Schuyler Community Schools
SAA Weekly Meeting
Tuesday, August 21, 2018 9:00 AM
Schuyler Administration Meeting @ SPED Office
120 W. 20th St.
Schuyler, NE 68661-2400

I. Discussion Items

Prepared by: Christina Bywater, Secretary to the Board

Schuyler High School Emergency Contacts

EMERGENCY TELEPHONE NUMBERS ADMINISTRATION		
Name	**Office Phone**	**Cell Phone**
Dr. Dan Hoesing	402-352-2421	308-760-6838
Stephen Grammer	402-352-3527	402-317-8383
Michelle Egr	402-352-2421	402-615-2891
Lynn Sweeney	402-352-2421	402-942-1574
Amy Johnson	402-352-2421	402-615-4367

9 1 1 Police Emergency

NON-EMERGENCY TELEPHONE NUMBERS		
Schuyler Fire Department	402-296-6041	
Schuyler Police Department	402-352-2415	
Colfax County Sheriff	402-352-8526	
Nebraska State Patrol Troop B – Norfolk	402-370-3456	
Colfax Emergency Management	402-352-7958	
CHI Health Schuyler Hospital	402-352-2441	
Columbus Community Hospital	402-564-7118	
Schuyler Dept of Utilities	402-352-5444	Electrical
Black Hills Energy	800-694-8989	Natural Gas
Schuyler Dept of Utilities	402-352-5444	Water/Sewer
Century Link	800-777-9594	Phone
Eagles Communication	888-893-2185	Internet
East Central District Health Dept	402-563-9224	
Child Protective Services	800-652-1999	
Animal Control Services	402-352-2415	Schuyler Police Dept
Nebraska Dept of Environmental Quality	402-471-2186 402-471-4545	Mon-Fri 8am – 5pm After Hours NE State Patrol
National Response Center Hazardous Substance Cleanup Reporting	800-424-8802	

CRISIS RESPONSE TEAM MEMBERS		
Name	**Home Telephone**	**Cell Phone**
Lynn Sweeney	402-352-3834	402-942-1574
Mary Didier	402-352-8717	402-657-9004
Amy Johnson	402-352-2511	402-615-4367
Guadalupe Marino	402-352-5916	402-615-2578
Jeremy Hlavac		402-641-0435
Patti Rea	402-352-5539	402-615-0701
Jared Severson		402-290-1381
Lyndon Beebe	402-352-5206	
Mary Breedlove		402-809-0119
Lewis Evans		913-752-7065

FACUITY MAINTENANCE		
Name	**Office Telephone**	**Cell Phone**
Paul Dirkschneider	402-352-5514	402-615-4108
Juan Melendrez	402-352-2421	402-615-2131

OFF-SITE LOCATION INFORMATION		
Location	**Contact**	**Telephone**
Oak Ballromm		402-352-9972

Information Date:03/22/2016

Schuyler Middle School Emergency Contacts

EMERGENCY TELEPHONE NUMBERS ADMINISTRATION

Name	Office Phone	Cell Phone
Dr. Dan Hoesing	402-352-2421	308-760-6838
Michelle Burton	402-352-5514	402-427-4051
Gerry Reinsch	402-352-5514	402-417-9409
Paula Kment	402-352-5514	402-750-6201

9 1 1 Police Emergency

NON-EMERGENCY TELEPHONE NUMBERS

Schuyler Fire Department	402-296-6041	
Schuyler Police Department	402-352-2415	
Colfax County Sheriff	402-352-8526	
Nebraska State Patrol Troop B – Norfolk	402-370-3456	
Colfax Emergency Management	402-352-7958	
CHI Health Schuyler Hospital	402-352-2441	
Columbus Community Hospital	402-564-7118	
Schuyler Dept of Utilities	402-352-5444	Electrical
Black Hills Energy	800-694-8989	Natural Gas
Schuyler Dept of Utilities	402-352-5444	Water/Sewer
Century Link	800-777-9594	Phone
Eagles Communication	888-893-2185	Internet
East Central District Health Dept	402-563-9224	
Child Protective Services	800-652-1999	
Animal Control Services	402-352-2415	Schuyler Police Dept
Nebraska Dept of Environmental Quality	402-471-2186 402-471-4545	Mon-Fri 8am – 5pm After Hours NE State Patrol
National Response Center Hazardous Substance Cleanup Reporting	800-424-8802	

CRISIS RESPONSE TEAM MEMBERS

Name	Home Telephone	Cell Phone
Paul Kment	402-539-2065	402-750-6201
Lori Benesch	402-352-3853	402-615-0414
Carol Reha	402-352-2849	402-615-0681
Mark Brady		402-360-1233
Dana Schultz		402-649-3282
Michelle Burton		402-427-4051
Gerald Reinsch		402-417-9409

FACUITY MAINTENANCE

Name	Office Telephone	Cell Phone
Paul Dirkschneider	402-352-5514	402-615-4108
Rick Eller	402-352-5514	402-615-3375

OFF-SITE LOCATION INFORMATION

Location	Contact	Telephone
St Mary's Social Hall		402-352-2149
First Presbyterian Chuch		402-352-3822

Information Date:03/22/2016

Schuyler Elementary School Emergency Contacts

EMERGENCY TELEPHONE NUMBERS ADMINISTRATION		
Name	**Office Phone**	**Cell Phone**
Dr. Dan Hoesing	402-352-2421	308-760-6838
Bill Comley	402-352-9940	817-300-0289
Darin Kovar	402-352-9940	402-618-1701
Missy Glodowski	402-352-9940	402-615-2397

9 1 1 Police Emergency

NON-EMERGENCY TELEPHONE NUMBERS		
Schuyler Fire Department	402-296-6041	
Schuyler Police Department	402-352-2415	
Colfax County Sheriff	402-352-8526	
Nebraska State Patrol Troop B – Norfolk	402-370-3456	
Colfax Emergency Management	402-352-7958	
CHI Health Schuyler Hospital	402-352-2441	
Columbus Community Hospital	402-564-7118	
Schuyler Dept of Utilities	402-352-5444	Electrical
Black Hills Energy	800-694-8989	Natural Gas
Schuyler Dept of Utilities	402-352-5444	Water/Sewer
Century Link	800-777-9594	Phone
Eagles Communication	888-893-2185	Internet
East Central District Health Dept	402-563-9224	
Child Protective Services	800-652-1999	
Animal Control Services	402-352-2415	Schuyler Police Dept
Nebraska Dept of Environmental Quality	402-471-2186 402-471-4545	Mon-Fri 8am – 5pm After Hours NE State Patrol
National Response Center Hazardous Substance Cleanup Reporting	800-424-8802	

CRISIS RESPONSE TEAM MEMBERS		
Name	**Home Telephone**	**Cell Phone**
Missy Glodowski		402-615-2397
Meghan Reinert		402-679-2135
Rhonda Sellentin		402-719-5101
Jodi Brabec	402-352-5741	402-615-5038
Tori Oehlirich	402-564-7324	402-615-1149
Deb schueth		402-276-7297
Sheila Hoppe		402-910-0555
Mike Goos	402-564-9106	402-910-8216

FACUITY MAINTENANCE		
Name	**Office Telephone**	**Cell Phone**
Paul Dirkschneider	402-352-5514	402-615-4108
Gene Barr	402-352-9940	402-615-3607

OFF-SITE LOCATION INFORMATION		
Location	**Contact**	**Telephone**
Hospital	Connie Peters	402-352-2441
High School		402-352-2421

Information Date:03/22/2016

Schuyler Fisher 24 School Emergency Contacts

EMERGENCY TELEPHONE NUMBERS ADMINISTRATION		
Name	**Office Phone**	**Cell Phone**
Dr. Dan Hoesing	402-352-2421	308-760-6838
Gerald Reinsch	402-352-5514	402-417-9409
Cindy Vacha	402-352-3700	402-910-4911

9 1 1 Police Emergency

NON-EMERGENCY TELEPHONE NUMBERS		
Schuyler Fire Department	402-296-6041	
Schuyler Police Department	402-352-2415	
Colfax County Sheriff	402-352-8526	
Nebraska State Patrol Troop B – Norfolk	402-370-3456	
Colfax Emergency Management	402-352-7958	
CHI Health Schuyler Hospital	402-352-2441	
Columbus Community Hospital	402-564-7118	
Schuyler Dept of Utilities	402-352-5444	Electrical
Black Hills Energy	800-694-8989	Natural Gas
Schuyler Dept of Utilities	402-352-5444	Water/Sewer
Century Link	800-777-9594	Phone
Eagles Communication	888-893-2185	Internet
East Central District Health Dept	402-563-9224	
Child Protective Services	800-652-1999	
Animal Control Services	402-352-2415	Schuyler Police Dept
Nebraska Dept of Environmental Quality	402-471-2186 402-471-4545	Mon-Fri 8am – 5pm After Hours NE State Patrol
National Response Center Hazardous Substance Cleanup Reporting	800-424-8802	

CRISIS RESPONSE TEAM MEMBERS		
Name	**Home Telephone**	**Cell Phone**
Gerald Reinsch	402-545-2315	402-417-9409
Cindy Vacha	402-564-3365	402-910-4911
Jenny Hamernik		402-649-3027
Jennie Stutzman		402-615-1013
Corrine Mueller	402-652-8648	402-649-0426

FACUITY MAINTENANCE		
Name	**Office Telephone**	**Cell Phone**
Paul Dirkschneider	402-352-5514	402-615-4108
Juan Melenddez	402-352-2421	402-615-2131

OFF-SITE LOCATION INFORMATION		
Location	**Contact**	**Telephone**
Muhle's Farm	Mike and Deb	402-615-3634
Elementary School		402-352-9940

Information Date:03/22/2016

Schuyler Richland School Emergency Contacts

EMERGENCY TELEPHONE NUMBERS ADMINISTRATION		
Name	**Office Phone**	**Cell Phone**
Dr. Dan Hoesing	402-352-2421	308-760-6838
Gerry Reinsch	402-352-5514	402-417-9409
Cindee Wachter	402-564-6900	402-276-1123
Kristi Benck	402-564-6900	402-276-8146

9 1 1 Police Emergency

NON-EMERGENCY TELEPHONE NUMBERS		
Schuyler Fire Department	402-296-6041	
Schuyler Police Department	402-352-2415	
Colfax County Sheriff	402-352-8526	
Nebraska State Patrol Troop B – Norfolk	402-370-3456	
Colfax Emergency Management	402-352-7958	
CHI Health Schuyler Hospital	402-352-2441	
Columbus Community Hospital	402-564-7118	
Schuyler Dept of Utilities	402-352-5444	Electrical
Black Hills Energy	800-694-8989	Natural Gas
Schuyler Dept of Utilities	402-352-5444	Water/Sewer
Century Link	800-777-9594	Phone
Eagles Communication	888-893-2185	Internet
East Central District Health Dept	402-563-9224	
Child Protective Services	800-652-1999	
Animal Control Services	402-352-2415	Schuyler Police Dept
Nebraska Dept of Environmental Quality	402-471-2186 402-471-4545	Mon-Fri 8am – 5pm After Hours NE State Patrol
National Response Center Hazardous Substance Cleanup Reporting	800-424-8802	

CRISIS RESPONSE TEAM MEMBERS		
Name	**Home Telephone**	**Cell Phone**
Gerry Reinsch	402-352-5514	402-417-9409
Cindee Wachter	402-564-1112	402-276-1123
Kristi Benck	402-563-3205	402-276-8146
Denise Stevenson	402-352-2430	402-615-0961

FACUITY MAINTENANCE		
Name	**Office Telephone**	**Cell Phone**
Paul Dirkschneider	402-352-5514	402-615-4108
Juan Melenddez	402-352-2421	402-615-2131

OFF-SITE LOCATION INFORMATION		
Location	**Contact**	**Telephone**
Farm to east of school	Lloyd & Margaret Stevenson Home	402-564-0729
Elementary School		402-352-9940

Information Date:03/22/2016

Schuyler Pre-School Emergency Contacts

EMERGENCY TELEPHONE NUMBERS ADMINISTRATION		
Name	**Office Phone**	**Cell Phone**
Dr. Dan Hoesing	402-352-2421	308-760-6838
Bill Comley	402-352-9940	817-300-0289
Karrie Healy	402-352-2628	402-615-0632

9 1 1 Police Emergency

NON-EMERGENCY TELEPHONE NUMBERS		
Schuyler Fire Department	402-296-6041	
Schuyler Police Department	402-352-2415	
Colfax County Sheriff	402-352-8526	
Nebraska State Patrol Troop B – Norfolk	402-370-3456	
Colfax Emergency Management	402-352-7958	
CHI Health Schuyler Hospital	402-352-2441	
Columbus Community Hospital	402-564-7118	
Schuyler Dept of Utilities	402-352-5444	Electrical
Black Hills Energy	800-694-8989	Natural Gas
Schuyler Dept of Utilities	402-352-5444	Water/Sewer
Century Link	800-777-9594	Phone
Eagles Communication	888-893-2185	Internet
East Central District Health Dept	402-563-9224	
Child Protective Services	800-652-1999	
Animal Control Services	402-352-2415	Schuyler Police Dept
Nebraska Dept of Environmental Quality	402-471-2186 402-471-4545	Mon-Fri 8am – 5pm After Hours NE State Patrol
National Response Center Hazardous Substance Cleanup Reporting	800-424-8802	

CRISIS RESPONSE TEAM MEMBERS		
Name	**Home Telephone**	**Cell Phone**
Karrie Healy		402-615-0632
Missy Glodowski		402-615-2397

FACUITY MAINTENANCE		
Name	**Office Telephone**	**Cell Phone**
Paul Dirkschneider	402-352-5514	402-615-4108
Juan Melenddez	402-352-2421	402-615-2131

OFF-SITE LOCATION INFORMATION		
Location	**Contact**	**Telephone**
Iglesade Dios 1450 Colfax Street	Angel Escobar	402-615-3304 402-615-5985

Information Date:03/22/2016

TABLE OF CONTENTS

INTRODUCTION 7
CLIMATE AND CULTURE 7
SCHUYLER COMMUNITY SCHOOLS EMERGENCY SAFETY AND SECURITY MANAGEMENT PLAN 8
APPENDIX A 1 EMERGENCY PHONE DIRECTORY 9
APPENDIX A 2.1 – CHAIN OF COMMAND CENTRAL HIGH SCHOOL 10
APPENDIX A 2.2 – CENTRAL HIGH SCHOOL EMERGENCY STAGING AREAS AND LOCATIONS 11
APPENDIX A 2.3 CENTRAL HIGH SCHOOL EMERGENCY UTILITY INFORMATION 14
APPENDIX A 2.4 CENTRAL HIGH SCHOOL FLOOR PLAN 15
APPENDIX A 3.1 – CHAIN OF COMMAND MIDDLE SCHOOL 16
APPENDIX A 3.2 – MIDDLE SCHOOL EMERGENCY STAGING AREAS AND LOCATIONS 17
APPENDIX A 3.3 MIDDLE SCHOOL EMERGENCY UTILITY INFORMATION 20
APPENDIX A 3.4 MIDDLE SCHOOL FLOOR PLAN 21
APPENDIX A 4.1 – CHAIN OF COMMAND ELEMENTARY SCHOOL 22
APPENDIX A 4.2 – ELEMENTARY SCHOOL EMERGENCY STAGING AREAS AND LOCATIONS 23
APPENDIX A 4.3 ELEMENTARY SCHOOL EMERGENCY UTILITY INFORMATION 26
APPENDIX A 4.4 ELEMENTARY SCHOOL FLOOR PLAN 27
APPENDIX A 5.1 – CHAIN OF COMMAND PRE-SCHOOL 28
APPENDIX A 5.2 –PRE-SCHOOL EMERGENCY STAGING AREAS AND LOCATIONS 29
APPENDIX A 5.3 PRE-SCHOOL EMERGENCY UTILITY INFORMATION 32
APPENDIX A 5.4 PRE-SCHOOL FLOOR PLAN 33
APPENDIX A 6.1 – CHAIN OF COMMAND FISHER 24 SCHOOL 34
APPENDIX A 6.2 – FISHER 24 SCHOOL EMERGENCY STAGING AREAS AND LOCATIONS 35
APPENDIX A 6.3 – FISHER 24 SCHOOL EMERGENCY UTILITY INFORMATION 38
APPENDIX A 6.4 – FISHER 24 SCHOOL FLOOR PLAN 39
APPENDIX A 7.1 – CHAIN OF COMMAND RICHLAND SCHOOL 40
APPENDIX A 7.2 – RICHLAND SCHOOL EMERGENCY STAGING AREAS AND LOCATIONS 41
APPENDIX A 7.3 – RICHLAND SCHOOL EMERGENCY UTILITY INFORMATION 44
APPENDIX A 7.3 – RICHLAND SCHOOL FLOOR PLAN 45
APPENDIX A 8.1 – CHAIN OF COMMAND ROGERS SCHOOL 46
APPENDIX A 8.2 – ROGERS SCHOOL EMERGENCY STAGING AREAS AND LOCATIONS 47
APPENDIX A 8.3 – ROGERS SCHOOL EMERGENCY UTILITY INFORMATION 50
APPENDIX A 8.3 – ROGERS SCHOOL FLOOR PLAN 51
DECLARING AND COMMUNICATING AN EMERGENCY SITUATION 52

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Declaring an Emergency 53
Communication During an Emergency 54
Communication Plan 55
Communication with the Media 56
General Response Information to Any Declared Emergency 57
Appendix B 1 Key to Alarm Signals 58
Crisis Management Procedures 59
General Procedures: Initial Response in an Emergency Situation 60
Room Evacuation Procedures Teachers 61
Room Evacuation Procedures Principals (Administrative Team) 62
Room Evacuation Procedures Maintenance Staff 63
Room Evacuation Procedures Command Center 64
Off Campus Evacuation 65
Off Campus Evacuation Teachers 66
Off Campus Evacuation Evacuation Site Coordinator 67
Off Campus Evacuation Maintenance Staff 68
Off Campus Evacuation Command Center 69
Lock Down Teachers and All Staff 70
Lock Down Command Center 71
Lock Out Teachers and All Staff 72
Lock Out Command Center 73
Appendix C 1 Schuyler Community Schools Buildings 74
Natural and Accidental Disasters 75
Fire 76
Chemical Spill/Toxic Fumes Outside the Building 77
Chemical Spill/Toxic Fumes 78
Inside the building 78
Power Outage/Blackout 79
Winter Storm 80
Tornado Safety 81
Flooding 82
Protection of Students and Staff 83
From Acts of Others 83
Assaults 84

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BOMB THREATS 85
INTRUDER OR HOSTAGE SITUATION PRINCIPAL 86
INTRUDER OR HOSTAGE SITUATION TEACHER'S EMERGENCY PROCEDURE: 88
SCHOOL DISTURBANCES DEALING WITH INTRUDERS 89
TRESPASSERS 90
INTRUDERS OR STUDENTS WITH WEAPONS 91
HOSTAGE SITUATIONS 93
HOSTAGE SITUATION PROTOCOL 94
IDENTIFICATION AND REACTION TO A HOSTAGE SITUATION 95
HOSTAGE NEGOTIATIONS 96
CONFIDENTIALITY OF INTRUDER/HOSTAGE PROTOCOLS 98
DISTURBANCES AFTER-HOURS/SCHOOL ACTIVITIES 99
DEATH OF A STUDENT OR STAFF MEMBER 100
VICIOUS ANIMAL ON SCHOOL GROUNDS 101
APPENDIX D 1 102
DEATH OF STUDENT OR STAFF MEMBER RESPONSE PACKET 102
APPENDIX D 2 YOUNG PEOPLE AND GRIEF 105
APPENDIX D 3 HELPING STUDENTS DEAL WITH GRIEF 107
APPENDIX D 4 HOW TO ASSIST GRIEVING STUDENTS 109
APPENDIX D 5 DO'S AND DON'TS 110
APPENDIX D 6 SUGGESTIONS 113
APPENDIX D 7 HELPING A STUDENT 114
APPENDIX D 8 SIBLING GRIEF 115
APPENDIX D 9 TERMINALLY ILL STUDENTS- ANTICIPATORY GRIEF 116
APPENDIX D 10 MENTAL HEALTH AND SUICIDE PREVENTION 117
APPENDIX D 11 AFTER A STUDENT'S DEATH 119
APPENDIX D 12 THE FUNERAL 120
APPENDIX D 13 MEMORIAL ACTIVITIES 121
PREVENTATIVE PROCEDURES 122
AND PROGRAMS FOR STUDENT PROTECTION 122
STUDENT AND STAFF CODE OF CONDUCT STUDENTS 123
STUDENT AND STAFF CODE OF CONDUCT STAFF 124
CONTROLLED SUBSTANCES, ALCOHOL AND TOBACCO 125
VANDALISM AND BURGLARIES 126

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Student "Hit Lists" or Death Threats 127
Anti-Bullying/Harassment Program 128
Search and Seizure 129
Monitoring Internet Use on School Equipment 130
Identification of Potentially Violent Individuals 131
Student Attire 132
Excessive Absenteeism and Truancy 133
Suicide Prevention 134
Medical Emergencies 135
Threat Assessment 137
Appendix E 1 Anti-Discrimination Policy 140
Appendix E 2 Mobile Device Policy 142
Appendix E 3 Warning Signs 157
Appendix E 4 Suicide Prevention 163
Appendix E 5 Warning Signs 165
Appendix E 6 Steps In Dealing With Suicidal Behavior 168
Appendix E 7 Impac of a Suicide 170
Appendix E 8 Contagion Factors 171
Appendix E 9 Suicide Notes 173
Dating Violence 175
Notification Of Dating Violence Policy 176
Definitions 177
Responsibilities of Administrators 179
Protocols for Responding To Dating Violence Reports – Staff Members 180
Protocol for School-Based Intervention: Administrators 181
Protocol for Working with the Victim 182
Protocol for Working with the Alleged Perpetrator 183
Protocol for Documentation and Reporting of Incidents 184
School/Parent Relations 185
Non-Custodial Parents 186
Safety and Emergency 189
Precautions and Preparedness 189
Drill Practice Schedules 190
Safety and Security Training of Staff 191

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SAFETY AND SECURITY TRAINING OF STUDENTS 192
BUILDING SECURITY 194
SAFETY AND EMERGENCY EQUIPMENT AND SUPPLIES 196
INCIDENT COMMAND SYSTEM CHECKLISTS 197
COMMAND STAFF ACTIONS 198
AIRCRAFT IMPACT 199
BOMB THREAT 200
CRIME SCENE MANAGEMENT 201
DEATH ON CAMPUS 202
EARTHQUAKE 203
EPIDEMIC/POISON 204
EVACUATION FOR OFFSITE LOCATIONS PROCEDURES 205
EVACUATION – SCHOOL PROPERTY 206
FIRE – ADJACENT OR UNOCCUPIED BUILDING 207
FIRE – OCCUPIED SCHOOL FACILITY 208
HAZARDOUS MATERIALS RELEASE 209
HOSTAGE SITUATION 210
LOCKDOWN 211
LOCK OUT 212
RECOVERY PROCEDURES 213
SCHOOL SHOOTING 214
SEVERE WEATHER/TORNADO 215
UTILITY FAILURE 216
INCIDENT COMMAND SYSTEM 217
COMMAND CENTER DUTY ROSTERS 218
COMMUNICATIONS OFFICER 219
EMERGENCY COORDINATOR 221
EOC LIAISON OFFICER 223
FINANCE/ADMINISTRATION SECTION CHIEF 225
INCIDENT COMMANDER 228
LOGISTICS SECTION CHIEF 231
MEDIA LIAISON 233
OPERATIONS SECTION CHIEF 235
PUBLIC INFORMATION OFFICER 237

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PLANNING SECTION CHIEF 239
SAFETY OFFICER 242
PARENT REUNIFICATION 244
FRONT DESK INSIDE GREETER 244
PARENT REUNIFICATION TEAM 245
FRONT DESK/REPORTING POINT STAFF 245
NATIONAL INCIDENT MANAGEMENT SYSTEMS (NIMS) TRAINING 246
APPENDIX F 1 INVENTORY OF FIRST AID SUPPLIES AND LOCATIONS 247
ATHLETICS AND ACTIVITIES 248
SAFETY AND SECURITY 248
SCHUYLER COMMUNITY SCHOOLS ACTIVITIES SECURITY PLAN 249
BEFORE THE GAME 250
DURING THE GAME 252
AFTER THE GAME 253
ATHLETIC FACILITIES AND EQUIPMENT SAFETY REVIEW 254
SAFE STUDENT TRANSPORTATION PLAN 258
SAFE STUDENT TRANSPORTATION PLAN 259
REFERENCES 263

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INTRODUCTION

Natural disasters, such as winter storms, tornadoes, floods or other natural disasters, and man-made disasters which can result from chemical spills, noxious fumes, power outages, fires, explosions, etc. are potential hazards for which our school personnel, students, and the community at large, must be prepared. The School District must also prepare for man-made crises, which can come in the form of real or threatened violence, such as weapons on campus and bomb threats or tragedies such as the sudden death of a teacher or student.

The **vision** of the Schuyler Community Schools Emergency Safety and Security Management Plan is to provide the maximum possible protection for students and school personnel in the event of crisis.

To meet our **vision**, our **mission** will be to instruct and prepare students and staff in the appropriate and safe procedures to follow in the event of a campus crisis through staff in-service and student drills. The occurrence of a crisis will require prompt response from all personnel as they perform their specific assignments from the Plan.

