             |                     |                            |                                        |
| Elizabeth Tegtmeier | NASB Legislative Issues Conference | 01/22/23 - 01/23/23 | Embassy Suites Lincoln, NE | E                                      |
| Sherry Jones        | Palmer School Visit                | 2/6/2023            | Palmer, NE                 | E                                      |
|                     | STANCE Meeting                     | 1/26/2023           | Lincoln, NE                | E                                      |
|                     | NASB Legislative Issues Conference | 01/22/23 - 01/23/23 | Embassy Suites Lincoln, NE | E                                      |



TEL 402.471.2295  
FAX 402.471.0117



P.O. Box 94987  
Lincoln, NE 68509-4987



education.ne.gov



## PROPOSED AGENDA ITEM RATIONALE

**DATE:** January 24, 2023

**TO:** Deborah A. Frison, Ed.D.  
Deputy Commissioner of Education

**FROM:** Lane Carr  
Administrator, Office of Policy & Strategic Initiatives

**PROPOSED AGENDA ITEM:** Authorize the Commissioner to contract with ESU 10 to perform duties associated with UNK's Mid-Nebraska Educator Pipeline Grant.

### **RATIONALE/BACKGROUND INFORMATION:**

In August 2022, the State Board authorized the commissioner to contract with recipients of the Educator Shortage Grant. One recipient was the University of Nebraska-Kearney, with a project titled "Mid-Nebraska Educator Pipeline" totaling \$250,000. One portion of the approved grant proposal was to subcontract services with ESU10. UNK is unable to subcontract as part of a subaward, so to carry out the scope of services within the approved grant application, the NDE is seeking to amend the project by contracting with ESU 10. No additional funding is needed. Instead, \$89,000 of the \$250,000 will be awarded to ESU10, and the remaining to UNK.

**PROPOSED BOARD MEETING (MONTH/YEAR):** February 2023

**ESTIMATED COST:** \$89,000

### **FOR CONTRACTS AND GRANTS:**

- Indicate the Funding Source: ESSER III
- New or Renewal: New
- If renewal, date of first approval: N/A

### **FOR NEW CONTRACTS OR OTHER CONTRACTS REQUIRING PROCUREMENT:**

- Indicate the method of procurement: Competitive Grant Application
- Rationale for method of procurement: N/A
- Rationale for contractor selection: ESU10 was included in UNK's application which was approved by the State Board in August 2022.



TEL 402.471.2295  
FAX 402.471.0117



P.O. Box 94987  
Lincoln, NE 68509-4987



education.ne.gov



## PROPOSED AGENDA ITEM RATIONALE

**DATE:** January 24, 2023

**TO:** Deborah A. Frison, Ed.D.  
Deputy Commissioner

**FROM:** Joel M. Scherling   
HR Administrator

**PROPOSED AGENDA ITEM:** Authorize the Deputy Commissioner to contract with BIC Construction LLC for the remodel of leased office space at 500 S. 84<sup>th</sup> St., Lincoln, NE.

**RATIONALE/BACKGROUND INFORMATION:** A request for bids yielded BIC Construction as the lowest responsible bidder for the remodeling of the south side of the first floor, including the creation of a State Board meeting room, and the creation of a secure reception area in the first-floor lobby of the office at 500 S. 84<sup>th</sup> St., Lincoln, NE. The south side of the first floor will be occupied by Vocational Rehabilitation and Assistive Technology Partnership staff who currently lease space at 3901 N. 27<sup>th</sup> St. in Lincoln.

**PROPOSED BOARD MEETING (MONTH/YEAR):** February 3, 2023

**ESTIMATED COST:** \$1,054,800.00

### FOR CONTRACTS AND GRANTS:

- Indicate the Funding Source: State General Funds and Federal Direct and Indirect Cost Funds
- New or Renewal: New
- If renewal, date of first approval:

### FOR NEW CONTRACTS OR OTHER CONTRACTS REQUIRING PROCUREMENT:

- Indicate the method of procurement: Request for bids
- Rationale for method of procurement: Following State Building Division protocol
- Rationale for contractor selection: BIC was the lowest responsible bidder



TEL 402.471.2295  
FAX 402.471.0117



P.O. Box 94987  
Lincoln, NE 68509-4987



education.ne.gov



## PROPOSED AGENDA ITEM RATIONALE

**DATE:** January 26, 2023

**TO:** Deborah A. Frison, Ed.D.  
Deputy Commissioner

**FROM:** Joel M. Scherling   
HR Administrator

**PROPOSED AGENDA ITEM:** Approve the 2023-2025 NDE-NAPE/AFSCME Bargaining Agreement

**RATIONALE/BACKGROUND INFORMATION:** The NDE-NAPE/AFSCME Bargaining Agreement is negotiated every two years. This agreement will be effective July 1, 2023 through June 30, 2025.

**PROPOSED BOARD MEETING (MONTH/YEAR):** February 3, 2023

**ESTIMATED COST:** The cost of annual salary increases for personnel covered by the bargaining agreement is estimated to be \$2,061,662 for fiscal year 2023-24 and \$1,221,692 for fiscal year 2024-25.

### FOR CONTRACTS AND GRANTS:

- Indicate the Funding Source: Not applicable
- New or Renewal: Not applicable
- If renewal, date of first approval: Not applicable

### FOR NEW CONTRACTS OR OTHER CONTRACTS REQUIRING PROCUREMENT:

- Indicate the method of procurement: Not applicable
- Rationale for method of procurement: Not applicable
- Rationale for contractor selection: Not applicable



**Summary of Changes in the  
2023-2025 NDE-NAPE/AFSCME Bargaining Tentative Agreement  
1/26/2023**

**Article 1 – Preamble**

- Revised effective dates of the agreement (§1.1, p. 1)

**Article 2 – Management Rights**

- No changes

**Article 3 – NAPE/AFSCME**

- Updated reference to the agency's primary office location (§3.3, p. 5)

**Article 4 – Personnel File Information**

- Reflected maintenance of electronic rather than paper personnel files (§4.2, p. 8)

**Article 5 – Performance Appraisals**

- Added requirement for supervisors to hold performance management sessions with employees outside of formal appraisal conferences (§5.1, p. 10)
- Removed requirement for 90-day appraisal for those on a six-month probationary period (§5.1A, p. 10)
- Removed requirement for 6-month appraisal for those on a twelve-month probationary period (§5.1B, p. 10)

**Article 6 – Probationary Periods**

- Deleted VR Senior Associate job family level to be consistent with the other classifications listed (§6.2A, p. 12)
- Added new job classifications (§6.2B, p. 12)

**Article 7 – Scheduled Workweek and Hours**

- Specified workweek of Monday through Sunday (§7.1, p.14)
- Specified regular workdays (§7.2A, p. 14)
- Deleted reference to monthly work schedule adjustments (§7.2B, p. 14)

**Article 8 – Overtime**

- Revised dates for compensatory time use and payment (§8.2B, p. 16)
- Removed requirement for prior approval of overtime by Deputy or Commissioner (§8.2D, p. 16)

**Article 9 – Travel**

- No changes

**Article 10 – Job Classification Plan**

- No changes

### **Article 11 – Vacancies, Reclassifications and Demotions**

- Added that promotion from DDS Adjudicator III to DDS Hearings Officer would not be required to go through the Job Classification Review Process (§11.2A, p. 21)
- Revised reclassification and demotion rates from percentages to placement in the new classification on the same numbered step on the pay scale as the employee’s previous classification (§§11.2C & 11.3B, pp. 21 & 22)

### **Article 12 – Employee Education Opportunities**

- No changes

### **Article 13 - Salary**

- Adopted a new market-based pay structure effective July 3, 2023 and increase the pay structure by 3% effective July 1, 2024 (§13.4, p. 25)
- Effective July 3, 2023, salaries will be increased by 7%. Employees will then be placed on the 2023-2024 pay structure and their salaries rounded up to the nearest step. Effective July 1, 2024, salaries will be adjusted upward with the pay structure adjustment of 3%. Additionally, employees who receive a satisfactory or better cumulative appraisal rating, or who complete their original probation period in calendar year 2023, will advance one step (2% salary increase) on the 2024-2025 pay structure (§13.5, p. 25)
- Updated dates (§13.5A, p. 25)

### **Article 14 – Insurance and Benefits**

- Updated dates of the agreement period (§14.1, p. 29)

### **Article 15 – Leave and Holidays**

- Deleted redundant language (§15.2, p. 30)
- Expanded allowable use of sick leave to include uses in conjunction with approved leave under the Family Medical Leave Act (§15.2A3, p. 31)
- Deleted redundant language (§15.5, p. 34)
- Added “nieces/nephews” and “aunts/uncles” to definition of immediate family for use of bereavement leave (§15.6D, p. 36)
- Added Juneteenth holiday and “Indigenous Peoples’ Day” to the Columbus Day holiday listing (§15.20, p. 43)
- Added 60-calendar-day window for exempt employees to take deferred holiday leave when they worked on a holiday (§15.22, p. 43)
- Added language regarding leave accrual for part-time employees based on full-time equivalency and deleted redundant statements in §§15.2 and 15.4 (§15.23D, p. 44)

### **Article 16 – Layoff, Recall, and Resignation**

- No changes

### **Article 17 – Grievance Procedure**

- Updated agency office building location (§17.7A, p. 50)

### **Article 18 – Corrective and Disciplinary Actions**

- No changes

### **Article 19 – Definitions**

- Revised definition of Deputy Commissioner (§19.15, p. 63)

### **Appendices**

- Added new classifications, Appendix A, p. 67
- Added pay structure for 2023-24, Appendix B, p. 69
- Added pay structure for 2024-25, Appendix C, p. 70

AGREEMENT BETWEEN

STATE OF NEBRASKA

THE DEPARTMENT OF EDUCATION

AND

THE NEBRASKA ASSOCIATION OF

PUBLIC EMPLOYEES/AFSCME, LOCAL 61

JULY 1, 202~~3~~<sup>4</sup> – JUNE 30, 202~~3~~<sup>5</sup>

**Tentative Agreement**  
**January 12, 2023**

To be revised  
as necessary

## TABLE OF CONTENTS

|                   |                                                 |           |
|-------------------|-------------------------------------------------|-----------|
| ARTICLE 1         | PREAMBLE .....                                  | 1         |
| ARTICLE 2         | MANAGEMENT RIGHTS.....                          | 4         |
| ARTICLE 3         | NAPE/AFSCME .....                               | 5         |
| ARTICLE 4         | PERSONNEL FILE INFORMATION.....                 | 8         |
| ARTICLE 5         | PERFORMANCE APPRAISALS.....                     | 10        |
| ARTICLE 6         | PROBATIONARY PERIODS .....                      | 12        |
| ARTICLE 7         | SCHEDULED WORKWEEK AND HOURS .....              | 14        |
| ARTICLE 8         | OVERTIME .....                                  | 16        |
| ARTICLE 9         | TRAVEL .....                                    | 17        |
| ARTICLE 10        | JOB CLASSIFICATION PLAN.....                    | 18        |
| ARTICLE 11        | VACANCIES, RECLASSIFICATIONS AND DEMOTIONS..... | 20        |
| ARTICLE 12        | EMPLOYEE EDUCATION OPPORTUNITIES .....          | 23        |
| ARTICLE 13        | SALARY .....                                    | 25        |
| ARTICLE 14        | INSURANCE AND BENEFITS.....                     | 29        |
| ARTICLE 15        | LEAVE AND HOLIDAYS.....                         | 30        |
| ARTICLE 16        | LAYOFF, RECALL, AND RESIGNATION.....            | 45        |
| ARTICLE 17        | GRIEVANCE PROCEDURE.....                        | 49        |
| ARTICLE 18        | CORRECTIVE AND DISCIPLINARY ACTIONS.....        | 55        |
| ARTICLE 19        | DEFINITIONS .....                               | 62        |
| APPENDIX A        | .....                                           | 67        |
| APPENDIX B        | .....                                           | 68        |
| <u>APPENDIX C</u> | .....                                           | <u>XX</u> |

## ARTICLE 1

### PREAMBLE

- 1.1 Effective Dates. This Agreement will become effective and will remain in effect from July 1, 202~~3~~<sup>4</sup>, when signed by all parties and remain in effect until the thirtieth (30<sup>th</sup>) day of June 202~~5~~<sup>3</sup>.
- 1.2 Party Cooperation. Pursuant to the provision of Chapters 48 and 81, Reissue Revised Statutes of Nebraska (R.R.S.), 1943, this Agreement is made and entered into by and between the State of Nebraska Department of Education, hereafter referred to as the "Agency" and the Nebraska Association of Public Employees, Local 61 of the American Federation of State, County, and Municipal Employees, hereafter referred to as "NAPE/AFSCME." It is hereby agreed by the parties signatory hereto that it has been and will continue to be in their mutual interest to promote and encourage areas of understanding and cooperation in labor management relations; to promote procedures and methods to promptly and fairly adjust differences, misunderstandings, and disparities; to promote reasonable and fair working conditions and to encourage an environment of good will and harmony between Agency and employees for the benefit of all. It is the intent of the parties to comply with the provisions of Chapters 48 and 81, R.R.S. adopted by the Nebraska Legislature, and through a system of employee-employer cooperation, to foster and improve the efficient administration of State service, to provide for the well-being of employees and maintain high standards of performance on behalf of the public; and, entering upon this responsibility, the parties wish to declare their intention to cooperate fully in what must be the joint objectives of both bodies in providing for the employees the best working conditions possible consistent with the provision of the best possible service for the people of the State of Nebraska.
- 1.3 Sole Bargaining Representative. The Agency recognizes NAPE/AFSCME as the sole and exclusive bargaining representative in accordance with the Nebraska State Statutes for the purpose of establishing salaries, wages, hours, and other conditions of employment as defined by law, for all regular employees of the Agency, including those on probation, and those occupying fixed-term positions in job classification titles listed in Appendix A of this Agreement.
- 1.4 Union Representation. NAPE/AFSCME agrees to represent employees in the bargaining unit to the degree required by law.
- 1.5 Address for Union Notification. When this Agreement requires the Agency to give notice or make any other specified contact with NAPE/AFSCME, such notice of contact will be with the primary business office of NAPE/AFSCME.
- 1.6 Excluded from Agreement Coverage. Temporary employees, contract employees, and all other employees in the job classification titles not identified in Appendix A of this Agreement are excluded from the terms and conditions of this Agreement.
- 1.7 Management Rights. The parties hereto are cognizant of certain terms and conditions of employment which exist in and are within the management rights authority of the Agency and affect employees in the bargaining unit, but which may not be addressed in writing either by way of this Agreement or by way of work rules or policies and regulations.
- 1.8 Voluntary Participation. Employees will have the right to join and participate in, or to refrain from joining and participating in NAPE/AFSCME or other union or association. There will be no inference, restraint, or coercion by the Agency or by NAPE/AFSCME against any employee because of membership or non-membership in NAPE/AFSCME or in any other union or association.

- 1.9 Non-Discrimination. The provisions of this Agreement will be applied to all employees in the bargaining unit without discrimination because of age, sex, sexual orientation, marital status, race, religion, color, national origin, political affiliation, genetic information, or disability. Each of the parties hereto recognize their individual responsibilities under this Article and agree to fulfill those responsibilities. All reference to employees in this Agreement designate both sexes; and wherever the male gender is used, it will be construed to include male and female employees.
- 1.10 Workplace Environment. The Agency will take all reasonable measures to provide a workplace free of sexual harassment, inappropriate physical conduct, and objectively threatening behavior. Employees will promptly report alleged instances of these matters to their immediate supervisor, or, if alleged to have been done by the supervisor, to the next level of supervision.
- 1.11 Prohibited Activity. Neither the Agency nor NAPE/AFSCME will willfully hinder, delay, limit, or suspend the continuity of any government service by lockout, strike, or other means; or coerce, instigate, induce, conspire with, intimidate or encourage any person to participate in any lockout, strike, or other activity which would hinder, delay, limit, or suspend the continuity or efficiency of any governmental service; or aid or assist any such lockout, strike, or other such activity by giving direction or guidance in the conduct of any such activity or provide the funds for the conduct or directions thereof.
- 1.12 Application of Personnel Rules. In the case of inconsistency, between any rule contained in Title 93, Nebraska Administrative Code, Chapters 1-16, (93 NAC 1-16) or work rules of the Agency and this Agreement, this Agreement will prevail. Chapters 15 and 16 of the Personnel Rules apply to all employees covered by this Agreement. During the term of this Agreement, no changes will be made to Title 93, Nebraska Administrative Code, Chapters 1-16 (93 NAC 1-16) or work rules of the Agency which would conflict with the terms of this Agreement without concurrence of NAPE/AFSCME; however, those provisions of the personnel rules or work rules of the Agency which involve management rights as described in Article 2 of this Agreement may be amended at any time during the Agreement upon notice to NAPE/AFSCME and Agency employees.
- 1.13 State Laws and Regulations. Any item not specifically covered by the terms of this Agreement as set forth herein will be governed by the statutes and regulations of the State of Nebraska applicable thereto; to this extent, both are made a part hereof and incorporated herein as though fully set forth herein.
- 1.14 Changes in the Law. In the event that the Legislature will, during the term of this Agreement, specifically mandate benefits for employees covered by this Agreement which are greater than and which conflict with, or are in addition to those benefits provided for by this Agreement, this Agreement will be modified by such changes in the law and employees will be entitled to such benefits from and after the effective date of the law and during its term. Benefits which are currently made a part of this Agreement by statutory references only and then become discretionary will not, during the term of this Agreement, be reduced or otherwise modified.
- 1.15 State Regulatory Changes. During the term of this Agreement, should an administrative agency other than the Department of Education change in any way a rule or regulation dealing with the subject matter of this Agreement, the Agency will notify NAPE/AFSCME and the parties will meet and negotiate regarding such change.
- 1.16 Savings Clause. If any provision of the Agreement is subsequently declared by the Nebraska Legislature or proper judicial authority to be unlawful, unenforceable, or not in accordance with applicable statutes, all other provisions of this Agreement will remain in full force and effect for the duration of this Agreement.

Should any Article, Section, or portion thereof of this Agreement be held unlawful and unenforceable by any court of competent jurisdiction, or caused to be unlawful and unenforceable by an act of the Nebraska Legislature, such decision of the court or act of the Nebraska Legislature will apply only to the specified Article, Section or portion thereof specified in the decision or affected by the act; upon the issuance of such a decision or passage of such act, the parties agree to negotiate a substitute for the invalidated Article, Section, or portion thereof. Should any judicial or legislative action determine that, or cause similar language to that contained in this Agreement to be unlawful or unenforceable, the parties agree to negotiate regarding any affected Article, Section, or portion thereof contained in this Agreement.

- 1.17 Final and Complete Agreement. The parties acknowledge that during the negotiations which resulted in this Agreement, each had the right and opportunity to make demands and proposals with respect to any subject or matter not removed by law from the area of collective bargaining, and that the understandings and agreements arrived at by the parties after the exercise of that right and opportunity are set forth in this Agreement. Therefore, the Agency and NAPE/AFSCME, for the duration of this Agreement, each voluntarily and unqualifiedly waives the right, and each agrees that the other will not be obligated to bargain collectively with respect to any subject or matter referred to or covered in this Agreement. This Agreement may only be amended during its terms by the Parties' mutual agreement in writing.
- 1.18 Successor Agreement. The parties may agree to meet at any time prior to the beginning of negotiations to discuss parameters of ensuing negotiations and/or to exchange proposals.



## ARTICLE 2

### MANAGEMENT RIGHTS

- 2.1 Agreement. The Agency retains all of its inherent rights, functions, and responsibilities with the right to determine and make decisions, except where those rights may be modified, restricted, or limited by this Agreement. The Agency retains the right to determine the manner in which the operations of the Agency are to be conducted except where those rights may be modified, restricted, or limited by this Agreement. Nothing in this Article is to be construed to extend management rights to areas in which such management rights do not inherently exist.
- 2.2 Examples of Management Rights. It is recognized that these management rights will be exercised consistent with the provisions of this Agreement and will include, but not be limited to, the following:
- 2.2A To implement and maintain a job classification system and classify employees pursuant to Article 10. To hire, promote, demote, transfer, assign, train or retain employees in positions within the Agency.
  - 2.2B To maintain order and efficiency by:
    - 2.2B1 Establishing and maintaining Agency mission, goals, and objectives, and reasonable work rules and workplace expectations, the contents of which are not inconsistent with this Agreement.
    - 2.2B2 Suspending, demoting, discharging or taking other appropriate disciplinary action against employees for just cause.
    - 2.2B3 Scheduling work and promoting its accomplishment through managing, directing, and assigning duties and work schedules to employees.
  - 2.2C To determine what charitable and/or social activities may be supported or sponsored.
  - 2.2D To determine the type and number of employees to be employed and, consistent with other provisions of this Agreement, to lay off employees in the event of lack of work or funds or under conditions where the continuation of such work would be inefficient or nonproductive.
  - 2.2E To dismiss an employee from employment in the event the employee is unable to perform the essential functions of the position due to physical or mental impairments even with reasonable accommodations.
  - 2.2F To determine, in accordance with the Constitutional and statutory mandates and goals assigned to the Agency, the personnel, methods, and means necessary to efficiently fulfill the Agency mission, goals, and objectives, including but not limited to, implementing a budget; contracting for the transfer of any goods or services; or altering, curtailing or discontinuing any goods or services. However, the provisions of this Section will not be used for the purpose of undermining NAPE/AFSCME or discriminating against any members of the Bargaining Unit.
  - 2.2G To take all reasonable and necessary steps to comply with the Americans with Disabilities Act (ADA) and/or the Nebraska Fair Employment Practices Act.
- 2.3 Negotiations. Nothing in this Article will be construed to limit or interfere with, or to extend, the scope of permissible negotiations.

## ARTICLE 3

### NAPE/AFSCME

#### NAPE EMPLOYEE REPRESENTATIVE ACTIVITIES

- 3.1 Acceptable NAPE/AFSCME Representative Activities. The Agency agrees that during work hours, on the Agency's premises, official representatives of NAPE/AFSCME (persons employed by NAPE/AFSCME), provided they first notify the appropriate representative of the Agency, will be allowed with no unreasonable interference to:
- 3.1A Post NAPE/AFSCME notices as limited by this Article on bulletin board space provided by the Agency.
  - 3.1B Attend grievance meetings.
  - 3.1C Consult with the Agency or employees of the Agency concerning the enforcement of any provisions of this Agreement.
- 3.2 NAPE/AFSCME Representative Names. NAPE/AFSCME will provide the Agency a list containing the names of NAPE/AFSCME's authorized representatives for the purpose of this Article within fifteen (15) calendar days after the effective date of this Agreement. NAPE/AFSCME will notify the Agency of change to this list a minimum of seven (7) calendar days prior to the effective date of change.
- 3.3 File Cabinet. NAPE/AFSCME will be permitted to maintain one NAPE/AFSCME provided file cabinet at each major work site (~~State Nebraska Department of Education~~ Office Building in Lincoln and other NDE offices) for use by NAPE/AFSCME representatives, unless the location of such cabinet is not practicable.
- 3.4 NAPE/AFSCME Stewards. Agency employees selected by NAPE/AFSCME to act as stewards will be known as "NAPE/AFSCME Stewards." NAPE/AFSCME will provide the Agency, on a yearly basis, a current list of the NAPE/AFSCME Stewards and will update the list as changes occur.
- 3.4A The NAPE/AFSCME Steward will be an Agency employee who is employed to perform full-time work for the Agency and will be responsible for such full-time work on his/her part except at the time of performing authorized duties as a NAPE/AFSCME Steward. The performance of duties as a NAPE/AFSCME Steward will not relieve the employee of the responsibility to properly accomplish his/her duties as an employee of the Agency.
  - 3.4B The NAPE/AFSCME Steward will function on behalf of the employees within the certified collective bargaining unit in the NAPE/AFSCME Steward's assigned area.
- 3.5 Employee Representative Distribution. Employees designated as NAPE/AFSCME Stewards will be reasonably distributed throughout the Agency to allow proper support for employees. However, no two (2) NAPE/AFSCME Stewards may actively process the same grievance or any other matter at the same time.
- 3.6 Employee Representative Hours. A NAPE/AFSCME Steward, upon notification to his/her immediate supervisor or other designated supervisor, will be permitted without unnecessary delay to devote up to a maximum of twelve (12) hours per month to conduct the following activities listed in Sections 3.6A through 3.6C. The twelve (12) hours per month is neither transferable nor cumulative, and will be limited to the NAPE/AFSCME Steward's normal schedule. NAPE/AFSCME Stewards who are working under this Section will be paid their regular hourly rate for such time.

- 3.6A Investigate any grievance or problem or dispute in his/her jurisdictional area so that the same can be properly presented in accordance with the grievance procedure.
- 3.6A1 Employees may discuss alleged or actual grievances with NAPE/AFSCME Stewards or NAPE/AFSCME staff for reasonable amounts of time during their regular work shift without loss of pay provided immediate supervisor approval is granted. Such approval will not be unreasonably withheld. If the immediate supervisor's approval is withheld, a stay of the time period for filing the grievance will go into effect until the employee is released to meet with the NAPE/AFSCME Stewards or NAPE/AFSCME staff.
- 3.6B Represent employee members of the bargaining unit in his/her meetings with management or other Agency representatives when such meetings are necessary to address grievances or disputes.
- 3.6B1 All meetings or hearings relative to grievances will be scheduled from 8 a.m. to 5 p.m., Monday through Friday, excluding those days offices are not open. However, should such hearing or meeting extend past 5 p.m., it will not be considered to have violated said Agreement. Time spent in grievance meetings, hearings, or associated activities, which occur outside the NAPE/AFSCME Steward's normal work hours, will not be considered compensable time.
- 3.6C Confer, after informing the Agency, with staff members or officers of NAPE/AFSCME and employees on Agency premises, at reasonable times and places in advance of the above designated meetings, under the limits and conditions noted earlier.
- 3.7 Steward Notice to Supervisors. No NAPE/AFSCME Steward will leave his/her regularly assigned work area to conduct activities under Section 3.6 without first notifying and receiving approval from his/her supervisor, or in the absence of his/her supervisor, the person in charge. Such approval will not be reasonably withheld. Upon returning to work, the supervisor will again be notified.
- The NAPE/AFSCME Steward and/or any other NAPE/AFSCME representative or agent, when entering any Agency areas or an office site to conduct NAPE/AFSCME business authorized by other provisions of this Agreement, will notify the supervisor of that area or site of his/her presence and of the nature of the issue.
- 3.8 Cause for Corrective Action or Discipline. Violation of the Agreement concerning the responsibility of NAPE/AFSCME Stewards by an employee may be cause for application of corrective action or discipline.

#### INFORMATION DISTRIBUTION

- 3.9 NAPE/AFSCME Orientation. The Agency agrees to notify NAPE/AFSCME of all newly hired employees within seven (7) calendar days of the employee beginning his/her duties, and include a NAPE/AFSCME orientation notice in the package of material provided to new employees, such notice to be supplied voluntarily by NAPE/AFSCME. Upon a request from NAPE/AFSCME, the Agency will provide an opportunity for a NAPE/AFSCME representative to meet with new employees for up to twenty (20) minutes during the orientation session. Attendance by new employees at such meetings will be voluntary.
- 3.10 Information Distribution and Solicitation. The Agency agrees that during the involved employee's nonworking time on the Agency's premises outside of employee office areas, employees or members of NAPE/AFSCME, provided they first notify the appropriate representative of the Agency, will be allowed to distribute NAPE/AFSCME literature and solicit NAPE/AFSCME membership. The term "employees" in the above sentence refers to the employee who is soliciting as well as the employee whose membership is being solicited.

- 3.11 Prohibition. NAPE/AFSCME agrees that its official representatives or members will not solicit membership in NAPE/AFSCME or otherwise carry on NAPE/AFSCME business or activities in a manner which prevents full attention of all employees to their respective jobs.
- 3.12 Bulletin Board Space. The Agency agrees to reserve adequate space on bulletin boards for use by NAPE/AFSCME provided the Agency will not be obligated to install any additional bulletin boards.
- 3.13 Bulletin Board Notices. Material to be placed on the bulletin boards will be limited to notices of NAPE/AFSCME's recreational, educational, and social affairs; notices of NAPE/AFSCME meetings, elections, appointments and results of NAPE/AFSCME elections; notices of NAPE/AFSCME meetings and any other notice from NAPE/AFSCME that would be of interest to the unit members. Such notice will indicate both posting and removal date. NAPE/AFSCME will be responsible for the posting and removal of NAPE/AFSCME notices. A copy of such material will be provided to the Human Resources Office of the Agency prior to or at such time as it is posted. All material posted by NAPE/AFSCME on Agency bulletin boards will be on NAPE/AFSCME stationery or otherwise authenticated by NAPE/AFSCME.
- 3.14 Information for Publication. NAPE/AFSCME will be allowed to submit articles and notices to the Agency for dissemination via the Agency's internal communication with employees. Publication will be totally at the discretion of the Agency.

#### INFORMATION TO BE PROVIDED TO NAPE/AFSCME

- 3.15 Agency Representative Names. The Agency will, upon request, provide to NAPE/AFSCME a current list containing the names of the Agency's designated representatives who are to receive notice as required by this Article within fifteen (15) calendar days after the effective date of this Agreement. The Agency will notify NAPE/AFSCME of change to the list a minimum of seven (7) calendar days prior to the effective date of change.
- 3.16 Annual Employee List. At the beginning of each fiscal year, the Agency will, upon request, provide to NAPE/AFSCME electronically a list of all bargaining unit employees. This list will contain the employee's name, home address, job classification title, job classification code, annual salary, date employed and work location. NAPE/AFSCME agrees to be responsible for the cost of this annual report. This list will be held confidential by NAPE/AFSCME.
- 3.17 Monthly Employee List. The Agency will, through the State Employee Relations Office, provide to NAPE/AFSCME an electronic list of names, home addresses, job classification title and job classification code of all employees in the bargaining unit on or before the 1st of each month. This list will be held confidential by NAPE/AFSCME.
- 3.18 Confidentiality. NAPE/AFSCME will keep the information provided in Sections 3.16 or 3.17 above confidential and will not use the information for any purpose other than record keeping and other official NAPE/AFSCME business. For purposes of this Article, solicitation of employees for membership in NAPE/AFSCME will be considered a part of official NAPE/AFSCME business.

#### LABOR/MANAGEMENT COMMITTEE

- 3.19 Establishment. The parties agree to the establishment of Labor/Management Committees.
- 3.20 Committee Membership. The Committees may be established on a regional, facility, and/or statewide basis with mutual agreement of the parties. The maximum number of employees participating with pay on behalf of NAPE/AFSCME will be three (3), with selection at the discretion of NAPE/AFSCME. If a greater number of participating employees is approved by the Deputy Commissioner, selection of additional representatives will also be at the discretion of NAPE/AFSCME. Labor/Management Committee meetings may only be called with the mutual consent of the Agency and NAPE/AFSCME.

## ARTICLE 4

### PERSONNEL FILE INFORMATION

- 4.1 Home Address. All employees are required to maintain a current physical home address with the Human Resources Office.
- 4.2 Content. Personnel records will include all information stored in any form by the Human Resources Office of the Agency, which is personally identifiable with an individual employee. The Agency agrees to maintain one official Agency personnel file per individual for the provisions of this Agreement. The one official Agency personnel file will be maintained ~~electronically at the State Office Building in~~ by the Agency's Human Resources Office. It is understood and agreed that copies of materials from the official personnel file on an employee may be maintained at the work site of the particular employee.
- 4.2A Public Information. Public information contained in personnel records will consist only of the full name of the employee; the employee's job title and date(s) of employment; a statement as to whether the individual is or was an employee of the Agency; the employee's work location and work phone number; and, the gross salary of the employee. Public personnel information will be provided to any party requesting it. Additionally, all "job application materials," as defined in Section 84-712.05(15) R.R.S., are required to be provided by the Agency upon proper request by any interested person under the state public records laws.
- 4.2B Confidential Information. Confidential information contained in personnel records will include all information that is not considered public information. Confidential information will be released only to the employee; the Board; any Agency administrator or supervisor in the line of authority to the employee; staff from the Human Resources Office or the Legal Services Office; any governmental law enforcement or investigative agency or representative upon presentation of proper identification to the Human Resources Office; a subpoena or court order; anyone who presents a document signed by the employee granting access to confidential information or as reasonably needed for the Agency to defend itself in any legal or administrative proceeding brought against the Agency or any of its officials or employees in their professional capacities, or as reasonably needed by the Agency to prosecute legal or administrative actions brought by the Agency.
- 4.3 Inspection and Copies. An employee of the Agency will be allowed to inspect and/or obtain a copy of their own personnel file maintained by the Human Resources Office at any time during work hours. Upon an employee's specific request to the Human Resources Office the Agency will, within ten (10) workdays, provide electronic access or copies of the specific documents requested.
- 4.4 Cost. The cost of any copies of the files will be assumed by the Agency unless said copies are of material which had been previously provided to the employee, in which case the cost of such copies will be assessed to the employee at the rate per copy charged for public records per the Agency's administrative policies regarding Public Access to Records and Reproduction Costs.
- 4.5 Notice. Employees will be notified by the Agency in writing within ten (10) workdays of any information being placed in their personnel file by persons other than the employee which information bears upon the character of the employee or the employee's job performance. The Agency will be required to reproduce the information for the employee in accordance with Section 4.4.

- 4.6 Release of Information. All third-party inquiries requesting information regarding the employment record of an employee will be directed to the Human Resources Office. Upon receipt of a completed release of information form, the Human Resources Office will provide the requested information. When the employee does not specify on the release form the information to be disclosed, the Human Resources Office will disclose to the authorized third party the information described in Section 48-201 R.R.S. When a request for other than public information is received, and a completed release form is not on file to allow release of the requested information, the Human Resources Office will forward an Authorization for Release of Employment Records form to the employee or the requestor. If no written authorization is received, the Human Resources Office will release only public information. The release form will be retained in the employee's personnel file. Documented employment information from a current or former employee's personnel file will be shared with other state agency human resources staff or hiring supervisors, upon request, when the current or former employee has applied for a position in another department/division/agency on the basis of the release on the state job application.
- 4.7 Medical Records. Employee records of medical examination and other miscellaneous medical records will be maintained electronically by the Human Resources Office separate from personnel file documents. Access to medical records will be provided only to personnel who require them to carry out an assigned responsibility.
- 4.8 Post-employment. This Agreement does not cover the inclusion of information in any employee's personnel file following termination of the employee. Such being the case, NAPE/AFSCME takes no responsibility or liability for the manner or method by which the personnel files are utilized by management after termination. Former employees will have reasonable rights of access to their Agency personnel file, subject to the provisions in the NDE Personnel Rules (Title 93, Nebraska Administrative Code, Chapters 1-16).



## ARTICLE 5

### PERFORMANCE APPRAISALS

- 5.1 Appraisal Schedule. Written performance appraisals will be prepared at prescribed intervals during the probationary period and annually thereafter as described in Section 5.1C. The absence of any required appraisals does not prohibit nor delay the ending of a successful probationary period and the establishment of a regular appointment. If a performance appraisal was not completed during the previous twelve (12) months, an employee's performance will be considered as meeting expectations for salary purposes until such time as a performance appraisal is completed. Employees will be provided with either electronic access to, or a paper or electronic copy of, the completed performance appraisal. Supervisors will hold performance planning sessions, communicate performance expectations, and provide performance feedback outside of the formal appraisal conferences.
- 5.1A Six-Month Probationary Period. For employees with a six-month probationary period the following schedule of appraisals will be maintained:
- ~~5.1A1~~ ~~Prior to the end of ninety (90) calendar days of employment; and,~~
  - 5.1A~~1~~<sup>2</sup> Prior to the end of the 6<sup>th</sup> month of employment.
  - 5.1A~~2~~<sup>3</sup> Additional appraisals may be scheduled at the discretion of the employee's supervisor.
- 5.1B Twelve-Month Probationary Period. For employees with a twelve-month probationary period, the following schedule of appraisals will be maintained:
- ~~5.1B1~~ ~~Prior to the end of the 6<sup>th</sup> month of employment; and,~~
  - 5.1B~~1~~<sup>2</sup> Prior to the end of the 12<sup>th</sup> month of employment.
  - 5.1B~~2~~<sup>3</sup> Additional appraisals may be scheduled at the discretion of the employee's supervisor.
- 5.1C Annual Appraisals. Annual appraisals will be conducted on an annual basis covering the previous calendar year. Additional appraisals may be scheduled at the discretion of the employee's supervisor.
- 5.2 Discrimination. An employee may grieve the performance appraisal following procedures prescribed in Article 17 only if:
- 5.2A The employee alleges discrimination by reason of sex, race, color, age, national origin, marital status, religion, or disability; or,
  - 5.2B The individual completing the appraisal:
    - 5.2B1 Is not the immediate supervisor or next level supervisor or management position covering the daily work of the employee rated; or
    - 5.2B2 Provided false information on the appraisal instrument. A supervisor's subjective assessment of a matter of performance is not false information for purposes of this subsection.
- 5.3 Special Appraisals. A special performance appraisal may be submitted whenever the supervisor desires to record instances of performance worthy of recognition either favorable or unfavorable. Reasons for submission of this type of appraisal will be explained in the comments section of the appraisal.

- 5.4 Rebuttal. The employee may, within seven (7) calendar days of the appraisal conference, make written comments within the employee signature area or submit a separate written statement to the Human Resources Office that will become a permanent part of the personnel file. No additional written observation will be made on the appraisal after the appraisal conference has been held without notification to the employee.



## ARTICLE 6

### PROBATIONARY PERIODS

6.1 Purpose. Every person in a position covered by the bargaining unit will be required to serve a probationary period, which will be of sufficient length to enable the employee's supervisor to observe the employee. Employees may have their probationary period extended according to the provisions in this Article.

6.2 Period of Time. Each employee will serve an appropriate probationary period based on the job classification occupied. The probationary period for new or revised classifications created after the effective date of this Agreement will be determined by the Agency per the provisions of Sections 2.2A and 10.1.

6.2A Six-Month Probationary Periods. Employees occupying the following jobs (including various levels within the job family), or successor job titles, will serve a probationary period of six (6) months:

Administrative Associate  
IT Infrastructure Support Technician  
IT Help Desk Specialist  
Office Associate  
Office Associate Executive  
Paralegal  
Program Associate  
VR Associate ~~and Senior Associate~~

6.2B Twelve-Month Probationary Periods. Employees occupying the following jobs (including various levels within the job family), or successor job titles, will serve a probationary period of twelve months:

Administrative Specialist  
Administrator  
Disability Adjudicator  
Disability Determination ~~Section Services~~ Hearings Officer  
Education Specialist  
General Counsel  
Internal Quality Assurance Examiner  
IT Applications Developer  
IT Data/Database Analyst  
IT Infrastructure Support Analyst  
IT Help Desk Specialist  
IT Supervisor  
IT Manager  
IT Administrator  
Legal Counsel  
Officer  
Paralegal  
Program Specialist  
Project Manager  
Psychometrician  
Statistical Research Specialist  
VR Service Specialist  
VR Rehabilitation Specialist  
VR Office Director  
VR Program Director  
Web Developer

- 6.2C Extensions. Employees may have their original probationary periods extended for cumulative absences of at least 40 hours during a six-month original probationary period or at least 80 hours during a twelve-month original probationary period. Employees with original probationary periods of six (6) months may be extended by up to six (6) months not to exceed a total of twelve (12) months upon written notification to the affected employee, which includes reasons for such extension. Employees with original probationary periods of twelve (12) months may be extended by up to six (6) months not to exceed a total of eighteen (18) months upon written notification to the affected employee, which includes reasons for such extension.
- 6.3 Discrimination Prohibition. An employee serving an original probationary period may be terminated without recourse under this Agreement, including terminations for not successfully passing the applicable background screens. This provision does not allow for terminations due to unlawful discrimination (race/ethnicity, color, sex, religion, age, disability, genetic information or national origin), nor does it limit any legal remedies such an employee may have outside of this Agreement.
- 6.4 End of Probation. If the supervisor determined that the services of an employee have been acceptable, the employee will move from probationary to regular employee status. An employee will move to regular employee status on the day following the day ending the probationary period, unless notice of extension has been given prior to such time. In the event of an extension of the probationary period, an employee will move to regular employee status on the day following the day ending the extension of the probationary period.
- 6.5 Termination of Employment. If at any time during the original probationary period it is determined that the services of the employee have not been acceptable, or the employee does not successfully pass applicable background screens, the Office Administrator and supervisor will notify the employee in writing of the date services are to be terminated. There is no recourse for such terminations under this Agreement.
- 6.6 Change of Position During Probationary Period. Employees who move to another position during their original probationary period are required to serve a complete new probationary period in the new position and will not be credited with probationary service completed in the previous position. However, employees who move to positions that are under the same Office Administrator, and are of the same pay grade, will be credited with all probationary service in the previous position.
- 6.7 Promotional/Lateral Probation. An employee who accepts a new position as described in Section 11.1B may be placed on promotional/lateral probation for a period of up to six (6) months to determine his/her ability to perform the job (this is not another original probationary period). A supervisor may extend the promotional/lateral probation of such an employee for cumulative absences of at least 40 hours during this probationary period. If the employee is not performing adequately in the new position during the probationary period, the employee shall, if the position is still available, be reverted to the employee's previous position and pay rate or apply for any open position for which he/she is qualified to hold. The Agency shall not be required to utilize the disciplinary process to revert an employee back to the employee's former position or a vacant position assigned to a classification having a minimum rate of pay equivalent to the former position. The Agency will document efforts to provide the promoted employee with performance improvement counseling when utilizing this provision. The supervisor and Office Administrator may request approval from the Human Resources Office to waive or end the promotional/lateral probationary period early.
- 6.7A During the promotional/lateral probationary period for the new position, probationary performance appraisals may be conducted according to the schedule as set forth in Article 5.

## ARTICLE 7

### SCHEDULED WORKWEEK AND HOURS

- 7.1 Work Schedule. The Agency will establish for each employee a normal workweek schedule of seven (7) consecutive days, Monday through Sunday. Regular pay and overtime pay will be calculated based on the workweek.
- 7.2 Workdays and Hours. Except as otherwise authorized by the Office Administrator and the immediate supervisor, each full-time employee will be scheduled to work at least eight (8) hours per workday and forty (40) hours per workweek. For purposes of calculating and reporting leave, a workday will be considered to be eight (8) hours for a full-time employee or the corresponding percentage of FTE for part-time employees.
- 7.2A Regular Work Hours. Work hours will fall between the hours of 7:00 a.m. and 6:00 p.m. Monday through Friday; however, exceptions outside those hours may be allowed if approved by both the Office Administrator and the immediate supervisor. Permission will not be unreasonably denied. Job-related travel may cause exceptions to these work hours.
- 7.2B Consistency. Employees will work the same period each workday, unless otherwise agreed upon with their supervisor in advance. ~~In addition, monthly adjustments may be made by the employee with prior approval of the supervisor.~~
- 7.2C Lunch. Each day, employees will have an unpaid lunch break of at least thirty (30) minutes and no more than sixty (60) minutes unless they are: (1) scheduled to work six (6) hours or less that day; or (2) required to attend a working lunch that is considered compensable time. If an employee is working six (6) hours or less and would like to forgo the lunch break, the supervisor can approve the request. Scheduling the time of the lunch break is subject to the approval of the immediate supervisor. Schedule requests will not be unreasonably denied by the supervisor. Employees may not take a lunch break for a shorter period of time than one-half (1/2) hour. A lunch break may not be saved for use in shortening the workday.
- 7.2D Breaks. All employees' work schedules will provide for a paid fifteen (15) minute break during each four (4) hours an employee is on the job. The rest periods will be scheduled at the middle of each such four (4) hour period whenever this is feasible. In the event that pressing work requirements exist, rest breaks will be provided as soon as practicable following the normal schedule during the same workday. Employees will not receive additional compensation or compensatory time off in lieu of rest periods. Break time may not be saved for use in shortening the workday or in extending the lunch break.
- 7.2E Management Rights. The Agency may establish schedules of employee's work hours in order to insure proper staffing between the hours of 8 a.m. and 5 p.m. The Agency retains the right to specify work hours for specific employees or groups of employees due to ongoing work requirements or in emergency situations.
- 7.2E1 The Agency will provide ten (10) workdays' written notice to the affected employees prior to making changes in their permanent work schedules. The Agency may temporarily change an employee's work schedule to respond to an unforeseen situation without the ten (10) workdays' notice. An unforeseen situation is one not knowable or controllable by the Agency reasonably in advance of the temporary schedule change.

- 7.3 Overtime. Nothing contained in this Article will be construed as limiting the Agency's right to require overtime work by employees, subject to the provisions of Article 8.
- 7.4 Job Sharing. Job sharing may be allowed by mutual agreement of the Deputy Commissioner, the Office Administrator and the immediate supervisor. The Agency will attempt to maintain job sharing arrangements in effect as of the effective date of this Agreement for as long as is practical and both involved employees remain employed in their current positions.

## ARTICLE 8

### OVERTIME

- 8.1 FLSA Status Determination. The Human Resources Office will determine the Fair Labor Standards Act (exempt or nonexempt) status of each existing, new, or restructured position.
- 8.2 Nonexempt. All employees working in positions classified as “nonexempt” from overtime requirements under the FLSA, Title 29, United States Code, Chapter 8, who are required to work in excess of forty (40) hours in any workweek will be paid at the rate of one and one-half (1½) times the employee’s current hourly rate or granted compensatory time off at the rate of one and one-half (1½) times each one tenth (1/10) hour worked in excess of forty (40) in any workweek. This Section will in no way limit any rights or powers of the employees as provided by law.
- 8.2A Whether payment for overtime work is in the form of cash or compensatory time off will be at the discretion of the Office Administrator and the immediate supervisor. Payment for overtime hours will be calculated at the hourly rate that was in effect for overtime at the time excess hours were actually worked.
- 8.2B Compensatory time off when taken in lieu of pay, cannot be used until the pay period after it is earned. Employees who worked overtime hours between July ~~31~~, 2023~~1~~ and ~~July~~June ~~30~~, 2024~~2~~, will either be provided time off by July ~~22~~28, 2024~~2~~ or be paid out in biweekly 16 payroll at the pay rate in effect at the time the compensatory time was earned. Employees who worked overtime hours between July ~~14~~, 2024~~2~~ and ~~July~~June ~~29~~, 2025~~3~~, will either be provided time off by July ~~27~~8, 2025~~3~~ or be paid out in biweekly 16 payroll at the pay rate in effect at the time the compensatory time was earned.
- 8.2C Upon termination, employees covered by Section 8.2 will be compensated for accumulated unused compensatory time off at the rate provided for by the FLSA.
- 8.2D For all employees other than those in the Disability Determination ~~Section~~Services (DDS), no overtime is to be worked by an employee covered by Section 8.2 without the prior approval in writing by the immediate supervisor, and the Office Administrator, ~~and the Commissioner or Deputy Commissioner~~. No overtime is to be worked by a DDS employee covered by Section 8.2 unless authorized by the Social Security Administration and approved by the DDS administrator.
- 8.2E Holidays will be considered as work hours for overtime purposes. Hours worked by an overtime-eligible employee on a holiday will be compensated at one and one-half (1½) times the employee’s normal hourly rate of pay. All hours worked on a holiday in excess of employee’s normally scheduled workday will be compensated at two (2) times the employee’s normal hourly rate of pay.
- 8.2F Paid leave (e.g., sick, vacation, bereavement) will not be considered as work hours for overtime purposes.
- 8.3 Exempt. Employees not eligible for one and one-half (1½) times compensation for overtime, who, in fulfilling their job responsibilities (which may include travel time) extend their accountable work hours beyond the expected eight (8) hour workday or approved work schedule, may deviate from their usual work hours upon advance approval and agreement between the employee and immediate supervisor as to the number of hours of deviation and when the deviation from their usual work hours will take place.

## ARTICLE 9

### TRAVEL

- 9.1 Nonexempt Employee Travel Time. Required travel for nonexempt employees will be considered work time per the requirements as set forth in the Fair Labor Standards Act (29 CFR §785).
- 9.1A Under this federal regulation, the Agency does not consider time spent in overnight travel away from home outside of regular working hours as a passenger on an airplane, train, boat, bus or automobile to be “work time.”
- 9.2 Defensive Driving. The Agency will allow the use of state-owned vehicles for business use to employees who have successfully completed a Defensive Driving course approved by the State and who currently hold a valid driver’s license.
- 9.3 Personal Vehicles. When reasonably requested by the Agency, or when requested by the employee and approved by the Agency, employees may use their own automobile for work-related travel at a rate of reimbursement per the Agency’s policies regarding employee expense reimbursement.
- 9.4 Lodging and Meal Reimbursement. The Agency will reimburse lodging and meal expenses per the Agency’s policies regarding employee expense reimbursement.
- 9.5 Lodging Arrangements. Single occupancy lodging will be made available to any employee traveling on Agency business unless the employee(s): waives the option, prefers multiple accommodation lodging, or lodging availability in the town precludes single occupancy.

## ARTICLE 10

### JOB CLASSIFICATION PLAN

- 10.1 Job Classification Specifications. The Human Resources Office will maintain a master set of all approved job specifications used by the Agency, which will be available on the Agency's intranet website.
- 10.2 Notice Regarding New Job Classification or Series. In the event that any new job classifications or series are developed or revised, by way of content or title during the term of this Agreement, the Agency will notify NAPE/AFSCME as to whether such job classification or series is considered to be included or excluded from the bargaining unit. If NAPE/AFSCME disagrees with the determination, the parties will meet to discuss and resolve the issue. If the parties are unable to resolve the issue, the matter will be settled by the Commission of Industrial Relations.
- 10.2A If a specific position's designation relative to inclusion in the bargaining unit changes, NAPE/AFSCME will be notified in writing.
- 10.3 Process for Job Classification Review. Regular employees may request a review of their job classification at any time providing the position has not been reviewed within the previous twelve (12) months. The employee's supervisor may request a review of the classification of an employee's position at any time providing the position has not been reviewed within the previous twelve (12) months. The employee's supervisor(s) may request of the Human Resources Office a waiver of the twelve (12) month interval requirement.
- 10.3A Following such request by an employee, which will be made through but not impeded by the supervisor(s), or following such request by an employee's supervisor(s), the Human Resources Office will review the placement of such employee. Such review by the Human Resources Office will include the review of a Position Description Questionnaire completed by the employee and reviewed by the employee's supervisor(s) and the Office Administrator. The Position Description Questionnaire will be provided to the employee and supervisor by the Human Resources Office within five (5) workdays of such request.
- 10.3B The employee or supervisor will have fifteen (15) workdays to complete the Position Description Questionnaire, including the supervisor's and Office Administrator's review, and return it to the Human Resources Office. The Human Resources Office will have twenty (20) workdays from the receipt of the completed Position Description Questionnaire to complete the review of the job reclassification request and make a decision.
- 10.3C A copy of the Human Resources Office decision will be forwarded to the supervisor(s), the Office Administrator and the employee. If the decision of the Human Resources Office is to retain the employee's classification or reclassify the employee to a higher job specification, the decision is final. If the decision of the Human Resources Office is to reclassify the employee to a lower job specification, the supervisor(s), the Office Administrator, and the employee will then have an opportunity to provide comments and/or documentation to the Deputy Commissioner to appeal the decision of the Human Resources' Office within ten (10) workdays.
- 10.3D The Deputy Commissioner will have fifteen (15) workdays after receiving the appeal to make a final decision. The Deputy Commissioner will communicate the final decision to the Human Resources Office, supervisor(s), the Office Administrator, and the employee within five (5) workdays of the decision.

- 10.3E If the decision of the Human Resources Office to reclassify the employee to a higher job specification is made, and a pay adjustment is warranted, the pay adjustment will be effective the next pay period.
- 10.4 Time Requirements. The time requirements in this Article may be extended by written agreement between the employee and the Human Resources Office in cases where additional time is needed in order to conduct the review process. Retroactive pay adjustments under Section 10.3E may be made.



## ARTICLE 11

### VACANCIES, RECLASSIFICATIONS AND DEMOTIONS

11.1 Vacancies. Whenever a position opening occurs in any existing job classification within the NAPE/AFSCME bargaining unit, or as a result of the development or establishment of a new job classification within the bargaining unit, a notice of such opening will be communicated to employees and posted on appropriate websites. Upon posting, the position will be subject to application by qualified employees of the Agency for a period of not less than ten (10) calendar days. The Agency will foster the filling of such vacancies by qualified employees of the bargaining unit, provided, however, nothing herein will preclude the Agency from accepting applications from, or hiring the most qualified persons whether or not they are such employees. The determination of qualifications will be made by the Agency.

11.1A For purposes of Section 11.1, a job will not be considered to have been open, or a position to have been vacant, if a qualified employee of the Agency is placed in the position, when such placement is the result of any of the following situations:

11.1A1 The employee so placed has (i) assisted the employee who previously occupied the position for a period of at least three (3) calendar months, and has been in training for that particular position during such period, and is by virtue of such previous assignment uniquely suited for such position; or (ii) been or was satisfactorily performing the majority of the essential duties of the position while in his/her current position, as determined by the Agency, for a period of at least three (3) months.

11.1A2 The employee so placed has been contracted by the Agency (e.g., third party or employee-employer contractor, temporary employee) and has been satisfactorily performing the majority of the duties of the position, for a period of at least three (3) months.

11.1A3 The employee so placed has had such action taken as a result of disciplinary action, or the placement is accomplished to prevent the necessity of such action.

11.1A4 The placement of said employee is for the purpose of protecting, or otherwise related to, the health of the employee. In such instances, the action must be voluntary. This includes, but is not limited to, placement of employees for the purpose of reasonable accommodation under the Americans with Disabilities Act (ADA) or the Nebraska Fair Employment Practices Act.

11.1A5 The placement is the result of Agency organizational changes, which did not result in the establishment of new positions.

11.1A6 Nothing herein will be construed as preventing the Agency, in emergency situations, from filling a position on a temporary basis without posting the position. Such temporary assignment will not exist for a longer period than the emergency situation.

11.1A7 The position is filled by an employee displaced by other personnel action (i.e., layoff, non-disciplinary demotion).

11.1A8 Voluntary transfers that maintain the employee's same job classification and pay grade.

11.1A9 The vacant position is filled as the result of a grievance or litigation settlement, reversion to a previous position or placement in a vacant position per Section

6.7, court order, Board order, or order of a governmental agency with proper jurisdiction and authority.

11.1B Employees who apply for and are selected as the successful applicant to fill a vacant position opening that was posted pursuant to Section 11.1, except as provided below, will be subject to the same salary range that was identified on the posting for all applicants. Employees are not entitled to retain their current salary level if they accept the offer to fill the vacancy. The salary provisions contained in Sections 11.2C and 11.3B do not apply to such a situation.

11.1B1 The Commissioner or Deputy Commissioner may authorize a higher salary than was identified in the posting in cases where it is determined that the current NDE employee selected possesses superior or unique experience or qualifications that will provide added benefit to NDE in the job.

11.2 Reclassifications. In situations where the employee's job duties have changed significantly, the employee may be reclassified to a new job classification at a higher pay grade as a result of the job classification review process identified in Article 10, or as provided in Article 11, Sections 11.2A and 11.2B, as long as minimum qualifications are met.

11.2A Within the Disability Determination Job Classification Series, employees will not be required to go through the Job Classification Review Process described in Article 10 in order to be reclassified from DDS Trainee to DDS Adjudicator I, from DDS Adjudicator I to II, ~~or~~ from DDS Adjudicator II to III, or DDS Adjudicator III to DDS Hearing Officer. Within the Vocational Rehabilitation Job Classification Series, employees will not be required to go through the Job Classification Review Process described in Article 10 in order to be reclassified from VR Associate to VR Senior Associate, VR Service Specialist to VR Senior Service Specialist, VR Rehabilitation Specialist to VR Senior Rehabilitation Specialist, and VR Service Specialist or VR Senior Service Specialist to VR Rehabilitation Specialist.

11.2B The Agency will provide NAPE/AFSCME advance notice of a job reclassification of an employee subject to this Agreement to a job classification not subject to this Agreement without the use of the Job Classification Review process described in Article 10. NAPE/AFSCME will have five (5) workdays to respond to the notice.

11.2C Reclassification Rates. An employee who is reclassified to another job classification at a higher pay grade will be placed in the new job classification on the same numbered step that they were placed in their previous job classification. receive a five percent (5%) salary increase for moving up one pay grade, a seven and one-half percent (7.5%) salary increase for moving up two pay grades or a ten percent (10%) salary increase for moving up three or more pay grades. In no case will the employee receive a salary that is less than the minimum or more than the maximum of the new pay grade.

11.2C1 The Office Administrator may request approval from the Deputy Commissioner to award a salary increase greater than that which would be provided for above. The Deputy Commissioner's decision will be final.

11.2C2 The Office Administrator may request approval from the Deputy Commissioner to award a salary increase less than would be provided in Section 11.2C if the employee has already received a salary increase for the same duties, which resulted in the reclassification.

11.2C3 An employee's job classification modified by the Human Resources Office outside of the Job Classification Review Process in Article 10 is not subject to the salary increases in Section 11.2C.

- 11.3 Demotions. An employee may receive a disciplinary demotion per Section 18.8 or be demoted due to unsatisfactory performance during a secondary probation period per Section 6.7. In cases in which the employee accepts a demotion to avoid being laid off, voluntarily requests a demotion, or, is reclassified to a lower pay grade pursuant to the review process in Article 10, a non-disciplinary demotion may result. The employee will have the right to elect demotion as the alternative to a layoff. The right to elect will be granted to employees in accordance with the provisions of Article 16.
- 11.3A In all cases involving demotion, the employee must meet the requirements of the position to which he/she is demoted, and except as provided in layoff procedure, no employees in a lower-level position will be laid off by reason of a demotion action involving another employee.
- 11.3B Demotion Rates. An employee who is reclassified to another job classification at a lower pay grade will be placed in the new job classification on the same numbered step that they were placed in their previous job classification. receive a five percent (5%) salary decrease for moving down one pay grade, a seven and one-half percent (7.5%) salary decrease for moving down two pay grades, or a ten percent (10%) salary decrease for moving down three or more pay grades. In no case will the employee receive less than the minimum or more than the maximum of the new pay grade.
- 11.3B1 The Office Administrator may recommend to the Deputy Commissioner a pay reduction less than that which would be provided for above. The Deputy Commissioner's decision will be final.
- 11.4 Service Dates. Promotion, demotion and transfer of employees will not change the employees' service date.
- 11.5 Loss in Pay. No employee will, as a result of Agency action, suffer a loss in pay through a promotion or transfer to a position of the same job classification or through a transfer to a different job classification in the same pay grade. This provision will not apply in layoff situations.
- 11.6 Moving Expense Reimbursement. Employees who are involuntarily relocated to another geographical location for the benefit of the Agency, and newly hired employees excluding temporary employees, may be reimbursed for certain ordinary, necessary and reasonable moving expenses subject to the requirements of the Department of Administrative Services Accounting Manual and the prior written approval of the Commissioner. For the purposes of this section, the exercise of any bumping option will be considered as a voluntary transfer. Reimbursement must be submitted to the Agency's Accounting Section within sixty (60) calendar days of the final day on which the expenses were incurred in accordance with 81-1174 R.R.S. and Agency procedures.

## ARTICLE 12

### EMPLOYEE EDUCATION OPPORTUNITIES

- 12.1 Postsecondary Coursework During Work Time. Employees may request approval to use work time to take up to seven (7) credit hours each calendar year from postsecondary institutions that award credit on the semester schedule or nine (9) credit hours each calendar year from postsecondary institutions that award credit on the quarter schedule. However, no more than four (4) credit hours may be taken in any one (1) semester, or no more than four and one-half (4.5) credit hours in any one (1) quarter, during work time without loss of pay. All summer sessions combined are considered equivalent to a one-semester period. If a class crosses calendar years, eligibility to take a course will be determined based on the start date of the class. Approval under this section is intended to allow employees to use work time to attend courses that have a regular meeting schedule as opposed to self-paced, online courses or credits for activities such as thesis or doctoral work. Depending on the distance and location, travel time may also be considered regular work time. Prior approval for coursework and related travel on work time must be obtained from the immediate supervisor, Office Administrator, and Deputy Commissioner. Management may limit the amount of work release time granted. Requests and subsequent documentation must be submitted on a form provided by the Agency. Requests will be directed through the employee's immediate supervisor to the Human Resources Office. Any additional credit hours may be scheduled outside the normal workday. Approval under this Article will not be unreasonably denied; however, approval is discretionary and may be made on bases such as, but not limited to, fiscal considerations, workload, and documented evidence of employee performance concerns in the prior two-year period. For purposes of this Article, the term "postsecondary institution" means an institution of higher learning accredited by an accrediting body that is recognized by the United States Secretary of Education and is authorized to grant associate, baccalaureate or post-baccalaureate degrees.
- 12.2 Reimbursement When Employee Elects to Take Postsecondary Coursework. As an alternative to Section 12.1, employees may be eligible to receive not more than seven (7) credit hours each calendar year of tuition reimbursement for coursework at postsecondary institutions that award credit on the semester schedule or nine (9) credit hours each calendar year of tuition reimbursement for coursework at postsecondary institutions that award credit on the quarter schedule for job-related courses. If a class crosses calendar years, eligibility to take a course will be determined based on the start date of the class. Job-relatedness will be determined by the Deputy Commissioner, whose decision will be final. Reimbursement may be for any portion of the tuition cost, required course fees, and books, with the employee being notified of the amount of reimbursement, prior to the beginning of the course. Reimbursement for course-related expenses will be prorated based on the number of credit hours reimbursed. Approval for reimbursement will not be unreasonably denied; however, approval is discretionary and may be made on bases such as, but not limited to, fiscal considerations, workload, and documented evidence of employee performance concerns in the prior two-year period. Eligibility for reimbursement requires a course grade of "C" or better for undergraduate courses, or a "pass" for pass/fail courses, or a course grade of "B" or better for graduate courses, and proof of payment or a deferred payment agreement with the postsecondary institution and/or federal student aid loan servicing entity. Requests for reimbursement and substantiating documentation must be submitted in writing prior to the beginning of the course on a form provided by the Agency. Requests will be directed through the employee's immediate supervisor to the Human Resources Office. Employees who receive tuition reimbursement will be required to reimburse the Agency if they voluntarily leave their employment with the Agency within one year of the course completion date.