Since no two emergencies will be the same in nature, scope, or magnitude, it is necessary for the school's plans to be basic, flexible, and subject to modification as the need arises. Modification will be at the discretion of the Superintendent or civil authority. However, **in any emergency**, the following priorities shall apply:

1. **Protection of life**
2. **Prevention of injury**
3. **Protection of property**
4. **Preparation of the campus for extended stay or evacuation.**

CLIMATE AND CULTURE

Our school climate fosters mutual trust and courage through the development of relationships among our constituents. To promote a positive school culture we seek to empower rather than control, and to foster meaning rather than directing. It is grounded more on teaching than on informing, more on learning than on knowing, and more on modeling and clarifying values and beliefs than on telling or giving commands. The standards for our school are in harmony with scientific theories that support the idea that sustainable improvements within social systems will occur only when sought and found by the stakeholders themselves.

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SCHUYLER COMMUNITY SCHOOLS EMERGENCY SAFETY AND SECURITY MANAGEMENT PLAN

Emergency Response: It is everyone's responsibility to take action to avert or respond to circumstances that threaten the security and safety of the school and school personnel, students, visitors and patrons. If you become aware of a crisis situation you should contact appropriate emergency services and the school administration.

1. See, Appendix A 1 for listing of "Emergency Phone Numbers".

Chain of Command for Crisis Situation: The Superintendent of Schools is primarily responsible for responding to crisis situations and declaring an emergency. At the Superintendent's discretion, he/she may use the Crisis Response Team established by the Board of Education to assist in assessing the need to declare an immediate emergency. In the absence of the Superintendent, the High School Principal and/or Elementary School Principal will act on behalf of the Superintendent. In a situation where neither is available, the High School Guidance Counselor shall declare the emergency. Unless an obvious and immediate emergency exists, the Crisis Response Team will be utilized in the decision making process.

1. See, Appendix A 2.1 through A 8.1for listing of Office, Home and Cell phone numbers for "Chain of Command for a Crisis Situation".

Crisis Response Team: The Schuyler Community Schools Board of Education shall from time to time establish a crisis response team made up of the designated members of the administration of the school system, nurse, counselor, and staff representatives from each attendance area.

1. **Members of Crisis Response Team**: See, Appendix 9.1 for the listing of Office, Home and Cell phone numbers for each member of the "Crisis Response Team".

2. **Crisis Response Team Functions**: The crisis response team will be activated when the physical or emotional safety and well-being of students or school personnel are threatened. The Crisis Response Team will assist in assessing the situation, plan and intervene in crises affecting students and staff. The team will provide a preplanned, organized approach to responding to a crisis to alleviate the crisis and mitigate damages and injury, and reduce the emotional and social impact of a crisis. The Crisis Response Team will address situations of:

    a. Violence in and around school;
    b. Medical emergencies;
    c. Natural or accidental disasters/emergencies;
    d. Death of a student or staff member;
    e. Suicide of a student (or attempted suicide on school grounds).

Emergency Staging Areas and Locations: See, Appendix A 2.2 through A 8.2 for listing.

Emergency Utility Information: See, Appendix A 2.3 through A 8.3 for listing

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APPENDIX A 1
EMERGENCY PHONE DIRECTORY

Agency	Phone	Comments
Emergency Services	911	
Schuyler Fire Department	402-296-6041	
Schuyler Police Department	402-352-2415	
Colfax County Sheriff	402-352-8526	
Nebraska State Patrol Troop B – Norfolk	402-370-3456	
Colfax Emergency Management	402-352-7958	
CHI Health Schuyler Hospital	402-352-2441	
Columbus Community Hospital	402-564-7118	
Schuyler Dept of Utilities	402-352-5444	Electrical
Black Hills Energy	800-694-8989	Natural Gas
Schuyler Dept of Utilities	402-352-5444	Water/Sewer
Century Link	800-777-9594	Phone
Eagles Communication	888-893-2185	Internet
East Central District Health Dept	402-563-9224	
Child Protective Services	800-652-1999	
Animal Control Services	402-352-2415	Schuyler Police Dept
Nebraska Dept of Environmental Quality	402-471-2186 402-471-4545	Mon-Fri 8am – 5pm After Hours NE State Patrol
National Response Center Hazardous Substance Cleanup Reporting	800-424-8802	

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APPENDIX A 2.1 – CHAIN OF COMMAND CENTRAL HIGH SCHOOL

Chain of Command for a Crisis Situation			
Name	**Office Phone**	**Cell Phone**	**Home Phone**
Dr. Dan Hoesing	402-352-2421	308-760-6838	
Stephen Grammer	402-352-3527	402-317-8383	
Michelle Egr	402-352-2421	402-615-2891	
Lynn Sweeney Amy Johnson	402-352-2421 402-352-2421	402-942-1574 402-615-4367	402-352-3834 402-352-2511

CRISIS RESPONSE TEAM MEMBERS		
Name	**Home Telephone**	**Cell Phone**
Lynn Sweeney	402-352-3834	402-942-1574
Mary Didier	402-352-8717	402-657-9004
Amy Johnson	402-352-2511	402-615-4367
Guadalupe Marino	402-352-5916	402-615-2578
Jeremy Hlavac		402-641-0435
Patti Rea	402-352-5539	402-615-0701
Jared Severson		402-290-1381
Lyndon Beebe	402-352-5206	
Mary Breedlove		402-809-0119
Lewis Evans		913-752-7065

FACUITY MAINTENANCE		
Name	**Office phone**	**Cell Phone**
Paul Dirkschneider	402-352-5514	402-615-4108
Juan Melendrez	402-352-2421	402-615-2131

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APPENDIX A 2.2 – CENTRAL HIGH SCHOOL
EMERGENCY STAGING AREAS AND LOCATIONS
Command Center/Central Organization Site

	Command Post	Office Telephone	Fax Number	Cell Phone
Primary	Superintendent's Office	402-352-2421	402-352-2372	308-760-6838
Back-up	Principal's Office	402-352-2421	402-352-2372	402-317-8383
Back-up	Asst Principal's Office	402-352-2421	402-352-2372	402-615-2891
Off-Site	Police Dept	402-352-2415	402-352-5501	
Off-Site	Sheriff's Office	402-352-8526	402-352-8445	

Emergency Response Team Roles

Team Role	Name	Office Telephone	Cell Phone	Comments
First Aid	Mary Didier	402-352-2421	402-657-9004	
Student Supervision	Michelle Egr	402-352-2421	402-615-2891	
Facility & Materials	Ron Mundil	402-352-2421	402-615-1820	
Student/Parent Reunification	Amy Johnson Katie Bertrand	402-352-2421 402-352-2421	402-615-4367 402-615-4367	
School Crisis Recover				
First Aid Assistants	Carol Reha Tori Oehlrich	402-352-5514 402-352-9900		

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On-Site Outside Assembly Areas

Assembly Area 1 Location	**HS Student Parking Lot**
Assembly Area 2 Location	

Off-Site Evacuation Locations

	Location Name	Contact	Telephone	Fax Number
1st Evacuation	**Oak Ballromm**		**402-352-9972**	
2nd Evacuation				
3rd Evacuation				
4th Evacuation				

On-Site Persons with Disabilities Areas

Location	Room Number	Room Number
Ground Floor	**Room 14**	

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Medical Treatment / Triage

	Location	Telephone
Primary		
Back-up		
Back-up		

Staging Areas for First Responders

	Location	Telephone
Police		
Fire/EMS		
Bomb Squad		
State Patrol		
National Guard		

Staging Areas for First Responders will be determined at time of the incident

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APPENDIX A 2.3 CENTRAL HIGH SCHOOL EMERGENCY UTILITY INFORMATION
Emergency Utility Disconnect Information

	Main Breaker Panel Location	Secondary Breaker Panel Location
Electricity	**Ag Shop Room 23**	**Maintenance A**
	Main Gas Shut-Off Location	**Secondary Gas Shut-Off Location**
Natural Gas	**Maintenance A**	
	Main Water Shut-Off Location	**Secondary Water Shut-Off Location**
Water	**Maintenance A**	

NEVER CLOSE WATER VALVES DURING A FIRE

	Main Breaker Panel Location	Secondary Breaker Panel Location
HVAC System	**Maintenance A**	

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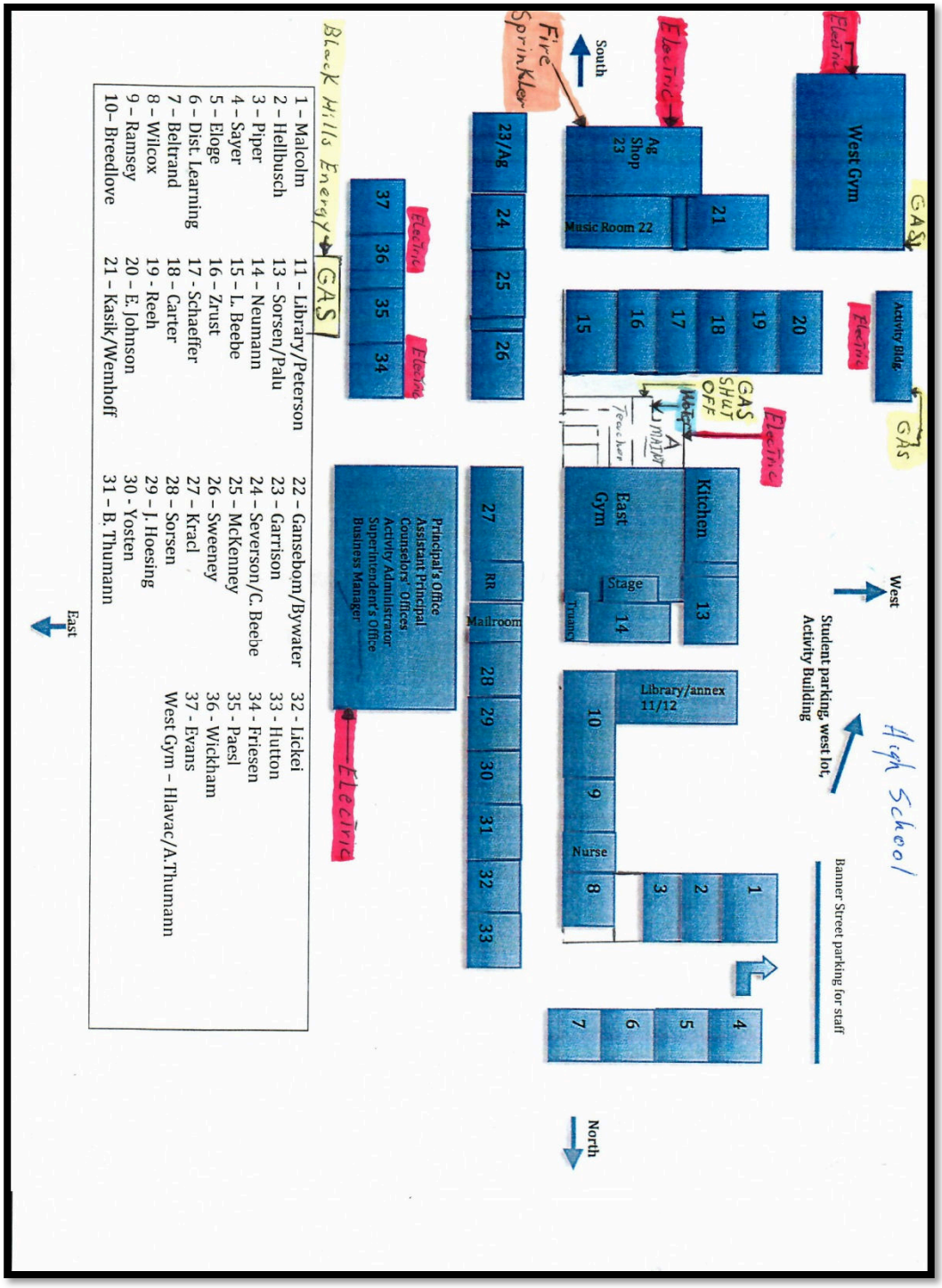
APPENDIX A 2.4 CENTRAL HIGH SCHOOL FLOOR PLAN



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APPENDIX A 3.1 – CHAIN OF COMMAND MIDDLE SCHOOL

Chain of Command for a Crisis Situation			
Name	**Office Phone**	**Cell Phone**	**Home Phone**
Dr. Dan Hoesing	402-352-2421	308-760-6838	
Michelle Burton	402-352-5514	402-427-4051	
Gerry Reinsch	402-352-5514	402-417-9409	
Paula Kment	402-352-5514	402-750-6201	402-539-2065

CRISIS RESPONSE TEAM MEMBERS		
Name	**Home Telephone**	**Cell Phone**
Paul Kment	402-539-2065	402-750-6201
Lori Benesch	402-352-3853	402-615-0414
Carol Reha	402-352-2849	402-615-0681
Mark Brady		402-360-1233
Dana Schultz		402-649-3282
Michelle Burton		402-427-4051
Gerald Reinsch		402-417-9409

FACUITY MAINTENANCE		
Name	**Office phone**	**Cell Phone**
Paul Dirkschneider	402-352-5514	402-615-4108
Rick Eller	402-352-5514	402-615-3375

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APPENDIX A 3.2 – MIDDLE SCHOOL
EMERGENCY STAGING AREAS AND LOCATIONS
Command Center/Central Organization Site

	Command Post	Office Telephone	Fax Number	Cell Phone
Primary	Principal's Office	402-352-5514	402-352-2644	402-427-4051
Back-up	Asst Principal's Office	402-352-5514	402-352-2644	402-417-9409
Back-up	Counselor's Office	402-352-5514	402-352-2644	402-539-2065
Off-Site	Superintendent's Office	402-352-2421	402-352-2372	308-760-6838
Off-Site	Principal's Office High School	402-352-2421	402-352-2372	402-317-8383

Emergency Response Team Roles

Team Role	Name	Office Telephone	Cell Phone	Comments
First Aid	Carol Reha	402-352-5514	402-615-0681	
Student Supervision	Dana Schultz	402-352-5514	402-649-3282	
Facility & Materials	Mark Brady	402-352-5514	402-360-1233	
Student/Parent Reunification	Lori Benesch	402-352-5514	402-615-0414	
School Crisis Recover	Paula Kment	402-352-5514	402-750-6201	
First Aid Assistants	Aujandra Dimas Marisela Lopez	402-352-5514 402-352-5514	402-615.5625 402-606-8746	Office Assistants

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On-Site Outside Assembly Areas

Assembly Area 1 Location	**Gymnasium**
Assembly Area 2 Location	**Cafeteria**
Assembly Area 3 Location	

Off-Site Evacuation Locations

	Location Name	Contact	Telephone	Fax Number
1st Evacuation	**St Mary's Social Hall**		**402-352-2149**	
2nd Evacuation	**First Presbyterian Chuch**		**402-352-3822**	
3rd Evacuation				
4th Evacuation				

On-Site Persons with Disabilities Areas

Location	Room Number	Room Number
Ground Floor	**Room 113**	**Room 410**
Second Floor	**N/A**	

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Medical Treatment / Triage

	Location	Telephone
Primary	**Nurse's Office**	**402-352-5514-805**
Back-up	**Band Room**	**402-352-5514-460**
Back-up	**FACS Room**	**402-352-5514-458**

Staging Areas for First Responders

	Location	Telephone#
Police		
Fire/EMS		
Bomb Squad		
State Patrol		
National Guard		

Staging Areas for First Responders will be determined at time of the incident

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APPENDIX A 3.3 MIDDLE SCHOOL EMERGENCY UTILITY INFORMATION
Emergency Utility Disconnect Information

	Main Breaker Panel Location	Secondary Breaker Panel Location
Electricity	**Room 315 Door 13 Custodial Room**	**Room 101 Door 20 Custodial Room**
	Main Gas Shut-Off Location	**Secondary Gas Shut-Off Location**
Natural Gas	**Northwest Corner of School**	
	Main Water Shut-Off Location	**Secondary Water Shut-Off Location**
Water	**Room 315 Door 13 Custodial Room**	**Room 101 Door 20 Custodial Room**

NEVER CLOSE WATER VALVES DURING A FIRE

	Main Breaker Panel Location	Secondary Breaker Panel Location
HVAC System	**Room 315 Door 13 Custodial Room**	**Room 101 Door 20 Custodial Room**

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APPENDIX A 3.4 MIDDLE SCHOOL FLOOR PLAN



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APPENDIX A 4.1 – CHAIN OF COMMAND ELEMENTARY SCHOOL

Chain of Command for a Crisis Situation			
Name	**Office Phone**	**Cell Phone**	**Home Phone**
Dr. Dan Hoesing	402-352-2421	308-760-6838	
Bill Comley	402-352-9940	817-300-0289	402-352-9977
Darin Kovar	402-352-9940	402-618-1701	
Missy Glodowski	402-352-9940	402-615-2397	

CRISIS RESPONSE TEAM MEMBERS		
Name	**Home Telephone**	**Cell Phone**
Missy Glodowski		402-615-2397
Meghan Reinert		402-679-2135
Rhonda Sellentin		402-719-5101
Jodi Brabec	402-352-5741	402-615-5038
Tori Oehlirich	402-564-7324	402-615-1149
Deb schueth		402-276-7297
Sheila Hoppe		402-910-0555
Mike Goos	402-564-9106	402-910-8216

FACUITY MAINTENANCE		
Name	**Office phone**	**Cell Phone**
Paul Dirkschneider	402-352-5514	402-615-4108
Gene Barr	402-352-9940	402-615-3607

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APPENDIX A 4.2 – ELEMENTARY SCHOOL
EMERGENCY STAGING AREAS AND LOCATIONS
Command Center/Central Organization Site

	Command Post	Office Telephone	Fax Number	Cell Phone
Primary	Principal's Office	402-352-9940		817-300-0289
Back-up	Asst Principal's Office	402-352-9940		402-618-1701
Back-up	Counselor's Office	402-352-9940		402-615-2397
Off-Site	Superintendent's Office	402-352-2421	402-352-2372	308-760-6838
Off-Site	Principal's Office Middle School	402-352-5514	402-352-2644	402-427-4051

Emergency Response Team Roles

Team Role	Name	Office Telephone	Cell Phone	Comments
First Aid	Tori Oehlrich	402-352-9940	402-615-1149	School Nurse
Student Supervision	Teachers			
Facility & Materials	Gene Barr	402-352-9940	402-615-3607	
Student/Parent Reunification	Julie Cerny	402-352-9940	402-615-1018	
School Crisis Recover				
First Aid Assistants	Lori Simanek	402-352-9940	402-578-2320	

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On-Site Outside Assembly Areas

Assembly Area 1 Location	**Playground**
Assembly Area 2 Location	**North Parking Lot**
Assembly Area 3 Location	**East Field**

Off-Site Evacuation Locations

	Location Name	Contact	Telephone	Fax Number
1st Evacuation	**Hospital**	**Connie Peters**	**402-352-2441**	
2nd Evacuation	**High School**		**402-352-2421**	
3rd Evacuation				
4th Evacuation				

On-Site Persons with Disabilities Areas

Location	Room Number	Room Number
Ground Floor	**Room 186 Resource Room**	

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Medical Treatment / Triage

	Location	Telephone
Primary	**Room 146**	
Back-up	**Room 161**	
Back-up	**Room 216**	

Staging Areas for First Responders

	Location	Telephone
Police		
Fire/EMS		
Bomb Squad		
State Patrol		
National Guard		

Staging Areas for First Responders will be determined at time of the incident

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APPENDIX A 4.3 ELEMENTARY SCHOOL EMERGENCY UTILITY INFORMATION
Emergency Utility Disconnect Information

	Main Breaker Panel Location	Secondary Breaker Panel Location
Electricity	**Room 171**	**Room 225**
	Main Gas Shut-Off Location	**Secondary Gas Shut-Off Location**
Natural Gas	**Outside by Door 7**	
	Main Water Shut-Off Location	**Secondary Water Shut-Off Location**
Water	**Room 195**	

NEVER CLOSE WATER VALVES DURING A FIRE

	Main Breaker Panel Location	Secondary Breaker Panel Location
HVAC System		

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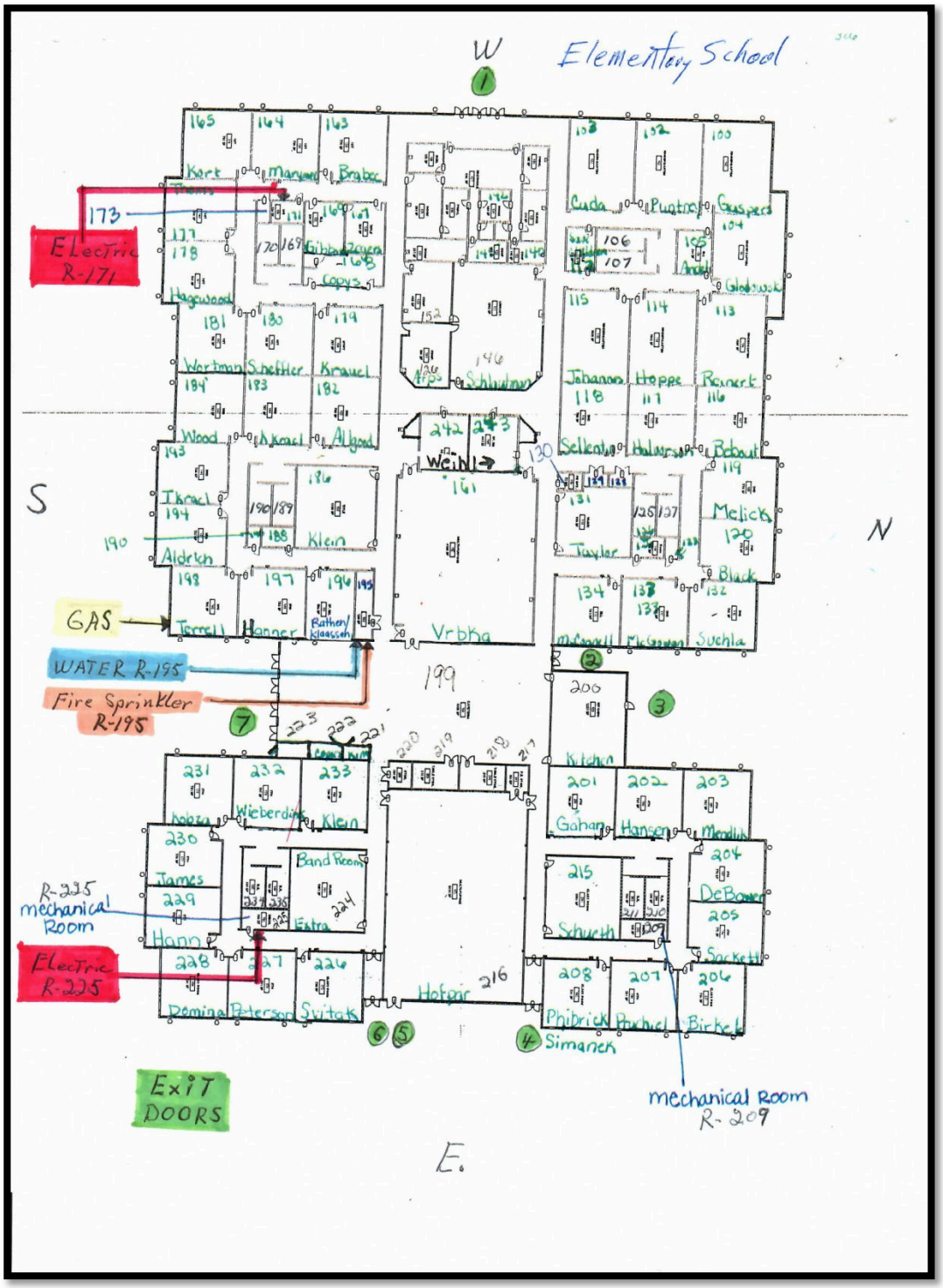
APPENDIX A 4.4 ELEMENTARY SCHOOL FLOOR PLAN



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APPENDIX A 5.1 – CHAIN OF COMMAND PRE-SCHOOL

Chain of Command for a Crisis Situation			
Name	**Office Phone**	**Cell Phone**	**Home Phone**
Dr. Dan Hoesing	402-352-2421	308-760-6838	
Bill Comley	402-352-9940	817-300-0289	402-352-9977
Karrie Healy	402-352-2628	402-615-0632	

CRISIS RESPONSE TEAM MEMBERS		
Name	**Home Telephone**	**Cell Phone**
Karrie Healy		402-615-0632
Missy Glodowski		402-615-2397

FACUITY MAINTENANCE		
Name	**Office phone**	**Cell Phone**
Paul Dirkschneider	402-352-5514	402-615-4108
Juan Melenddez	402-352-2421	402-615-2131

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APPENDIX A 5.2 –PRE-SCHOOL
EMERGENCY STAGING AREAS AND LOCATIONS
Command Center/Central Organization Site

	Command Post	Office Telephone	Fax Number	Cell Phone
Primary	Office	402-352-2628		
Back-up				
Back-up				
Off-Site	Superintendent's Office	402-352-2421	402-352-2372	308-760-6838
Off-Site	Principal's Office Middle School	402-352-5514	402-352-2644	402-427-4051

Emergency Response Team Roles

Team Role	Name	Office Telephone	Cell Phone	Comments
First Aid	Carol Reha	402-352-5514	402-615-0681	School Nurse
Student Supervision	Teachers			
Facility & Materials	Juan Melenddez	402-352-2421	402-615-2131	
Student/Parent Reunification	Barbara Raya	402-352-2628	402-615-3477	
School Crisis Recover				
First Aid Assistants				

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On-Site Outside Assembly Areas

Assembly Area 1 Location	**Playground**
Assembly Area 2 Location	
Assembly Area 3 Location	
Assembly Area 4 Location	

Off-Site Evacuation Locations

	Location Name	Contact	Telephone	Fax Number
1st Evacuation	**Iglesade Dios 1450 Colfax Street**	**Angel Escobar**	**402-615-3304 402-615-5985**	
2nd Evacuation				
3rd Evacuation				
4th Evacuation				

On-Site Persons with Disabilities Areas

Location	Room Number	Room Number
Basement		
Ground Floor	**Parson's Room**	**Freeman's Room**
Second Floor		

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Medical Treatment / Triage

	Location	Telephone
Primary	**Gym**	
Back-up	**Room 6**	
Back-up		

Staging Areas for First Responders

	Location	Telephone
Police		
Fire/EMS		
Bomb Squad		
State Patrol		
National Guard		

Staging Areas for First Responders will be determined at time of the incident

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APPENDIX A 5.3 PRE-SCHOOL EMERGENCY UTILITY INFORMATION
Emergency Utility Disconnect Information

	Main Breaker Panel Location	Secondary Breaker Panel Location
Electricity	**North Entrance**	
	Main Gas Shut-Off Location	**Secondary Gas Shut-Off Location**
Natural Gas	**NO GAS**	
	Main Water Shut-Off Location	**Secondary Water Shut-Off Location**
Water	**Basement West Wall**	

NEVER CLOSE WATER VALVES DURING A FIRE

	Main Breaker Panel Location	Secondary Breaker Panel Location
HVAC System		

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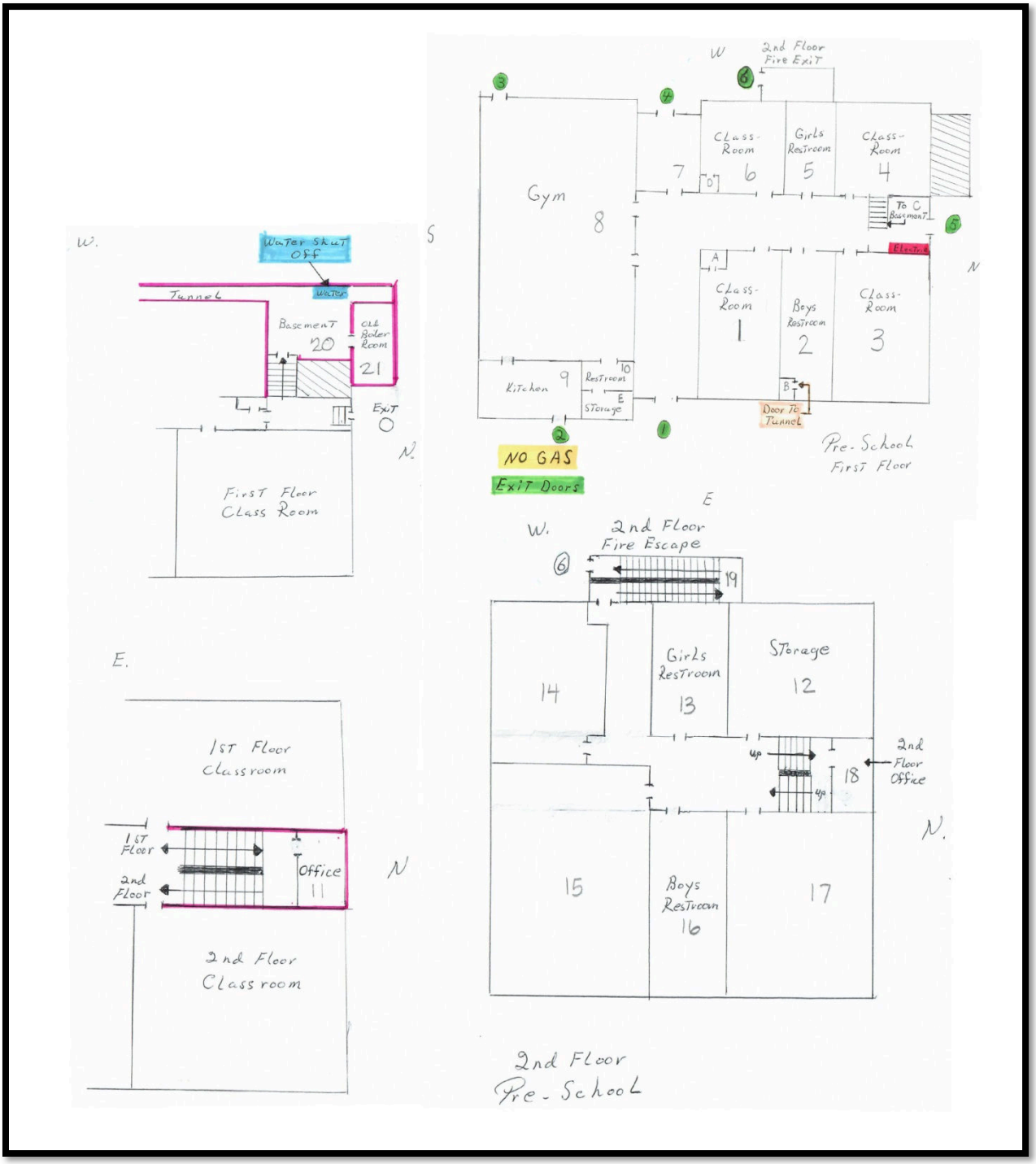
APPENDIX A 5.4 PRE-SCHOOL FLOOR PLAN



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APPENDIX A 6.1 – CHAIN OF COMMAND FISHER 24 SCHOOL

Chain of Command for a Crisis Situation			
Name	**Office Phone**	**Cell Phone**	**Home Phone**
Dr. Dan Hoesing	402-352-2421	308-760-6838	
Gerald Reinsch	402-352-5514	402-417-9409	402-545-2313
Cindy Vacha	402-352-3700	402-910-4911	402-564-3365

CRISIS RESPONSE TEAM MEMBERS		
Name	**Home Telephone**	**Cell Phone**
Gerald Reinsch	402-545-2315	402-417-9409
Cindy Vacha	402-564-3365	402-910-4911
Jenny Hamernik		402-649-3027
Jennie Stutzman		402-615-1013
Corrine Mueller	402-652-8648	402-649-0426

FACUITY MAINTENANCE		
Name	**Office phone**	**Cell Phone**
Paul Dirkschneider	402-352-5514	402-615-4108
Juan Melenddez	402-352-2421	402-615-2131

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APPENDIX A 6.2 – FISHER 24 SCHOOL EMERGENCY STAGING AREAS AND LOCATIONS
Command Center/Central Organization Site

	Command Post	Office Telephone	Fax Number	Cell Phone
Primary	Multi-Purpose Room	402-352-3700		402-910-4911
Back-up	Basketball Court	402-352-3700		402-545-2313
Back-up				
Off-Site	Muhle's Farm			402-615-3634
Off-Site	Superintendent's Office	402-352-2421	402-352-2372	308-760-6838

Emergency Response Team Roles

Team Role	Name	Office Telephone	Cell Phone	Comments
First Aid	All Staff	402-352-3700		
Student Supervision	All Staff	402-352-3700		
Facility & Materials	All Staff	402-352-3700		
Student/Parent Reunification	All Staff	402-352-3700		
School Crisis Recover	All Staff	402-352-3700		
First Aid Assistants	All Staff	402-352-3700		

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On-Site Outside Assembly Areas

Assembly Area 1 Location	**By Front Driveway Jungle Gym Area**
Assembly Area 2 Location	

Off-Site Evacuation Locations

	Location Name	Contact	Telephone	Fax Number
1st Evacuation	**Muhle's Farm**	**Mike and Deb**	**402-615-3634**	
2nd Evacuation	**Elementary School**		**402-352-9940**	
3rd Evacuation				

On-Site Persons with Disabilities Areas

Location	Room Number	Room Number
Ground Floor		
Basement		

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Medical Treatment / Triage

	Location	Telephone
Primary	**Kitchen Room**	**402-352-3700**
Back-up		
Back-up		

Staging Areas for First Responders

	Location	Telephone
Police		
Fire/EMS		
Bomb Squad		
State Patrol		
National Guard		

Staging Areas for First Responders will be determined at time of the incident

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APPENDIX A 6.3 – FISHER 24 SCHOOL EMERGENCY UTILITY INFORMATION

Emergency Utility Disconnect Information – Schuyler Community Schools

	Main Breaker Panel Location	Secondary Breaker Panel Location
Electricity	**Kitchen Room**	
	Main Gas Shut-Off Location	**Secondary Gas Shut-Off Location**
Natural Gas	**NO GAS**	
	Main Water Shut-Off Location	**Secondary Water Shut-Off Location**
Water	**East Wall Room K**	

NEVER CLOSE WATER VALVES DURING A FIRE

	Main Steam Shut-Off Location	Secondary Steam Shut-Off Location
Steam		
	Main Breaker Panel Location	**Secondary Breaker Panel Location**
HVAC System		

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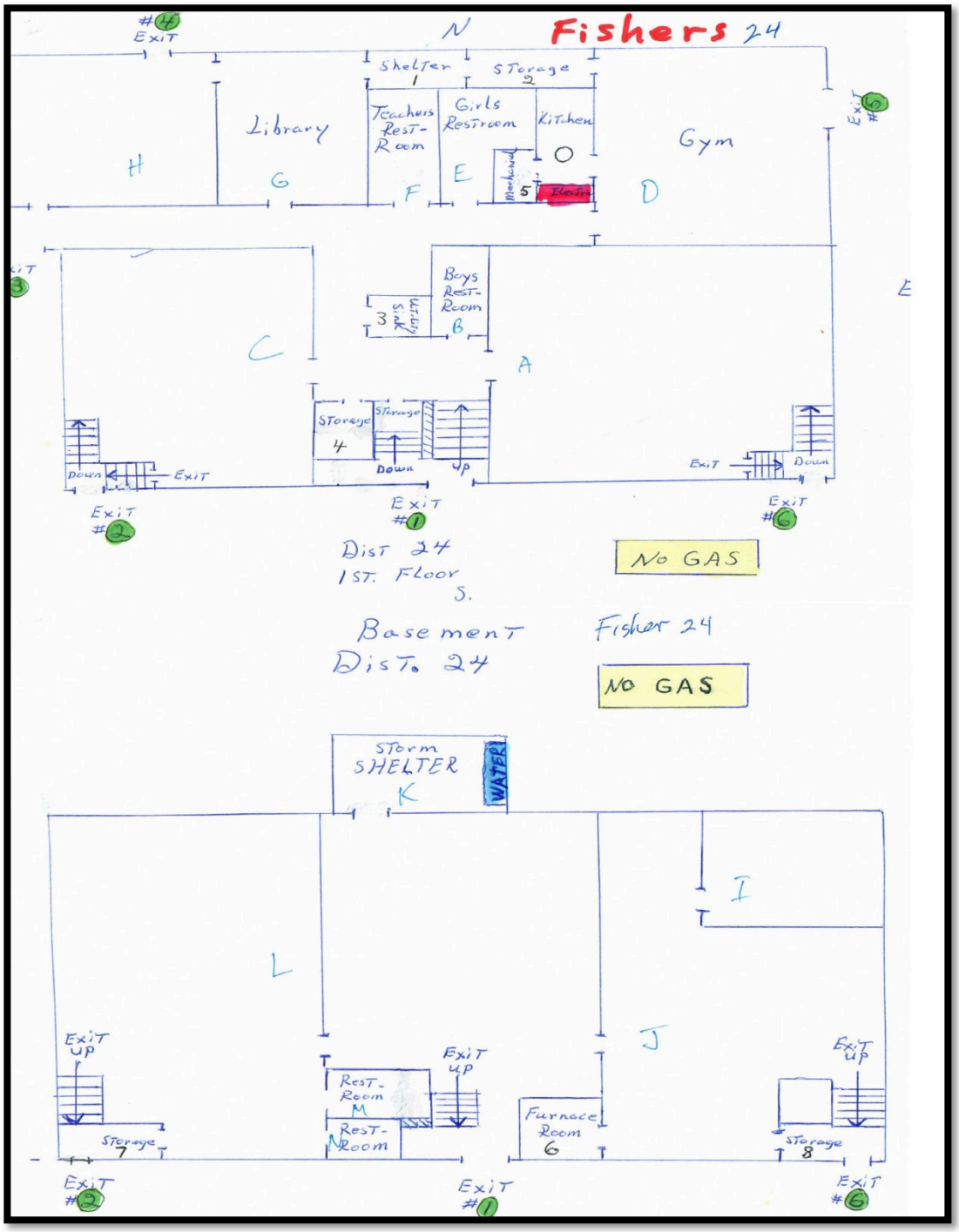
APPENDIX A 6.4 – FISHER 24 SCHOOL FLOOR PLAN



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APPENDIX A 7.1 – CHAIN OF COMMAND RICHLAND SCHOOL

Chain of Command for a Crisis Situation			
Name	**Office Phone**	**Cell Phone**	**Home Phone**
Dr. Dan Hoesing	402-352-2421	308-760-6838	
Gerry Reinsch	402-352-5514	402-417-9409	402-545-2313
Cindee Wachter	402-564-6900	402-276-1123	402-564-1112
Kristi Benck	402-564-6900	402-276-8146	402-563-3205
Denise Stevenson	402-564-6900	402-615-0961	402-352-2430

CRISIS RESPONSE TEAM MEMBERS		
Name	**Home Telephone**	**Cell Phone**
Gerry Reinsch	402-352-5514	402-417-9409
Cindee Wachter	402-564-1112	402-276-1123
Kristi Benck	402-563-3205	402-276-8146
Denise Stevenson	402-352-2430	402-615-0961

FACUITY MAINTENANCE		
Name	**Office phone**	**Cell Phone**
Paul Dirkschneider	402-352-5514	402-615-4108
Juan Melenddez	402-352-2421	402-615-2131

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APPENDIX A 7.2 – RICHLAND SCHOOL EMERGENCY STAGING AREAS AND LOCATIONS
Command Center/Central Organization Site

	Command Post	Office Telephone	Fax Number	Cell Phone
Primary	Room 8	402-564-6900		
Back-up	Room 10	402-564-6900		
Back-up	Room 1	402-564-6900		
Off-Site	Lloyd & Margaret Stevenson Home	402-564-0729		
Off-Site	Superintendent's Office	402-352-2421	402-352-2372	308-760-6838

Emergency Response Team Roles

Team Role	Name	Office Telephone	Cell Phone	Comments
First Aid	Denise Stevenson Cindee Wachter Kristi Benck	402-564-6900		
Student Supervision	Charmyn Chromy Jeni Bennett Michelle Shonka	402-564-6900		
Facility & Materials	Paul Dirkschneider	402-352-5514	402-615-4108	
Student/Parent Reunification	All Staff	402-564-6900		
School Crisis Recover	All Staff	402-564-6900		
First Aid Assistants	Denise Stevenson Cindee Wachter Kristi Benck	402-564-6900		

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On-Site Outside Assembly Areas

Assembly Area 1 Location	**Parking Lot East Side**
Assembly Area 2 Location	

Off-Site Evacuation Locations

	Location Name	Contact	Telephone	Fax Number
1st Evacuation	**Farm to east of school**	**Lloyd & Margaret Stevenson Home**	**402-564-0729**	
2nd Evacuation	**Elementary School**		**402-352-9940**	
3rd Evacuation				

On-Site Persons with Disabilities Areas

Location	Room Number	Room Number
Ground Floor	**None at this time**	

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Medical Treatment / Triage

	Location	Telephone
Primary	**Room 8**	
Back-up		
Back-up		

Staging Areas for First Responders

	Location	Telephone
Police		
Fire/EMS		
Bomb Squad		
State Patrol		
National Guard		

Staging Areas for First Responders will be determined at time of the incident

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APPENDIX A 7.3 – RICHLAND SCHOOL EMERGENCY UTILITY INFORMATION

Emergency Utility Disconnect Information – Schuyler Community Schools

	Main Breaker Panel Location	Secondary Breaker Panel Location
Electricity	**Room D**	
	Main Gas Shut-Off Location	**Secondary Gas Shut-Off Location**
Natural Gas	**NO GAS**	
	Main Water Shut-Off Location	**Secondary Water Shut-Off Location**
Water	**Room B**	

NEVER CLOSE WATER VALVES DURING A FIRE

	Main Breaker Panel Location	Secondary Breaker Panel Location
HVAC System		

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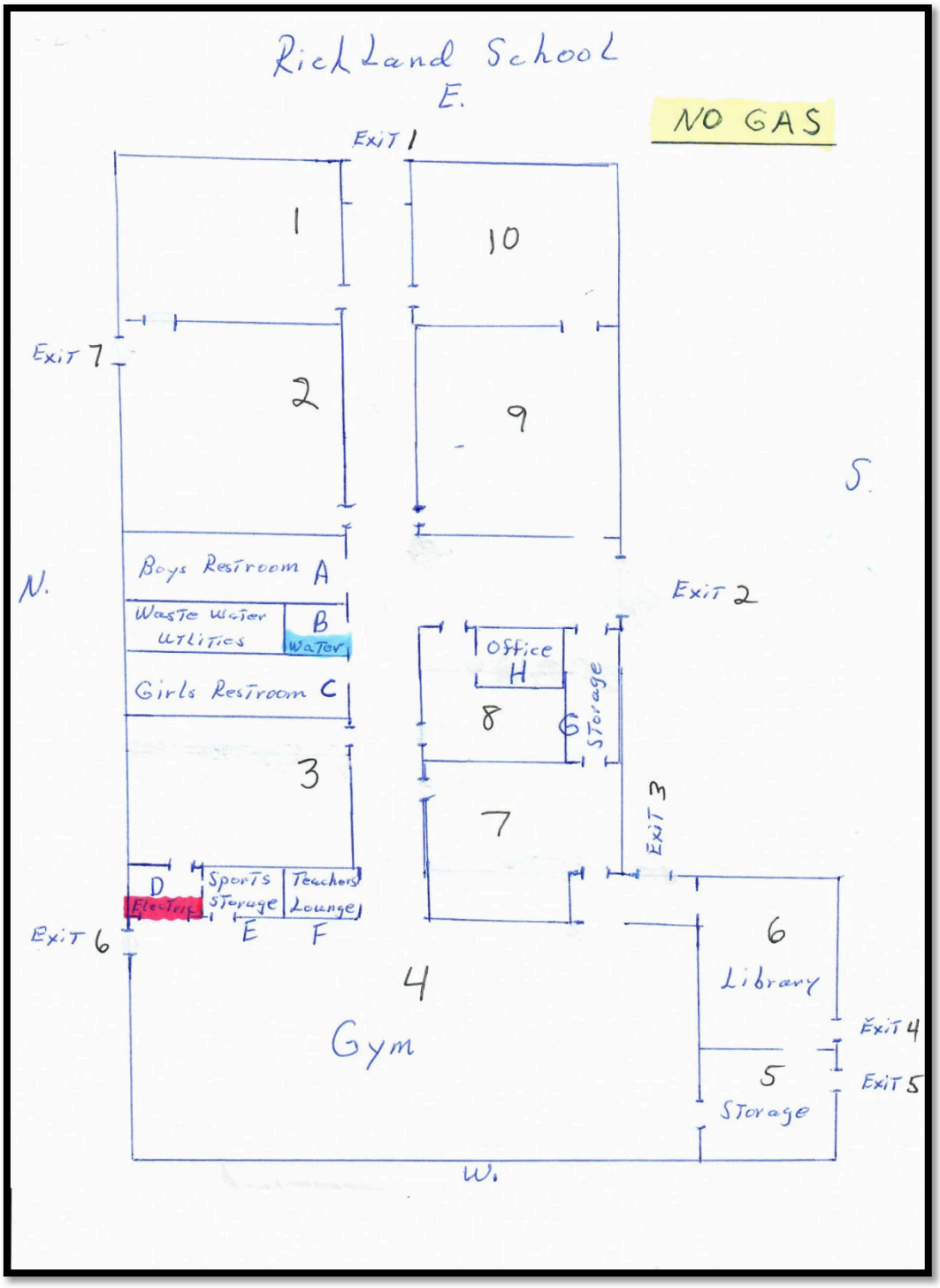
APPENDIX A 7.3 – RICHLAND SCHOOL FLOOR PLAN



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APPENDIX A 8.1 – CHAIN OF COMMAND ROGERS SCHOOL

Chain of Command for a Crisis Situation			
Name	**Office Phone**	**Cell Phone**	**Home Phone**
Dr. Dan Hoesing	402-352-2421	308-760-6838	
Dave Gibbons	402-352-5514	402-615-4008	402-352-3516
Barbara Saathoff	402-352-2755	402-276-6615	308-773-8233
Lynne Rambour	402-352-2755	402-405-1365	402-564-1647

CRISIS RESPONSE TEAM MEMBERS		
Name	**Home Telephone**	**Cell Phone**
Dave Gibbons	402-352-3516	402-352-5514
Barbara Saathoff	308-773-8233	402-352-2755
Lynne Rambour	402-564-1647	402-352-2755

FACUITY MAINTENANCE		
Name	**Office phone**	**Cell Phone**
Paul Dirkschneider	402-352-5514	402-615-4108
Juan Melenddez	402-352-2421	402-615-2131

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APPENDIX A 8.2 – ROGERS SCHOOL EMERGENCY STAGING AREAS AND LOCATIONS
Command Center/Central Organization Site

	Command Post	Office Telephone	Fax Number	Cell Phone
Primary	Room 203	402-352-2755		402-276-6615
Back-up	Room 201	402-352-2755		
Back-up				
Off-Site	Superintendent's Office	402-352-2421	402-352-2372	308-760-6838
Off-Site				

Emergency Response Team Roles

Team Role	Name	Office Telephone	Cell Phone	Comments
First Aid	Barbara Saathoff	402-352-2755	402-276-6615	
Student Supervision	Lynn Rambour	402-352-2755	402-405-1565	
Facility & Materials	Paul Dirkschneider	402-352-5514	402-615-4108	
Student/Parent Reunification	Dave Gibbons	402-352-5514	402-615-4008	
School Crisis Recover				
First Aid Assistants				

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On-Site Outside Assembly Areas

Assembly Area 1 Location	**Gate by fenced in area**
Assembly Area 2 Location	

Off-Site Evacuation Locations

	Location Name	Contact	Telephone	Fax Number
1st Evacuation	**1st house south of school**			
2nd Evacuation	**Middle School**		**402-352-5514**	
3rd Evacuation	**High School**		**402-352-2421**	
4th Evacuation				

On-Site Persons with Disabilities Areas

Location	Room Number	Room Number
Basement	**None at this time**	
Ground Floor		

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Medical Treatment / Triage

	Location	Telephone
Primary	**Kitchen**	**402-352-2755**
Back-up	**Room 204**	**402-352-2755**
Back-up	**Room 203**	**402-352-2755**

Staging Areas for First Responders

	Location	Telephone
Police		
Fire/EMS		
Bomb Squad		
State Patrol		
National Guard		

Staging Areas for First Responders will be determined at time of the incident

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APPENDIX A 8.3 – ROGERS SCHOOL EMERGENCY UTILITY INFORMATION

Emergency Utility Disconnect Information – Schuyler Community Schools

	Main Breaker Panel Location	Secondary Breaker Panel Location
Electricity	**Equipment Room D**	
	Main Gas Shut-Off Location	**Secondary Gas Shut-Off Location**
Natural Gas	**Outside westside of building**	
	Main Water Shut-Off Location	**Secondary Water Shut-Off Location**
Water	**Equipment Room D**	

NEVER CLOSE WATER VALVES DURING A FIRE

	Main Breaker Panel Location	Secondary Breaker Panel Location
HVAC System		

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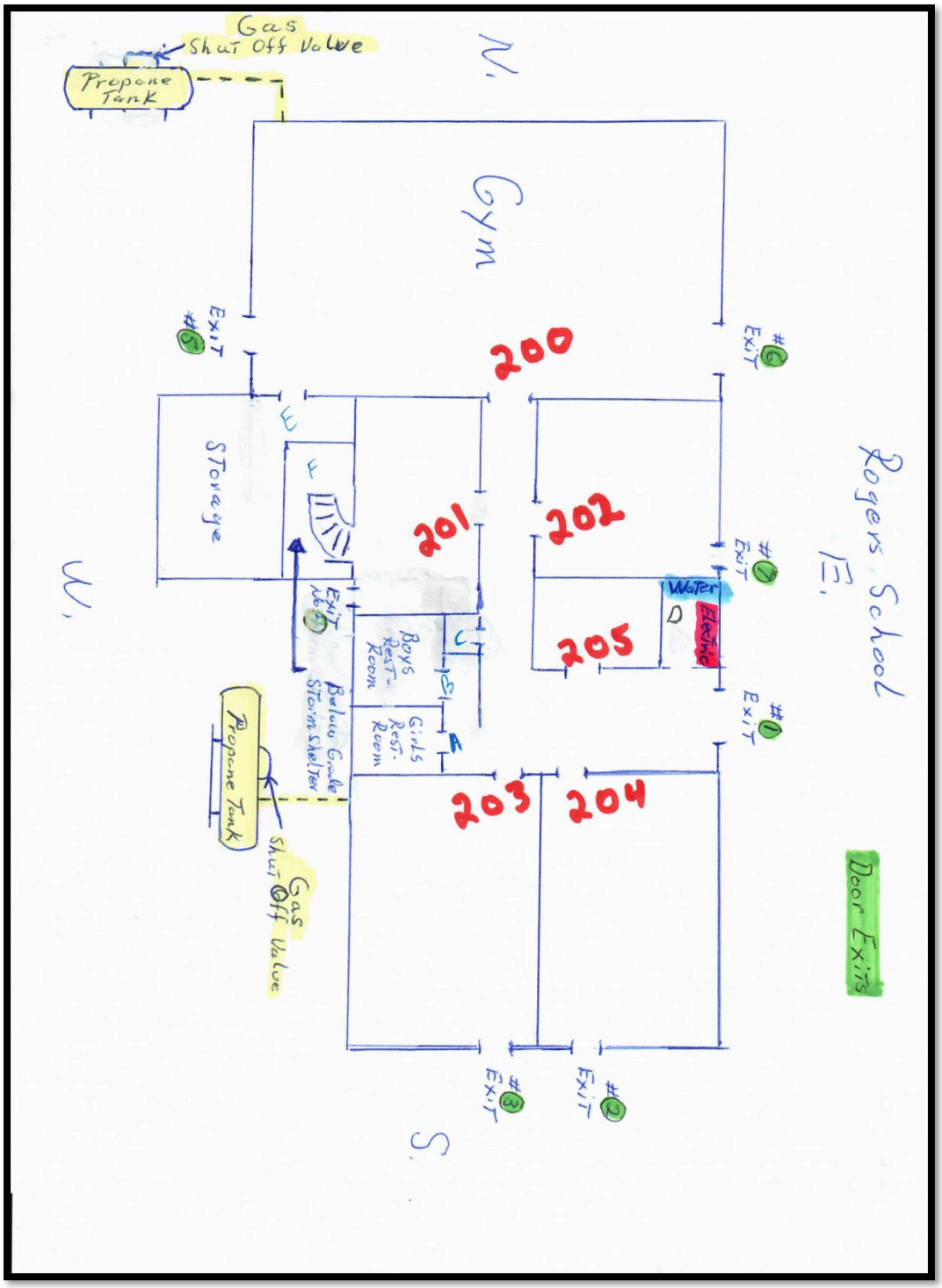
APPENDIX A 8.3 – ROGERS SCHOOL FLOOR PLAN



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DECLARING AND COMMUNICATING AN EMERGENCY SITUATION

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DECLARING AN EMERGENCY

Civil Authorities: The policy, fire officials, or other local, state or federal governmental agencies may declare an emergency which would involve the campus. Notification of such conditions will activate the Crisis Response Team so that an adequate campus response can be engaged.