- 12.3 Employee Directed to Take Postsecondary Coursework. If an employee is directed by the Agency to take a job-related course at a postsecondary institution, the Agency will pay for all costs of said course including tuition, books, other required instructional materials, mandatory fees, and associated travel costs. Job-relatedness will be determined by the Deputy Commissioner, whose decision will be final. The employee so directed will be considered to be working for the Agency during classroom time and any travel incurred to attend such courses will be treated as travel for the Agency. The employee so directed will be considered to be on work time while participating in said course. The Agency will require written documentation to verify the employee's enrollment, course completion and the grade earned.
- 12.4 Online Coursework. Online postsecondary coursework may be taken, and reimbursement for any portion of the tuition cost, required course fees and books may be allowed, if the course is job-related and prior approval to take the course is granted by the immediate supervisor, Office Administrator and Deputy Commissioner. Online courses may not be taken on work time unless dedicated online sessions with the instructor, or related to the class, are required as specified by a course catalog and only occur during the employee's regular work time. Employees may use Agency computers, Internet access, printers, and office supplies for online courses and related homework if the employee has been directed to take a job-related course for professional development per Section 12.3, or if an employee elects and receives supervisory approval to take an online course available through the State's learning management system. If employees voluntarily take an online postsecondary or other educational or vocational course, the Agency's computers, Internet access, printers, and office supplies may not be used.
- 12.5 Conference or Meeting Participation. In addition to the assigned activities of each employee, the Office Administrator may approve reasonable requests from employees to participate in meetings, conferences or in-service activities related to the employee's job. Determination of reasonable requests and job-relatedness will rest with the Office Administrator. Upon approval of such a request, the employee may attend such meeting, conference, or in-service activity without loss of pay and at the expense of the Agency. Additionally, an employee may be permitted to participate in at least one (1) meeting, conference, or in-service activity per year relating to the employee's job consisting of a total of not more than five (5) workdays at the expense of said staff member without loss of pay.
- 12.6 Decisions made by management pursuant to the provisions of this entire Article may be grieved by the employee by proceeding directly to Step 3 of the grievance procedure as described in Section 17.10C of Article 17. The decision of the Deputy Commissioner pursuant to that Section will be final and is not subject to further grievance or appeal.

## ARTICLE 13

### SALARY

- 13.1 New Job Classification Systems or Salary Structures. The parties recognize that classification of jobs and assignment of job classifications to pay grades are not negotiable items under this Agreement. However, prior to implementation of any new salary structure or job classification system, the Agency will meet with NAPE/AFSCME to discuss and negotiate those factors relating to conversion to the new job classification system or salary structure which affect employees that are negotiable. Such negotiations will not be construed a reopening of negotiations for this Agreement, but will be intended to reach a separate agreement between NAPE/AFSCME and the Agency.
- 13.2 Pay Plan Requirements.
- 13.2A Within three (3) months of the end of the fiscal year, the Agency, through DAS, will transmit to NAPE/AFSCME information containing the wage and salary budget and expenditures for the previous fiscal year.
- 13.2B Pay increases for promotions and pay decreases for demotions are addressed in Article 11.
- 13.3 Pay Plan. The pay plan is based on a structure that contains multiple pay grades. The range for each pay grade begins with the minimum salary, is anchored by the midpoint, and ends with a maximum salary.
- 13.3A The pay structure for this Agreement is contained in Appendix B.
- 13.4 Pay Structure Adjustment. ~~The NDE pay structure effective July 1, 2021-2022 will be retained for the agreement period of July 1, 2021 through June 30, 2023. Adopt a twenty-paygrade structure (attached in Appendix A) with each paygrade having twenty (20) steps in intervals of two percent (2%), effective July 3, 2023. Effective July 1, 2024, increase the pay structure by three percent (3%).~~
- 13.5 Salary Increases. ~~On July 1, 2021, the salary for each employee will be adjusted upward by two percent (2%). On July 2, 2022, the salary for each employee will be adjusted upward by two percent (2%). Effective July 3, 2023, the salary for each employee will be adjusted upward by seven percent (7%). The employees will then be placed on the 2023-2024 pay structure and their salaries rounded up to the nearest step. Effective July 1, 2024, the salary for each employee will be adjusted upward with the pay structure adjustment of three percent (3%). Employees who received a satisfactory or better cumulative appraisal rating for calendar year 2023, or who completed their original probation period, will advance one step on the 2024-2025 pay structure.~~
- 13.5A Employees on administrative probation, disciplinary suspension without pay, or suspension with pay as of July ~~13~~, 202~~3~~<sup>4</sup>, or July 1, 202~~4~~<sup>2</sup>, will remain at their current salary until satisfactory completion of all of the requirements of their employment condition.
- 13.5B If a suspension is for investigative purposes and the employee is subsequently determined not to be subject to disciplinary action, the actions described in Section 13.5 will be effective retroactive to the date any pay increases would have been granted had the suspension not been in effect.
- 13.5C In the event that the Master Contract negotiations result in annual salary increases that differ from those provided for in Section 13.5, the parties agree to meet and discuss salary issues notwithstanding the provisions of Article 1, Section 1.16.



- 13.5D In no case will employees receive salaries that are less than the minimum of their pay grade.
- 13.6 Horizontal Movement. The Deputy Commissioner may distribute salary increases to employees who meet established criteria as necessary to address internal/external inequities and/or recognize noteworthy performance. The salary increases will be included in the employee's regular rate of pay and base salary. NAPE/AFSCME will be provided written notice of such salary increase identifying the employee, the amount, and justification for the payment.
- 13.7 Merit Stipends. Upon receiving a recommendation from the Office Administrator, the Deputy Commissioner may distribute merit stipends to recognize employees, with at least two (2) years of service with NDE, who have demonstrated exemplary performance or who have completed temporary assignments that required time, skill and effort beyond the normal scope of the employee's position. The stipend will be a one-time payment, above and beyond the regular rate of pay. The stipend will not become part of the employee's base salary. NAPE/AFSCME will be provided written notice of such stipends identifying the employee, the amount and justification for the payment.
- 13.8 Recruitment and Retention. The Parties agree to negotiate over the implementation of a compensation model designed to enhance the Agency's ability to recruit and retain quality employees by way of additional compensation for performance-based progression within the employee's job classification series.
- 13.9 Temporary Pay Increase for Performing Higher Job Classification Duties. When any employee performs, in whole or part, the duties of a position in a higher pay grade than the job classification pay grade currently held by the employee, the employee will receive a temporary pay increase to the minimum salary of the higher pay grade or an increase in accordance with Section 11.2C, whichever is higher, but in no case will the employee receive a pay reduction. Such temporary pay increase will apply only when the employee has been requested by the Agency to perform the duties of someone at a higher pay grade, and when the period of time in which the employee is performing the duties exceeds ten (10) workdays. Any such pay increase will begin on the eleventh (11<sup>th</sup>) workday, will be retroactive to the date of the temporary transfer, and will end when the employee reverts to his/her previous job classification. If the employee devotes less than 1.0 FTE to the higher pay grade duties, the work will be time certified at the differential rates. A temporary pay increase for performing the duties of a higher job classification may not exceed one (1) year, without written approval of the Deputy Commissioner.

#### PAYCHECKS

- 13.10 Timing. The Agency will attempt to ensure that all employees have their pay deposited in their designated accounts on the same day, as applicable. Salary payments may be made outside of regular payroll timelines and procedures due to special circumstances.
- 13.11 Release to Immediate Relatives. Payroll and expense warrants will be released to employees named on the warrant or to the person designated by the employee in writing. In case of employee illness or injury, warrants may be released to immediate relatives who do not have a note of authorization but have proof of identification. Immediate relatives will be considered as: spouse; children including step, adopted, and foster children; parents; and, parents of the spouse.
- 13.12 Lost Warrants. In the event a payroll warrant is lost, the provisions of Section 77-2215 R.R.S. and applicable Department of Administrative Services (DAS) Payroll procedures will be complied within the preparation of another payroll warrant.
- 13.13 Overpayments. If an employee receives a paycheck that is determined to have been overpaid in error, the amount of the overpayment will be recouped by the Agency by either a deduction from pay beginning with the next regular paycheck following the determination on a schedule mutually

agreed upon in writing, or by separate payment from the employee, at the employee's election, but with repayment beginning within 30 days of notification by the Agency to the employee and on a repayment schedule mutually agreed upon in writing.

#### 13.14 Wage Deductions

13.14A Whenever an Office Administrator elects to provide State/NDE property or equipment of value to an employee for use outside of the NDE workplace, including the employee's residence, the employee will be required to sign a form provided by the Agency which requires (i) the employee use and maintain the same in a reasonably safe manner; and that (ii) if the equipment is damaged or lost while under the employee's care due to the employee's negligent failure to comply with this requirement, the employee authorizes the Agency to deduct the actual reasonable cost or repair of replacement from the employee's paycheck(s) on a schedule mutually agreed by the employee and the Agency.

13.14B Whenever an Office Administrator elects to advance sick leave to an employee under Article 15, Section 15.2G2, or vacation leave to an employee under Article 15, Section 15.5C, the employee will be required to sign a form provided by the Agency, which requires the employee to authorize the Agency to deduct from the employee's paycheck(s) the monetary equivalent of all advanced sick and/or vacation days taken but not earned by the employee's longevity in employment upon the date of any voluntary separation from employment or by separate payment. If upon such voluntary separation from employment the amount of wages due the employee is less than the monetary equivalent of the advanced sick and/or vacation days taken but not earned, the employee will be provided an agreement for payment of such amounts to the Agency on a schedule mutually agreed by the employee and the Agency.

#### NAPE/AFSCME DUES DEDUCTIONS

13.15 NAPE/AFSCME Charges and Services. The parties acknowledge and agree that the Agency does not require NAPE/AFSCME to make any charges for membership or service by NAPE/AFSCME and if such dues or charges are made by NAPE/AFSCME, it will be considered to be beyond the scope of this Agreement and the amount of such charge, if any, will be a matter between NAPE/AFSCME and particular individual outside the terms of this Agreement. Nothing contained in this Article will require the Agency to arbitrate disputes between NAPE/AFSCME and an employee concerning dues.

13.15A NAPE/AFSCME agrees to notify the Agency of any change in its dues.

13.16 Payroll Deductions Free of Charge. The parties agree to the provision of payroll deduction for membership in a labor organization free of charge.

13.17 Written Authorization. Upon receipt of a lawfully executed written authorization from a bargaining unit employee, the Agency agrees to deduct NAPE/AFSCME dues of such employee from the employee's pay no later than the succeeding biweekly pay period after receipt of the payroll deduction authorization. The remittance of such deduction, to the official designated by NAPE/AFSCME in writing to receive such deductions, will be no later than two succeeding biweekly pay periods after receipt of the payroll deduction authorization. The Agency agrees to accept payroll deduction cards previously obtained by NAPE/AFSCME on behalf of its employees and delivered to the Agency as complying with the provision of this Article. This Section will in no way be construed as limiting the right of employees regarding other payroll deduction programs under State statute or Department of Administrative Services (DAS) regulations.

13.18 Form. The authorization for payroll deduction may be provided by NAPE/AFSCME in the following form. Any change in the form will be brought to the attention of the Deputy Commissioner prior to implementation.



NAPE/AFSCME Membership Form  
 NEBRASKA ASSOCIATION OF PUBLIC EMPLOYEES (NAPE)  
 LOCAL 61 OF THE AMERICAN FEDERATION OF STATE, COUNTY AND MUNICIPAL  
 EMPLOYEES (AFSCME) AUTHORIZATION FOR PAYROLL DEDUCTIONS  
 (Per Section 48-224 R.R.S. 1967)

TO \_\_\_\_\_  
 Name of Employing Agency                                                  Work Location & City

\_\_\_\_\_  
 Social Security Number (last 4 digits only)                                                  NIS Employee Number (if known)

BY \_\_\_\_\_  
 (PRINT) First Name                                                  Last Name                                                  Middle Name

\_\_\_\_\_  
 Address (Work)                                                  Division                                                  Address Book Number (ABN)

Effective (Today's Date) \_\_\_\_\_, I hereby request and authorize you to deduct from my earnings an amount sufficient to provide for the regular payment of the current rate of monthly association fees established by NAPE/AFSCME. The amount shall be certified by NAPE/AFSCME; any change in such amount shall require a membership vote and shall be certified. The amount deducted shall be paid to the Treasurer of NAPE/AFSCME. This authorization may be terminated by written notice to NAPE/AFSCME during June's open withdrawal period and at no other time during the year.

\_\_\_\_\_  
 Employee's Signature

- 13.19 Discontinuation of Dues Deductions. Upon receipt of a list of employees for whom dues deductions are to stop, certified to the Agency in writing by an authorized representative of NAPE/AFSCME, the Agency will discontinue the automatic payroll dues deduction from such employees.
- 13.19A Additions to the list received at least seven (7) calendar days before the next payroll posting will be processed in that payroll. Lists received less than seven (7) calendar days before the next payroll posting will be processed in the next available payroll.
- 13.19B NAPE/AFSCME will indemnify the Agency and hold it harmless against any and all claims, demands, suits or other forms of liability that may arise out of, or by reason of, any action taken by the Agency for the purpose of complying with the provisions of this Article.
- 13.20 Withdrawing Membership. Employees may withdraw membership from NAPE/AFSCME only during the month of June each year by notifying NAPE/AFSCME in writing of their withdrawal. NAPE/AFSCME will place the names of those withdrawing on the list of employees as described in Section 13.19 above.

## ARTICLE 14

### INSURANCE AND BENEFITS

- 14.1 Insurance Coverage Consistency with Master Contract. The Agency agrees to provide employees with the same health, dental and vision insurance plans at the same cost-sharing ratio as the State will provide other NAPE/AFSCME represented bargaining units for the 2023~~4~~-2025~~3~~ Agreement period as identified in the Master Contract between the State of Nebraska and NAPE/AFSCME. In the event that such insurance programs grant to the employee various options, the Agency's obligation will apply only to the mandatory portion to be paid by the Agency under the program. The Agency further agrees to provide all employees all other insurance plans that are made available in the Master Contract at the same cost.
- 14.2 Voluntary Coverage. Insurance benefits are not mandatory and may be disclaimed.
- 14.3 Part-Time Employees. Part-time, regular employees of the Agency who work twenty (20) hours or more per week are eligible to participate in group health, life insurance and other benefits as administered by the State of Nebraska while they are employed by the Agency. State contributions to health and life insurance benefits for part-time, regular employees will be prorated based on their FTE.
- 14.4 COBRA. Pursuant to the procedures developed in accordance with the provisions of the Consolidated Omnibus Budget Reconciliation Act (COBRA), the Agency will within three (3) workdays, submit a COBRA Qualifying Event Notice to the State Personnel Office for any employee or dependent who becomes ineligible for health insurance coverage. Qualifying events include, but are not necessarily limited to, termination or death of an employee and ineligibility of dependents due to age or change in student status and legal divorce or legal separation from spouse. Employees will notify the Agency of those qualifying events.
- 14.5 Flexible Spending Plans. Employees may participate in the Internal Revenue Service Section 125 flexible spending plans that are made available by the State.
- 14.6 EAP. The Agency agrees to provide to each employee the same Employee Assistance Program (EAP) as is provided by the State to the other NAPE/AFSCME represented bargaining units, or a program determined by the Agency to be substantially similar.
- 14.6A Records concerning an employee's treatment for alcoholism, drug abuse or psychological conditions will be kept in a file separate from the employee's official personnel file per Article 4.
- 14.6B All Employee Assistance Program records will remain confidential unless their release is required by law or court order, or if their release is authorized by the employee in writing.

ARTICLE 15

LEAVE AND HOLIDAYS

15.1 Leave of Absence. Employees of the Agency with at least three (3) years of service are eligible for leaves of absence without pay. Leave of twelve (12) months or less for professional advancement, special training, or other good and sufficient reasons, may be granted by the Commissioner. Leaves of more than twelve (12) months are subject to approval by the Board, which will review the request and the recommendation of the Commissioner of Education. Such leave of absence will be requested in writing to the Commissioner through the Office Administrator.

15.1A At the expiration of leave approved under Section 15.1, the employee will return to a position of a similar job classification or pay grade as the position he/she held prior to leave, if available and the employee is otherwise qualified. If no such position is available, the employee will be considered "laid off" and eligible to exercise transfer and bumping rights under the provisions of Sections 16.5 and 16.6. In the alternative, an employee may also accept demotion in accordance with Article 11, Section 11.3, if available. Failure on the part of an employee to return to work on the agreed upon date, except for satisfactory reasons submitted to and approved by the Commissioner prior to the agreed upon return date, may be cause for dismissal.

15.1B Vacation and sick leave will not accrue while on leave of absence without pay; however, vacation and sick leave earned, but not used prior to leave of absence, will be carried forward upon employee's return to duty.

If the State or Federal program from which the employee was paid prior to the leave is terminated during the leave, the Agency may choose to pay the employee on leave for his/her unused vacation leave balance.

15.2 Sick Leave. Employees will, in accordance with the provisions of this Agreement, during each year of continuous employment, accrue sick leave with full pay at a rate based on the schedule below. Hours accrue on a biweekly basis but are not available to the employee prior to the start of the following pay period except as provided by Section 15.2G2. ~~Employees who work less than a full year, or less than full time, will accrue sick leave on a prorated, biweekly basis.~~ Employees who have worked less than one (1) full calendar year will earn sick leave in an amount proportionate to time worked in the calendar year. Accrual of sick leave while off work and being compensated under workers' compensation is as described in Sections 15.2E and 15.3C. There will be no maximum limit on accumulation of sick leave except as provided for in Section 15.2I.

| <u>Years of Service</u>       | <u>Hours Per Year</u> | <u>Days Per Year</u> |
|-------------------------------|-----------------------|----------------------|
| First through Fifth Year      | 96                    | 12                   |
| Sixth through Fifteenth Year  | 112                   | 14                   |
| Sixteenth and Following Years | 144                   | 18                   |

15.2A The following conditions are valid reasons that sick leave may be used:

15.2A1 Employee. When an employee is unable to perform his/her duties because of:

- 15.2A1(i) Illness,
- 15.2A1(ii) Absence due to psychological treatment (see definition in Section 19.48) or counseling,
- 15.2A1(iii) Disability,
- 15.2A1(iv) Injury,
- 15.2A1(v) Employee's presence at work jeopardizes the health of others by exposing them to a contagious disease,

- 15.2A1(vi) Pregnancy complications, post-natal recovery, or miscarriage,
- 15.2A1(vii) Absence due to treatment for alcoholism or drug addiction, if medically diagnosed by a licensed physician, and if the employee is receiving assistance or has agreed to an approved course of treatment,
- 15.2A1(viii) Medical, surgical, dental, audiological or optical examinations or treatment, or
- 15.2A1(ix) Emergency medical treatment.

15.2A2 Employee's immediate family member(s). When the illness, disability, injury, surgery, medical examination, procedure, or treatment of an immediate family member requires the employee's presence. The Agency may require written verification from a treating professional as to the requirement of the employee's presence and the duration of that need. For the purposes of this Section, immediate family means spouse, children, including step, adopted and foster children, daughter/son-in-law, mother, father, and mother or father of the spouse. At the discretion of the Office Administrator, sick leave benefits may be extended for the care of other individuals with a similar personal relationship (e.g., acted as a mother, father, etc.) to the employee as that of an immediate family member.

15.2A2(i) After the birth of a baby, the employee who is not the biological mother or primary caregiver of the baby may use up to five (5) days of sick leave. If more than five (5) days of sick leave is necessary and required, for medical reasons, to care for the new baby or the mother, a note from the medical provider will be required to establish the medical necessity.

15.2A2(ii) After the birth of a baby, an employee, other than a parent, who is an immediate family member, may use sick leave if his/her presence is necessary and required, for medical reasons, to care for the mother (if the mother meets the definition of immediate family). A note from the medical provider will be required to establish the medical necessity.

15.2A2(iii) Under this Section, employees may use sick leave to attend school appointments for an immediate family member with a disability.

15.2A3 Sick leave may be used in conjunction with approved leave under the Family Medical Leave Act, subject to the requirements in section 15.16 and applicable subsections.

15.2B Sick leave will be requested by the employee in writing and in advance whenever possible, for anticipated health reasons such as medical treatment, physical examinations, and meetings with school personnel described in Section 15.2A2(iii). In cases of sickness, injury, emergencies, or any other absence not approved in advance, the employee will advise appropriate Agency personnel of the circumstances as soon as possible. An employee may be required to submit substantiating evidence and/or documentation when the reason for the leave request was for medical or dental treatment, a meeting with school personnel described in Section 15.2A2(iii), or when the immediate supervisor suspects sick leave abuse. Substantiating evidence may also be required if the sick leave absence exceeds five (5) consecutive workdays.

15.2B1 If an employee has been absent on sick leave exceeding five (5) consecutive workdays, the employee may be required to produce written verification from a medical provider to document fitness to return to work, including notice of any necessary work restrictions.

- 15.2B2 Independent of an employee's use of sick leave and exceeding the five (5) consecutive workday requirement noted above, if an immediate supervisor has reason to believe that an employee's presence at work poses a significant health or safety risk, the employee may be required to produce medical verification regarding fitness for work.
- 15.2C Sick leave will not be used as vacation leave.
- 15.2D Sick leave will be taken and reported in increments of not less than one-tenth (1/10) of an hour. Holidays falling within a period of sick leave will not be counted as hours worked for overtime purposes.
- 15.2E Sick leave will not accrue to any employee on leave of absence without pay, leaves without pay, including Family and Medical Leave, suspension without pay, layoff, or during time off of work that is compensated under workers' compensation, except as provided in Section 15.3C.
- 15.2F Probationary employees will be entitled to sick leave at the same rate as regular employees. Sick leave may be granted during the probationary period up to the number of accrued hours available to the employee. When a probationary employee takes sick leave in excess of accrued hours available, the provisions of Section 15.2G will apply.
- 15.2G If an absence extends beyond the sick leave accrued to the credit of the employee:
- 15.2G1 Except in cases of worker's compensation, such employee will be required to utilize (1) accumulated unused compensatory time off if the employee is subject to Section 8.2 and (2) accrued vacation leave, in that order. For the purposes of this subsection, accrued sick and vacation leave does not include advanced sick and vacation leave. After all accrued sick leave, compensatory time off, and vacation leave have been exhausted, the employee, upon written request, may be granted leave without pay (outside FMLA) at the discretion of the Office Administrator. However, granting such leave without pay is discouraged and should not be done on a regular basis. Written notice regarding the leave without pay must be provided to the Human Resources Office.
- 15.2G2 Sick leave may, at the discretion of the immediate supervisor and Office Administrator, be advanced to employees with six (6) months of service with the Agency, in an amount not to exceed that which the employee would earn in the following six biweekly pay periods. Advanced sick leave is not considered earned sick leave until such time as the employee's longevity in employment provides for such sick leave. Employees will reimburse the Agency for all used, unearned sick leave upon termination either from a deduction in their final check or by separate payment on a schedule agreed to by the Agency. Employees may not request more than one advancement in a three (3) month period. If at the end of the advancement period the employee has not earned back the advanced sick leave used, another request for advancement cannot be approved until the employee has earned back the advanced sick leave used. Written notice of advancement must be provided to the Human Resources Office.
- 15.2G3 Should an employee require medical treatment while on vacation, vacation leave may be changed to sick leave under the following circumstances:
- 15.2G3(i) For the period of time medical treatment was required and for reasonable periods of bed-rest thereafter that were required and that occurred within the otherwise normally scheduled work hours of the employee;

- 15.2G3(ii) Upon submission of a physician's statement substantiating treatment and probable duration of illness; and,
  - 15.2G3(iii) Upon approval of the immediate supervisor and Office Administrator.
- 15.2H Sick leave, both as to earned unused hours and as to years of service for accumulation purposes, may be transferred when the employee transfers between another Nebraska State agency, Nebraska State ~~U~~university or college and the Agency without a break in service by mutual agreement between employers.
- 15.2I Upon separation of employment, if the employee is at least fifty-five (55) years of age, the employee will be paid one-fourth (1/4) of the accumulated unused sick leave paid at the hourly rate in effect upon separation. In the event of death, the employee's beneficiary will be paid one-fourth (1/4) of the accumulated unused sick leave computed at the rate of pay earned by the employee at the time of death. Employees may only receive this payout once no matter how many times they are re-employed with the State of Nebraska. Payment for one-fourth (1/4) of the accumulated unused sick leave balance in the case of separation or death will not exceed four hundred and eighty (480) hours.
- 15.2I1 Employees who are at least fifty-five (55) years of age, who are laid off, will have the option to defer the payment of one-quarter (1/4) of their sick leave account for up to twelve (12) months. Should the laid off employee return to NDE employment within twelve (12) months, the employee's sick leave balance and service date will be reinstated (minus time in a non-pay status). Should the laid off employee not obtain further NDE employment at the end of the twelve (12) month period, NDE will pay them one-quarter (1/4) of their sick leave account, not to exceed four hundred and eighty (480) hours.
- 15.2J Employees returning to work with the Agency on or after July 1, 2001, after a break in service of less than five (5) calendar years, will have their accumulated unpaid sick leave balance reinstated. The employee's service date will be adjusted for the period of absence. The employee's vacation leave ~~e~~e and sick leave earning rate will also be adjusted, and the new rate of earning will be based on the adjusted service date. Employees returning to work after a break in service of more than five (5) calendar years will start with a zero (0) sick and vacation leave balance and will be considered to be new employees for service date purposes, and will earn vacation and sick leave at the beginning earning rate of a newly hired employee.
- 15.3 Injury Leave. Employees who are subject to the provisions of the Workers' Compensation Act are entitled to the benefits of that law due to injury or occupational disease arising out of and in the course of their employment.
- 15.3A Injury or occupational disease arising out of and in the course of employment will be reported to the Agency as soon as possible.
- 15.3B Employees entitled to be paid workers' compensation have the option of being granted injury leave with full pay for the first five (5) workdays they are unable to work due to injury or due to treatments for such injury, including the day of injury (if inability to work began on that day). Provisions of the Workers' Compensation Act will apply eight (8) calendar days after the employee is unable to work per Section 48-119 R.R.S. Injury leave may not be charged to vacation or sick leave.



- 15.3C An employee who is receiving workers' compensation for injury or occupational disease occurring out of and in the course of employment, has the option of electing to use accumulated unused sick and/or vacation leave and accumulated unused compensatory time (if applicable) to supplement workers' compensation up to but not exceeding the regular rate of pay. Employees electing this option will be charged sick or vacation leave or compensatory time, and earn sick and vacation leave in proportion to the percentage of gross wages paid by the Agency. The Agency's share of the health insurance premium will be paid during an absence under workers' compensation after all accrued leave and compensatory time have been depleted. Employees on workers' compensation will be treated as part-time employees for purposes of leave earnings. They will earn prorated sick and vacation leave based on the number of hours worked and/or accrued leave time hours used to supplement the workers' compensation payment. If employees do not have, or choose not to use, accrued leave time to supplement the workers' compensation payment they will earn leave time only on the number of hours worked, if any.
- 15.3D Holidays occurring during a pay period during which workers' compensation benefits are received will be paid at a rate proportionate to the number of hours worked and/or accrued leave time hours used during the pay period.
- 15.4 Adoption. The primary caregiver of a newly adopted child will, upon a request that is within thirty (30) calendar days of such adoption, receive up to six (6) weeks of leave, which is the generally accepted medical standard leave period for new mothers by natural birth. The leave will be taken first as sick leave, and if and when sick leave is exhausted, then as vacation leave, or compensatory time, if available. FMLA leave is also available in accordance with the provisions of Section 15.16.

An employee is not eligible for adoption leave if the child being adopted is a special needs child over eighteen (18) years of age, a child who is over eight (8) years of age and is not a special needs child, a stepchild being adopted by his/her stepparent, a foster child being adopted by his/her foster parent, or a child who was originally under a voluntary placement for purposes other than adoption without assistance from an attorney, physician, or other individual or agency which later results in a petition for the adoption of the child by the person with whom the voluntary placement was made.

- 15.5 Vacation Leave. Employees will, in accordance with the provisions of this Agreement, during each year of continuous employment accrue vacation leave with full pay at a rate based on the schedule below. Hours accrue on a biweekly basis but are not available to the employee prior to the start of the following pay period except as provided by Section 15.5C. ~~Employees who work less than full-time, will accrue vacation on a prorated basis. Employees who have worked less than one (1) full calendar year will earn vacation leave in amount proportionate to the time worked during the calendar year.~~ The following schedule establishes the accrual rate for vacation leave:

| <u>Years of Service</u>            | <u>Hours<br/>Per Year</u> | <u>Days<br/>Per Year</u> |
|------------------------------------|---------------------------|--------------------------|
| First through Fifth Year           | 96                        | 12                       |
| Sixth Year                         | 120                       | 15                       |
| Seventh Year                       | 128                       | 16                       |
| Eighth Year                        | 136                       | 17                       |
| Ninth Year                         | 144                       | 18                       |
| Tenth Year                         | 152                       | 19                       |
| Eleventh Year                      | 160                       | 20                       |
| Twelfth Year                       | 168                       | 21                       |
| Thirteenth Year                    | 176                       | 22                       |
| Fourteenth Year                    | 184                       | 23                       |
| Fifteenth Year                     | 192                       | 24                       |
| Sixteenth Year and Following Years | 200                       | 25                       |

See Section 15.2J for accrual rates for employees returning to employment with the Agency after a break of less than five (5) calendar years.

- 15.5A Vacation leave must be requested in advance by the employee. Vacation leave may be used when approved by the employee's supervisor. Denial of vacation leave requests must not be arbitrary and the taking of vacation leave by employees may not unreasonably be deferred.
- 15.5A1 If the nature of the work makes it necessary to limit the number of employees on vacation at the same time, the employee with the greater seniority will be given the preference in the selection of vacation. The seniority preference herein identified will not apply where such preference would create an unusual hardship for a less senior employee who had been granted the vacation leave prior to the request of the more senior employee where the more senior employee would incur no unusual hardship.
- 15.5B Vacation leave will be taken and reported in increments of not less than one-tenth (1/10) of an hour.
- 15.5C The Office Administrator may at his/her discretion advance vacation leave to employees with six (6) months of service with the Agency in an amount not to exceed that which the employee would earn in the following six biweekly pay periods. For employees with more than five (5) continuous years of service and with no record of leave abuse, request for vacation leave advancement of thirty (30) hours or less will not unreasonably be denied. Advanced vacation leave is not considered earned vacation leave until such time as the employee's longevity in employment provides for such vacation leave. Employees will reimburse the Agency for all used unearned vacation leave upon termination either from a deduction in their final check or by separate payment. Employees may not request more than one advancement in a twelve (12) week period. If at the end of the advancement period the employee has not earned back the advanced vacation leave used, another request for advancement of vacation cannot be approved until the employee has earned back the advanced vacation leave used. Written notice of advancement must be provided to the Human Resources Office.
- 15.5D Employees may carry over a balance of two hundred and eighty (280) hours of vacation leave from one (1) calendar year to the next. In the event an unforeseen work-related emergency prohibits an employee from taking planned vacation leave before December 31 and causes them to lose that vacation leave, additional carryover vacation leave may be requested of and approved in advance of calendar-year-end by the Deputy Commissioner. In such cases, the hours above two hundred and eighty (280) hours that are carried over must be used within the next six (6) months.
- 15.5E Vacation leave will not accrue to any employee on leave of absence without pay, leave without pay, suspension without pay, layoff, or during time off of work that is compensated under workers' compensation, except as provided in Section 15.3C.
- 15.5F All earned accrued vacation leave, which does not include advanced vacation leave, will be used by an employee before granting leave without pay. Employees may request leave without pay in writing from the Office Administrator; however, granting leave without pay is discouraged and should not be done on a regular basis. Written notice of leave without pay must be provided to the Human Resources Office.
- 15.5G Holidays falling within a period of vacation leave will not be counted as work hours for purposes of overtime.
- 15.5H Vacation leave, both as to earned unused hours and as to years of service for accumulation purposes, may be transferred when employees transfer between another Nebraska State agency, Nebraska State university or college and the Agency without a break in service upon mutual agreement of the employers. Absent an agreement, the Agency will pay for the leave balance per Section 15.5I.



15.5I Upon termination of employment of any employee for any reason, except as provided in Section 15.5H, the employee will be paid in full for any accumulated unused vacation leave. Such payment will be calculated at the hourly rate in effect at the time of termination.

15.6 Bereavement Leave

15.6A For a death in the immediate family, up to forty (40) hours leave with pay may be granted. For a death not in the immediate family, up to eight (8) hours leave with pay may be granted.

15.6B The hours of bereavement leave that may be granted to part-time employees will be proportionate to the percentage of FTE that they work.

15.6C Bereavement leave may not be charged to sick leave or vacation leave.

15.6D Immediate Family: Spouse, children, step children, foster children, parents, children-in-law, nieces/nephews, aunts/uncles, grandchildren, grandparents, brothers, sisters, brother-in-law, sister-in-law, or persons bearing the same relation to the spouse. At the discretion of the Office Administrator, bereavement leave benefits may be extended for other individuals with a similar personal relationship (e.g., acted as a mother, father, etc.) to the employee as that of an immediate family member.

15.6E Bereavement leave will be available for a period of thirty (30) calendar days after the death, or first notice of the death, of an immediate family member, and for a period of fifteen (15) calendar days after the death or first notice of the death of persons not immediate family members. Exceptions due to extenuating circumstances may be approved by the Office Administrator.

15.6F No employee will be unreasonably denied the granting or advancement of up to an additional eighty (80) hours of vacation leave (prorated for less than full-time employees) when such additional time is available and necessary to settle personal matters related to a death in the immediate family. The granting of leave under this Section will not prohibit or interfere with the granting of leave under any other section or provision of this Agreement.

15.7 Civil Leave. Time in court or at an administrative hearing as a plaintiff, defendant or witness on a non-work-related matter will be charged to vacation leave or compensatory time, if available. If the employee does not have vacation or compensatory time available, the employee may be granted leave without pay. In the event the employee is subpoenaed for non-work-related matters and does not have vacation leave or compensatory time, the Office Administrator will grant leave without pay. Any witness fee paid to the employee for such appearances may be retained by the employee. The employee will provide the Agency with documentation to verify eligibility for civil leave.

15.7A An employee will be given necessary time off without loss of pay when performing jury duty, performing emergency civilian duty in connection with national defense or national disaster, and two (2) hours for the purpose of voting as provided in subsection 15.7A1 below. Civil leave does not include leave for military duty in connection with national defense, national disaster or civil disturbances.

- 15.7A1 An employee who is a registered voter and does not have two (2) consecutive hours in the period between the time of the opening and closing of the polls during which he or she is not required to be present at work for the Agency is entitled on election day to be absent from employment for such a period of time as will, in addition the employee's nonworking time, total two (2) consecutive hours between the time of the opening and closing of the polls. If the employee applies for such leave of absence prior to or on election day, paid civil leave of two (2) hours will be granted. The Agency may specify the hours during which the employee may be absent. The two (2) hours authorized for voting does not apply to those employees who choose to vote by the use of an absentee ballot or who by reason of their employment must vote by use of an absentee ballot.
- 15.7B When an employee serves as a juror, clerk, election inspector, or judge of an election board or a counting board, civil leave without loss of pay will be granted during the time when the employee's physical presence is required by the court or the election or counting board. The employee will also retain all fees paid them for their civil service.
- 15.7C While serving as a witness under a work-related subpoena or voluntarily at the request of the Agency, the employee will be excused from work with pay during the time that the employee's presence is required by the court or administrative body which issued the subpoena, or as required to testify when requested by the Agency. At all other times during the employee's regular workday, the employee who is subject to a work-related subpoena will be on the job and working. Any witness fee received under such subpoena will be remitted to the funding source from which the employee's salary is paid.
- 15.7C1 The Agency may consider a subpoena to be work-related if it concerns testimony sought from the employee in relation to a position held with another Nebraska state agency immediately prior to employment with this Agency.
- 15.8 Administrative Leave. Administrative leave with pay may be granted by the Commissioner or Deputy Commissioner due to natural disasters, public health emergencies, inclement weather or local work-related emergencies.
- 15.8A When ~~S~~state offices, located in a building not owned or operated by the State, are closed by other than State officials due to inclement weather or other local work-related emergencies, employees have the following options, subject to advance approval by their immediate supervisor:
- 15.8A1 Report to work at a pre-arranged alternate worksite;
- 15.8A2 Telecommute from home if practicable due to the nature of the work, as determined by the Office Administrator;
- 15.8A3 Use accrued vacation leave, earned compensatory time, or leave without pay as a last resort;
- 15.8A4 Make up the missed work time within the workweek;

- 15.8A5 Absent the ability to exercise any of the above options, employees may be placed on ready to work status. This means they are ready and available to be called back to a work location at any time. Employees in ready to work status will be compensated and will perform any state work possible during this status. Ready to work status is intended for office closures that are due to clearly unanticipated occurrences such as flooding, fire or other building damage. It is not intended for when the circumstances that resulted in the office closure were reasonably predictable in advance by the Agency and the employee, such as a snowstorm predicted in advance. In such cases, the employee and his/her supervisor or other designee are to communicate and make arrangements in advance in regard to possible alternate work locations.
- 15.8B If State offices remain open during inclement weather or other work-related emergencies, employees are expected to make a reasonable effort to report for work or make alternative arrangements for work, such as telecommuting, with their supervisor. Employees who fail to report for work will be charged compensatory time, vacation leave, or leave without pay. The Office Administrator, or the immediate supervisor, if authorized by the Office Administrator, may grant permission to both exempt and nonexempt employees to make up missed hours during the same week rather than requiring them to use compensatory time, vacation leave or leave without pay.
- 15.8C Nonexempt and exempt employees who report for and remain at work in periods during which administrative leave was authorized will be granted compensatory time off, to be used at a later date.
- 15.9 Military Leave. Military leave will be granted in accordance with applicable federal and state laws, and is limited to one hundred and twenty (120) hours a year, with no accumulation of unused leave carried over to the following calendar year. Such military leave may be taken in hourly increments.
- 15.10 Interviews. Interviews with employees for positions within the Agency will be performed during work hours. Time spent for interviews and travel to attend such interviews, which occur during the employee's regular workday, will be compensable.
- 15.11 Disaster Relief Leave. Employees who provide proof of their disaster relief volunteer certification with the American Red Cross may, with appropriate supervisory authorization, be granted paid civil leave not to exceed fifteen (15) workdays in each calendar year to participate in specialized disaster relief services in Nebraska for the American Red Cross, upon the request of the American Red Cross.
- 15.12 Employee Assistance Program. Employees attending Employee Assistance Program (EAP) sessions at the Agency's direction will do so at the Agency's expense and may attend during work time. If an employee wishes to voluntarily attend EAP sessions in order to address personal issues that are affecting work performance, supervisors may authorize the employee to do so during work time without being charged sick or vacation leave. Employees attending EAP sessions on their own initiative will do so at their own expense and will use approved sick or vacation leave, compensatory time, or leave without pay.
- 15.13 Attendance at Legislative Hearings. Employees may be allowed to utilize vacation leave or compensatory time off (or modified work schedule for those employees who do not earn compensatory time) for the purpose of attending legislative hearings of their own choosing. Upon notification to the employee's supervisor of the purpose of such request for time off, said request may not be unreasonably denied. Any employee of the Agency who is a registered lobbyist for NAPE/AFSCME may be permitted leave without pay during the legislative session for that time necessary to carry out the lobbying function. Such employee's supervisor will be given as much prior notice as possible under the circumstances as to when such leave is proposed. Said request may not be unreasonably denied.

- 15.14 Leave to Donate Blood. With the advance approval of their immediate supervisor, employees may be allowed paid time away from the job to donate blood in State-sponsored drives held in State offices, or to donate blood at the request of blood banks or centers facing a blood supply emergency. The amount of leave time granted will be at the discretion of the immediate supervisor. Donating blood under circumstances unrelated to State-sponsored drives or supply emergencies will require employees to obtain advance approval to use vacation leave or to adjust their work hours to complete a full workday.
- 15.15 Retirement Seminars. Leave with pay will be provided to eligible employees to attend up to two (2) planning seminars and two (2) pre-retirement planning programs presented by the Nebraska Public Employees Retirement Systems.

15.16 Family and Medical Leave (FML)

15.16A Family and Medical Leave (FML) is unpaid time off from work, and is subject to the provisions of 29 CFR 825. An employee must have at least twelve (12) total months of State service and have worked at least 1,250 hours in the previous twelve (12) month period to be eligible for FML. Employees may request that accrued paid leave (e.g., vacation, sick), and compensatory time if the employee is subject to Section 8.2, be applied along with the unpaid FML entitlement. In this case, any paid leave will run concurrently with the FML entitlement.

Employees who are absent and receiving workers' compensation benefits, or using any paid leave exceeding 40 hours for full-time employees or exceeding the number of hours proportionate to the percentage of FTE for part-time employees, taken for any of the reasons listed in Section 15.16B, will have such leave credited against the twelve (12) week FML entitlement beginning with the first date of absence. Unpaid FML not charged to sick or vacation is subject to service date adjustments under Section 15.19.

If FML exceeds 40 hours during a twelve (12) month period starting with the date FML is first used for full-time employees, or exceeds the number of hours proportionate to the percentage of FTE for part-time employees, sick leave must be used concurrently if the reason for the FML is also a reason sick leave may be used under Section 15.2. If the reason for FML is not also a reason sick leave may be used, or if and when accumulated sick leave is exhausted, such employee will be required to utilize (1) accumulated unused compensatory time off if the employee is subject to Section 8.2 and (2) accrued vacation leave, in that order until exhausted; however, vacation leave may be reserved in an amount up to forty (40) for full-time employees, or proportionate to the percentage of FTE for part-time employees, unless Catastrophic Leave is requested per Section 15.18.

15.16B Conditions for Using Family and Medical Leave. Family and Medical Leave may be used for the following reasons:

- 15.16B1 Because of the birth of a child of the employee and in order to care for such newborn child.
- 15.16B2 Because of the placement of a child with the employee for adoption or foster care.
- 15.16B3 In order to care for the employee's spouse, child, or parent, if such spouse, child or parent has a serious health condition.
- 15.16B4 Because of the serious health condition that makes the employee unable to perform the functions of the employee's job.

**NOTE:** Spouse means a husband or wife as defined or recognized under law for purposes of marriage in the state where the employee resides, including common law marriage in states where it is recognized. Child may include a biological, adopted, or foster child, stepchild, a legal ward, or a child of a person standing in loco parentis, who is under eighteen (18) years of age or is eighteen (18) years of age or older and incapable of self-care because of a mental or physical disability. Care for mother-in-law or father-in-law is not included. However, parent may include individuals other than natural or adoptive parents who served in a long-term parental role for the employee.

**NOTE:** Serious health conditions are defined as illness, injury, impairment, or physical or mental conditions that involve: (1) in-patient care in a hospital, hospice, or residential medical care facility including any period of incapacity, or any subsequent treatment in connection with such in-patient care; or, (2) continuing treatment by a health care provider as provided for in 29 C.F.R. §825.115. Examples of serious health conditions include: heart attack, heart by-pass or valve operations, most cancers, back conditions requiring extensive therapy or surgery, strokes, severe respiratory conditions, spinal conditions, severe arthritis, severe nervous disorders, mental illness, need for prenatal care, severe morning sickness, childbirth, and recovery from childbirth. This does not include voluntary or cosmetic treatments, unless inpatient hospitalization is required.

15.16C Certification of Serious Health Conditions. Except as provided in Section 15.16C7, when requesting Family and Medical Leave for serious health conditions, an employee must provide certification from a health care provider, which includes:

15.16C1 The date on which the serious health condition commenced;

15.16C2 The probable duration of the condition;

15.16C3 Any appropriate medical facts;

15.16C4 A statement that the employee is needed to care for the child, spouse, or parent and estimate of the amount of time that such employee is needed to care for the child, spouse, or parent; or, a statement that the employee is unable to perform the functions of the job;

15.16C5 If the leave is to be intermittent, or on a reduced leave schedule, a statement of the medical necessity for the intermittent leave or leave on a reduced leave schedule, and the expected duration of the intermittent leave or reduced leave schedule; or, a statement that the employee's intermittent leave or leave on a reduced leave schedule is necessary for the care of the child, parent, or spouse who has a serious health condition, or will assist in their recovery, and the expected duration and schedule of the intermittent leave or reduced leave schedule. In the case of certification for intermittent leave, or leave on a reduced leave schedule, for planned medical treatment, the dates on which such treatment is expected to be given and the duration of such treatment should be included.

15.16C5(i) Medical Second Opinions. The Agency may require a second opinion (the Agency's choice of health care provider) and must pay for the cost of the second opinion. If the second opinion differs from the first, a third opinion may be sought (from a mutually agreed upon health care provider, again, at the Agency's expense). The results of the third opinion are final.

- 15.16C6 In the event the employee is requesting leave due to more than one serious health condition, the certification must specifically address each individual condition. Separate forms will be submitted as appropriate. Regardless of whether a single or multiple health condition(s) are involved, the limit in Section 15.16E applies.
- 15.16C7 When paid leave will be used for an absence, which may qualify as Family/Medical Leave, medical certification may be requested at the Agency's discretion.
- 15.16D Notice of Intent to Use Family and Medical Leave. A minimum of thirty (30) calendar days' notice to the Agency must be provided by the employee before he or she may use Family and Medical Leave. Where thirty (30) calendar days' notice is not foreseeable, notice must be given as early as possible. If certification of a serious health condition is required, FMLA forms should be obtained from the Agency's Human Resources Office.
- 15.16E Family and Medical Leave Duration. Unpaid Family and Medical Leave is limited to a total of twelve (12) weeks within a twelve (12) month period, starting with the date the Family and Medical Leave is first credited against the twelve (12) week entitlement pursuant to Section 15.16A.
- 15.16F Family and Medical Leave Not Cumulative. Family and Medical Leave cannot be carried forward beyond the twelve (12) month period and banked for future use.
- 15.16G Incremental Use of Family and Medical Leave. With approval of the Agency, Family and Medical Leave may be taken in increments with proper medical certification (federal law allows employees not eligible for overtime [e.g., exempt employees] to make incremental use of unpaid Family and Medical Leave without affecting their "salaried" status).
- 15.16H Health Insurance while on Family and Medical Leave. Employer health insurance contributions will continue during an employee's unpaid Family and Medical Leave absence, provided the employee makes his/her required contribution. Employer contributions will be based as if the employee had continued to work his/her normal schedule.
- 15.17 Family Military Leave. Family Military Leave is available to employees in accordance with the terms and conditions of the Nebraska Family Military Leave Act, Sections 55-501 through 55-507 R.R.S. and the amendments to the Family Medical Leave Act made by the National Defense Authorization Act (NDAA) of 2008 (29 U.S.C. §2612 et seq.).
- 15.17A Requesting employees will provide the Agency with certification from the proper military authority to verify eligibility for the leave taken under Sections 55-501 through 55-507 R.R.S.
- 15.17B Requesting employees will provide the Agency with certification by the covered service member's health care provider for leave requested to care for a service member under the provisions of the National Defense Authorization Act amendments to the Family Medical Leave Act.
- 15.17C Requesting employees will provide the Agency with such certification as may be provided for through regulations issued by the United States Secretary of Labor for leave requested for a "qualifying exigency" arising out of the fact that an employee's spouse, son, daughter or parent is on active duty, or has been notified of impending call for active duty, in the Armed Forces in support of a contingency operation under the provisions of the National Defense Authorization Act amendments to the Family Medical Leave Act.



- 15.18 Catastrophic Illness Donation. The provisions of this Section are non-grievable. Employees may contribute accrued vacation leave to benefit another employee in the Agency who is personally experiencing a catastrophic illness. The recipient must initiate a request by completing and signing a donation request form provided by the Agency. The contributing employee must complete and sign a donation authorization form provided by the Agency and identify the number of hours of vacation leave being donated and the recipient. Vacation leave donated to, and used by, another employee pursuant to this provision cannot be returned to the credit of the donor's vacation leave account. Catastrophic Leave will be available only to employees who have exhausted their own paid leave through bona fide serious illness or accident.

Leave donated will be converted to a dollar value and then converted to hours based on the recipient's hourly rate. No more than 800 converted hours of donated leave may be received by an employee during a twelve (12) month period.

15.18A Eligibility of Recipient:

- 15.18A1 Must be experiencing a serious illness or injury that requires a prolonged absence of at least thirty (30) consecutive calendar days during the past six (6) months;
- 15.18A2 Must produce satisfactory medical verification of the requirements of Section 15.18A1;
- 15.18A3 Must have one (1) year of service to the Agency;
- 15.18A4 Must have exhausted all earned paid leave time including compensatory time, sick leave, and vacation leave; and
- 15.18A5 Must not have offered anything of value in exchange for the donation.

15.18B Eligibility of Donor Employee:

- 15.18B1 Only four (4) hour increments may be donated;
- 15.18B2 Must not have solicited nor accepted anything of value in exchange for the donation; and
- 15.18B3 Must have remaining to his/her credit at least forty (40) hours of accrued vacation leave after the donation has been made.

15.18C Donation Period. Donations cannot be retroactively applied to the thirty (30) consecutive calendar day qualifying period required in Section 15.18A1.

- 15.19 Service Date Adjustments. The employee's service date will be adjusted when an unpaid absence exceeds fourteen (14) consecutive calendar days except when an employee is still eligible for workers' compensation payments. The adjustment will correspond to the number of days the employee is on unpaid leave.

## HOLIDAYS

15.20 Holiday Schedule. The following will be paid holidays:

| <u>DAY</u>                                   | <u>DATE</u>                   |
|----------------------------------------------|-------------------------------|
| New Year's Day                               | January 1                     |
| Martin Luther King, Jr. Day                  | Third Monday in January       |
| Presidents' Day                              | Third Monday in February      |
| Arbor Day                                    | Last Friday in April          |
| Memorial Day                                 | Last Monday in May            |
| <u>Juneteenth</u>                            | <u>June 19</u>                |
| Independence Day                             | July 4                        |
| Labor Day                                    | First Monday in September     |
| Columbus Day/ <u>Indigenous Peoples' Day</u> | Second Monday in October      |
| Veterans Day                                 | November 11                   |
| Thanksgiving Day                             | Fourth Thursday in November   |
| The Day After Thanksgiving                   | Friday following Thanksgiving |
| Christmas Day                                | December 25                   |

Others when declared by law or proclaimed by the Governor or President of the United States as provided in Section 84-1001(3) R.R.S.

15.20A Whenever any of the above holidays fall on Saturday, the preceding Friday will be observed as the holiday; and whenever any of the above holidays fall on Sunday, the succeeding Monday will be observed as the holiday.

15.20B In the case of Veterans Day, whenever the holiday falls on Saturday or Sunday, the Governor may declare the preceding Friday or the following Monday as the holiday on which date the holiday will be observed.

15.21 Eligibility for Holiday Pay. Pursuant to Section 84-1001 R.R.S., in order to receive pay for such holiday, an employee, whether part-time or full-time, must be in paid work status on both the regularly scheduled workday immediately preceding and immediately following the holiday unless excused by his/her supervisor.

15.22 Working on Holidays. An employee may be directed to work on a holiday or may request advance approval from the immediate supervisor to voluntarily work on a holiday. Any work on a day that is defined as a paid holiday by Section 84-1001 R.R.S. will be compensated for by granting the employee compensatory time off or by paying the employee. Nonexempt employees will be compensated per Section 8.2E. Exempt employees will be compensated at straight time and allowed to take the holiday within sixty (60) calendar days of the observed holiday. The method of compensation for the holiday worked will be at the discretion of the Agency. If compensatory time off is granted, the employee will determine when such time will be taken, subject to Section 8.2B.

15.23 Maternity Leave Donation (MLD) Program. An employee may participate in the MLD program with the approval of the Human Resources Office.

15.23A Eligibility of Recipient. Employees must submit a written request on the form provided by the Human Resources Office and:

15.23A1 Be the expectant mother of a newborn baby or be the adoptive mother;

15.23A2 Have exhausted all earned sick leave for eligible sick leave reasons; and,

15.23A3 Have not offered anything of value in exchange for the donation.



15.23B Contributing Maternity Leave Donations. Employees may contribute accrued vacation leave or earned compensatory time to benefit another employee in the Agency who requests MLD. Vacation leave and earned compensatory time will be donated in no less than 4-hour increments. The contributing employee must identify the specific amount of time donated and the name of the recipient of the donated time on the appropriate forms for that purpose. Vacation leave and compensatory time donated and transferred to another employee pursuant to this provision will be irrevocably credited to the recipient's MLD account.

15.23B1 Vacation leave and compensatory time transferred will be converted to a dollar value and then converted to hours based on the recipient's hourly rate. No more than an equivalent of 480 hours of MLD may be received by an employee during the approved FML period. The Agency will transfer donated leave to the recipient's MLD account from the donor's accruals in chronological order based on the date the form was received and on an as-needed basis.

15.23C Eligibility of the Donor. Before donating vacation leave or earned compensatory time employees will meet the following criteria:

15.23C1 Only increments of four (4) hours may be donated;

15.23C2 Have not solicited nor accepted anything of value in exchange for the donation; and,

15.23C3 Have remaining to his/her credit at least 40 hours of accrued vacation leave (earned compensatory time can be donated completely, leaving a zero balance).

15.23D Leave accrual. All types of leave are granted in proportional amounts for part-time employees and those who work less than a full year.

## ARTICLE 16

### LAYOFF, RECALL, AND RESIGNATION

- 16.1 Management Rights. NAPE/AFSCME recognizes the right of the Agency to layoff, furlough or to reduce hours of employment at the Agency's sole discretion so long as such layoff takes place in accordance with procedures set forth in this Article and observes all rights of the employees protected by this Agreement. Such procedures will not apply to temporary layoff of less than thirty (30) calendar days within a twelve (12) month period.
- 16.1A The Agency agrees to provide to NAPE/AFSCME a copy of any request for contract proposals (RFP) which would result in the loss of one (1) or more regular position(s) in the Agency. This RFP copy is to be provided to NAPE/AFSCME at the same time it is distributed to the media and/or vendor(s).
- 16.2 Layoff General Rules. When a layoff of employees holding positions in Appendix A occurs the following general rules will apply:
- 16.2A Layoffs will be identified by the budget and program areas within a specific locality. The Agency will identify the job classification(s) for layoff to provide the most efficient and productive operation of the Agency. Within the identified job classifications, the order of layoff will be based on seniority (based on the employee's company service date with the Agency). For the purposes of bumping rights, only the employee's agency service date or agency adjusted service date is considered as opposed to any adjusted service date that is calculated due to prior state service at another state agency.
- 16.3 Layoff Plan. Prior to a layoff notice being issued per Section 16.4, NAPE/AFSCME and the Agency will meet to discuss and assure compliance with procedures outlined herein, protection of the rights of employees affected by such layoffs, and possible alternative means of dealing with the problem which gave rise to the layoff. The layoff plan will be provided to NAPE/AFSCME at least ten (10) workdays prior to the meeting between the Agency and NAPE/AFSCME, unless such time period is waived in writing by NAPE/AFSCME.
- 16.3A The layoff plan will at a minimum include the following:
- 16.3A1 The employees to be laid off and positions eliminated, including names, job classifications and work sites of the affected employees;
- 16.3A2 The reason for the layoff (i.e., reduction in work load, reduction in funding);
- 16.3A3 Whether the layoff is geographical, organizational (a particular office), functional (a particular job classification or program), financial, or other;
- 16.3A4 The effective date of the layoff; and,
- 16.3A5 Specific relocation alternatives available to laid off employees within the Agency.
- 16.4 Layoff Notice to Employees. The Agency will notify the affected employee(s) holding positions in Appendix A in writing as soon as they are formally identified for layoff, but not less than thirty (30) workdays in advance of the layoff date. Upon being identified for layoff, affected employees will have the right to schedule and take up to ten (10) workdays of leave without pay during the notice period for interviews, traveling, resume preparation, and other activities associated with securing new employment.

- 16.4A The Agency agrees that it will:
- 16.4A1 Provide electronic job vacancy information from DAS State Personnel and Nebraska state college and university offices.
  - 16.4A2 Provide information on sources of employment seeking skills upon request.
- 16.5 Transfer Rights – Vacant Positions. Subsequent to providing layoff notice per Section 16.4, the Agency will provide all laid off employees occupying positions identified in Appendix A with all necessary information for the employee to determine what positions are available in order for the employee to exercise the transfer rights under this Section. If there is a vacant bargaining unit position in the Agency, for which the employee satisfies the qualification requirements as determined by the Agency, the employee may elect to transfer to such vacant position.
- 16.5A Within eight (8) calendar days of a laid off employee being provided such information, the employee must notify the Agency in writing of any intentions to transfer in accordance with this Section.
  - 16.5B If more than one laid off employee elects to transfer into a vacant position, the selection will be made based on seniority.
  - 16.5C In determining the priority of transfers identified in this Section, transfers to vacant positions in the same geographical area (i.e., within sixty [60] miles) will be given priority over transfers to positions in a different geographical area.
  - 16.5D An employee who transfers to another position in the same job classification or pay grade will be transferred so as to effectuate no loss in pay.
- 16.6 Bumping Rights. Subsequent to providing the layoff notice per Section 16.4, the Agency will provide all laid off employees occupying positions identified in Appendix A with all necessary information for the employee to determine what bargaining unit positions are available in order for the employee to exercise the rights under this Section. Based on seniority, those employees may bump into the non-vacant position held by the least senior employee in the same job classification, for which that employee satisfied the qualification requirements, as determined by the Agency, if no transfer positions were available per Section 16.5. However, if the least senior employee's permanent duty station is not in the same geographical area (i.e., within sixty [60] miles) of the laid off employee's permanent duty station, the laid off employee may elect to bump into the non-vacant position held by the least senior employee in the job classification within the laid off employee's geographical area.
- 16.6A Within eight (8) calendar days of a laid off employee being provided such information, the employee must notify the Agency in writing of any intentions to bump in accordance with this Section.
  - 16.6B If more than one laid off employee elects to bump into a position, the employee with the most seniority will be allowed to take the position.
  - 16.6C An employee who is laid off because another laid off employee has bumped into his/her position under Section 16.6 will have all the rights of a laid off employee including transfer in lieu of layoff.
- 16.7 Emergency Layoff Provisions. In the event (i.e., Special Session of the State Legislature, permanent impoundment or reduction of funds by the federal government or similar circumstances) the Agency receives official notice of a pending funding reduction from a particular funding authority, which imposes the funding reduction in less time than is required to meet the notice requirements in Sections 16.3 and 16.4, the following emergency layoff provisions will govern the layoff.