Administration: The administration is primarily responsible for declaring an on campus emergency. Such a declaration will activate the Crisis Response Team so that an adequate campus response can be engaged.

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COMMUNICATION DURING AN EMERGENCY

1. **Alarms (Notification of Emergency):** The school alarm system will be utilized to notify every one of room evacuations and lock downs. Campus evacuations will be initiated by verbal commands from Principals on the field after a room evacuation has occurred. All other commands will be delivered verbally by the Administration. The "All Clear" alarm for all drills will be given verbally from the command post by intercom or voice contact.

   a. See, Appendix B 1 for "Key to Alarm Signals".

2. **Intercom:** The Administration may when practicable communicate the existence of an emergency situation and during any such emergency situation via the intercom system. School personnel should use the intercom system to communicate the existence of an emergency situation, if practicable. Students should only use the intercom system when under the direction of a staff member. If not reporting an emergency situation, students and staff should avoid using the intercom system to avoid overwhelming the system and allow its use for school wide communications.

3. **Student Runners:** School personnel should use student runners to communicate with the Administration only if no other means of communication is available and it does not place the student in danger.

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COMMUNICATION PLAN

1. **Critical Situations:** All faculty and staff are responsible to sound the appropriate alarm or notification upon discovering a critical situation. A critical situation includes events such as a fire, violent act, observation of a person on the campus with a gun, or hearing/observing gunshots on campus. In any critical situation, use the intercom system or student runner to immediately notify administration. Obviously, common sense will indicate that in some situations you should immediately proceed with either a Room Evacuation or Lock down for your own classroom or the students around you. A critical situation will usually require calling 911. Any employee may call 911 in a critical situation.

2. **Noncritical Situations:** Noncritical observations and rumors should be reported immediately by intercom, or verbally to the administration without sounding an alarm. An example of this type of situation includes a student's reporting that he saw a student put a knife in his pocket. The Superintendent and/or Crisis Response Team will determine whether to declare a crisis or not.

3. **Crisis Communication Center:** The crisis communication center will be located at the office of the Superintendent, or Guidance Center" Office, or at such other site determined by the Crisis Response Team. This site, if away from the crisis itself, has multiple telephone, electrical outlets and computers available.

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COMMUNICATION WITH THE MEDIA

The school district shall provide as much information regarding the emergency situation to the news media as possible. All news media should be directed to the Superintendent's office or other crisis communication center. The Superintendent or his/her designee shall issue press releases, gather updates and arrange interviews, except where the crisis involves multiple law enforcement agencies, in which case the role of the media personnel shall not be allowed at the scene if there is still danger in the area, but should be allowed access when the immediate danger is passed. After the emergency, if the situation warrants, the administration will make arrangements for the media to be escorted to the site of the emergency. The Superintendent, or his/her designee, shall release to the media, as soon as possible, school district decisions relating to the incident, whenever it is deemed necessary.

All staff members are expected to be helpful and courteous at all times to the news media, but must refer all questions to the Superintendent or his/her designee.

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General Response Information to Any Declared Emergency

1. It is important during an emergency that all school personnel conduct themselves in a professional manner and demonstrate through their actions that degree of expertise which promotes confidence.

2. What you do in the first ten minutes will make a major difference in reducing the panic of your students. Above all else, remain calm. Use the next fifty minutes to perform your assigned tasks and attempt a return to normalcy.

3. Faculty is to remain with their students at all times during an emergency until relieved by administration.

4. Do not release students until authorized to do so by the administration.

5. Faculty and staff are first responsible for the students under their care. As difficult as it is, personnel should not abandon their posts to go check on their own children who may also be students on the campus. Remember that another adult has responsibility for your children and they are doing their job. If you hear that your child has a serious injury, ask your administrator to relieve you from your post.

6. Faculty and staff are much like civil emergency personnel during an emergency. Police and fire crews must remain on the job even though they may have a crisis within their homes. Faculty and staff are charged with the emergency care of children during a crisis and should remain on their assigned post until relieved of all responsibilities. If you become aware of a serious crisis at your home, you may ask your administrator to relieve you from your duties.

7. It is the responsibility of all faculty and staff to report all rumors and observations regarding information which might lead to a campus emergency. Such reports should be made immediately to their supervisor. Supervisors will see that the information is immediately reported to the Superintendent. Faculty and staff are not to make final assessments as to the lethality of the rumor or observation and its potential to evolve into a campus emergency; they are to report. Faculty of early elementary age students is given the flexibility to discern whether or not the situation demands a report.

8. Teach students to understand that jokes and false reports regarding weapons, bomb threats or threats of injury to others are not acceptable under any circumstances and will be taken seriously.

9. In case of an extended stay on campus, maintain an extra supply of personal prescription medication with you at all times.

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APPENDIX B 1
KEY TO ALARM SIGNALS

Fire Signal	**Continuous loud buzzing sound**
Severe Weather Signal	**Intercom and then loud buzzing sound**
Emergency Signal	**Intercom announcement that "There is an intruder in the building."**

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CRISIS MANAGEMENT PROCEDURES

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GENERAL PROCEDURES:
INITIAL RESPONSE IN AN EMERGENCY SITUATION

1. The first responses in a declared emergency are going to be one or more of the following tasks:

   a. Room Evacuation

   b. Campus Evacuation

   c. Lock down

   - **Room Evacuation:** A Room Evacuation may be the result of a fire, tornado, or any other event which requires leaving a room. If a tornado occurs, the Room Evacuation will be followed by the duck, cover procedure in the designated area.

   - **Off campus Evacuation:** An Off Campus Evacuation will occur if the campus is deemed unsafe and uninhabitable by civil authority or by the administration. This will usually be the result of an earthquake, extensive campus fire, range fire, aircraft disaster, chemical threat, or local policy action.

   - **Lock down:** A Lock down procedure will occur if a threat occurs on campus or in the local neighborhood which requires students to be taken indoors where it is less likely that they will be injured. This will usually be the result of an attack by an armed person on campus or gunshots fired on campus (or in the near neighborhood).

2. Emergency Exiting Instructions for Room or Campus Evacuation:

   a. Schuyler Community Schools Buildings, See Appendix C 1.

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ROOM EVACUATION PROCEDURES TEACHERS

1. Upon hearing the alarm system, immediately stop instruction and direct student attention to emergency procedure. Refer to the Emergency Response Packet located by the classroom door if necessary.
2. Have students leave the room in an orderly manner.
3. Take your Emergency Response Packet with you.
4. If a student is to be left in the room (seriously injured or trapped), hang the red card from the Emergency Response Packet on the outside door handle. This marks the room as "not clear".
5. If all students have evacuated the room, hang the white card from the Emergency Response Packet on the outside door handle. This marks the room as “all clear”.
6. The teacher should exit the room last to ensure all students are out (except those which cannot be moved), taking the Emergency Response Packet and their grade book so that class roll can be taken.
7. Report with the class to the assigned area and quickly take roll or do a head count to see if any additional students are missing.
8. Hold up the red card if a student is missing or a student has been left in the room. Hold up the white card it all students are present with you at the safe designated area.
9. If someone has been left in the room or is missing, notify the administrative team that is checking on attendance at the safe area.
10. Remain with your students and await further instruction.

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ROOM EVACUATION PROCEDURES PRINCIPALS (ADMINISTRATIVE TEAM)

1. Secure visual reports from teachers via the red and white cards to account for all classes.

2. Produce a quick list of teachers who are displaying red cards.

3. After all classes have reported in with either red or white cards, report to Command Center indicating that all classes have reported in and the number of teachers reporting with red cards as well as names of those students absent.

4. Command Center will deliver a listing of those students missing and students left in classrooms immediately to the
   a. Fire, Search and Rescue Team
   b. Command Center will retain one copy.

5. Maintain control over your students and faculty, striving to reduce panic and return things to normalcy.

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ROOM EVACUATION PROCEDURES
MAINTENANCE STAFF

1. Assigned staff will report to gas shut off valve and await order form the Command Center to shut off the gas.

2. Assigned staff will report to the alarm control panel to silence the alarm and report the alarm location to the Command Center.

3. Assigned staff will report to traffic control positions at intersections adjacent to the school campus. Their duty is to assist emergency vehicles to access the correct part of the campus. The Command Center will assign other personnel to additional locations as necessary.

4. Assigned staff will report to the main power entrance panel and await instructions.

5. Shut down air handling system.

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ROOM EVACUATION PROCEDURES
COMMAND CENTER

1. Assess the crisis as information is received. Call civil authorities as deemed necessary.
2. Determine appropriate responses and activate necessary plans.
3. Receive reports from administrative team on the progress of the Room Evacuation.
4. Confirm that the Maintenance Staff is in place.
5. Direct the Emergency Medical Team to locations of the victims.

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OFF CAMPUS EVACUATION

An Off Campus Evacuation will normally follow a Room Evacuation procedure. The directive for an Off Campus Evacuation will be delivered verbally to faculty by each school's administrator. Unless directed otherwise, Off Campus Evacuations will be at the designated location

1. Emergency Exiting Instructions for Room or Campus Evacuation:
    a. Schuyler Community Schools Buildings, See Appendix C 1.
    .

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OFF CAMPUS EVACUATION
TEACHERS

1. Upon hearing the alarm system, immediately stop instruction and direct student attention to emergency procedures. Refer to Emergency Response Packet if necessary.

2. Upon notification from Command Center to evacuate the campus, walk students to designated area. **Take Emergency Response Packet & Grade Book with you.**

3. En route to the evacuation site, recheck the class role. If another student is missing, notify Command Center.

4. Upon arriving at the evacuation site, keep your class together at the assigned area.

5. Follow the instructions of the Evacuation Site Coordinator.

6. Remain with your students and await further instructions.

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OFF CAMPUS EVACUATION
EVACUATION SITE COORDINATOR
(Principal)

1. Prior to leaving the school, gather Evacuation Site Team and have one individual lead the groups to the designated area.

2. Upon arrival at the evacuation site, direct arriving classes to specific areas. If the civil authorities have the school evacuated to a location other than **Designated Location**, you should immediately designate areas of the evacuation site for each class.

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OFF CAMPUS EVACUATION
MAINTENANCE STAFF

1. Maintain previous posts from Room Evacuation procedure unless reassigned.

2. Await further instructions from the Command Center.

3. When notified go to evacuation site and report to the Evacuation Site Coordinator for further assignments.

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OFF CAMPUS EVACUATION
COMMAND CENTER

1. Work with paramedics to determine how injured persons should be transported.

2. If school buses are needed to transport the injured, determine whether to transport them to a local hospital or to the evacuation site.

3. Work with civil authorities in deciding to declare an Off Campus Evacuation. Determine via administrative team that the roads are accessible between the school and the evacuation site, and that the evacuation site is habitable. Declare an Off Campus Evacuation.

4. Notify staff of an Off Campus Evacuation.

5. Monitor the evacuation from the Command Center.

6. Personally evacuate the campus after the evacuation is completed.

7. See that sign is posted at the front door notifying parents of the location of the evacuation site.

8. Develop a message for broadcast to parents.

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LOCK DOWN
TEACHERS AND ALL STAFF

1. If outside, move students around you (or your class, if you are with them) into the closest classroom or building. Leave behind those who are dead or very seriously injured/immobile; take care of the living in order to prevent further death.

2. Once inside the room, or if you were already in a room when the Lock down was declared, lock all doors and windows, close window blinds, turn off lights, and instruct students to get on the floor. Refer to Emergency Response Packet as necessary.

3. Call 911 if you have vital information and cannot reach the Command Center.

4. Remain with students and await further instructions. Keep students silent to make the room appear vacant. **Do not respond to a fire alarm (room evacuation alarm).** Only evacuate when directed to do so by administration or civil authorities.

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LOCK DOWN
COMMAND CENTER

1. Lock down the area you are in by locking all doors, shutting and locking windows, closing blinds, and getting on the floor.

2. Assess the crisis as information is received. If the Lock down is warranted and has not been initiated elsewhere, declare the Lock Down via the alarm system. Call 911 to report the situation.

3. Call classrooms and other offices to acquire information.

4. Call the faculty roll to determine the location of people.

5. Inform EMT Medical Team of injuries along with location as necessary after the Lock Down.

6. If the Lock down is not being directed by civil authorities, determine and deliver the instructions to all staff following the end of the Lock down. Give notice as to why the Lock Down occurred and what they are to do next.

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LOCK OUT
TEACHERS AND ALL STAFF

1. If outside, move students back into the school.

2. Once inside the room, or if you were already in a room when the Lock Out was declared, lock all doors and windows, close window blinds and continue with normal classroom duties

3. Call 911 if you have vital information and cannot reach the Command Center.

4. Remain with students and await further instructions. Only evacuate when directed to do so by administration or civil authorities.

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LOCK OUT
COMMAND CENTER

1. Lock all doors, shutting and locking windows and closing blinds.
2. Assess the crisis as information is received. Call 911 to report the situation.
3. Call classrooms and other offices to acquire information.
4. Call the faculty roll to determine the location of people.
5. If the Lock Out is not being directed by civil authorities, determine and deliver the instructions to all staff following. Give notice as to why the Lock Out occurred and what they are to do next.

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APPENDIX C 1 SCHUYLER COMMUNITY SCHOOLS BUILDINGS
Emergency Exiting Instructions for Room or Campus Evacuations

Fire Drill

Specific instructions for evacuation of the building will be given on the first day of school at the beginning of the fall term.

Students will leave the room immediately on signal. Each classroom has a scheduled location and an exit plan for fire drills. A monthly drill is conducted. Lines should be kept well organized and moving rapidly. Students are expected to stay with their teacher. Roll is taken outside the building.

Tornado Drill

Specific instructions for evacuation of the building will be given on the first day of school at the beginning of the fall term.

Intercom system will be used to announce a possible tornado.
The tornado warning is a constant bell which will ring for 2 minutes. Students are moved to designated areas if possible away from doors and windows. Initiate the "duck, cover and hold" procedure after moving to the designated areas. When danger has passed, students and teachers will be notified by intercom.

Emergency Exit from School Building

Specific instructions for evacuation of the building will be given on the first day of school at the beginning of the fall term.

Students will leave the building on signal using the same exits as the fire drill. Students and staff will proceed to the **designated location** as quickly as possible. Roll should be taken immediately upon arriving at the **designated location**. Students and staff should remain in the area until further instructions are given.

Unsafe Situation in Building

Specific instructions for evacuation of the building will be given on the first day of school at the beginning of the fall term.

Students will leave the building on signal using the same exits as the fire drill. Students and staff will proceed to the **designated location** as quickly as possible. Roll should be taken immediately upon arriving at the **designated location**. Students and staff should remain in the area until further instructions are given.

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NATURAL AND ACCIDENTAL DISASTERS

Additional Response Information
For Specific Types of Emergencies

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FIRE

1. If you observe a fire, activate the nearest fire alarm.

2. Send a runner to the Principal's office or call in on the intercom.

3. Have students close all doors as they evacuate the room.

4. Maintenance is responsible for locating the fire and directing the fire department to that location.

5. If a fire is small, personnel may use a fire extinguisher to stop the fire. Do not risk personal injury or the safety of students to fight a fire.

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CHEMICAL SPILL/TOXIC FUMES OUTSIDE THE BUILDING

Warning of chemical accident or contamination is usually received from civil authorities when there is a threat to the safety of the school. These accidents may include overturned takers, broken fuel lines, and those related to the industrial use of chemicals.

When the reported accident occurs, the following procedure is required:

1. Keep students and staff inside
2. Close and secure windows and doors.
3. Administration should notify custodian to disable air ventilations system, if necessary, and meet with any fire crew called to the school.
4. Call 911 to ensure community emergency response personnel are aware of the spill or fumes.
5. If spill or fumes are observed or detected, school personnel should contact the school office immediately.
6. The Administration should determine whether the students are safer in a Lock down or Campus Evacuation procedure.
7. If possible, move crosswind, never directly with or against the wind, if it is necessary to evacuate the area.
8. Make sure students and staff do not come into contact with spilled material.

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CHEMICAL SPILL/TOXIC FUMES
INSIDE THE BUILDING

If a toxic spill takes place inside the school building or facility, and/or fumes occur in the school building or facility, the following procedures should be followed:

1. Call 911 if you know a hazardous material is involved.

2. Call the office to notify the Administration of the spill and fumes

3. Administration should notify custodian to disable air ventilation system, if necessary, and meet with any fire crew called to the school.

4. Isolate the area and move students to another area to prevent injury or exposure.

5. If potential fire or explosive hazard exists, evacuate the building immediately.

    a. Do not use exit routes near the hazardous area.
    b. Evacuate to safe area. This means a distance of at least 500 feet away upwind.
    c. Do not return to area until directed to do so by authorized personnel.

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POWER OUTAGE/BLACKOUT

In the event of a building wide power outage or blackout, the following procedures should be followed:

1. Teachers with classes are to remain in the classroom with students and await further instructions. Students should not be released during normal passing time.

2. No student movement should take place until directed to do so by an administrator or designee in authority.

3. Office personnel should report the loss of power to:

   a. Power Company.

4. All teachers who do not have class assignment should report to the office to determine if their assistance is needed in or about the building.

5. If the power failure occurs during the lunch period, all teachers who do not have students assigned to them at the time should report to the cafeteria to assist with supervision.

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WINTER STORM

School personnel should be sensitive to the dangers winter weather can pose to children and prepare accordingly. Winter weather procedures should include:

1. The administration should monitor weather on a continuing basis. In the event of threatening weather the administration should monitor NOAA Weather Radio and/or commercial radio and television for local weather updates and predictions.

2. During winter months, children should stay inside during inclement weather, and when:

    a. The temperature or wind chill factor is 25 degree Fahrenheit or colder.
    b. Precipitation or playground conditions warrant staying inside.

3. School buildings should be open to students as early as possible during cold weather.

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TORNADO SAFETY

1. Evacuate room to designated area, if possible. If not possible, move students away from doors and windows.

2. Initiate the duck, cover and hold procedure after evacuating the room.

3. Students and teachers will be notified either by the intercom system or with other loud speaker devices that we have been notified of a tornado which has been sighted in the area. When this occurs, the teachers should assist in getting students to the designated area.

4. Teachers should train the students in the "duck and cover" procedure.

    a. If indoors:
        1. DUCK - drop to the floor.
        2. COVER - in a bent, crouched-over position, bury your face in the crook of your elbow, and place the other hand over the back of the neck.

    b. If outdoors:
        3. Get away from buildings. Stay clear of walls, power poles, trees, loose wires, and metal fences.
        4. Lie flat on the ground and bury your face in the crook of one elbow while placing the other hand over the back of the neck.

    c. If on a school bus:
        5. Where possible, the driver will pull out of traffic and park at the side of the road.
        6. Students will drop in the aisles or under the seats for protection.
        7. After checking for injury to students and damage to the bus, the driver will attempt communication with the Superintendent.
        8. If communication and travel are not possible, the driver will remain with the students and supervise them until such time as they are released by the school administration.

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FLOODING

School Buildings: In the event flooding of a school building, the Off-campus Evacuation procedures shall be followed, and an alternative site for conduct of school operations shall be establishes as soon as practicable by the administration.

Highways and Roads: In the event **of** flooding of highways and roads in the school district, the administration will determine whether it is safe for school to be open, and if so, whether buses will run on regular or alternate routes. The administration shall inform parents, students and staff through the protocol used for severe weather.

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PROTECTION OF STUDENTS AND STAFF FROM ACTS OF OTHERS

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ASSAULTS

The person observing an assault should follow the following procedures:

1. Report the incident to the main office in the most expeditious manner.

2. Defuse the situation and seek to protect others, but avoid risk of physical injury to anyone; such avoidance may include physical restraint of a person.

3. Deal with immediate medical emergencies by offering first aid or summoning an emergency unit and police as appropriate.

4. Do not leave assailants or victims by themselves.

5. Determine if it is appropriate to maintain custody of participants

6. Take the names of all parties, including bystanders or witnesses. Designate a staff member to take such action if it is necessary for you to leave the scene.

7. Report all assaults occurring on District properties immediately to the Administration, who will forward such information to local law enforcement.

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BOMB THREATS

1. The person receiving the bomb threat call should engage the caller in a conversation to get as much information as possible:

   a. Ask what time the bomb is set to go off.

   b. Ask questions regarding the specific location, building, room, closet, locker, hallway, etc.

   c. Ask about the appearance of the bomb package.

   d. Listen for background noise, e.g., jukebox, radio, other people, traffic sounds, etc.
      - Was the caller calm or hysterical?
      - Was the caller's voice young or old?

   e. Notify your Principal or Superintendent.

2. The Superintendent will call the police and declare an emergency and initiate a Room Evacuation procedure of the appropriate buildings or full campus if deemed necessary.

3. School personnel are to remain out of the threatened building. The police will conduct the bomb search.

4. Any student or personnel that believe a box or other type of container to be suspicious should not touch the item and should immediately report it to the School Principal or Superintendent.

5. The Superintendent (and First Response Team) will investigate, declare an emergency, (if deemed necessary) and initiate a Room Evacuation procedure.

6. The Superintendent will call the police at 911.

7. The area where the suspected device is located will be cleared by at least 200 feet.

8. School personnel are to keep away from the suspect device and allow the police to deal with it.

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INTRUDER OR HOSTAGE SITUATION

PRINCIPAL

Generally in the event an intruder or hostage situation in a school building or on school grounds, school personnel shall follow the following procedures:

1. Conduct an immediate assessment confirming the type of incident - what has happened, what is happening, who is involved, etc.

2. Summon help from law enforcement if the situation represents a danger to students or staff.
   a. Call 911 and have someone stay on line to explain the current situation and update status.

3. Sound school warning to school staff:
   a. Announcement of code words to staff indicating presence of intruder alerting them to follow intruder protocol. (An Intruder is in the Building.)
   b. Notify Superintendent's office.

4. Institute Lock Down Procedure:
   a. Keep all students in the classroom, ignore all passing bells.
   b. Move students to the safest place in the classroom. Turn off light and close blinds or drapes.
   c. Take accurate roll and account for any missing students; if possible, communicate to the office the names of missing students.
   d. Employ immediate sheltering action for those exposed to danger.
   e. Ensure that all others are sheltered in place or moved to a safer location if possible.

5. Wait for law enforcement to arrive.

6. Stabilize elements of situation if safe to do so., e.g. gather school staff assigned to emergency duties; direct non-essential staff to safe area; use building level first aid to care for injured; provide staff with instructions and information as soon as possible; and protect crime scene and evidence.

7. Work with law enforcement to resolve situation, e.g. stay at command post, provide information.

8. Work with First Response team.

9. Signal "All Clear" preceded by your last name to notify staff e.g. see that emergency medical care is provided, account for all students and staff on or off site; notify parents/guardians as necessary; support law enforcement follow up activities; debrief staff; arrange for site security if necessary. **[Identify yourself by "your last name" before the "All Clear", if you use "your first name" before the "All Clear" staff will ignore signal.]**

10. Work with specialists e.g. ambulance or hospital staff; law enforcement officials.

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11. Initiate recovery and following up activities e.g. brief staff and provide access to support; plan for resumption of schools; arrange to clean and repair school facilities; establish long term recovery plan.

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INTRUDER OR HOSTAGE SITUATION
TEACHER'S EMERGENCY PROCEDURE:

Upon hearing *"There is an Intruder in the Building"*

1. Initiate Lock down procedure.

2. Shelter in place.

3. Use basic duck and cover techniques; lie flat, face down, on floor; cover head, get under tables/desks if possible.

4. In classrooms, stay away from windows, doors and outer walls; watch for shattered glass. Close drapes/curtains/blinds ONLY if safe to do so.

    a. Turn out lights

5. In open areas, use objects immediately available in the open (tree, bushes, walls, etc.) for shelter; lie down, stay motionless.

6. Be ready to move students instantly; know possible escape routes, including windows.

7. If current location is judged too dangerous, move to possible alternate locations in other rooms or areas in the building, when it is safe to do so.

8. If possible report status to office.

9. Anytime "first names" are used by First Response Team, the instructions are to be ignored.

10. If you and students are taken hostage:

    a. Do not be a hero.
    b. Follow instructions of captor.
    c. Cooperate, be friendly if possible; do not argue with or antagonize captor or other hostages.
    d. Inform captors of medical or other needs.
    e. Be prepared to wait; elapsed time is a good sign.
    f. Do not try to escape; do not try to resolve situation by force.
    g. Be observant and remember everything you see and hear.