- 16.7A In lieu of the provisions in Section 16.3, the Agency and NAPE/AFSCME will meet within five (5) workdays after the date the Agency mails the reduction in force notices to discuss the layoff plan and to discuss and assure compliance with the procedures outlined herein, protection of the rights of employees affected by such layoffs, and possible alternative means of dealing with the emergency that gave rise to the layoff. In addition to the requirements specified in Section 16.3A, the layoff plan will establish the date the Agency received notice of a funding reduction.
- 16.7B Upon being given notice for layoff under this Section, affected employees will be allowed to schedule and take up to ten (10) workdays of leave without pay during the notice period for interviews, traveling, resume preparation, and other activities associated with securing new employment.
- 16.7C The Agency agrees that it will:
- 16.7C1 Provide electronic job vacancy and placement information from DAS State Personnel and Nebraska state college and university offices.
  - 16.7C2 Provide information on sources of employment seeking skills.
- 16.7D Official notice for all funding sources means the final official action which determines that the provisions of a bill will become effective. Official notice for Cash and Revolving Funds may also be notice from the external funding source that funds are or will be terminated. Official notice for federal fund sources may also be written notice by the Federal funding agency of intent not to fund a discretionary grant program.
- 16.8 Layoff Requirements – Limitation of Application. The requirements and procedures of Sections 16.2 through 16.7 apply only to layoffs.
- 16.9 Recall and Re-employment. This Section specifies how laid off employees will be either recalled or given re-employment opportunities for vacancies created following a layoff.
- 16.9A Recall to Previously Eliminated Position. Following a layoff, when a position previously eliminated is restored, the employee occupying the position at the time of reduction in force will have first recall priority subject to Sections 16.9B1 through 16.9B2. The recall salary will be based on the salary rate in effect at the time of layoff.
- 16.9B Recall to Vacancy in the Same Job Series. Following a layoff, when a vacancy is created in the same job series, employees who satisfy the required qualifications as determined by the Agency will be recalled in reverse order of a layoff or transfer in lieu of layoff as follows:
- 16.9B1 At the time the vacancy occurs, the Agency will notify the first five (5) qualified employees in line for recall of the vacancy.
  - 16.9B2 Such employee(s) will then have ten (10) workdays following date of notification to accept or refuse the recall by providing written notice to the Agency. The recall vacancy will be offered to the employee with the most seniority who provides written acceptance within ten (10) workdays.
- 16.9C Failure to Respond. Employees who fail to respond by either accepting or refusing the recall vacancy on two (2) successive notifications will forfeit further recall rights per Sections 16.9A and 16.9B.

- 16.9D Re-employment Opportunities. In the event that a vacancy occurs and there are no persons laid off or transferred in lieu of layoff who held a position in the job series at the time layoff began as provided in Section 16.9B, the Agency will notify all laid off employees of the vacancy and the qualifications required to hold the position. Such employees will then have ten (10) calendar days following receipt of such notice to apply for said position. The Agency has the right to hire the most qualified applicant. The pay rate of an employee who occupies a position of a lower classification as a result of recall from layoff or re-employment will be set in accordance with Section 11.3B.
- 16.10 Financial Assistance for Relocating. In cases in which employees have received state financial assistance in geographically relocating to avoid layoff, there will be no requirement for such assistance if recalled to their previous position.
- 16.11 Waive Rights. Employees may waive their rights to receive recall and re-employment notices by providing a written statement to the Human Resources Office.
- 16.12 Time Period for Recall and Re-employment. During the twelve (12) month period following layoff or transfer in lieu of layoff of the employee, no new employees will be hired to fill vacant positions until all employees on layoff or transfer in lieu of layoff who desire to return to work and who are qualified for the vacant position(s) have had the opportunity to be recalled per Sections 16.9A and 16.9B or re-employed per Section 16.9D. It will be the responsibility of the employee who was laid off or transferred in lieu of layoff to be available for recall or re-employment during such time, and such employee will be responsible for providing the Agency with a current address. It will be the responsibility of the employee who was laid off or transferred in lieu of layoff to update and/or supplement the written documentation in their personnel file regarding their employment qualifications so as to allow the Agency to evaluate their eligibility for recall or re-employment under Sections 16.9A, 16.9B and 16.9D.
- 16.13 Accumulated Leave Payoff. Employees who are laid off will be paid at the time of layoff for all accumulated and unused vacation leave, sick leave if eligible under Section 15.2I, compensatory time, and overtime.
- 16.14 Agreement Coverage. In cases in which reductions in force procedures extend from one Agreement period to another, the terms of the Agreement in effect when notification of layoff is given will govern.
- 16.15 Notification. "Notification," as used in Article 16 will mean Certified Mail to the employee's last known address, or personal delivery or deposit at the last known residence. Notifications issued to an individual employed by the Agency may be made by e-mail or personal delivery to the employee's office. In the event of personal delivery, a receipt acknowledging delivery will be signed by the laid off employee.
- 16.16 Resignation. A resignation is effective when accepted in writing or orally by a supervisor or any member of the Agency's Human Resources Office or the Agency's Legal Services Office.
- 16.16A Absent extenuating circumstances, an employee will be considered as abandoning his/her job if absent from their designated work site more than two (2) consecutive workdays without giving notice. Abandonment is considered a voluntary resignation.

## ARTICLE 17

### GRIEVANCE PROCEDURE

- 17.1 Purpose. The purpose of this procedure is to reduce potential areas of conflict and to secure, at the lowest possible administrative level, equitable and timely resolutions to problems which may arise. Through resolution of problems affecting the welfare or working conditions of employees in the Agency, morale is improved and staff effectiveness is increased.
- 17.2 Definition. A grievance is defined as a contention of misapplication or violation of any of the following: Agency policies, rules or regulations not in conflict with this Agreement, articles of this Agreement, written administrative policies, other written operating procedures or laws, or written instructions pertaining to employees.
- 17.3 Non-Grievable Matters. The following issues, when done in compliance with established law, rule or Agency policy, are examples of non-grievable matters. The list below is not to be considered all inclusive:
- 17.3A Performance appraisals.
  - 17.3B Involuntary transfers not requiring the employee to relocate.
  - 17.3C Approval of leave of absence requests.
  - 17.3D Suspension with pay for investigatory purposes.
  - 17.3E Job classifications including, but not limited to, Article 10 job reclassifications.
  - 17.3F Salary adjustments per Sections 13.5, 13.6, and 13.7.
  - 17.3G Fair Labor Standards Act (FLSA) overtime exempt and nonexempt determinations.
  - 17.3H Placement on suspension without pay or other action of the Commissioner following a decision adopting a recommendation of an employee's dismissal as described in Section 18.10.
  - 17.3I Regardless of compliance with laws, rules, regulations or Agency policies, an employee may not grieve actions or inactions that were alleged to have been done to or concern another employee.
  - 17.3J Employees may contest disciplinary dismissals according to the terms in Section 18.10B.
  - 17.3K An employee laid off may grieve layoff (and/or transfer, bumping, recall and re-employment rights) only on the grounds of unlawful discrimination or failure to follow the terms of this Agreement.
  - 17.3L Maternity Leave Donation Program participation.
  - 17.3M Corrective action.
  - 17.3N Placement on, or extension of, promotional/lateral probation.

17.4 Effective Dates of Management Actions. Filing of a grievance does not delay the effective date of any management action. In the event that a suspension without pay or demotion is not supported through the grievance procedures, the employee will be returned to his/her position as though said suspension without pay or demotion had not taken place.

17.5 Employees Without Grievance Rights. Applicants, temporary employees, contract employees, and employees on original probation have no grievance rights under this Agreement except as expressly provided elsewhere in this Agreement. An employee who has successfully completed an original probation period will retain grievance rights during promotional/lateral probationary periods per Section 6.7.

17.6 Forms. A grievance form will be provided by the Agency and made available to each and every employee upon request. Said form will be as prescribed by the Agency. Said form will specifically include the following statement:

“Since you are a member of a bargaining unit certified by the Commission of Industrial Relations for the State of Nebraska, your bargaining agent, the Nebraska Association of Public Employees/American Federation of State, County, and Municipal Employees, will be notified immediately upon your filing of this grievance. This does not prevent you, whether you are a NAPE/AFSCME member or not, from bringing matters to the attention of your supervisor or other officials, or from choosing your own representative in any grievance or legal action.” Any attachments to the grievance “form” provided as a part of the written grievance response will be considered an integral part of the “form” and will be forwarded in the grievance process in the same manner as the grievance “form.”

17.6A Upon the filing of a formal written grievance form by an employee, NAPE/AFSCME will be notified. NAPE/AFSCME will, if requested, be given notice of the time and the place of each grievance step through the grievance procedure. To the extent such participation does not interfere with the employee’s right to select or utilize such representative or pursue such grievance, NAPE/AFSCME will be permitted to participate in the grievance on matters in which such grievance involves interpretation of this Agreement regardless of whether NAPE/AFSCME is the selected representative of the employee. NAPE/AFSCME taking a position contrary to that of the grievant will not be deemed an interference under this Section.

17.6B No employee will be denied the right to a grievance hearing by reason of the employee’s failure to properly fill out or fully complete the grievance form. However, a signed grievance form must be utilized in order to file a grievance.

17.7 Number of Days. The number of days indicated in each step of the procedure will be the maximum. Failure of the grievant to proceed to the next step within the maximum time limit will be considered as termination of the grievance. Failure of the Agency in any step to render a decision to the aggrieved employee(s) within the maximum time limit will automatically allow the aggrieved person(s) to proceed to the next step.

17.7A “Days” will mean regularly scheduled workdays when the ~~State~~Nebraska Department of Education, ~~Nebraska State~~ Office Building offices, are open, excluding, however, such regularly scheduled workdays during which employees involved in the procedure are absent from the work site on approved leave or travel status. For all employees who are permanently located at work sites other than ~~301 Centennial Mall South~~500 South 84<sup>th</sup> Street, Lincoln, Nebraska, days as defined above will be counted from the date of receipt. The day in which an item is received is not counted as a day for the receiving party.

17.7B Any time period established herein may be extended upon the written consent of the employee and the Deputy Commissioner.



- 17.8 Grievance Process Waiver. Except as otherwise required by law, the parties may mutually agree, in writing, after obtaining consent from the Attorney General, to waive all further steps in the grievance procedure and proceed to institute a civil action in an appropriate court of competent jurisdiction.
- 17.9 Requests for Documentation and Information. Upon the filing of any grievance, following the procedures herein noted, the employee will have a right to request from his/her supervisor and the supervisor must produce copies of personnel files regarding the grievance, the supervisor's personal records regarding the grievance, and any notes regarding the grievance maintained by the employee's supervisor. These same rights will be held by the Agency to request such notes and records kept by the employee and require the employee to produce the same. At any stage following step one during the grievance of a suspension without pay or demotion, the employee and the Agency will have the right to request the other party to provide answers to questions and to produce specified documents pertaining to the grievance. Further, either party may take the deposition of any witness or the other party upon ten (10) workdays' notice to the other party. Any such request and/or notice will be addressed to the party from which the information or documents are requested with a copy supplied to the person or body responsible for making or recommending a decision at that stage of the grievance. For any information requested under this Section, only information and documents which are relevant or would lead to relevant evidence for the grievance may be required to be produced; however, in no case must information and documents be produced which are recognized by the courts of the State as privileged. Personal records and notes of an employee's supervisors are specifically identified as not being privileged information for purposes of this Article.
- 17.9A Answers and documents will be provided within ten (10) workdays of receipt of request. Objections to such requests will be made to the person or body responsible for making or recommending a decision at that stage of the grievance within five (5) workdays of receipt of the request. Such person or body will, after an informal hearing, confirm or deny such objections within five (5) workdays of receipt of the objection. Within five (5) workdays of receipt of the answers or documents, the requesting party will notify the answering party of any failure on the part of the answering party to respond to the request. Unless the objection is entered, the responding party will supply such answers or documents within five (5) workdays of being so notified.
- 17.9B The failure to respond to any discovery request, except where objections to such requests are sustained, may result in the responding party being denied the right to introduce the evidence requested. Any person desiring the Commissioner to take action concerning a failure to respond to a discovery request may request such action by applying for such relief to the Commissioner. The Commissioner's decision will be rendered at least five (5) workdays prior to the hearing to which the discovery request relates.
- 17.9C Copies of any documents required to be produced under Section 17.9 will be paid for by the requesting party. In the event such copies are made on state-owned copying machines, the charge established under Section 4.4 will be assessed.
- 17.10 Grievance Procedure. The employee may be accompanied at any step of the grievance procedure by a representative of the employee's selection. Management may also be accompanied by a representative at any step. The Grievance Procedure will be as follows:



17.10A **Step 1** – Within fifteen (15) workdays of the employee's knowledge of the event or condition which caused the grievance, the grievant will present the completed grievance form to the Office Administrator. Within fifteen (15) workdays after receiving the completed grievance form, the supervisor, Office Administrator, or designee if applicable, and grievant will meet to discuss the grievance and attempt to resolve the matter, and the Office Administrator will arrive at a response and communicate the same to the grievant, in writing.

17.10A1 In cases of disciplinary demotion or suspension without pay, the grievant will proceed as specified in Step 3 of this procedure by filing an appeal to the Board without having to convene the meeting described in Section 17.10A. The appeal to the Board referred to in Step 3 below must be filed with the Commissioner in writing on the appropriate form within fifteen (15) workdays of the grievant's receipt of the Deputy Commissioner's suspension order or disciplinary demotion approval.

17.10A2 In cases of administrative probation, the grievant will submit the grievance to the Deputy Commissioner in writing on the appropriate form within fifteen (15) workdays of the date of the receipt of the notice described in Section 18.9A without having to convene the meeting described in Section 17.10A. The Deputy Commissioner will give a written answer within fifteen (15) workdays of receipt of the grievance. If a resolution to the grievance is not reached, the employee may proceed as specified in Step 3 of this procedure within fifteen (15) workdays of the receipt of the Deputy Commissioner's answer.

17.10B **Step 2** – When the response in the preceding step is not satisfactory to the grievant, the grievant may, within fifteen (15) workdays of receipt of the Office Administrator's response, appeal the decision to the Deputy Commissioner in writing. The Deputy Commissioner will give a written answer to the grievant within fifteen (15) workdays thereafter. The Deputy Commissioner may hold a meeting with the grievant in order to better understand the facts and circumstances before rendering a decision.

17.10C **Step 3.**

17.10C1 If a resolution to the grievance is not reached, the employee may, within fifteen (15) workdays after receipt of the Deputy Commissioner's decision, appeal the grievance to the Board. The appeal at this level will be directed to the Commissioner as Secretary of the Board. This appeal will include the filing of the grievance form as described in Sections 17.6 through 17.6B.

17.10C2 Within ninety (90) calendar days after receiving the appeal, the Commissioner will place the matter on the agenda of a meeting of the Board for a determination on if the Board or a hearing officer will conduct the hearing in accordance with Section 17.10C3. The Board may also elect to hear the case directly itself instead at a future date as described below. The hearing officer shall be mutually agreed upon by the parties. If a hearing officer cannot be mutually agreed upon, the parties will, in writing, propose a slate of at least three (3) hearing officers each and select the hearing officer by alternately striking proposals with the party that strikes first being determined by random draw or random selection.

- 17.10C3 The Board may elect to conduct the hearing or may designate that a hearing officer, not an employee of the Agency, conduct a hearing and recommend a decision to the Board. The employee will be notified of the Board's determination on the conduct of the hearing and the time and place of the hearing. In cases in which the Board elects to have a hearing officer conduct the hearing, the hearing officer will cause a complete record to be made of all evidence offered at the time of the hearing. The hearing officer will prepare written findings of fact and recommend a decision to the Board. The hearing officer will deliver these findings of fact and recommendation to the Board together with a complete transcript of all evidence offered at the time of the hearing. Hearings will be conducted in accordance with Title 92, Nebraska Administrative Code, Chapter 61. The hearing will take place within ninety (90) calendar days of the Board meeting at which the matter appeared on the agenda under Section 17.10C2.
- 17.10C4 Both parties in a hearing pursuant to Step 3 may present witnesses, and these witnesses will be subject to cross-examination. If the witness is an employee of the Agency, he/she will be paid for those hours outside his/her normal hours of work.
- 17.10C5 The Board may affirm, modify, or reverse the decision of the Deputy Commissioner. The Board will notify the aggrieved employee within a reasonable time period in writing of the Board's decision.
- 17.11 Arbitration. At the time said appeal is filed pursuant to **Step 3**, the employee and/or representative and the Commissioner may mutually agree to submit the dispute to voluntary binding arbitration. Otherwise, the dispute will be submitted to the Board.
- 17.11A If both parties choose to submit the appeal to voluntary binding arbitration, they will sign a waiver within ten (10) workdays indicating they acknowledge that the decision of the arbitrator is final, except as provided in the Uniform Arbitration Act, and cannot be appealed.
- 17.11B The arbitrator's scope of review will be to determine whether or not term(s) of this Agreement has/have been violated, and whether the Agency's action was taken in good faith and for cause. Arbitration hearings will be informal and the rules of evidence will not apply. The parties may be represented by attorneys in arbitration hearings. In cases involving discipline, the Agency will present its case first, and in all other cases the employee will present his/her case first. The decision of the arbitrator will be final and may not be appealed. The arbitrator will decide the grievance in question based upon the issues presented in the written grievance filed pursuant to the grievance procedure. The arbitrator may interpret relevant provisions of this Agreement and apply them to the particular case presented to him/her, but the arbitrator will have no authority to add to, subtract from, or in any way modify the terms of this Agreement or any agreements made supplementary hereto. The fee and expenses of an arbitrator will be borne equally by all parties. Arbitrators will be selected from lists developed and mutually agreed upon by the parties. If the parties cannot agree upon an arbitrator, a method of alternate striking of names will be employed.
- 17.11C The Commissioner or Deputy Commissioner will have the authority to set time limitations for: the length of time within which an arbitrator must be chosen; the amount of time the parties will have to present their case (each party will receive the same amount of time); the time within which a case must be heard after an arbitrator is appointed; the length of time that will be allowed for the parties to submit post-hearing briefs; and the period of time after a hearing within which the arbitrator must enter his/her decision. Post-hearing briefs will not be allowed in any case unless the parties and the arbitrator are all in agreement as to the need for such briefs.

- 17.11D The decision of the arbitrator will be made in writing within sixty (60) calendar days of the hearing and will include findings of fact and conclusions of law. The findings of fact will consist of a concise statement of the conclusions upon each contested issue of fact. Parties to the proceeding and the Human Resources Office will receive a copy of the decision by first class U.S. mail or by electronic mail, response receipt requested. The arbitrator's decision will become public record upon submittal to the parties. If the arbitrator does not render a decision within ninety (90) calendar days from the date the arbitration hearing was held, a penalty of fifty dollars (\$50) per day will be imposed and deducted from the arbitrator's fee for each day over ninety (90) calendar days the decision is late, until the decision is received. This penalty may only be waived upon mutual agreement of the parties.
- 17.11E Both parties must provide the other party and the arbitrator with a listing of all exhibits to be introduced at the hearing, a copy of each exhibit, and a listing of individuals that the party plans to call as witness(es) in the arbitration/hearing at least five (5) calendar days prior to the hearing. Such requests and/or notice will be addressed to the party from which the discovery is sought. Only discovery requests which are relevant or would lead to relevant evidence for the grievance will be granted; however, in no case will discovery be granted which seeks evidence which is recognized as privileged by the Courts of this State. Discovery requests must be provided within ten (10) workdays of the receipt of the request, unless objections are entered. Objections to discovery will be made to the arbitrator, and the arbitrator will consider the matter and issue a decision.
- 17.12 Reprisals. No reprisal of any kind, including a loss in pay, will be taken by the Board, the Commissioner, or by any employee of the Agency against any participant in the grievance procedure by reason of such participation.
- 17.13 Civil Rights. Nothing contained in this procedure will be construed so as to abridge, limit, or restrict the civil rights of persons.
- 17.14 Confidentiality. Proceedings will be kept confidential by any and all parties involved, insofar as such confidentiality is reasonable, except as provided for elsewhere in this Agreement. Unless specifically otherwise requested by a grievant in writing at the time a grievant appeals under **Step 3**, the grievant's name will appear on Board agenda items where matters concerning the grievance are before that Board.

## ARTICLE 18

### CORRECTIVE AND DISCIPLINARY ACTIONS

18.1 Purpose. Corrective actions are those actions which do not affect pay or status and are imposed to correct and improve an employee's job performance. Disciplinary actions are those actions which may affect pay or status and are imposed to discipline an employee for actions which are harmful to the best interests of the State, the Agency, or the employee workforce, or for failure of performance or conduct following imposition of corrective action. Unless otherwise agreed to, the employees are not entitled to representation at routine supervisory and/or corrective action conferences, meetings that are for the purposes of presenting a disciplinary action or corrective action decision or notification to the employee, or meetings that are only part of an investigation concerning another employee or other employees. Employees are entitled to, upon request, representation at (i) investigatory meetings with supervisors or management when that meeting is for the purpose of investigating potential or suspected grounds for corrective or disciplinary action under Section 18.4 regarding that employee; and (ii) when the meeting is for the purpose of the employee responding verbally to verified information under Section 18.2A. However, the Agency may require that meetings described in (i) or (ii) take place within two (2) workdays of the first request for such meetings regardless of whether or not the employee has secured or arranged for representation.

18.1A Two (2) forms of corrective action exist:

Oral counseling; and,  
Written warning.

18.1B Four (4) forms of disciplinary action exist:

Suspension without pay;  
Administrative probation;  
Disciplinary demotion; and,  
Dismissal.

18.1C Corrective actions are not grievable. Disciplinary actions are grievable.

18.2 Decision Criteria. The decision to impose either corrective or disciplinary action and which type of action to impose will be based on just cause and governed by the nature, severity, and effect of the offense; the type and frequency of previous offenses; the period of time elapsed since a prior offensive act; the record and the length of service to the Agency; and consideration of extenuating circumstances. The Agency will ensure that all employees are equally treated with respect and dignity and are afforded the right of privacy when being counseled on performance issues. Disciplinary action may be imposed whether or not corrective action has preceded it, however, before a written warning is given as correction action, it generally will be preceded by oral counseling. The employee against whom any disciplinary action is brought will be notified of such action as soon as it is initiated and will be kept informed of all processes during the disciplinary action. Not more than one (1) form of disciplinary action may be in effect against an employee at any one (1) time for the same infraction, except in the case of a suspension pending a dismissal action.

- 18.2A The Commissioner, Deputy Commissioner, or the employee's immediate supervisor or next level supervisor, upon obtaining information that would indicate the possibility of administering any disciplinary action, or upon completion of preliminary investigation, if such is felt to be required, will within thirty (30) workdays of obtaining such information or completing such investigation, present the employee with notice of the alleged facts and afford the employee the opportunity to refute the information or present mitigating evidence. The employee may respond verbally or in writing, whichever is designated by the Agency. The employee will respond within the timeline designated by the Agency, which will not exceed five (5) workdays. The notice will specifically identify the rules, procedures, policies, or sections of the Agreement for which disciplinary action is being considered. Failure of the employee to respond will not be construed as indicating the truth or accuracy of the allegations. If action has not been taken within two (2) calendar months of the date of such verification, barring new evidence, no action may be taken on that set of allegations or circumstances.
- 18.2B Based upon information and evidence presented and the individual circumstance of the case, the Commissioner, Deputy Commissioner, or supervisor will determine the appropriate action to be taken.
- 18.2B1 For oral counseling and written warnings, the employee's opportunity to respond is during the oral conference or as provided in Sections 18.6 and 18.6B. The Commissioner or designated representative has the authority to rescind or modify a written warning after such response if deemed appropriate.
- 18.3 Suspension With Pay. Suspension with pay is an ordered absence from duty while on full pay status for a prescribed period of time. A suspension with pay may be ordered only upon the approval of the Deputy Commissioner or Commissioner. This action allows for an immediate response to a suspected but not fully substantiated offense or for a period in which an investigation can be thoroughly pursued, or for other reasons at the discretion of the Deputy Commissioner or Commissioner. Suspensions with pay are not grievable.
- 18.3A The ordered suspension with pay will be in writing and will be signed by the Deputy Commissioner or Commissioner and will become a part of the employee's official personnel file. If a suspension with pay is ordered to allow for an investigation of a suspected offense, and if the offense is not substantiated, then the ordered suspension will be removed from the employee's personnel file.
- 18.3B If an employee is absent when a suspension with pay is ordered, the written notice will be directed to the employee either by Certified Mail with instructions to "Deliver to Addressee Only, Return Receipt Requested," by personal delivery or deposit to the employee's last known address, or by email to the employee's personal email address with agreement of the employee.
- 18.3C In the absence of the Commissioner or Deputy Commissioner, the Office Administrator may order an employee's suspension with pay for up to ten (10) calendar days. Upon the Deputy Commissioner's return, the Deputy Commissioner will affirm or modify the suspension with pay within five (5) calendar days.
- 18.4 Corrective or Disciplinary Action Grounds.
- 18.4A Violation of or failure to comply with, the State Constitution, any statute, an executive order, published rules and regulations of the Agency; policies or procedures including work rules, this Agreement; or administrative memoranda.
- 18.4B Failure or refusal to comply with a lawful directive or to accept a reasonable or proper assignment from an authorized supervisor.

- 18.4C Inefficiency, negligence in the performance of duties, or failure to meet performance expectations despite appropriate intervention.
- 18.4D Careless, negligent, improper, or unsafe use of state property, equipment, or funds, or conversion of state property. This includes transmitting threatening, obscene, or harassing material through the State's communication systems.
- 18.4E Use of bribery or undue influence to gain or attempt to gain promotion, leave, favorable assignment, or other individual benefit or advantage.
- 18.4F Falsification, fraud or willful omission of information when applying for a position, applying for or renewing required credentials, performing the duties of a position, responding to work-related questions or inquiries of any supervisor, or completing records or reports relevant for the Agency.
- 18.4G Unauthorized or improper use of any type of leave, repeated tardiness, repeated failure to comply with scheduled work hours, including meal or rest periods, or absence without approved leave.
- 18.4H Failure to maintain satisfactory working relationships with the public, other Agency employees, supervisors or managers, or with persons placed under direct care and responsibility of the employee.
- 18.4I Failure to obtain and maintain a current license required by law or Agency standards as a condition of employment.
- 18.4J Violation of any provision of the Agency Code of Ethics, which is located in the Personnel Rules, Title 93 of the Nebraska Administrative Code, Chapter 16.
- 18.4K Conduct, while on- or off-duty which brings discredit to the Agency, the State or which impairs an employee's services and/or the Agency's performance or function, including criminal charges arising from such conduct.
- 18.4L Unlawful manufacture, distribution, dispensation, possession, or use of a controlled substance or alcoholic beverage, in the workplace or reporting for duty under the influence of alcohol and/or unlawful drugs, or when prior consumption of same is plainly detected.
- 18.4M Unlawful work place discrimination (harassment) based, in whole or in part, on race, color, sex, sexual orientation, religion, age, disability, or national origin, which manifests itself in the form of unwelcome comments, jokes, printed material, and/or unwelcomed sexual advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature.
- 18.4N Display of sexually explicit or obscene materials and/or the utterance of offensive comments in the workplace that are derogatory toward a group or individual based upon race, sex, sexual orientation, color, religion, disability, age, or national origin.
- 18.4O Possession of any type of firearm during the course of performing their job. This prohibition includes transporting firearms into any work site or onto state property or in a state vehicle.
- 18.5 Oral Counseling. Oral counseling is an informal level of corrective action. It is a warning given by an immediate supervisor in conference with an employee in which the matter that caused the corrective action to be taken is discussed and the employee is advised of what action is expected of him/her to correct the problem. A written record of the oral counseling may be prepared if a copy is provided to the employee; however, no record of it will be placed in the employee's personnel file.



- 18.6 Written Warning. When, in the opinion of the supervisor, oral counseling is not an adequate measure to correct the deficiency, a written warning, which will be considered a corrective action, may be imposed. The written warning must be fully documented and must include an oral conference between the supervisor and the employee at the time the written warning is presented or as otherwise agreed to by both parties. The written narrative will be consistent with the oral conference. The written warning will be dated, will explain the reason for the warning, and will explain the action expected of the employee to correct the cause or problem. Both the supervisor and the employee will sign the written warning, and the employee will be given a copy of the completed signed warning. The employee's signature thereon does not imply agreement with the contents of the written warning, but documents only that he/she has seen it and the oral conference described above has been held. The written warning will be considered effective on the date that it is issued to and received by the employee.
- 18.6A A written warning is issued on whatever official form the Agency may designate for this purpose.
- 18.6B The employee has the opportunity to attach written rebuttal, clarification, or objection to the written warning within five (5) workdays of receipt by the employee.
- 18.6C The written warning will become inactive ninety (90) calendar days after having been issued to the employee unless the originating supervisor will renew it by additional written commentary on the original form explaining the renewal.
- 18.6C1 When the written warning is renewed, the employee will again have the opportunity to offer written commentary in response to the renewal and will be provided with a copy of the annotated (renewed) form.
- 18.6C2 A written warning may be renewed no more than one (1) time.
- 18.6D All record of the written warning will be removed from the employee's personnel file ninety (90) calendar days after it will become inactive. It may only be retained by the Agency in a separate file of warnings and may be referenced by the Agency or employee in the event of litigation, personnel action (including subsequent disciplinary or corrective action), audit, or other administrative proceeding or complaint, if relevant.
- 18.7 Suspension Without Pay. An ordered absence from duty for a prescribed period of time for which no pay, vacation time, sick leave or holiday leave is granted, nor is vacation, sick or holiday leave accrued. A suspension without pay may be ordered only upon the written approval of the Deputy Commissioner.
- 18.7A The length of the suspension will be determined by the Deputy Commissioner in view of the seriousness of the violation and/or continued violation after the employee has been duly warned.
- 18.7B A suspension without pay will be in writing and will be signed by the Deputy Commissioner and will become a part of the employee's official personnel file.
- 18.7C If the employee is absent when a suspension without pay is ordered, the Deputy Commissioner will direct written notice to the employee by one of the following methods: Certified Mail with instructions to "Deliver to Addressee Only, Return Receipt Requested," personal delivery or deposit to the employee's last known address; or via email to the employee's personal email address with agreement of the employee.
- 18.8 Disciplinary Demotion. The movement of an employee from the present position to one of lesser responsibility and/or authority and at a lower salary, may be ordered only upon the written approval of the Deputy Commissioner, a copy of which is provided to the employee.

- 18.8A A request for disciplinary demotion will be in writing with full documentation, signed by the supervisor and the Office Administrator. The disciplinary demotion will be signed by the Deputy Commissioner and will become a part of the employee's official personnel file.
- 18.9 Administrative Probation. For a period of time, not more than six (6) calendar months, administrative probation is imposed for disciplinary reasons during which the employee must rectify the performance or behavior which led to the imposition of the disciplinary action.
- 18.9A Administrative Probation Status. Administrative probation may be imposed by the Office Administrator for a period of not more than six (6) calendar months. The notice of administrative probation will be in writing, dated, and will inform the employee of the reason for the probation, the action required for improvement, and state that failure to improve may result in further action. The employee will acknowledge receipt of the probation notice by signing the document. The employee's signature on the notice of administrative probation does not imply agreement with the notice of administrative probation.
- 18.9A1 Employees placed in an administrative probationary status will not be promoted or granted pay increases consistent with the provisions in Article 18.
- 18.9A2 Employees granted vacation, sick, holiday, bereavement, civil, administrative, or military leave while serving in this status may have their probation extended by the number of days absent on leave.
- 18.9A3 The administrative probation may be extended by the Deputy Commissioner for a period not to exceed a cumulative total of one (1) calendar year unless extended in accordance with the provisions of Section 18.9A2. Reasons for such extension will be made known to the employee.
- 18.9A4 The termination of a regular employee on administrative probation does not preclude the filing of a grievance by the employee.
- 18.9A5 An employee may be placed on administrative probation upon return to work following a suspension.
- 18.9A6 An employee may be removed from administrative probation at any time.
- 18.10 Dismissal. An employee may be dismissed from employment with the Agency for failure to respond to previous corrective or disciplinary actions or when circumstances render any preceding steps unnecessary or inappropriate.
- 18.10A The Office Administrator and the employee's immediate supervisor, if other than the Office Administrator, will recommend dismissal to the Commissioner in writing, and the decision to dismiss or take another action will be made by the Commissioner.
- 18.10A1 The Commissioner will inform the employee in writing of a time at which the employee may present any additional facts, material, or evidence regarding his/her dismissal to the Commissioner. Failure by the employee to appear before the Commissioner will act as a waiver by the employee to the aforementioned meeting.
- 18.10A2 The employee may be represented by a third party in the meeting with the Commissioner, but the time, date and/or place of said meeting will not be postponed or rescheduled because the representative of the employee is unable to attend unless both the Commissioner and the employee mutually agree to another time, date and/or place.



18.10A3 Within five (5) workdays following the scheduled date of the meeting with the Commissioner, the Commissioner will provide the employee a copy of his/her decision and the action which the Commissioner has decided to impose. This written decision may be hand-delivered, sent by Certified Mail, sent by regular U.S. Mail to the employee, or provided via email to the employee's personal email address with prior agreement of the employee. The five (5) workday period may be extended upon agreement between the Commissioner and the employee.

For purposes of this subsection, the date the written decision is "provided" to the employee is (a) two (2) business days after it was deposited in the regular U.S. Mail; or (b) the date of personal or certified delivery, or the date it was e-mailed.

18.10A4 If the Commissioner's decision is to dismiss the employee, the Commissioner may elect to take whatever action he/she chooses which effects the employee until the dismissal becomes final, including placing the employee on suspension without pay. Such action will be in writing and be included with the written decision provided under Section 18.10A3.

18.10B Within fifteen (15) workdays of the receipt of the Commissioner's written decision of dismissal, or if applicable, notice to NAPE/AFSCME, with documentation of attempted delivery of the same, the employee may request a hearing before the Board to appeal or mutually agree to appeal to binding arbitration following the procedures in Article 17.10. The request for a hearing must be in writing.

18.10B1 If the written request for hearing is not received during the time prescribed in Section 18.10B, the Commissioner's dismissal decision becomes final and will appear in the Commissioner's Report for the next regularly scheduled meeting of the Board.

18.10B2 If the employee submits a timely request for a hearing, then (a) the matter of assignment of a hearing officer or other method of hearing the case will be placed on the agenda of a meeting of the Board within the next ninety (90) calendar days; and (b) upon the expiration of the fifteen (15) workday period described in Section 18.10B, the employee will be considered "terminated-appeal pending" and will be "terminated" in the State Human Resource system of record.

18.10B3 The Board may elect to conduct the hearing or may designate that a hearing officer, not an employee of the Agency, conduct a hearing and recommend a decision to the Board. The hearing officer will be selected as described in Section 17.10C2. The employee will be notified of the Board's determination on the conduct of the hearing and the time and place of the hearing. In cases in which the Board elects to have a hearing officer conduct a hearing, the hearing officer will cause a complete record to be made of all evidence offered at the time of the hearing. The hearing officer will prepare written findings of fact and recommend a decision to the Board.

The hearing officer will deliver his/her findings of fact and recommendation to the Board together with a complete transcript of all evidence offered at the time of the hearing. The Board may accept or reject the recommendations of the hearing officer, but will not impose disciplinary action in excess of that recommended by the hearing officer unless the Board finds, on the basis of an independent review of the record, that grounds exist for imposing a harsher penalty.

- 18.10B4 Hearings will be conducted in accordance with Title 92, Nebraska Administrative Code, Chapter 61.
- 18.10B5 The Board may affirm, modify or reverse the dismissal decision of the Commissioner. The Board will notify the employee in writing of its final action within forty-five (45) calendar days of when the action was taken.
- 18.10C If the Board modifies or reverses the decision of the Commissioner, the employee may be entitled to back pay at the discretion of the Board.
- 18.10D If the appeal hearing is conducted more than fifty (50) miles from the employee's residence, the Agency may reimburse the employee for mileage at the rate established for travel by employees.
- 18.10E The dismissal of a probationary employee as defined in Section 6.5 will be final with the decision of the Office Administrator.
- 18.11 Disciplinary Action Limitations. With the exception of suspensions pending a dismissal action, employees will not be disciplined more than once for a single specific offense; however, they may be disciplined for each additional offense of the same or similar nature occurring after the original notice of the previous disciplinary action.
- 18.12 Grievance Rights. Employees who are disciplined will have the right to grieve the disciplinary action imposed upon them in accordance with the provisions of Article 17.
- 18.12A Pursuant to the Grievance Process, if it is determined that disciplinary action imposed is too harsh for the offense committed, the individual or body charged with the making of such determination may modify the disciplinary action imposed and will notify the employee of the modifications and also the employee's supervisors.
- 18.13 Personnel File. Reports, letters, and documents which reflect unfavorably on an employee will not be placed in his/her personnel file without the employee's knowledge per Section 4.5.
- 18.13A Records of disciplinary action will be maintained in the employee's personnel file for a period not to exceed three (3) calendar years from the date of the disciplinary action unless an appeal case, litigation, or other administrative proceeding or complaint has been filed. Upon the expiration of the three (3) calendar year period or final resolution of an appeal, litigation, or other administrative proceeding or complaint, whichever is longest, records of disciplinary action will be removed from the employee's personnel file. They may only be retained by the Agency in a separate file of disciplinary actions and may be referenced by the Agency or employee in the event of litigation, personnel action (including corrective or disciplinary action), audit, or other administrative proceeding or complaint, if relevant.
- 18.13B Employees will have the right to have placed in their personnel files their own statements of rebuttal or clarification concerning written disciplinary measures taken against the employee, as long as the employee's response is received within the prescribed time frame. The rebuttal or clarification will be affixed to the notice of discipline.
- 18.14 Delivery of Notices. When the Agency determined that immediate disciplinary action is required for an employee not officed in Lincoln, the Commissioner or Deputy Commissioner may designate an individual to sign and deliver the notice of disciplinary action to the employee for the Commissioner or Deputy Commissioner. The disciplinary action will be effective immediately upon such notice. The Commissioner or Deputy Commissioner will subsequently sign and forward a copy of such notice to the disciplined employee.

ARTICLE 19  
DEFINITIONS

- 19.1 Applicability. The definitions contained in the following Sections of this Article will be used throughout this Agreement except where the context would require another definition. All other words will have their normal accepted meaning.
- 19.2 “Absence Without Leave” means the unauthorized absence of an employee from work or the work station during normal duty hours.
- 19.3 “Agreement” means the agreement entered into and executed by and between the State of Nebraska, Department of Education and the Nebraska Association of Public Employees Local 61 of the American Federation of State, County, and Municipal Employees Department of Education Bargaining Unit.
- 19.4 “Agency” means State of Nebraska Department of Education.
- 19.5 “Appointment” means the act of the Agency filling a position.
- 19.6 “Assigned Activity” as it relates to determinations on staff travel requests means any activity which is a normal or anticipated part of the sequence of completion of responsibilities of job tasks assigned to the employee, or assignments or approved activities which provide a non-repetitive opportunity for the employee to maintain a level of currency, expertise and leadership in the fields in which the employee has assigned job responsibilities commensurate with management expectations of the employee’s capacity to serve the needs of the Agency and the state in those fields.
- 19.7 “Board” means the State Board of Education.
- 19.8 “Classification” means a group of positions sufficiently similar as to the duties performed, degree of supervision exercised or required; minimum requirements of training, experience or skill; and such other characteristics that the same title and the same minimum qualifications may be applied to each position in the group, and so that the same salary grade may be assigned.
- 19.9 “Commissioner” means the Commissioner of Education. The Deputy Commissioner may act as Commissioner in accordance with the provisions of Section 79-321, R.R.S.
- 19.10 “Company Service Date” means the first day the employee starts work for the Agency. The service date may be revised due to an absence per Section 15.19.
- 19.11 “Continuous Service” means the period of time during which an individual is in some official paid employee category, and which is interrupted by termination of employment for a period of not more than five (5) years for any single interruption. Periods of approved leave do not break service, but the time the person is not working for the State in a leave of absence without pay status does not count toward seniority. Dismissal will result in an interruption in continuous service, regardless of length of interruption of employment. Upon recall from layoff, employees will resume the same seniority status they had prior to layoff.
- 19.12 “Continuous Service Date” means a state service date that may have been revised due to employee absence per Section 15.19 or prior state service, and from which an employee’s vacation and sick leave is computed.
- 19.13 “Contract Employee” means an individual with whom the Agency has entered into a contract under the NDE Administrative Policy and Procedure related to contracts, which creates an employer-employee relationship.

- 19.14 “Demotion” means moving an employee from one job classification to another at a lower pay grade. Demotions may be non-disciplinary as described in Article 11, Section 11.3, or disciplinary as described in Article 18, Section 18.8.
- 19.15 “Deputy Commissioner” means, unless otherwise indicated, an individual appointed to that position under 79-318(3) R.R.S., ~~and designated by the Commissioner to oversee the Office of Human Resources for the Agency.~~ Except in instances where the Deputy Commissioner is taking action as the immediate supervisor of an employee under this Agreement, whenever this Agreement provides that any Deputy Commissioner has the authority to act, the Commissioner likewise has the authority to do the same.
- 19.16 “Discharge or Dismissal” means the disciplinary termination of employment pursuant to Article 16.
- 19.17 “Employee” means any person within the employment of the Agency whose job classification title is included in Appendix A.
- 19.18 “Fixed-Term Employee” means an employee in a fixed-term position.
- 19.19 “Fixed-Term Position” means a position which, due to the funding source, has a predetermined duration of employment which is designated at the time of hire subject to the continuation and availability of funding. Fixed-term positions may be worked on a full-time or part-time schedule and are subject to all of the terms of this Agreement except for the provisions of Article 16.
- 19.20 “Full-time Schedule” means a forty (40) hour workweek schedule.
- 19.21 “Household Goods” means household furniture, including appliances, lawn mowers, bicycles, toys and personal effects such as clothing, professional equipment and books but does not include power vehicles, boats, pets or other animals.
- 19.22 “Human Resources Office” means the office within the Agency that is responsible for personnel administration in the Agency.
- 19.23 “Job Family” means groups of job classifications related by shared work.
- 19.24 “Job Series” means two (2) or more job classifications, similar as to duties and training required but differing primarily in difficulty, responsibility, knowledge and skills, and supervision exercised or received.
- 19.25 “Job Specification” means the official written description of a classification of work, which summarizes information such as the purpose of the job, distinguishing characteristics, examples of duties, minimum qualifications, supervisory and fiscal authority and physical requirements.
- 19.26 “Lateral Transfer” means changing an employee from one position to another position in the same pay grade. In the case of VR positions, it means maintaining the same job classification but transferring to a different VR office.
- 19.27 “Lay Off” means the involuntary termination (reduction in force) of an employee or employees because of a lack of work or lack of funds or under conditions in which the continuation of such work would be inefficient or non-productive.
- 19.28 “Leave Without Pay” means leave or time off from work for the employee’s personal reasons granted by the appointing authority for which period the employee receives no pay.
- 19.29 “Minimum Qualifications” means the least amount of training and experience and other qualifications required to perform adequately in a specific position or series of positions.

- 19.30 "Office Administrator" means, unless otherwise indicated, an individual designated by the Commissioner to oversee a subdivision of the Agency. In the event there is no Office Administrator in an individual's chain of command, the pertinent Deputy Commissioner or designee will act on matters otherwise handled by an Office Administrator.
- 19.31 "Original Hire Date" means the first day the employee starts work for the State.
- 19.32 "Original Probationary Period" means a period of time during which an employee is required to demonstrate fitness for a particular position as a part of the selection process for regular appointment.
- 19.33 "Paid Work Status" means time paid for work or any paid leave.
- 19.34 "Part-time Schedule" means less than a forty (40) hour workweek schedule.
- 19.35 "Pay Grade" means a specified range of salary or wage, the starting and intermediate rates within such range, and the maximum rate of such range.
- 19.36 "Personnel Files" means the files retained by the Human Resources Office of the Agency which is personally identifiable with an individual employee or former employee.
- 19.37 "Position" means a group of specific duties, tasks and responsibilities to be performed by one (1) employee. A position may be part-time or full-time, temporary, fixed-term or regular, or occupied or vacant.
- 19.38 "Professional Growth" as it relates to determinations on staff travel requests includes approved travel related to activities which are ancillary to the assigned field of responsibility or which will provide opportunities for leadership and expertise in the field(s) of the employee's assigned responsibility which are in excess of management expectations or which serve a professional interest of the employee which is outside the area(s) of assigned responsibility.
- 19.39 "Promotion" means changing an employee from one job classification to another job classification at a higher pay grade.
- 19.40 "Reduction in Force" means the same as "lay off."
- 19.41 "Regular Employee" means an employee in a regular full-time or part-time position who has completed the required probationary period or who had acquired permanent status in accordance with this Agreement.
- 19.42 "Resignation" means the voluntary termination of employment by an employee.
- 19.43 "Retirement" means the transfer of an eligible employee from active to retired status.
- 19.44 "Schedule Deviation" means an adjustment of work hours or length of the workday.
- 19.45 "Secondary Probation" means an employee on probation under Section 6.7 of this Agreement.
- 19.46 "Suspension" means an ordered absence for disciplinary, investigatory or other purposes.
- 19.47 "Temporary Employee" means an employee hired through a temporary agency or via contract for a limited period of time to perform requested job duties on either a full-time or part-time schedule.
- 19.48 "Transfer of Employee" means the movement of an employee from one (1) position to another position within the Agency. A transfer action does not require termination of the employee.

- 19.49 "Treatment" means the provision of medical, dental or psychological services or procedures performed on the employee or immediate family member by treating professionals or their staff (including surgery). "Treatment" for purposes of sick leave does not include participating in activities that are, as determined by the Agency, primarily considered recreational activities and engaged in frequently by persons who are not ill or suffering from a medical, dental, or psychological condition or disability, even when such activity is beneficial to the employee's physical or mental health (i.e., trips to a destination to relax or relieve stress, running in a marathon, etc.).
- 19.50 "Tuition" means the cost per credit hour of instruction at an accredited postsecondary institution.
- 19.51 "Work Rules" means those practices, policies, and procedures established and adopted by the Agency concerning the employee's terms and conditions of employment.

IN WITNESS WHEREOF, the parties have set their hands

FOR THE NEBRASKA  
DEPARTMENT OF EDUCATION

FOR THE NEBRASKA ASSOCIATION  
OF PUBLIC EMPLOYEES, LOCAL 61  
OF THE AMERICAN FEDERATION OF  
STATE, COUNTY AND MUNICIPAL  
EMPLOYEES

\_\_\_\_\_  
Deborah A. Frison, Deputy Commissioner

\_\_\_\_\_  
Justin Hubly, Executive Director

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

\_\_\_\_\_  
Joel M. Scherling, Chief Negotiator

\_\_\_\_\_  
Date

# APPENDIX A

## NEBRASKA ASSOCIATION OF PUBLIC EMPLOYEES

### JOB CLASSIFICATIONS/EMPLOYEES INCLUDED IN THE BARGAINING UNIT

| <b>ADMINISTRATION</b>                            |                                          |
|--------------------------------------------------|------------------------------------------|
| <u>Job Code</u>                                  | <u>Job Classification</u>                |
| EDB 401                                          | Administrative Associate I               |
| EDB 402                                          | Administrative Associate II              |
| EDB 403                                          | Administrative Associate III             |
| EDB 404                                          | Administrative Associate IV              |
| EDB 405                                          | Administrative Specialist I              |
| EDB 406                                          | Administrative Specialist II             |
|                                                  |                                          |
| <b>DISABILITY DETERMINATION SECTION SERVICES</b> |                                          |
| <u>Job Code</u>                                  | <u>Job Classification</u>                |
| EDB 505                                          | DDS Hearings Officer                     |
| EDB 502                                          | Disability Adjudicator I                 |
| EDB 503                                          | Disability Adjudicator II                |
| EDB 504                                          | Disability Adjudicator III               |
| EDB 501                                          | Disability Adjudicator Trainee           |
| EDB 900                                          | Internal Quality Assurance Examiner      |
|                                                  |                                          |
| <b>EDUCATION SERVICES</b>                        |                                          |
| <u>Job Code</u>                                  | <u>Job Classification</u>                |
| EDB 201                                          | Education Specialist I                   |
| EDB 202                                          | Education Specialist II                  |
| EDB 203                                          | Education Specialist III                 |
| EDB 204                                          | Education Specialist IV                  |
|                                                  |                                          |
| <b>INFORMATION TECHNOLOGY</b>                    |                                          |
| <u>Job Code</u>                                  | <u>Job Classification</u>                |
| EDB 101                                          | IT Applications Developer                |
| EDB 102                                          | IT Applications Developer Senior         |
| EDB 103                                          | IT Applications Developer Lead           |
| EDB 111                                          | IT Data/Database Analyst                 |
| EDB 112                                          | IT Data/Database Analyst Senior          |
| EDB 131                                          | IT Help Desk Specialist                  |
| EDB 121                                          | IT Infrastructure Support Technician     |
| EDB 122                                          | IT Infrastructure Support Analyst        |
| EDB 123                                          | IT Infrastructure Support Analyst Senior |
| EDB 041                                          | Statistical Research Specialist          |
| EDB 160                                          | Web Developer                            |

| <b>OFFICE SERVICES</b>           |                                     |
|----------------------------------|-------------------------------------|
| <u>Job Code</u>                  | <u>Job Classification</u>           |
| EDB 701                          | Office Associate I                  |
| EDB 702                          | Office Associate II                 |
| EDB 703                          | Office Associate III                |
| EDB 704                          | Office Associate IV                 |
|                                  |                                     |
| <b>PROGRAM SERVICES</b>          |                                     |
| <u>Job Code</u>                  | <u>Job Classification</u>           |
| EDB 301                          | Program Associate I                 |
| EDB 302                          | Program Associate II                |
| EDB 303                          | Program Associate III               |
| EDB 304                          | Program Associate IV                |
| EDB 305                          | Program Specialist I                |
| EDB 306                          | Program Specialist II               |
| EDB 307                          | Program Specialist III              |
|                                  |                                     |
| <b>VOCATIONAL REHABILITATION</b> |                                     |
| <u>Job Code</u>                  | <u>Job Classification</u>           |
| EDB 601                          | VR Associate                        |
| EDB 602                          | VR Senior Associate                 |
| EDB 603                          | VR Service Specialist               |
| EDB 604                          | VR Senior Service Specialist        |
| EDB 605                          | VR Rehabilitation Specialist        |
| EDB 606                          | VR Senior Rehabilitation Specialist |

NOTE: Changes in Appendix A that occur after the Agreement negotiations have been completed will noted on the electronic version of the Agreement found on InsideNDE in legislative format with a date showing when the change was made.



APPENDIX B  
 NDE PAY STRUCTURE FOR JULY 1, 2023~~4~~ – JUNE 30, 2025~~3~~  
 PERCENT INTO THE PAY GRADE RANGE

| PAYGRADE |   | MIN. SALARY | 10%       | 20%       | 30%       | 33.3%     | 40%       | 50%       | 60%        | 66.67%     | 70%        | 80%        | 90%        | MAX. SALARY |
|----------|---|-------------|-----------|-----------|-----------|-----------|-----------|-----------|------------|------------|------------|------------|------------|-------------|
| 35       | H | 11.848      | 12.264    | 12.680    | 13.096    | 13.233    | 13.511    | 13.927    | 14.343     | 14.621     | 14.758     | 15.174     | 15.590     | 16.005      |
|          | Y | 24,643.84   | 25,509.12 | 26,374.40 | 27,239.68 | 27,524.64 | 28,102.88 | 28,968.16 | 29,833.44  | 30,411.68  | 30,696.64  | 31,561.92  | 32,427.20  | 33,290.40   |
| 36       | H | 12.410      | 12.845    | 13.280    | 13.715    | 13.858    | 14.149    | 14.584    | 15.019     | 15.310     | 15.453     | 15.888     | 16.323     | 16.757      |
|          | Y | 25,812.80   | 26,717.60 | 27,622.40 | 28,527.20 | 28,824.64 | 29,429.92 | 30,334.72 | 31,239.52  | 31,844.80  | 32,142.24  | 33,047.04  | 33,951.84  | 34,854.56   |
| 37       | H | 12.729      | 13.238    | 13.747    | 14.255    | 14.423    | 14.764    | 15.272    | 15.781     | 16.122     | 16.290     | 16.798     | 17.307     | 17.815      |
|          | Y | 26,476.32   | 27,535.04 | 28,593.76 | 29,650.40 | 29,999.84 | 30,709.12 | 31,765.76 | 32,824.48  | 33,533.76  | 33,883.20  | 34,939.84  | 35,998.56  | 37,055.20   |
| 38       | H | 13.390      | 13.926    | 14.462    | 14.998    | 15.174    | 15.533    | 16.069    | 16.605     | 16.964     | 17.140     | 17.676     | 18.212     | 18.747      |
|          | Y | 27,851.20   | 28,966.08 | 30,080.96 | 31,195.84 | 31,564.92 | 32,308.64 | 33,423.52 | 34,538.40  | 35,285.12  | 35,651.20  | 36,766.08  | 37,880.96  | 38,993.76   |
| 39       | H | 14.092      | 14.657    | 15.222    | 15.787    | 15.974    | 16.352    | 16.917    | 17.482     | 17.860     | 18.047     | 18.612     | 19.177     | 19.741      |
|          | Y | 29,311.36   | 30,486.56 | 31,661.76 | 32,836.96 | 33,225.92 | 34,012.16 | 35,187.36 | 36,362.56  | 37,148.80  | 37,537.76  | 38,712.96  | 39,888.16  | 41,061.28   |
| 40       | H | 14.538      | 15.193    | 15.847    | 16.501    | 16.717    | 17.155    | 17.809    | 18.464     | 18.902     | 19.118     | 19.772     | 20.426     | 21.080      |
|          | Y | 30,239.04   | 31,601.44 | 32,961.76 | 34,322.08 | 34,771.36 | 35,682.40 | 37,042.72 | 38,405.12  | 39,316.16  | 39,765.44  | 41,125.76  | 42,486.08  | 43,846.40   |
| 41       | H | 15.304      | 15.993    | 16.681    | 17.370    | 17.597    | 18.058    | 18.747    | 19.435     | 19.897     | 20.124     | 20.812     | 21.501     | 22.189      |
|          | Y | 31,832.32   | 33,265.44 | 34,696.48 | 36,129.60 | 36,601.76 | 37,560.64 | 38,993.76 | 40,424.80  | 41,385.76  | 41,857.92  | 43,288.96  | 44,722.08  | 46,153.12   |
| 42       | H | 16.108      | 16.833    | 17.557    | 18.281    | 18.520    | 19.005    | 19.729    | 20.454     | 20.939     | 21.178     | 21.902     | 22.626     | 23.350      |
|          | Y | 33,504.64   | 35,012.64 | 36,518.56 | 38,024.48 | 38,521.60 | 39,530.40 | 41,036.32 | 42,544.32  | 43,553.12  | 44,050.24  | 45,556.16  | 47,062.08  | 48,568.00   |
| 43       | H | 17.064      | 17.917    | 18.770    | 19.623    | 19.905    | 20.476    | 21.329    | 22.182     | 22.754     | 23.035     | 23.888     | 24.741     | 25.594      |
|          | Y | 35,493.12   | 37,267.36 | 39,041.60 | 40,815.84 | 41,402.40 | 42,590.08 | 44,364.32 | 46,138.56  | 47,328.32  | 47,912.80  | 49,687.04  | 51,461.28  | 53,235.52   |
| 44       | H | 18.453      | 19.375    | 20.297    | 21.219    | 21.524    | 22.141    | 23.063    | 23.985     | 24.603     | 24.907     | 25.829     | 26.751     | 27.673      |
|          | Y | 38,382.24   | 40,300.00 | 42,217.76 | 44,135.52 | 44,769.92 | 46,053.28 | 47,971.04 | 49,888.80  | 51,174.24  | 51,806.56  | 53,724.32  | 55,642.08  | 57,559.84   |
| 45       | H | 19.945      | 20.943    | 21.940    | 22.937    | 23.266    | 23.934    | 24.931    | 25.929     | 26.597     | 26.926     | 27.923     | 28.920     | 29.917      |
|          | Y | 41,485.60   | 43,561.44 | 45,635.20 | 47,708.96 | 48,393.28 | 49,782.72 | 51,856.48 | 53,932.32  | 55,321.76  | 56,006.08  | 58,079.84  | 60,153.60  | 62,227.36   |
| 46       | H | 22.165      | 23.274    | 24.382    | 25.490    | 25.855    | 26.598    | 27.706    | 28.814     | 29.557     | 29.922     | 31.030     | 32.138     | 33.246      |
|          | Y | 46,103.20   | 48,409.92 | 50,714.56 | 53,019.20 | 53,778.40 | 55,323.84 | 57,628.48 | 59,933.12  | 61,478.56  | 62,237.76  | 64,542.40  | 66,847.04  | 69,151.68   |
| 47       | H | 23.680      | 25.100    | 26.519    | 27.939    | 28.407    | 29.358    | 30.778    | 32.197     | 33.149     | 33.617     | 35.036     | 36.456     | 37.875      |
|          | Y | 49,254.40   | 52,208.00 | 55,159.52 | 58,113.12 | 59,086.56 | 61,064.64 | 64,018.24 | 66,969.76  | 68,949.92  | 69,923.36  | 72,874.88  | 75,828.48  | 78,780.00   |
| 48       | H | 25.327      | 27.104    | 28.875    | 30.649    | 31.235    | 32.423    | 34.197    | 35.971     | 37.159     | 37.745     | 39.519     | 41.293     | 43.066      |
|          | Y | 52,680.16   | 56,370.08 | 60,060.00 | 63,749.92 | 64,968.80 | 67,439.84 | 71,129.76 | 74,819.68  | 77,290.72  | 78,509.60  | 82,199.52  | 85,889.44  | 89,577.28   |
| 49       | H | 27.915      | 30.148    | 32.381    | 34.614    | 35.351    | 36.847    | 39.080    | 41.313     | 42.810     | 43.546     | 45.779     | 48.012     | 50.245      |
|          | Y | 58,063.20   | 62,707.84 | 67,352.48 | 71,997.12 | 73,530.08 | 76,641.76 | 81,286.40 | 85,931.04  | 89,044.80  | 90,575.68  | 95,220.32  | 99,864.96  | 104,509.60  |
| 50       | H | 31.716      | 34.570    | 37.424    | 40.278    | 41.220    | 43.132    | 45.986    | 48.840     | 50.752     | 51.694     | 54.548     | 57.402     | 60.255      |
|          | Y | 65,969.28   | 71,905.60 | 77,841.92 | 83,778.24 | 85,737.60 | 89,714.56 | 95,650.88 | 101,587.20 | 105,564.16 | 107,523.52 | 113,459.84 | 119,396.16 | 125,330.40  |
| 46T      | H | 25.795      | 27.085    | 28.375    | 29.665    | 30.090    | 30.954    | 32.244    | 33.534     | 34.398     | 34.823     | 36.113     | 37.403     | 38.692      |
|          | Y | 53,653.60   | 56,336.80 | 59,020.00 | 61,703.20 | 62,587.20 | 64,384.32 | 67,067.52 | 69,750.72  | 71,547.84  | 72,431.84  | 75,115.04  | 77,798.24  | 80,479.36   |
| 47T      | H | 27.561      | 29.213    | 30.865    | 32.517    | 33.062    | 34.169    | 35.820    | 37.472     | 38.579     | 39.124     | 40.776     | 42.428     | 44.079      |
|          | Y | 57,326.88   | 60,763.04 | 64,199.20 | 67,635.36 | 68,768.96 | 71,071.52 | 74,505.60 | 77,941.76  | 80,244.32  | 81,377.92  | 84,814.08  | 88,250.24  | 91,684.32   |
| 48T      | H | 29.475      | 31.540    | 33.604    | 35.669    | 36.350    | 37.733    | 39.797    | 41.862     | 43.245     | 43.926     | 45.991     | 48.055     | 50.119      |
|          | Y | 61,308.00   | 65,603.20 | 69,896.32 | 74,191.52 | 75,608.00 | 78,484.64 | 82,777.76 | 87,072.96  | 89,949.60  | 91,366.08  | 95,661.28  | 99,954.40  | 104,247.52  |

Calculations based on the hourly rate with the annual (2080 hours) calculated relative to the hourly rate.





Appendix C: NDE Pay Structure for July 1, 2024 - June 30, 2025

Calculations based on the hourly rate with the annual (2080 hours) calculated relative to the hourly rate.

Table with columns: Pay Grade & Step, Step 1 to Step 20. Rows represent pay grades 1 through 20, with 'Y' and 'H' indicators for each grade.



TEL 402.471.2295  
FAX 402.471.0117



P.O. Box 94987  
Lincoln, NE 68509-4987



[education.ne.gov](http://education.ne.gov)



## STATE BOARD OF EDUCATION PLANNING AND EVALUATION COMMITTEE REPORT

Date: February 2, 2023

The Planning and Evaluation Committee reports on its Thursday, February 2, 2023, meeting. Members present were chair, Deborah Neary, vice-chair, Lisa Fricke, Sherry Jones, and Patti Gubbels.

The committee reviewed the action item regarding amending the current 2022-2023 NWEA contract for statewide assessment services to include the addition of MAP Growth for grades 3-8 for the 2023-2024 school year. There was discussion regarding what the contract currently covers, and the committee recommends adopting the motion to amend the current contract with NWEA to include the addition of MAP Growth for grades 3-8 for the 2023-2024 school year.

The committee discussed necessary updates to Nebraska's Every Student Succeeds Act (ESSA) plan, as it relates to federal accountability. NDE staff provided a document which outlined expectations from the federal education law, what the current Nebraska plan states, and the flexibilities awarded to account for impacts of the pandemic, as a result of an addendum process. NDE staff will return to the committee and engage the full board in further discussion in the coming months.

The committee discussed updates on the Teach in Nebraska Today Act. NDE staff shared the purpose and requirements of the legislation, and progress to date. NDE staff shared current work is happening with the Coordinating Commission on Postsecondary Education to support with administering the program, and the NDE will communicate more information in the coming months in order to comply with the requirements of the legislation.