11. If a rescue takes place, lie on the floor and await instructions from rescuers.

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SCHOOL DISTURBANCES
DEALING WITH INTRUDERS

All School personnel and students should be instructed to report any Intruder on the school campus to the office immediately. When incidents involving an intruder occur, it is imperative that staff and students be observant and attentive, and then determine the appropriate course of action to secure the school premises and protect students and staff. Should a disturbance take place on campus involving individuals who are not students, the following procedures should be followed.

1. Report the incident to the office;

2. Office personnel should call 911 to report the incident;

    a. Explain the situation and the type of disturbance;
    b. Describe the location of the activity;
    c. A description of the participants and the number;

3. A description of the type and number of weapons possibly in the possession of the participants.

4. While awaiting the arrival of law enforcement:

    a. Remain calm, use good judgment;

    b. Tell all students involved in the disturbance to return to their classes. Attempt to keep students in their classrooms but do not use force. Keep halls clear of students.

    c. Isolate individuals who are not students; however do not put yourself or other staff members at risk.

    d. Keep hands off students unless restraint is needed to provide safety for individuals who are members of the student body.

5. Once law enforcement officials arrive, follow their instructions.

6. If members of the student body have taken part in this disturbance, determine the extent of their involvement. If students are active participants in the disturbance, follow the school discipline policy to determine consequences for behavior.

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TRESPASSERS

A trespasser is any person found on school premises who has not or will not register as a visitor. All visitors should register in the school office (listing their name and the time entered the building) and be given a visitor identification to wear or carry. Treat those without identification in the following manner:

1. Greet visitor in a polite and non-threatening manner.
2. Identify yourself as a school official.
3. Inquire as to purpose of his/her presence. If the person has a legitimate reason for being on campus, have them report to the office and register.
4. If visitor gives no indication of voluntary reporting to the office, notify law enforcement by call 911.
5. Observe the persons' height, weight, clothing, age and location to relay to the emergency operator.
6. **Do not get in an argument or attempt to challenge the trespasser.**

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INTRUDERS OR STUDENTS WITH WEAPONS

1. School policy prohibits anyone from carrying, exhibiting, or displaying any firearm, dagger, sword, knife or other cutting or stabbing instruments, club or any other weapon on the school property.

2. If staff become aware of the presence of a weapon, the following procedure should be followed:

   a. Report information to principal office at once.
   b. In no case should staff endanger themselves or others to secure a weapon.
   c. The office should contact law enforcement upon information of the existence of a weapon on school grounds.
   d. Escort the person with the weapon to the school office if possible.

3. When a serious threat of immediate harm to students or staff is identified on campus, the Superintendent will initiate a Lock down. A call will immediately be made to 911.

4. Staff Member or Student Hears Gunshots or Sees someone with a Gun:

   a. Immediately initiate a Lock Down Procedure, even if the Lock Down alarm has not sounded.
   b. Notify the administration using your intercom or whatever communication is available inside the locked down room. Do not exit the room in order to send notification; do not send runners to the office.
   c. Do not exit the room to investigate the situation. Wait for further instructions from the administration or civil authorities.

5. Armed Individual Comes into the Classroom (See also Hostage Situation below):

   a. If possible, notify the administration of the situation. Do not place yourself or students at risk to notify anyone of the situation. Do as the intruder demands.
   b. Do not make sudden moves which could frighten the subject (ask permission to move).
   c. Never argue.
   d. Take your time.
   e. Keep your students as calm as possible.
   f. Physical force should not be used unless someone's life is in imminent danger.
   g. Talk to the intruder.
   h. Learn as much as you can about the intruder.
   i. Keep the intruder's attention on you, not on your students.
   j. If more than one person is involved, concentrate on only the one person.
   k. Be observant.
   l. Do not stare at the intruder in observing him/her.
   m. Mentally record a detailed description of the individual and the weapon.
   n. Identify a distinctive feature and continue to concentrate on that one item.
   o. Remember what objects the intruder touches and preserve them for law enforcement.

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p. It is critically important to preserve the crime scene and never touch or move or disturb any possible evidence or objects at the site.
q. If the intruder starts shooting, tell the students to get down and lie on the floor.
r. Take cover on the floor and/or behind equipment.

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HOSTAGE SITUATIONS

Hostage Crisis Prevention Plan: Hostage-taking is a criminal offense that must be reported. **Once reported, the police take over the investigations and resolution of the situation.** It is important for school personnel to be aware of this fact for once the police arrive on the scene, **the school staff must work under their authority.** Hostage taking situations in schools usually involve persons who are in conflict with the law, who feel themselves aggrieved, or who are mentally ill. As precautionary measures against a hostage crisis, the School District maintains a positive relationship with local law enforcement officials. In addition, the District has implemented the crisis response plans.

The objective of the crisis response plan is to resolve a hostage crisis while ensuring:

1. The protection of life and prevention of injury.
2. The safety and welfare of hostages.
3. The restoration of order and protection of property.
4. The identification of participants and possible prosecution.

The line of command in the event of a hostage-taking situation is as follows:

1. Superintendent;
2. Principal;
3. Guidance Counselor or other designated person by Superintendent.

[It must be noted that orders given by a hostage under conditions of duress (e.g., if the hostage is the principal) are not to be followed, regardless of who gives them and where they fall in the chain of command, except to save lives.]

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HOSTAGE SITUATION PROTOCOL

Personnel Responsibilities in a Hostage Situation

If an employee is taken hostage, he/she should:

a. Do everything a captor says to do.
b. Be especially careful during the first four or five minutes. These minutes are the most critical ones as the captor is probably as desperate and jumpy as the victim.
c. Speak only when spoken to and never make wisecracks.
b. Try not to show emotions openly. Hostage-takers like to play on emotional weaknesses.
c. Sit down, if possible, to avoid appearing aggressive.
d. Act relaxed as this posture may relax the captor.
e. Weigh carefully any chance to escape to be sure that escape is certain and will not endanger anyone else.
f. Have faith in fellow workers and negotiators.
g. Get rid of personal effects (e.g., photographs of husband or wife and keys), if possible.
h. Do not make any suggestions to the hostage-taker(s). If the victim's suggestions go wrong, the hostage-taker may think that the victim tried to create problems.
i. Do not turn away from the captor unless ordered to do so, and try to keep eye contact without staring. People are less likely to harm someone at whom they are looking.
j. Be patient.

2. The first employee to identify a hostage-taking situation should:

   a. Secure the immediate area, if possible by removing all nonparticipating persons.
   b. Secure the door, if appropriate, to isolate the incident.
   c. Notify by the quickest possible means the administrators, who will notify the police.
   d. Observe in order to report fully on:
      - the number of hostages taken
      - the type of disturbance
      - the type and number of assailants
      - the type and number of weapons if possible in possession of participants.
   e. Make specific notes of any threats or demands.
   f. Do not speak to the media unless authorized to do so.

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IDENTIFICATION AND REACTION TO A HOSTAGE SITUATION

1. When police and authorities arrive, the following information should be available:
   a. number of hostages taken
   b. threats and demands by hostage-takers
   c. type and number of weapons thought to be in the hostage-taker's possession
   d. precise area controlled by hostage-taker
   e. floor plan of the area (available in the Building Crisis Preparedness Kit). Be prepared to identify possible escape routes.
   f. identification and description of participants, with photographs if possible(both the suspects and the victims)
   g. location and number of telephones in the area
   h. any special considerations (room construction, hazardous materials, dangerous gases, etc.)

2. Be prepared to identify rooms for use by school administrative staff and the police negotiators; a command room, a hostage debriefing room and a think room. These rooms should be close together and linked by telephone.

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HOSTAGE NEGOTIATIONS

There are two key factors to keep in mind when dealing with a hostage situation. First, the person is thinking irrationally and will respond with desperate actions. Second, try to calm the situation and provide enough time for a safe conclusion. Negotiations with hostage-takers are best handled by the police who have personnel trained for such negotiations. If the school staff must enter into negotiations with hostage- takers before the police arrive, the following should be borne in mind:

1. Negotiations must be conducted by junior rank personnel in order to assist in the use of delay tactics, such as "I'll ask," or "I'll seek clarification."

2. All demands are to be met with an "I'll do my best," never with a "No".

3. Under no circumstances should drugs be given to any parties involved in a hostage-taking situation.

4. Every effort should be made to regain control of the situation by peaceful means (e.g., through discussion.

5. Staff members on duty should not hesitate to contact those staff members who are familiar with and have some influence over the persons involved in the hostage situation, even though they may not be on duty.

6. The administrator and the police must be the principals in any decision-making process with regard to the handling of the hostage-taking situation.

7. Remain calm

8. Do not use your title, only your name.

9. Determine what the hostage-taker wants.

10. Do not accept demands for alcohol, drugs, weapons, or substitute hostages.

11. Offer alternatives

12. Downplay the seriousness of the incident.

13. Do not bluff.

14. Ask open-ended questions.

15. Repeat any questions or demands the hostage-taker may have (so they can hear what was said and to make sure you are clear).

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16. Avoid deadlines.

17. Talk to hostages, if possible. (Ask them yes/no questions).

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CONFIDENTIALITY OF INTRUDER/HOSTAGE PROTOCOLS

The foregoing protocol for an Intruder or Hostage situation should not be disclosed to students. Detailed crisis response plans involving a suspicious intruder or a hostage situation should be known only to school personnel and local law enforcements authorities. Therefore, this response plan should be available just to building staff members and not shared with students. Students should know that if such a situation occurs they are to abide by the instructions of teachers and administrators who have been instructed in how to deal with these circumstances. Students should be directed how to summon help in the event their teacher becomes incapacitated and unable to seek assistance for himself/herself.

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DISTURBANCES AFTER-HOURS/SCHOOL ACTIVITIES

Students attending after-hour school activities are under the same rules and school policies as those followed during the regular school day.

1. Minor incidents should be isolated and contained, if possible, by available supervisory personnel.

2. Call law enforcement authorities immediately if a series of minor incidents occur, if a minor incident sparks a larger disturbance, or a major crisis develops.

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DEATH OF A STUDENT OR STAFF MEMBER

In the event of the death of a student or staff members, the Crisis Response Team will be available to assist with the crisis. Throughout the crisis, the response team will work on special student and staff needs and situations, including, keeping parents and staff informed, establishing a plan for helping students and staff cope with the situation, and addressing community concerns and dealing with the media. The goal of the Crisis Response Team is to help the school community (administration, staff, students, parents) to deal with the loss with a minimal disruption to students, staff and school program. In addition to the Crisis Response team, the following procedures should be followed by school personnel:

1. Administration: Upon being informed of the death of a student or staff member (or loss of significant other of a student or staff member), the administrator of the building where the student was enrolled or the staff members employed should follow the following protocol:

    a. Notify the Superintendent, if not already informed.
    b. Notify head of Crisis Response Team.
    c. Together, verify information regarding tragedy.
    d. Use the schools emergency calling tree to notify staff of the tragedy, as well as time and place for an all-building staff meeting.
        i. At the all building staff meeting:
            1. Review procedures for referring students to crisis team for counseling and support and location of crisis support area.
            2. Provide statement for staff to read to students once school starts for the day.
            3. Provide statement for secretaries to use in responding to inquiries.
            4. Check emotional needs of staff.
    e. Determine areas where crisis team members can meet with students; maintain list of students who are counseled for follow- up with parents.
    f. Cancel meetings/appointments that are not of an urgent nature.
    g. Keep staff updated on circumstances as new information becomes available.
    h. Identify staff that is in need of emotional support.
    i. Emphasize the need to use prepared statements to control rumors.
        i. Prepare a statement to be sent home with students.
        ii. Provide brief factual information.
        iii. Outline support that has been available throughout the day.
        iv. When deemed appropriate, provide Death of Student or Staff member Response, Appendix D 1, or Suicide Prevention and Response, Appendix D 2-19, Guidelines for Faculty and Staff.
        v. Provide a contact number for assistance with any student concerns.
        vi. A meeting time and place for concerned parents if appropriate.
    j. Reschedule activities when necessary or appropriate.
    k. Contact the family personally and offer support and condolences.
    l. Refer media inquiries to Superintendent's office or his/her designee.
    m. Arrange for appropriate staff to attend services.
    n. Arrange for remembrance from school (flowers, card, etc.).
    o. Plan and provide follow-up visits with the family.

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VICIOUS ANIMAL ON SCHOOL GROUNDS

In the event there is determined to be a vicious animal (such as a dog) on school grounds, on property immediately adjacent to school grounds, or reported to be in the vicinity of the school campus, all student and personnel should be directed inside the school building. If the animal is observed, local animal control or law enforcement should be called, and informed of the location of the animal, a description of the animal and its conduct. Students and staff should remain in the building until the animal is removed.

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APPENDIX D 1
DEATH OF STUDENT OR STAFF MEMBER
RESPONSE PACKET

Crisis Response Team Action Plan:

Day of a Crisis

1. Upon notification of crisis involving a student or staff member, the Crisis Team Leader should be informed immediately so the Team can meet as soon as possible. The team leader will verify all facts about the crisis.

2. The Principal will initiate a "School Reach Message" to all faculty and support staff, informing them of the sudden crisis and requesting their arrival at school 30 minutes earlier to attend a special faculty meeting.

3. The Crisis Team determines the extent of the particular crisis and the effect on the operation of the educational process.

4. The Crisis Team develops strategies needed to handle the situation as it relates to the crisis assistance plan.

5. The Crisis Team will determine the need to involve other agencies or officials.

6. If a crisis should occur immediately before or during the school day:
   a. The team leader will be notified and he/she will notify team members to report to the crisis center for a meeting as soon as possible.
   b. The principal will be asked to arrange for substitute teachers to cover for team members immediately.
   c. The team shall open the crisis center and determine the plan to be followed at that time.
   d. The principal will meet with team members and review the facts of the crisis to determine if and when a staff meeting will be held to inform the staff of all the facts and the crisis intervention plan.

First day After a Crisis

1. Crisis Team meets with school principal 30 minutes before meeting with faculty to explain crisis plan to all staff.

2. Principal reviews the facts available on the case with all staff to dispel rumors, to discuss the plan of the day, and to allow for staff to express feelings. Staff is encouraged to lend support to one another.

3. A member of the school crisis team describes some of the feelings the students may be experiencing following the crisis of a classmate. Disbelief, anger, denial, sadness, loss, etc. suggestions are reviewed on ways to handle expressions of grief in their classes.

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4. A crisis center will be established in the school building. Additional Crisis Team members from other districts may be called in to assist with the crisis. A member of the Crisis Team will make phone calls to parents of students who are particularly upset or may be at risk. The crisis center may be kept open after school hours and into the evening to assist students, parents and staff.

5. Peer helpers may be assembled to work through their feelings and the crisis team will offer them some guidelines for helping troubled students.

6. A letter from the Principal and Crisis Team may be sent home with students notifying parents of the crisis and providing them appropriate information.

7. School staff are assembled at the end of the school day. The Principal or his/her designee conducts the meeting and does the following:

a. Allows for expression of feeling and mutual support.
b. Reviews the events of the day.
c. Reviews the characteristics of high-risk student (those who seem especially upset or depressed or show other signs of not coping well) and compiles a list of staff observations of distressed students' reactions during the day.
d. Announces the funeral arrangements if appropriate.

Days of and Following a Crisis

Crisis team members continue crisis intervention, answer phone calls of anxious parents, and meet with concerned staff as necessary.

PROCEDURES:

1. Situation reports will be given to the Superintendent of Schools by the Crisis Assistance Team on a regular basis.

2. Limitations may be placed on visitors if it is deemed to be in the best interest of students, staff, or the learning environment.

3. If it is in the best interest of individual student, the learning environment, or the safety of other student, student should be sent to an administrator or counselor by staff members.

4. The entire staff must demonstrate caring, competence, and concern. A calm demeanor is essential. Each staff member must, at every opportunity, work with individual students, communicate with parents, dispel rumors and be visible and available for help as necessary before and after school and during planning periods.

5. Persons other than District Staff may not enter any classroom, student hall or lunch room, or talk with students without permission from an administrator. All visitors must sign in at the Principal's Office.

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6. The usual school rules regarding sending students home apply. Students may not leave during the school day without parental permission and checking out at the office. Parental contact will be made if it is felt that a distressed student should be picked up by the parent.

7. An accurate record is essential. Keep notes concerning any unusual student behavior or significant events.

8. Only authorized person will review privileged information about students. Never discuss students within the hearing of other students or those who do not need to have the information.

9. Especially during a crisis period, staff members should be very careful not to repeat "hearsay" information to any student or other staff members. If is important that this type of information not be conveyed to the general public.

10. Building secretaries will be directed to transfer incoming calls to a member of the Crisis Team. The Crisis Team will have a prepared statement for the media and callers.

11. The Crisis Team and administration will determine whether or not school will convene or be postponed.

Following a traumatic crisis, people can feel a sense of loss for at least two years.
School staff can be devastated well into the next school year, and there may be a change in attitude toward teaching. Some staff may increase their emotional distance from students. Students tend to be fearful of getting close to one another fearing the loss of yet another classmate or friend. The need to cope adaptively is necessary. These guidelines were written to help deal with these concerns and to establish procedures.

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APPENDIX D 2
YOUNG PEOPLE AND GRIEF

The grieving process is a normal, natural, and healing result of loss and pain and is to be expected. Young people of all ages exhibit grief reactions. Guilt, anxiety, anger, fears and sadness may be universal, and the expressions of these emotions may vary from day to day. Helping a young person and yourself through this difficult time may often feel overwhelming; however, knowledge of some relations to loss may help you recognize behavior for what it is - grieving.

Possible Grief Reactions:

- **Anger**
- **Aggression/acting out** -- starting fights, outbursts of temper, drop in grades, changes of peer affiliation
- **Explosive emotions** -- gentle tears, wrenching sobs, extremes in behavior
- **Physiological changes** -- fatigue, trouble sleeping, lack of appetite, headaches, stomach pains
- **Idealization of the deceased**
- **Sadness/emptiness/withdrawal** -- overwhelmed by feelings of loss when they realize the person is not coming back; feeling extremely vulnerable
- **Guilt/self-blame** -- "if only ... ," "Why didn't I ... ,"; feels responsible for the loss; self-punishment
- **Disorganization** -- restless, unable to concentrate, uncontrollable tears, difficulty focusing
- **Relief** -- natural feeling after long illness; can be difficult to admit; may think they are the only one who feels guilty
- **Lack of feelings** -- protection from pain; can be a form of numbness; may be difficult to admit and may generate guilt

How to Help a Young Person Experiencing Grief:

- **Use the terms "died/dead/death" rather than phrases like "passed away, or "taken from us."** Give an honest explanation for the person's death, avoiding clichés or such answers. Straightforward, gentle use of words helps a person confront the reality of the death
- **Explain and accept that everyone has different reactions to death at different times.** The reaction might not hit until the funeral or weeks later.
- **Reassure the young person that his/her grief feelings are normal.** There is no "right" way to react to a loss. Give permission to cry, or let them know it's okay not to cry if the young person does not typically react in that way.
- **Permit or encourage the young person to talk about the person who had died.**
  Both at the moment of loss, but especially after the funeral, this is a vital part of the healing process. Often we want to protect the person from the pain of the memories, but experiencing the pain is the first step of acceptance and of healing.
- **Listen with your heart.** Listening to the feelings of the young person is most important.
  Listen through the silences. Your just being there, showing you care by your listening, is more important than knowing what to say or even saying anything at all.
  Help the young person decide about attending the funeral. The funeral can be a way to say good bye, but abide by the young person's wish and express understanding if he/she chooses not to go.

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A Grieving Person Needs:

- To cry.
- To be held.
- To talk.
- To be listened to.
- To feel caring around them, to be with people they care about.
- To understand how others may react.
- To have all questions answered truthfully.

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APPENDIX D 3
HELPING STUDENTS DEAL WITH GRIEF

1. Enclosed is a copy of "Young People and Grief" which is recommended to also be sent home to parents. This information may be helpful to you as well, as you work with students to help them deal with their feelings.

2. The purpose for having a Response Center at this time is to have a place set up for those students and staff who need to talk with someone about their feelings. Members of the Crisis Response Team will be available for individual and group support. PLEASE LET STUDENTS KNOW WHERE THEY CAN GO FOR HELP.

3. Please be especially observant of those students who experience a high level of distress and/or whose behavior indicates a strong grief reaction (see description of possible grief reactions in "Young People and Grief'). Bring or have those students escorted by another student to the Crisis Center. Names of students who should be monitored or seen for follow-up support should be given to the Crisis Team.

4. Members of the Crisis Response Team are available to come to classes to talk about common reactions to loss, to give support, to answer questions - whatever you might need.

5. If students ask questions or want to talk about their feelings, it is a good thing to let that happen for an appropriate period of time. During this discussion, some things you might include are:
   a) Reinforce the idea that people grieve in different ways. All responses are okay -- there is not "normal" way to feel.

   b) Talk about what they can do with their feelings:
      - Talk with people they trust
      - Encourage talking with parent/guardian
      - Encourage talking to school staff
      - Inform them of the Response Center and give permission to seek help
   c) Discuss what they can do to help each other: - Reach out to each other/listen to each other.
      - Accompany an upset friend to talk to someone
      - Let an adult know if a friend is very upset and might need to be sought out.

6. Students could be encouraged to write letters or cards which can be given to a member of the Crisis Response Team for delivery to the family.

7. Students may wish to make a memory book.

8. Students may wish to attend a Memorial Service.

9. State and reinforce the stability of a routine: "School will go on." Allow appropriate time for sharing of feelings and discussion, but return to scheduled instructional activities each day.

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10. Take care of yourself:
    a) Recognize and acknowledge your own feelings of loss and grief
    b) Talk to someone you trust about your feelings
    c) Be realistic about what you can do.

- Maybe you shouldn't be the one to hold a discussion with your classes let someone else do it.
- Maybe you need to take some time for yourself -- do it. It doesn't help students for you to try to "be strong" and then break down - it adds to their confusion and insecurity right now.
- Stick to a schedule as much as you can. It provides stability and the comfort of a normal routine when your feelings are out of control.
- Give yourself permission to mourn. No matter what the nature of your relationship, there is a loss. Give yourself the same latitude you give your students.
- Be kind to yourself. You don't have to "get it all together" right away. You don't have to do it all, be strong for everyone, or take care of everything.
- Treat yourself with the same gentleness and understanding you would anybody else.

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APPENDIX D 4
HOW TO ASSIST GRIEVING STUDENTS

Following the death of a fellow student, those left behind grieve in a variety of ways. This brief handout is intended to provide a guide for your use in assisting the students in your classes through the next few days and weeks as they resolve their feelings related to this death.

Normal grief is generally characterized by progression from an initial state of shock and denial, to anger, to disorganization and despair, and finally to state of acceptance and hope. In this particular situation, many youngsters may arrive to school already "buzzing" with the news. Rumors will have already started before school convenes, but there will also be many youngsters who arrive today with no knowledge of the deceased student's death. Youngsters will be saying, "I just can't believe it!" "Not him/her. It can't be!" "This must be a joke." Other youngsters will quickly move to being angry. They will want to blame anyone and everyone for the death -- other friends, parents, police, teachers, medical personnel, and finally themselves.

Guilt will be a feeling many students may experience and want to discuss. In the aftermath of a death, many young people go back and retrace their last encounter with the person who has died and often blown out of proportion small fights that may have occurred which adds to their guilt.

The death may bring up memories or thoughts of previous losses and the child may not be upset about the person who has died but about a loss they have experienced before.

The most important thing teachers can do is to allow the opportunity for students to acknowledge and discuss their feelings. By acknowledging the pain and grief they are experiencing, and by reassuring them of the normalcy of their feelings, you can help them through the grief process.

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APPENDIX D 5 DO'S AND DON'TS

On the following pages are some "do's" and "don'ts" for discussing death with your students:

The most helpful intervention a teacher can use is to encourage and allow for the expression of feelings related to death. Your students will look to you for guidance and modeling. Create an atmosphere of open acceptance that invites questions and fosters confidence and a feeling of safety.

The following are suggestions for things to do as you discuss the death with your students.

- Be available to listen to your students. Listen with your ears, eyes and heart. An excellent way to help students through the grief process is to be an active listener. This technique encourages students to recognize the normalcy of their feelings.
- Share with your students your own feelings when you were told of the death - shock, sadness, confusion.
- Reminisce about your relationship with the deceased student: If you know him/her, it is important. Share with students what you remember about him/her.
- Discuss students' feelings about the loss, including possible feelings of guilt or of responsibility. Let students know these feelings are normal. You may wish to discuss the normal stages of grief. Remember that some students may not know the deceased student that well and may not feel sad or particularly upset. They need to know that this is okay, too.
- Reassure them that they are not responsible for what has happened.
- Ask students to be supportive of one another and to escort any friend who is upset to a teacher or the crisis center. Reassure them that many adults in the building are available to help them.
- Encourage them to discuss their feelings with their parents.
- Encourage expressions of grief (talking, writing, painting, yelling, etc.). Provide appropriate places to express grief.
- Acknowledge the reality that grief HURTS! Do not attempt to rescue the student (or yourself!) from the hurt. Work through the grief.
- Provide a quiet, private place to come to whenever the student needs to be alone.
- Respect a student's need to grieve. Almost anything can trigger grief.
- Have resources available about grief, loss and change.
- Realize that grief causes difficulty in concentrating. Children often experience a shortened attention span. School work is often affected.

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- Do not isolate or insulate children from grief. Grief is a NORMAL AND NATURAL REACTION TO LOSS (of any kind).

- Understand that other losses often accompany the identified loss. A change in residence, caretaker, school or peer group all add to the grief experienced. Loss of trust often compounds grief.

- Try not to single out the grieving student for special privileges or compensations. He still needs to feel a part of his peer group and should be expected to function accordingly.