The committee received an update on the Community Achievement Plan of the Learning Community of Douglas and Sarpy Counties from NDE staff. The Community Achievement Plan is scheduled to come before the board for discussion in March and planned as an action item for the April meeting.

This concludes the Planning and Evaluation report.

Deborah Neary, Chair

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



TEL 402.471.2295  
FAX 402.471.0117



P.O. Box 94987  
Lincoln, NE 68509-4987



education.ne.gov



## PROPOSED AGENDA ITEM RATIONALE

**DATE:** January 30, 2023

**TO:** Deborah A. Frison, Ed.D.  
Deputy Commissioner of Education

**FROM:** Trudy K Clark  
Director of Statewide Assessment

**PROPOSED AGENDA ITEM:** Action Item: Grant the Deputy Commissioner the authority to amend the current 2022-2023 NWEA contract for statewide assessment services to include the addition of MAP Growth for grades 3-8 for the 2023-2024 school year.

**RATIONALE/BACKGROUND INFORMATION:** To comply with the Nebraska State Board of Education action: “The 2022-23 school year assessment administration for NSCAS Growth in grades 3 through 8 be unchanged for the 2023-24 school year with MAP Growth being provided by the Department at no cost to school districts and with NSCAS Growth being required only as the spring summative assessment.”

**PROPOSED BOARD MEETING (MONTH/YEAR):** Action Item in February 2023

**ESTIMATED COST:**

The estimated cost for the addition of MAP Growth grades 3-8 for the year 2023-2024 is \$1,508,700.

**FOR CONTRACTS AND GRANTS:**

- Indicate the Funding Source: Combination of Federal and State General Funds
- New or Renewal: Renewal
- If renewal, date of first approval: June 2022

**FOR NEW CONTRACTS OR OTHER CONTRACTS REQUIRING PROCUREMENT:**

- Indicate the method of procurement: Not applicable
- Rationale for method of procurement: Not applicable
- Rationale for contractor selection: Not applicable



TEL 402.471.2295  
FAX 402.471.0117



P.O. Box 94987  
Lincoln, NE 68509-4987



education.ne.gov



## PROPOSED AGENDA ITEM RATIONALE

**DATE:** January 19, 2023

**TO:** Deborah A. Frison, Ed.D.  
Deputy Commissioner of Education

**FROM:** Dr. Vicky Munoz  
Assistant Administrator & Director of Accountability

Dr. Shirley Vargas  
School Transformation Officer

Lane Carr  
Administrator, Office of Policy & Strategic Initiatives

**PROPOSED AGENDA ITEM:** Discuss necessary updates to Nebraska's Every Student Succeeds Act (ESSA) plan.

### **RATIONALE/BACKGROUND INFORMATION:**

As part of the Every Student Succeeds Act, every state education agency was required to submit a state plan. The NDE submitted its state plan in September 2017, and it was approved in June 2018. The NDE operationalized the plan with the first federal accountability designations in the fall of 2018 (CSI), and TSI and ATSI designations in 2019.

As a result of the COVID-19 pandemic, states were afforded flexibilities through addenda to their state plans. The NDE successfully applied for an addendum in April 2022, and implemented the transition accountability system in the fall of 2022 with the designation of CSI, ATSI, and TSI cohorts. One stipulation with the approval of the addendum was a more formal amendment to the ESSA plan. Additionally, when the NDE applied for the addenda, the state shifted cohorts of schools designated for support, and must account for these changes in the full plan. Finally, the state has made changes to the system, including adjusting or removing specific indicators, and must update the plan to make those changes.

The purpose of this item is to begin discussions on the needed changes, share updates on the timeline, and seek input from the state board.

**PROPOSED BOARD MEETING (MONTH/YEAR):** February 2023

**ESTIMATED COST:** N/A

### **FOR CONTRACTS AND GRANTS:**

- Indicate the Funding Source:



TEL 402.471.2295  
FAX 402.471.0117



P.O. Box 94987  
Lincoln, NE 68509-4987



[education.ne.gov](http://education.ne.gov)



- New or Renewal: New
- If renewal, date of first approval:

**FOR NEW CONTRACTS OR OTHER CONTRACTS REQUIRING PROCUREMENT:**

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





TEL 402.471.2295  
FAX 402.471.0117



P.O. Box 94987  
Lincoln, NE 68509-4987



education.ne.gov



## Nebraska’s Every Student Succeeds Act (ESSA) Plan Update

February 2, 2023

### Introduction

The Every Student Succeeds Act (ESSA) is the federal education law signed by President Obama in December 2015, which replaced No Child Left Behind. The law amends the Elementary and Secondary Education Act (ESEA) of 1956, and focuses on high expectations, accountability, and student group performance.

As a part of ESSA, every state education agency is required to submit a state plan. The NDE submitted its state plan in September 2017, and it was approved in June 2018. A major component of the law is for states to meaningfully differentiate schools in order to identify which schools need support to improve. The NDE operationalized the plan with the first federal accountability designations in the fall of 2018 with Comprehensive Support and Improvement (CSI) schools, and Targeted Support and Improvement (TSI) and Additional Targeted Support and Improvement (ATSI) designations in 2019. CSI schools are the lowest 5% of Title 1 Schools, high schools with graduation rates below 67%, and schools with a consistently low performing student group. Schools designated for TSI and ATSI are those with student groups performing significantly lower than their peers on accountability indicators.

### Adjustments to federal accountability

As a result of the COVID-19 pandemic, states were afforded flexibilities through an addendum to their current state ESSA plans. The NDE successfully applied for an addendum in April 2022 and implemented the transition accountability system in the fall of 2022 with the designation of CSI, ATSI, and TSI schools. One stipulation with the approval of the addendum was a formal amendment to the ESSA plan. Additionally, when the NDE applied for the addendum, cohorts of designated schools shifted and these changes must be accounted for in the state plan. Finally, the state has made changes to the federal accountability system, including adjusting or removing specific indicators, and must update the plan to make those changes. Below is depiction of the federal law, its alignment to the approved ESSA plan, and the adjustments made based on the addendum.

| ESSA Law                                                                                                                           | Final ESSA State Plan (6/05/18)                                                                                                                                                                                                                                                                                                                                                                                         | Addendum Granted on 5/12/22                                                                                                                   |
|------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------|
| Establish ambitious State-designed long-term goals, which will include measurements of interim progress toward meeting such goals. | <ul style="list-style-type: none"> <li>•For specific long-term academic goals, see page 17-18 of the Final ESSA State Plan.</li> <li>• The 4-year cohort graduation rates for all Nebraska students will be greater than 92 % and not less than 85 % for any one subgroup.</li> <li>• There will be a 50% reduction in the percentage of EL students not meeting their growth targets as measured by ELPA21.</li> </ul> | Shift forward long-term goals for academic achievement, graduation rate, and progress in achieving English language proficiency by two years. |



|                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                              |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>A measure of student growth, as determined appropriate by the state, must be included in the accountability system.</p>                                     | <p>Improvement is based on a school or district’s average statewide assessment scores over three years.</p>                                                                                                                                                                                                                                             | <p>For the Academic Achievement indicator, omit student growth (Improvement) and change the methodology for another measure of student group (Non-proficiency) and use two years of data rather than three.</p>                                                              |
| <p>States must establish a minimum of one indicator of school quality or school success.</p>                                                                   | <ul style="list-style-type: none"> <li>•An adjustment to the AQuESTT classification may be made based on results of the EBA total score.</li> <li>•The goal for each school will be to reduce their rate of chronic absenteeism by half in 10 years. As such, each school will have an annual reduction rate necessary to achieve this goal.</li> </ul> | <p>For School Quality and Success indicators, omit two indicators (EBA and Science Proficiency and Science Improvement) and change the methodology for the Chronic Absenteeism indicator to use an absolute measure rather than measuring reduction from the prior year.</p> |
| <p>At least once every three years, establish a State-determined methodology to identify CSI schools.</p>                                                      | <p>Nebraska will designate schools for comprehensive support and improvement every three years.</p>                                                                                                                                                                                                                                                     | <p>Identify schools for CSI and ATSI again in fall 2023 after identifying schools in fall 2022.</p>                                                                                                                                                                          |
| <p>An unsuccessful implementation of a TSI plan will result in additional action following a timeframe determined by the local educational agency.</p>         | <p>If a school has not met the exit criteria for needing TSI by the fourth consecutive school year, the NDE shall determine if the school should be identified for CSI.</p>                                                                                                                                                                             | <p>Remove language indicating a school implementing a TSI plan that fails to meet the State's exit criteria would be identified for CSI.</p>                                                                                                                                 |
| <p>A school with any subgroup of its students, on its own, would lead to identification for CSI using the State's methodology will be identified for ATSI.</p> | <p>The process by which schools are identified for ATSI is identified on p. 131-132 of the NE State ESSA Plan.</p>                                                                                                                                                                                                                                      | <p>Change its methodology for identifying schools for ATSI to be consistent with statutory requirements, to use the highest score, rather than the average score, on each indicator of schools that were identified for CSI based on low performance.</p>                    |
| <p>At least once every three years, establish a State-determined methodology to identify CSI schools.</p>                                                      | <p>Nebraska will designate schools for CSI every three years. In order to exit CSI designation, a school must not be re-identified for CSI, must not fall below the 25th percentile of Title I schools in any indicator in Stage 1, and must have shown improvement.</p>                                                                                | <p>Not count the 2019-2020 school year towards the number of years in which a school must meet the criteria in order to exit CSI or ATSI.</p>                                                                                                                                |

|                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                           |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>An unsuccessful implementation of a TSI plan will result in additional action following a timeframe determined by the local educational agency.</p>                                                                   | <p>If a school has not met the exit criteria for needing TSI by the fourth consecutive school year, the NDE shall determine if the school should be identified for CSI.</p>                                                                                                                                                        | <p>Remove language indicating that a school implementing a TSI plan that fails to meet the State's exit criteria would be identified for CSI.</p>                                                                                                                                                                                                                         |
| <p>A school with any subgroup of its students, on its own, would lead to identification for CSI using the State's methodology will be identified for ATSI.</p>                                                           | <p>The process by which schools are identified for ATSI is identified on p. 131-132 of the NE State ESSA Plan.</p>                                                                                                                                                                                                                 | <p>Change the methodology for identifying schools for ATSI to be consistent with statutory requirements, to use the highest score, rather than the average score, on each indicator of schools that were identified for CSI based on low performance.</p>                                                                                                                 |
| <p>At least once every three years, establish a State-determined methodology to identify CSI schools.</p>                                                                                                                | <p>Nebraska will designate schools for CSI every three years. In order to exit CSI designation, a school must not be re-identified for CSI, must not fall below the 25th percentile of Title I schools in any indicator in Stage 1, and must have shown improvement.</p>                                                           | <p>Not count the 2019-2020 school year towards the number of years in which a school must meet the criteria in order to exit CSI or ATSI.</p>                                                                                                                                                                                                                             |
| <p>The SEA shall establish statewide exit criteria for schools identified by the State for CSI that, if not satisfied, shall result in more rigorous State-determined actions.</p>                                       | <p>Nebraska will designate schools for CSI every three years. In order to exit CSI designation, a school must not be re-identified for CSI, must not fall below the 25th percentile of Title I schools in any indicator in Stage 1, and must have shown improvement on all indicators which led to its initial identification.</p> | <p>Modify exit criteria for schools identified for CSI such that schools identified based on low performance must not be in the lowest 10 percent, rather than the lowest 25 percent, of Title I schools for its Academic Achievement, Progress in English Language Proficiency, and Non-Proficiency (for high schools only) indicators in order to exit such status.</p> |
| <p>The SEA shall establish statewide exit criteria for schools identified by the State for CSI... if not satisfied within a State-determined number of years shall result in more rigorous state-determined actions.</p> | <p>In order to exit CSI designation, a school must not be re-identified for CSI, must not fall below the 25th percentile of Title I schools in any indicator in Stage 1, and must have shown improvement on all indicators which led to its initial identification.</p>                                                            | <p>Modify exit criteria for schools identified for CSI based on low graduation rate that a school must have a graduation rate above 67 percent and have two consecutive years of graduation rate improvement in order to exit such status.</p>                                                                                                                            |

|                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                         |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>If the requirements for schools with the ATSI designation are not satisfied within a State-determined number of years, identification of the school by the State for CSI will result.</p>                                                                                                    | <p>Schools identified for ATSI can exit this status by successfully implementing its TSI plan such that all identified low-performing subgroups show sufficient growth and no longer meet the criteria for identification for two consecutive years.</p>                                                                                                                                                                                                                                                                                                                          | <p>For exit criteria for schools identified for ATSI, retain the requirement that the subgroup that led to the school's identification demonstrate growth and require that a school must not have been identified for ATSI for one year, rather than two years to exit such status.</p> |
| <p>At least once every three years, establish a State-determined methodology to identify CSI schools. If the requirements for schools with the ATSI designation are not satisfied within a State-determined number of years, identification of the school by the State for CSI will result.</p> | <ul style="list-style-type: none"> <li>• In order to exit CSI designation, a school must not be re-identified for CSI, must not fall below the 25th percentile of Title I schools in any indicator in Stage 1, and must have shown improvement on all indicators which led to its initial identification.</li> <li>• Schools identified for ATSI can exit this status by successfully implementing its TSI plan such that all identified low-performing subgroups show sufficient growth and no longer meet the criteria for identification for two consecutive years.</li> </ul> | <p>Increase the number of years schools identified for CSI and ATSI in fall 2022 have to meet the exit criteria to four years and allow schools to annually exit status each year if it meets the State's exit criteria.</p>                                                            |

**Sources:**

- Every Student Succeeds Act [PUBL095.PS \(congress.gov\)](https://www.congress.gov/bills/115/95)
- Nebraska Consolidated State Plan: [Nebraska ESSA Final.pdf](#)
- US Department of Education: Every Student Succeeds Act (ESSA) [Every Student Succeeds Act \(ESSA\) | U.S. Department of Education](#)



TEL 402.471.2295  
FAX 402.471.0117



P.O. Box 94987  
Lincoln, NE 68509-4987



education.ne.gov



## Teach in Nebraska Today Act

In 2022, the Nebraska Legislature passed LB1218, which included the Teach in Nebraska Today Act. This initiative created a \$5 million per year student loan repayment program for educators. *The purpose of this document is to detail the parameters of the program and share the NDE's progress to date.*

### Introduction

The purpose of the Teach in Nebraska Today Act ([79-8,148](#)) is “to attract individuals to the teaching profession who have expressed an interest in teaching and to support the employment of those individuals as classroom teachers by providing student loan repayment assistance for service as a classroom teacher in this state.”

Eligible recipients are those individuals who:

- (a) Reside in Nebraska; and
- (b) Teach full-time or have a contract to teach full-time at the time of application.

Recipients are eligible for \$5,000 per year for repayments of student loans under their name for costs incurred at any accredited public or private college or university. Recipients may apply for up to five years.

### Timeline:

Beginning this year, the NDE will implement the Teach in Nebraska Today program. The timeline for application is:

- June 10, 2023 - Applications must be submitted
- September 10, 2023 - Approval and denial notifications delivered to applicants.
- November 10, 2023 - Repayment assistance awarded

### Progress and Next Steps:

- Guidelines - The NDE has begun developing guidelines for the program, including definitions, eligibility, the application process, distribution, and prioritization of candidates in the event there are more applicants than there are funds available.
- Coordinating Commission for Postsecondary Education (CCPE) - The NDE has had several conversations with the CCPE to partner in implementing the program. The CCPE has other programs similar to the Teach in Nebraska Today, and in many other states, teaching-specific student loan repayment programs like this are housed in postsecondary organizations like this.
- Legislative Outreach & Coordination - In addition to immediate needs and implementation of the program, the NDE has begun outreach to the legislature to consider the long-term alignment of educator pipeline initiatives. Several bills, including LB519, LB385, and LB705, pertain to educator retention or recruitment programs, and the NDE will work with state senators and the CCPE to ensure programmatic efficiency and maximum effectiveness of these programs.



TEL 402.471.2295  
FAX 402.471.0117



P.O. Box 94987  
Lincoln, NE 68509-4987



[education.ne.gov](http://education.ne.gov)



## STATE BOARD OF EDUCATION RULES AND REGULATIONS COMMITTEE REPORT

Date: February 2, 2023

The Rules and Regulations Committee reports on the December 2, 2023, meeting. Members present were chair Elizabeth Tegtmeier, vice chair Jacquelyn Morrison, Patsy Koch Johns, and Kirk Penner.

The committee discussed the rulemaking process and the committee's involvement in rule revisions. The committee directed staff to send members information about the current agency processes on rulemaking and draft revisions to those processes, including the role of the board and the role of the committee.

NDE staff provided an overview of the proposed revisions of Rules 10 and 14, for which there was a hearing on January 31, 2023. The proposed revisions and an overview of the revisions are provided for board member review. The committee recommends the revisions for Rules 10 and 14 are on the agenda as an action item at the March 2023 meeting.

NDE staff provided an overview of the proposed repeal of Rule 23, for which there was a hearing on January 31, 2023. As this is a proposed repeal of a rule, the committee chair will consult with the board president and deputy commissioner to ensure appropriate stakeholder input has taken place. At this time, the committee recommends the repeal of Rule 23 is on the agenda as an action item at the March 2023 meeting.

The committee received an update on staff plans for potential revisions to Rule 20, Rule 21, and Rule 24. The committee expects that more information on potential revisions to these rules will be provided for a board discussion at the March 2023 meeting.

This concludes the Rules and Regulations Committee report.

Elizabeth Tegtmeier, Chair

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

Updated 02.02.2023



TEL 402.471.2295  
FAX 402.471.0117



P.O. Box 94987  
Lincoln, NE 68509-4987



[education.ne.gov](http://education.ne.gov)



TO: Deborah A. Frison, Ed.D.  
Deputy Commissioner of Education

FROM: Tammy Barry, Legal Services

DATE: February 2, 2023

SUBJECT: Report on Rules

Hearings were held on January 31, 2023 to discuss updating Rule 10 and Rule 14 and to repeal Rule 23.



TEL 402.471.2295  
FAX 402.471.0117



P.O. Box 94987  
Lincoln, NE 68509-4987



education.ne.gov



## PROPOSED AGENDA ITEM RATIONALE

**DATE:** January 24, 2023

**TO:** Deborah A. Frison, Ed.D.  
Deputy Commissioner of Education

**FROM:** Brad Dirksen, Office of Accountability, Accreditation, and Program Approval Administrator

**PROPOSED AGENDA ITEM:** Discuss proposed revisions to Rule 10 (92 NAC 10) *Regulations and Procedures for the Accreditation of Schools*

**RATIONALE/BACKGROUND INFORMATION:** The current version of Rule 10 was last updated August 1, 2015. The purpose of the proposed revision to Rule 10 is to incorporate Nebraska Revised State Statutes 79-724 and 79-725 into rules to ensure compliance with 79-727. Additional edits were made to reduce redundancy with Nebraska Revised State Statutes (E.g., the definition of “teach” now reflects a reference to the statutory definition), elimination of appendix documents, and other minor edits (E.g. replace “shall” with “must”).

An update regarding the plan for proposed revisions was provided to the Teaching and Learning Domain Committee on November 4, 2021. Updates to the Rules and Regulations Committee regarding the Rule 10 revisions were made April 7, 2022 and October 6, 2022. The October 2022 State Board of Education meeting Report on Rules included notification of signed hearing draft (September 27, 2022). A hearing was scheduled for December 15, 2022; however, it was cancelled due to notification paperwork not being received by the Secretary of State. A hearing has been scheduled for January 31, 2023. Hearing testimony will be made available to the Board after the hearing is held.

**PROPOSED BOARD MEETING (MONTH/YEAR):** February 2023

**ESTIMATED COST:** \$650.00

**NEBRASKA DEPARTMENT  
OF EDUCATION**

# **RULE 10**

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

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

**HEARING DRAFT  
SEPTEMBER 27, 2022**

**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

**NUMERICAL TABLE OF CONTENTS**

| <b><u>SUBJECT</u></b>                                                                                                                                                                  | <b><u>STATUTORY<br/>AUTHORITY</u></b>                                                                                                                                                                              | <b><u>CODE<br/>SECTION</u></b> |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------|
| General Provisions                                                                                                                                                                     | <u>79-101</u> , 79-215, 79-305, 79-318,<br><u>79-4,108</u> , 79-703, <del>79-704</del> ,<br>79-719 to <u>79-727 724</u> ,<br>79-760.02                                                                             | 001                            |
| Definitions                                                                                                                                                                            | <u>79-101</u> , <u>79-305</u> , 79-318, <del>79-305</del> ,<br>79-703, 79-758, <u>79-760.03</u> ,<br><u>79-760.06</u> , <u>79-2102</u>                                                                             | 002                            |
| Mandatory Requirements for Legal Operation                                                                                                                                             | <u>79-213</u> , 79-215, 79-305, 79-318,<br>79-703, <del>79-704</del> , 79-719 to<br><u>79-727 724</u> , <u>79-729</u> , 79-760.02,<br>79-801, <u>79-802.01</u> , 79-804, <u>79-<br/>1603</u> , <del>79-2,141</del> | 003                            |
| Curriculum and Standards<br>K-12 Curriculum<br>Elementary Curriculum<br>Middle Grades Curriculum<br>Secondary Curriculum                                                               | <del>79-318</del> , 79-214, 79-305,<br><u>79-318</u> , 79-703, 79-704, 79-719<br>to <u>79-727 724</u> , <u>79-729</u> , 79-<br>760.01, 79-760.02, 79-762                                                           | 004                            |
| Statewide System for Assessment of Student<br>Learning and for Reporting the Performance of<br><u>Public</u> School Districts                                                          | 79-305, 79-318, 79-703,<br>79-760.03, 79-760.05, 79-762                                                                                                                                                            | 005                            |
| Media and Technology Resources                                                                                                                                                         | <u>79-305</u> , 79-318, <del>79-305</del> ,<br>79-703                                                                                                                                                              | 006                            |
| Instructional Staff<br>Elementary Staff<br>Middle Grades Staff<br>Secondary Staff<br>Media/Technology Staff<br>Guidance Staff<br>Certificated-Employee Evaluation<br>Staff Development | <u>79-305</u> , 79-318, <del>79-305</del> , 79-703,<br>79-828                                                                                                                                                      | 007                            |

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

| <u>SUBJECT</u>                                                                                                                                       | <u>STATUTORY<br/>AUTHORITY</u>                                                                       | <u>CODE<br/>SECTION</u> |
|------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------|-------------------------|
| Administrative Staff<br>Elementary Administration<br>Middle Grades Administration<br>Secondary School Administration<br>School System Administration | <del>79-305</del> , 79-318, <del>79-305</del> ,<br>79-703, 79-801, 79-804                            | 008                     |
| School Improvement                                                                                                                                   | <del>79-305</del> , 79-318, <del>79-305</del> ,<br>79-703                                            | 009                     |
| Accountability Reporting for School Systems and<br>Accountability for Public Schools and <u>Public</u><br>School Districts                           | <del>79-305</del> , 79-318, <del>79-305</del> ,<br>79-703, 79-760.06, 79-760.07                      | 010                     |
| School Environment                                                                                                                                   | <del>79-2,141</del> , <del>79-305</del> , 79-318,<br><del>79-305</del> , 79-703, <del>79-2,141</del> | 011                     |
| School System Governance                                                                                                                             | <del>79-305</del> , 79-318, <del>79-305</del> ,<br>79-703                                            | 012                     |
| Waivers and Plans                                                                                                                                    | <del>79-305</del> , 79-318, <del>79-305</del> ,<br>79-703                                            | 013                     |
| Loss of Accreditation                                                                                                                                | <del>79-305</del> , 79-318, <del>79-305</del> ,<br>79-703                                            | 014                     |
| Procedures for Nonpublic Schools Applying for<br>Initial Accreditation or Adding Grades to<br>Previously Accredited Schools                          | <del>79-305</del> , 79-318, <del>79-305</del> ,<br>79-703                                            | 015                     |

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

**APPENDICES**

~~Appendices A through D: Nebraska Content Standards~~

~~Appendix A: English Language Arts Standards~~

~~Appendix B: Mathematics Standards~~

~~Appendix C: Science Standards~~

~~Appendix D: Social Studies Content Standards~~

~~Appendix E: Statewide System of Assessment and Reporting~~

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

~~Appendix G: Outline of AQuESTT (Accountability for a Quality Education System Today and Tomorrow)~~

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

**ALPHABETICAL TABLE OF CONTENTS**

| <b><u>SUBJECT</u></b>                                                                                                                                                                  | <b><u>STATUTORY<br/>AUTHORITY</u></b>                                                                                                                   | <b><u>CODE<br/>SECTION</u></b> |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------|
| Accountability Reporting for School Systems and<br>Accountability for Public Schools and <b>Public</b><br>School Districts                                                             | <u>79-305</u> , 79-318, <del>79-305</del> , 79-703,<br>79-760.06, 79-760.07                                                                             | 010                            |
| Administrative Staff<br>Elementary Administration<br>Middle Grades Administration<br>Secondary School Administration<br>School System Administration                                   | <u>79-305</u> , 79-318, <del>79-305</del> , 79-703,<br>79-801, 79-804                                                                                   | 008                            |
| Curriculum and Standards<br>K-12 Curriculum<br>Elementary Curriculum<br>Middle Grades Curriculum<br>Secondary Curriculum                                                               | <del>79-318</del> , 79-214, 79-305,<br><u>79-318</u> , 79-703, 79-704, 79-719 to<br><u>79-727 724</u> , <u>79-729</u> , 79-760.01,<br>79-760.02, 79-762 | 004                            |
| Definitions                                                                                                                                                                            | <u>79-101</u> , <u>79-305</u> , 79-318, <del>79-305</del> ,<br>79-703, 79-758, <u>79-760.03</u> ,<br><u>79-760.06</u> , <u>79-2102</u>                  | 002                            |
| General Provisions                                                                                                                                                                     | <u>79-101</u> , 79-215, 79-305, 79-318,<br><u>79-4,108</u> , 79-703, <del>79-704</del> ,<br>79-719 to <u>79-727 724</u> ,<br>79-760.02                  | 001                            |
| Instructional Staff<br>Elementary Staff<br>Middle Grades Staff<br>Secondary Staff<br>Media/Technology Staff<br>Guidance Staff<br>Certificated-Employee Evaluation<br>Staff Development | <u>79-305</u> , 79-318, <del>79-305</del> , 79-703,<br>79-828                                                                                           | 007                            |

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

| <u>SUBJECT</u>                                                                                                                | <u>STATUTORY<br/>AUTHORITY</u>                                                                                                                                                                                                    | <u>CODE<br/>SECTION</u> |
|-------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------|
| Loss of Accreditation                                                                                                         | <del>79-305,</del> 79-318, <del>79-305,</del> 79-703                                                                                                                                                                              | 014                     |
| Mandatory Requirements for Legal Operation                                                                                    | <del>79-213,</del> 79-215, 79-305, 79-318,<br>79-703, <del>79-704,</del> 79-719 to<br><del>79-727-724,</del> <del>79-729,</del> 79-760.02,<br>79-79-801, <del>79-802.01,</del> 79-804,<br><del>79-1603,</del> <del>79-2,141</del> | 003                     |
| Media and Technology Resources                                                                                                | <del>79-305,</del> 79-318, <del>79-305,</del> 79-703                                                                                                                                                                              | 006                     |
| Procedures for Nonpublic Schools Applying for<br>Initial Accreditation or Adding Grades to<br>Previously Accredited Schools   | <del>79-305,</del> 79-318, <del>79-305,</del> 79-305,<br>79-703                                                                                                                                                                   | 015                     |
| School Environment                                                                                                            | <del>79-2,141,</del> <del>79-305,</del> 79-318,<br><del>79-305,</del> 79-703, <del>79-2,141</del>                                                                                                                                 | 011                     |
| School Improvement                                                                                                            | <del>79-305,</del> 79-318, <del>79-305,</del> 79-703                                                                                                                                                                              | 009                     |
| School System Governance                                                                                                      | <del>79-305,</del> 79-318, <del>79-305,</del> 79-703                                                                                                                                                                              | 012                     |
| Statewide System for Assessment of Student<br>Learning and for Reporting the Performance of<br><u>Public</u> School Districts | 79-305, 79-318, 79-703,<br>79-760.03, 79-760.05, 79-762                                                                                                                                                                           | 005                     |
| Waivers and Plans                                                                                                             | <del>79-305,</del> 79-318, <del>79-305,</del> 79-703                                                                                                                                                                              | 013                     |

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

| <u>SUBJECT</u>                                                                                               | <u>STATUTORY<br/>AUTHORITY</u> | <u>CODE<br/>SECTION</u> |
|--------------------------------------------------------------------------------------------------------------|--------------------------------|-------------------------|
| <b>APPENDICES</b>                                                                                            |                                |                         |
| <del>Appendices A through D: Nebraska Content Standards</del>                                                |                                |                         |
| <del>Appendix A: English Language Arts Standards</del>                                                       |                                |                         |
| <del>Appendix B: Mathematics Standards</del>                                                                 |                                |                         |
| <del>Appendix C: Science Standards</del>                                                                     |                                |                         |
| <del>Appendix D: Social Studies Content Standards</del>                                                      |                                |                         |
| <del>Appendix E: Statewide System of Assessment and Reporting</del>                                          |                                |                         |
| <del>Appendix F: American citizenship statute 79-724 R.R.S.</del>                                            |                                |                         |
| <del>Appendix G: Outline of AQuESTT (Accountability for a Quality Education System Today and Tomorrow)</del> |                                |                         |

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

001 General Provisions

001.01 Statutory Authority. This Chapter is adopted pursuant to Neb. Rev. Stat. §§ Sections 79-101, 79-214, 79-215, 79-2,141, 79-305, 79-318, ~~79-305~~, 79-703, 79-704, 79-719 to 79-727, 79-758, 79-760.01 to , ~~79-760.02, 79-760.06~~, 79-760.07, 79-762, ~~79-215, 79-719 to 79-724, 79-758, 79-2,141,~~ and 79-801 to 79-804, ~~79-828, 79-1603, and 79-2102~~ of the Revised Statutes of Nebraska (R.R.S.).

001.02 Accreditation Classification. Accredited school systems must 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 of this Chapter 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 must shall meet all of the requirements of this Chapter except when specifically excluded or when a requirement is for public school 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 districts-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 2023-24 ~~2015-2016~~ 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 of this Chapter may cause a school system to lose its accreditation during the school year.



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

001.07 Unified School System. For purposes of compliance with this Chapter, a unified school system must shall meet the requirements as though the schools were part of one single public school district. A unified system means two or more Class ~~H~~ 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 Neb. Rev. Stat. § 79-4,108 R.R.S.

001.08 Any public school district's districts reopening must shall follow the application procedures as provided for nonpublic schools in Section 015 of this Chapter.

002 Definitions. As used in this Chapter:

002.01 AQuESTT (Accountability for a Quality Education System Today and Tomorrow) means a system designed to measure the performance of public schools and public school districts and establish performance classifications through a framework that describes quality and accountability. The framework addresses two broad categories of quality education systems: 1.) Student Success and Access to include the following tenets: Positive Partnerships, Relationships and Student Success; Transitions; and Educational Opportunities and Access; and 2.) Teaching and Learning, to include the following tenets: College and Career Ready; Assessment; and Educator Effectiveness, ~~as outlined in Appendix G.~~

002.02 AQuESTT Tenet means a statement statements used in this Chapter to describe conditions which contribute to quality education systems for public schools and public school districts. AQuESTT tenets are not requirements of this Chapter.

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.



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

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.

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 public school districts and is governed by a learning community coordinating council established pursuant to Neb. Rev. Stat. § 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 Performance Level Classifications means categories of public schools and public school districts established by the Board based upon public school and public school district performance as indicated by graduation rates, by student growth and student improvement on state assessment instruments as provided in Neb. Rev. Stat. § Section 79-760.03 R.R.S. and by status and participation in statewide assessment. Additional indicators of public school and public school district performance based on AQuESTT tenets will be specified by the Commissioner and adopted by the Board in future revisions of this Chapter.

002.17 Priority School means a public school selected from the lowest performance level classification and designated as being one of three schools in greatest need of assistance to improve student achievement as provided in this Chapter.

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

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

~~002.19~~ ~~002.18~~ 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.

~~002.20~~ ~~002.19~~ School means an individual attendance center within a school system which provides either elementary, middle, secondary and/or high school education.

~~002.20~~ 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.

~~002.21~~ 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.

~~002.22~~ Secondary Grades means those grades designated by the school system as secondary, but not to include any below grade seven.

~~002.23~~ State 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 reading, mathematics, and science.

~~002.24~~ ~~002.23~~ Statewide 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.

~~002.24~~ State 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.

~~002.25~~ Teach has the same meaning as as defined in Neb. Rev. Stat. § 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, 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.~~

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

003 Mandatory Requirements for Legal Operation. To be eligible for accreditation or to continue as an accredited school system, the following requirements must shall be met when applicable. Failure to comply with Sections 003.01 through 003.11 of this Chapter will 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 must shall use only persons certificated pursuant to 92 NAC 21 to be a teacher or administrator. Pursuant to Neb. Rev. Stat. § 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 Neb. Rev. Stat. § 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 must 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 must shall be available each school year for all grades.

003.04 Required Programs and Procedures. Each school system must ensure its teachers arrange and present instruction in the manner specified in Neb. Rev. Stat. § 79-725 to promote and develop an upright and desirable citizenry. Each school system must also meet the applicable statutory provisions contained in Sections 004.02A3, 004.03A4, 004.04B2, 008.05B, and 008.05C of this Chapter. Each public school district must shall incorporate multicultural education in all areas of the curriculum of grades kindergarten through twelve, as provided in Section 004.01F of this Chapter. Each public school district must shall meet the certificated-employee evaluation requirements as provided in Sections 007.06A through 007.06B of this Chapter. Each public school district must shall comply with the requirements contained in 92 NAC 15 (Regulations and Procedures for the Education of Students with Limited English Proficiency in Public Schools) and in 92 NAC 19 (Regulations Regarding School Enrollment). Each public school must 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 this Chapter 92 NAC 10. Each school system shall meet statutory provisions contained in Sections 004.02A3, 004.03A4, and 004.04B2. These requirements are based on statute and cannot be waived through Section 013.01 of this Chapter.

003.05 Graduation Requirements. Each high school must shall require from grades nine through twelve at least 200 credit hours for graduation, for which at least 80 percent must 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.



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

003.05A By the 2014-15 school year, public school districts must shall adopt and implement graduation requirements that meet the highest level of rigor of the standards as specified in the state standards adopted by the Board set forth in the appendices of this Chapter, including, but not limited to the following:

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 must 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, such time may shall not be counted in meeting the 400/1,032/1,080 hour school year requirement. Time scheduled for the school lunch period may shall not be counted in meeting the school year requirements. Pursuant to the provisions of Neb. Rev. Stat. § 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.

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

003.07 Assurance Statement. Each school system must 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 must shall be submitted to the Department each school year.

003.08A On or before September 15 of each school year, the head administrator of each school system must shall submit electronically, via the Department's reporting system Nebraska Student and Staff Record System (NSSRS) portal, a Fall Personnel Report. Additions of certificated staff after submission of the Fall Personnel Report must 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 public school district must shall submit electronically, via the Department's reporting system 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 must shall submit electronically, via the Department's reporting system NSSRS portal, a Curriculum Report.

003.09 Contracting Public School Districts. Public school School districts that contract under the provisions of state statute with another public school 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. Public school School districts must shall notify the Department upon approval of the patrons of the district for contracting all elementary students and/or all secondary students with other public school districts. Any public school district reopening after contracting all students must 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 must shall comply with the conditions of the order, unless a judicial stay has been entered.

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

003.12 Each public school district ~~must shall~~ require each such district's schools to establish a period of time during the school day, when a majority of pupils ~~are 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 ~~must shall~~ be voluntary. Pupils not participating in the recitation of the Pledge ~~must shall~~ be permitted to silently stand or remain seated but ~~must 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.

**AQuESTT Tenet:** Every student is prepared to pursue postsecondary educational opportunities and career goals upon completion of secondary education.

**AQuESTT Tenet:** Every student has access to coordinated and comprehensive instructional opportunities to be prepared for learning, earning, and living.

**AQuESTT Tenet:** All students experience success through a continuous improvement process that builds student, parent/guardian/family, and community engagement in order to enhance educational experiences and opportunities for all students.

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 ~~Public school School~~ districts adopt academic content standards in the subject areas of reading and writing (language arts), mathematics, and science determined by each ~~such~~ district to be measurable quality standards that are the same as, equal to, or more rigorous than the state academic content standards ~~adopted by the Board in Appendix A (English Language Arts Standards), Appendix B (Mathematics Standards), Appendix C (Science Standards), and Appendix D (Social Studies Standards)~~ pursuant to ~~Neb. Rev. Stat. § 79-760.01 R.R.S.~~ The deadline for ~~public~~ school districts to adopt replacement academic content standards will not extend past one year following the ~~State~~ Board's adoption of new content standards. Nonpublic schools have local academic content standards for reading, writing, mathematics, science, and social studies/history approved by the ~~local~~ governing body.

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

004.01C The school system has written guides, frameworks, or standards for all other areas of the curriculum. In connection with this requirement, school systems are encouraged to adopt the Fine Arts Standards adopted by the **State Board** **on** March 4, 2014. 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 **this Chapter 92 NAC-10**.

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

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

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

004.01F4 The **public school** 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~~ **public school** district and program goals.

004.01F5 The **public school** district has a process for periodic assessment of the multicultural education program. An annual status report is provided to the ~~school local~~ board ~~of education~~.



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

**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.**

**AQuESTT Tenet: Quality educational systems focus on supports for students transitioning between grade levels, programs, schools, public school districts, and ultimately, college and career.**

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 ~~required pursuant to Neb. Rev. Stat. § 79-724 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.~~

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.



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

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 subsection (2) of Neb. Rev. Stat. § 79-214. ~~79-214(2) R.R.S.~~

004.02B1 Pursuant to subsection (2) of Neb. Rev. Stat. § 79-214 ~~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

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

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 ~~must 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.**

**AQuESTT Tenet: Quality educational systems focus on supports for students transitioning between grade levels, programs, schools, public school districts, and ultimately, college and career.**

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.

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

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.

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 ~~required pursuant to Neb. Rev. Stat. § 79-724 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.

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

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 ~~must shall~~ be based upon the total number of contests played. Each game, match or meet played in a tournament ~~must 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 21<sup>st</sup> 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.**

**AQuESTT Tenet:** **Quality educational systems focus on supports for students transitioning between grade levels, programs, schools, public school districts, and ultimately, college and career.**

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 ~~required pursuant to § 79-724 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

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

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) Agriculture, Food and Natural Resources, (2) Business, Marketing, and Management, (3) Communication and Information Systems, (4) Health Sciences, (5) Human Services and Education, (6) Skilled and Technical Sciences.

004.04B6a Agriculture, Food and Natural Resources. The curriculum in this career field includes areas such as animal, plant, and soil sciences, agribusiness, food science, power, structural and technical systems, leadership and human resource development, natural resources, biotechnology and environmental science.

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, international marketing, sports and entertainment marketing, hospitality and tourism.

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

004.04B6c 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, information technology applications, web design, interactive media, networking, e-commerce, computer science, and information technology.

004.04B6d Health Sciences. The curriculum in this career field includes areas such as nutrition and food, family health, medical terminology, health informatics, therapeutic services, diagnostic services, certified nursing assistant, and health care sciences.

004.04B6e Human Services and Education. The curriculum in this career field includes areas such as independent/adult living, home management, housing and home furnishings, family health, clothing and textiles, parenting and child development, human resource development, criminal justice, human growth and development, interpersonal relationships, and applied psychology.

004.04B6f Skilled and Technical Sciences. 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, and energy.

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 including the knowledge and psychomotor skills applicable to cardio-pulmonary resuscitation (CPR). 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.



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

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 of this Chapter through integrated courses, as defined in Section 002.11 of this Chapter, 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 of this Chapter.

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 of this Chapter 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 ~~school 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

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

Section 004.04B of this Chapter, but may take less than the time required in Section 002.12 of this Chapter 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 of this Chapter, 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 public school district may 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 Neb. Rev. Stat. § 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 (instructional units beyond the required 400 instructional units may be delivered in any of the following methods):

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.



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

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 public school 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 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 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.

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

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 teacher holding a Nebraska Teaching Certificate with an appropriate endorsement 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 of this Chapter.

004.04F New Schools. A school adding high school grades must 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 Public 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.**

**AQuESTT Tenet: The results of multiple assessment sources (national, state, and classroom-based) are used to measure student achievement of college and career ready standards and be used as an integral part of the instructional process.**

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

005.01A All public school districts participate annually in statewide assessments in compliance with the schedule ~~adopted by the Board 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 Neb. Rev. Stat. § 79-760.05 R.R.S., public school districts ~~must shall~~ report by June 30 of each school year the following data to the Department electronically via the Department's reporting system 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 state assessment instruments required in Section 005.01A of this Chapter and scores and subscores available to the public school district on national assessment instruments administered by such 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.

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.**

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

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.

**AQuESTT Tenet:** Students are surrounded by effective and qualified educators throughout every learning experience, and every school and **public school** district develops effective teachers and leaders to establish a culture of success.

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.

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.

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

**AQuESTT Tenet: Students are surrounded by effective and qualified educators throughout every learning experience, and every school and public school district develops effective teachers and leaders to establish a culture of success.**

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 of this Chapter:

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.**

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

**AQuESTT Tenet: Students are surrounded by effective and qualified educators throughout every learning experience, and every school and public school district develops effective teachers and leaders to establish a culture of success.**

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 of this Chapter 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 of this Chapter.

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.**

**AQuESTT Tenet: Students are surrounded by effective and qualified educators throughout every learning experience, and every school and public school district develops effective teachers and leaders to establish a culture of success.**

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 of this Chapter, 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.



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

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 of this Chapter if such person acquires at least six (6) 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.

**AQuESTT Tenet:** Quality educational systems focus on supports for students transitioning between grade levels, programs, schools, public school districts, and ultimately, college and career.

**AQuESTT Tenet:** Students are surrounded by effective and qualified educators throughout every learning experience, and every school and public school district develops effective teachers and leaders to establish a culture of success.

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

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

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 ~~Public school~~ 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 ~~public local~~ school district.

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 of this Chapter if such person has two years of teaching experience and 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 of this Chapter.

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.

**AQuESTT Tenet:** Students are surrounded by effective and qualified educators throughout every learning experience, and every school and public school district develops effective teachers and leaders to establish a culture of success.

007.06A The public school district has a written school board policy for the evaluation of certificated-employees. The policy is approved by the Commissioner or designee as required by subdivision (5)(h) of Neb. Rev. Stat. § 79-318, (5)(h) R.R.S. Sections 007.06A through 007.06B of this Chapter are based on statute and cannot be waived under the provisions of Section 013 of this Chapter 92-NAC-10.



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

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.

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 public school district changes its policies or procedures for certificated-employee evaluation, it must 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 must 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

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

district in writing and the district may resubmit amended policies and procedures.

007.06B All evaluators, with the exception of the ~~school 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 public school 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.

**AQuESTT Tenet:** Students are surrounded by effective and qualified educators throughout every learning experience, and every school and public school district develops effective teachers and leaders to establish a culture of success.

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.

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

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.

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 in accordance with Neb. Rev. Stat. § 79-801.

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

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 subsection (1) of Neb. Rev. Stat. § 79-804. 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.**

**AQuESTT Tenet: All students experience success through a continuous improvement process that builds student, parent/guardian/family and community engagement in order to enhance educational experiences and opportunities for all students.**

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 Section 004.01F of this Chapter. 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.

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

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

009.01A5 Evaluation of progress toward improvement goals.

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

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 school system's improvement plan and the written recommendations of the external representatives are provided to the Department. The external team visits are conducted at least once each five years.

009.01B1 The ~~Commissioner may approve the use of a third party external review of AdvaneED External Review may be used by~~ a school system to fulfill the requirement for an on-site visitation if all the requirements of Section 009 of this Chapter are met.

009.01B2 The Progress Plan developed by a public school designated as a priority school as outlined in Subsection 010.02D of this Chapter ~~must shall~~ be included within the continuous improvement requirements of Section 009 of this Chapter for the public school district in which the priority school is located.

010 Accountability Reporting for School Systems and Accountability System for Public Schools and Public School Districts

**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 of this Chapter, 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 Section 010.01B of this Chapter.

010.01B The school system has a written policy for annually preparing and distributing the performance report(s) required in Section 010.01A of this Chapter to the residents of the public school 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.

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

010.02 Accountability System for Public Schools and Public School Districts

010.02A Accountability System to Measure Public School and Public School District Performance. The Board must shall establish an accountability system to be used to measure the performance of individual public schools and public school districts as set forth in Neb. Rev. Stat. § Section 79-760.06, R.R.S.

010.02A1 The accountability system must shall combine multiple indicators, including graduation rates, student growth and student improvement on the assessment instruments provided in Neb. Rev. Stat. § Section 79-760.03 R.R.S., and status and participation in statewide assessment. Other indicators of the performance of public schools and public school districts must shall be specified by the Commissioner and approved by the Board in future revisions of this Chapter.

010.02A2 The indicators must shall be combined into a school performance score and public school district performance score. The Board must shall establish performance level classifications based upon school performance scores and public school district performance scores in order to classify the performance of public schools and public school districts beginning with the reporting of data from school year 2014-15.

010.02B Designation of Priority Schools. The Board must shall, at its discretion, designate no more than three (3) public schools as priority schools based on recommendations from the Commissioner or his or her designee.

010.02B1 Schools designated as priority schools must shall be in the lowest performance level classification at the time of the initial designation as a priority school.

010.02B2 Schools designated as priority schools must shall remain priority schools until such designation is removed by the Board as provided in Subsection 010.02D4 of this Chapter.

010.02B3 In making recommendations to the Board for the designation of priority schools, the Commissioner or his or her designee must shall take into consideration public school and public school district performance in meeting the requirements specified in this Chapter, based on the following:

010.02B3a Data required to be reported to the Department for all public schools and public school districts pursuant to Subsections 005.02 through 005.02C, 009.01A and 009.01B of in this Chapter; and,



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

010.02B3b Public school or public school district improvement plans or accreditation site visit reports available to the Department pursuant to Subsections 009.01A and 009.01B of in this Chapter .

010.02C Intervention Team.

010.02C1 The Commissioner must shall appoint an Intervention Team for each priority school as set forth in Neb. Rev. Stat. § Section 79-760.07 R.R.S.

010.02C2 The Intervention Team must shall assist the superintendent and staff of the public school district containing the priority school with the following:

010.02C2a Diagnosing issues that negatively affect student achievement in the priority school;

010.02C2b Designing strategies to address issues that negatively affect student achievement in the priority school through a Progress Plan; and

010.02C2c Developing measurable indicators of progress in addressing issues that negatively affect student achievement in the priority school.

010.02D Development and Implementation of the Progress Plan.

010.02D1 The Intervention Team, in collaboration with the priority school staff and the administration and the school board of the public school district containing the priority school, must shall develop a Progress Plan for approval by the Board. The Progress Plan must shall include the following:

010.02D1a The issues diagnosed as negatively affecting student achievement in the priority school;

010.02D1b Strategies designed to address issues that negatively affect student achievement in the priority school;

010.02D1c Specific actions to be taken by the priority school and the public school district containing the priority school to address issues that negatively affect student achievement in the priority school that are required in order to remove the school's classification as a priority school;

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

010.02D1d The measurable indicators of progress in addressing issues that negatively affect student achievement in the priority school developed pursuant to Subsection 010.02C2a of this Chapter; and,

010.02D1e The level of progress, as indicated by the measurable indicators developed pursuant to Subsection 010.02C2c of this Chapter, that is required in order to remove the school's designation as a priority school.

010.02D2 Upon approval of the Progress Plan by the Board, the Intervention Team must shall assist the superintendent and staff of the public school district containing the priority school in implementing strategies to address issues that negatively affect student achievement in the priority school through the Progress Plan developed pursuant to this section.

010.02D3 Approval of the Progress Plan. A Progress Plan for each newly designated priority school must shall be approved by the Board at its discretion based on the recommendation of the Commissioner or his or her designee. In making his or her recommendation, the Commissioner or his or her designee must shall consider whether the Progress Plan is reasonably designed to address issues that negatively affect student performance in the priority school.

010.02D4 Annual Review of Progress Plans. The Commissioner must shall annually review and make a recommendation to the Board on each priority school's Progress Plan. The Board must shall determine, based on the recommendation of the Commissioner or his or her designee, whether any modifications to the plan are needed. Such modifications must shall be incorporated into the plan immediately upon such a determination. The school's priority designation must shall be removed when the Board determines, based on the recommendation of the Commissioner or his or her designee, that the school has substantially met all of the requirements in its Progress Plan.

010.02E Schools Designated as Priority Schools for Five Consecutive School Years. If a school has been designated as a priority school for the fifth consecutive school year, the Board must shall reevaluate the Progress Plan to determine, based on the recommendation of the Commissioner or his or her designee, if:



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

010.02E1 A significant revision to the school's Progress Plan is necessary, in which case the process in Subsection 010.02D1 of this chapter ~~must~~ ~~shall~~ be used to significantly revise the Progress Plan subject to approval by the Board as provided in Subsection 010.02D3 of this Chapter; or;

010.02E2 An entirely new Progress Plan needs to be developed, in which case the process in Subsection 010.02D1 of this Chapter ~~must~~ ~~shall~~ be used to develop a new Progress Plan subject to approval by the Board as provided in Subsection 010.02D3 of this Chapter; or;

010.02E3 An alternative administrative structure is warranted, in which case the process in Subsection 010.02D1 of this Chapter ~~must~~ ~~shall~~ be used to develop a new Progress Plan subject to approval by the Board as provided in Subsection 010.02D3 of this Chapter that includes, but is not limited to, an alternative administrative structure.

010.02F Reports. Beginning in school year 2016-2017 and annually thereafter in September, each ~~public~~ school district containing a priority school ~~must~~ ~~shall~~ annually report to the Board on the level of progress made on the measurable indicators of progress.

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.**

**AQuESTT Tenet: All students experience success through a continuous improvement process that builds student, parent/guardian/family and community engagement in order to enhance educational experiences and opportunities for all 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.

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.

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

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 ~~must shall~~ develop and adopt a policy concerning bullying prevention and education for all students. The school system ~~must shall~~ review the policy annually.

011.01G Pursuant to ~~subsection (2) of Neb. Rev. Stat. § 79-2,141 (2) R.R.S.~~, each ~~public~~ school district ~~must shall~~ develop and adopt a specific policy to address incidents of dating violence involving students at school. This policy ~~must shall~~ include a statement that dating violence will not be tolerated.

012 School System Governance.

**012.01 Quality Indicator: The ~~governing body 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.

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.

012.01D ~~For public school districts, the school board has, at the beginning of each calendar year, appointed three members to a committee on American civics, and the committee has carried out its duties as specified in Neb. Rev. Stat. § 79-724.~~

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

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 of this Chapter and sections identified in Section Sections 003.04, 004.02A3, 004.03A4, and 004.04B2 of this Chapter 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 of this Chapter. The plan must shall contain local improvement objectives and must 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 must 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.

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

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 ~~must 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 ~~of this Chapter~~, and (5) procedures for annually reporting to the Commissioner. Upon approval by the Board, the modifications ~~must shall~~ remain in effect unless changed by a revision of this Rule or change in status of the ~~public~~ 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 ~~of this Chapter~~ constitutes a separate violation.

014.04 Reporting Violations. A school system ~~must 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 ~~of this Chapter~~ must be submitted to the Department.

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

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

provided indicates that the violation occurred after August 1, and the violation could not reasonably be corrected immediately before or during the current school year. Written evidence of the correction must be submitted to the Department by the following September 1.

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 must 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 of this Chapter must 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 of this Chapter and having the same uncorrected violation after September 1 must 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 must shall be recommended for NONACCREDITATION for the following school year and must shall be subject to loss of authority to operate and reassignment of territory to other public 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 must shall make the applicable following recommendations to the Board:

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



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

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

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 must 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 must shall specify the basis for the recommendation.

014.08B If the school system notifies the Commissioner at least seven (7) days prior to the date the recommendation is to be considered by the Board that it requests a hearing, the Board must shall schedule a hearing date.

014.08C All hearings arising under this Chapter must 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 must shall make a determination of the future accreditation status of the system and must 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 must 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 must shall submit to the Department a report documenting compliance with this Chapter.

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

015.03 By March 1, each applicant nonpublic school must 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 must shall be reviewed by the State Accreditation Committee, which must shall make recommendations to the Commissioner relative to accreditation for the following school year.

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 must shall follow the procedures for applying for initial accreditation as provided in this Chapter.

015.07 Accredited nonpublic schools intending to add new grades must 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 must shall follow procedures established in Sections 015.02 through 015.05 of this Chapter for obtaining accreditation.



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

**APPENDICES**

~~Appendix A: English Language Arts Standards~~

~~Appendix B: Mathematics Standards~~

~~Appendix C: Science Standards~~

~~Appendix D: Social Studies Content Standards~~

~~Appendix E: Statewide System of Assessment and Reporting~~

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

~~Appendix G: Outline of AQuESTT (Accountability for a Quality Education System Today and Tomorrow)~~

The State Board of Education adopted these English Language Arts Standards on September 5, 2014, 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. The term, English Language Arts, is synonymous with language arts within all sections of Appendix A.

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.

### 2014 Nebraska English Language Arts Standards

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

Writing Students will learn and apply writing skills and strategies to communicate.

Speaking/Listening Students will develop and apply appropriate speaking and listening skills and strategies to communicate for a variety of purposes.

Multiple Literacies Students will apply information fluency and practice digital citizenship.

### Nebraska Language Arts Standards – Kindergarten

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

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

- LA 0.1.1.a Identify variations in text (e.g., font, size, bold, italic, upper/lower case).
- LA 0.1.1.b Identify punctuation (e.g., period, exclamation mark, question mark).
- LA 0.1.1.c Identify parts of a book (e.g., cover, pages, title, author, illustrator).



- LA 0.1.1.d Demonstrate knowledge that print reads from left to right and top to bottom.
- LA 0.1.1.e Explain that the purpose of print is to carry information (e.g., environmental print, nametags, street signs).
- LA 0.1.1.f Demonstrate voice to print match (e.g., student points to print while reading or as someone reads).
- LA 0.1.1.g Demonstrate understanding that words are made up of letters and sentences are made up of words.

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

- LA 0.1.2.a Blend and segment phonemes in spoken words (e.g., initial, medial vowel, and final sounds [phonemes]; recognize same sounds in different words).
- LA 0.1.2.b Segment spoken sentences into words.
- LA 0.1.2.c Identify and produce oral rhymes.
- LA 0.1.2.d Identify, blend and segment syllable sounds in spoken words (e.g., cupcake, birthday).
- LA 0.1.2.e Blend and segment spoken onsets and rimes to form simple words (e.g., v-an, gr-ab).

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

- LA 0.1.3.a Match individual consonant and short vowel sounds to appropriate letters when reading, writing, and spelling grade-level text.
- LA 0.1.3.b Identify similarities and differences in written words (e.g., word endings, onsets, rimes).
- LA 0.1.3.c Recognize and read grade-level (phonetic and non-phonetic) words in text.

**LA 0.1.4 Fluency: Students will develop accuracy, phrasing, and expression during grade-level reading experiences to support comprehension.**

- LA 0.1.4.a Listen to text of increasing length and/or complexity to develop stamina.
- LA 0.1.4.b Use appropriate expression to reflect meaning while reading emergent-reader text.

**LA 0.1.5 Vocabulary: Students will build and use conversational, 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 Develop awareness of context clues (e.g., predictions, word and sentence clues) and text features that may be used to infer the meaning of unknown words.



— LA 0.1.5.c Acquire new academic and content-specific grade-level vocabulary, relate to prior knowledge, and apply in new situations.

— LA 0.1.5.d Identify semantic relationships (e.g., conceptual categories) to determine word relationships.

— LA 0.1.5.e With adult guidance, determine word meaning using reference materials and classroom resources.

**LA 0.1.6 Comprehension: Students will construct meaning by using prior knowledge while reading emergent literary and informational text.**

— LA 0.1.6.a With adult guidance, identify author's purpose (e.g., explain, entertain, inform).

— LA 0.1.6.b Identify elements of literary text (e.g., characters, setting, events).

— LA 0.1.6.c With adult guidance, identify an author's use of literary devices (e.g., rhyme, rhythm, repetition, alliteration).

— LA 0.1.6.d With adult guidance, retell major events and key details from a literary text and/or media.

— LA 0.1.6.e With adult guidance, retell main ideas from informational text and/or media.

— LA 0.1.6.f Identify text features in print and digital informational text.

— LA 0.1.6.g Identify the basic characteristics of literary and informational text.

— LA 0.1.6.h Make connections between own life and/or other cultures in literary and informational text.

— LA 0.1.6.i Construct and/or answer clarifying questions (who, what, when, where, why, how) and support answers with evidence from the text or additional sources.

— LA 0.1.6.j Identify the characteristics of organizational patterns found in informational text (e.g., sequence, compare/contrast).

— LA 0.1.6.k Identify different purposes for reading (e.g., inform, enjoy).

— LA 0.1.6.l Build background knowledge and activate prior knowledge to identify text-to-self, text-to-text, and text-to-world connections.

— LA 0.1.6.m With adult guidance, monitor comprehension by recognizing when meaning is disrupted.

— LA 0.1.6.n Make predictions about a text using prior knowledge, pictures, illustrations, and titles.

— LA 0.1.6.o Respond to text (e.g., verbally, in writing, or artistically).

— LA 0.1.6.p Make connections between a print text and an audio, video, or live version of the text.



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

**LA 0.2.1 Writing Process: Students will apply the writing process to plan, draft, revise, edit, and publish writing using correct spelling, grammar, punctuation, and other conventions of standard English appropriate for grade-level.**

- LA 0.2.1.a Use prewriting activities and inquiry tools to generate ideas.
- LA 0.2.1.b Generate representations of ideas (e.g., pictures, labels, letter strings, words, simple sentences) and organize ideas relevant to a topic.
- LA 0.2.1.c With adult guidance, use relevant information and evidence to support ideas.
- LA 0.2.1.d Compose simple, grammatically correct sentences.
- LA 0.2.1.e With adult guidance, revise to improve and clarify writing through self-strategies and feedback from others.
- LA 0.2.1.f Provide oral descriptive feedback to other writers.
- LA 0.2.1.g With adult guidance, persevere in writing tasks.
- LA 0.2.1.h With adult guidance, proofread and edit writing recursively for format and conventions of standard English (e.g., spelling, capitalization, grammar, punctuation).
- LA 0.2.1.i Use own words to relate information.
- LA 0.2.1.j With adult guidance, publish a legible document with appropriate spaces between letters, words, and sentences in a variety of formats.

**LA 0.2.2 Writing Modes: Student will write in multiple modes for a variety of purposes and audiences across disciplines.**

- LA 0.2.2.a Communicate information and ideas effectively in analytic, descriptive, informative, narrative, poetic, persuasive, and reflective modes to multiple audiences using a variety of media and formats.
- LA 0.2.2.b With adult guidance, provide evidence from literary or informational text to support ideas or opinions.
- LA 0.2.2.c With adult guidance, conduct and publish research to answer questions or solve problems.
- LA 0.2.2.d Use precise word choice and domain-specific vocabulary to write in a variety of modes.
- LA 0.2.2.e With adult guidance, compare mentor texts and examples to create similar pieces.

**LA 0.3 Speaking and Listening: Students will develop and apply speaking and listening skills and strategies to communicate for a variety of purposes.**

**LA 0.3.1 Speaking: Students will develop, apply and refine speaking skills and strategies to communicate key ideas in a variety of situations.**

- LA 0.3.1.a Communicate ideas clearly to others within structured classroom activities and routines using appropriate word choice, proper grammar, and complete sentences.



- LA 0.3.1.b Demonstrate appropriate speaking techniques (e.g., appropriate eye contact, volume, clear pronunciation) for a variety of purposes and situations.
- LA 0.3.1.c Utilize appropriate visual and/or digital tools to support verbal communication.
- LA 0.3.1.d Convey a personal perspective with clear reasons.
- LA 0.3.1.e Ask pertinent questions to acquire or confirm information.

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

- LA 0.3.2.a Develop active and attentive listening skills (e.g., eye contact, nonverbal cues, recalling) for multiple situations and modalities.
- LA 0.3.2.b With adult guidance, discuss the purpose and credibility of information being presented in diverse media and formats.
- LA 0.3.2.c Complete a task following one/two-step directions.

**LA 0.3.3 Reciprocal Communication: Students will develop, apply, and adapt reciprocal communication skills.**

- LA 0.3.3.a Practice appropriate classroom etiquette and recognize social cues when communicating.
- LA 0.3.3.b Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., helpful/hurtful words) in conversation.
- LA 0.3.3.c Apply conversation strategies to recognize new information presented by others in relationship to one's own ideas.
- LA 0.3.3.d Listen, ask clarifying questions, and respond to information being communicated about a topic, text, or issue under study.
- LA 0.3.3.e Collaboratively converse with peers and adults on grade-appropriate topics and texts, building on others' ideas to clearly express one's own views while respecting diverse perspectives.

**LA 0.4 Multiple Literacies: Students will apply information fluency and practice digital citizenship.**

**LA 0.4.1 Information Fluency: Students will evaluate, create, and communicate information in a variety of media and formats (textual, visual, and digital).**

- LA 0.4.1.a With guidance, use provided print and digital resources to gather information, answer questions, and demonstrate understanding of valid information (e.g., fiction vs. nonfiction, real vs. not real).
- LA 0.4.1.b With guidance, demonstrate ethical use of information and copyright guidelines by appropriately quoting or paraphrasing from a text and citing the source available resources (e.g., online citation tools).
- LA 0.4.1.c Use or decipher multiple formats of print and digital text (e.g., manuscript, font, graphics, symbols).

**LA 0.4.2 Digital Citizenship: Students will practice the norms of appropriate and responsible technology use.**

- LA 0.4.2.a Practice safe behaviors when communicating and interacting with others digitally (e.g., safe information to share, utilize appropriate sites and materials).
- LA 0.4.2.b Use appropriate digital tools (e.g., social media, online collaborative tools, apps) to communicate with others for conveying information, gathering opinions, and solving problems.



## **Nebraska Language Arts Standards – Grade 1**

### **LA 1.1 Reading: Students will learn and apply reading skills and strategies to comprehend text.**

#### **LA 1.1.1 Concepts of Print: Students will demonstrate knowledge of the concepts of print.**

- LA 1.1.1.a Identify variations in text (e.g., font, size, bold, italic, upper/lower case).
- LA 1.1.1.b Identify punctuation (e.g., period, exclamation mark, question mark, quotation marks).
- LA 1.1.1.c Identify parts of a book (e.g., title page, author, illustrator, table of contents).

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

- LA 1.1.2.a Blend, segment and manipulate phonemes orally.

#### **LA 1.1.3 Word Analysis: Students will use phonetic analysis to read and write grade-level text.**

- LA 1.1.3.a Know and apply common letter-sound correspondences (e.g., consonant blends, long and short vowel patterns, digraphs, inflectional endings) when reading, writing, and spelling grade-level text.
- LA 1.1.3.b Use word structure to read words (e.g., onsets, rimes, digraphs, contractions, common compound words).
- LA 1.1.3.c Recognize and read grade-level (phonetic and non-phonetic) words in text.

#### **LA 1.1.4 Fluency: Students will develop accuracy, phrasing, and expression while reading a variety of grade-level print/digital text to support comprehension.**

- LA 1.1.4.a Listen to and read text of increasing length and/or complexity to support reader stamina.
- LA 1.1.4.b Use appropriate pace, expression, and intonation to reflect the meaning of text (e.g., character voices, emotions).

#### **LA 1.1.5 Vocabulary: Students will build and use conversational, 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 Demonstrate understanding that context clues (e.g., word and sentence clues) and text features exist and may be used to help infer the meaning of unknown words.
- LA 1.1.5.c Acquire new academic and content-specific grade-level vocabulary, relate to prior knowledge, and apply in new situations.
- LA 1.1.5.d Identify semantic relationships (e.g., conceptual categories, synonyms, antonyms) to determine word relationships.



LA 1.1.5.e Locate words and determine word meaning using reference materials and classroom resources.

**LA 1.1.6 Comprehension: Students will construct meaning by using prior knowledge and text information while reading grade-level literary and informational text.**

- LA 1.1.6.a Identify author's purpose (e.g., explain, entertain, inform).
- LA 1.1.6.b Identify elements of literary text (e.g., characters, setting, events).
- LA 1.1.6.c Identify an author's use of literary devices (e.g., simile, alliteration, onomatopoeia, imagery, rhythm, personification).
- LA 1.1.6.d Retell major events and key details from a literary text and/or media.
- LA 1.1.6.e Retell main ideas and supporting details from informational text and/or media.
- LA 1.1.6.f Identify text features in print and digital informational text.
- LA 1.1.6.g Identify the basic characteristics of a variety of literary and informational texts.
- LA 1.1.6.h Make connections between own life and/or other cultures in literary and informational text.
- LA 1.1.6.i Construct and/or answer clarifying questions (who, what, when, where, why, how) and support answers with evidence from the text or additional sources.
- LA 1.1.6.j Identify the characteristics of organizational patterns found in informational text (e.g., sequence, compare/contrast).
- LA 1.1.6.k Identify and explain purpose for reading (e.g., answer a question, enjoy).
- LA 1.1.6.l Build background knowledge and activate prior knowledge to identify text-to-self, text-to-text, and text-to-world connections.
- LA 1.1.6.m Self-monitor comprehension by recognizing when meaning is disrupted and apply strategies to clarify, confirm, or correct.
- LA 1.1.6.n Make predictions about literary, informational, digital text, and/or media using prior knowledge, pictures, illustrations and titles.
- LA 1.1.6.o Demonstrate an understanding of text via multiple mediums (e.g., writing, artistic representation, video, other media).
- LA 1.1.6.p Make connections between a print text and an audio, video, or live version of the text.

**LA 1.2 Writing: 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 conventions of standard English appropriate for grade-level.**

- LA 1.2.1.a Use prewriting activities and inquiry tools to generate ideas.



- LA 1.2.1.b Generate a draft that selects and organizes ideas relevant to topic, purpose, and audience, including a clear beginning, middle, and end.
- LA 1.2.1.c Gather and use relevant information and evidence to support ideas.
- LA 1.2.1.d Compose simple paragraphs with grammatically correct sentences of varying length, complexity, and type.
- LA 1.2.1.e With adult guidance, revise to improve and clarify writing through self-monitoring strategies and feedback from others.
- LA 1.2.1.f Provide oral descriptive feedback to other writers.
- LA 1.2.1.g Persevere in writing tasks of various length and complexity.
- LA 1.2.1.h With adult guidance, proofread and edit writing recursively for format and conventions of standard English (e.g., spelling, capitalization, grammar, punctuation).
- LA 1.2.1.i Use own words to relate information.
- LA 1.2.1.j Publish a legible document with appropriate spaces between letters, words, and sentences in a variety of formats.

**LA 1.2.2 Writing Modes: Student will write in multiple modes for a variety of purposes and audiences across disciplines.**

- LA 1.2.2.a Communicate information and ideas effectively in analytic, descriptive, informative, narrative, poetic, persuasive, and reflective modes to multiple audiences using a variety of media and formats.
- LA 1.2.2.b With adult guidance, provide evidence from literary or informational text to support ideas or opinions.
- LA 1.2.2.c With adult guidance, conduct and publish research to answer questions or solve problems using resources.
- LA 1.2.2.d Use precise word choice and domain-specific vocabulary to write in a variety of modes.
- LA 1.2.2.e Compare various mentor texts and/or exemplars to create similar pieces.

**LA 1.3 Speaking and Listening: Students will develop and apply speaking and listening skills and strategies to communicate for a variety of purposes.**

**LA 1.3.1 Speaking: Students will develop, apply, and refine speaking skills and strategies to communicate key ideas in a variety of situations.**

- LA 1.3.1.a Communicate ideas clearly in a manner suited to the purpose and setting, using appropriate word choice, proper grammar, and complete sentences.
- LA 1.3.1.b Demonstrate appropriate speaking techniques (e.g., appropriate eye contact, adequate volume, clear pronunciation) for a variety of purposes and situations, including interpreting text.
- LA 1.3.1.c Utilize appropriate visual and/or digital tools to support verbal communication.



— LA 1.3.1.d Convey a personal perspective with clear reasons.

— LA 1.3.1.e Ask pertinent questions to acquire or confirm information.

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

— LA 1.3.2.a Develop active and attentive listening skills (e.g., eye contact, nonverbal cues, recalling) for multiple situations and modalities.

— LA 1.3.2.b With adult guidance, discuss the purpose and credibility of information being in diverse media and formats.

— LA 1.3.2.c Complete a task following one/two-step directions.

**LA 1.3.3 Reciprocal Communication: Students will develop, apply, and adapt reciprocal communication skills.**

— LA 1.3.3.a Practice appropriate classroom etiquette and recognize social cues when communicating.

— LA 1.3.3.b Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., helpful/hurtful words) in conversation.

— LA 1.3.3.c Apply conversation strategies to recognize new information presented by others in relationship to one's own ideas.

— LA 1.3.3.d Listen, ask clarifying questions, and respond to information being communicated about a topic, text, or issue under study.

— LA 1.3.3.e Collaboratively converse with peers and adults on grade-appropriate topics and texts, building on others' ideas to clearly express one's own views while respecting diverse perspectives.

**LA 1.4 Multiple Literacies: Students will apply information fluency and practice digital citizenship.**

**LA 1.4.1 Information Fluency: Students will evaluate, create, and communicate information in a variety of media and formats (textual, visual, and digital).**

— LA 1.4.1.a Use provided print and digital resources to gather information, answer questions, and demonstrate understanding of valid information (e.g., fiction vs. nonfiction, real vs. not real).

— LA 1.4.1.b With guidance, demonstrate ethical use of information and copyright by appropriately quoting or paraphrasing from a text and citing the source using available resources (e.g., online citation tools).

— LA 1.4.1.c Use or decipher multiple formats of print and digital text (e.g., manuscript, font, graphics, symbols).

**LA 1.4.2 Digital Citizenship: Students will practice the norms of appropriate and responsible technology use.**

- ~~LA 1.4.2.a Practice safe behaviors when communicating and interacting with others digitally (e.g., safe information to share, utilize appropriate sites and materials).~~
- ~~LA 1.4.2.b Use appropriate digital tools (e.g., social media, online collaborative tools, apps) to communicate with others for conveying information, gathering opinions, and solving problems.~~



**Nebraska Language Arts Standards – Grade 2**

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

**LA 2.1.1 Concepts of Print: Students will demonstrate knowledge of the concepts of print. Mastered in Grade 1 and blended with other skills at this grade level.**

**LA 2.1.2 Phonological Awareness: Students will demonstrate phonological awareness through oral activities. Mastered in Grade 1 and blended with other skills at this grade level.**

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

— LA 2.1.3.a Know and apply letter/sound correspondence and spelling patterns (e.g., consonant and vowel digraphs, diphthongs) when reading, writing, and spelling grade-level text.

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

— LA 2.1.3.c Recognize and read grade-level (phonetic and non-phonetic) words in text.

**LA 2.1.4 Fluency: Students will develop accuracy, phrasing, and expression while reading a variety of grade-level print/digital text to support comprehension.**

— LA 2.1.4.a Listen to and read text of increasing length and/or complexity to increase reader stamina.

— LA 2.1.4.b Use varied pace, expression, and intonation to reflect meaning of text (e.g., mood, events, emotions).

**LA 2.1.5 Vocabulary: Students will build and use conversational, 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 Identify and use context clues (e.g., word and sentence clues) and text features to help infer meaning of unknown words.

— LA 2.1.5.c Acquire new academic and content-specific grade-level vocabulary, relate to prior knowledge, and apply in new situations.

— LA 2.1.5.d Identify semantic relationships (e.g., conceptual categories, synonyms, antonyms, multiple meanings) to determine the meaning of words, aid in comprehension, and improve writing.

— LA 2.1.5.e Locate words and determine meaning using reference materials.



**LA 2.1.6 Comprehension: Students will construct meaning by using prior knowledge and text information while reading grade-level literary and informational 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 literary text (e.g., characters, setting, plot).
- LA 2.1.6.c Identify and explain why authors use literary devices (e.g., simile, alliteration, onomatopoeia, imagery, rhythm, personification).
- LA 2.1.6.d Retell major events and key details from a literary text and/or media and support a prompted theme.
- LA 2.1.6.e Retell main ideas and supporting details from informational text and/or media.
- LA 2.1.6.f Use text features to locate information and gain meaning from print and digital text.
- LA 2.1.6.g Compare and contrast the basic characteristics of a variety of literary and informational texts.
- LA 2.1.6.h Identify topics and/or patterns across multiple literary and informational texts to develop a multicultural perspective.
- LA 2.1.6.i Construct and/or answer literal and inferential questions and support answers with specific evidence from the text or additional sources.
- LA 2.1.6.j Identify organizational patterns found in informational text (e.g., sequence, description, compare/contrast).
- LA 2.1.6.k Select text and explain the purpose (e.g., answer a question, solve problems, enjoy, form an opinion, predict outcomes, accomplish a task).
- LA 2.1.6.l Build background knowledge and activate prior knowledge 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 recognizing when meaning is disrupted and apply strategies to clarify, confirm, or correct.
- LA 2.1.6.n Make predictions and inferences about a text before, during, and after reading literary, informational, digital text, and/or media.
- LA 2.1.6.o Demonstrate an understanding of text via multiple mediums (e.g., writing, artistic representation, video, other media).
- LA 2.1.6.p Make connections between a print text and an audio, video, or live version of the text.

**LA 2.2 Writing: 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 conventions of standard English appropriate for grade-level.**

- LA 2.2.1.a Use prewriting activities and inquiry tools to generate ideas.



- LA 2.2.1.b Generate a draft that develops a clear topic suited to the purpose and intended audience and organizational pattern, including a clear beginning, middle, and end.
- LA 2.2.1.c Gather and use relevant information and evidence from one or more print and/or digital sources to support ideas.
- LA 2.2.1.d Compose paragraphs with grammatically correct sentences of varying length, complexity, and type.
- LA 2.2.1.e Revise to improve and clarify writing through self-monitoring strategies and feedback from others.
- LA 2.2.1.f Provide oral and/or written descriptive feedback to other writers.
- LA 2.2.1.g Persevere in writing tasks of various length and complexity.
- LA 2.2.1.h Proofread and edit writing recursively for format and conventions of standard English (e.g., spelling, capitalization, grammar, punctuation, syntax, semantics).
- LA 2.2.1.i Display academic honesty and integrity by avoiding plagiarism and providing a list of sources.
- LA 2.2.1.j Publish a legible document with appropriate spaces between letters, words, and sentences in a variety of formats.

**LA 2.2.2 Writing Modes: Student will write in multiple modes for a variety of purposes and audiences across disciplines.**

- LA 2.2.2.a Communicate information and ideas effectively in analytic, descriptive, informative, narrative, poetic, persuasive, and reflective modes to multiple audiences using a variety of media and formats.
- LA 2.2.2.b Provide evidence from literary or informational text to support ideas or opinions.
- LA 2.2.2.c Conduct and publish research to answer questions or solve problems using resources.
- LA 2.2.2.d Use precise word choice and domain-specific vocabulary to write in a variety of modes.
- LA 2.2.2.e Compare various mentor texts and/or exemplars to create a similar piece.

**LA 2.3 Speaking and Listening: Students will develop and apply speaking and listening skills and strategies to communicate for a variety of purposes.**

**LA 2.3.1 Speaking: Students will develop, apply, and refine speaking skills and strategies to communicate key ideas in a variety of situations.**

- LA 2.3.1.a Communicate ideas and information in a clear and concise manner suited to the purpose, setting, and audience (formal voice or informal voice), using appropriate word choice, grammar, and sentence structure.
- LA 2.3.1.b Demonstrate appropriate speaking techniques (e.g., appropriate eye contact, adequate volume, clear pronunciation) for a variety of purposes and situations, including interpreting text.



— LA 2.3.1.c Utilize appropriate visual and/or digital tools to support verbal communication.

— LA 2.3.1.d Convey a personal perspective with clear reasons.

— LA 2.3.1.e Ask pertinent questions to acquire or confirm information

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

— LA 2.3.2.a Develop active and attentive listening skills (e.g., eye contact, nonverbal cues, recalling) for multiple situations and modalities.

— LA 2.3.2.b With adult guidance, discuss the purpose and credibility of information being presented in diverse media and formats.

— LA 2.3.2.c Complete a task following multi-step directions.

**LA 2.3.3 Reciprocal Communication: Students will develop, apply, and adapt reciprocal communication skills.**

— LA 2.3.3.a Demonstrate appropriate classroom etiquette and recognize social cues when communicating.

— LA 2.3.3.b Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., helpful/hurtful words) in conversation.

— LA 2.3.3.c Apply conversation strategies to recognize and consider new information presented by others in relationship to one's own ideas.

— LA 2.3.3.d Listen, ask clarifying questions, and respond to information being communicated about a topic, text, or issue under study.

— LA 2.3.3.e Collaboratively converse with peers and adults on grade-appropriate topics and texts, building on others' ideas to clearly express one's own views while respecting diverse perspectives.

**LA 2.4 Multiple Literacies: Students will apply information fluency and practice digital citizenship.**

**LA 2.4.1 Information Fluency: Students will evaluate, create, and communicate information in a variety of media and formats (textual, visual, and digital).**

— LA 2.4.1.a With guidance, locate, organize, and evaluate information from print and digital resources to generate and answer questions and create new understandings.

— LA 2.4.1.b With guidance, demonstrate ethical use of information and copyright guidelines by appropriately quoting or paraphrasing from a text and citing the source using available resources (e.g., online citation tools).

— LA 2.4.1.c Use or decipher multiple formats of print and digital text (e.g., manuscript, font, graphics, symbols).

**LA 2.4.2 Digital Citizenship: Students will practice the norms of appropriate and responsible technology use.**

— LA 2.4.2.a Practice safe and ethical behaviors when communicating and interacting with  
— others digitally (e.g., safe information to share, appropriate language use, utilize  
— appropriate sites and materials, respect diverse perspectives).

— LA 2.4.2.b Use appropriate digital tools (e.g., social media, online collaborative tools,  
— apps) to communicate with others for conveying information, gathering opinions, and  
— solving problems.



**Nebraska Language Arts Standards – Grade 3**

**LA 3.1 Reading: Students will learn and apply reading skills and strategies to comprehend text.**

**LA 3.1.1 Concepts of Print: Students will demonstrate knowledge of the concepts of print. Mastered in Grade 1 and blended with other skills at this grade level.**

**LA 3.1.2 Phonological Awareness: Students will demonstrate phonological awareness through oral activities. Mastered in Grade 1 and blended with other skills at this grade level.**

**LA 3.1.3 Word Analysis: Students will use phonetic analysis to read and write grade-level text.**

— LA 3.1.3.a Know and apply advanced sound/spelling patterns (e.g., Anglo-Saxon common roots and affixes, special vowel spellings [ough, ion], multi-syllable words) when reading, writing, and spelling grade-level text.

— LA 3.1.3.b Use word structure to read text (e.g., prefixes/suffixes/contractions, syllabication, derivation).

— LA 3.1.3.c Recognize and read grade-level (phonetic and non-phonetic) words in text.

**LA 3.1.4 Fluency: Students will develop accuracy, phrasing, and expression while reading a variety of grade-level print/digital text to support comprehension.**

— LA 3.1.4.a Listen to and read text of increasing length and/or complexity to increase reader stamina.

— LA 3.1.4.b Use context to adjust pace and prosody based on purpose, text complexity, form, and style.

**LA 3.1.5 Vocabulary: Students will build and use conversational, academic, and content-specific grade-level vocabulary.**

— LA 3.1.5.a Determine meaning of words through the knowledge of word structure elements, known words, and word patterns (e.g., contractions, plurals, possessives, parts of speech, syllables, affixes, base and root words, abbreviations).

— LA 3.1.5.b Apply context clues (e.g., word, phrase, and sentence clues) and text features to help infer meaning of unknown words.

— LA 3.1.5.c Acquire new academic and content-specific grade-level vocabulary, relate to prior knowledge, and apply in new situations.

— LA 3.1.5.d Identify semantic relationships (e.g., synonyms, antonyms, homographs, homophones, multiple-meaning words) to determine the meaning of words, aid in comprehension, and improve writing.

— LA 3.1.5.e Locate words and determine meaning using reference materials.

**LA 3.1.6 Comprehension: Students will construct meaning by using prior knowledge and text information while reading grade-level literary and informational 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 and describe elements of literary text (e.g., characters, setting, plot, point of view).
- LA 3.1.6.c Identify and explain why authors use literary devices (e.g., simile, alliteration, onomatopoeia, imagery, rhythm, personification, hyperbole, idioms).
- LA 3.1.6.d Summarize a literary text and/or media, using key details to identify the theme.
- LA 3.1.6.e Determine main ideas and supporting details from informational text and/or media.
- LA 3.1.6.f Use text features to locate information and explain how the information contributes to an understanding of print and digital text.
- LA 3.1.6.g Compare and contrast the characteristics that distinguish a variety of literary and informational texts.
- LA 3.1.6.h Compare and contrast similar themes, topics, and/or patterns of events in literary and informational texts to develop a multicultural perspective.
- LA 3.1.6.i Construct and/or answer literal and inferential questions and support answers with specific evidence from the text or additional sources.
- LA 3.1.6.j Identify and apply knowledge of organizational patterns to comprehend informational text (e.g., sequence, description, cause and effect, compare/contrast).
- LA 3.1.6.k Select text and explain the purpose (e.g., answer a question, solve problems, enjoy, form an opinion, understand a specific viewpoint, predict outcomes, discover models for own writing, accomplish a task).
- LA 3.1.6.l Build background knowledge and activate prior knowledge 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 and inferences before, during, and after reading literary, informational, digital text, and/or media.
- LA 3.1.6.o Demonstrate an understanding of text via multiple mediums (e.g., writing, artistic representation, video, other media).
- LA 3.1.6.p Make connections between the text of a story, drama, or poem and a visual or oral presentation of the text.

**LA 3.2 Writing: 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 conventions of standard English appropriate for grade-level.**



LA 3.2.1.a Use prewriting activities and inquiry tools to generate ideas and organize information.

LA 3.2.1.b Generate a draft that develops a clear topic suited to the purpose and intended audience and organizational pattern, including a clear introduction, body, and conclusion with appropriate transitions.

LA 3.2.1.c Gather and use relevant information and evidence from one or more authoritative print and/or digital sources to support claims or theses.

LA 3.2.1.d Compose paragraphs with grammatically correct sentences of varying length, complexity, and type.

LA 3.2.1.e Revise to improve and clarify writing through self-monitoring strategies and feedback from others.

LA 3.2.1.f Provide oral and/or written descriptive feedback to other writers.

LA 3.2.1.g Adjust writing processes to persevere in short and long-term writing tasks of increasing length and complexity.

LA 3.2.1.h Proofread and edit writing recursively for format and conventions of standard English (e.g., spelling, capitalization, grammar, punctuation, syntax, semantics).

LA 3.2.1.i Display academic honesty and integrity by avoiding plagiarism and/or overreliance on any one source and by following a standard format for citation.

LA 3.2.1.j Publish a legible document in manuscript, cursive, or digital format, and apply formatting techniques (e.g., indenting paragraphs, title).

**LA 3.2.2 Writing Modes: Student will write in multiple modes for a variety of purposes and audiences across disciplines.**

LA 3.2.2.a Communicate information and ideas effectively in analytic, descriptive, informative, narrative, poetic, persuasive, and reflective modes to multiple audiences using a variety of media and formats.

LA 3.2.2.b Provide evidence from literary or informational text to support ideas or opinions.

LA 3.2.2.c Conduct and publish research to answer questions or solve problems using multiple resources to support theses.

LA 3.2.2.d Use precise word choice and domain-specific vocabulary to write in a variety of modes.

LA 3.2.2.e Compare various mentor texts and/or exemplars to create a similar piece.

**LA 3.3 Speaking and Listening: Students will develop and apply speaking and listening skills and strategies to communicate for a variety of purposes.**

**LA 3.3.1 Speaking: Students will develop, apply, and refine speaking skills and strategies to communicate key ideas in a variety of situations.**



- LA 3.3.1.a Communicate ideas and information in a clear and concise manner suited to the purpose, setting, and audience (formal voice or informal voice), using appropriate word choice, grammar, and sentence structure.
- LA 3.3.1.b Demonstrate appropriate speaking techniques (e.g., appropriate eye contact, adequate volume, clear pronunciation) for a variety of purposes and situations, including interpreting text.
- LA 3.3.1.c Utilize appropriate visual and/or digital tools to enhance verbal communication and add interest.
- LA 3.3.1.d Convey a perspective with clear reasoning and support.
- LA 3.3.1.e Ask pertinent questions to acquire or confirm information.

**LA 3.3.2 Listening: Students will develop and demonstrate active listening skills across a variety of situations.**

- LA 3.3.2.a Demonstrate active and attentive listening skills (e.g., eye contact, nonverbal cues, recalling, questioning) for multiple situations and modalities.
- LA 3.3.2.b Identify the purpose and credibility of information being presented in diverse media and formats.
- LA 3.3.2.c Complete a task following multi-step directions.

**LA 3.3.3 Reciprocal Communication: Students will develop, apply, and adapt reciprocal communication skills.**

- LA 3.3.3.a Demonstrate appropriate social etiquette and apply social cues when communicating.
- LA 3.3.3.b Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., stereotypes, multiple meanings of words) in conversation.
- LA 3.3.3.c Apply conversation strategies to recognize and consider new information presented by others in relationship to one's own ideas.
- LA 3.3.3.d Listen, ask clarifying questions, summarize, and respond to information being communicated and consider its contribution to a topic, text, or issue under study.
- LA 3.3.3.e Collaboratively converse with peers and adults on grade-appropriate topics and texts, building on others' ideas to clearly express one's own views while respecting diverse perspectives.

**LA 3.4 Multiple Literacies: Students will apply information fluency and practice digital citizenship.**

**LA 3.4.1 Information Fluency: Students will evaluate, create, and communicate information in a variety of media and formats (textual, visual, and digital).**

- LA 3.4.1.a Locate, organize, and evaluate information from print and digital resources to generate and answer questions and create new understandings.

~~LA 3.4.1.b With guidance, demonstrate ethical use of information and copyright guidelines by appropriately quoting or paraphrasing from a text and citing the source using available resources (e.g., online citation tools).~~

~~LA 3.4.1.c Use or decipher multiple formats of print and digital text (e.g., cursive, manuscript, font, graphics, symbols).~~

**LA 3.4.2 Digital Citizenship: Students will practice the norms of appropriate and responsible technology use.**

~~LA 3.4.2.a Practice safe and ethical behaviors when communicating and interacting with others digitally (e.g., safe information to share, appropriate language use, utilize appropriate sites and materials, respect diverse perspectives).~~

~~LA 3.4.2.b Use appropriate digital tools (e.g., social media, online collaborative tools, apps) to communicate with others for conveying information, gathering opinions, and solving problems.~~



**Nebraska Language Arts Standards – Grade 4**

**LA 4.1 Reading: Students will learn and apply reading skills and strategies to comprehend text.**

**LA 4.1.1 Concepts of Print: Students will demonstrate knowledge of the concepts of print. Mastered in Grade 1 and blended with other skills at this grade level.**

**LA 4.1.2 Phonological Awareness: Students will demonstrate phonological awareness through oral activities. Mastered in Grade 1 and blended with other skills at this grade level.**

**LA 4.1.3 Word Analysis: Students will use phonetic analysis to read and write grade-level text.**

— LA 4.1.3.a Know and apply advanced sound/spelling patterns (e.g., Anglo-Saxon common roots and affixes, vowel variance, multi-syllable words) when reading, writing, and spelling grade-level text.

— LA 4.1.3.b Use word structure to read text (e.g., prefixes/suffixes, syllabication, derivation).

**LA 4.1.4 Fluency: Students will develop accuracy, phrasing, and expression while reading a variety of grade-level print/digital text to support comprehension.**

— LA 4.1.4.a Listen to and read text of increasing length and/or complexity to increase reader stamina.

— LA 4.1.4.b Use context to adjust pace and prosody based on purpose, text complexity, form, and style.

**LA 4.1.5 Vocabulary: Students will build and use conversational, 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., plurals, possessives, parts of speech, affixes, base and root words).

— LA 4.1.5.b Apply context clues (e.g., word, phrase, and sentence, and paragraph clues) and text features to infer meaning of unknown words.

— LA 4.1.5.c Acquire new academic and content-specific grade-level vocabulary, relate to prior knowledge, and apply in new situations.

— LA 4.1.5.d Identify semantic relationships (e.g., synonyms, antonyms, homographs, homophones, multiple-meaning words) to determine the meaning of words, aid in comprehension, and improve writing.

— LA 4.1.5.e Determine meaning using reference materials.

**LA 4.1.6 Comprehension: Students will construct meaning by using prior knowledge and text information while reading grade-level literary and informational text.**

— LA 4.1.6.a Examine text to determine author's purpose(s) and describe how author's perspective (e.g., beliefs, assumptions, biases) influences text.



- LA 4.1.6.b Identify and describe elements of literary text (e.g., characters, setting, plot, point of view, theme).
- LA 4.1.6.c Identify and explain why authors use literary devices (e.g., simile, metaphor, alliteration, onomatopoeia, imagery, rhythm, personification, hyperbole, idioms).
- LA 4.1.6.d Summarize a literary text and/or media, using key details to identify the theme.
- LA 4.1.6.e Determine main ideas and supporting details from informational text and/or media.
- LA 4.1.6.f Use text features to locate information and explain how the information contributes to an understanding of print and digital text.
- LA 4.1.6.g Compare and contrast the characteristics that distinguish a variety of literary and informational texts.
- LA 4.1.6.h Compare and contrast similar themes, topics, and/or patterns of events in literary and informational texts to develop a multicultural perspective.
- LA 4.1.6.i Construct and/or answer literal, inferential, and critical questions and support answers with explicit evidence from the text or additional sources.
- LA 4.1.6.j Identify and apply knowledge of organizational patterns to comprehend informational text (e.g., sequence, description, cause and effect, compare/contrast, fact/opinion).
- LA 4.1.6.k Select text and explain the purpose (e.g., answer a question, solve problems, enjoy, form an opinion, understand a specific viewpoint, predict outcomes, discover models for own writing, accomplish a task).
- LA 4.1.6.l Build background knowledge and activate prior knowledge 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 and inferences before, during, and after reading literary, informational, digital text, and/or media.
- LA 4.1.6.o Demonstrate an understanding of text via multiple mediums (e.g., writing, artistic representation, video, other media).
- LA 4.1.6.p Compare and contrast the text of a story, drama, or poem and a visual or oral presentation of the text.

**LA 4.2 Writing: 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 conventions of standard English appropriate for grade level.**



- LA 4.2.1.a Use prewriting activities and inquiry tools to generate ideas, organize information, guide writing, and answer questions.
- LA 4.2.1.b Generate a draft that develops a clear topic suited to the purpose and intended audience and organizational pattern, including a clear introduction, body, and conclusion with appropriate transitions.
- LA 4.2.1.c Gather and use relevant information and evidence from multiple authoritative print and/or digital sources to support claims or theses.
- LA 4.2.1.d Compose paragraphs with grammatically correct sentences of varying length, complexity, and type.
- LA 4.2.1.e Revise to improve and clarify writing through self-monitoring strategies and feedback from others.
- LA 4.2.1.f Provide oral, written, and/or digital descriptive feedback to other writers.
- LA 4.2.1.g Adjust writing processes to persevere in short and long-term writing tasks of increasing length and complexity.
- LA 4.2.1.h Proofread and edit writing recursively for format and conventions of standard English (e.g., spelling, capitalization, grammar, punctuation, syntax, semantics).
- LA 4.2.1.i Display academic honesty and integrity by avoiding plagiarism and/or overreliance on any one source and by following a standard format for citation.
- LA 4.2.1.j Publish a legible document in manuscript, cursive, or digital format, and apply formatting techniques (e.g., indenting paragraphs, title).

**LA 4.2.2 Writing Modes: Student will write in multiple modes for a variety of purposes and audiences across disciplines.**

- LA 4.2.2.a Communicate information and ideas effectively in analytic, descriptive, informative, narrative, poetic, persuasive, and reflective modes to multiple audiences using a variety of media and formats.
- LA 4.2.2.b Provide evidence from literary or informational text to support analysis, reflection, and research.
- LA 4.2.2.c Conduct and publish research projects to answer questions or solve problems using multiple resources to support theses.
- LA 4.2.2.d Use precise word choice and domain-specific vocabulary to write in a variety of modes.
- LA 4.2.2.e Compare various mentor texts and/or exemplars to create a similar piece.

**LA 4.3 Speaking and Listening: Students will develop and apply speaking and listening skills and strategies to communicate for a variety of purposes.**

**LA 4.3.1 Speaking: Students will develop, apply, and refine speaking skills and strategies to communicate key ideas in a variety of situations.**



— LA 4.3.1.a Communicate ideas and information in a clear and concise manner suited to the purpose, setting, and audience (formal voice or informal voice), using appropriate word choice, grammar, and sentence structure.

— LA 4.3.1.b Demonstrate appropriate speaking techniques (e.g., appropriate eye contact, adequate volume, clear pronunciation, word choice) for a variety of purposes and situations, including interpreting text.

— LA 4.3.1.c Utilize appropriate visual and/or digital tools to enhance verbal communication and add interest.

— LA 4.3.1.d Convey a perspective with clear reasoning and support.

— LA 4.3.1.e Ask pertinent questions to acquire or confirm information.

**LA 4.3.2 Listening: Students will develop and demonstrate active listening skills across a variety of situations.**

— LA 4.3.2.a Demonstrate active and attentive listening skills (e.g., eye contact, nonverbal cues, recalling, questioning) for multiple situations and modalities.

— LA 4.3.2.b Identify the purpose and credibility of information being presented in diverse media and formats.

— LA 4.3.2.c Complete a task following multi-step directions.

**LA 4.3.3 Reciprocal Communication: Students will develop, apply, and adapt reciprocal communication skills.**

— LA 4.3.3.a Demonstrate appropriate social etiquette and apply social cues when communicating.

— LA 4.3.3.b Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., stereotypes, multiple meanings of words) in conversation.

— LA 4.3.3.c Apply conversation strategies to recognize and consider new information presented by others in relationship to one's own ideas.

— LA 4.3.3.d Listen, ask clarifying questions, summarize, and explain information being communicated and consider its contribution to a topic, text, or issue under study.

— LA 4.3.3.e Collaboratively converse with peers and adults on grade-appropriate topics and texts, building on others' ideas to clearly express one's own views while respecting diverse perspectives.

**LA 4.4 Multiple Literacies: Students will apply information fluency and practice digital citizenship.**

**LA 4.4.1 Information Fluency: Students will evaluate, create, and communicate information in a variety of media and formats (textual, visual, and digital).**

— LA 4.4.1.a Locate, organize, analyze, and evaluate information from print and digital resources to generate and answer questions and create new understandings.



~~LA 4.4.1.b Demonstrate ethical use of information and copyright guidelines by appropriately quoting or paraphrasing from a text and citing the source using available resources (e.g., online citation tools).~~

~~LA 4.4.1.c Use or decipher multiple formats of print and digital text (e.g., cursive, manuscript, font, graphics, symbols).~~

**LA 4.4.2 Digital Citizenship: Students will practice the norms of appropriate and responsible technology use.**

~~LA 4.4.2.a Practice safe and ethical behaviors when communicating and interacting with others digitally (e.g., safe information to share, appropriate language use, utilize appropriate sites and materials, respect diverse perspectives).~~

~~LA 4.4.2.b Use appropriate digital tools (e.g., social media, online collaborative tools, apps) to communicate with others for conveying information, gathering opinions, and solving problems.~~

**Nebraska Language Arts Standards – Grade 5**

**LA 5.1 Reading: Students will learn and apply reading skills and strategies to comprehend text.**

**LA 5.1.1 Concepts of Print: Students will demonstrate knowledge of the concepts of print. Mastered in Grade 1 and blended with other skills at this grade level.**

**LA 5.1.2 Phonological Awareness: Students will demonstrate phonological awareness through oral activities. Mastered in Grade 1 and blended with other skills at this grade level.**

**LA 5.1.3 Word Analysis: Students will use phonetic analysis to read and write grade-level text.**

- LA 5.1.3.a Know and apply phonetic and structural analysis (e.g., Greek and Latin roots and affixes, multi-syllable words) when reading, writing, and spelling grade-level text.

**LA 5.1.4 Fluency: Students will develop accuracy, phrasing, and expression while reading a variety of grade-level print/digital text to support comprehension.**

- LA 5.1.4.a Use reading strategies to persevere through text of increasing length and/or complexity.
- LA 5.1.4.b Use context to adjust pace and prosody based on purpose, text complexity, form, and style.

**LA 5.1.5 Vocabulary: Students will build and use conversational, 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., parts of speech, Greek, Latin, and Anglo-Saxon affixes and roots).
- LA 5.1.5.b Select and apply knowledge of context clues (e.g., word, phrase, sentence, and paragraph clues) and text features to determine meaning of unknown words.
- LA 5.1.5.c Acquire new academic and content-specific grade-level vocabulary, relate to prior knowledge, and apply in new situations.
- LA 5.1.5.d Identify semantic relationships (e.g., synonyms, antonyms, homographs, homophones, multiple-meaning words) to determine the meaning of words, aid in comprehension, and improve writing.
- LA 5.1.5.e Determine meaning using reference materials.

**LA 5.1.6 Comprehension: Students will construct meaning by using prior knowledge and text information while reading grade-level literary and informational text.**

- LA 5.1.6.a Examine text to determine author’s purpose(s) and describe how author’s perspective (e.g., beliefs, assumptions, biases) influences text.
- LA 5.1.6.b Analyze and describe elements of literary text (e.g., characters, setting, plot, point of view, theme).



- LA 5.1.6.c Identify and explain why authors use literary devices (e.g., simile, metaphor, alliteration, onomatopoeia, imagery, rhythm, personification, hyperbole, idioms).
- LA 5.1.6.d Summarize and analyze a literary text and/or media, using key details to explain the theme.
- LA 5.1.6.e Summarize and analyze an informational text and/or media, using supporting details to explain the main idea.
- LA 5.1.6.f Use text features to locate information and explain how the information contributes to an understanding of print and digital text.
- LA 5.1.6.g Use textual evidence to compare and contrast the characteristics that distinguish a variety of literary and informational texts.
- LA 5.1.6.h Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in literary and informational texts, citing textual evidence to develop a national and international multicultural perspective.
- LA 5.1.6.i Construct and/or answer literal, inferential, and critical questions and support answers with explicit evidence from the text or additional sources.
- LA 5.1.6.j Identify and apply knowledge of organizational patterns to comprehend informational text(s) (e.g., sequence, description, cause and effect, compare/contrast, fact/opinion).
- LA 5.1.6.k Select text for a particular purpose (e.g., answer a question, solve problems, enjoy, form an opinion, understand a specific viewpoint, predict outcomes, discover models for own writing, accomplish a task), citing evidence to support analysis, reflection, or research.
- LA 5.1.6.l Build background knowledge and activate prior knowledge to identify text-to-self, text-to-text, and text-to-world connections before, during, and after reading.
- LA 5.1.6.m Self-monitor comprehension by recognizing when meaning is disrupted and apply strategies to clarify, confirm, or correct.
- LA 5.1.6.n Make and confirm/modify predictions and inferences with text evidence while previewing and reading literary, informational, digital text, and/or media.
- LA 5.1.6.o Demonstrate an understanding of text via multiple mediums (e.g., writing, artistic representation, video, other media).
- LA 5.1.6.p Compare and contrast the text of a story, drama, or poem and a visual or oral presentation of the text.

**LA 5.2 Writing: 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 conventions of standard English appropriate for grade level.**

- LA 5.2.1.a Use prewriting activities and inquiry tools to generate ideas, organize information, guide writing, and answer questions.



- LA 5.2.1.b Generate a draft that develops a clear topic suited to the purpose and intended audience and organizational pattern, including a strong thesis, body, conclusion, and appropriate transitions linked to the purpose of the composition.
- LA 5.2.1.c Gather and use relevant information and evidence from multiple authoritative print and/or digital sources to support claims or theses.
- LA 5.2.1.d Compose paragraphs with grammatically correct simple, compound, and complex sentences of varying length, complexity, and type.
- LA 5.2.1.e Revise to improve and clarify writing through self-monitoring strategies and feedback from others.
- LA 5.2.1.f Provide oral, written, and/or digital descriptive feedback to other writers.
- LA 5.2.1.g Adjust writing processes to persevere in short and long-term writing tasks of increasing length and complexity.
- LA 5.2.1.h Proofread and edit writing recursively for format and conventions of standard English (e.g., spelling, capitalization, grammar, punctuation, syntax, semantics).
- LA 5.2.1.i Display academic honesty and integrity by avoiding plagiarism and/or overreliance on any one source and by following a standard format for citation.
- LA 5.2.1.j Publish a legible document in manuscript, cursive, or digital format, and apply formatting techniques (e.g., indenting paragraphs, title).

**LA 5.2.2 Writing Modes: Student will write in multiple modes for a variety of purposes and audiences across disciplines.**

- LA 5.2.2.a Communicate information and ideas effectively in analytic, descriptive, informative, narrative, poetic, persuasive, and reflective modes to multiple audiences using a variety of media and formats.
- LA 5.2.2.b Provide evidence from literary or informational text to support analysis, reflection, and research.
- LA 5.2.2.c Conduct and publish research projects to answer questions or solve problems using multiple resources to support theses.
- LA 5.2.2.d Use precise word choice and domain-specific vocabulary to write in a variety of modes.
- LA 5.2.2.e Compare various mentor texts and/or exemplars to create a similar piece.

**LA 5.3 Speaking and Listening: Students will develop and apply speaking and listening skills and strategies to communicate for a variety of purposes.**

**LA 5.3.1 Speaking: Students will develop, apply, and refine speaking skills and strategies to communicate key ideas in a variety of situations.**

- LA 5.3.1.a Communicate ideas and information in a clear and concise manner suited to the purpose, setting, and audience (formal voice or informal voice), using appropriate word choice, grammar, and sentence structure.



— LA 5.3.1.b Demonstrate appropriate speaking techniques (e.g., appropriate eye contact, adequate volume, clear pronunciation, word choice) for a variety of purposes and situations, including interpreting text.

— LA 5.3.1.c Utilize appropriate visual and/or digital tools to enhance verbal communication and add interest.

— LA 5.3.1.d Convey a perspective with clear reasoning and support.

— LA 5.3.1.e Ask pertinent questions to acquire or confirm information.

**LA 5.3.2 Listening: Students will develop and demonstrate active listening skills across a variety of situations.**

— LA 5.3.2.a Demonstrate active and attentive listening skills (e.g., eye contact, nonverbal cues, taking notes, recalling, questioning) for multiple situations and modalities.

— LA 5.3.2.b Identify the purpose and credibility of information being presented in diverse media and formats.

— 5.3.2.c Complete a task following multi-step directions.

**LA 5.3.3 Reciprocal Communication: Students will develop, apply, and adapt reciprocal communication skills.**

— LA 5.3.3.a Demonstrate appropriate social etiquette and apply social cues when communicating.

— LA 5.3.3.b Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., stereotypes, multiple meanings of words) in conversation.

— LA 5.3.3.c Apply conversation strategies to recognize and consider new information presented by others in relationship to one's own ideas.

— LA 5.3.3.d Listen, ask clarifying questions, summarize, and explain information being communicated and consider its contribution to a topic, text, or issue under study.

— LA 5.3.3.e Collaboratively converse with peers and adults on grade-appropriate topics and texts, building on others' ideas to clearly express one's own views while respecting diverse perspectives.

**LA 5.4 Multiple Literacies: Students will apply information fluency and practice digital citizenship.**

**LA 5.4.1 Information Fluency: Students will evaluate, create, and communicate information in a variety of media and formats (textual, visual, and digital).**

— LA 5.4.1.a Locate, organize, analyze, and evaluate information from print and digital resources to generate and answer questions and create new understandings.

— LA 5.4.1.b Demonstrate ethical use of information and copyright guidelines by appropriately quoting or paraphrasing from a text and citing the source using available resources (e.g., online citation tools).

— LA 5.4.1.c Use or decipher multiple formats of print and digital text (e.g., cursive, manuscript, font, graphics, symbols).



**LA 5.4.2 Digital Citizenship: Students will practice the norms of appropriate and responsible technology use.**

- ~~— LA 5.4.2.a Practice safe and ethical behaviors when communicating and interacting with others digitally (e.g., safe information to share, appropriate language use, utilize appropriate sites and materials, respect diverse perspectives).~~
- ~~— LA 5.4.2.b Use appropriate digital tools (e.g., social media, online collaborative tools, apps) to communicate with others for conveying information, gathering opinions, and solving problems.~~

## **Nebraska Language Arts Standards – Grade 6**

### **LA 6.1 Reading: Students will learn and apply reading skills and strategies to comprehend text.**

**LA 6.1.1 Concepts of Print: Students will demonstrate knowledge of the concepts of print. Mastered in Grade 1 and blended with other skills at this grade level.**

**LA 6.1.2 Phonological Awareness: Students will demonstrate phonological awareness through oral activities. Mastered in Grade 1 and blended with other skills at this grade level.**

**LA 6.1.3 Word Analysis: Students will use phonetic analysis to read and write grade-level text.**

- LA 6.1.3.a Know and apply phonetic and structural analysis (e.g., Greek and Latin roots and affixes, multi-syllable words) when reading, writing, and spelling grade-level text.

**LA 6.1.4 Fluency: Students will develop accuracy, phrasing, and expression while reading a variety of grade-level print/digital text to support comprehension.**

- LA 6.1.4.a Use reading strategies to persevere through text of increasing length and/or complexity.

**LA 6.1.5 Vocabulary: Students will build and use conversational, 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 across content areas.
- LA 6.1.5.b Select and apply knowledge of context clues (e.g., word, phrase, sentence, and paragraph clues) and text features to determine meaning of unknown words.
- LA 6.1.5.c Acquire new academic and content-specific grade-level vocabulary, relate to prior knowledge, and apply in new situations.
- LA 6.1.5.d Identify and use semantic relationships (e.g., multiple meanings, metaphors, similes, idioms, analogies, synonyms, antonyms) to determine the meaning of words, aid in comprehension, and improve writing.
- LA 6.1.5.e Verify meaning and pronunciation of words or phrases using reference materials.

**LA 6.1.6 Comprehension: Students will construct meaning by using prior knowledge and text information while reading grade-level literary and informational text.**

- LA 6.1.6.a Analyze text to determine author's purpose(s) and describe how author's perspective influences text.
- LA 6.1.6.b Analyze and explain the relationships between elements of literary text (e.g., character development, setting, plot, conflict, point of view, theme).
- LA 6.1.6.c Identify and explain why authors use literary devices (e.g., simile, metaphor, alliteration, onomatopoeia, imagery, rhythm, personification, hyperbole, idioms, analogy, tone, mood).



- LA 6.1.6.d Summarize and analyze a literary text and/or media, using key details to explain the theme.
- LA 6.1.6.e Summarize and analyze an informational text and/or media, using supporting details to explain the main idea.
- LA 6.1.6.f Apply knowledge of text features to locate information and explain how the information contributes to an understanding of print and digital text.
- LA 6.1.6.g Use textual evidence to compare and contrast the characteristics that distinguish a variety of literary and informational texts.
- LA 6.1.6.h Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in literary and informational texts, citing textual evidence to develop a regional, national, and international multicultural perspective.
- LA 6.1.6.i Construct and/or answer literal, inferential, critical, and interpretive questions and support answers with explicit evidence from the text or additional sources.
- LA 6.1.6.j Apply knowledge of organizational patterns to comprehend informational text (e.g., sequence/chronological, description, cause and effect, compare/contrast, fact/opinion).
- LA 6.1.6.k Select text for a particular purpose (e.g., answer a question, solve problems, enjoy, form an opinion, understand a specific viewpoint, predict outcomes, discover models for own writing, accomplish a task), citing evidence to support analysis, reflection, or research.
- LA 6.1.6.l Build background knowledge and activate prior knowledge to clarify text, deepen understanding, and make text-to-self, text-to-text, and text-to-world connections while reading complex text.
- LA 6.1.6.m Self-monitor comprehension and independently apply appropriate strategies to understand text.
- LA 6.1.6.n Make and confirm/modify predictions and inferences with text evidence while previewing and reading literary, informational, digital text, and/or media.
- LA 6.1.6.o Demonstrate an understanding of complex text using textual evidence via multiple mediums (e.g., writing, artistic representation, video, other media).
- LA 6.1.6.p Analyze the extent to which a filmed or live production of a story, drama, or poem resembles or differs from the text or script.

**LA 6.2 Writing: 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 conventions of standard English appropriate for grade-level.**

- LA 6.2.1.a Use prewriting activities and inquiry tools to recursively generate ideas, organize information, guide writing, and answer questions.



- LA 6.2.1.b Generate a draft that develops a clear topic suited to the purpose and intended audience and organizational pattern, including a strong thesis, body, conclusion, and appropriate transitions linked to the purpose of the composition.
- LA 6.2.1.c Gather and use relevant information and evidence from multiple authoritative print and/or digital sources including primary and secondary sources to support claims or theses.
- LA 6.2.1.d Compose paragraphs with grammatically correct simple, compound, and complex sentences of varying length and complexity.
- LA 6.2.1.e Revise to improve and clarify writing through self-monitoring strategies and feedback from others.
- LA 6.2.1.f Provide oral, written, and/or digital descriptive feedback to other writers.
- LA 6.2.1.g Adjust writing processes to persevere in short and long-term writing tasks of increasing length and complexity.
- LA 6.2.1.h Proofread and edit writing recursively for format and conventions of standard English (e.g., spelling, capitalization, grammar, punctuation, syntax, semantics).
- LA 6.2.1.i Display academic honesty and integrity by avoiding plagiarism and/or overreliance on any one source and by following a standard format for citation.
- LA 6.2.1.j Publish a legible document using a variety of media, and apply formatting techniques to enhance the readability and impact of the document (e.g., fonts, spacing, design, images, citations).

**LA 6.2.2 Writing Modes: Student will write in multiple modes for a variety of purposes and audiences across disciplines.**

- LA 6.2.2.a Communicate information and ideas effectively in analytic, descriptive, informative, narrative, poetic, persuasive, and reflective modes to multiple audiences using a variety of media and formats.
- LA 6.2.2.b Provide evidence from literary or informational text to support analysis, reflection, and research.
- LA 6.2.2.c Conduct and publish research projects to answer questions or solve problems using multiple resources to support theses.
- LA 6.2.2.d Use precise word choice and domain-specific vocabulary to write in a variety of modes.
- LA 6.2.2.e Compare various mentor texts and/or exemplars to create a similar piece.

**LA 6.3 Speaking and Listening: Students will develop and apply speaking and listening skills and strategies to communicate for a variety of purposes.**

**LA 6.3.1 Speaking: Students will develop, apply, and refine speaking skills and strategies to communicate key ideas in a variety of situations.**

- LA 6.3.1.a Communicate ideas and information in a clear and concise manner suited to the purpose, setting, and audience (formal voice or informal voice), using appropriate word choice, grammar, and sentence structure.



- LA 6.3.1.b Demonstrate and adjust speaking techniques (e.g., appropriate eye contact, pacing, nonverbal cues, word choice) for a variety of purposes and situations, including interpreting text.
- LA 6.3.1.c Utilize appropriate visual and/or digital tools to enhance verbal communication and add interest.
- LA 6.3.1.d Convey a perspective with clear reasoning and support.
- LA 6.3.1.e Ask pertinent questions to acquire or confirm information.
- LA 6.3.1.f Address alternative or opposing perspectives when appropriate to the mode of speaking.

**LA 6.3.2 Listening: Students will develop and demonstrate active listening skills across a variety of situations.**

- LA 6.3.2.a Utilize active and attentive listening skills (e.g., eye contact, nonverbal cues, taking notes, summarizing, questioning) for multiple situations and modalities.
- LA 6.3.2.b Analyze and evaluate the purpose and credibility of information being presented in diverse media and formats.
- LA 6.3.2.c Complete a task following multi-step directions.

**LA 6.3.3 Reciprocal Communication: Students will develop, apply, and adapt reciprocal communication skills.**

- LA 6.3.3.a Apply appropriate social etiquette and practice social protocols when communicating.
- LA 6.3.3.b Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., stereotypes, connotations, subtleties of language) in conversation.
- LA 6.3.3.c Apply conversation strategies to recognize, consider, and explain new information presented by others in relationship to one's own ideas
- LA 6.3.3.d Listen, ask probing questions, summarize, and explain information being communicated and consider its contribution to a topic, text, or issue under study.
- LA 6.3.3.e Collaboratively converse with peers and adults on grade-appropriate topics and texts, building on others' ideas to clearly and persuasively express one's own views while respecting diverse perspectives.

**LA 6.4 Multiple Literacies: Students will apply information fluency and practice digital citizenship.**

**LA 6.4.1 Information Fluency: Students will evaluate, create, and communicate information in a variety of media and formats (textual, visual, and digital).**

- LA 6.4.1.a Locate, organize, analyze, evaluate, and synthesize information from print and digital resources to generate and answer questions and create new understandings.
- LA 6.4.1.b Demonstrate ethical use of information and copyright guidelines by appropriately quoting or paraphrasing from a text and citing the source using available resources (e.g., online citation tools, publication guidelines).



~~LA 6.4.1.c Use or decipher multiple formats of print and digital text (e.g., cursive, manuscript, font, graphics, symbols).~~

**LA 6.4.2 Digital Citizenship: Students will practice the norms of appropriate and responsible technology use.**

~~LA 6.4.2.a Practice safe and ethical behaviors when communicating and interacting with others digitally (e.g., safe information to share, appropriate language use, utilize appropriate sites and materials, respect diverse perspectives).~~

~~LA 6.4.2.b Use appropriate digital tools (e.g., social media, online collaborative tools, apps) to communicate with others for conveying information, gathering opinions, and solving problems.~~

**Nebraska Language Arts Standards – Grade 7**

**LA 7.1 Reading: Students will learn and apply reading skills and strategies to comprehend text.**

**LA 7.1.1 Concepts of Print: Students will demonstrate knowledge of the concepts of print. Mastered in Grade 1 and blended with other skills at this grade level.**

**LA 7.1.2 Phonological Awareness: Students will demonstrate phonological awareness through oral activities. Mastered in Grade 1 and blended with other skills at this grade level.**

**LA 7.1.3 Word Analysis: Students will use knowledge of phonetic and structural analysis to read and write grade-level text across all disciplines.**

- 7.1.3.a Know and apply phonetic and structural analysis (e.g., Greek and Latin roots and affixes, multi-syllable words) when reading, writing, and spelling grade-level text.

**LA 7.1.4 Fluency: Students will read a variety of grade-level print/digital texts fluently with accuracy, appropriate pace, phrasing, and expression to support comprehension.**

- LA 7.1.4.a Use reading strategies to persevere through text of increasing length and/or complexity.

**LA 7.1.5 Vocabulary: Students will build and use conversational, academic, and content-specific grade-level vocabulary.**

- LA 7.1.5.a Apply knowledge of Greek, Latin, and Anglo-Saxon roots, prefixes, and suffixes to understand complex words, including words across content areas.
- LA 7.1.5.b Select and apply knowledge of context clues (e.g., word, phrase, sentence, and paragraph clues) and text features to determine meaning of unknown words.
- LA 7.1.5.c Acquire new academic and content-specific grade-level vocabulary, relate to prior knowledge, and apply in new situations.
- LA 7.1.5.d Analyze and use semantic relationships (e.g., multiple meanings, synonyms, antonyms, figurative language, connotations, subtle distinctions) to determine the meaning of words, aid in comprehension, and improve writing.
- LA 7.1.5.e Verify meaning and pronunciation of words or phrases using reference materials.

**LA 7.1.6 Comprehension: Students will construct meaning by applying prior knowledge, using text information, and monitoring comprehension while reading increasingly complex grade-level literary and informational 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 Analyze and explain the relationships between elements of literary text (e.g., character development, setting, plot, conflict, point of view, theme).
- 7.1.6.c Analyze the author's use of literary devices (e.g., simile, metaphor, personification, idiom, oxymoron, hyperbole, alliteration, onomatopoeia, analogy, tone, mood).



- LA 7.1.6.d Summarize, analyze, and synthesize a literary text and/or media, using key details to support interpretation of the theme.
- LA 7.1.6.e Summarize, analyze, and synthesize an informational text and/or media, using supporting details to formulate the main idea.
- LA 7.1.6.f Apply knowledge of text features to locate information and explain how the information contributes to an understanding of print and digital text.
- LA 7.1.6.g Cite specific textual evidence to analyze and make inferences based on the characteristics of a variety of literary and informational texts.
- LA 7.1.6.h Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in literary and informational texts, citing textual evidence to develop a regional, national, and international multicultural perspective.
- LA 7.1.6.i Construct and/or answer literal, inferential, critical, and interpretive questions and support answers with explicit evidence from the text or additional sources.
- LA 7.1.6.j Apply knowledge of organizational patterns to comprehend informational text (e.g., sequence/chronological, description, spatial, cause and effect, compare/contrast, fact/opinion, proposition/support).
- LA 7.1.6.k Select text for a particular purpose (e.g., answer a question, solve problems, enjoy, form an opinion, understand a specific viewpoint, predict outcomes, discover models for own writing, accomplish a task), citing evidence to support analysis, reflection, or research.
- LA 7.1.6.l Build background knowledge and activate prior knowledge to clarify text, deepen understanding, and make text-to-self, text-to-text, and text-to-world connections while reading complex text.
- LA 7.1.6.m Self-monitor comprehension and independently apply appropriate strategies to understand text.
- LA 7.1.6.n Make and confirm/modify inferences with text evidence while previewing and reading literary, informational, digital text, and/or media.
- LA 7.1.6.o Demonstrate an understanding of complex text using textual evidence via multiple mediums (e.g., writing, artistic representation, video, other media).
- LA 7.1.6.p Analyze the extent to which a filmed or live production of a story, drama, or poem resembles or differs from the text or script.

**LA 7.2 Writing: 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 conventions of standard English appropriate for grade level.**

- LA 7.2.1.a Use prewriting activities and inquiry tools to recursively generate ideas, organize information, guide writing, and answer questions.
- LA 7.2.1.b Generate a draft that conveys complex ideas through analysis and use of organizational patterns that are suited to the purpose and intended audience, and includes



- a strong thesis, body, conclusion, and appropriate transitions linked to the purpose of the composition.
- LA 7.2.1.e Gather and use relevant information and evidence from multiple authoritative print and/or digital sources including primary and secondary sources to support claims or theses.
- LA 7.2.1.d Compose paragraphs with grammatically correct simple, compound, and complex sentences of varying length and complexity.
- LA 7.2.1.e Revise to improve and clarify writing through self-monitoring strategies and feedback from others.
- LA 7.2.1.f Provide oral, written, and/or digital descriptive feedback to other writers.
- LA 7.2.1.g Adjust writing processes to persevere in short and long-term writing tasks of increasing length and complexity.
- 7.2.1.h Proofread and edit writing recursively for format and conventions of standard English (e.g., spelling, capitalization, grammar, punctuation, syntax, semantics).
- LA 7.2.1.i Display academic honesty and integrity by avoiding plagiarism and/or overreliance on any one source and by following a standard format for citation.
- LA 7.2.1.j Publish a legible document using a variety of media, and apply formatting techniques to enhance the readability and impact of the document (e.g., fonts, spacing, design, images, citations).

**LA 7.2.2 Writing Modes: Student will write in multiple modes for a variety of purposes and audiences across disciplines.**

- LA 7.2.2.a Communicate information and ideas effectively in analytic, descriptive, informative, narrative, poetic, persuasive, and reflective modes to multiple audiences using a variety of media and formats.
- LA 7.2.2.b Provide evidence from literary or informational text to support analysis, reflection, and research.
- LA 7.2.2.c Conduct and publish both short and sustained research projects to answer questions or solve problems using multiple primary and/or secondary sources to support theses.
- LA 7.2.2.d Use precise word choice and domain-specific vocabulary to write in a variety of modes.
- LA 7.2.2.e Analyze various mentor texts and/or exemplars in order to create a similar piece.

**LA 7.3 Speaking and Listening: Students will develop and apply speaking and listening skills and strategies to communicate for a variety of purposes.**

**LA 7.3.1 Speaking: Students will develop, apply, and refine speaking skills and strategies to communicate key ideas in a variety of situations.**



- LA 7.3.1.a Communicate ideas and information in a clear and concise manner suited to the purpose, setting, and audience (formal voice or informal voice), using appropriate word choice, grammar, and sentence structure.
- LA 7.3.1.b Demonstrate and adjust speaking techniques (e.g., appropriate eye contact, pacing, nonverbal cues, word choice) for a variety of purposes and situations, including interpreting text.
- LA 7.3.1.c Utilize appropriate visual and/or digital tools to enhance verbal communication and add interest.
- LA 7.3.1.d Convey a perspective with clear reasoning and valid evidence.
- LA 7.3.1.e Ask pertinent questions to acquire or confirm information.
- LA 7.3.1.f Address alternative or opposing perspectives when appropriate to the mode of speaking.

**LA 7.3.2 Listening: Students will develop and demonstrate active listening skills across a variety of situations.**

- LA 7.3.2.a Utilize active and attentive listening skills (e.g., eye contact, nonverbal cues, taking notes, summarizing, questioning) for multiple situations and modalities.
- LA 7.3.2.b Analyze and evaluate the purpose and credibility of information being presented in diverse media and formats.
- LA 7.3.2.c Complete a task following multi-step directions.