- Temper your expectations with kindness and understanding. Continue to expect him/her to function.

- Set realistic goals with the student concerning his behavior, school performance and homework. Help the student create his own routines if necessary.

- Become part of a caring team by establishing lines of communication with everyone involved with the student. Keep each other informed about the student's progress.

- If there is a death in the family, understand that grieving children are often "busy" with the task of establishing a new identity. “WHO AM I NOW?” becomes a major concern. Family roles may change as well as identities. This self-search often overshadows all other concerns for many weeks and months.

- Know that grief lasts far longer the ANYONE expects. It may take months or even years before a student displays signs of the full impact of a family change.

- Maintain a daily routine if at all possible. Continuity becomes a safety net for grieving students. The continuity of attending school daily, being required to perform certain tasks in and out of school and having a social routine provides students with some security and a sense of stability in a topsy-turvy world.

- Understand that children and young people will continue to deal with the losses/changes they experience as the GROW THROUGH the grief and discover that LOVE NEVER GOES AWAY.

- Continue to be available long after you think they "should be over it." Continue to reach out and care, just as you do now!

- Handle questions of theology by explaining that people believe many things and encourage them to discuss with their parents.

Students may need to:

- Cry
- Be held and hold each other
- Have questions answered
- Understand how others may react.

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Don'ts:

- Don't say, "It could be worse ……."
- Don't say, "I'll bet you feel ..... "
- Don't say, "Everything is going to be okay."
- Don't say, "But you still have ... "
- Don't say, "You're the man/woman of the house now."
- Don't use these phrases, especially with younger children, as they give mixed messages:

  "Passed away";
  "Sleeping";
  "Taken from us'"
  "Resting";
  "is sleeping in the arms of God" (children may have subsequent sleep disturbances and be afraid to go to bed);
  "was so good, God wanted him/her to come live with him" (the child may react with bad behavior to avoid death or develop fear of God);
  "is just away" (the next person who goes away may not be trusted to come back).

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APPENDIX D 6 SUGGESTIONS
How Students May Comfort Those Who Grieve:

1 **Be there** - visit; spend time with the grieving person; say hello to the person in the halls; ask the person to socialize/play; give the person a compliment.

2 **Listen** - grieving people need to talk about this sudden loss in their lives. Ask the person if they want to talk about it or listen if they bring it up. Do not pry or ask them to tell you about it if they say they don't want to talk.

3 **Send a note** - notes can share personal memories; keep them short and sweet. Enclosing a picture might be appropriate at the elementary level.

4 **Extend an invitation** - consider what the person likes to do and then ask them to - - eat out?, take a drive?, play at recess?, be your partner in PE?, etc.

Suggestions for How Students Can Deal With Stress:

- Talk to a friend
- Talk to a counselor
- Get plenty of rest
- Get physical exercise
- Help another person
- Talk to your parents
- Talk to a teacher
- Eat regularly and eat a balanced diet
- Do something you enjoy

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APPENDIX D 7 HELPING A STUDENT
HELPING A STUDENT AFTER A DEATH IN THE FAMILY

(and helping a class respect the loss process from a distance)

The literature indicates that during childhood, one of every twenty children in the United States will lose a parent to death, and by the age of 16, one of every five children will have lost at least one parent. If this exposure to death is extended by including the rest of a student's family and close relatives and friends, bereavements among students will occur at least a few times during each school year.

Following are some suggestions for helping students face such losses:

- Remember that adults can make a difference in helping students when they have problems with death, because most of them have faced the death of love ones and other significant losses.
- Listen and empathize. Make sure to hear what is said.
- Maintain a sympathetic, never-shaming attitude toward the student's age appropriate responses.
- Respond with real feelings. The matter in which you express them is irrelevant.
- Allow the student to cry by giving permission: "if you need to leave the room to have some time privately, that is ok - just let me know and we'll find a quiet place for you to go." This may be necessary, since in many families, strong feelings are labeled as being publicly unacceptable and some students are taught to show only a stoical face in public.
- Share personal experiences with death; mention things that helped others during this time. This helps to take away some of the loneliness a student feels.
- Remember that ignoring grief does not cause it to go away. Research has indicated a relationship between antisocial behavior in adolescents and unresolved grief over the death of a loved one.
- Assure younger siblings that they are not responsible for the person's death because they had negative feelings about him or her at some time.
- Be aware of what may be happening at home. Parents and siblings may experience, at least during the stages of grief, physical illness, insomnia, severe depression, period of crying, or illusions in which they see or hear the decreased.
- Expect unusual behavior. Students may evidence an inability to concentrate on school work, or an unusual amount of daydreaming.

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APPENDIX D 8
SIBLING GRIEF

Parents would like to protect their children from the hard facts of life, but they can't. When death of a sibling comes, the surviving children are affected but will react in different ways depending upon their age and experience. The following points are important for adults to remember.

Children have to be allowed to respond to the death of a sibling in their own way. Their relationship with the deceased would have been different from the parent's relationship to the child. Don't make a child feel guilty if he acts as if nothing is wrong because they don't seem as distraught as parents should be.

Do not exclude the child when grieving. Parents need to talk about their sadness with the child so he does not feel that he is the cause of their sadness. Very young children, especially, will feel adults' anger, frustration, or sadness as being something for which they are responsible. School age children differ in their reaction to death.

Children up to about seven do not see death as being a real change or irreversible. They view death as a separation from mother and may revert to clinging, close, or regressive behavior at the death of a sibling. Because they tend to believe in mystical powers, they tend to feel guilty for the death, especially if they at some time may have wished someone dead.

From about age seven to twelve, children see death as an aggressive personification - bogey- man or a Darth Vader who is coming to get them. To ward off these fears they may engage in ritual or incantation.

Children over twelve can respond to death as adults do. The problem may become religious or philosophical. They question the justice of a God who allowed the death to happen. Some adolescents develop a kind of attitude where they live for the moment. Others may be so affected by a death that they develop important political and religious commitments. Some adolescents may have difficulty in expressing emotions connected with death and develop emotional problems when they have not adequately resolved their grief.

We should not assume that grief is a major problem for many children. It is the same problem for them as for adults. If we see major changes in a child (sleep and eating habits, drop in grades, talk of suicide) within 18 months after a significant death, then it is a good idea for the entire family to seek professional counseling.

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APPENDIX D 9
TERMINALLY ILL STUDENTS- ANTICIPATORY GRIEF

School personnel are increasingly faced with dealing with terminally ill students. Schooling is vital in that it helps to maintain a student's self-image. Besides, it assures the student that parents and teachers have faith in his or her future.

Knowing about the following basic needs of a dying person will assist school personnel to cope.

- Need to know that he or she is dying
- Need for meaningful communication
- Need to live to the end with dignity
- Need to be listened to without anger and with acceptance
- Need for hope
- Need to know that he or she is a valuable person
- Need not **to** be forgotten
- Need to maintain self-esteem

Some of the strategies that may help teachers and other school personnel in dealing with a terminally ill student:

1 . Read about the disease and facilitate classroom discussion that can foster social acceptance.

2. Contact health personnel, parents and professionals who have worked with the student in the past to find out the best ways to meet physical and health needs.

3. Modify the instructional program as needed in light of fatigue, excessive absences and effects of medication.;

4. Reduce instructional goals so that some can be completed and a feeling of success can be achieved.

5. Do not make the student feel an object of pity.

6. Be firm about holding the student to whatever academic and behavioral standards he or she is truly able to meet.

7. Do not isolate the student from activities. There is a need to participate in purposeful activity with peers.

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APPENDIX D 10
MENTAL HEALTH AND SUICIDE PREVENTION
How to Talk with Students in Crisis Situations

Prevention Stage:

1. Continue to be genuinely interested in the emotional heath of all students in your classes. Keep yourself psychologically healthy and model self-care to your students (how to work out problems, deal with stress, etc.) 'Let students know through the respect you show them in class as well as verbally that you are available to listen. You don't need to have answers, but you do need to listen and empathize with the students as much as you feel you can. Being seen talking with students about non academics builds up the trust level students have in you and makes it more likely that they will break down barriers that prevent teens from talking about emotional problems they are having with adults.

2. Make students aware of the availability of the school counselor, Teen Talk Groups and/or nurse to listen and help with problem-solving of various types. Watch for students who appear to have emotional problems (may be manifested in your classes as depression, anxiety, acting-out behaviors) - please make referrals on these students before or after you talk with the student to support personnel. If possible, make some mention of the student and your concerns as soon as you can - this gives the support personnel some point of reference to intervene or background information if problems begin to escalate for the student.

Intervention Stage:

1. First, ask about depression. You could say something like: "You don't seem to be yourself lately. You seem to be sort of down. Is something bothering you?"

2. If the student answers affirmatively say, "Are you depressed about something?"

3. If yes, ask the student about the length of his/her depression, how bad it gets, how much the person is crying, and how sleep and appetite have been affected.

4. Follow up the student's response with a direct question about whether they have been contemplating suicide. It is important to talk openly about this in order to determine risk.

5. Find out if the student has a plan. How lethal is it? Is the method available to the student? Does anyone know about this?

6. Have they attempted suicide before and by what means?
   Ask: "Why are you thinking about this now? What's bothering you or who are you angry with? What was the last straw?"

7. At this point ask the student if he/she would be willing to talk to a counselor or other support personnel. Tell the student that we will help them.

8. The student must be informed that his/her parents will be called.

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9. It is critical to stay with the student and provide for his/her safety if the risk of suicide is great. Escort the student to one of the support personnel and explain to that person what the student has told you so far.

10. If none of the support personnel are present, you should call the parent if the student seems to be suicidal. If possible, have at least one other staff person present and document the contact with the parent. Inform the administration about the situation and be sure you care for the safety of the student. For example, if the student runs away or takes off in his/her car after indicating they are suicidal, it would be necessary to call the police and the parent. When contacting the parent, it is important to stay calm. What you are trying to accomplish is to get their support in finding help for their child. Be sure to have a list of community resources available to address the mental health needs of the child.

11. In most situations you will simply need to refer the student on to the appropriate support personnel. They will be responsible for assessing the risk of suicide, parent contact, protecting the safety of the child, and setting up a plan for helping the student thorough the crisis by enlisting the support of parents and community mental health professionals.

12. If you feel uncomfortable or incompetent in working with a child or a particular situation please get assistance, explaining to the student that you will do everything you can to get help for him/her.

Additional Do's and Don'ts in Talking with Suicidal Teens

1. Do not assume that the adolescent is simply trying to get attention.

2. Be supportive and affirm to the student that they are doing the right thing in talking about their problems.

3. Do not tease the adolescent about the seriousness of his or her intent.

4. Offer concrete solutions and steps to be taken and make sure the student understands what you mean.

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APPENDIX D 11 AFTER A STUDENT'S DEATH

Handing A Class After A Student Dies

Nearly every teacher involved with a death in the classroom or school community needs help in handling his or her class. The following strategies, which involve many sharing experiences, will help.

- Don't be impassive about a student's death. Share reactions with the class.
- Let the children talk and write about their feelings.
- Listen to whatever students have to say.
- Make sure the class knows the details of the student's illness. Especially for younger children, separate the illness of the child who dies from any medical problems his or her classmates may experience.
- Never tell young children, "God took Sally away because He loves her," because children will wonder if it's a good idea to be loved by God. Likewise; don't say, "Sally went to sleep", you may create a class of insomniacs.
- You may have students write personal sympathy notes either to the parents or to a student who has suffered a loss. Give an address for these notes or offer to deliver them yourself.
- Older students may want to plan more concrete expressions of concern. Allow them to arrange a schedule for making food such as casseroles and desserts. Help them raise money for a memorial scholarship fund, medical research donations, or a cause especially commemorative of the dead student through functions such as car washes, dances, or basketball games.
- Make sure that visitation times are well publicized, perhaps with a tactful lesson in funeral etiquette.
- Explain how students should treat a bereaved student who is returning to school. Emphasize that trying to avoid or being overly solicitous to the student will not help. Point out the need to resume normal relationships
- Remember that your class may remain quiet and depressed for some time afterward (perhaps even a month), and that at some point students may begin to act out noisily and physically as a way of affirming that they are still alive.

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APPENDIX D 12 THE FUNERAL
SHOULD MY CHILD GO TO THE FUNERAL?

The following guidelines were developed to help you and your child when making the decision about attending a funeral. This is a very individual decision and depends on many variables. The list below is offered for you to consider as you decide what is best in your particular situation.

- Is this the first funeral your child will have attended?
- Consider what your usual family practice has been in the past regarding attendance at funerals.
- As a parent, consider whether you should accompany your child to the funeral for support.
- Does your child really want to go - or is he/she responding to peer pressure?
- Remember that the purpose of a funeral service to provide a way of saying good-bye.
- Discuss with your child what he/she might expect.
- This service may or may not be exactly like other funerals your child as attended.
- It may be helpful to watch others for cues about what one needs to do (kneel, etc.) or how to respond.
- People maybe crying, adults as well as children. This is normal and to be expected.
- It is okay to cry and to express grief, loss, etc.
- There may be many people there and some people may have to stand if there is not enough seating for everyone.

If your child does attend the service, take time to discuss his/her thoughts and feelings about it afterwards.

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APPENDIX D 13 MEMORIAL ACTIVITIES
MEMORIAL ACTIVITIES: SUGGESTED "DO'S" AND "DON'TS"

Do:

- Send flowers and/or cards to the family
- Give monetary contributions to memorials of the family's choice.
- Develop scholarships, scholarship donations, or student assistance programs that help other students.
- Allow any student, with parental permission, to attend the funeral.
- Encourage affected students, with parental permission, to go to the funeral. In case of suicide, mention to families and ministers the need to distance the person who committed suicide from survivors and to avoid glorifying the suicidal act.

DON'T:

- Encourage scholarships resulting from a student death that contain the word "memorial" in the title or description along with the student's name.
- Encourage awards named after the deceased.
- Encourage plaques, statues, pictures, or any other tangible items donated in the deceased's name.
- Encourage yearbook, newspaper, song, or sporting event dedications.
- Make special arrangements to send all students from school to funerals.
- Have memorial or funeral services at school. Stop classes for a funeral.
- Fly the flag at half-staff.
- Have a moment of silence in all-school assemblies.
- Especially in the case of a suicide, don't have mass assemblies focusing on the suicide victim.

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PREVENTATIVE PROCEDURES AND PROGRAMS FOR STUDENT PROTECTION

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STUDENT AND STAFF CODE OF CONDUCT
STUDENTS

General Rules of Conduct:

1. Students shall obey all rules and regulations of the School District as determined by the administration and Board of Education.

2. Students shall submit to lawful supervisory and disciplinary authority of the School District.

3. Students shall obey classroom and campus rules as developed by the principal and staff members. Campus rules shall further apply to adjacent properties and designated areas neighboring school grounds.

4. Students shall submit to reasonable corrective action imposed by the School District or its authorized employees.

5. The rules concerning pupil conduct shall apply to all school related activities on or off campus.

6. Nontraditional students shall observe rules applicable to all students.

Specific Rules of Conduct:

1. Disabled students are subject to the same treatment under the rules governing pupil conduct as non-handicapped students with the modifications indicated in the provisions of the IEP.

2. Students participating in interscholastic activities are further subject to the Activity Handbook.

3. Students shall:
   a. Be regular in attendance, on time to class, remain on school grounds from the time of arrival and attend regularly scheduled classes, unless officially excused.
   b. Comply with school bus rules of conduct.
   c. Obey driving and parking regulations.
   d. Identify themselves upon request to school, district, or public officials.
   e. Assume the responsibility for restitution of lost or damaged material, equipment, or other school property.
   f. Students shall use appropriate language when in the classrooms, hallways, on campus, or while at a school activity.
   g. Students shall not make inappropriate physical contact that would constitute an assault & battery with other students or staff. This includes fondling, hitting, slapping, or poking under any circumstance.
   h. Students shall refrain from "public displays of affection" while in the classroom, hallways, or on campus.
   i. During school hours, students should make an effort to be educationally productive. They shall not be in the hallway without a pass.

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STUDENT AND STAFF CODE OF CONDUCT
STAFF

Teachers have the right to:

1. Administrative support in their efforts to maintain student discipline.
2. Freedom from assault, abuse, interference by force or violence, and intimidation by threat of force or violence.
3. Orientation by the Administration on the maintenance of student discipline.
4. Participate in the development and/or review of the campus rules relating to student conduct. These shall be consistent with School District rules relating to student conduct.
5. Receive a copy of the building safety plan and student discipline policies and procedures.

Teachers shall have the responsibility to:

1. Enforce building and School District discipline.
2. Maintain good order and discipline.
3. Hold pupils accountable for any disorderly or anti-social conduct.
4. Report suspected or alleged incidents of child abuse.
5. Observe the substantive and procedural due process rights of pupils.
6. Provide a written referral to the appropriate administrator when removing a pupil from class.
7. Maintain accurate attendance records.
8. Make a reasonable attempt to involve the parent or guardian and the student in resolution of student discipline problems.
9. Provide active learning throughout the entire class time.
    a. Students should remain in their seats or on task until the bell rings. (Allowing students to crowd the door is unacceptable.)
10. Adhere to the class schedule; not allowing students to leave prior to the bell.
11. Participate in general supervision in the classroom and halls.
    This includes:
    a. dress code
    b. appropriate language
    c. P.D.A. (public displays of affection)
    d. physical contact (whether in jest or not)
    e. Visitors

Teachers shall have the authority to:

1. Require pupils to submit to disciplinary authority
2. Use prudent and reasonable disciplinary measures.
3. Detain pupils after school with prior provisions made for student transportation needs.
4. Recommend other specific corrective action.
5. Assume responsibility for the behavior of the students in his/her charge when accompanying students on a bus or supervision students at a school activity.

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CONTROLLED SUBSTANCES, ALCOHOL AND TOBACCO

1. Student Welfare First: In dealing with student involvement with illegal drugs - including alcohol - school personnel should have as their first concern the welfare of the students involved and other students in the school.

2. Law Enforcement: Although a helping relationship rather than an investigative and punitive approach will be emphasized, necessary and appropriate disciplinary action will be taken when laws or school regulations are violated regardless of law enforcement action. **Law enforcement agencies will be called upon where there is reasonable suspicion that drug activity is occurring on school grounds or involving students of the School District.**

3. Students Under the Influence: If a student appears at school, at a school sponsored activity, or on a school bus demonstrating behavior that indicates the student may be under the influence of alcohol or a controlled substance and/or admits to a school authority that he/she may be under the influence of alcohol or a controlled substance, the school personnel shall follow the following procedure:

    a. Immediately notify the authority in charge of the classes, activity, or campus security.
    b. If the student's illegal use of a drug is confirmed, school authorities may request the assistance of law enforcement authorities in investigating the source of the drug.
    c. Determine if medical assistance is needed.
    d. Be sure the student's parents are contacted and they become involved in the safe transporting of their child.
    e. Record happenings in student's file.

4. Student Possession: If a student is found in possession of tobacco, alcohol, or controlled substance at school or school related activities, the items shall be confiscated. Students may not distribute or possess imitation controlled substances commonly known as "look alike" drugs at school or school sponsored activities.

5. Student Discipline: The building administrator shall follow the appropriate rules and regulations regarding student discipline. (See Student Handbook) The administrator shall follow the appropriate rules and regulations regarding student discipline. Students may be disciplined, suspended or expelled for violations of alcohol, tobacco and controlled substance regulations.

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VANDALISM AND BURGLARIES

In the event an incident of vandalism or burglary to school buildings or facilities is observed, discovered or reported to staff, it should be immediately reported to the administration. Under such circumstances staff should follow the following procedures:

1. Vandalism or Burglary in process:

    a. When students are involved, attempt to stop or prevent further vandalism and apprehend or identify those involved. Get help if necessary.
    b. When adults are involved, do not attempt to apprehend, but try to identify.
    c. During school hours contact the office giving locations of vandalism or burglary in progress.
    d. Write down information (description of person, vehicle, and license numbers, etc.).

2. Discovery of Vandalism or Burglary:

    a. Do not touch or otherwise disturb anything.
    b. Notify the administration immediately.
    c. Write down all available information.
    d. Reroute personnel and students around affected area.

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STUDENT "HIT LISTS" OR DEATH THREATS

Student "Hit List" or death threats should be taken seriously. When information of any kind (including rumors) is reported about a "hit list", the following steps should be followed:

1. Document the report or information received regarding comments or other information indicating a student has or is threatening the well-being of others; ask witnesses to any student comment to sign a written statement and date the statement.

2. If the subject is a student, review the student's school records.

    a. Check discipline files for incidents of threats or aggression;
    b. Check academic files for IEP or other evaluative material relevant to alleged conduct.
    c. Interview school personnel for information regarding the subject's background, e.g. home life, drug or alcohol abuse, etc.
    d. Interview student's friends and teachers to determine if the subject has made threats to others or talked of doing violent acts.
    e. Interview subject of the investigation, invite subject to tell his/her side of the story; take notes; listen and observe subject's behavior. Such interview should be conducted with another adult present.
    f. If appropriate to the situation inquire if the subject has access to weapons of any kind.
    g. If appropriate, conduct a search of student, the student's locker, book bag, etc.
    h. Contact parents of the subject after completion of the investigation to inform the parents of the information received regarding threats by the subject, the findings of the investigation, and inquire as to the parents' knowledge or concerns related to threatening behavior of the subject and the availability of weapons in the home.
    i. Follow student discipline due process procedures, and if appropriate, place student on emergency exclusion pending final disposition.
    j. Report concerns to law enforcement agencies and request an investigation and report. Cooperate by providing such information to law enforcement as is allowed by law.
    k. Determine if an outside agency should be contacted for support or evaluation.

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ANTI-BULLYING/HARASSMENT PROGRAM

School personnel shall instruct students regarding the School District policy and practice to prevent harassment of students and staff in any manner. Reference shall be made to the School District Anti-Discrimination Policy, Appendix E 1. Teachers shall reinforce the following maxims to prevent bullying or other harassing conduct by students toward other students:

1. Treat others how you want to be treated;
2. Play fair;
3. Respect teachers and other students;
4. Allow all to play in activities;
5. Help others when needed;
6. Do not hurt kids on the inside or the outside;
7. Be respectful to everyone.

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SEARCH AND SEIZURE

When the Administration determines that the safety of students and staff depends on determining if a weapon or instrument of harm is on the school premises, a search of a student or school personnel may be conducted. In order to conduct such a search, there must be a basis for "reasonable suspicion" that the person being searched has violated a school rule and that information, facts or circumstances lead a reasonable person to conclude that a search is necessary, the following guidelines should be followed:

1. Under no circumstances should a strip search be conducted.

2. Have another adult witness present at all times during the search, and make a record of the objects secured by the search.

3. Searches of a student's person should be conducted and witnessed by an adult of the same sex as the person subject to the search.

4. Ask the subject to remove all objects from pockets; lay the objects aside until the search is completed.

    a. Have the subject pull the pocket lining inside out, check the waist band of trousers, check socks and shoes.
    b. Check items from pockets that could conceal contraband.
    c. Check back packs and notebooks for contraband.
    d. Seized contraband should be placed in an envelope and sealed with the information regarding the date, the name of the person conducting the search, any witnesses to the search, the subject's name and the circumstance behind the search and eventual seizure of property.
    e. Contraband should be turned over to the police as soon as possible.

5. Prior to any search the person to be searched should not be allowed to make any stops at a desk, restroom, locker, or trash can, where contraband may be deposited.

6. The student handbook contains a statement that school lockers are the property of the School District and that there should be no expectation of privacy with regard to the contents of such locker.

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MONITORING INTERNET USE ON SCHOOL EQUIPMENT

See Appendix E 2 Mobile Device Policy.

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IDENTIFICATION OF POTENTIALLY VIOLENT INDIVIDUALS

See Appendix E 3, Warning Signs of Violent Behavior.

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STUDENT ATTIRE

Students shall wear appropriate attire.

Appropriate attire shall exclude any type of dress, apparel, and manner of grooming displayed, reflected or participated in, which school officials believe:

a. Would disrupt or interfere with the school environment, activities and/or educational process; or,

b. Would create, in fact, an atmosphere in which a student, staff members or other person's well-being is hindered due to undue pressure, behavior, intimidation, overt gesture or threat of violence.

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EXCESSIVE ABSENTEEISM AND TRUANCY

Excessively absent and truant students are often involved in disruptive and illegal behavior. It is the School District policy to collaborate with law enforcement and state and local agencies to prevent excessive absenteeism and truancy. The School District has adopted aggressive intervention policies to diminish such occurrences.

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SUICIDE PREVENTION

The School District shall provide staff with in-service and materials to assist in the identification of students who exhibit suicidal tendencies. Each teacher will be provided access to a copy of the Suicide Prevention and Response information, which shall include material on student mental health problems, prevention and intervention.

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MEDICAL EMERGENCIES

A medical emergency includes life-threatening situations such as heart attack, air obstruction, suffocation, trauma, unconsciousness, or severe bleeding. School buildings shall have a First Response Team established by the administration. This team should include those trained in CPR and First Aid procedures. In the event of a medical emergency the following procedures shall be followed:

1. The staff member in charge should notify the school office immediately giving the:
   a. Location of the victim;
   b. Name of the victim;
   c. Type of injury;
   d. Apparent need for emergency services.

2. Upon receipt of the information, the school office shall:

   a. Announce "We have a situation in the building First Response Team should report to "_____." (room number and teacher's classroom, to assist the "First Response" team members)
   b. If, from the first report, the need for emergency services is immediately apparent, **CALL 911 AND FIRST RESPONSE TEAM!** If, after the "First Response" team arrives at the victim's location, they determine that it is apparent that there is a need for emergency services, a member of the "First Response" team shall notify the office to call 911. In either circumstance, the office personnel shall call 911 and:

      i. Explain the situation (be calm);
      ii. Give the name of the school and the address:
      iii. Inform emergency personnel which door to enter and the room number and/or location;
      iv. Make sure someone meets the emergency personnel at the door to take them to the victim;
      v. If it is necessary to send the victim to the hospital by ambulance and the parent is not at the school, a staff member assigned to the "First Response" team should go along to serve as a liaison between the hospital and school/parent. The staff member should stay at the hospital until the parent arrives. As soon as possible, the staff member should relay information regarding the condition of the victim to the school office.