**LA 7.3.3 Reciprocal Communication: Students will develop, apply, and adapt reciprocal communication skills.**

- LA 7.3.3.a Apply appropriate social etiquette and practice social protocols when communicating.
- LA 7.3.3.b Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., stereotypes, connotations, subtleties of language) in conversation.
- LA 7.3.3.c Apply conversation strategies to recognize, consider, and explain new information presented by others in relationship to one's own ideas.
- LA 7.3.3.d Listen, ask probing questions, and interpret information being communicated and consider its contribution to a topic, text, or issue under study.
- LA 7.3.3.e Collaboratively converse with peers and adults on grade-appropriate topics and texts, building on others' ideas to clearly and persuasively express one's own views while respecting diverse perspectives.

**LA 7.4 Multiple Literacies: Students will apply information fluency and practice digital citizenship.**

**LA 7.4.1 Information Fluency: Students will evaluate, create, and communicate information in a variety of media and formats (textual, visual, and digital).**

- LA 7.4.1.a Locate, organize, analyze, evaluate, and synthesize information from print and digital resources to generate and answer questions and create new understandings.



— LA 7.4.1.b Demonstrate ethical use of information and copyright guidelines by appropriately quoting or paraphrasing from a text and citing the source using available resources (e.g., online citation tools, publication guidelines).

— LA 7.4.1.c Use or decipher multiple formats of print and digital text (e.g., cursive, manuscript, font, graphics, symbols).

**LA 7.4.2 Digital Citizenship: Students will practice the norms of appropriate and responsible technology use.**

— LA 7.4.2.a Practice safe and ethical behaviors when communicating and interacting with others digitally (e.g., safe information to share, appropriate language use, utilize appropriate sites and materials, respect diverse perspectives).

— LA 7.4.2.b Use appropriate digital tools (e.g., social media, online collaborative tools, apps) to communicate with others for conveying information, gathering opinions, and solving problems.

**Nebraska Language Arts Standards – Grade 8**

**LA 8.1 Reading: Students will learn and apply reading skills and strategies to comprehend text.**

**LA 8.1.1 Concepts of Print: Students will demonstrate knowledge of the concepts of print. Mastered in Grade 1 and blended with other skills at this grade level.**

**LA 8.1.2 Phonological Awareness: Students will demonstrate phonological awareness through oral activities. Mastered in Grade 1 and blended with other skills at this grade level.**

**LA 8.1.3 Word Analysis: Students will use knowledge of phonetic and structural analysis to read and write grade-level text across all disciplines.**

- LA 8.1.3.a Know and apply phonetic and structural analysis (e.g., Greek and Latin roots and affixes, multi-syllable words) when reading, writing, and spelling grade-level text.

**LA 8.1.4 Fluency: Students will read a variety of grade-level print/digital texts fluently with accuracy, appropriate pace, phrasing, and expression to support comprehension.**

- LA 8.1.4.a Use reading strategies to persevere through text of increasing length and/or complexity.

**LA 8.1.5 Vocabulary: Students will build and use conversational, academic, and content-specific grade-level vocabulary.**

- LA 8.1.5.a Apply knowledge of Greek, Latin, and Anglo-Saxon roots, prefixes, and suffixes to understand complex words, including words across content areas.
- LA 8.1.5.b Select and apply knowledge of context clues (e.g., word, phrase, sentence, and paragraph clues) and text features to determine meaning of unknown words.
- LA 8.1.5.c Acquire new academic and content-specific grade-level vocabulary, relate to prior knowledge, and apply in new situations.
- LA 8.1.5.d Analyze and use semantic relationships (e.g., multiple meanings, synonyms, antonyms, figurative language, connotations, subtle distinctions) to determine the meaning of words, aid in comprehension, and improve writing.
- LA 8.1.5.e Verify meaning and pronunciation of words or phrases using reference materials.

**LA 8.1.6 Comprehension: Students will construct meaning by applying prior knowledge, using text information, and monitoring comprehension while reading increasingly complex grade-level literary and informational text.**

- LA 8.1.6.a Analyze the meaning, reliability, and validity of text considering author's purpose and perspective.
- LA 8.1.6.b Analyze and explain the relationships between elements of literary text (e.g., character development, setting, plot, conflict, point of view, inferred and recurring themes).



- LA 8.1.6.c Analyze the author's use of literary devices (e.g., simile, metaphor, personification, idiom, oxymoron, hyperbole, alliteration, onomatopoeia, analogy, tone, mood).
- LA 8.1.6.d Summarize, analyze and synthesize the development of a common theme between two literary text and/or media.
- LA 8.1.6.e Summarize, analyze, and synthesize the connection between the main ideas of two informational texts and/or media.
- LA 8.1.6.f Analyze and evaluate information from print and digital text features to support comprehension.
- LA 8.1.6.g Cite specific textual evidence to analyze and make inferences based on the characteristics of a variety of literary and informational texts.
- LA 8.1.6.h Analyze the social, historical, cultural, and biographical influences in a variety of texts, citing textual evidence from literary and informational text to develop a national and international multicultural perspective.
- LA 8.1.6.i Construct and/or answer literal, inferential, critical, and interpretive questions and support answers with explicit evidence from the text or additional sources.
- LA 8.1.6.j Apply knowledge of organizational patterns to comprehend informational text (e.g., sequence/chronological, description, spatial, cause and effect, compare/contrast, fact/opinion, proposition/support).
- LA 8.1.6.k Select text for a particular purpose (e.g., answer a question, solve problems, enjoy, form an opinion, understand a specific viewpoint, predict outcomes, discover models for own writing, accomplish a task), citing evidence to support analysis, reflection, or research.
- LA 8.1.6.l Build background knowledge and activate prior knowledge to clarify text, deepen understanding, and make connections while reading complex text.
- LA 8.1.6.m Self-monitor comprehension and independently apply appropriate strategies to understand text.
- LA 8.1.6.n Make and confirm/modify inferences with text evidence while previewing and reading literary, informational, digital text, and/or media.
- LA 8.1.6.o Demonstrate an understanding of complex text using textual evidence via multiple mediums (e.g., writing, artistic representation, video, other media).
- LA 8.1.6.p Analyze the extent to which a filmed or live production of a story, drama, or poem resembles or differs from the text or script.

**LA 8.2 Writing: 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 conventions of standard English appropriate for grade level.**

- LA 8.2.1.a Use prewriting activities and inquiry tools to recursively generate ideas, organize information, guide writing, answer questions, and synthesize information.



- LA 8.2.1.b Generate a draft that conveys complex ideas through analysis and use of organizational patterns that are suited to the purpose and intended audience and includes a strong thesis, body, conclusion, and appropriate transitions linked to the purpose of the composition.
- LA 8.2.1.c Gather and use relevant information and evidence from multiple authoritative print and/or digital sources including primary and secondary sources to support claims or theses.
- LA 8.2.1.d Compose paragraphs with grammatically correct simple, compound, and complex sentences of varying length and complexity.
- LA 8.2.1.e Revise to improve and clarify writing through self-monitoring strategies and feedback from others.
- LA 8.2.1.f Provide oral, written, and/or digital descriptive feedback to other writers.
- LA 8.2.1.g Adjust writing processes to persevere in short and long-term writing tasks of increasing length and complexity.
- LA 8.2.1.h Proofread and edit writing recursively for format and conventions of standard English (e.g., spelling, capitalization, grammar, punctuation, syntax, semantics).
- LA 8.2.1.i Display academic honesty and integrity by avoiding plagiarism and/or overreliance on any one source and by following a standard format for citation.
- LA 8.2.1.j Publish a legible document using a variety of media, and apply formatting techniques to enhance the readability and impact of the document (e.g., fonts, spacing, design, images, citations).

**LA 8.2.2 Writing Modes: Student will write in multiple modes for a variety of purposes and audiences across disciplines.**

- LA 8.2.2.a Communicate information and ideas effectively in analytic, descriptive, informative, narrative, poetic, persuasive, and reflective modes to multiple audiences using a variety of media and formats.
- LA 8.2.2.b Provide evidence from literary or informational text to support analysis, reflection, and research.
- LA 8.2.2.c Conduct and publish both short and sustained research projects to answer questions or solve problems using multiple primary and/or secondary sources to support theses.
- LA 8.2.2.d Use precise word choice and domain-specific vocabulary to write in a variety of modes.
- LA 8.2.2.e Analyze various mentor texts and/or exemplars in order to create a similar piece.

**LA 8.3 Speaking and Listening: Students will develop and apply speaking and listening skills and strategies to communicate for a variety of purposes.**

**LA 8.3.1 Speaking: Students will develop, apply, and refine speaking skills and strategies to communicate key ideas in a variety of situations.**



- LA 8.3.1.a Communicate ideas and information in a clear and concise manner suited to the purpose, setting, and audience (formal voice or informal voice), using appropriate word choice, grammar, and sentence structure.
- LA 8.3.1.b Demonstrate and adjust speaking techniques (e.g., appropriate eye contact, pacing, nonverbal cues, word choice) for a variety of purposes and situations, including interpreting text.
- LA 8.3.1.c Select and utilize appropriate visual and/or digital tools to enhance understanding for specific audiences.
- LA 8.3.1.d Convey a perspective with clear reasoning and valid evidence.
- LA 8.3.1.e Ask pertinent questions to acquire or confirm information.
- LA 8.3.1.f Address alternative or opposing perspectives when appropriate to the mode of speaking.

**LA 8.3.2 Listening: Students will develop and demonstrate active listening skills across a variety of situations.**

- LA 8.3.2.a Utilize active and attentive listening skills (e.g., eye contact, nonverbal cues, taking notes, summarizing, questioning) for multiple situations and modalities.
- LA 8.3.2.b Analyze the purpose of information presented in diverse media and formats; evaluate its motives (e.g., social, commercial, political), and determine its credibility.
- LA 8.3.2.c Complete a task following complex multi-step directions.

**LA 8.3.3 Reciprocal Communication: Students will develop, apply, and adapt reciprocal communication skills.**

- LA 8.3.3.a Apply appropriate social etiquette and practice social protocols when communicating.
- LA 8.3.3.b Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., stereotypes, connotations, subtleties of language) in conversation.
- LA 8.3.3.c Apply conversation strategies to recognize, consider, and explain new information presented by others in relationship to one's own ideas.
- LA 8.3.3.d Listen, ask probing questions, and interpret information being communicated and consider its contribution to a topic, text, or issue under study.
- LA 8.3.3.e Collaboratively converse with peers and adults on grade-appropriate topics and texts, building on others' ideas to clearly and persuasively express one's own views while respecting diverse perspectives.

**LA 8.4 Multiple Literacies: Students will apply information fluency and practice digital citizenship.**

**LA 8.4.1 Information Fluency: Students will evaluate, create, and communicate information in a variety of media and formats (textual, visual, and digital).**

- LA 8.4.1.a Locate, organize, analyze, evaluate, and synthesize information from print and digital resources to generate and answer questions and create new understandings.

~~LA 8.4.1.b Demonstrate ethical use of information and copyright guidelines by appropriately quoting or paraphrasing from a text and citing the source using available resources (e.g., online citation tools, publication guidelines).~~

~~LA 8.4.1.c Use or decipher multiple formats of print and digital text (e.g., cursive, manuscript, font, graphics, symbols).~~

**LA 8.4.2 Digital Citizenship: Students will practice the norms of appropriate and responsible technology use.**

~~LA 8.4.2.a Practice safe and ethical behaviors when communicating and interacting with others digitally (e.g., safe information to share, appropriate language use, utilize appropriate sites and materials, respect diverse perspectives).~~

~~LA 8.4.2.b Use appropriate digital tools (e.g., social media, online collaborative tools, apps) to communicate with others for conveying information, gathering opinions, and solving problems.~~



**Nebraska Language Arts Standards — Grades 9-10**

**LA 10.1 Reading: Students will learn and apply reading skills and strategies to comprehend text.**

**LA 10.1.1 Concepts of Print: Students will demonstrate knowledge of the concepts of print. Mastered in Grade 1 and blended with other skills at this grade level.**

**LA 10.1.2 Phonological Awareness: Students will demonstrate phonological awareness through oral activities. Mastered in Grade 1 and blended with other skills at this grade level.**

**LA 10.1.3 Word Analysis: Students will use phonetic analysis to read and write grade-level text.**

— LA 10.1.3.a Know and apply phonetic and structural analysis (e.g., Greek and Latin roots and affixes, multisyllabic words) when reading, writing, and spelling grade-level text.

**LA 10.1.4 Fluency: Students will develop accuracy, phrasing, and expression while reading a variety of grade-level print/digital text to support comprehension.**

— LA 10.1.4.a Adjust reading strategies to persevere through text of increasing length and/or complexity.

**LA 10.1.5 Vocabulary: Students will build and use conversational, academic, and content-specific grade-level vocabulary.**

— LA 10.1.5.a Apply word analysis strategies to determine the meaning of unknown and multiple-meaning words across content areas to aid in comprehension and improve writing.

— LA 10.1.5.b Skills blended with 10.1.5.a at this level.

— LA 10.1.5.c Acquire new academic and content-specific grade-level vocabulary, relate to prior knowledge, and apply in new situations.

— LA 10.1.5.d Use semantic relationships (e.g., figurative language, connotations, technical and multiple-meaning words) to analyze the impact of specific word choices on meaning and tone, aid in comprehension, and improve writing.

— LA 10.1.5.e Verify meaning and pronunciation of words or phrases using print and/or digital reference materials when appropriate.

**LA 10.1.6 Comprehension: Students will construct meaning by using prior knowledge and text information while reading grade-level literary and informational text.**

— LA 10.1.6.a Evaluate the meaning, reliability, and validity of text considering author's purpose, perspective, and contextual influences.

— LA 10.1.6.b Analyze and evaluate the relationships between elements of literary text (e.g., characterization, setting, plot development, internal and external conflict, inferred and recurring themes, point of view, tone, mood).

— LA 10.1.6.c Analyze the function and critique the effects of the author's use of literary devices (e.g., simile, metaphor, personification, idiom, oxymoron, hyperbole, alliteration, onomatopoeia, analogy, dialect, tone, mood).



- LA 10.1.6.d Summarize, analyze, and synthesize the themes and main ideas between a literary and informational work (print, digital, and/or other media).
- LA 10.1.6.e Skills blended with 10.1.6.d at this level.
- LA 10.1.6.f Interpret and evaluate information from print and digital text features to support comprehension.
- LA 10.1.6.g Cite specific textual evidence to analyze and evaluate the effects of historical, cultural, biographical, and political influences of literary and informational text written by culturally diverse authors, to develop a regional, national, and international multicultural perspective.
- LA 10.1.6.h Skills blended with 10.1.6.g at this level.
- LA 10.1.6.i Construct and/or answer literal, inferential, critical, and interpretive questions, analyzing and synthesizing evidence from the text and additional sources to support answers.
- LA 10.1.6.j Apply knowledge of organizational patterns to comprehend informational text (e.g., sequence, description, cause and effect, compare/contrast, fact/opinion, proposition/support, concept definition, question/answer).
- LA 10.1.6.k Select text for a particular purpose (e.g., answer a question, solve problems, enjoy, form an opinion, understand a specific viewpoint, predict outcomes, discover models for own writing, accomplish a task), citing evidence to support analysis, reflection, or research.
- LA 10.1.6.l Build background knowledge and activate prior knowledge to clarify text, deepen understanding, and make connections while reading complex text.
- LA 10.1.6.m Self-monitor comprehension and independently apply appropriate strategies to understand complex text.
- LA 10.1.6.n Formulate and justify inferences with text evidence while previewing, reading, and analyzing literary and informational text in various formats.
- LA 10.1.6.o Demonstrate an understanding of complex text by using textual evidence to support analysis, reflection, and research via multiple mediums (e.g., writing, artistic representation, video, other media).
- LA 10.1.6.p Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text.

**LA 10.2 Writing: Students will learn and apply writing skills and strategies to communicate.**

**LA 10.2.1 Writing Process: Students will apply the writing process to plan, draft, revise, edit, and publish writing using correct spelling, grammar, punctuation, and other conventions of standard English appropriate for grade level.**

- LA 10.2.1.a Use multiple writing strategies recursively to investigate and generate ideas, organize information, guide writing, answer questions, and synthesize information.



- LA 10.2.1.b Generate a draft that conveys complex ideas and critical thinking through analysis, reflection, and use of effective organizational patterns that are appropriate to the purpose and intended audience.
- LA 10.2.1.c Gather and use relevant information and evidence from multiple authoritative print and/or digital sources including primary and secondary sources to support claims or theses.
- LA 10.2.1.d Apply standard rules of grammar and paragraph formation, including parallel structure and subordination.
- LA 10.2.1.e Revise to improve and clarify writing through self-monitoring strategies and feedback from others.
- LA 10.2.1.f Provide oral, written, and/or digital descriptive feedback to other writers.
- LA 10.2.1.g Adjust writing processes to persevere in short and long-term writing tasks of increasing length and complexity.
- LA 10.2.1.h Proofread and edit writing recursively for format and conventions of standard English (e.g., spelling, capitalization, grammar, punctuation, syntax, semantics).
- LA 10.2.1.i Display academic honesty and integrity by avoiding plagiarism and/or overreliance on any one source and by following a standard format for citation.
- LA 10.2.1.j Publish a legible document using a variety of media, and apply various formatting techniques to enhance the readability and impact of the document (e.g., fonts, spacing, design, images, style conventions, citations, and manuscript requirements).

**LA 10.2.2 Writing Modes: Student will write in multiple modes for a variety of purposes and audiences across disciplines.**

- LA 10.2.2.a Communicate information and ideas effectively in analytic, descriptive, informative, narrative, poetic, persuasive, and reflective modes to multiple audiences using a variety of media and formats.
- LA 10.2.2.b Provide evidence from literary or informational text to support analysis, reflection, and research.
- LA 10.2.2.c Conduct and publish both short and sustained research projects to answer questions or solve problems using multiple primary and/or secondary sources to support theses.
- LA 10.2.2.d Use precise word choice and domain-specific vocabulary to write in a variety of modes.
- LA 10.2.2.e Analyze various mentor texts and/or exemplars in order to create a similar piece.

**LA 10.3 Speaking and Listening: Students will develop and apply speaking and listening skills and strategies to communicate for a variety of purposes.**

**LA 10.3.1 Speaking: Students will develop, apply, and refine speaking skills and strategies to communicate key ideas in a variety of situations.**



- LA 10.3.1.a Communicate ideas and information in a clear and concise manner suited to the purpose, setting, and audience (formal voice or informal voice), using appropriate word choice, grammar, and sentence structure.
- LA 10.3.1.b Demonstrate and adjust speaking techniques (e.g. appropriate eye contact, pacing, nonverbal cues, word choice, intonation) for a variety of purposes and situations, including interpreting text.
- LA 10.3.1.c Select and utilize appropriate visual and/or digital tools to enhance understanding for specific audiences.
- LA 10.3.1.d Convey a perspective with clear reasoning and valid evidence.
- LA 10.3.1.e Ask pertinent questions to acquire or confirm information.
- LA 10.3.1.f Anticipate and address alternative or opposing perspectives when appropriate to the mode of speaking.

**LA 10.3.2 Listening: Students will develop and demonstrate active listening skills across a variety of situations.**

- LA 10.3.2.a Select and utilize active and attentive listening skills (e.g., eye contact, nonverbal cues, questioning, summarizing) for multiple situations and modalities (e.g., small/large group, presentation, one-to-one, digital).
- LA 10.3.2.b Analyze the purpose of information presented in diverse media and formats; evaluate its motives (e.g., social, commercial, political), and determine its credibility.
- LA 10.3.2.c Complete a task following complex multi-step directions.

**LA 10.3.3 Reciprocal Communication: Students will develop, apply, and adapt reciprocal communication skills.**

- LA 10.3.3.a Integrate professional etiquette and social protocols when communicating.
- LA 10.3.3.b Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., stereotypes, connotations, subtleties of language) in conversation.
- LA 10.3.3.c Apply conversation strategies to recognize, consider, and evaluate new information presented by others in relationship to one's own ideas.
- LA 10.3.3.d Listen, ask probing questions, and consider information to generate new ideas and challenge assumptions to a topic, text, or issue under study.
- LA 10.3.3.e Collaboratively converse with peers and adults on grade-appropriate topics and texts, building on others' ideas to clearly and persuasively express one's own views while respecting diverse perspectives.

**LA 10.4 Multiple Literacies: Students will apply information fluency and practice digital citizenship.**

**LA 10.4.1 Information Fluency: Students will evaluate, create, and communicate information in a variety of media and formats (textual, visual, and digital).**

- LA 10.4.1.a Locate, organize, analyze, evaluate, and synthesize information from print and digital resources to create new understandings and defend conclusions.

~~LA 10.4.1.b Demonstrate ethical use of information and copyright guidelines by appropriately quoting or paraphrasing from a text and citing the source using available resources (e.g., online citation tools, publication guidelines).~~

~~LA 10.4.1.c Use or decipher multiple formats of print and digital text (e.g., cursive, manuscript, font, graphics, symbols).~~

**LA 10.4.2 Digital Citizenship: Students will practice the norms of appropriate and responsible technology use.**

~~LA 10.4.2.a Practice safe and ethical behaviors when communicating and interacting with others digitally (e.g., safe information to share, appropriate language use, utilize appropriate sites and materials, respect diverse perspectives).~~

~~LA 10.4.2.b Use appropriate digital tools (e.g., social media, online collaborative tools, apps) to communicate with others for conveying information, gathering opinions, and solving problems.~~



**Nebraska Language Arts Standards — Grades 11-12**

**LA 12.1 Reading: Students will learn and apply reading skills and strategies to comprehend text.**

**LA 12.1.1 Concepts of Print: Students will demonstrate knowledge of the concepts of print. Mastered in Grade 1 and blended with other skills at this grade level.**

**LA 12.1.2 Phonological Awareness: Students will demonstrate phonological awareness through oral activities. Mastered in Grade 1 and blended with other skills at this grade level.**

**LA 12.1.3 Word Analysis: Students will use phonetic analysis to read and write grade-level text.**

- LA 12.1.3.a Know and apply phonetic and structural analysis (e.g., Greek and Latin roots and affixes, multisyllabic words) when reading, writing, and spelling grade-level text.

**LA 12.1.4 Fluency: Students will develop accuracy, phrasing, and expression while reading a variety of grade-level print/digital text to support comprehension.**

- LA 12.1.4.a Adjust reading strategies to persevere through text of increasing length and/or complexity.

**LA 12.1.5 Vocabulary: Students will build and use conversational, academic, and content-specific grade-level vocabulary.**

- LA 12.1.5.a Apply word-analysis strategies to determine the meaning of unknown and multiple-meaning words across content areas to aid in comprehension and improve writing.
- LA 12.1.5.b Skills blended with 10.1.5.a at this level.
- LA 12.1.5.c Acquire new academic and content-specific grade-level vocabulary, relate to prior knowledge, and apply in new situations.
- LA 12.1.5.d Use semantic relationships (e.g., figurative language, connotations, technical and multiple-meaning words, and key terms or phrases) to analyze the impact of specific word choices on meaning and tone, aid in comprehension, and improve writing.
- LA 12.1.5.e Verify meaning and pronunciation of words or phrases using print and/or digital reference materials when appropriate.

**LA 12.1.6 Comprehension: Students will construct meaning by using prior knowledge and text information while reading grade-level literary and informational text.**

- LA 12.1.6.a Evaluate the meaning, reliability, and validity of text considering author's purpose, perspective, rhetorical style, and contextual influences.
- LA 12.1.6.b Analyze and evaluate literary 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 literary devices (e.g., allusion, symbolism, metaphor, personification, epiphany, oxymoron, dialect, tone, mood).



- LA 12.1.6.d Summarize, analyze, and synthesize the themes and main ideas between multiple literary and informational works (print, digital, and/or other media).
- LA 12.1.6.e Skills blended with 12.1.6.d at this level.
- LA 12.1.6.f Interpret and evaluate information from print and digital text features to support comprehension.
- LA 12.1.6.g Cite specific textual evidence to analyze and evaluate the effects of historical, cultural, biographical, and political influences of literary and informational text written by culturally diverse authors, to develop a regional, national, and international multicultural perspective.
- LA 12.1.6.h Skills blended with 12.1.6.g at this level.
- LA 12.1.6.i Construct and/or answer literal, inferential, critical, and interpretive questions, analyzing and synthesizing evidence from the text and additional sources to support answers.
- LA 12.1.6.j Apply knowledge of organizational patterns to comprehend informational text (e.g., sequence, description, cause and effect, compare/contrast, fact/opinion, proposition/support, concept definition, question/answer).
- LA 12.1.6.k Select text for a particular purpose (e.g., answer a question, solve problems, enjoy, form an opinion, understand a specific viewpoint, predict outcomes, discover models for own writing, accomplish a task), citing evidence to support analysis, reflection, or research.
- LA 12.1.6.l Build background knowledge and activate prior knowledge to clarify text, deepen understanding, and make connections while reading complex text.
- LA 12.1.6.m Self-monitor comprehension and independently apply appropriate strategies to understand complex text.
- LA 12.1.6.n Formulate and justify inferences with text evidence while previewing, reading, and analyzing literary and informational text in various formats.
- LA 12.1.6.o Demonstrate an understanding of complex text by using textual evidence to support analysis, reflection, and research via multiple mediums (e.g., writing, artistic representation, video, other media).
- LA 12.1.6.p Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text.

**LA 12.2 Writing: 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 conventions of standard English appropriate for grade level.**

- LA 12.2.1.a Use multiple writing strategies recursively to investigate and generate ideas, organize information, guide writing, answer questions, and synthesize information.



LA 12.2.1.b Generate a draft that interprets complex ideas, raises relevant questions, solves problems, or evaluates ideas through synthesis, analysis, reflection, and use of effective organizational patterns that are appropriate to the purpose and intended audience.

LA 12.2.1.c Gather and use relevant information and evidence from multiple authoritative print and/or digital sources including primary and secondary sources to support claims or theses.

LA 12.2.1.d Apply standard rules of grammar and paragraph formation, including parallel structure and subordination.

LA 12.2.1.e Revise to improve and clarify writing through self-monitoring strategies and feedback from others.

LA 12.2.1.f Provide oral, written, and/or digital descriptive feedback to other writers.

LA 12.2.1.g Adjust writing processes to persevere in short and long-term writing tasks of increasing length and complexity.

LA 12.2.1.h Proofread and edit writing recursively for format and conventions of standard English (e.g., spelling, capitalization, grammar, punctuation, syntax, semantics).

LA 12.2.1.i Display academic honesty and integrity by avoiding plagiarism and/or overreliance on any one source and by following a standard format for citation.

LA 12.2.1.j Publish a legible document using a variety of media, and apply various formatting techniques to enhance the readability and impact of the document (e.g., fonts, spacing, design, images, style conventions, citations, and manuscript requirements).

**LA 12.2.2 Writing Modes: Student will write in multiple modes for a variety of purposes and audiences across disciplines.**

LA 12.2.2.a Communicate information and ideas effectively in analytic, descriptive, informative, narrative, poetic, persuasive, and reflective modes to multiple audiences using a variety of media and formats.

LA 12.2.2.b Provide evidence from literary or informational text to support analysis, reflection, and research.

LA 12.2.2.c Conduct and publish both short and sustained research projects to answer questions or solve problems using multiple primary and/or secondary sources to support theses.

LA 12.2.2.d Use precise word choice and domain-specific vocabulary to write in a variety of modes.

LA 12.2.2.e Analyze various mentor texts and/or exemplars in order to create a similar piece.

**LA 12.3 Speaking and Listening: Students will develop and apply speaking and listening skills and strategies to communicate for a variety of purposes.**

**LA 12.3.1 Speaking: Students will develop, apply, and refine speaking skills and strategies to communicate key ideas in a variety of situations.**



- LA 12.3.1.a Communicate ideas and information in a clear and concise manner suited to the purpose, setting, and audience (formal voice or informal voice), using appropriate word choice, grammar, and sentence structure.
- LA 12.3.1.b Demonstrate and adjust speaking techniques (e.g., appropriate eye contact, pacing, nonverbal cues, word choice, intonation) for a variety of purposes and situations, including interpreting text.
- LA 12.3.1.c Make strategic use of appropriate visual and/or digital tools to enhance understanding of findings, reasoning, and evidence for specific audiences.
- LA 12.3.1.d Convey a perspective with clear reasoning and valid evidence.
- LA 12.3.1.e Ask pertinent questions to acquire or confirm information.
- LA 12.3.1.f Anticipate and address alternative or opposing perspectives when appropriate to the mode of speaking.

**LA 12.3.2 Listening: Students will develop and demonstrate active listening skills across a variety of situations.**

- LA 12.3.2.a Select and utilize active and attentive listening skills (e.g., eye contact, nonverbal cues, questioning, summarizing) for multiple situations and modalities (e.g., small/large group, presentation, one-to-one, digital).
- LA 12.3.2.b Analyze the purpose of information presented in diverse media and formats, evaluate its motives (e.g., social, commercial, political), and determine its credibility.
- LA 12.3.2.c Complete a task following complex multi-step directions.

**LA 12.3.3 Reciprocal Communication: Students will develop, apply, and adapt reciprocal communication skills.**

- LA 12.3.3.a Integrate professional etiquette and social protocols when communicating.
- LA 12.3.3.b Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., stereotypes, connotations, subtleties of language) in conversation.
- LA 12.3.3.c Apply conversation strategies to recognize, consider, and justify new information presented by others in relationship to one's own ideas.
- LA 12.3.3.d Listen, ask probing questions, and consider information to generate new ideas and challenge assumptions to a topic, text, or issue under study.
- LA 12.3.3.e Collaboratively converse with peers and adults on grade-appropriate topics and texts, building on others' ideas to clearly and persuasively express one's own views while respecting diverse perspectives.

**LA 12.4 Multiple Literacies: Students will apply information fluency and practice digital citizenship.**

**LA 12.4.1 Information Fluency: Students will evaluate, create, and communicate information in a variety of media and formats (textual, visual, and digital).**

- LA 12.4.1.a Locate, organize, analyze, evaluate, and synthesize information from print and digital resources to create new understandings and defend conclusions.

~~LA 12.4.1.b Demonstrate ethical use of information and copyright guidelines by appropriately quoting or paraphrasing from a text and citing the source using available resources (e.g., online citation tools, publication guidelines).~~

~~LA 12.4.1.c Use or decipher multiple formats of print and digital text (e.g., cursive, manuscript, font, graphics, symbols).~~

**LA 12.4.2 Digital Citizenship: Students will practice the norms of appropriate and responsible technology use.**

~~LA 12.4.2.a Practice safe and ethical behaviors when communicating and interacting with others digitally (e.g., safe information to share, appropriate language use, utilize appropriate sites and materials, respect diverse perspectives).~~

~~LA 12.4.2.b Use appropriate digital tools (e.g., social media, online collaborative tools, apps) to communicate with others for conveying information, gathering opinions, and solving problems.~~



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.,  $\overline{AB}$ ,  $\overrightarrow{PR}$ ,  $\angle LMN$ )

**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.e 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  $-1$ ,  $0$ ,  $1/2$ ,  $3^2 + 3^2 = 3^4$ )

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.,  $10\pi$  (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~~

~~MA 12.2.1.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)

MA 12.2.5.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 2<sup>nd</sup> 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 1<sup>st</sup> 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 1<sup>st</sup> law)~~

*Forces/Newton's 2<sup>nd</sup> 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 1<sup>st</sup> law*

~~12.2.2.b Describe how the law of inertia (Newton's 1<sup>st</sup> law) is evident in a real-world event~~

### *Forces/Newton's 2<sup>nd</sup> law*

~~12.2.2.c Make predictions based on relationships among net force, mass, and acceleration (Newton's 2<sup>nd</sup> law)~~



*Newton's 3<sup>rd</sup> law*

~~12.2.2.d Recognize that all forces occur in equal and opposite pairs (Newton's 3<sup>rd</sup> law)~~

~~12.2.2.e Describe how Newton's 3<sup>rd</sup> 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~~

The State Board of Education adopted these Social Studies Standards on December 7, 2012, 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 social studies (history, civics, economics and geography) 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 history, civics, economics and geography.

Grade Level Standards. The social studies standards have been written for grades K, 1, 2, 3, 4, 5 and grade spans 6-8 and 9-12 (high school). The grade level standards represent the critical content for students to know and be able to do by the end of the specific grade level or at the end of each grade 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.

### STATEMENT OF PURPOSE

Nebraska Social Studies Standards. The purpose of the Nebraska Social Studies Standards is to teach our children to become young patriots who have an intellectual understanding of the genius of our country's founding principles and who feel an emotional connection to our nation. Achieving this purpose requires teaching Nebraska students to become responsible citizens who are prepared to preserve, protect and defend freedom and democracy in our nation and in the world.

As responsible citizens of the U.S. and Nebraska, our students must:

- Master and be able to use knowledge of the history of the United States, Nebraska, western civilization, eastern civilizations and ancient civilizations (Historical Perspective);
- Master and be able to use spatial patterns on earth (Geographic Perspective);
- Master and be able to use knowledge of the foundations and form of American federalism, our representative democracy, and American politics (Civic Perspective);
- Master and be able to use knowledge about the efficient allocation, production, distribution, and consumption of scarce resources and the advantageous role of free market economies in such allocation (Economic Perspective).



**Nebraska Social Studies Standards**

**Kindergarten**

**(Self)**

**K-12 Civics: Students will develop and apply the skills of civic responsibility to make informed decisions based upon knowledge of government at local, state, national and international levels.**

**Forms and Functions of Government**

**SS 0.1.1 Students will recognize the purpose of rules and the roles of authority figures.**

SS 0.1.1.a Explain why rules are needed in family, school, and community (e.g., safety, to make learning possible, to protect freedoms)

SS 0.1.1.b Identify the roles of authority figures in family and school

**Civic Participation**

**SS 0.1.2 Students will demonstrate good citizenship through knowledge of expected behavior.**

SS 0.1.2.a Model citizenship skills (e.g., respect, courtesy, honesty, voting)

SS 0.1.2.b Identify patriotic symbols songs and actions (e.g., U.S. Flag, Pledge of Allegiance)

**K-12 Economics: Students will utilize economic reasoning skills to make informed judgments and become effective participants in the economy at the local, state, national and international levels.**

**Markets**

**SS 0.2.1 Students will recognize people make choices because they cannot have everything they want (scarcity).**

SS 0.2.1.a Identify choices students have made and explain why they had to make a choice

**Financial Literacy**

**SS 0.2.6 Students will recognize money is used to purchase goods and services to satisfy economic wants.**

SS 0.2.6.a Classify and identify U.S. coins and currency

**K-12 Geography: Students will develop and apply spatial perspective and geographic skills to make informed decisions regarding issues and current events at local, state, national and international levels.**



### **The World in Spatial Terms**

#### **SS 0.3.1 Students will explore where (spatial) and why people, places and environments are organized in their world.**

SS 0.3.1.a Demonstrate personal directions (e.g., left/right, up/down, front/back, over/under, near/far) to describe relative location

SS 0.3.1.b Identify locations in the classroom (e.g., dress up center, reading table, carpet area)

SS 0.3.1.c Identify tools such as maps and globes as representations of local and distant places

SS 0.3.1.d Explain why things are located where they are (e.g., *"Why is the playground outside?"*)

SS 0.3.1.e Identify land and water on a globe

### **Places and Regions**

#### **SS 0.3.2 Students will explore places and regions.**

SS 0.3.2.a Identify physical characteristics of place (e.g., landforms, water bodies and weather)

SS 0.3.2.b Identify human characteristics of place (e.g., cities, buildings, farms, roads, highways)

### **Physical Systems**

#### **SS 0.3.3 Students will identify natural processes in their physical world.**

SS 0.3.3.a Identify elements of weather (e.g., rain, snow, sun, clouds, fog)

SS 0.3.3.b Identify the four seasons

### **Human Systems**

#### **SS 0.3.4 Students will recognize that people belong to different groups and live in different settings.**

SS 0.3.4.a Identify aspects of culture within the local community and other communities (e.g., food, language, religion, celebrations, and popular culture such as food, music and sports)

SS 0.3.4.b Identify places in the community (e.g., farms, parks, houses, stores)

### **Human/Environment Interaction**

#### **SS 0.3.5 Students will explore the relationship between humans and their physical environment.**

SS 0.3.5.a Recognize the impact of weather on everyday life (e.g., weather-appropriate clothing, indoor/outdoor recess)

SS 0.3.5.b Give examples of how to care for the environment (e.g., recycle cans, bottles, and paper; pick up your trash)

### Application of Geography to Issues and Events

#### SS 0.3.6 Students will use geographic skills to make connections to their lives.

SS 0.3.6.a Give examples of how geographic knowledge or techniques are applied (e.g., locate people or places in relationship to each other, make a fire evacuation plan)

#### K-12 History: Students will develop and apply historical knowledge and skills to research, analyze, and understand key concepts of past, current, and potential issues and events at the local, state, national, and international levels.

### Chronological Thinking

#### SS 0.4.1 Students will identify chronological relationships and patterns.

SS 0.4.1.a Identify concepts of time and chronology (e.g., yesterday, today, tomorrow)

SS 0.4.1.b Read dates on a calendar

SS 0.4.1.c List personal events over time; (e.g., daily schedule, timelines)

SS 0.4.1.d Identify the chronology of personal events and their impact

### Historical Comprehension

#### SS 0.4.2 Students will identify historical people, events, ideas, and symbols.

SS 0.4.2.a Identify the contributions of historical people and the impact of symbols, including various cultures and ethnic groups (e.g., George Washington, American flag, picture and name of current president)

SS 0.4.2.b Differentiate between stories from the present and the past

### Multiple Perspectives

#### SS 0.4.3 Students will recognize different perspectives of events.

SS 0.4.3.a Understand that two people can tell a story about the same event and share different details (e.g., Events that occurred on the playground)

### Historical Analysis and Interpretation

#### SS 0.4.4 Students will recognize past and current events, issues, and problems.

SS 0.4.4.a Describe how people's actions affect others (e.g., *Why must we take turns?*)



**Historical Research Skills**

**SS 0.4.5 Students will develop historical research skills.**

SS 0.4.5.a Develop questions about their personal history

SS 0.4.5.b Identify and cite appropriate sources for researching their personal history (e.g., "*My grandma gave me this picture.*")

SS 0.4.5.c Gather historical information about their lives (e.g., have a conversation with a family member)

SS 0.4.5.d Present historical information about their lives (e.g., pictures, posters, and oral narratives)

---



Nebraska Social Studies Standards

Grade 1  
(Family)

K-12 Civics: Students will develop and apply the skills of civic responsibility to make informed decisions based upon knowledge of government at local, state, national and international levels.

Forms and Functions of Government

SS 1.1.1 Students will identify and explain the importance of leaders and team members within their neighborhood and school community.

SS 1.1.1.a Explain how rules reduce and help resolve conflicts

SS 1.1.1.b Describe the responsibilities of leaders and team members

Civic Participation

SS 1.1.2 Students will understand characteristics of good citizenship by recognizing historical figures, holidays, and patriotic symbols.

SS 1.1.2.a Identify citizenship skills (e.g., responsibility, justice, equality, voting)

SS 1.1.2.b Identify patriotic symbols, songs, actions, celebrations, and holidays (e.g., U.S. Flag, Bald Eagle, Pledge of Allegiance, Thanksgiving, Martin Luther King Jr. Day, 4th of July, President's Day)

SS 1.1.2.c Identify important historical and current government figures that exemplify civic engagement (e.g. Governors, Presidents)

K-12 Economics: Students will utilize economic reasoning skills to make informed judgments and become effective participants in the economy at the local, state, national and international levels.

Markets

SS 1.2.1 Students will recognize economic wants and needs can be satisfied by consuming goods or services.

SS 1.2.1.a Differentiate between goods and services (e.g. examples of goods and services students have consumed)

SS 1.2.2 Students will identify natural resources.

SS 1.2.2.a Identify various natural resources (e.g., forests, soil, minerals, water, air, animals, oil, and natural

Financial Literacy

SS 1.2.6 Students will compare spending and saving opportunities.

SS 1.2.6.a Give examples of situations where students and families have chosen to save for future purchases

**K-12 Geography: Students will develop and apply spatial perspective and geographic skills to make informed decisions.**

**The World in Spatial Terms**

**SS 1.3.1 Students will explore where (spatial) and why people, places and environments are organized in their world.**

SS 1.3.1.a Locate places using the four cardinal directions

SS 1.3.1.b Identify and describe locations in the school or home (e.g., the cafeteria is next to the kitchen, the office is by the front door)

SS 1.3.1.c Create and use simple maps (e.g., maps of the home and classroom)

SS 1.3.1.d Analyze why things are located where they are (e.g., *"Why is the nurse's office located by the main office?"*)

SS 1.3.1.e Distinguish between continents and oceans

**Places and Regions**

**SS 1.3.2 Students will explore places and regions.**

SS 1.3.2.a Identify and differentiate between physical features (e.g., mountains, plains, hills, oceans, islands)

SS 1.3.2.b Identify and differentiate between human features (e.g., cities, buildings, farms)

SS 1.3.2.c Explain how places change over time (e.g., new building or a bigger road)

**Physical Systems**

**SS 1.3.3 Students will identify natural processes in their physical world.**

SS 1.3.3.a Identify elements of weather and the effects on human activity (e.g., people wear coats and mittens in the winter)

SS 1.3.3.b Identify the four seasons and the effects on human activity (e.g., playing outside in summer and inside in winter)

**Human Systems**

**SS 1.3.4 Students will recognize that people belong to different groups and live in different settings.**

SS 1.3.4.a Describe cultures of the local community and other communities (e.g., food, language, celebrations)

SS 1.3.4.b Describe places in the community (e.g., farms, parks, houses, stores)



### **Human/Environment Interaction**

#### **SS 1.3.5 Students will explore the relationship between humans and their physical environment.**

SS 1.3.5.a Interpret the impact of weather on everyday life (e.g., tornadoes, blizzards, floods)

SS 1.3.5.b Match resources to their sources (e.g., food from farms, wood from trees, minerals from the ground, fish from the sea)

SS 1.3.5.c Identify environmental issues related to the physical environment (e.g., drought, poor soil development, deserts, terrain)

### **Application of Geography to Issues and Events**

#### **SS 1.3.6 Students will use geographic skills to make connections to their lives.**

SS 1.3.6.a Give examples of how geographic knowledge or techniques have been applied in the past, present and future (e.g., make a map of the school)

### **K-12 History: Students will develop and apply historical knowledge and skills to research, analyze, and understand key concepts of past, current, and potential issues and events at the local, state, national, and international levels.**

### **Chronological Thinking**

#### **SS 1.4.1 Students will describe chronological relationships and patterns.**

SS 1.4.1.a Identify concepts of time and chronology (e.g., past, present, future; calendar weeks)

SS 1.4.1.b Read dates on a calendar. (e.g., fourth day of week, number of Fridays in a month, etc.)

SS 1.4.1.c List and describe life events over time; (e.g., weekly, monthly, yearly, seasonal happenings utilizing a graphic organizer)

SS 1.4.1.d Identify the chronology of family events and their impact

### **Historical Comprehension**

#### **SS 1.4.2 Students will identify historical people, events, ideas, and symbols.**

SS 1.4.2.a Identify the contributions of historical people and the impact of symbols, including various cultures and ethnic groups (e.g., Abraham Lincoln, Martin Luther King, Jr., Standing Bear, American Bald Eagle, Statue of Liberty)

SS 1.4.2.b Describe how objects including books, letters, and other artifacts help us to understand the past

### **Multiple Perspectives**

#### **SS 1.4.3 Students will identify multiple perspectives of events.**

SS 1.4.3.a Use more than one source to gather details about the same event (e.g., holiday celebrations)



**Historical Analysis and Interpretation**

**SS 1.4.4 Students will identify past and current events, issues, and problems.**

SS 1.4.4.a Describe how people's actions affect others (e.g., *Why did our family move here?*)

**Historical Research Skills**

**SS 1.4.5 Students will develop historical research skills.**

SS 1.4.5.a Develop questions about their family history

SS 1.4.5.b Identify and cite appropriate sources for research (e.g., identifying the title and author of the book from which they took information)

SS 1.4.5.c Gather historical information about their family (e.g., have a conversation with a family member)

SS 1.4.5.d Present historical information about their family (e.g., pictures, posters, oral/written narratives)

---

**Nebraska Social Studies Standards**  
**Grade 2**  
**(Neighborhood)**

**K-12 Civics: Students will develop and apply the skills of civic responsibility to make informed decisions based upon knowledge of government at local, state, national and international levels.**

**Forms and Functions of Government**

**SS 2.1.1 Students will identify and explain the responsibilities and rights of citizens in their communities.**

SS 2.1.1.a Participate in developing rules that consider multiple points of view

SS 2.1.1.b Describe how individuals, groups, and communities manage conflict and promote justice

**Civic Participation**

**SS 2.1.2 Students will participate in making decisions using democratic traditions based on established rules.**

SS 2.1.2.a Identify civic responsibilities that are important to individuals and their communities (e.g. voting, obeying laws)

SS 2.1.2.b Identify patriotic symbols, songs, actions, celebrations, and holidays (e.g., U.S. Flag, Bald Eagle, Pledge of Allegiance, Thanksgiving, Veteran’s Day, Martin Luther King Jr. Day, 4th of July, Memorial Day, President’s Day)

SS 2.1.2.c Describe ways to be actively engaged to improve family, school and community

SS 2.1.2.d Identify characteristics of good citizenship (e.g., establishing beliefs and justice, truth, equality, personal responsibilities for the common good, tolerance for diversity of opinions)

**K-12 Economics: Students will utilize economic reasoning skills to make informed judgments and become effective participants in the economy at the local, state, national and international levels.**

**Markets**

**SS 2.2.1 Students will recognize resources are limited, so other choices must be made and something must be given up (opportunity cost).**

SS 2.2.1.a Identify resources (inputs) that make up various good and services

SS 2.2.1.b Identify what items are eliminated when a choice is made (tradeoff)

**SS 2.2.2 Students will recognize that producers use resources to make goods, deliver services, earn a profit, and satisfy economic wants.**

SS 2.2.2.a List various goods and services that can be produced with the same list of resources (e.g. soil, seed, and labor used to produce animal feed, plastics, cereal, or fuel)



### Institutions

#### SS 2.2.3 Students will describe how people earn income/wages through work.

SS 2.2.3.a Match capital resources and human resources with jobs in the community or home. (e.g., tractors and farmers)

### Financial Literacy

#### SS 2.2.6 Students will demonstrate knowledge of currency, its denominations, and use.

SS 2.2.6.a Make transactions using currency emphasizing its use as a medium of exchange (e.g., school store, buying pencils)

### Government

#### SS 2.2.10 Students will understand what goods and services governments provide.

SS 2.2.10.a Identify goods and services that governments provide and where they get the money to pay for the services (taxes) (e.g., water, fire department, police, schools)

### K-12 Geography: Students will develop and apply spatial perspective and geographic skills to make informed decisions.

#### The World in Spatial Terms

#### SS 2.3.1 Students will explore where (spatial) and why people, places and environments are organized locally.

SS 2.3.1.a Identify the globe as a model of Earth

SS 2.3.1.b Identify and describe locations in the neighborhood (e.g., home, the park, friend's house, fire station, grocery store)

SS 2.3.1.c Identify map elements (i.e., title, scale, symbols, legend, and cardinal directions)

SS 2.3.1.d Locate community, Nebraska, and the United States on maps and globes

SS 2.3.1.e Analyze why things are located where they are (e.g., "Why are stores on a main street?")

SS 2.3.1.f Distinguish between continents/islands, oceans/seas, countries/continents, and cities/states

#### Places and Regions

#### SS 2.3.2 Students will identify places and regions.

SS 2.3.2.a Identify and differentiate between physical and human features of neighborhood and community (e.g., vegetation, housing)

SS 2.3.2.b Describe local places and regions with other places and regions (e.g., prairie, forest, farm land, ranch land, local community)

SS 2.3.2.c Explain how places and regions change over time



### Physical Systems

#### SS 2.3.3 Students will identify natural processes in their physical world.

SS 2.3.3.a Identify basic components of Earth's physical processes (e.g., landforms, water, climate and weather)

SS 2.3.3.b Identify the relationship between the Earth and the Sun (e.g., day/night, length of day, seasons)

### Human Systems

#### SS 2.3.4 Students will identify the characteristics of culture.

SS 2.3.4.a Identify patterns of cultural traits (e.g., language, religion, food)

SS 2.3.4.b Identify patterns of land use (e.g., agricultural, residential, industrial, commercial, educational, recreational)

### Human/Environment Interaction

#### SS 2.3.5 Students will identify the relationship between humans and the physical environment.

SS 2.3.5.a Describe how seasonal weather patterns, natural hazards, and natural resources affect human

SS 2.3.5.b Identify Earth's natural resources (e.g., minerals, air, land, water, soil)

SS 2.3.5.c Identify how humans and the physical environment interact (e.g., choice of building materials, variations in agricultural practices, land use modifications, fish, forestry, and wildlife management)

### Application of Geography to Issues and Events

#### SS 2.3.6 Students will use geographic skills to make connections.

SS 2.3.6.a Identify how you might apply geographic knowledge or techniques to solve a problem (e.g., use global positioning system (GPS) navigation for shortest route to school; map destinations for family vacation to determine the best order to visit)

### K-12 History: Students will develop and apply historical knowledge and skills to research, analyze, and understand key concepts of past, current, and potential issues and events at the local, state, national, and international levels.

### Chronological Thinking

#### SS 2.4.1 Students will describe and apply chronological relationships and patterns.

SS 2.4.1.a Identify concepts of time and chronology (e.g., past, present, future, months, years)

SS 2.4.1.b Identify calendar time in years

SS 2.4.1.c List and describe neighborhood events over time (e.g., weekly, monthly, yearly, seasonal happenings utilizing a graphic organizer)

SS 2.4.1.d Describe how individuals, events, and ideas have changed neighborhoods, past and present (e.g., Building a new school, park)

### **Historical Comprehension**

#### **SS 2.4.2 Students will describe the development of people, events, ideas, and symbols over time.**

SS 2.4.2.a Describe historical people, events, ideas, and symbols, including various cultures and ethnic groups (e.g., Native Americans, colonists, local cultural figures, Uncle Sam, patriotism, the White House, Independence Day)

SS 2.4.2.b Describe how their neighborhood has changed over the course of time using maps and other artifacts

### **Multiple Perspectives**

#### **SS 2.4.3 Students will identify multiple perspectives of events.**

SS 2.4.3.a Use more than one source to gather details about the same event (e.g., school/neighborhood events)

### **Historical Analysis and Interpretation**

#### **SS 2.4.4 Students will identify past and current events, issues, and problems.**

SS 2.4.4.a Identify how decisions affected events in the neighborhood (e.g., *Why was a park built in a particular spot?*)

SS 2.4.4.b Describe the relationships among personal and historical events (i.e., current events)

### **Historical Research Skills**

#### **SS 2.4.5 Students will develop historical research skills.**

SS 2.4.5.a Develop questions about their neighborhood history

SS 2.4.5.b Identify, obtain, and cite appropriate sources for research (e.g., identifying titles and authors of books from which they took information)

SS 2.4.5.c Gather historical information about their neighborhood (e.g., ask questions of a guest speaker in the classroom)

SS 2.4.5.d Present historical information about their neighborhood (e.g., pictures, posters, and oral/written narratives)

---



**Nebraska Social Studies Standards**  
**Grade 3**  
**(Community)**

**K-12 Civics: Students will develop and apply the skills of civic responsibility to make informed decisions based upon knowledge of government at local, state, national and international levels.**

**Forms and Functions of Government**

**SS 3.1.1 Students will identify and explain the structure and function of their local governments.**

SS 3.1.1.a Identify the structure and functions of local government

SS 3.1.1.b Describe the reasons for laws in our community

SS 3.1.1.c Identify and explain a variety of roles leaders, citizens, and others play in local government

**Civic Participation**

**SS 3.1.2 Students will understand the impact of individual and group decisions at a local level.**

SS 3.1.2.a Identify rights and responsibilities of citizens (e.g., voting, public service projects,) at the local level

SS 3.1.2.b Explain the meaning of patriotic symbols, songs, actions, celebrations, and holidays (e.g., U.S. Flag, Bald Eagle, Pledge of Allegiance, Thanksgiving, Veteran's Day, Martin Luther King Jr. Day, 4th of July, Memorial Day, President's Day, Flag Day)

SS 3.1.2.c Identify ways students can be engaged to have an impact in their local community

SS 3.1.2.d Identify and describe the importance of listening to the views of others and sharing personal views in a respectful manner

SS 3.1.2.e Identify local leaders and the impact of their decisions that effect public policy

**K-12 Economics: Students will utilize economic reasoning skills to make informed judgments and become effective participants in the economy at the local, state, national and international levels.**

**Markets**

**SS 3.2.1 Students will understand markets are places where buyers and sellers exchange goods and services.**

SS 3.2.1.a Indicate various markets where buyers and sellers meet (e.g., shopping malls, auction, catalogs, garage sales, the Internet)

**SS 3.2.2 Students will categorize natural, human, and capital resources and how they are combined to make goods and deliver services.**

SS 3.2.2.a Classify natural, human, and capital resources (e.g., tools, soil, water, farmers and machinery)

SS 3.2.2.b Discuss why producers combine resources to make goods and services (profit)

SS 3.2.2.c Identify opportunities for education and/or training to increase human resources (e.g., agriculture schools, trade schools, culinary schools, information technology training)



### Institutions

#### SS 3.2.3 Students will cite evidence of how money (coins and currency) makes trading easier than bartering.

SS 3.2.3.a Identify historical examples of trading among early settlers

### Financial Literacy

#### SS 3.2.6 Students will use knowledge of currency to solve real-world problems.

SS 3.2.6.a Given a budget, students will be able to make choices as to what to purchase and what to give up

### Government

#### SS 3.2.10 Students will understand what goods and services local governments provide.

SS 3.2.10.a Identify goods and services funded through local taxes (e.g., snow removal, waste management, law enforcement)

### Globalization

#### SS 3.2.12 Students will describe how the local community trades with the rest of the world.

SS 3.2.12.a Identify local goods and services that could be traded with people everywhere (e.g., corn, soybeans, beef)

SS 3.2.12.b Give examples of other countries' currencies

#### K-12 Geography: Students will develop and apply spatial perspective and geographic skills to make informed decisions.

### The World in Spatial Terms

#### SS 3.3.1 Students will explore where (spatial) and why people, places and environments are organized in the state.

SS 3.3.1.a Utilize map elements (i.e., title, scale, symbols, legend, and cardinal and intermediate directions)

SS 3.3.1.b Apply map skills (e.g., identify location and distribution of physical and human features rivers/roads, identify relative and absolute locations, east/west, north/south, left/right, next to, identify cities and towns)

SS 3.3.1.c Analyze why things are located where they are in the community (e.g., *Why are stores located on main streets?* Where is my house located compared to the school?)

SS 3.3.1.d Locate places on maps and globes (e.g., Missouri River, Platte, River, Rocky Mountains, Nebraska, the student's city)

SS 3.3.1.e Identify the continents, oceans, and hemispheres



### **Places and Regions**

#### **SS 3.3.2 Students will compare the characteristics of places and regions.**

SS 3.3.2.a Identify and differentiate between physical and human features of neighborhoods and communities (e.g., vegetation, housing, streets, business/residential areas, hills, waterways)

SS 3.3.2.b Compare and contrast local places and regions with other places and regions (e.g., prairie and forest, local community with another community, products from Nebraska and another state, crops grown in Nebraska and another state)

SS 3.3.2.c Explain and give examples of how places and regions change over time

### **Physical Systems**

#### **SS 3.3.3 Students will identify natural processes in their physical world.**

SS 3.3.3.a Identify the Earth's physical processes in the local community (e.g., landforms, water, climate and weather, erosion and deposition)

SS 3.3.3.b Identify local ecosystems (e.g., forests, deserts, grasslands)

### **Human Systems**

#### **SS 3.3.4 Students will compare and contrast the characteristics of culture locally.**

SS 3.3.4.a Compare and contrast patterns of culture within your community (e.g., language, religion, food)

SS 3.3.4.b Compare and contrast the spread and diffusion of cultural traits (e.g., spread of ideas, languages, religions, people, goods, customs, traditions)

### **Human/Environment Interaction**

#### **SS 3.3.5 Students will identify the relationship between humans and the physical environment.**

SS 3.3.5.a Explain how physical environments influence human activities (e.g., availability of water, climate and fertility of soil)

SS 3.3.5.b Explain how human activities change Earth (e.g., agriculture, transportation, industry)

SS 3.3.5.c Explain the importance of Earth's natural resources (e.g., minerals, air, water, land)

SS 3.3.5.d Describe how humans develop communities in local settings (e.g., roads, landfills, sewage systems, land use patterns)

### **Application of Geography to Issues and Events**

#### **SS 3.3.6 Students will use geographic skills to make connections to issues and events.**

SS 3.3.6.a Identify and evaluate human adaptations to the environment from the local to international levels (e.g., *How could the building of a highway bring more business to a community?*)



~~SS 3.3.6.b Identify how geography impacts spatial problem solving (e.g., a new school must be near large numbers of students, on available land with suitable soils, have access to roads and utilities, and not overlap schools in other neighborhoods; plan where things would be built in a city)~~

~~**K-12 History: Students will develop and apply historical knowledge and skills to research, analyze, and understand key concepts of past, current, and potential issues and events at the local, state, national, and international levels.**~~

### ~~**Chronological Thinking**~~

~~**SS 3.4.1 Students will describe and analyze chronological relationships and patterns.**~~

~~SS 3.4.1.a Describe concepts of time and chronology (e.g., annual, biannual, decades, centuries, millennia)~~

~~SS 3.4.1.b Identify calendar time in years, decades, centuries, and millennia~~

~~SS 3.4.1.c List and describe community events over time (e.g., weekly, monthly, yearly, seasonal happenings utilizing a graphic organizer)~~

~~SS 3.4.1.d Describe how individuals, events, and ideas have changed communities past and present~~

### ~~**Historical Comprehension**~~

~~**SS 3.4.2 Students will describe the development of people, events, ideas, and symbols over time using multiple types of sources.**~~

~~SS 3.4.2.a Describe the role of historical people, events, ideas, and symbols, including various cultures and ethnic groups (e.g., local cultural figures, landmarks, celebrations, and cultural events)~~

~~SS 3.4.2.b Describe how their community has changed over the course of time using maps and other artifacts~~

~~SS 3.4.2.c Describe primary and secondary sources~~

### ~~**Multiple Perspectives**~~

~~**SS 3.4.3 Students will describe multiple perspectives of events.**~~

~~SS 3.4.3.a Compare and contrast how various sources relate their perspective of history (e.g., community~~

### ~~**Historical Analysis and Interpretation**~~

~~**SS 3.4.4 Students will identify past and current events, issues, and problems.**~~

~~SS 3.4.4.a Examine sources on community history through determination of credibility, contextualization, and corroboration~~

~~SS 3.4.4.b Describe alternative courses of action in community history (e.g., *How are transportation routes determined?*)~~

~~SS 3.4.4.c Describe how decisions affected events in the community (e.g., election of local officials; zoning~~



~~SS 3.4.4.d Describe the cause and effect relationships among key events in history (e.g., founding of the community, settlement of the area)~~

~~SS 3.4.4.e Describe the relationships among historical events in the students' community and the students' lives today (i.e., current events)~~

### **Historical Research Skills**

#### **SS 3.4.5 Students will develop historical research skills.**

~~SS 3.4.5.a Develop questions about their community history~~

~~SS 3.4.5.b Identify, obtain, and cite appropriate sources for research about the local community (e.g., identifying the resources from which they took information)~~

~~SS 3.4.5.c Gather historical information about their community (e.g., interview a community member, find community resources)~~

~~SS 3.4.5.d Present historical information about their community (e.g., pictures, posters, oral/written narratives, and electronic presentations)~~

---

## Nebraska Social Studies Standards

### Grade 4 (Nebraska)

K-12 Civics: Students will develop and apply the skills of civic responsibility to make informed decisions based upon knowledge of government at local, state, national and international levels.

#### Forms and Functions of Government

SS 4.1.1 Students will identify and explain the foundation, structure, and function of Nebraska's government.

SS 4.1.1.a Explain the historical foundation and the events that led to the formation and structure of Nebraska's government (e.g., modeled from U.S. government, three branches of government)

SS 4.1.1.b Describe the origin, structure, and function of Nebraska's unicameral government

SS 4.1.1.c Understand how a bill becomes a law in the Nebraska unicameral

SS 4.1.1.d Identify and explain a variety of roles leaders, citizens, and others play in the Nebraska government

#### Civic Participation

SS 4.1.2 Students will investigate how different perspectives impact government decisions at the state.

SS 4.1.2.a Identify rights and responsibilities of citizens (e.g., voting, public service projects) at the state level

SS 4.1.2.b Explain the meaning of state symbols, songs and holidays (e.g., Nebraska State Flag, "Beautiful Nebraska", Statehood Day, George Norris Day)

SS 4.1.2.c Identify ways students can be engaged to have an impact in their state

SS 4.1.2.d Describe how various individuals and groups influence the way an issue affecting the state is viewed and resolved (e.g., lobbying, petitions, media, social media)

SS 4.1.2.e Identify state leaders and the impact of their decisions that effect public policy

K-12 Economics: Students will utilize economic reasoning skills to make informed judgments and become effective participants in the economy at the local, state, national and international levels.

#### Markets

SS 4.2.1 Students will recognize prices are what consumers pay when they buy a good or service.

SS 4.2.1.a Predict how consumers would react if the price of a good or service changed (e.g., natural disasters, drought, gas prices)

SS 4.2.1.b Predict how producers would react if the profit from selling a good or service changed



**SS 4.2.2 Students will investigate how capital resources are used to make other goods and produce**

SS 4.2.2.a Give examples of capital resources used in making goods and services in Nebraska and the United States (e.g., tools, laboratories, equipment, and machinery)

**Institutions**

**SS 4.2.3 Students will make observations about the purpose of various financial institutions in Nebraska.**

SS 4.2.3.a Discuss the purpose of early NE financial institutions (e.g., barter, trading posts, banks)

SS 4.2.3.b Identify financial institutions in the community and their purpose (e.g., banks, credit unions, consumer/business loans, safety of deposit, investments/trust services)

**Financial Literacy**

**SS 4.2.6 Students will understand that banks are institutions where people save money and earn interest, and where other people borrow money and pay interest.**

SS 4.2.6.a Identify the costs and benefits of saving, interest, and borrowing

**Government**

**SS 4.2.10 Students will understand what goods and services state governments provide.**

SS 4.2.10.a Identify goods and services funded through state taxes (e.g., highways, universities, human services, unemployment, courts)

**Globalization**

**SS 4.2.12 Students will recognize and explain specialization and why different regions produce different goods and services.**

SS 4.2.12.a Compare Nebraska with different regions and the goods and services each region produces (e.g., beef, wheat, telemarketing, cotton, coal)

SS 4.2.12.b Discuss how technology has affected the specialization of Nebraska's economy and surrounding



**K-12 Geography: Students will develop and apply spatial perspective and geographic skills to make informed decisions regarding issues and current events at local, state, national and international levels.**

**The World in Spatial Terms**

**SS 4.3.1 Students will explore where (spatial) and why people, places and environments are organized in the state.**

SS 4.3.1.a Read local and state maps and atlases to locate physical and human features in Nebraska. (e.g., the state of Nebraska, major cities in Nebraska, Lincoln, major rivers including the North Platte, South Platte, Platte, Niobrara and Missouri)

SS 4.3.1.b Apply map skills to analyze physical/political maps of the state (e.g., utilize grid systems to find locations, identify the location and purpose of time zones, identify and locate cities of the state identify relative and absolute locations east/west, north/south, left/right, next to)

SS 4.3.1.c Analyze why things in Nebraska are located where they are in Nebraska (e.g., *Why are large cattle ranches found in the Sandhills? Why are major airports located near large cities?*)

SS 4.3.1.d Differentiate between cities, states, countries, and continents

**Places and Regions**

**SS 4.3.2 Students will compare the characteristics of places and regions and their impact on human decisions.**

SS 4.3.2.a Identify criteria used to define regions within the state of Nebraska (e.g., soil, climate, precipitation, population, vegetation, land and agricultural usage)

SS 4.3.2.b Classify regions and places within the state of Nebraska using physical and human features (e.g., Sandhills, Pine Ridge, Loess Hills, Platte River Valley, rural/urban/suburban)

SS 4.3.2.c Identify and classify regions (e.g., counties and cities across Nebraska)

**Physical Systems**

**SS 4.3.3 Students will identify natural processes in the physical world.**

SS 4.3.3.a Identify physical processes that shape Nebraska's features and patterns (e.g., weathering, erosion)

SS 4.3.3.b Identify examples of ecosystems located in Nebraska (e.g., forests, wetlands, grasslands, and rivers located in Nebraska)

**Human Systems**

**SS 4.3.4 Students will compare and contrast the characteristics of culture statewide.**

SS 4.3.4.a Compare and contrast patterns of culture within the state of Nebraska (e.g., language, religion, food) SS 4.3.4.b Compare and contrast population characteristics of the state of Nebraska (e.g., density, distribution, growth rates)



### **Human/Environment Interaction**

#### **SS 4.3.5 Students will identify how humans have adapted to and modified different environments in Nebraska.**

SS 4.3.5.a Describe the impact of extreme natural events in Nebraska (e.g., tornadoes, floods, dust storm, insect infestation) on the human and physical environment

SS 4.3.5.b Describe how humans have adapted to and modified Nebraska's physical environment (e.g., progression of home construction materials from sod, timber, bricks and concrete; Homestead Act opened the prairie for agriculture; irrigation; Arbor Day; introduction of trees; rangeland management; soil conservation)

SS 4.3.5.c Classify resources as renewable or nonrenewable resources

SS 4.3.5.d Describe environmental issues in Nebraska (e.g., soil conservation, water stewardship, contour farming, minimum tillage, air quality, solid waste)

SS 4.3.5.e Describe human adaptations to the physical environment. (e.g., use of air conditioning, irrigation, agricultural activities)

### **Application of Geography to Issues and Events**

#### **SS 4.3.6 Students will use geographic skills to make connections to issues and events.**

SS 4.3.6.a Identify how changes in human and physical geography have shaped Nebraska. (e.g., map major tornado paths, blizzards, floods, or droughts; how the construction of the Transcontinental Railroad and Interstate Highway system have impacted the way Nebraskans live)

SS 4.3.6.b Identify questions that help explain the interrelationships of human or physical geographic characteristics of places (e.g., A community is located on a river floodplain with fertile soil and water for transportation, irrigation, and human consumption)

### **K-12 History: Students will develop and apply historical knowledge and skills to research, analyze, and understand key concepts of past, current, and potential issues and events at the local, state, national, and international levels.**

### **Chronological Thinking**

#### **SS 4.4.1 Students will examine chronological relationships and patterns, and describe the connections among them.**

SS 4.4.1.a Apply concepts of time and chronology (e.g., annual, biannual, decades, centuries, millennia)

SS 4.4.1.b Differentiate amongst years, decades, centuries, and millennia

SS 4.4.1.c Select and record key state and/or regional events in chronological order (e.g., timelines)

SS 4.4.1.d Examine the chronology of historical events in Nebraska and their impact on the past, present, and future



### **Historical Comprehension**

#### **SS 4.4.2 Students will describe and explain the relationships among people, events, ideas, and symbols over time using multiple types of sources.**

SS 4.4.2.a Describe and explain the relationships among historical people, events, ideas, and symbols, including various cultures and ethnic groups, in Nebraska by era (e.g., Native Americans on the Plains: Pawnee, Omaha, Lakota, Ponca; Explorers: Lewis and Clark, Hiram Scott, Stephen Long, John C. Fremont; Traders: Manuel Lisa, James Bordeaux; Missionaries: Moses Merrill, Father DeSmet; Westward Expansion: John Brown, Daniel Freeman, Arbor Day, J. Sterling Morton; Statehood: Standing Bear, William Jennings Bryan; 20th-Century Nebraska: Mildred Brown, Willa Cather, Father Flanagan, George Norris; The Dust Bowl, state symbols)

SS 4.4.2.b Describe how Nebraska and the Great Plains Region have changed over the course of time using maps, documents, and other artifacts (e.g., impact of Civil War/Reconstruction, growth/development of cattle and agricultural industries, railroads, effects upon American Indian life, loss of buffalo)

SS 4.4.2.c Differentiate between primary and secondary sources

### **Multiple Perspectives**

#### **SS 4.4.3 Students will describe and explain multiple perspectives of historical events.**

SS 4.4.3.a Distinguish how various sources relate their perspectives of Nebraska history (e.g., The death of Crazy Horse)

SS 4.4.3.b Compare and contrast primary and secondary sources to better understand multiple perspectives of the same event (e.g., The Homestead Act, Oregon Trail diaries, military journal of Ponca Removal)

### **Historical Analysis and Interpretation**

#### **SS 4.4.4 Students will analyze past and current events, issues, and problems.**

SS 4.4.4.a Analyze sources on Nebraska History through determination of credibility, contextualization, and corroboration

SS 4.4.4.b Explain alternative courses of action in Nebraska history (e.g., *Why are cities chosen as state capitals/county seats? How are county borders determined?*)

SS 4.4.4.c Describe how decisions affected events in Nebraska (e.g., Laws passed by the Unicameral)

SS 4.4.4.d Describe the cause and effect relationships among key events in history (e.g. Kansas-Nebraska Act, Statehood Day, Homestead Act, Ponca Trail of Tears)

SS 4.4.4.e Describe the relationships among historical events in Nebraska and the students' lives today (i.e., current events)



**Historical Research Skills**

**SS 4.4.5 Students will develop historical research skills:**

SS 4.4.5.a Develop questions about Nebraska history

SS 4.4.5.b Identify, obtain, and cite appropriate sources for research about Nebraska, incorporating primary and secondary sources (e.g., Cite sources using a prescribed format)

SS 4.4.5.c Gather historical information about Nebraska (e.g., document archives, newspapers, interviews)

SS 4.4.5.d Present historical information about Nebraska (e.g., pictures, posters, oral/written narratives, and electronic presentations)

---

Nebraska Social Studies Standards  
Grade 5  
(United States)

K-12 Civics: Students will develop and apply the skills of civic responsibility to make informed decisions based upon knowledge of government at local, state, national and international levels.

Forms and Functions of Government

SS 5.1.1 Students will describe the foundation, structure, and function of the United States government.

SS 5.1.1.a Explain the historical foundation that led to the formation of the United States constitutional government (e.g., early state constitutions, Declaration of Independence, and the Articles of Confederation)

SS 5.1.1.b Explain the origins, structure, and functions of the three branches of the United States government

SS 5.1.1.c Describe how colonial and new states' governments laws affected groups within their population (e.g., citizens, slaves, immigrants, women, class systems, tribes)

SS 5.1.1.d Describe how the decisions of the national government affect local and state government

SS 5.1.1.e Identify the principles of the American Republic (e.g., liberty, democracy, United States Constitution, Bill of Rights)

SS 5.1.1.f Compare and contrast tribal forms of government, British monarchy, and early American colonial governments

Civic Participation

SS 5.1.2 Students will apply democratic principles that are the foundation of the United States government systems to daily life.

SS 5.1.2.a Explain the constitutional rights and civic responsibilities of U.S. citizens (e.g., freedom of speech, voting, staying informed of issues, respecting the rights, opinions, and beliefs of others, joining a civic group)

SS 5.1.2.b Describe the significance of patriotic symbols, songs and activities (e.g., Pledge of Allegiance, "The Star Spangled Banner", "America", commemorating state and national holidays)

SS 5.1.2.c Give examples of group and individual actions that illustrate civic ideas in the founding of the United States (e.g., freedom, rule of law, equality, civility, cooperation, respect)

SS 5.1.2.d Analyze how cooperation and conflict among people have contributed to political, economic, and social events and situations in the United States

SS 5.1.2.e Identify the roles and influences of individuals, groups, and the media on governments (e.g., George Washington, John Adams, Thomas Jefferson, Benjamin Franklin)



**K-12 Economics: Students will utilize economic reasoning skills to make informed judgments and become effective participants in the economy at the local, state, national and international levels.**

**Markets**

**SS 5.2.1 Students will analyze various markets where buyers and sellers exchange goods or services.**

SS 5.2.1.a Describe how competition among sellers results in lower costs and prices, higher product quality, and better customer service

**SS 5.2.2 Students will make observations about how human capital can be improved by education, training, and standard of living.**

SS 5.2.2.a Give examples of how additional education/training improves productivity and increases standard of living (e.g., apprentice, journeyman, master electrician)

**Institutions**

**SS 5.2.3 Students will summarize characteristics of economic institutions in the United States.**

SS 5.2.3.a Identify the functions and characteristics of money (e.g., store value, medium of exchange, unit of accounting)

SS 5.2.3.b Identify the importance of financial institutions to households and businesses (e.g., loans to agriculture, business, and individuals in order to provide capital)

SS 5.2.3.c Identify rules and laws that protect and support consumers (e.g., private property, contracts, agreements, and product safety)

**Financial Literacy**

**SS 5.2.6 Students will summarize characteristics of financial institutions.**

SS 5.2.6.a Explain/explore how various financial services are provided by local financial institutions

**Government**

**SS 5.2.10 Students will understand what goods and services the national government provides.**

SS 5.2.10.a Identify goods and services funded through federal taxes (e.g., armed forces, courts, parks)

**Globalization**

**SS 5.2.12 Students will explain how specialization, division of labor, and technology increases productivity and interdependence.**

SS 5.2.12.a Investigate Early United States specialization and trade (e.g., fur, tobacco, cotton, lumber)

SS 5.2.12.b Investigate and report on entrepreneurs and inventors



**K-12 Geography: Students will develop and apply spatial perspective and geographic skills to make informed decisions regarding issues and current events at local, state, national and international levels.**

**The World in Spatial Terms**

**SS 5.3.1 Students will explore where (spatial) and why people, places and environments are organized in the United States.**

SS 5.3.1.a Name and locate major human and physical features in the United States (e.g., states, capitals, and major cities in the United States, Rocky Mountains, Appalachian Mountains, Great Lakes)

SS 5.3.1.b Apply map skills to analyze physical/political maps of the United States (e.g., identify latitude longitude, and the global grid and identify the location and purpose of time zones)

SS 5.3.1.c Analyze why things are located where they are in the United States (e.g., *Why were the 13 colonies located on the eastern side of the United States? Why was corn raised in Pennsylvania and Ohio and cotton in Virginia and Georgia?*)

**Places and Regions**

**SS 5.3.2 Students will compare the characteristics of places and regions and draw conclusions on their impact on human decisions.**

SS 5.3.2.a Define regions within the United States using multiple criteria. (e.g., Silicon Valley, Bread Basket)

SS 5.3.2.b Classify regions and places within the United States using physical and human features (e.g., Rocky Mountains, The Southwest, Great Plains, Corn Belt, Cotton Belt)

SS 5.3.2.c Identify and classify regions (e.g., cities, states, and congressional districts)

**Physical Systems**

**SS 5.3.3 Students will draw conclusions about the natural processes in the physical world.**

SS 5.3.3.a Explain how physical processes shape the United States' features and patterns (e.g., weathering, erosion, plate tectonics and internal forces and climate)

SS 5.3.3.b Identify examples of ecosystems located in the United States (e.g., forests, deserts, grasslands)

**Human Systems**

**SS 5.3.4 Students will compare, contrast and draw conclusions about the characteristics of culture and migration in the United States.**

SS 5.3.4.a Compare and contrast patterns of culture within the United States (e.g., language, religion, food)

SS 5.3.4.b Compare and contrast population characteristics of the United States (e.g., density, distribution, growth rates)

SS 5.3.4.c Compare and contrast historical and present day migrations to and within the United States



### **Human/Environment Interaction**

#### **SS 5.3.5 Students will describe how humans have adapted to and modified different environments in Early American history.**

SS 5.3.5.a Describe the impact of extreme natural events in Early United States History on the human and physical environment (e.g., blizzards, floods, drought)

SS 5.3.5.b Describe how humans have utilized natural resources in the United States (e.g., construction of dams, Transcontinental RR, Erie Canal, National Road, land use changes from prairie and forests to agriculture and ranching)

SS 5.3.5.c Analyze issues related to the natural setting in Early America (e.g., access to water, construction materials, and raw materials for daily living and economic development; impact of climate and terrain on living conditions and movement of people goods and services)

SS 5.3.5.d Examine patterns of resource distribution and utilization in Early America (e.g., fisheries, forests, agricultural development, early manufacturing regions)

SS 5.3.5.e Describe human adaptations to the physical environment. (e.g., use of air conditioning, irrigation, agricultural activities, soil testing, erosion control)

### **Application of Geography to Issues and Events**

#### **SS 5.3.6 Students will use geographic skills to interpret issues and events.**

SS 5.3.6.a Explain the influences of physical and human geographic features on historical events in the United States (e.g., railroads building along river valley floodplains, building the Erie Canal to connect the East Coast)

SS 5.3.6.b Analyze aspects of human and physical geography that have shaped the settlement and development of Early America, latitude and longitude in the role of early navigation (e.g., groundwater and irrigation, westward expansion of European immigrants, seeds, fertile soils, agriculture, transportation systems, water)

#### **K-12 History: Students will develop and apply historical knowledge and skills to research, analyze, and understand key concepts of past, current, and potential issues and events at the local, state, national, and international levels.**

#### **(United States: First Americans to the Constitution)**

### **Chronological Thinking**

#### **SS 5.4.1 Students will examine chronological relationships and patterns, and describe the connections among them.**

SS 5.4.1.a Describe concepts of time and chronology (e.g., BC, BCE, AD, CE and eras)

SS 5.4.1.b Select and record key national events in chronological order (e.g., timelines)

SS 5.4.1.c Examine the chronology of historical events in the United States and their impact on the past, present, and future



### **Historical Comprehension**

#### **SS 5.4.2 Students will demonstrate an understanding of the impact of people, events, ideas, and symbols upon US history using multiple types of sources.**

SS 5.4.2.a Demonstrate an understanding of the impact of people, events, ideas, and symbols, including various cultures and ethnic groups, by era (e.g., Early America/Exploration: American Indian empires in Mesoamerica, the Southwest, and the Mississippi Valley, Coronado, DeSoto, LaSalle; Colonization and Rise of Democratic Institutions: Spanish Missions, French and Indian War: Chief Pontiac; Establishing a Nation: Revolutionary War; Founders and Founding Documents: unique nature of the creation and organization of the American Government, the United States as an exceptional nation based upon personal freedom, the inherent nature of citizens' rights, and democratic ideals, Benjamin Franklin, Thomas Jefferson, and other historical figures;

SS 5.4.2.b Describe how the United States and its neighbors in the Western Hemisphere have changed over the course of time using maps, documents, and other artifacts

SS 5.4.2.c Describe the appropriate uses of primary and secondary sources

### **Multiple Perspectives**

#### **SS 5.4.3 Students will describe and explain multiple perspectives of historical events.**

SS 5.4.3.a Describe how multiple perspectives facilitate the understanding of the full story of US history (e.g., The events surrounding the Boston Massacre, Indian Removal)

SS 5.4.3.b Compare and contrast primary and secondary sources to better understand multiple perspectives of the same event (e.g., Court records of the Boston Massacre, The Declaration of Independence, The Constitution, historical biographies, oral histories)

### **Historical Analysis and Interpretation**

#### **SS 5.4.4 Students will analyze past and current events, issues, and problems.**

SS 5.4.4.a Analyze sources on Early American History through determination of credibility, contextualization, and corroboration

SS 5.4.4.b Examine alternative courses of action in United States history (e.g., *What were the causes of the American Revolution?*)

SS 5.4.4.c Identify how decisions affected events in the United States (e.g., secession of the American Colonies from Britain)

SS 5.4.4.d Describe the cause and effect relationships among key events in history (e.g., Revolutionary War, founding of the United States)

SS 5.4.4.e Describe the relationships among historical events in the United States and the students' lives today (i.e., current events)



**Historical Research Skills**

**SS 5.4.5 Students will develop historical research skills.**

~~SS 5.4.5.a Develop questions about United States history~~

~~SS 5.4.5.b Identify, obtain, and cite appropriate sources for research about Early U.S. History, incorporating primary and secondary sources (e.g., Cite sources using a prescribed format)~~

~~SS 5.4.5.c Gather historical information about the United States (e.g., document archives, newspapers,~~

~~SS 5.4.5.d Present historical information about the United States (e.g., pictures, posters, oral/written narratives, and electronic presentations)~~

---

**Nebraska Social Studies Standards**  
**Grades 6-8**  
**(United States/World)**

**K-12 Civics: Students will develop and apply the skills of civic responsibility to make informed decisions based upon knowledge of government at local, state, national and international levels.**

**Forms and Functions of Government**

**SS 8.1.1 Students will summarize the foundation, structure, and function of the United States**

SS 8.1.1.a Identify and describe different forms of government via the study of early and current civilizations (e.g., tribal, monarchy, democracy, republic, theocracy, and oligarchy)

SS 8.1.1.b Describe the structure and roles of government

SS 8.1.1.c Identify the development of written laws and other documents (e.g., Hammurabi's Code, Magna Carta, Declaration of Independence, United States Constitution, Preamble and Bill of Rights)

SS 8.1.1.d Explain how various government decisions impact people, places, and history

SS 8.1.1.e Describe important government principals (e.g., freedom, democracy, equality, rule of law, popular sovereignty, justice)

SS 8.1.1.f Describe the history of political parties in the United States

SS 8.1.1.g Compare civic life in the United States with other countries (e.g. England, China, Nigeria, India, Honduras)

SS 8.1.1.h Explain the ways in which governments meet the needs of citizens, manage conflict, and establish order and security

**Civic Participation**

**SS 8.1.2 Students will describe the roles, responsibilities, and rights as local, state, national, and international citizens and participate in civic service.**

SS 8.1.2.a Describe ways individuals participate in the political process (e.g., registering and voting, contacting government officials, campaign involvement)

SS 8.1.2.b Describe the significance of patriotic symbols, songs and activities (e.g., Pledge of Allegiance, "The Star Spangled Banner", celebration of Memorial Day, Independence Day, Veteran's Day, Martin Luther King, Jr. Day, American Indian Day, Constitution Day)

SS 8.1.2.c Demonstrate civic engagement (e.g., service learning projects, volunteerism)

SS 8.1.2.d Evaluate how cooperation and conflict among people have contributed to political, economic, and social events and situations in the United States

SS 8.1.2.e Identify the roles and influences of individuals, groups, and the media on governments (e.g., Seneca Falls Convention, Underground Railroad, Horace Greeley, Harriet Beecher Stowe, Jane Addams, Muckraekers, Booker T. Washington)



**K-12 Economics: Students will utilize economic reasoning skills to make informed judgments and become effective participants in the economy at the local, state, national and international levels.**

**Markets**

**SS 8.2.1 Students will explain the interdependence of producers and consumers in a market economy.**

SS 8.2.1.a Understand the relationship between consumers and producers in a market economy (e.g., circular

SS 8.2.1.b Illustrate how individuals are both consumers and producers (buyers and sellers) in a market

SS 8.2.1.c Describe the development and effects of technology in economic history (e.g., increased productivity, increased standard of living, increased employment)

SS 8.2.1.d Identify the role of entrepreneurs and profit in a market economy

**SS 8.2.2 Students will describe the relationship between supply and demand.**

SS 8.2.2.a Explain how the relationship between supply and demand determines price (market clearing price)

SS 8.2.2.b Illustrate how consumers will demand more at lower prices and suppliers will produce more at higher prices (law of supply and demand) (e.g., Adam Smith, Invisible Hand)

**Institutions**

**SS 8.2.3 Students will identify economic institutions and describe how they interact with individuals and groups.**

SS 8.2.3.a Describe the purpose and role of economic institutions (e.g., corporations, labor unions, financial institutions, stock markets, cooperatives, and business partnerships)

SS 8.2.3.b Recognize how inflation and deflation impacts purchasing power (e.g., track GDP in various years, compare consumer purchasing power)

**SS 8.2.4 Students will identify how private ownership of property is a basic institution of a market**

SS 8.2.4.a Define and distinguish private property (e.g., factories and homes) and public property (e.g., parks, public schools, and government buildings)

**Financial Literacy**

**SS 8.2.5 Students will identify the basic economic systems in the global economy.**

SS 8.2.5.a Compare and contrast characteristics of different economic systems. (e.g., traditional, command, market, mixed)

SS 8.2.5.b Discuss various philosophies regarding governments' role in an economy (e.g., capitalism, socialism)



### Government

#### SS 8.2.10 Students will identify the roles and responsibilities of government in economic systems.

SS 8.2.10.a Identify various goods and services provided by the government (e.g., disaster relief, public works, postal service, roads)

SS 8.2.10.b Explain how governments provide economic assistance (e.g., social security, Medicare, Medicaid, farm subsidies, disaster relief)

#### SS 8.2.11 Students will explain how tax revenues are collected and distributed.

SS 8.2.11.a Identify taxes paid by individuals (e.g., income taxes, sales tax, property taxes)

SS 8.2.11.b Identify institutions supported by tax dollars (e.g., schools, roads, police protection)

### Globalization

#### SS 8.2.12 Students will illustrate how international trade benefits individuals, organizations, and nations.

SS 8.2.12.a Differentiate between exports and imports

SS 8.2.12.b Explain how individuals gain through specialization and voluntary trade

#### SS 8.2.13 Students will identify how international trade affects the domestic economy.

SS 8.2.13.a Explain that currency must be converted to make purchases in other countries

SS 8.2.13.b Explain how prices of goods change as exchange rates go up and down

#### K-12 Geography: Students will develop and apply spatial perspective and geographic skills to make informed decisions regarding issues and current events at local, state, national and international levels.

### The World in Spatial Terms

#### SS 8.3.1 Students will analyze where (spatial) and why people, places, and environments are organized on the Earth's surface.

SS 8.3.1.a Use and interpret different types of maps/charts/diagrams/timelines (primary sources where

SS 8.3.1.b Use and interpret the results of mapping technologies, parts of a map and map projections (e.g., cartography/ Geographic Information Systems)

SS 8.3.1.c Compare world views using mental maps (e.g., students sketch a map to demonstrate their personal perception of the world and compare it to previous personal maps)



### Places and Regions

#### SS 8.3.2 Students will examine how regions form and change over time.

~~SS 8.3.2.a Analyze physical and human characteristics of places and regions (e.g., climate, language)~~

~~SS 8.3.2.b Analyze impact of land and water features on human decisions (e.g., location of settlements and transportation systems with respect to the location of river valleys, mountains, deserts, plains, oceans)~~

~~SS 8.3.2.c Analyze changes in places and regions over time (e.g., irrigation, growth of cities, Manifest Destiny)~~

~~SS 8.3.2.d Analyze how humans group and label environments and how those groupings/labels impact human societies (e.g., Dixie, Midwest, Ring of Fire)~~

~~SS 8.3.2.e Identify the location of major world regions (e.g., Arctic, Caribbean, Central America, Balkans, Horn of Africa, East Asia, South Asia), countries, and cities~~

### Physical Systems

#### SS 8.3.3 Students will investigate how natural processes interact to create and change the natural environment.

~~SS 8.3.3.a Compare and contrast various biomes/climates (e.g., rainforest, grasslands, forests)~~

~~SS 8.3.3.b Analyze the impact of natural events on biomes, climates and wind and water systems (e.g., rivers/floods/precipitation/drought)~~

~~SS 8.3.3.c Use physical processes to explain patterns in the physical environment (e.g., volcanoes creating islands, faulting changing mountains, glaciation creating the Great Lakes)~~

### Physical Systems

#### SS 8.3.3 Students will investigate how natural processes interact to create and change the natural environment.

~~SS 8.3.3.a Compare and contrast various biomes/climates (e.g., rainforest, grasslands, forests)~~

~~SS 8.3.3.b Analyze the impact of natural events on biomes, climates and wind and water systems (e.g., rivers/floods/precipitation/drought)~~

~~SS 8.3.3.c Use physical processes to explain patterns in the physical environment (e.g., volcanoes creating islands, faulting changing mountains, glaciation creating the Great Lakes)~~

### Human Systems

#### SS 8.3.4 Students will analyze and interpret patterns of culture around the world.

~~SS 8.3.4.a Compare and contrast characteristics of groups of people/settlements (e.g., population density, distribution and growth, migration patterns, diffusion of people, places, and ideas, westward expansion of immigrants, Homestead Act)~~

~~SS 8.3.4.b Analyze purpose of population centers, (e.g., function of cities as providers of goods and services, economic activities and interdependence, trade and transportation)~~



~~SS 8.3.4.c Analyze and explain components and diffusion of cultures (e.g., religion spread of various belief systems, popular culture, spread of fast food chains, language spread of English, technology adoption of agricultural advancements, railroads, people as carriers and physical and cultural barriers, expansion and relocation, hierarchial expansion diffusion of fashion from Paris and London to Nebraska communities)~~

### **Human/Environment Interaction**

#### **SS 8.3.5 Students will analyze how humans have adapted to different physical environments.**

~~SS 8.3.5.a Describe the impact of extreme natural events on the human and physical environment globally (e.g., earthquakes, tornadoes, floods, hurricanes, volcanic eruptions, mudslides)~~

~~SS 8.3.5.b Identify and evaluate how humans utilize the physical environment (e.g., irrigation, levees, terraces, fertile soils, mechanized agriculture, changes in land use)~~

~~SS 8.3.5.c Analyze issues related to the physical environment globally (e.g., water supply, air quality in cities, solid waste disposal, availability of arable land)~~

~~SS 8.3.5.d Examine world patterns of resource distribution and utilization (e.g., major source regions for coal, iron ore, oil, natural gas, and the major industrial regions in which they are utilized)~~

~~SS 8.3.5.e Identify and evaluate human adaptations to the environment from the local to the international levels~~

### **Application of Geography to Issues and Events**

#### **SS 8.3.6 Students will analyze issues and/or events using geographic knowledge and skills to make informed decisions.**

~~SS 8.3.6.a Analyze the physical or human geographic factors explaining the spatial pattern of world events. (e.g., water scarcity and conflict in the Middle East, contrasting demographic trends in developed and developing countries)~~

~~SS 8.3.6.b Describe and analyze the role of geographic factors in determining the spatial arrangement of humans and their activity (e.g., geographic concentration of manufacturing, banking, or high tech industries; urbanization; availability of arable land, water and suitable climate for farming; access to resources for development, surveying, mapping, public land survey system, drawing of state and county boundaries)~~



**K-12 History: Students will develop and apply historical knowledge and skills to research, analyze, and understand key concepts of past, current, and potential issues and events at the local, state, national, and international levels.**

**(United States: Colonial America to the Progressive Era)**

### **Chronological Thinking**

**SS 8.4.1 (US) Students will analyze how major past and current US events are chronologically connected, and evaluate their impact(s) upon one another.**

SS 8.4.1.a (US) Describe concepts of time and chronology (e.g., Three Worlds Meet, Colonial America, Establishing a Nation, Expansion and Reform, Civil War & Reconstruction, Industrialization)

SS 8.4.1.b (US) Classify key national events in chronological order (e.g., timelines with eras and selected key events)

SS 8.4.1.c (US) Examine the chronology of historical events in the United States analyze their impact on the past, present, and future

### **Historical Comprehension**

**SS 8.4.2 (US) Students will analyze the impact of people, events, ideas, and symbols upon US history using multiple types of sources.**

SS 8.4.2.a (US) Analyze the impact of people, events, ideas, and symbols, including various cultures and ethnic groups, on history in the United States by era (e.g., Establishing a Nation: Revolutionary War: Founders and Founding Documents: unique nature of the creation and organization of the American Government, the United States as an exceptional nation based upon personal freedom, the inherent nature of citizens' rights, and democratic ideals, George Washington, Benjamin Franklin, Thomas Jefferson, and other historical figures, patriotism, national symbols; Expansion and Reform: land acquisition, Manifest Destiny, Standing Bear, Indian Removal Acts; Civil War/Reconstruction: Dred Scott, secession, acts and legislations, Civil War leaders; Industrialism: rise of corporations, growth of organized labor, assembly line, immigration; Transportation and Technology: Eli Whitney, John Deere, Thomas Edison, Alexander Graham Bell, George Washington Carver,

SS 8.4.2.b (US) Analyze how the United States has changed over the course of time, using maps, documents, and other artifacts

SS 8.4.2.c (US) Analyze the appropriate uses of primary and secondary sources

### **Multiple Perspectives**

**SS 8.4.3 (US) Students will analyze and interpret historical and current events from multiple**

SS 8.4.3.a (US) Analyze and interpret how multiple perspectives facilitate the understanding of the full story of US history (e.g., Dawes Act, Chinese Exclusion Act, Treaty of Guadalupe Hidalgo, The Emancipation Proclamation, Organized Labor, Women's Suffrage)

SS 8.4.3.b (US) Compare and contrast primary and secondary sources to better understand multiple perspectives of the same event (e.g., The Bill of Rights, slavery, Gettysburg Address, The New Colossus Poem, images, political cartoons, photographs, newspapers)



### Historical Analysis and Interpretation

#### SS 8.4.4 (US) Students will identify causes of past and current events, issues, and problems.

SS 8.4.4.a (US) Analyze sources on Nineteenth-Century American History through determination of credibility, contextualization, and corroboration

SS 8.4.4.b (US) Evaluate alternative courses of action in United States history (e.g., *Why and how was land acquired?*)

SS 8.4.4.c (US) Analyze how decisions affected events in the United States (e.g., Supreme Court decisions, immigration, declaration of war)

SS 8.4.4.d (US) Identify and analyze multiple causes and effects upon key events in US history (e.g., Antebellum, Kansas-Nebraska Act, Civil War/Reconstruction, Wounded Knee Massacre)

SS 8.4.4.e (US) Analyze the relationships among historical events in the United States and the students' lives today (i.e., current events)

### Historical Research Skills

#### SS 8.4.5 Students will develop historical research skills.

SS 8.4.5.a (US) Develop questions about United States history

SS 8.4.5.b Obtain, analyze and cite appropriate sources for research about Nineteenth-Century U.S. History, incorporating primary and secondary sources (e.g., Cite sources using a prescribed format)

SS 8.4.5.c (US) Gather historical information about the United States (e.g., document archives, artifacts, newspapers, interviews)

SS 8.4.5.d (US) Present an analysis of historical information about the United States (e.g., pictures, posters, oral/written narratives, and electronic presentations)

### K-12 History: Students will develop and apply historical knowledge and skills to research, analyze, and understand key concepts of past, current, and potential issues and events at the local, state, national, and international levels.

#### (World: Beginning to 1000 CE)

### Chronological Thinking

#### SS 8.4.1 (WLD) Students will analyze how major past and current world events are chronologically connected, and evaluate their impact(s) upon one another.

SS 8.4.1.a (WLD) Describe concepts of time and chronology (e.g., Early Civilizations & Rise of Pastoral People 4000-1000 BCE, Rise of Giant Empires & Major Religions 1000-300CE, Expanding Zones of Exchange and Encounter 300-1000 CE)

SS 8.4.1.b (WLD) Classify key global events in chronological order (e.g., timelines with eras and selected key events)

SS 8.4.1.c (WLD) Examine the chronology of historical events throughout the world to analyze their impact on the past, present, and future



### **Historical Comprehension**

#### **SS 8.4.2 (WLD) Students will analyze the impact of people, events, ideas, and symbols upon world history using multiple types of sources.**

SS 8.4.2.a (WLD) Analyze the impact of people, events, ideas, and symbols, including various cultures and ethnic groups, on history throughout the world by era (e.g., Early Societies and Civilizations: culture prior to urbanization, Chavin, Toltecs, River Valley Civilizations and the development of agriculture, Songhai, Mali, Mesoamerica, Gupta Empire; Ancient and Classical Empires and Major Religions: Chinese and Japanese Dynasties, Greco-Roman Empires, Incas, Mayas, Aztecs, Hinduism, Taoism, Buddhism, Judaism, Christianity, Islam; Expanding Zones of Exchange and Encounter: Silk Road (World Studies might also include: Ancient Civilizations of the Americas, Europe, Asia, and Africa)

SS 8.4.2.b (WLD) Analyze how global civilizations have changed over the course of time, using maps, documents, and other artifacts

SS 8.4.2.c (WLD) Analyze the appropriate uses of primary and secondary sources

### **Multiple Perspectives**

#### **SS 8.4.3 (WLD) Students will analyze and interpret historical and current events from multiple perspectives.**

SS 8.4.3.a (WLD) Analyze and interpret how multiple perspectives facilitate the understanding of the full story of world history (e.g., Chinese Foot Binding, Three Gorges Dam, Caste System, Alexander the Great, Latin American Revolutions, Division of Pakistan, Blood Diamonds)

SS 8.4.3.b (WLD) Compare and contrast primary and secondary sources to better understand multiple perspectives of the same event (e.g., Confucius Analects, Code of Hammurabi, slavery, Mandate of Heaven, Conference of Berlin, images and videos—Terracotta Soldiers, Untouchables, foot binding)

### **Historical Analysis and Interpretation**

#### **SS 8.4.4 (WLD) Students will identify causes of past and current events, issues, and problems.**

SS 8.4.4.a (WLD) Analyze sources on Early World History through determination of credibility, contextualization, and corroboration

SS 8.4.4.b (WLD) Evaluate alternative courses of action in world history (e.g., *How were ideas and products diffused to other regions?*)

SS 8.4.4.c (WLD) Analyze how decisions affected events across the globe (e.g., migrations, declarations of war, treaties, alliances)

SS 8.4.4.d (WLD) Identify and analyze multiple causes and effects upon key events in world history (e.g., Fall of Roman Empire, Fall of Mayan Civilization, Unification of China, Boxer Rebellion)

SS 8.4.4.e (WLD) Analyze the relationships among historical events across the globe and the students' lives today (i.e., current events)



**Historical Research Skills**

**SS 8.4.5 Students will develop historical research skills.**

~~SS 8.4.5.a (WLD) Develop questions about world history~~

~~SS 8.4.5.b (WLD) Obtain, analyze and cite appropriate sources for research about Early World History, incorporating primary and secondary sources (e.g., Cite sources using a prescribed format)~~

~~SS 8.4.5.c (WLD) Gather historical information about other nations (e.g., document archives, artifacts, newspapers, interviews)~~

~~SS 8.4.5.d (WLD) Present an analysis of historical information about the world (e.g., pictures, posters, oral/written narratives, and electronic presentation)~~

---

Nebraska Social Studies Standards  
High School  
(United States/World)

**K-12 Civics: Students will develop and apply the skills of civic responsibility to make informed decisions based upon knowledge of government at local, state, national and international levels.**

**Forms and Functions of Government**

**SS 12.1.1 Students will analyze and evaluate the foundation, structures, and functions of the United States government as well as local, state, and international governments.**

SS 12.1.1.a Summarize the historical foundation that influenced the creation of the United States Constitution (e.g., philosophers, social contract theory, natural rights, Constitutional Convention, Federalist, and Anti-Federalist Papers)

SS 12.1.1.b Analyze and evaluate the structure of American constitutional government (e.g., federalism, democracy, representative government, branches of the government, separation of powers, checks and balances, amendment process, concurrent/enumerated/implied powers, electoral college)

SS 12.1.1.c Analyze and evaluate the functions of United States government (e.g., national security, legislative law-making, executive implementation, judicial interpretation, constitutionalism, taxation, naturalization of citizens)

SS 12.1.1.d Analyze and evaluate the foundation, structures, and functions of local government (e.g., city council, school board, county government, regional boards)

SS 12.1.1.e Analyze and evaluate the foundation, structures, and functions of state government (e.g., bicameral/unicameral, reapportionment/redistricting, branches of government)

SS 12.1.1.f Analyze and evaluate the foundation, structures, and functions of supranational organizations (e.g., United Nations, NATO, European Union, treaties, trade organizations)

SS 12.1.1.g Analyze and evaluate the roles that political parties have played in the United States

SS 12.1.1.h Analyze and evaluate United States foreign policy issues (e.g. methods, approaches, events)

**Civic Participation**

**SS 12.1.2 Students will address local, state, national or international issues and policies through meaningful civic participation.**

SS 12.1.2.a Evaluate how individuals and groups can effectively use the structure and functions of various levels of government to shape policy (e.g., lobbying, voting, contacting government officials, petitioning)

SS 12.1.2.b Analyze the significance and benefits of patriotic symbols, songs, holidays, and activities (e.g. Pledge of Allegiance, "The Star Spangled Banner", "America", Veteran's Day, Martin Luther King, Jr. Day, American Indian Day, Constitution Day)

SS 12.1.2.c Engage in civic activities (e.g., discussing current issues, advocating for personal rights and the rights of others, influencing governmental actions, participating in civil discourse, registering for selective service, participating in community improvement activities, service learning)



~~SS 12.1.2.d Analyze an issue and determine which level of government is most appropriate to utilize in addressing the issue~~

~~SS 12.1.2.e Describe the roles and influences of individuals, groups, and the media as checks on governmental practices (e.g., interest groups, political action committees, lobbyists, public opinion polls)~~

~~SS 12.1.2.f Critique various media sources for accuracy and perspective~~

**K-12 Economics: Students will utilize economic reasoning skills to make informed judgments and become effective participants in the economy at the local, state, national and international levels.**

**Markets**

**SS 12.2.1 Students will assess how market forces guide the owners of land, labor, and capital and determine the allocation of wealth in the economy.**

~~SS 12.2.1.a Explain how the factors of production are bought and sold in the market~~

~~SS 12.2.1.b Analyze the role of the product market and the resource market~~

~~SS 12.2.1.c Understand productivity as a measure of the quantity of goods and services produced with a given amount of resources (e.g., Gross Domestic Product)~~

~~SS 12.2.1.d Analyze how market forces determine what producers choose to produce and which combination of productive resources will be most productive~~

~~SS 12.2.1.e Explain how wages/earnings are affected by the market (e.g., value of products, supply and demand of labor, worker skills and qualifications)~~

~~SS 12.2.1.f Explain the role and importance of profit and return on investments to producers. (e.g. increase in supply and expansion of industries)~~

**SS 12.2.2 Students will illustrate how markets determine prices and allocate goods and services.**

~~SS 12.2.2.a Understand demand, quantity demanded, and changes in demand~~

~~SS 12.2.2.b Understand supply, quantity supplied, and changes in supply~~

~~SS 12.2.2.c Understand that equilibrium price and quantity are determined by supply and demand~~

~~SS 12.2.2.d Hypothesize how competition between sellers could result in lower prices, higher quality products, and better customer service~~

~~SS 12.2.2.e Hypothesize how producers and consumers affect market prices and quantities through the goods and services they produce and buy (e.g., shifts in supply and demand, price elasticity)~~

**Institutions**

**SS 12.2.3 Students will analyze how economic institutions impact individuals and groups.**

~~SS 12.2.3.a Analyze how various economic institutions have played a role in United States economic policy and practice (e.g., corporations, labor unions, financial institutions, stock markets, cooperatives, and business partnerships)~~

~~SS 12.2.3.b Describe how measures used by economic institutions are calculated (e.g., trends and business cycles using GDP, unemployment rates, inflation rates)~~

~~SS 12.2.3.c Explain how banks and a sound monetary system are critical to a functioning economy~~



~~SS 12.2.3.d Describe the functions and role of the Federal Reserve System and its influence through monetary policy (e.g., balancing inflation and unemployment)~~

~~SS 12.2.3.e Understand how financial markets determine the cost of borrowing and influence the level of economic activity~~

**SS 12.2.4 Students will assess how private ownership of property is a basic institution of a market economy.**

~~SS 12.2.4.a Assess how property rights are defined, enforced, and limited by government (e.g., zoning laws, eminent domain, Homestead Act, copyright laws, patents, and intellectual property)~~

~~SS 12.2.4.b Describe the role of market economy in United States history (e.g., periods of prosperity, recessions, and overall growth)~~

**Financial Literacy**

**SS 12.2.5 Students will recognize and predict the impact that various economic systems will have on people.**

~~SS 12.2.5.a Develop a logical argument debating the merits of various economic systems (e.g., traditional, command, market, mixed)~~

~~SS 12.2.5.b Evaluate the historical use of various economic systems~~

~~SS 12.2.5.c Compare the standard of living with other countries (Germany, Brazil, Russia, India, China)~~

**SS 12.2.6 Students will understand economic concepts that support rational decision making.**

~~SS 12.2.6.a Explore employment trends and reasons for growth and decline in employment~~

~~SS 12.2.6.b Make career decisions by systematically considering alternatives and consequences through the use of cost-benefit analysis~~

~~SS 12.2.6.c Assess the incentives for investing in personal education, skills, and talents~~

~~SS 12.2.6.d Identify various ways people earn a living by using career programs to explore opportunities (e.g., Nebraska Career Education)~~

**SS 12.2.7 Students will apply effective money management concepts.**

~~SS 12.2.7.a Organize personal finances and use a budget to manage cash flow~~

~~SS 12.2.7.b Compare and contrast checking and savings accounts~~

~~SS 12.2.7.c Assess the effects of taxes on personal income~~

**SS 12.2.8 Students will critique strategies used to establish, build, maintain, monitor, and control credit.**

~~SS 12.2.8.a Analyze factors that affect the choice of credit, the cost of credit, and the legal aspects of using~~

~~SS 12.2.8.b Identify strategies of establishing and maintaining a good credit rating for effective credit management (e.g., credit cards, auto loans, mortgages)~~



~~SS 12.2.8.c Compare and contrast the cost and benefits of various lending institutions (e.g., banks, credit unions, paycheck advance businesses, pawn shops)~~

~~SS 12.2.8.d Students will identify situations when borrowing money and paying interest may be a wise or unwise decision~~

**SS 12.2.9 Students will evaluate savings, investment, and risk management strategies to achieve financial goals.**

~~SS 12.2.9.a Explain the importance of saving to ensure financial security~~

~~SS 12.2.9.b Implement an investment strategy that is compatible with personal goals (e.g., stocks, bonds, mutual funds, retirement plans)~~

~~SS 12.2.9.c Analyze appropriate and cost effective risk management strategies (e.g., health, disability, life, auto insurance)~~

**Government**

**SS 12.2.10 Students will analyze the roles and responsibilities of government in various economic systems.**

~~SS 12.2.10.a Examine how governments utilize taxation to provide goods and services to society (e.g., disaster relief, flood control, police protection)~~

~~SS 12.2.10.b Investigate multiple roles of government in a market economy (e.g., forms of taxation, enforcing private property and zoning laws, collecting sales tax)~~

~~SS 12.2.10.c Explore various forms of taxation (earning, consumption, or wealth) and discuss outcomes of various tax philosophies as drivers of economic activity~~

~~SS 12.2.10.d Research the role of government in the development of economic systems (e.g., historic and current examples of command, market, traditional, mixed systems)~~

~~SS 12.2.10.e Analyze government policies and regulations in areas of market failure (e.g., monopolies, externalities, non-enforcement of property rights)~~

**SS 12.2.11 Students will examine the government's influence on economic systems through fiscal policy.**

~~SS 12.2.11.a Examine how governments can use taxing and spending policies to influence behavior (e.g., alcohol tax, home mortgage interest deduction)~~

~~SS 12.2.11.b Examine the impact of fiscal policy on budget deficits/surpluses and national debt~~

~~SS 12.2.11.c Examine the impact of the unemployment rate on the economy (frictional, structural, cyclical)~~

**Globalization**

**SS 12.2.12 Students will evaluate how international trade benefits individuals, organizations, and nations.**

~~SS 12.2.12.a Analyze the effects of various trade policies (e.g., identify short term/long term impacts)~~

~~SS 12.2.12.b Identify goods which are available at a lower price because of international trade~~

~~SS 12.2.12.c Explain how trade barriers impact the prices and quantity of goods in the domestic market~~



**SS 12.2.13 Students will evaluate how international trade affects the domestic economy.**

SS 12.2.13.a Identify goods which are available at a lower price because of international trade

SS 12.2.13.b Explain how trade barriers impact the prices and quantity of goods in the domestic market

**K-12 Geography: Students will develop and apply spatial perspective and geographic skills to make informed decisions regarding issues and current events at local, state, national and international levels.**

**The World in Spatial Terms**

**SS 12.3.1 Students will analyze where (spatial) and why people, places, and environments are organized on the Earth's surface.**

SS 12.3.1.a Analyze geographical information sources (e.g., map, globe, atlas, remote sensing, GPS, and GIS)

SS 12.3.1.b Apply map scale as a geographical tool and evaluate the strengths and weaknesses of projections (e.g., large scale/small scale, Peters, Mercator, plane, conical, cylindrical)

SS 12.3.1.c Analyze mental maps and spatial relationships. (e.g., city development, urban planning based on railroads, location of natural resources)

SS 12.3.1.d Apply spatial thinking to investigate issues and justify decisions. (e.g., consolidation of schools, closing of post offices)

**Places and Regions**

**SS 12.3.2 Students will examine how regions form and change over time.**

SS 12.3.2.a Analyze physical and human processes that shape places and regions (e.g., erosion, international trade, weathering, climate, migration, international trade)

SS 12.3.2.b Examine the importance of places and regions to individual and social identity (e.g., nationalism, national monuments, local legends, parks, sub-cultures, nationalism, territoriality, iconography)

SS 12.3.2.c Analyze the changes in places and regions over time (e.g., migration, urbanization, fertility and mortality, industrialization)

SS 12.3.2.d Analyze the interdependence of places and regions. (e.g., international trade, NAFTA, EU)

SS 12.3.2.e Analyze critical issues and problems of places and regions. (e.g., current events)

SS 12.3.2.f Apply regional analysis of geographic issues and questions. (e.g., discussing current events and issues of the day in a geographical context)

**Physical Systems**

**SS 12.3.3 Students will interpret how natural processes interact to create the natural environment.**

SS 12.3.3.a Identify and explain components of Earth's physical system (i.e., atmosphere, lithosphere, biosphere, and hydrosphere)

SS 12.3.3.b Explain plate tectonics/continental drift and predict changes over time to the earth's land and



- SS 12.3.3.c Identify and explain world patterns of extreme events
- SS 12.3.3.d Identify and explain global ocean and atmospheric systems
- SS 12.3.3.e Compare and contrast world climate regions

### **Human Systems**

#### **SS 12.3.4 Students will analyze and interpret patterns of culture around the world.**

- SS 12.3.4.a Distinguish population characteristics by world regions, country, and regions within countries (e.g., demographic transition, fertility, mortality, migration rates, population pyramids)
- SS 12.3.4.b Analyze the push and pull factors (economic, political, and cultural) driving human migration and the impacts on the source regions and destinations (e.g., the impact of migration to North America, South America, Australia and New Zealand)
- SS 12.3.4.c Compare and contrast changes in human settlement patterns over time
- SS 12.3.4.d Compare and contrast internal structures of cities in developed and developing countries
- SS 12.3.4.e Evaluate the spread of cultural traits to distinguish between convergence and divergence of cultures (e.g., convergence: spread of democratic ideas, patronage of chain coffee houses, introduction of fast food restaurants worldwide; divergence: restrictions on the change of local language)
- SS 12.3.4.f Determine the level of development and standard of living in nations using economic, social, and demographic indicators (e.g., gross domestic product per capita, life expectancy, literacy, infant mortality)
- SS 12.3.4.g Evaluate the benefits and challenges of globalization (e.g., regional specialization, trade, multinational businesses, pandemics, loss of local cultures)
- SS 12.3.4.h Identify and analyze patterns of power and influence of sovereign nations and organized nation groups (e.g., NATO, United Nations, European Union)
- SS 12.3.4.i Identify and explain the factors that contribute to cooperation and conflict within and between

### **Human/Environment Interaction**

#### **SS 12.3.5 Students will evaluate interrelationships between people and the environment.**

- SS 12.3.5.a Analyze the consequences of extreme weather and other natural disasters such as El Niño, floods, tsunamis, droughts, and volcanoes
- SS 12.3.5.b Evaluate ways that humans depend on, adapt to, and modify the physical environment (e.g., agriculture, water supply, raw materials for economic development, land use practices, the use of technology to overcome climate, terrain, distances, and resource availability)
- SS 12.3.5.c Evaluate successful solutions and problems related to the physical environment from a geographical perspective (e.g., the role of irrigation, contour farming and hybrid seeds in expansion of agriculture in the Midwest; the role of air conditioning in the industrialization of the South; recent global climate change theories, and evidence that supports and refutes such theories)
- SS 12.3.5.d Investigate the role of technology in the supply of, and substitution for, natural resources (e.g., PVC replacing copper pipes, synthetics for natural rubber, horizontal drilling, fracking, and the use of tar sands in oil recovery)
- SS 12.3.5.e Analyze the impacts of technological innovations in shaping human interaction on the physical environment (e.g., agriculture, air conditioning, desalinization)



### Application of Geography to Issues and Events

#### SS 12.3.6 Students will analyze issues and/or events using the geographic knowledge and skills to make informed decisions.

SS 12.3.6.a Apply geographic knowledge and skills (e.g., ask geographic questions, acquire, analyze, and present geographic information)

SS 12.3.6.b Identify and evaluate how geographic knowledge and geographic techniques are applied to improve our lives or solve problems (e.g., use global information systems (GIS), global positioning systems (GPS), satellite images, and maps to find the best location for a new store, identify potential customers, or determine the optimum usage of irrigation and fertilizers, mapping cases of cholera to determine that city water supply was contaminated).

#### K-12 History: Students will develop and apply historical knowledge and skills to research, analyze, and understand key concepts of past, current, and potential issues and events at the local, state, national, and international levels.

##### (United States: Progressive Era to Present)

#### Chronological Thinking

##### SS 12.4.1 (US) Students will analyze how major past and current US events are chronologically connected, and evaluate their impact(s) upon one another.

SS 12.4.1.a (US) Describe concepts of time and chronology (e.g., Progressive Era, Expansion, World War I, The Depression, The New Deal, World War II, Cold War, Civil Rights Era, Space Exploration, Economic Boom and Recessions, Contemporary United States)

SS 12.4.1.b (US) Select, record, and interpret key national and global events in chronological order (e.g., timelines with eras and selected key event)

SS 12.4.1.c (US) Examine the chronology of historical events in the United States and throughout the world to evaluate their impact on the past, present, and future

#### Historical Comprehension

##### SS 12.4.2 (US) Students will analyze and evaluate the impact of people, events, ideas, and symbols upon US history using multiple types of sources.

SS 12.4.2.a (US) Analyze and evaluate the impact of people, events, ideas, and symbols, including various cultures and ethnic groups, on history in the United States (e.g., unique nature of the creation and organization of the American Government, the United States as an exceptional nation based upon personal freedom, the inherent nature of citizens' rights, and democratic ideals; Progressive Era: Teddy Roosevelt, *The Jungle*, Elizabeth Cady Stanton, suffrage; World War I: Woodrow Wilson, League of Nations, Harlem Renaissance, Jazz, Prohibition, The Depression: Franklin Delano Roosevelt; World War II: Dwight Eisenhower, internment camps, Holocaust; Cold War: Marshall Plan, John F. Kennedy, Eleanor Roosevelt, Korea, Vietnam, Ronald Reagan; Civil Rights Era: Martin Luther King, Jr., Malcolm X, NAACP, AIM, Cesar Chavez, Supreme Court decisions such as Brown v. Board of Education, key



legislation; Contemporary United States: patriotism, Watergate, Sandra Day O'Connor, Clarence Thomas, fall of the Berlin Wall, Colin Powell, 9/11, Steve Jobs,

SS 12.4.2.b (US) Analyze and evaluate how the United States has changed over the course of time, using maps, documents, and other artifacts

SS 12.4.2.c (US) Analyze and evaluate the appropriate uses of primary and secondary sources

### **Multiple Perspectives**

#### **SS 12.4.3 (US) Students will analyze and evaluate historical and current events from multiple**

SS 12.4.3.a (US) Analyze and evaluate how multiple perspectives facilitate the understanding of the full story of US history (e.g., Immigration, early 20th Century African American leaders, World Wars, international trade agreements, women's rights)

SS 12.4.3.b (US) Compare and contrast primary and secondary sources to better understand multiple perspectives of the same event (e.g., Equal Rights Amendment, Martin Luther King, Jr.'s "I Have a Dream" speech, Franklin Delano Roosevelt's Declaration of War speech, the Pentagon Papers)

### **Historical Analysis and Interpretation**

#### **SS 12.4.4 (US) Students will identify and evaluate the effects of past, current, and potential future events, issues, and problems.**

SS 12.4.4.a (US) Compare and evaluate contradictory historical narratives of Twentieth-Century U.S. History through determination of credibility, contextualization, and corroboration

SS 12.4.4.b (US) Evaluate and formulate a position on alternative courses of action in United States and around the globe (e.g., *What are the possible outcomes of peace treaties?*)

SS 12.4.4.c (US) Evaluate how decisions affected events in the United States (e.g., Supreme Court Decisions, revolutions, alliances, treaties)

SS 12.4.4.d (US) Analyze and evaluate multiple causes and effects of key events in US history (e.g., World Wars I and II, Korean Conflict, Cuban Missile Crisis, assassination of political leaders, Vietnam Conflict, Middle East Peace Efforts, 9/11 and other acts of terrorism)

SS 12.4.4.e (US) Evaluate the relationships among historical events in the United States and the students' lives today (i.e., current events)

### **Historical Research Skills**

#### **SS 12.4.5 (US) Students will develop historical research skills.**

SS 12.4.5.a (US) Develop questions about United States history

SS 12.4.5.b (US) Obtain, analyze, evaluate, and cite appropriate sources for research about Twentieth-Century U.S. History, incorporating primary and secondary sources (e.g., Cite sources using a prescribed format)

SS 12.4.5.c (US) Gather historical information about the United States (e.g., document archives, artifacts, newspapers, interviews)

SS 12.4.5.d (US) Present an evaluation of historical information about the United States (e.g., pictures, posters, oral/written narratives, and electronic presentations)



**K-12 History: Students will develop and apply historical knowledge and skills to research, analyze, and understand key concepts of past, current, and potential issues and events at the local, state, national, and international levels.**

**(World: 1000 CE to Present)**

### **Chronological Thinking**

**SS 12.4.1 Students will analyze how major past and current world events are chronologically connected, and evaluate their impact(s) upon one another.**

SS 12.4.1.a (WLD) Describe concepts of time and chronology (e.g., Middle Ages, Global Interaction, Age of Revolutions, Global Conflict and Achievement, Contemporary World)

SS 12.4.1.b (WLD) Select, record, and interpret key global events in chronological order (e.g., timelines with eras and selected key event)

SS 12.4.1.c (WLD) Examine the chronology of historical events throughout the world to evaluate their impact on the past, present, and future

### **Historical Comprehension**

**SS 12.4.2 (WLD) Students will analyze and evaluate the impact of people, events, ideas, and symbols upon world history using multiple types of sources.**

SS 12.4.2.a (WLD) Analyze and evaluate the impact of people, events, ideas, and symbols, including various cultures and ethnic groups, on history throughout the world (e.g., Middle Ages: Charlemagne, Reformation, Mongol Empire, Renaissance; Global Interaction: Columbian Exchange; Trans-Atlantic Slave Trade, Montezuma; Age of Revolutions: French Revolution, Industrial Revolution, Simon Bolivar; Global Conflict and Achievement: Imperialism, World War I; World War II, Holocaust, failure of Nazism/Fascism, Einstein, Cold War; Contemporary World: Decolonization, fall of Communism, Democracy Movements, Mohandas Gandhi, Nelson Mandela, globalization)

SS 12.4.2.b (WLD) Analyze and evaluate how global civilizations have changed over the course of time, using maps, documents, and other artifacts

SS 12.4.2.c (WLD) Analyze and evaluate the appropriate uses of primary and secondary sources

### **Multiple Perspectives**

**SS 12.4.3 (WLD) Students will analyze and evaluate historical and current events from multiple perspectives.**

SS 12.4.3.a (WLD) Analyze and evaluate how multiple perspectives facilitate the understanding of the full story of world history (e.g., the Crusades, nationalism, imperialism, apartheid, Arab/Israeli conflicts)

SS 12.4.3.b (WLD) Compare and contrast primary and secondary sources to better understand multiple perspectives of the same event (e.g., Magna Carta, Narrative of the Life of Olaudah Equiano, Lin Zexu's letter to Queen Victoria preceding the Opium War, Nuremberg Laws)



### **Historical Analysis and Interpretation**

#### **SS 12.4.4 (WLD) Students will identify and evaluate the effects of past, current, and potential future events, issues, and problems.**

~~SS 12.4.4.a (WLD) Compare and evaluate contradictory historical narratives of Modern World History through determination of credibility, contextualization, and corroboration~~

~~SS 12.4.4.b (WLD) Evaluate and formulate a position on alternative courses of action in United States and around the globe (e.g., *How does conflict impact political borders?*)~~

~~SS 12.4.4.c (WLD) Evaluate how decisions affected events across the world (e.g., revolutions, alliances,~~

~~SS 12.4.4.d (WLD) Analyze and evaluate multiple causes and effects of key events in world history (e.g., Black Death, Ming exploration, Industrial Revolution, totalitarianism, acts of terrorism)~~

~~SS 12.4.4.e (WLD) Evaluate the relationships among historical events across the globe and the students' lives today (i.e., current events)~~

### **Historical Research Skills**

#### **SS 12.4.5 (WLD) Students will develop historical research skills.**

~~SS 12.4.5.a (WLD) Develop questions about World history~~

~~SS 12.4.5.b (WLD) Obtain, analyze, evaluate, and cite appropriate sources for research about Modern World History, incorporating primary and secondary sources (e.g., *Cite sources using a prescribed format*)~~

~~SS 12.4.5.c (WLD) Gather historical information about the world (e.g., document archives, artifacts, newspapers, interviews)~~

~~SS 12.4.5.d (WLD) Present an evaluation of historical information about the world (e.g., pictures, posters, oral/written narratives, and electronic presentations)~~

**Statewide System of Assessment and Reporting  
Reporting Schedule 2014-2017**

| <b>School Year</b> | <b>Assessment</b>                     | <b>Grade Levels</b>  |
|--------------------|---------------------------------------|----------------------|
| 2014-2017          | Statewide Reading Assessment.....     | 3-8, 11              |
|                    | Statewide Mathematics Assessment..... | 3-8, 11              |
|                    | Statewide Science Assessment.....     | 5, 8, 11             |
|                    | Statewide Writing Assessment.....     | 4, 8, 11             |
|                    | National Assessment Instrument*+..... | 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.