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3. Upon announcement of "We have a situation in the building".

   a. Classroom teachers should close the doors to their classroom (to minimize confusion) and continue instruction. Teachers are to keep students in their classrooms and **IGNORE** all bells and/or normal passing time until further notice.
   b. Students in the classroom where the emergency is taking place should be moved to a neighboring classroom as soon as it is possible to do so without creating additional confusion or threat to the victim's well-being.
   c. The "First Response" team, along with a building administrator shall report to the location of the emergency, assess the situation, and begin necessary treatment within the scope of their training. If the medical emergency involves a serious injury, the following measures should be followed by staff present and the "First Response" team:
      i. The victim should not be moved unless his/her location is potentially dangerous.
      ii. The staff member present at the time of occurrence should reassure the victim and keep the victim quiet and lying down until the "First Response" team or emergency personnel arrive.
      iii. All personnel and students not directly involved with the emergency or administration of first aid should be directed away from the scene.

   d. All staff should be aware of the personnel assigned to the "First Response" team, and should be prepared to supervise that teacher's students as soon as the "First Response" team member leaves his/her classroom to assist with the medical emergency.

   e. Office personnel should notify the parents (spouse) of the victim as soon as possible. All known details should be relayed to the family. Be clear, and concise, informing only what is known; do not speculate, but be tactful using a manner to avoid the creation of undue panic.

   f. Once the medical emergency has been resolved or the victim transported to the hospital, resume whatever schedule is needed for the remainder of the school day.

   g. Prepare an announcement (for staff members only) to explain the nature of the emergency and the facts as they are known. Within 24 hours, the "First Response" team and administration should meet to review the emergency response. The "First Response" team and administration should prepare a written report of the medical emergency setting forth the facts giving rise to the medical emergency, the victim's conditions, and the action taken by the "First Response" team.

   h. **The foregoing protocol for Medical Emergencies should be pre-taught to students. Students should know that if a medical emergency takes place in their classroom they should remain seated and quiet until they are directed to move. Students should be directed how to summon help in the event their teacher becomes incapacitated and unable to seek assistance for himself/herself.**

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THREAT ASSESSMENT

Information about the behavior and communications of an individual that are a possible concern should be gathered and analyzed by the appropriate authorities involved in a threat assessment investigation. This information will permit reasonable judgments about whether the individual of concern is moving along a path toward attack on an identifiable target. Professionals trained in behavior science and law enforcement should be consulted in dealing with the individual.

When an individual's behavior or report of behavior and communications deviates from normal behavior for other individual(s), and indicates concern to this individual's safety or the safety of others, school officials should contact law enforcement. The safety of individuals and the community is a priority consideration.

Care should be exercised to ensure that an individual of concern is treated appropriately, since any allegations regarding the behavior or perceived dangerousness of the individual may be unfounded.

Information to provide law enforcement and/or professionals trained in behavior science.

The facts that drew attention to the individual, the situation and the targets.

- How did the individual come to the attention of school officials?
- What were the triggering events and possible targets?
- What behaviors and/or communications were reported, and by whom?
- What was the situation?
- Who, if anyone, witnessed the reported behavior of concern?
- What was the context for the reported behavior, i.e. what else was going on at the time of the reported behavior?

Information about the individual.

Identifying Information:

- Name
- Physical description (hair color, scars, clothes, etc.)
- Date of birth
- Identification numbers: school ID, etc.

Background Information:

- Residences

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- Family/home situation
- Academic performance
- Criminal behavior and law enforcement history
- Social networks
- History of relationships and conflicts
- History of violence toward self and others
- History of harassing others or of being harassed by others
- History of having been a victim of violence or bullying
- Known attitudes toward violence
- Triggering events
- Possible targets
- Mental Health/substance abuse history
- Access to and use of weapons
- History or grievances and grudges
- History of response to interventions
- History of inhibitors to aggression

Current Life Information:

- Present stability of living and home situations
- Nature and quality of current relationships and personal support
- Recent losses or losses of status (shame, humiliation, recent breakup or loss of significant relationship)
- Current grievances or grudges
- Perceptions of being treated unfairly
- Known difficulty coping with a stressful event
- Any progression in social, academic, behavioral, or psychological functioning
- Recent hopelessness, desperation, and/or despair, including suicidal thoughts, gestures, actions, or attempts
- Pending crises or change in circumstances
- Note whether the individual has any trusting relationships with adults who are emotionally available to him or her
- If there is an adult who is “connected” to the individual, that adult may have useful information about the individual’s thinking and behavior and may also have the ability to disrupt the negative behavior patterns of the individual

Behaviors that should raise concern about potential violence include:

- Ideas or plans about injuring him/herself or attacking a school or persons at school

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- Communications (including via any technological means) or writings that suggest that the individual has an unusual or worrisome interest in school attacks
- Comments that express or imply the individual is considering mounting an attack at school, or has made a threat, written or verbal, to his safety or the safety of others
- Recent weapon-seeking behavior, especially if weapon-seeking is linked to ideas about attack or expressions about interest in attack
- Communications or writings suggesting the individual condones or is considering violence to redress a grievance or solve a problem
- Rehearsals of attacks or ambushes

Communicated motives for attack behaviors to self or others have included:

- Revenge for a perceived injury or grievance
- Yearning for attention, recognition, or notoriety
- A wish to solve a problem otherwise seen as unbearable
- A desire to die or be killed

Knowledge of the communications or writings of an individual of concern may help law enforcement and/or professionals trained in behavior science in evaluating the risk of targeted violence.

See Appendix E 3, Warning Signs of Violent Behavior.

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APPENDIX E 1
ANTI-DISCRIMINATION POLICY

Personnel and Students

1. Elimination of Discrimination

The School District hereby gives this statement of compliance and intends to comply with all state and federal laws prohibiting discrimination. This school system intends to take any necessary measures to assure compliance with such laws against any prohibited form of discrimination. The Superintendent shall be the Coordinator for anti-discrimination laws (including Title VI, title IX; the Americans with Disabilities Act of 1990 (ADA), and Section 504 of the Rehabilitation Act of 1973 (Section 504) and complaints or concerns involving discrimination should be addressed to said Coordinator.

2. Preventing Harassment and Discrimination of Employees and/or Students

a. **Purpose:** School District is committed to offering employment and educational opportunity to its employees and any student based on ability and performance, in a climate free of discrimination. Accordingly, unlawful discrimination or harassment of any kind by administrators, teachers, co-workers or other persons is prohibited. In addition, the Schuyler Community Schools will try to protect employees or students from reported discrimination or harassment by non-employees or others in the work place and educational environment.

For purposes of this policy, discrimination or harassment based on a person's race, color, religion, national origin, sex, disability or age is prohibited. The following are general definitions of what might constitute prohibited harassment.

1.) In general, ethnic or racial slurs or other verbal or physical conduct relating to a person's race, color, religion, disability or national origin constitute harassment when they unreasonably interfere with the person's work performance or create an intimidating work, instructional or educational environment.

2.) Age harassment has been defined by federal regulations as a form of age discrimination. It can consist of demeaning jokes, insults or intimidation based on a person's age.

3.) Sexual harassment has been defined by federal and state regulations as a form of sex discrimination. It can consist of unwelcome sexual advances, requests for sexual favors, or physical or verbal conduct of a sexual nature by supervisors or others in the work place, classroom or educational environment.

- Sexual harassment may exist when:
  a. Supervisors or managers make submission to such conduct either an explicit or implicit term and condition of employment (including hiring, compensation, promotion, or retention);

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b. Submission to or rejection of such conduct is used by supervisors or managers as a basis for employment related decisions such as promotion, performance evaluation, pay adjustment, discipline, work assignment, etc.
c. The conduct has the purpose or effect of unreasonably interfering with an individual's work or educational performance or creating an intimidating, hostile, or offensive working, classroom or educational environment.
d. Sexual harassment may include explicit sexual propositions, sexual innuendo, suggestive comments, sexually oriented "kidding" or "teasing", "practical jokes", jokes about gender- specific traits, foul or obscene language or gestures, displays of foul or obscene printed or visual material, and physical contact, such as patting, pinching or brushing against another's body.

b. **Procedures:**

1.) Employees or students should initially report all instances of discrimination or harassment to their immediate supervisor or teacher. However, if the employee or student is uncomfortable in presenting the problem to the supervisor or teacher, or if the supervisor or teacher is the problems, the employee or student is encouraged to go to the next level of supervision.

2.) If the employee or student's complaint is not resolved to his or her satisfaction with five (5) to ten (10) working days, or if the discrimination or harassment continues, please report your complaint to the Superintendent of Schuyler Community Schools. If a satisfactory arrangement cannot be obtained through the Superintendent of Schuyler Community Schools, the complaint may be processed through the Board of Education.

3.) The supervisor, teacher or the Superintendent of Schuyler Community Schools will thoroughly investigate all complaints. These situations will be treated with the utmost confidence, consistent with the resolution of the problem. Based on the results of the investigation, appropriate corrective action, up to and including discharge of offending employees, etc., may be taken. Under no circumstances will a supervisor or teacher threaten or retaliate against an employee or student for alleging a violation of this policy.

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APPENDIX E 2 MOBILE DEVICE POLICY

Schuyler Community Schools District Student Mobile Device Policy

The purpose of this policy is to define expectations for all users.

The focus of the mobile device program at Schuyler Community School District is to provide tools and resources to the 21st Century Learner. Excellence in education requires that technology be seamlessly integrated throughout the educational program. Increasing access to technology is essential for that future, and one of the learning tools of these twenty-first century students is the use of mobile devices. The individual use of mobile device is a way to empower students to maximize their full potential and to prepare them for college and the workplace.

Learning results from the continuous dynamic interaction among students, educators, parents and the extended community. Technology immersion does not diminish the vital role of the teacher. To the contrary, it transforms the teacher from a director of learning to a facilitator of learning. Effective teaching and learning with a mobile device integrates technology into the curriculum anytime, anyplace.

The policies, procedures and information within this document apply to all mobile devices used at Schuyler Community School District, including any other device considered by the Administration to come under this policy. Teachers may set additional requirements for use in their classroom.

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Receiving & Check-In of your Mobile Device

Receiving Your Mobile Device

Mobile devices will be distributed each fall during SchuyPad mobile device Orientation. Parents & students must sign and return the mobile device Acceptable Use and Student Pledge document before the mobile device can be issued to their child.

Mobile Device Check-in

Mobile devices will be returned during final week of school so they can be checked for serviceability. If a student transfers out of the Schuyler Community School District during the school year, the mobile device will be returned at that time.

Check-in Fines

Individual school mobile devices and accessories must be returned to the SCS Technology Department or designated room at the end of each school year.

Students who graduate early, withdraw, are suspended or expelled, or terminate enrollment at SCS for any other reason must return their individual school mobile device on the date of termination. If a student fails to return the mobile device at the end of the school year or upon termination of enrollment at SCS, that student will be subject to criminal prosecution or civil liability. The student will also pay the replacement cost of the mobile device, or, if applicable, any fees that are deemed necessary. Failure to return the mobile device will result in a theft report being filed with the Schuyler Police Department.

Furthermore, the student will be responsible for any damage to the mobile device, consistent with the District's mobile device Policy and must return the computer and accessories to the SCS Technology Department in satisfactory condition. The student will be charged a fee for any needed repairs, not to exceed the replacement cost of the mobile device.

TAKING CARE OF YOUR MOBILE DEVICE

Students are responsible for the general care of the mobile device they have been issued by the school. Mobile devices that are broken or fail to work properly must be taken to the Technology Department for an evaluation of the equipment.

General Precautions

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- Follow the mobile device and Schuyler Community Schools Acceptable Use Agreements.
- Carefully insert/remove cords and cables to avoid damage.
- Responsibly keep your mobile device's battery charged for school each day.
- Maintain a clean mobile device by keeping the unit free of any writing, drawing, stickers, or labels that are not the property of Schuyler Community Schools.
- Schuyler Community School's labels should never be removed.
- Food/drink is not recommended while using the mobile device.

Storing Your Mobile Device

Secure your mobile device at all times. Never leave the mobile device in an unlocked locker, any vehicle at home or school, or any unsupervised area. Unsupervised areas: (include but are not limited to)

- School grounds and campus
- Lunchroom, computer lab, locker rooms, media center, unlocked classrooms, dressing rooms, and hallways.

Any mobile device left in these areas is in danger of being stolen. A mobile device found in an unsupervised area will be turned in to the Office, Media Center, or Technology Department Office. A discussion will be held with the student regarding responsible care.

- When not using the mobile device, students should store the device in a locked locker. Do not place items on top of the mobile device.
- If a student needs a secure place to store their mobile device, the student may check it in with the teacher, Media Center, or other personnel.

Students in athletics and activities must take care to ensure their mobile device is secured if they bring the device to practice or events.Transporting Your Mobile Device
The mobile device should always be affixed and carried in the district issued protective case. The district issued a case that protects the mobile device from normal use and provides protection for carrying within the school. Care must be taken when placing the mobile device within its case into backpacks, folders and/or workbooks to avoid placing pressure and weight on the mobile device screen.

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Screen Care

The screens are particularly sensitive to excessive pressure placed on the screen and can be damaged if subjected to rough treatment.

- Clean the screen with a clean, soft, dry cloth or anti-static cloth. **NO Cleansers** of any type should be used.
- Do not lean on the top of the mobile device.
- Do not place anything near the mobile device that could put pressure on the screen.
- Do not place anything in or on the protective case that will press against the screen.
- Avoid "bumping" the mobile device against lockers, walls, car doors, floors, etc. as it will eventually break the screen.

USING YOUR MOBILE DEVICE AT SCHOOL

Mobile device is intended for use at school each day. In addition to teacher expectations for mobile device use, school messages, announcements, calendars and schedules may be accessed using the mobile device. Students must be responsible to bring their mobile device to all classes, unless specifically instructed not to do so by their teacher.

Mobile Devices Left at Home (SCHS)

If students leave their mobile device at home, they are responsible for getting the course work completed as if they had their mobile device present. If a student repeatedly (3 or more times as determined by teacher/administrator) leaves their mobile device at home, they will be required to "check out" their mobile device from the Technology Department/Media Center for a specified time period.

Mobile Device Undergoing Repair

Loaner mobile devices may be issued to students from the Technology Department when they leave their mobile devices. There may be a delay in getting a mobile device should the school not have enough to loan.

Charging Your Mobile Device's Battery (SCHS)

Mobile devices should be brought to school each day in a fully charged condition. Students need to charge their mobile devices each evening.

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Screensavers/Background Photos

- Inappropriate or copyrighted media may not be used as a screensaver or background photo.
- Presence of guns, weapons, pornographic materials, inappropriate language, alcohol, drug, and gang related symbols or pictures will result in disciplinary actions.
-

Appropriate Use of Instructional Time

- Refer to SCS SchuyPad Classroom Rules on page 15 of this policy for a complete listing of rules and appropriate use of the mobile device during instructional time.
- The following activities are NOT allowed during instructional time without explicit permission from the classroom teacher:

* gaming apps	* social networking	* messaging
* email	* recording audio/video	* viewing video
* browsing	* listening to music	* using headphones

- Presence of guns, weapons, pornographic materials, inappropriate language, alcohol, drug, and gang related symbols or pictures will result in disciplinary actions.

Printing

There will be **NO** printing directly from the mobile device.

Home Internet Access (SCHS)

Students are allowed to set up wireless networks on their mobile devices. This will assist them with mobile device use while at home.

MANAGING CONTENT & SAVING WORK

Saving to the Mobile Device

SCS will not back up information. It is the student's responsibility to ensure that work is not lost due to mechanical failure or accidental deletion. Mobile device malfunctions are not an acceptable excuse for not submitting work.

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It is the Student's responsibility to manage the allotted mobile device storage space. If the mobile device becomes full, the student will need to delete any personal item or app(s) to make room for SCS required items or app(s).

Network Connectivity

The SCS District makes no guarantee that their network will be up and running 100% of the time. In the rare case that the network is down, the district will not be responsible for lost or missing data.

iOS, APPS and Digital Books

SCS Installed Apps

- The applications originally installed by SCS must remain on the mobile device in usable condition and be easily accessible at all times.
- SCS personnel will determine adoption or discontinued use of apps and reserve the right to remove apps and bear no responsibility for lost data when apps are removed.

Student Installation of Apps (SCHS)

- Students are allowed to download/install apps on their mobile devices provided they have not violated the SCS Mobile policy.
- Students will not synchronize mobile devices to any iTunes account.
- Students are responsible for managing their allocated storage availability on their mobile devices. Personal apps, pictures, music, and/or movies may need to be removed to allow for needed storage on mobile device.

Inspection

Students may be selected at random to provide their mobile device for inspection by administrators, teachers, and/or IT department personnel.

Procedure for Reloading Apps

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If technical difficulties occur, non-authorized or inappropriate apps identified the mobile device will be restored to original settings and apps. The school does not accept responsibility for the loss of any applications or documents deleted due to a restoration.

iOS and App Upgrades

- SCHS students are allowed and encouraged to update all apps installed on the mobile device. SCS IT Department will periodically update apps on SMS mobile devices.
- Students can and are expected to update the iOS software when updates are made available.

Digital Books

- Only school-approved material (books, etc.) will be allowed on mobile devices.
- Presence of pornographic materials, inappropriate language, alcohol, drug, and gang related material or pictures will result in disciplinary actions.

ACCEPTABLE USE

These guidelines are provided here so that students and parents are aware of the responsibilities students accept when they use SCS district owned mobile device.

The use of the SCS school district's technology resources is a privilege, not a right. The privilege of using the technology resources provided by the SCS school district is not transferable or extendible by students to people or groups outside the district and terminates when a student is no longer enrolled in the SCS school district. If a person violates any of the user terms and conditions named in this policy, privileges may be terminated (i.e. app store taken away), access to the school district technology resources may be denied, and the appropriate disciplinary action shall be applied. The SCS school district's student handbook shall be applied to student infractions.

Violations may result in disciplinary action up to and including suspension/expulsion for students. When applicable, law enforcement agencies may be involved.

Parent/Guardian Responsibilities and Terms

- Will read the Acceptable Use/SCS Mobile Policy and discuss it with my child.
- Will supervise my child's use of mobile device at home.
- Will make sure my child charges the mobile device nightly and begins the school

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day with a fully charged battery.

- Will make sure my child brings the mobile device to school each day.
- Will discuss appropriate use of Internet and supervise my child's use of the Internet. Consider use of Internet filters for home online networks.
- Will **NOT** attempt to repair the mobile device.
- Will report and problems or damage to the mobile device to the building administrator, teacher, and/or information technology department.
- Will report loss/theft of mobile device to school and proper authorities (police) within 24 hours if occurrence happens outside of school hours.
- Will **NOT** change or attempt to change the configuration of software or hardware.
- Will **NOT** remove any apps or certificates on the mobile device except for student's personal apps.
- Will **NOT** alter or remove the school device management certificates at any time.
- I agree to allow the school administration, teacher, or technology department to examine the device, apps, and content at any time.
- I agree to make sure that the mobile device is returned to the school when requested and upon my child's withdrawal from Schuyler Community Schools.
- Signing this agreement gives permission to the student to create online accounts under the SCS staff direction and guidance only for educational purposes.
- Should you want your student to opt out of having a mobile device, you will need to sign a form indicating this and understand that your student is still responsible for meeting the course requirements.

School Responsibilities

- Provide Internet and email access to its students during the school day.
- Utilize an Internet filter to block inappropriate materials as able on and off campus.
- Provide staff guidance to aid students in doing research and help assure student compliance to the SCS acceptable use policy, copyright adherence, and digital citizenship accountability.

Student Responsibilities and Digital Citizenship

- Read the Acceptable Use/SCS Mobile Policy and discuss it with my parent/guardian.
- Use computers/devices in a responsible and ethical manner.

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- Recharge the mobile device nightly and begin the school day with a fully charged battery (if applicable).
- Keep the mobile device in its assigned protective case at all times.
- Bring the mobile device to school every day.
- Make the mobile device available for inspection by an administrator, teacher, or information technology department upon request.
- Obey general school rules concerning behavior and communication that applies to technology use. This means use of appropriate language in all communications.
- Use all technology resources in an appropriate manner so as to not damage school equipment. This "damage" includes, but is not limited to, the loss

of data resulting from delays, non-deliveries, missed-deliveries or service interruptions caused by the student's own negligence, errors or omissions.

- Assist the SCS school district in protecting our computer system/device by contacting an administrator about any security problems they may encounter.
- Monitor all activity on online accounts.
- Follow all the timelines for collection of mobile devices at the end of school year and as requested by district personnel.
- If required to check mobile device in each day, student will adhere to the rules by checking device in before leaving school each day and arriving at school early to check device out for the school day. Consequences will be administered for taking device home without explicit permission.Students who graduate early withdraw, are suspended or expelled, or terminate enrollment at SCS for any other reason must return their individual school mobile device computer on the date of termination.
- Report to administration, teachers, or technology department any malfunctioning mobile device or damaged device ASAP.

Student Activities Strictly Prohibited:

- Illegal installation, the use of or transmission of copyrighted materials. If you are unsure, ask a teacher.
- Any actions that violate existing SCS policies or public law.
- Accessing, uploading, downloading, or distributing offensive, profane, threatening, pornographic, obscene, or sexually explicit materials.
- Using external devices with the mobile device without prior approval from the

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administration.

- Accessing other student's accounts, files, and/or data.
- Use of the school's Internet/email for financial or commercial gain and/or for any illegal activity.
- Giving out personal information (name, address, photo or any other identifying information), for any reason, over the Internet, including, but not limited to, setting up Internet accounts for personal use (chat rooms, eBay, email).
- Participating in credit card fraud, electronic forgery or other forms of illegal behavior.
- Attempting to alter harm or destroy hardware, apps or data, including, but not limited to, the uploading or creation of computer viruses or computer programs that can infiltrate computer systems and/or damage components of school equipment.
- Transmission or accessing materials that are obscene, offensive, threatening or otherwise intended to harass or demean recipients.
- Bypassing the SCS web filter through a web proxy or any other means.
- If a student receives any communication containing inappropriate or abusive language or media, it is necessary to
    1. Show a teacher or administrator immediately.
    2. Save a copy for the teacher/administrator.
    3. Delete the material from the device IN THE PRESENCE of the teacher/administrator.
- Students will report loss/theft of device to parents, school and proper authorities (police) within 24 hours.
- Students Will **NOT**:
    - Change or attempt to change the configuration or settings of managed device. Any attempt will result in disciplinary action.
    - Attempt to repair, alter, or make additions to the mobile device.
    - Remove or attempt to remove SCS identification tags on mobile device.
    - Deface device &/or protective cover with any type of stickers or marking pens.

Violations of these prohibited activities will result in consequences as shown in **Section 6.5 Student Discipline.**

Student Discipline

The discipline procedures in the SCS handbooks address serious and major offenses such as stealing and destruction of school or personal property, which apply to the mobile device. Depending on the seriousness of the offense, students may lose mobile device

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and/or network privileges as well as being held for detention, suspension, or even in extreme cases, expulsion.

Consequences in no particular order:

- Conference with the teacher and teacher documentation.
- Written warning and/or detention.
- Contact with the parents.
- Parent conference.
- Suspension from mobile device use for 1-3 days.
- In School Suspension.
- Suspension from School.
- Notification of outside agency and/or police with filing of charges where appropriate.
- Restrict access to certain apps and/or app store (SCHS)
- Require mobile device be checked in/out each day from Media Center (SCHS)

- Permanent loss of privileges to use mobile device.

REPAIRS AND REPLACEMENTS: RELATED COSTS

SCS Technology Fee (SCHS)

- A $40.00 non-refundable technology fee is requested of each student in grades 9-12, with maximum cost of $120.00 per family. This fee helps to partially cover costs for accidental damage to devices and/or lost or stolen devices.
- The technology fee is a one-time fee to be paid upon entering SCHS for the first time. Paying the fee allows the student to take the mobile device home.
- If the parent/guardian chooses not to pay the non-refundable technology fee, the mobile device will remain at school and the student is responsible for full replacement/repair costs should the student be found responsible for the mobile device being lost, stolen, or damaged.

Repairs or Replacement Costs

Students will be held responsible for **ALL** damage to their devices resulting from misuse, neglect, or accidental damage including but not limited to: broken screens, cracked plastic pieces, inoperability, etc.

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- Repair Costs to be paid by User:
    - Repairs – actual cost of repair
        - 1st Incident* – 33%
        - 2nd Incident* – 66%
        - 3rd Incident* – 100%

  * Incidents carry over from one year to the next throughout the student's high school career. After the 3rd overall incident **or** the 2nd incident in the same school year, the ipad will remain at school and be

  checked in/out each day. The parent/guardian may request a meeting with the Principal and the building IT committee to consider a waiver to checking the ipad in/out each day.

- Lost or stolen without negligence – user pays half the cost of the replacement device.
- Power adapter, cover and any other school owned accessories
- Full replacement costs: power adapters (Apple) - $19.00, USB Cables (Apple) - $19.00, Protective covers (CyberAcoustics) - $23.00
- If parent/guardian chooses not to pay non-refundable technology fee:

Claim	Without paying technology fee (mobile device stays at
Lost device	Full Replacement Cost - $600*
Destroyed (total loss) device	Full Replacement Cost - $600*
Stolen device due to negligence at school	Full Replacement Cost - $600*
Repairs	Full Repair Cost

$600 includes 32GB iPad, district purchased apps, and protective cover

The Superintendent, Building Principal and/or IT Dept will determine if negligence was involved in the incident and will review each case. Fees may possibly be waived and/or payment plans will be accepted based on merits of each case.