~~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, including active participation in the improvement of a citizen's community, state, country, and world and the value and practice of civil discourse between opposing interests.~~

~~(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; Laws 2011, LB544, § 1.~~



**Outline of AQuESTT**  
**Accountability for a Quality Education System for Today and Tomorrow**

AQuESTT is a framework that describes the accountability system for the performance of public schools and districts. The framework is built on six tenets and addresses two broad categories of quality education systems: 1) Student Success and Access to include the following tenets: Positive Partnerships, Relationships and Student Success; Transitions; Educational Opportunities and Access; and 2) Teaching and Learning to include the following tenets: College and Career Ready; Assessment, and Educator Effectiveness. AQuESTT seeks to integrate educational accountability, assessment, public school and district accreditation, career education and the effective use of data for continuous improvement.

The AQuESTT framework is used to support the improvement efforts of public schools and districts, including those districts containing schools designated as priority schools, schools in most need of assistance to improve student achievement. AQuESTT is also used to recognize best practices of excellence by public schools and districts that may be shared among schools.

| <b><u>AQuESTT TENETS</u></b>                                             |                                                                                                                                                                                                                                                                                                                                                      |
|--------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b><u>STUDENT SUCCESS AND ACCESS</u></b>                                 |                                                                                                                                                                                                                                                                                                                                                      |
| <b><u>Positive Partnerships, Relationships &amp; Student Success</u></b> | The State Board of Education believes student engagement through positive partnerships and relationships is fundamental to successful schools and districts. The State Board supports schools and districts in implementing best practices in student, parent/family, and community engagement to enhance educational experiences and opportunities. |
| <b><u>Transitions</u></b>                                                | The State Board of Education believes quality educational systems focus on supports for students transitioning between grade levels, programs, schools, districts, and ultimately, college and career.                                                                                                                                               |
| <b><u>Educational Opportunities &amp; Access</u></b>                     | The State Board of Education believes every student should have access to coordinated and comprehensive instructional opportunities to be prepared for learning, earning, and living.                                                                                                                                                                |
| <b><u>TEACHING AND LEARNING</u></b>                                      |                                                                                                                                                                                                                                                                                                                                                      |
| <b><u>College &amp; Career Ready</u></b>                                 | The State Board of Education believes every student shall be prepared to pursue postsecondary educational opportunities and career goals upon completion of secondary education.                                                                                                                                                                     |
| <b><u>Assessment</u></b>                                                 | The State Board of Education believes the results of multiple assessment sources (national, state, and classroom based) should be used to measure student achievement of college and career ready standards and be used as an integral part of the instructional process.                                                                            |
| <b><u>Educator Effectiveness</u></b>                                     | The State Board of Education believes students should be surrounded by effective educators throughout every learning experience, and every school and district should develop effective teachers and leaders who establish a culture of success.                                                                                                     |





# Rule 10 and 14 Accreditation and Approval of Schools

Brad Dirksen, Administrator  
Office of Accountability,  
Accreditation, and Program Approval

February 2, 2023

# Agenda

- Purpose of the Revisions
- Rule Revision Timelines
- January 31, 2023 Public Hearing
- Discussion

# Purpose of the Revision

- Compliance with Nebraska Revised State Statute 79-727:
  - *“The State Board of Education shall adopt and promulgate rules and regulations to carry out the provisions of sections 79-724 through 79-726”*
    - 79-724: Committee on American Civics
    - 79-725 and 79-726: Character Education
- Edits to reduce redundancy between rule and statute (e.g., the definition of “teach”)
- Elimination of appendices
- Other minor edits (e.g., replace “shall” with “must”, remove computer system name, and remove company name - Rule 10)



# Rule Revision Timeline

September 3, 2021 – Suspend process for proposed accountability, accreditation, and approval rules

November 4, 2021 - Notification of need to revise Rule 10  
Teaching and Learning Domain Committee

April 7, 2022 – Update to Rules and Regulations Committee

October 6, 2022 – Update to Rules and Regulations Committee

December 15, 2022 – Public hearing scheduled and canceled

January 31, 2023 – Public hearing

February 2, 2023 – Rules and Regulations Committee Discussion

# Public Hearing

## January 31, 2023

- Rule 10
  - Stakeholder testimony - 1
    - 003.01 Teach and Administrator Certification
    - 006.01 Media and Technology Resources
    - 005.01A Statewide System for Assessment of Student Learning and Reporting
- Rule 14
  - Stakeholder testimony - 0

# Discussion





Thank you!



TEL 402.471.2295  
FAX 402.471.0117



P.O. Box 94987  
Lincoln, NE 68509-4987



education.ne.gov



## PROPOSED AGENDA ITEM RATIONALE

**DATE:** January 24, 2023

**TO:** Deborah A. Frison, Ed.D.  
Deputy Commissioner of Education

**FROM:** Brad Dirksen, Office of Accountability, Accreditation, and Program Approval Administrator

**PROPOSED AGENDA ITEM:** Discuss proposed revisions to Rule 14 (92 NAC 14) *Regulations and Procedures for the Legal Operation of Approved Nonpublic Schools*

**RATIONALE/BACKGROUND INFORMATION:** The current version of Rule 14 was last updated July 28, 2012. The purpose of the proposed revision to Rule 14 is to incorporate Nebraska Revised State Statutes 79-724 and 79-725 into rules to ensure compliance with 79-727. Additional edits were made to reduce redundancy with Nebraska Revised State Statutes (E.g., the definition of “teach” now reflects a reference to the statutory definition), elimination of appendix documents, and other minor edits (E.g. replace “shall” with “must”).

An update regarding the plan for proposed revisions was provided to the Teaching and Learning Domain Committee on November 4, 2021. Updates to the Rules and Regulations Committee regarding the Rule 14 revisions were made April 7, 2022 and October 6, 2022. The October 2022 State Board of Education meeting Report on Rules included notification of signed hearing draft (September 30, 2022). A hearing was scheduled for December 15, 2022; however, it was cancelled due to notification paperwork not being received by the Secretary of State. A hearing has been scheduled for January 31, 2023. Hearing testimony will be made available to the Board after the hearing is held.

**PROPOSED BOARD MEETING (MONTH/YEAR):** February 2023

**ESTIMATED COST:** \$650.00

**NEBRASKA DEPARTMENT  
OF EDUCATION**

# **RULE 14**

**REGULATIONS AND PROCEDURES FOR THE LEGAL OPERATION OF  
APPROVED NONPUBLIC SCHOOLS**

**TITLE 92, NEBRASKA ADMINISTRATIVE CODE,  
CHAPTER 14**

**HEARING DRAFT  
SEPTEMBER 30, 2022**

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





## NUMERICAL TABLE OF CONTENTS

| SUBJECT                        | STATUTORY<br>AUTHORITY                                                           | CODE |
|--------------------------------|----------------------------------------------------------------------------------|------|
| General Provisions             | <u>79-305</u> , 79-318, <del>79-305</del> ,<br>79-703, 79-1601                   | 001  |
| Definitions                    | <u>79-101</u> , <u>79-305</u> , 79-318, <del>79-<br/>305</del> , 79-703, 79-1601 | 002  |
| Procedures for Approval        | <u>79-305</u> , 79-318, <del>79-305</del> ,<br>79-703, <u>79-1601</u>            | 003  |
| Requirements for All Schools   | <u>79-305</u> , 79-318, <del>79-305</del> ,<br>79-703, <u>79-725</u> , 79-1601   | 004  |
| Elementary School Requirements | <u>79-305</u> , 79-318, <del>79-305</del> ,<br>79-703, <u>79-724</u> , 79-1601   | 005  |
| Middle School Requirements     | <u>79-305</u> , 79-318, <del>79-305</del> ,<br>79-703, <u>79-724</u> , 79-1601   | 006  |
| Secondary School Requirements  | <u>79-305</u> , 79-318, <del>79-305</del> ,<br>79-703, <u>79-724</u> , 79-1601   | 007  |
| Loss of Approval               | <u>79-305</u> , 79-318, <del>79-305</del> ,<br>79-703, 79-1601                   | 008  |
| <b>Appendix A</b>              | <b>Application for Conditional Approval to Open<br/>a New Nonpublic School</b>   |      |
| <b>Appendix B</b>              | <b>Rule 14 Assurance Statement for Approved<br/>School Systems</b>               |      |

TITLE 92 - NEBRASKA DEPARTMENT OF EDUCATION  
 CHAPTER 14 - REGULATIONS AND PROCEDURES FOR THE LEGAL OPERATION OF APPROVED  
 NONPUBLIC SCHOOLS

## ALPHABETICAL TABLE OF CONTENTS

| SUBJECT                        | STATUTORY<br>AUTHORITY                                                         | CODE |
|--------------------------------|--------------------------------------------------------------------------------|------|
| Definitions                    | <u>79-101, 79-305</u> , 79-318, <del>79-305</del> , 79-703, 79-1601            | 002  |
| Elementary School Requirements | <u>79-305</u> , 79-318, <del>79-305</del> , 79-703, 79-1601                    | 005  |
| General Provisions             | <u>79-305</u> , 79-318, <del>79-305</del> , 79-703, 79-1601                    | 001  |
| Loss of Approval               | <u>79-305</u> , 79-318, <del>79-305</del> , 79-703, 79-1601                    | 008  |
| Middle School Requirements     | <u>79-305</u> , 79-318, <del>79-305</del> , 79-703, 79-1601                    | 006  |
| Procedures for Approval        | <u>79-305</u> , 79-318, <del>79-305</del> , 79-703, 79-1601                    | 003  |
| Requirements for All Schools   | <u>79-305</u> , 79-318, <del>79-305</del> , 79-703, 79-1601                    | 004  |
| Secondary School Requirements  | <u>79-305</u> , 79-318, <del>79-305</del> , 79-703, 79-1601                    | 007  |
| <del>Appendix A</del>          | <del>Application for Conditional Approval to Open a New Nonpublic School</del> |      |
| <del>Appendix B</del>          | <del>Rule 14 Assurance Statement for Approved School Systems</del>             |      |

TITLE 92  
CHAPTER 14

001    General Provisions

001.01    Statutory Authority. This Chapter is adopted pursuant to Neb. Rev. Stat. §§ Sections ~~79-305~~, 79-318, 79-703, and 79-1601 and ~~79-305~~ of the Revised Statutes of Nebraska (R.R.S.).

001.02    Approval of School Systems. Nonpublic Schools will be classified as approved if they meet all of the requirements of this Chapter. Each ~~All~~ private and parochial ~~school schools~~ in Nebraska that provide elementary, middle, or secondary instruction to children of compulsory attendance age ~~is~~ are required to be approved under the provisions of this Chapter, unless the school is part of a school system accredited under Title 92, Nebraska Administrative Code (NAC), Chapter ~~10~~ or is they are exempt under the provisions of 92 NAC ~~13~~ Title ~~92~~, Nebraska Administrative Code (NAC), Chapter ~~12~~ or Chapter ~~13~~.

001.03    Related Regulations. Provisions regarding teacher certification and endorsement are contained in 92 NAC 21 and 92 NAC 24.

001.04    Implementation of this Chapter. This Chapter will initially be used during the 2023-24 ~~2012-13~~ school year to determine future approval status.

002    Definitions. As used in this Chapter:

002.01    Board means the State Board of Education.

002.02    Commissioner means the State Commissioner of Education.

002.03    Core Curriculum means a curriculum which includes language arts, social science, science, mathematics, career and technical education, world languages, visual and performing arts, and personal health and physical education.

002.04    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.

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

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



TITLE 92  
CHAPTER 14

002.07 Governing Body means a board elected or appointed to provide direction to a nonpublic school or to a nonpublic school system, or an individual or corporate owner

002.08 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. Schools organized as a three-year high school may include the ninth grade in determining compliance with this Chapter.

002.09 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 should be computed to the nearest one-tenth.

002.10 Middle Grades means grades 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.

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

002.12 School System means a school or group of schools under a governing body organized to provide education in elementary, middle, secondary, or high school grades as provided in this Chapter.

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

002.14 Teach ~~has the same meaning as defined in Neb. Rev. Stat. § 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, 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; and the evaluation and reporting of student progress.~~

TITLE 92  
CHAPTER 14

003 Procedures for Approval

003.01 Application for Initial Approval. A governing body seeking approval or seeking to add grades to a previously approved school ~~must shall~~ make application on forms supplied by the Department. The completed application forms ~~(See Appendix A)~~ must be received by the Department no later than May 1 prior to the start of the school year.

003.02 Recommendation by the Commissioner. If it is determined through visitation and/or reporting that the applicant school can comply with the provisions of this Chapter, a recommendation by the Commissioner will be made to the Board that the applicant school be granted conditional approval.

003.03 Action by the Board and Subsequent Reports. Upon favorable action by the Board, the applicant school will be granted conditional approval for one school year.

003.04 Visitation. Applicant schools ~~must shall~~ be visited during the school year by a representative of the Department or a designated superintendent to determine the school's compliance with the provisions of this Chapter.

003.05 Noncompliance. If it is determined by the Commissioner that a school has failed to comply with the provisions of this Chapter at any time during the year of conditional approval, ~~such failure will it-shall~~ be just cause following notice to initiate proceedings before the Board to immediately terminate the conditional approval.

003.06 Duration of Approval. Continued approval 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. As detailed in this Chapter, failure to comply with mandatory standards in Section 004.01 of this Chapter may cause a school or school system to lose its approval during the school year.

003.07 School Site Review. The State Department of Education staff ~~must shall~~ conduct periodic on-site visits to schools to review and determine compliance with the provisions of this Chapter.

TITLE 92  
CHAPTER 14

004 Requirements for All Schools

004.01 Mandatory Requirements for Legal Operation. To be eligible for approval or to continue as an approved school or school system, the following requirements **must shall** be met when applicable. Failure to comply with Sections 004.01A through 004.01G1 **of this Chapter will shall** be just cause for the Commissioner to initiate proceedings before the Board to terminate approval and end legal operation during the school year.

004.01A Teachers. The school **must shall** use only persons certificated pursuant to 92 NAC 21 to teach. Persons conducting religion or prekindergarten classes which are not counted as a part of the nonpublic school's courses for purposes of complying with the requirements of this Chapter are excluded from this requirement.

004.01B Grade Levels. The school **must shall** operate, offer instruction in, and give credit in only the grades for which the school is approved.

004.01C Required Instruction. Instruction in English, mathematics, science, and social studies **must shall** be provided each school year for all grades.

004.01D Graduation Requirements. Each ~~four-year~~ high school **must (grades 9-12) shall** require **from grades nine through twelve** at least 200 credit hours for graduation, for which at least 80 percent **must 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.

004.01E School Year. Each school **must shall** provide **at least** the following instruction annually between July 1 and June 30 for the grades it offers: (a) for grades through eight, the time equivalent to at least 1,032 hours, (b) for grades nine through twelve, the time equivalent to at least 1,080 hours, and (c) if kindergarten is provided, the time equivalent to at least 400 hours. When a school is dismissed for any reason such as tournaments or contests, parent/teacher conferences, funerals, parades, and school picnics, **such time may shall** not be counted in meeting the 400/1,032/1,080 hour school year requirement. Time scheduled for the school lunch period **may shall** not be counted in meeting the school year requirements.



TITLE 92  
CHAPTER 14

004.01F Assurance Statement. Each school or school system ~~must shall~~, by November 1 of each year, submit to the Department an Assurance Statement ~~(See Appendix B)~~, as prescribed by the Department, signed by a representative of the governing body affirming compliance or specifically noting any noncompliance with the regulations contained in this Chapter.

004.01G Reports. The head administrator, or head teacher, or presiding officer of the governing body of each school ~~must shall~~ submit each school year a Fall Personnel Report on or before September 15 and a Curriculum Report on or before the last day of February to the Department electronically via the ~~Department's reporting system Nebraska Student and Staff Record System (NSSRS) portal.~~

004.01G1 Additions of certificated staff after submission of the Fall Personnel Report ~~must shall~~ be reported to the Department at the time of contracting.

004.02 The School and School System. Regulations contained in this section apply to all approved schools.

004.02A School Policies

004.02A The governing body annually updates a written set of policies based upon the purposes and goals of the school or school system. This document is on file in each school building.

004.02A2 The school has a written policy which describes the 1,080 hour instructional program scheduled for high school students and the 1,032 hour instructional program scheduled for elementary students and, if provided, the 400 hour instructional program for kindergarten students. The policy(ies) or regulations stipulate the conditions for which individual students may be excused from the regular school days.

004.02B The Instructional Program

004.02B1 The instructional program of the school is based on a written statement of purposes and/or goals developed at the local level and approved by the local board of education or governing body. This document is on file in each school building and each certificated staff member is provided a copy.

TITLE 92  
CHAPTER 14

004.02B2 ~~The Each~~ school has written guides or frameworks for each core curriculum area and for the library and guidance programs. The guide in each core curriculum area addresses, as appropriate, instruction in written composition.

004.02B3 ~~The school ensures its teachers arrange and present instruction in the manner specified in Neb. Rev. Stat. § 79-725 to promote and develop an upright and desirable citizenry.~~

004.02B4 The school provides a comprehensive cumulative record of attendance, academic progress, and dates of enrollment in and withdrawal from the school for each student enrolled.

004.02B5 ~~004.02B4~~ 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 ~~must shall~~ be based upon the total number of contests played. Each game, match, or meet played in a tournament setting ~~must shall~~ count as one of the contests permitted within these contest limits. 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 nonpublic 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 local governing body has a policy regulating participation for sixth graders. Annual field or play days are excluded from this regulation.

004.02C Number, Preparation, and Assignment of Staff Members

004.02C1 Each K-12 and each secondary school having grades ten through twelve or high school has a head administrator who holds a Nebraska Administrative Certificate issued pursuant to 92 NAC 21 with an endorsement for serving as a superintendent issued pursuant to 92 NAC 24. Nonpublic schools may share an area or diocesan head administrator.

TITLE 92  
CHAPTER 14

004.02C2 Any person employed in an administrative or supervisory capacity in addition to the head administrator holds a Nebraska Administrative Certificate with an appropriate endorsement for the position held.

004.02C3 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.

004.02C4 The ratio of pupils to certificated staff members computed on a full-time equivalency basis in each school does not exceed 30 to 1.

004.02C5 Each teacher participates in at least ten hours of staff development activities each year.

004.02D Materials and Facilities

004.02D1 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 elementary school has at least one set of encyclopedias which has a copyright date within six years of the current school year. Each secondary school has two sets of encyclopedia from different publishers with copyright dates in the past five years. Required encyclopedia may be in print or electronic format.

004.02D2 Each elementary, middle, and high school acquires a minimum of 25 new library media resources, exclusive of textbooks and encyclopedia, of different titles, per teacher per year, up to 150 titles during one year. The minimum full text hard copy titles is 100 if library media resources are also available through electronic format.

004.02D3 Each middle and high school subscribes to at least ten periodicals listed in the guide or index to periodicals used by the school. At least six are hard copy. The remainder may be obtained through electronic format.

004.02D4 Each school maintains safe, healthful, and sanitary conditions within the school building(s) and on the school grounds and meets fire, safety, and health codes.



TITLE 92  
CHAPTER 14

004.02E School System Performance: Evaluation and Improvement

004.02E1 Each school annually prepares a written report which includes but need not be limited to student performance and school demographics. No public reports of student performance are provided for any grades having fewer than five students.

004.02E2 Each school selects and uses a standardized norm-referenced assessment instrument. Whole grade assessment begins no earlier than grade two and assessment is conducted annually in at least one grade in each of the following three levels: grades 4-6; grades 7-9; grades 10-12.

004.02E3 Each school uses criterion referenced assessment data, beginning at least in grade five, to determine acquisition of competencies in reading, writing, and mathematics. The assessment is based upon local checklists or benchmarks of progress, portfolio collections showing student progress, or other criterion-referenced measures.

004.02E4 At least once every three years, each high school conducts a follow-up study of its graduates.

005 Regulations Pertaining to the Elementary School

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

005.01A Reading and Language Arts<sub>7i</sub>

005.01B Mathematics<sub>7i</sub>

005.01C Social Studies, including instruction required pursuant to Neb. Rev. Stat. § 79-724;

005.01D Science/Health<sub>7i</sub>

005.01E Physical Education<sub>7i</sub>

005.01F Art<sub>7i</sub> and

TITLE 92  
CHAPTER 14

005.01G Music.

005.02 Number, Preparation, and Assignment of Elementary Staff

005.02A Computed on a full-time equivalency basis, a minimum of 90 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.

005.02B An elementary school having more than one and less than ten full-time equivalency teachers has a principal or designates one teacher as head teacher. The head teacher holds at least a Nebraska Initial, Standard, or Professional Teaching Certificate issued pursuant to 92 NAC 21 with an appropriate endorsement for elementary education issued pursuant to 92 NAC 24. The principal holds a Nebraska Standard or Professional Administrative Certificate issued pursuant to 92 NAC 21 with an endorsement for principal or superintendent issued pursuant to 92 NAC 24. When the number of full-time equivalency teachers reaches ten or more, a principal holding a Nebraska Standard or Professional Administrative Certificate issued pursuant to 92 NAC 21 with an endorsement for principal or superintendent issued pursuant to 92 NAC 24 is assigned at least one-half time for administration and supervision.

005.02C Two or more schools may jointly contract with a person holding a Nebraska Standard or Professional Administrative Certificate with an endorsement for principal or superintendent.

006 Regulations Pertaining to the Middle Grades School

006.01 The 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, or through exploratory programs. The program in the middle grades includes instruction for each grade each year in the following subject areas:

006.01A Reading and Language Arts;<sub>z</sub>

006.01B Mathematics;<sub>z</sub>

006.01C Social Studies, including instruction required pursuant to Neb. Rev. Stat. § 79-724;

TITLE 92  
CHAPTER 14

006.01D Science;~~i~~

006.01E Health;~~i~~

006.01F Art,~~and~~;

006.01G Music;~~and~~

006.01H Physical Education. Practice for and participation in interscholastic activities cannot substitute for any part of physical education.

006.02 Number, Preparation, and Assignment of Middle Grades Staff

006.02A Computed on a full-time equivalency basis, a minimum of 80 percent of the teachers in the middle grades are assigned to areas for which they hold one of the following endorsements or meet the provisions of subsections 006.02A1a or 006.02A4 of this Chapter.

006.02A1 In grades seven and eight, any middle grades endorsement or an appropriate secondary endorsement.

006.02A1a 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.

006.02A2 In grades four through six, an elementary endorsement or any middle grades endorsement.

006.02A2a 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.

006.02A3 In grade nine, an appropriate secondary endorsement or any middle grades endorsement.



TITLE 92  
CHAPTER 14

006.02A4 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.

006.02A5 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.

006.02B A middle grades school having more than one and less than ten full-time equivalency teachers has a principal or designates one teacher as head teacher. The head teacher holds a least a Nebraska Initial, Standard, or Professional Teaching Certificate issued pursuant to 92 NAC 21 with an endorsement for principal or superintendent issued pursuant to 92 NAC 24. The principal holds a Nebraska Standard or Professional Administrative Certificate issued pursuant to 92 NAC 21 with an endorsement for principal or superintendent issued pursuant to 92 NAC 24. When the number of full-time equivalency teachers reaches ten or more, a principal holding a Nebraska Standard or Professional Administrative Certificate issued pursuant to 92 NAC 21 with an endorsement for principal or superintendent issued pursuant to 92 NAC 24 is assigned at least one-half time for administration and supervision.

006.02C Two or more middle grades schools may jointly contract with a person holding a Nebraska Standard or Professional Administrative Certificate with an endorsement for principal or superintendent.

007 Regulations Pertaining to the Secondary School

007.01 The Secondary Instructional Program

007.01A Required High School Program. The high school program consists of courses totaling at least 200 instructional units of which at least 100 instructional units are taught by certificated teachers employed by the school. Up to a total of 100 instructional units may be provided through one or more of the following:

007.01A1 Cooperative Arrangements. Instructional units provided through contractual or cooperative arrangements with other schools, educational service units, and/or postsecondary institutions may be counted in meeting a portion of the instructional unit requirement provided the courses are taught by properly certificated teachers and are

TITLE 92  
CHAPTER 14

made available to all eligible students. The course(s) must be shown on the high school class schedule if the courses are to be counted toward compliance with this regulation. A copy of the written agreement with the cooperation school/agency must be on file in the school.

007.01A1a Distance Learning. Up to 60 instructional units of the 200 unit instructional program requirement of the high school may be met through the use of courses presented primarily through one or more forms of distance learning technology such as satellite, regional course sharing, or other audio-video distance learning, provided: (a) each course is shown on the high school class schedule, (b) at least one student is enrolled and participating in each course to be counted, and, (c) each student enrolled in a course is assigned to a local certificated teacher who monitors student progress and general appropriateness of the course. The teacher is present in the classroom while instruction is in progress unless:

007.01A1a1 The off-site teacher holds a valid teaching certificate and a para-professional is present in the classroom, or

007.01A1a2 The off-site teacher holds a 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.

007.01A2 Correspondence Courses. Up to 30 instructional units of the instructional program requirement of the high school may be met through the use of correspondence courses available through the Independent Study High School, University of Nebraska-Lincoln, provided: (a) the courses are made available to all students at the school's expense, (b) at least one high school student is enrolled in each course used towards compliance with the instructional program requirement, (c) a correspondence study class is scheduled each day that school is in session with a certificated teacher present (one teacher may supervise several correspondence courses within a single class period), (d) students are required to attend the scheduled classes, and (e) a statement

TITLE 92  
CHAPTER 14

indicating the name of the course, the number of hours to be completed, and the name of the students enrolled is on file in the school system. The class assigned for the correspondence work must be shown on the high school class schedule.

007.01B A school adding high school grades provides at least one-fourth of the total instructional unit requirement and one-fourth of the individual subject matter requirements for each grade that it offers.

007.01C The instructional program in grades 9-12 includes as a minimum the following subject fields and the number of instructional units shown for each:

007.01C1 Language Arts - 40 instructional units. Schools may include world language in meeting this requirement;

007.01C2 Social Science – 30 instructional units. This must include instruction required pursuant to in citizenship as provided in Neb. Rev. Stat. § Section 79-724 R.R.S.;

007.01C3 Mathematics – 20 instructional units;

007.01C4 Science – 20 instructional units. This includes courses each year in the biological and the physical sciences;

007.01C5 Career and Technical Education – 40 instructional units;

007.01C6 Personal Health and Physical Education – 10 instructional units. Practice for and participation in interscholastic athletic activities cannot substitute for any part of the personal health and physical education requirement; and

007.01C7 Visual and Performing Arts – 5 instructional units in music and 5 in art.

007.01D Secondary schools including grades seven and eight provide instruction in the following subject areas in each grade during each school year: Reading, Language Arts, Social Science, Mathematics, Science, Personal Health and Physical Education, Music, and Art. Computer education is integrated in the instructional program. Practice for and participation in interscholastic activities are not accepted as a substitute for any part of this requirement.



TITLE 92  
CHAPTER 14

007.02 Number, Preparation, and Assignment of Secondary Staff

007.02A A minimum of 70 percent of the 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 are acquiring six credit hours per year toward the subject endorsement or the broad field endorsement.

007.02B 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.

008 Loss of Approval

Section 004 of this Chapter lists requirements that must be met at all times by school systems as a condition of approval. Failure to meet the provisions of Section 004 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 approval.

008.01 Violations. In determining the future approval status of a school, each failure to meet a numbered regulation other than those contained in Section 004 of this Chapter will shall constitute a separate violation.

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

008.03 Correction of Violations. Schools 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

TITLE 92  
CHAPTER 14

violations or a written plan developed in accordance with Section 008.03A of this Chapter 0078.03A must be submitted to the Department.

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

008.04 Effect of Violations on Nonpublic Schools. If, after consultation with school officials, the Commissioner determines that approved nonpublic school systems have any uncorrected violations, the Commissioner must he or she shall make the applicable following recommendations to the Board.

008.04A AN APPROVED NONPUBLIC SCHOOL SYSTEM having an uncorrected violation that applies to approved school systems and no written plan under Section 008.03A of this Chapter must shall be recommended for APPROVAL ON PROBATION for the following year.

008.04B An APPROVED NONPUBLIC SCHOOL SYSTEM having a plan under Section 008.03A of this Chapter and having the same uncorrected violation after September 1 of any requirement that applies to approved school systems must shall be recommended for APPROVAL ON PROBATION for the current year.

008.04C An APPROVED NONPUBIC SCHOOL SYSTEM ON PROBATION continuing to have the same uncorrected violation after February 1 must shall be recommended for NONAPPROVAL for the following school year.

008.05 Provisions for Notice and Hearing

008.05A When the Commissioner makes a recommendation to the Board for a school system to be placed on probation or for denial or revocation of approval, notice of the recommendation and of the right to request a hearing must 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 must shall specify the basis for the recommendation.

TITLE 92  
CHAPTER 14

008.05B 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 must shall schedule a hearing date.

008.05C All hearings arising under this Chapter must 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 must shall apply to such appeal.

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



Return to:

Approval and Accreditation Section  
Nebraska Department of Education  
301 Centennial Mall South  
P.O. Box 94987  
Lincoln, Nebraska 68509-4987

**APPLICATION FOR CONDITIONAL APPROVAL**

**TO OPEN A NEW NONPUBLIC SCHOOL**  
**Under Rule 14, Regulations and Procedures**  
**for the Legal Operation of Approved Nonpublic Schools**

NDE 08-12

(Revised \_\_\_\_\_)

Date Due: May 1

|                                                                                                                                      |
|--------------------------------------------------------------------------------------------------------------------------------------|
| Check appropriate box(es):<br>Elementary <input type="checkbox"/> Middle <input type="checkbox"/> Secondary <input type="checkbox"/> |
|--------------------------------------------------------------------------------------------------------------------------------------|

**Application must be submitted by May 1**

1. Name of Proposed School: \_\_\_\_\_

2. Name of Contact Person: \_\_\_\_\_

3. Address of Contact Person: \_\_\_\_\_  
Street City Zip Telephone

4. Has a facility for the proposed school been secured?  YES  NO  
If yes, please list address: \_\_\_\_\_

5. Purpose and/or philosophy of proposed school: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

6. Group or denomination, if any, sponsoring school: \_\_\_\_\_

7. Grades to be included: \_\_\_\_\_ Anticipated enrollment: \_\_\_\_\_

8. Has staff with proper Nebraska certification been secured to teach in the proposed school?  YES  NO  
If yes, please provide the following:

| Staff Member's Name | NDE Staff ID# | Endorsement |
|---------------------|---------------|-------------|
|                     |               |             |
|                     |               |             |
|                     |               |             |
|                     |               |             |
|                     |               |             |

9. Has the State Fire Marshal (or deputy) inspected and approved the proposed facility?  YES  NO

10. Has a study of the regulations of Rule 14 shown that the proposed school will be able to meet the regulations?  
 YES  NO

(NOTE: State Board action on this application is anticipated in August. To be recommended for conditional approval, the proposed school should be in substantial compliance with Rule 14 by that time.)

11. Signature of contact person above: \_\_\_\_\_  
Date

12. Please list all the officers of the school board or governing body.

\_\_\_\_\_  
Name Address

\_\_\_\_\_  
Name Address

Return to: Nebraska Department of Education  
Accreditation and School Improvement  
301 Centennial Mall South  
P.O. Box 94987  
Lincoln, NE 68509-4987

NDE 08-029  
Revised 7/2012  
Date Due: Designated Superintendent by Oct. 1  
To NDE by Nov. 1

**RULE 14** (*Regulations and Procedures for the  
Legal Operation of Approved Nonpublic Schools*)

**ASSURANCE STATEMENT FOR APPROVED SCHOOL SYSTEMS**

|  |                                                                              |
|--|------------------------------------------------------------------------------|
|  | Name of Head Teacher or Administrator:                                       |
|  | Authorized Representative of the Governing Body:<br>Name: _____ Title: _____ |

**Grades offered for the current school year include:**

**ASSURANCE STATEMENT:** I hereby affirm compliance or specifically note any noncompliance with the applicable approval regulations in 92 NAC 14-004.01 through 008.03A.

Signed: 

|                                                  |       |
|--------------------------------------------------|-------|
| Authorized Representative of the Governing Body: | Date: |
|--------------------------------------------------|-------|

| Regulation Number | Areas of noncompliance and corrections in progress, if any: |
|-------------------|-------------------------------------------------------------|
|                   |                                                             |

Reviewed by: 

|  |  |
|--|--|
|  |  |
|--|--|

\_\_\_\_\_  
City, Area or Diocesan Superintendent  
(Submit to NDE by November 1)

\_\_\_\_\_  
Date

Please make a copy of the completed form for the school files and forward the completed form for signature and then to NDE.





TEL 402.471.2295  
FAX 402.471.0117



P.O. Box 94987  
Lincoln, NE 68509-4987



education.ne.gov



## PROPOSED AGENDA ITEM RATIONALE

**DATE:** January 24, 2023

**TO:** Deborah A. Frison, Ed.D.  
Deputy Commissioner of Education

**FROM:** Brad Dirksen, Office of Accountability, Accreditation, and Program Approval Administrator

**PROPOSED AGENDA ITEM:** Discuss proposed repeal of Rule 23 (92 NAC 23) *Regulations for the Basic Skills Competency Testing of Teachers and Administrators*.

### **RATIONALE/BACKGROUND INFORMATION:**

Chapter 23 was adopted pursuant to 79-809 of the Nebraska Revised Statutes (R.R.S.). 79-809 sets the maximum, not the minimum, that the Nebraska State Board of Education may require for the issuance of any entry-level certificate which includes satisfactorily demonstrating basic skills competency. The purpose of the proposed repeal of Rule 23 is eliminate the requirement for educators to demonstrate basic skills competency, as defined in 79-807 (R.R.S.), when applying for an entry-level certificate.

Nebraska is currently experiencing an educator shortage and is looking at eliminating unnecessary and duplicative barriers for educators related to certification while ensuring high standards are retained. Most research finds that certification exams are not strong predictors of teaching effectiveness. Basic skills competency examinations also add to costs for new educators. Additionally, a baccalaureate degree and completion of an approved educator preparation program (including student teaching) is required for an initial teaching certificate and these requirements demonstrate an applicant has the basic skills to be a teacher. This would not preclude an educator preparation program or school system from instituting basic skills testing requirement for those entering into a program or being hired as a teacher, but would allow that decision to be one of local control. 33 states do not require a basic skills competency examination to be certificated as an educator.

The repeal would allow Nebraska to be more competitive in recruiting teachers as no other states that border Nebraska require basic skills competency examinations for certification. The repeal of Chapter 23 will result in an increase in the number of certificated teachers in Nebraska.

A hearing has been scheduled for January 31, 2023. Hearing testimony will be made available to the Board after the hearing is held.



TEL 402.471.2295  
FAX 402.471.0117



P.O. Box 94987  
Lincoln, NE 68509-4987



[education.ne.gov](http://education.ne.gov)



**PROPOSED BOARD MEETING (MONTH/YEAR):** February 2023

**ESTIMATED COST:** \$650.00

**NEBRASKA DEPARTMENT  
OF EDUCATION**

# **RULE 23**

**REGULATIONS FOR THE BASIC SKILLS COMPETENCY TESTING OF  
TEACHERS AND ADMINISTRATORS**

**TITLE 92, NEBRASKA ADMINISTRATIVE CODE,  
CHAPTER 23**

**EFFECTIVE DATE  
MAY 10, 2014  
(REVISED)**

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





TITLE 92 — NEBRASKA DEPARTMENT OF EDUCATION  
 CHAPTER 23 — REGULATIONS FOR THE BASIC SKILLS COMPETENCY TESTING OF  
 TEACHERS AND ADMINISTRATORS

ALPHABETICAL TABLE OF CONTENTS

| <u>SUBJECT</u>                                                                                                    | <u>STATUTORY<br/>AUTHORITY</u>            | <u>CODE<br/>SECTION</u> |
|-------------------------------------------------------------------------------------------------------------------|-------------------------------------------|-------------------------|
| Accommodations                                                                                                    | 79-807, 79-808, 79-809(3)                 | 007                     |
| Basic Skills Competency Examination<br>Duties of the Department                                                   | 79-807, 79-808, 79-809(3)                 | 005                     |
| Basic Skills Competency Examination<br>Requirements for Applicants for<br>Administrative or Teaching Certificates | 79-807, 79-808, 79-809(3)                 | 004                     |
| Definition of Terms                                                                                               | 79-807, 79-808, 79-809(3)                 | 002                     |
| Determination Based on Equivalency                                                                                | 79-807, 79-808, 79-809(3)                 | 008                     |
| General Information                                                                                               | 79-807, 79-808, 79-809(3)<br>79-318(5)(g) | 001                     |
| General Provisions                                                                                                | 79-807, 79-808, 79-809(3)                 | 003                     |
| Provisions for Hearing                                                                                            | 79-807, 79-808, 79-809(3)                 | 006                     |

TITLE 92 — NEBRASKA DEPARTMENT OF EDUCATION  
 CHAPTER 23 — REGULATIONS FOR THE BASIC SKILLS COMPETENCY TESTING OF  
 TEACHERS AND ADMINISTRATORS

NUMERICAL TABLE OF CONTENTS

| <u>SUBJECT</u>                                                                                                    | <u>STATUTORY<br/>AUTHORITY</u>            | <u>CODE<br/>SECTION</u> |
|-------------------------------------------------------------------------------------------------------------------|-------------------------------------------|-------------------------|
| General Information                                                                                               | 79-807, 79-808, 79-809(3)<br>79-318(5)(g) | 001                     |
| Definition of Terms                                                                                               | 79-807, 79-808, 79-809(3)                 | 002                     |
| General Provisions                                                                                                | 79-807, 79-808, 79-809(3)                 | 003                     |
| Basic Skills Competency Examination<br>Requirements for Applicants for<br>Administrative or Teaching Certificates | 79-807, 79-808, 79-809(3)                 | 004                     |
| Basic Skills Competency Examination<br>Duties of the Department                                                   | 79-807, 79-808, 79-809(3)                 | 005                     |
| Provisions for Hearing                                                                                            | 79-807, 79-808, 79-809(3)                 | 006                     |
| Accommodations                                                                                                    | 79-807, 79-808, 79-809(3)                 | 007                     |
| Determination Based on Equivalency                                                                                | 79-807, 79-808, 79-809(3)                 | 008                     |



~~TITLE 92 — NEBRASKA DEPARTMENT OF EDUCATION  
CHAPTER 23 — REGULATIONS FOR THE BASIC SKILLS COMPETENCY TESTING OF  
TEACHERS AND ADMINISTRATORS~~

~~001 — General Information~~

~~001.01 — Statutory Authority.~~ This chapter is adopted pursuant to the power and authority vested in the State Board of Education in Nebraska Revised Statutes (R.R.S) Sections 79-807, 79-808, 79-809 and 79-318.

~~001.02 — Scope, Application, and Delineations of this Chapter.~~ This chapter provides procedures for the administration of a basic skills competency examination for individuals seeking an entry-level Nebraska teacher or administrator certificate after July 31, 1989.

~~001.03 — Institutional Responsibility.~~ Each standard institution of higher education is required to annually notify applicants of the requirement for taking the basic skills competency examination and of the scheduled opportunity to take the examination.

~~001.04 — Related Chapters.~~ Throughout this chapter reference is made to other Department of Education rules relating to teachers and administrators. For a more detailed explanation of the procedures for the issuance of certificates to teach, counsel, or supervise in Nebraska schools refer to 92 NAC 21 (Rule 21). Title 92 NAC 20 (Rule 20) covers the approval of teacher education programs in Nebraska. Copies of these rules are available from the Department of Education.

~~002 — Definition of Terms~~

As used in this chapter, the terms listed below shall be defined as follows:

~~002.01 — ACT~~ means the paper or computerized sections of the American College Test (ACT) used as a measurement of student performance.

~~002.02 — Basic Skills Competency~~ means either (a) proficiency in (i) the written use of the English language, (ii) reading, comprehending, and interpreting professional writing and other written materials, and (iii) working with fundamental mathematical computations as demonstrated by successful completion of an examination designated by the board and taken by teacher education students enrolled at a



TITLE 92  
CHAPTER 23

~~standard institution of higher education; or (b) successful employment experiences of two (2) or more consecutive years in an approved, accredited, or otherwise legally operated school while (i) holding or qualifying to hold a regular certificate issued by another state on the basis of completion of an approved teacher education program at a standard institution of higher education; or (ii) holding current credentials from a credentialing organization approved pursuant to 92 NAC 22 (Master Teacher Program) as referenced in 92 NAC 21 (Issuance of Certificates and Permits to Teach, Provide Special Services, and Administer in Nebraska Schools). Basic skills competency examinations are those which meet section (a) in this definition and are approved by the State Board of Education, pursuant to this chapter.~~

~~002.03 Board means the State Board of Education.~~

~~002.04 Commissioner means the State Commissioner of Education.~~

~~002.05 Core Skills Test means the paper or computerized reading, writing and mathematics portions of the Core Academic Skills for Educators Test published by the Educational Testing Service of Princeton, New Jersey.~~

~~002.06 Department means the State Department of Education which is comprised of the Board and the Commissioner.~~

~~002.07 Entry level certificate means the first regular certificate acquired in Nebraska by an applicant.~~

~~002.08 PPST means the paper or computerized reading, writing, and mathematics portions of the Pre-Professional Skills Test published by the Educational Testing Service of Princeton, New Jersey.~~

~~002.09 Regular certificate means an Initial, Standard, or Professional Nebraska certificate, or a comparable and equivalent certificate from another state.~~

~~002.10 Passing scores means scaled scores in math, reading and writing individually reported on an original score report as set forth in Sections 003.02, 003.03, 003.04 and 003.05 of this chapter, or a determination by the Commissioner under Section 007 of this chapter, or a score submitted under the provisions of Section 008 of this chapter.~~

~~002.11 Standard institution of higher education means any college or university whose teacher education program is fully approved by the Board, or by a comparable agency in any other state or country.~~



TITLE 92  
CHAPTER 23

003 General Provisions

~~003.01 Requirements of Basic Skills Competency Examination for Initial Certification or Permit. Prior to September 1, 2014 applicants taking a basic skills competency examination for an entry level Nebraska teacher or administrative certificate were required to complete the reading, mathematics, and writing portions of the Pre-Professional Skills Test (PPST). As described in Section 003.03 of this chapter, passing scores on the PPST obtained prior to September 1, 2014 will meet the basic skills competency examination requirement. Effective September 1, 2014, applicants taking a basic skills competency examination were required to complete the Core Skills Test. After September 1, 2014, applicants for an entry level Nebraska certificate or permit can use previously obtained passing scores on the PPST or the Core Skills Test to meet the basic skills competency examination requirement. Effective September 1, 2019, applicants for an entry level Nebraska certificate or permit can meet the Basic Skills requirement by submitting passing scores on the ACT test as described in section 003.04 of this chapter. Section 003.05 of this chapter allows a combination of this aforementioned examinations to be used. Section 007 of this chapter contains accommodation provisions for the basic skills competency examination and Section 008 of this chapter deals with competency determinations based on equivalency.~~

~~003.02 Passing Scores. Core Skills Test. Passing scores means the scaled scores as shown on an original score report from the Educational Testing Service consisting of the following:~~

~~003.02A One hundred fifty six (156) or above on the reading portion of the Core Skills Test; and~~

~~003.02B One hundred fifty (150) or above on the mathematics portion of the Core Skills Test; and~~

~~003.02C One hundred sixty two (162) or above on the writing portion of the Core Skills Test; or~~

~~003.02D A composite score of all three sections of the CORE Skills Test of 468 with no score reported below 148 Reading, 142 Math, and/or 158 Writing will be accepted to meet the basic skills examination requirement.~~



TITLE 92  
CHAPTER 23

~~003.03—Passing Scores. PPST. Applicants will meet the basic skills competency examination requirement by taking the PPST prior to September 1, 2014. Applicants may use passing scores on the PPST as identified in Sections 003.03A through 003.03D of this chapter for program admission after September 1, 2014 with institutional approval.~~

~~003.03A—One hundred seventy (170) or above on the reading portion of the PPST; and~~

~~003.03B—One hundred seventy-one (171) or above on the mathematics portion of the PPST; and~~

~~003.03C—One hundred seventy-two (172) or above on the writing portion of the PPST; or~~

~~003.03D—A composite score of 513 on all three portions of the PPST, with no single test score being more than one point below the score required in Section 003.03A, 003.03B, or 003.03C of this chapter, and upon the recommendation of a standard institution of higher education.~~

~~003.04—Passing Scores. ACT. Applicants may meet the Basic Skills competency examination requirement by taking the American College Test (ACT). Passing scores means the scaled scores as shown on an original score report from the American Testing Service consisting of the following:~~

~~003.04A—Nineteen (19) or above on the ELA (English, Reading & Writing) portion of the ACT; and~~

~~003.04B—Twenty-one (21) or above of the math portion of the ACT.~~

~~003.05—Passing Scores. Combination of Tests. Applicants may meet the Basic Skills competency examination requirement by combining passing scores from each area of competency, (reading, mathematics and writing), taken from more than one examination:~~

~~003.05A—For reading, a score described in Sections 003.02A or 003.03A or 003.04A; combined with,~~

~~003.05B—For mathematics, a score described in Sections 003.02B or 003.03B or 003.04B; combined with,~~



TITLE 92  
CHAPTER 23

~~003.05C For writing, a score described in Sections 003.02C or 003.03C or 003.04A.~~

~~003.06 Applications for Renewal and for Second Certificates. No portion of this chapter will be construed as having any application to the renewal of a Nebraska teaching or administrative certificate or to the application for a second Nebraska teaching or administrative certificate.~~

~~003.07 Score Reports. Only original score reports sent from the Educational Testing Service or the American College Test Company or score reports sent by a Nebraska standard institution of higher education and to which the applicant did not have access will be accepted by the Department for the purpose of meeting the requirements of this chapter and 92-NAC-21.~~

~~004 Basic Skills Competency Examination Requirements for Applicants for Administrative or Teaching Certificates~~

~~Except as provided in Section 007 and Section 008 of this chapter, each applicant for an entry-level administrative or teaching certificate will:~~

~~004.01 Take the basic skills competency examination at a Nebraska location designated by the institution or at any other location where the examination is given; and~~

~~004.02 Receive passing scores on the basic skills competency examination as designated by Sections 003.02, 003.03, 003.04, or 003.05 of this chapter; and~~

~~004.03 Require that his or her original score report be sent directly to the designated Nebraska standard institution of higher education or to the Department.~~

~~005 Basic Skills Competency Examination Duties of the Department~~

~~The Department will:~~

~~005.01 Provide to any person upon request current information on Nebraska dates and testing locations for the basic skills competency examination.~~

TITLE 92  
CHAPTER 23

006 Provisions for Hearing

006.01 When a person is denied any Nebraska teaching or administrative certificate for which he or she has applied because of the provisions of this chapter, he or she is entitled to request a review and hearing pursuant to 92 NAC 21.

007 Accommodations

007.01 An individual whose primary language is sign language or for whom English is a second language is required to take the same basic skills competency examinations as other individuals. However, if they fail to obtain the minimum passing scores as specified in Sections 003.02, 003.03, 003.04, or 003.05 of this chapter, they may apply to the Commissioner for a review of their past education, employment, and standardized testing experience.

007.02 If, upon examination, the Commissioner determines that the applicant has provided evidence of the possession of basic skills competency equivalent to that designated in Sections 003.02, 003.03, 003.04, or 003.05 of this chapter, the Commissioner will issue a determination that the applicant has demonstrated satisfactory scores for purposes of this chapter and 92 NAC, Chapters 20 and 21.

008 Determination Based on Equivalency

008.01 An individual who has taught or administered for two (2) consecutive years in an approved, accredited, or otherwise legally operated school in another state meets this requirement by submitting an employment verification form (a recommended form may be found on the Department's Teacher Certification website); or

008.02 A person who has been certificated by another state following the successful completion of a basic skills competency examination with separate passing scores individually reported for math, reading and writing required by that state, meets the basic skills competency requirement. The applicant will submit an original score report pursuant to this chapter or 92 NAC 21.





# Rule 23 – Basic Skills Competency

Brad Dirksen, Administrator  
Office of Accountability,  
Accreditation, and Program Approval

February 2, 2023

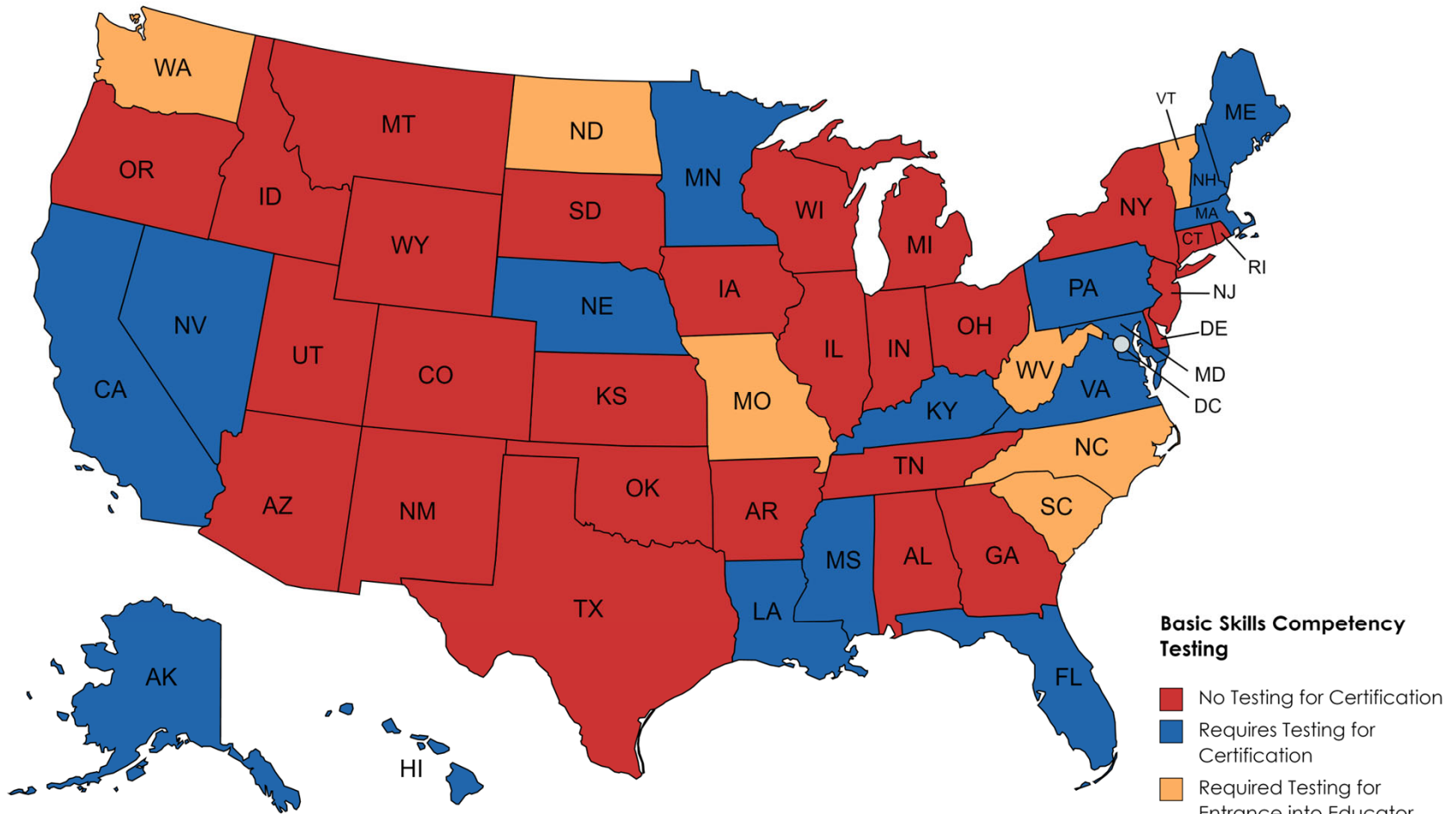


# Agenda

- Overview of basic skills competency requirements in Nebraska
- State by state comparison
- Timeline
- January 31, 2023 Public Hearing
- Discussion

# Overview

- Basic skills competency – a maximum requirement for certification – §79-809 – **NOT a minimum requirement**
- LB 1218 (2022)
  - State Board cannot require basic skills competency as an entrance requirement into an educator preparation program
  - Intent language in §79-806(c) “... A demonstration of basic skills competency should not be based solely on a single assessment high-stakes examination because such an examination does not accurately portray a teacher candidate's general knowledge in mathematics, reading, and writing when measured within such a testing environment...”





# Proposed Timeline



# Rule 23 Public Hearing

## January 31, 2023

- Stakeholder testimony – 9 proponents
  - 1 community member
  - 1 Nebraska State Education Association
  - 1 superintendent
  - 1 future educator
  - 4 higher education
  - 1 ESU administrator

# Discussion





Thank you!

STATE BOARD OF EDUCATION  
Ad Hoc Search Committee Report

Date: Monday, January 30, 2023

The Ad Hoc Search Committee met at 3:00p.m. on Monday, January 30, 2023 with McPherson and Jacobsen consultants.

The consultants reported, as of January 30<sup>th</sup> 2500 stakeholder survey responses have been submitted with 50% of the respondents from Douglas, Sarpy, and Lancaster counties. The stakeholder survey will close on January 31<sup>st</sup>. As soon as survey data is analyzed it will be shared with the Ad Hoc Search Committee and the State Board of Education.

March 2<sup>nd</sup> is the deadline for applicant submissions for the Commissioner position. Two applications have been received thus far with anticipated activity occurring about 72 hours prior to the submission deadline.

On or about March 10th or 11th McPherson and Jacobsen consultant Walt Cooper will send board members a link to a secure folder of commissioner candidate documents. McPherson and Jacobsen prefer this method to maintain confidentiality and security of information. It is imperative that board members not share information on about candidates. If board members have questions please contact the committee chair.

Five State Board members have submitted commissioner finalist interview questions. Interview questions must be submitted to the Chair of the Ad Hoc Committee by February 17<sup>th</sup>. Board members will then receive a poll to rank submitted questions. Ranking data will be used to develop the set of questions to be asked by board members during interviews. The Ad Hoc Search Committee will review the draft interview questions during their meeting on March 14<sup>th</sup>. During that meeting they will also narrow the list of candidates to identify finalists for the commissioner position.

An NDE Staff group will interview the Commissioner finalist candidates and provide feedback to the Ad Hoc Search Committee and the State Board of Education. Consultants will work with staff to identify the process for selecting group members, designating a chair, assisting in question development, and providing an interview orientation.

The next meeting of the Ad Hoc Search Committee is February 22<sup>nd</sup>.

Submitted by Ad Hoc Committee

Chair Patti Gubbels

# Nebraska State Board of Education Written Public Comment February 2023

## Nebraska State Board of Education

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

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

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

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

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

Click the "Next" button below to begin.

## Identification

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



First name \*

Lisa

Last name \*

Hermann

City \*

Wood River

State \*

NE

Written Comment

There is a limit of 750 words.

## Written Comments \*

There is a limit of 750 words (approximately 5000 characters with spaces.)

My name is Lisa Hermann, and I have been a professional educator for 33 years in the public school system in Nebraska. I have my Master's Degree in Reading K-12, lead several committees in our school district, including our MTSS and Safety teams, and present at various ESU events regarding blended learning and engaging youth in the classroom. I am writing to ask the State Board of Education to think creatively to help solve our teacher crisis in Nebraska. One major factor in deterring youth from going into education is the Praxis Exam, which has no bearing on predicted teacher success. We should trust post-secondary instructors to provide a rigorous curriculum and introduce students to the curriculum and objectives in their selected area of study. For example, I am currently tutoring a student to help him pass the Praxis exam. He is a Physical Education major, has taken upper-level science classes with pre-med students, and has done very well. Additionally, he has taught three semesters at an elementary school as part of his program requirement and received very high marks. Due to text anxiety, and time constraints, this student has been within single-digit points in passing the reading and writing part of this exam. We are cancelling out a potentially phenomenal educator, one that plans engaging lessons, builds relationships, and listens to the advice and suggestions of mentors. As a state, we are telling this student that he IS a test score and nothing more. In looking at this Praxis Exam, I am frustrated and bewildered as to how anyone can think this is a predictor of educational success. This is NOT how we teach our students, nor is this material predictive of classroom success. I could list many specific examples, but I will limit them here due to the space and characters provided. I have supervised several student teachers in my tenure, which have been fantastic. As a professional, the state should rely on my expertise and the student's college instructors to determine whether he should continue pursuing his career. When I observe him teaching math, for example, I am looking for engagement strategies, perception of students understanding the material and those that aren't, and ways to reach all learners and differentiate on "the fly". I am not considering whether that 2nd-grade student teacher can answer an upper-level geometry or algebra problem. This has no connection whatsoever. Furthermore, when a physical education student teacher, which has taken anatomy, kinesiology, and health and nutrition of the body, and received A's and B's is asked to correct and revise English paragraphs, which are written most brutally, in my opinion....(Have you looked at that written test?) This isn't real life. I'm confident each of you has revised or corrected a piece of writing using spell check or Grammarly, something more current with the times. Have you not? I know I have! We are asking students to step back into the stone age by keeping them from utilizing the tools at this generation's fingertips for their entire educational careers. I am frustrated that our state is asking students to continue to fork out money on tests that don't have any predictability of teaching success. I am frustrated that Praxis is driving away outstanding future educators. I am frustrated that our state continues to turn its back on our youth, making success difficult. I am frustrated with the lack of trust in our higher education instructors and professionals monitoring our student teachers. I am frustrated that our educator numbers are dwindling, yet we hang on to a testing requirement. I am frustrated that teachers must take such an exam when they want to return to our state. I am frustrated with the format of the test. It does not connect to how these students were taught or to how they will teach. And finally, I am frustrated after an initial Praxis test, several upper-level college courses, and a rigorous student teaching schedule, that we ask future educators to take ONE MORE exam. Ridiculous. If you want to continue to deter students from going into education, continue the Praxis Exam. Pretty soon, students will flock to other areas of study. If you want to encourage students to go into education, find a better way to screen students, trust educators in higher level education, and most importantly, trust the educators in the classrooms each day teaching and mentoring student teachers.

Please help us find a way to make a dent in our teacher shortage and show students they are more than a number on a standardized test. Each of you would want that respect as well.

Signature

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

Signed,

First name \*

Lisa

Last name \*

Hermann

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

Google Forms



TO: Deborah A. Frison, Ed.D, Deputy Commissioner  
FROM: Bryce Wilson, Denise Thege  
DATE: February 3, 2023  
SUBJECT: MONTHLY LIST OF CONTRACTS \$10,000 TO \$50,000  
RATIONALE: As stated in the Nebraska State Board of Education Policy Manual P5 the Commissioner shall provide the Board each month with a list of contracts between \$10,000 and \$50,000.

1. Contractor(s): Kim Jacobson  
Contract Amount: \$38,625  
Funding Source: Federal  
Scope of Services: Continue to achieve goals of SAMSHA Suicide Prevention Grant.  
Date of Contract: 1/1/23-9/30/23  
Contact Person: Zainab Rida
2. Contractor(s): iloveguys Foundation  
Contract Amount: \$30,500  
Funding Source: Federal  
Scope of Services: Provide training.  
Date of Contract: 3/1/23-3/17/23  
Contact Person: Zainab Rida
3. Contractor(s): Nebraska FBLA  
Contract Amount: \$12,700  
Funding Source: General  
Scope of Services: Conference assistance.  
Date of Contract: 1/18/23-5/31/23  
Contact Person: Katie Graham
4. Contractor(s): KJS Consulting dba Ken Spellman  
Contract Amount: \$45,000  
Funding Source: Federal  
Scope of Services: Serve as CTE consultant.  
Date of Contract: 1/27/23-12/31/23  
Contact Person: Katie Graham
5. Contractor(s): UNL  
Contract Amount: \$19,800  
Funding Source: General/Federal  
Scope of Services: CDA observations/training services.  
Date of Contract: 1/15/23-1/14/24  
Contact Person: Melody Hobson
6. Contractor(s): Carolyn O'Brien  
Contract Amount: \$15,000  
Funding Source: Federal  
Scope of Services: Serve as School Security Specialist.  
Date of Contract: 2/1/23-6/30/23  
Contact Person: Zainab Rida

7. Contractor(s): Charles Elley  
Contract Amount: \$15,000  
Funding Source: Federal  
Scope of Services: Serve as School Security Specialist.  
Date of Contract: 2/1/23-6/30/23  
Contact Person: Zainab Rida

8. Contractor(s): Linda Schulze  
Contract Amount: \$15,000  
Funding Source: Federal  
Scope of Services: Serve as School Security Specialist.  
Date of Contract: 2/1/23-6/30/23  
Contact Person: Zainab Rida