The school district will contact the designated vendor to repair devices that malfunction or receive damage.

OTHER MOBILE DEVICES THAT REMAIN IN SCHOOL

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There are mobile devices that are owned by SCS Departments such as iPods, Kindles, and laptops. These devices will remain in the school at all times. These devices will be managed by the SCS technology department in regards to restrictions and installation of apps and content.

- No student will be allowed to install apps or digital books.
- Students will follow all the guidelines in this policy while device are loaned out to the classroom.
- Internet access may or may not be provided to devices.
- No printing will be allowed.
- Screen savers – changes will not be allowed.

BYOD (Bring Your Own Devices)

The Schuyler Community Schools does not support a Bring Your Own Device program. Personal devices will not be supported, maintained, or repaired by the district technology department or be given access to the SCS wireless network.**SCS SchuyPad Classroom Rules**

1. When the class begins (at the bell) all SchuyPads are to be closed and placed face down on or under students' desks or placed in a designated spot in the classroom. SchuyPads are not to be opened or used unless directed to do so by the classroom teacher.

2. While the teacher is actively teaching and SchuyPads are being used, all SchuyPads are to be placed flat on the student desk. Student SchuyPad screens are to be visible to the teacher at all times.

3. The following electronic activities are NOT allowed during instruction or student work time, unless the classroom teacher gives explicit permission:

    a. Gaming
    b. Social networking
    c. Messaging
    d. Email
    e. Recording audio/video or taking photos

    f. Undirected browsing/searching
    g. Using headphones and/or listening to music

4. Students are NOT allowed to record AT ANY TIME audio, photos, or video of other students or staff

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without their explicit permission.

Any violation of the SchuyPad classroom rules, additional teacher classroom SchuyPad rules, or the SCS Mobile Device Policy will result in consequences (**6.5 Student Discipline on page 13**).

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SCS District Student Pledge for Mobile Device Use

1. I will take good care of my mobile device.I will never leave the mobile device unattended.
2. I will never loan out my mobile device to other individuals.
3. I will know where my mobile device is at all times.
4. I will charge my mobile device's battery daily.
5. I will keep food and beverages away from my mobile device since they may cause damage to the device.
6. I will not disassemble any part of my mobile device or attempt any repairs.
7. I will protect my mobile device by only carrying it while in the case provided.
9. I will not place decorations (such as stickers, markers, etc.) on the mobile device. I will not deface the serial number Mobile device or SCS district tags on any mobile device.
10. I understand that my mobile device is subject to inspection at any time without notice and remains the property of Schuyler Community Schools.
11. I will follow the policies outlined in the *Acceptable Use Guidelines* while at school, as well as outside the school day.
12. I will be responsible for all damage or loss of mobile device that is caused by neglect or abuse.
13. I agree to return the mobile device and accessories in good working condition.
14. I will use my school locker to secure the mobile device when the device is not in use.
15. I will use my mobile device in ways that are appropriate, meet SCS expectations and are educational.

I agree to the rules and guidelines presented in the above document and promise to abide by these stipulations.

Student Name (Print):	
Student Signature:	
Date:	

Parent Name (Print):	
Parent Signature:	
Date:	

All students must return their mobile device and accessories (Apple) at the end of each school year. If a student transfers or leaves the SCS district for any reason, the mobile device and accessories (Apple) must be turned in ASAP by the enrollment end date.

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APPENDIX E 3 WARNING SIGNS
School Violence Warning Signs: Recognizing Warning Signs of Violence in Others

Often people who act violently have trouble controlling their feelings. They may have been hurt by others. Some think that making people fear them through violence or threats of violence will solve their problems or earn them respect. This isn't true.

People who behave violently lose respect. They find themselves isolated or disliked, and they still feel angry and frustrated.

If you see these warning signs, imminent violence is a serious possibility:

- loss of temper on a daily basis
- frequent physical fighting
- significant vandalism or property damage
- increase in use of drugs or alcohol
- increase in risk-taking behavior
- detailed plans to commit acts of violence
- announcing threats or plans for hurting others
- enjoying hurting animals
- carrying a weapon

If you notice the following signs over a period of time, the potential for violence exists:

- a history of violent or aggressive behavior
- serious drug or alcohol use
- gang membership or strong desire to be in a gang
- access to or fascination with weapons, especially guns
- threatening others regularly
- trouble controlling feelings like anger
- withdrawal from friends and usual activities
- feeling rejected or alone
- having been a victim of bullying
- poor school performance
- history of discipline problems or frequent run-ins with authority
- feeling constantly disrespected
- failing to acknowledge the feeling or rights of others

Reference: APA and MTV April 19, 1999, http://helping.apa.org/warningsigns/

Early Warning Signs

Why didn't we see it coming? In the wake of violence, we ask this question not so much to place blame, but to understand better what we can do to prevent such an occurrence from ever happening again. We review over and over in our minds the days leading up to the incident - did the child say or do anything that would have cued us into the impending crisis? Did we miss an opportunity to help?

There are early warning signs in most cases of violence to self and others - certain behavioral and

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emotional signs that, when viewed in context, can signal a troubled child. But early warning signs are just that - indicators that a student **may** need help.

Such signs mayor may not indicate a serious problem - they do not necessarily mean that a child is prone to violence toward self or others. Rather, early warning signs provide us with the impetus to check out our concerns and address the child's needs. Early warning signs allow us to act responsibly by getting help for the child before problems escalate.

Early warning signs can help frame concern for a child. However, it is important to avoid inappropriately labeling or stigmatizing individual students because they appear to fit a specific profile or set of early warning indicators. It's okay to be worried about a child, but it's not okay to overreact and jump to conclusions.

Teachers, administrators, and other school support staff are not professionally trained to analyze children's feelings and motives. However, they are on the front line when it comes to observing troublesome behavior and making referrals to appropriate professionals, such as the counselor, or school nurse. They also play a significant role in responding to diagnostic information provided by specialists. Thus, it is no surprise that effective schools take special care in training the entire school community to understand and identify early warning signs.

When staff members seek help for a troubled child, when friends report worries about a peer or friend, when parents raise concerns about their child's thoughts or habits, children can get the help they need. By actively sharing information, a school community can provide quick, effective responses.

Principles for Identifying the Early Warning Signs of School Violence

Educators and families can increase their ability to recognize early warning signs by establishing close, caring, and supportive relationships with children and youth - getting to know them well enough to be aware of their needs, feelings, attitudes, and behavior patterns. Educators and parents together can review school records for patterns of behavior or sudden changes in behavior.

Unfortunately, *there is a real danger that early warning signs will be misinterpreted.* Educators and parents - and in some cases, students - can ensure that the early warning signs are not misinterpreted by using several significant principles to better understand them. These principles include:

- *Do no harm.* There are certain risks associated with using early warning signs to identify children who are troubled. First and foremost, the intent should be to get help for a child as early as possible. The early warning signs should not be used as a rationale to exclude, isolate, or punish a child. Nor should they be used as a checklist for formally identifying, mislabeling, or stereotyping children. Formal disability identification under federal law requires individualized evaluation by qualified professionals. In addition, all referrals to outside agencies based on the early warning signs must be kept confidential and must be done with parental consent (except referrals for suspected child abuse or neglect).

- *Understand violence and aggression within a context.* Violence is contextual. Violent and aggressive behavior as an expression of emotion may have many antecedent factors - factors that exist within the school, the home, and the larger social environment. In fact, for those children who are at risk for aggression and violence, certain environments or situations can set it off. Some children may act out if

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stress becomes too great, if they lack positive coping skills, and if they have learned to react with aggression.

- *Avoid stereotypes.* Stereotypes can interfere with - and even harm - the school community's ability to identify and help children. It is important to be aware of false cues - including race, socioeconomic status, cognitive or academic ability, or physical appearance. In fact, such stereotypes can unfairly harm children, especially when the school community acts upon them.

- *View warning signs within a developmental context.* Children and youth at different levels of development have varying social and emotional capabilities. They may express their needs differently in elementary, middle, and high school. The point is to know what is developmentally typical behavior, so that behaviors are not misinterpreted.

- *Understand that children typically exhibit multiple warning signs.* It is common for children who are troubled to exhibit multiple signs Research confirms that most children who are troubled and at risk for aggression exhibit more than one warning sign, repeatedly, and with increasing intensity over time. Thus, it is important not to overreact to single signs, words, or actions.

Early Warning Signs
It is not always possible to predict behavior that will lead to violence. However, educators and parents - and sometimes students - can recognize certain early warning signs. In some situations and for some youth, different combinations of events, behaviors, and emotions may lead to aggressive rage or violent behavior toward self or others. A good rule of thumb is to assume that these warning signs, especially when they are presented in combination, indicate a need for further analysis to determine an appropriate intervention.

We know from research that most children who become violent toward self or others feel rejected and psychologically victimized. In most cases, children exhibit aggressive behavior early in life and, if not provided support, will continue a progressive developmental pattern toward severe aggression or violence. However, research also shows that when children have a positive, meaningful connection to an adult - whether it be at home, in school, or in the community - the potential for violence is reduced significantly.

None of these early warning signs alone are sufficient for predicting aggression and violence. Moreover, it is inappropriate - and potentially harmful - to use the early warning signs as a checklist against which to match individual children. Rather, the early warning signs are offered only as an aid in identifying and referring children who may need help. School communities must ensure that staff and students only use the early warning signs for identification and referral purposes. Only trained professionals should make diagnoses in consultation with the child's parents or guardian.

The following early warning signs are presented with the following qualifications: They are not equally significant and they are not presented in order of seriousness. The early warning signs include:

- *Social withdrawal.* In some situations, gradual and eventually complete withdrawal from social contacts can be an important indicator of a troubled child. The withdrawal often stems from feelings of depression, rejection, persecution, unworthiness, and lack of confidence.

- *Excessive feelings of isolation and being alone.* Research has shown that the majority of children who

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are isolated and appear to be friendless are not violent. In fact, these feelings are sometimes characteristic of children and youth who may be troubled, withdrawn, or have internal issues that hinder development of social affiliations.

However, research also has shown that in some cases feelings of isolation and not having friends are associated with children who behave aggressively and violently.

- *Excessive feelings of rejection.* In the process of growing up, and in the course of adolescent development, many young people experience emotionally painful rejection. Children who are troubled often are isolate from their mentally healthy peers. Their responses to rejection will depend on many background factors. Without support, they may be at risk of expressing their emotional distress in negative ways - including violence. Some aggressive children who are rejected by nonaggressive peers seek out aggressive friends who, in turn, reinforce their violent tendencies.

- *Being a victim of violence.* Children who are victims of violence - including physical or sexual abuse - in the community, at school, or at home are sometimes at risk themselves of becoming violent toward themselves or others.

- *Feelings of being picked on and persecuted.* The youth who feels constantly picked on, teased, bullied, singled out for ridicule, and humiliated at home or at school may initially withdraw socially. If not given adequate support in addressing these feelings, some children may vent them in inappropriate ways - including possible aggression or violence.

- *Low school interest and poor academic performance.* Poor school achievement can be the result of many factors. It is important to consider whether there is a drastic change in performance and/or poor performance becomes a chronic condition that limits the child's capacity to learn. In some situations - such as when the low achiever feels frustrated, unworthy, chastised, and denigrated - acting out and aggressive behaviors may occur. It is important to assess the emotional cognitive reasons for the academic performance change to determine the true nature of the problem.

- *Expressions of violence in writings and drawings.* Children and youth often express their thoughts, feelings, desires, and intentions in their drawings and in stories, poetry, and other written expressive forms. Many children produce work about violent themes that for the most part is harmless when taken in contest. However, an over representation of violence in writings and drawings that is directed at specific individuals (family members, peers, other adults) consistently over time, may signal emotional problems and the potential for violence. Because there is a real danger in misdiagnosing such a sign, it is important to seek the guidance of a qualified professional - such as a school psychologist, counselor, or other mental health specialist - to determine its meaning.

- *Uncontrolled anger.* Everyone get angry; anger is a natural emotion. However, anger that is expressed frequently and intensely in response to minor irritants may signal potential violent behavior toward self or others.

- *Patterns of impulsive and chronic hitting, intimidating, and bullying behaviors.* Children often engage in acts of shoving and mild aggression. However, some mildly aggressive behaviors such as

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constant hitting and bullying of others that occur early in children's lives, if left unattended, might later escalate into more serious behaviors.

- *History of discipline problems.* Chronic behavior and disciplinary problems both in school and at home may suggest that underlying emotional needs are not being met. These unmet needs may be manifested in acting out and aggressive behaviors. These problems may set the stage for the child to violate norms and rules, defy authority, disengage from school, and engage in aggressive behaviors with other children and adults.

- *Past history of violent and aggressive behavior.* Unless provided with support and counseling, a youth who has a history of aggressive or violent behavior is likely to repeat those behaviors. Aggressive and violent acts may be directed toward other individuals, be expressed in cruelty to animals, or include fire-setting. Youth, who show an early pattern of frequent antisocial behavior across multiple settings, are particularly at risk for future aggressive and antisocial behavior. Similarly, youth who engage in overt behaviors such as bullying, generalized aggression and defiance, and covert behaviors such as stealing, vandalism, lying, cheating, and fire setting also are at risk for more serious aggressive behavior. Research suggests that age of onset may be a key factor in interpreting early warning signs For example, children who engage in aggression and drug abuse at an early age (before age twelve (12) are more likely to show violence later on than are children who begin such behavior at an older age. In the presence of such signs it is important to review the child's history with behavioral experts and seek parents' observations and insights.

- *Intolerance for differences and prejudicial attitudes.* All children have likes and dislikes. However, an intense prejudice toward others based on racial, ethnic, religious, language, gender, sexual orientation, ability, and physical appearance - when coupled with other factors - may lead to violent assaults against those who are perceived to be different. Membership in hate groups or the willingness to victimize individuals with disabilities or health problems should also be treated as early warning signs.

- *Drug use and alcohol use.* Apart from being unhealthy behaviors, drug use and alcohol use reduce self-control and expose children and youth to violence, either as perpetrators, as victims, or both.
  - *Affiliation with gangs.* Gangs that support antisocial values and behaviors, including extortion, intimidation, and acts of violence toward others, cause fear and stress among students. Youth who are influenced by these groups, those who emulate and copy their behavior, as well as those who become affiliated with them, may adopt these values and act in violent or aggressive ways in certain situations. Gang-related violence and turf battles are common occurrences tied to the use of drugs that often result in injury and/or death.

  - *Inappropriate access to, possession of, and use of firearms.* Children and youth who inappropriately possess or have access to firearms can have an increased risk for violence. Research shows that such youngsters also have a higher probability of becoming victims. Families can reduce inappropriate access and use by restricting, monitoring, and supervising children's access to firearms and other weapons. Children who have a history of aggression, impulsiveness, or other emotional problems should not have access to firearms and other weapons.

  - *Serious threats of violence.* Idle threats are a common response to frustration.

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Alternatively, *one* of the most reliable indicators that a youth is likely to commit a dangerous act toward self or others is a detailed and specific threat. This threat to use violence against oneself or others should be taken very seriously. Steps must be taken to understand the nature of these threats and to prevent them from being carried out.

Identifying and Responding to Imminent Warning Signs

Unlike early warning signs, imminent warning signs indicate that a student is very close to behaving in a way that is potentially dangerous to self and/or to others. Imminent warning signs require an immediate response. No single warning sign can predict that a dangerous act will occur. Rather, imminent warning signs usually are presented as a sequence of overt, serious, hostile behaviors or threats directed at peers, staff, or other individuals. Usually, imminent warning signs are evident to more than one staff member - as well as to the child's family

Imminent warning signs may include:

- Serious physical fighting with peers or family members
- Severe destruction of property.
- Severe rage for seemingly minor reasons.
- Detailed threats of lethal violence.
- Possession and/or use of firearms and other weapons.
- Other self-injurious behaviors or threats of suicide.

When warning signs indicate that danger is imminent, safety must always be the first and foremost consideration. Action must be taken immediately. Immediate intervention by school authorities and possibly law enforcement officers is needed when a child:

- Has presented a detailed plan (time, place, method) to harm or kill others - particularly if the child has a history of aggression or has attempted to carry out threats in the past.

- Is carrying a weapon, particularly a firearm, and has threatened to use it. In situations where students present other threatening behaviors, parents should be informed of the concerns immediately.

Reference: U.S. Department of Education in cooperation with the AASA and other national groups.
http://www.air-dc.org/cecp/guide/files/3htm

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APPENDIX E 4 SUICIDE PREVENTION
Response Packet

SUICIDE MYTHS AND FACTS

Myth: If you talk to someone about their suicidal feelings, you will cause them to commit suicide.
Fact: Actually the opposite is true. Asking someone directly about their suicidal intent will often lower their anxiety level and act as a deterrent to suicidal behavior by encouraging the ventilation of pent-up emotions. Asking someone about their suicidal feelings may make the person feel relieved that someone finally recognized their emotional pain.

Myth: When a person talks about killing himself, he's just looking for attention. Ignoring him is the best thing to do.
Fact: Ignoring him is the worst thing to do. Without the attention the likelihood of an attempt increases.

Myth: People who talk about killing themselves rarely commit suicide.
Fact: Most suicidal people are ambivalent. What they are seeking is removal from an intolerable situation in which they feel more stress than they can stand. Suicidal people will frequently call for help during or immediately following an attempt.

Myth: If someone attempts suicide, he will always entertain thoughts of suicide.
Fact: Most people who are suicidal are that way for only a brief period of time in their lives. If the attempter receives the proper assistance and support, he will probably never be suicidal again. Only about ten percent of attempters later complete the act.

Myth: Once a person tries to kill himself and fails, the pain and humiliation will keep him from trying again.
Fact: Of every five people who commit suicide four have made one or more previous attempts. The first attempt is the hardest. Once the barrier between thought and action is crossed, subsequent attempts are easier if the conditions that brought about the first attempt haven't improved.

Myth: People who kill themselves are insane.
Fact: Although many suicidal people are depressed and distraught, only a small percentage of them are psychotic

Myth: All suicidal people appear deeply depressed.
Fact: Although depression is often associated with suicidal feelings, not all people who kill themselves are obviously depressed. In fact, some suicidal people appear to be happier than they've been in quite a while because they have decided to 'resolve' all of their problems at the same time.

Myth: When a depression lifts there is no longer any danger of suicide.
Fact: The greatest danger of suicide exists during the first three months after a person recovers from a deep depression.

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Myth: Suicidal people rarely seek medical attention
Fact: Research has consistently shown that about 75 per cent of suicidal people will visit a physician with the three months before they kill themselves.

Myth: People under a psychiatrist's care rarely commit suicide.
Fact: Among adolescent suicides two-thirds have undergone psychiatric or psychological counseling and one-third have been hospitalized.

Myth: "There is a 'typical' kind of person who commits suicide and my (child, spouse, friend) just isn't the type."
Fact: The potential for suicide exists in all of us. There is not a "typical" type of suicidal person. Suicide crosses all socioeconomic groups and no one class is more susceptible to it than another.

Myth: Professional people don't kill themselves.
Fact: Physicians, lawyers, dentists and pharmacists appear to have high suicide rates.

Myth: Suicide is basically a problem that is limited to young people.
Fact: Suicide rates rise with age and reach their peak among older white males. However, between 1955 and 1975, the rate of teen suicide almost tripled.

Myth: The tendency toward suicide is inherited and passed from generation to generation.
Fact: Although suicide does tend to "run in families," it appears that it is not transmitted genetically. Rather, the occurrence of the suicide provides a model for other family members. If they get depressed, they are more likely to imitate the model.

Myth: There is a very low correlation between alcoholism and suicide.
Fact: Alcoholism and suicide often go hand-in-hand. Alcoholics are prone to suicide and even people who do not normally drink will often ingest alcohol shortly before kill themselves.

Myth: Because it includes the Christmas season, December has a high suicide rate.
Fact: For children and adolescents, April and May have the highest number of completions; September and October are second. In the general population, December has the lowest rate of completions of any month.

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APPENDIX E 5 WARNING SIGNS

Suicide Verbal and Behavioral Warning Signs for Children and Adolescents

- "Everybody would be better off if I just weren't around."
- "I hate my life. I hate everyone and everything."
- "I'm the cause of all my family's/friends troubles."
- "I wish I would just go to sleep and never wake up."
- "I've tried everything but nothing seems to help."
- "Nobody can help me."
- "I want to kill myself but I don't have the guts."
- "I'm no good to anyone."
- "If my (father, mother, teacher) doesn't leave me alone I'm going to kill myself."
- "Don't buy me anything. I won't be needing any (clothes, books)."
- "I'm not planning that far ahead right now."
- "I don't know if I'll be around next week/month."
- "I don't want to be here."
- "It doesn't matter now."
- "I won't be around here much longer."
- "I won't have to worry about my grades anymore."
- "I wish I were dead."
- "The only way out is for me to die."
- "I just can't go on any longer."
- "You won't be seeing me around anymore."
- "If I don't see you again, thanks for everything."
- "You're going to be sorry for how you've treated me."
- "Nobody likes/loves me anymore."

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• "How do you make out a will?"

• "If (such and such) happens (or doesn't happen), I'll kill myself."

• "Here, take this (cherished possession); I won't be needing it anymore."

• "I just called to say goodbye and to tell you thanks for everything."

• "Think of me when you use my (cherished possession just given away)."

• "It's not important anymore."

• "I've decided to kill myself."

• "I feel like calling it quits-living is useless."

• "I'm checking out; I'm tired of life."

• "I love you, remember that."

• "I'm getting rid of a few things." Said after giving away a cherished possession.

• "I really understand how she felt." Said about another student who killed her/himself.

SUICIDE - Behavioral Warnings for Children and Adolescents

• A statement of the wish to die.

• A previous attempt.

• A sudden change in behavior.
  - An outgoing child becomes moody - isolated - withdrawn
  - A shy quiet child becomes aggressive - disobedient - risk taker

• Changes in sleeping patterns.
  - One has insomnia
  - Another sleeps all the time

• Drug or alcohol abuse.

• Accident proneness - risk taking

• Slackening interest in school - decline in grades

• Severe mood swings or a dramatic change in personality

• Loss of, or lack of, an important person or friend.

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• Hopelessness - "I give up, what's the use." Termination of major goals

• Lack of interest in opposite sex, personal appearance or hobbies

• A suicide plan. The person has a plan of how, when and where they will kill themselves

• Evidence of final arrangements
  - Making a will,
  - Giving away prized possessions,
  - Making peace with Friends

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APPENDIX E 6 STEPS IN DEALING WITH SUICIDAL BEHAVIOR
(not necessarily in order of importance)

1. Make sure the student is in a safe and confined area such as a counselor or administrative office. Make sure student is not left alone.

2. Determine the seriousness of the threat.

3. After gathering information about the severity of the threat, notify your supervisor to develop a plan.

4. Attempt through the client's responses, student records, counselor contact, or administrator knowledge to obtain as much information as possible regarding the student's parents. It can prove invaluable to have a prior indication of how the parents react to stressful situations involving their child.

5. Notify the student's parents of the student's behavior and reasons for concern (in person). In addition, inform the parents of behaviors which may signal a threat. Always provide referral sources to the parents and the student.

6. In cases in which it is determined that a suicide attempt is not imminent, elicit a contract from the student - no suicide attempts while working together. Be certain the student and his family can contact referral 'Sources in case of emergency. Refer the student to an outside source. Provide the student with the knowledge that he can be seen by you at a specific time if necessary.

7. Notify school personnel about the suicidal behavior and/or potential for a suicide attempt on a "need to know" basis.

8. If an attempt has occurred or the danger is imminent notify parents immediately and ask them to come to the school at once. Again, have someone remain with the student at all times. Information from the parent will help dictate subsequent steps to be followed. Question the parent about any psychiatric coverage they have in their insurance plan, if they are able to pay for professional services, and if they would like to initiate services through a family physician who can in turn refer them to a psychiatrist. If they don't want to go through the family physician provide them a list of psychiatrists who practice in their area and help to arrange an appointment. Obtain permission to consult with the care giver.

   If they have no insurance, or are unwilling to pay for the professional services, consider referral to community resources who use sliding fee scales of payment. Don't let an imminent dangerous situation go without help.
   If the informed parent refuses to obtain assistance for their child consider informing Child Protective Services, the police department, and the county attorney.

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9. In regard to confidentiality, the American Psychological Association Ethical Principals of Psychologists states, "Psychologists have primary obligation to respect the confidentiality of information obtained from persons in the course of their works as psychologists. They reveal such information to others only with the consent of the person or the person's legal representative, except in those unusual circumstances in which not to do so would result in clear danger to the person or to others. Where appropriate, psychologists inform their clients of the legal limits of confidentiality." In the circumstance of suicidal risk the psychologist must closely consider when it is appropriate to discuss this issue as to do so prematurely may hamper the psychologist in their attempt to gauge the degree of risk present.

10. Once the immediate crisis has passed, maintain contact with the student since many suicides occur after the onset of treatment or after clinical symptoms begin to improve. Monitor the student's progress. This can be accomplished through frequent contact by the counselor with the student.

11. In case of suicidal behavior in a student not previously referred, the psychologist might be called upon to ask direct questions of, or render services to, the student without parent permission, provided the students' parents are notified at the earliest feasible time.

12. Maintain clinical records indicating:
    a. That the suicidal risk is recognized.
    b. That specific measures have been taken to deal with that risk, and
    c. That the measures have been carried out.

13. If, despite student responses to the contrary, you have a "gut feeling", or intuitive hunch that a student is in imminent danger, act on that feeling.

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APPENDIX E 7 IMPAC OF A SUICIDE
VARIABLES TO CONSIDER WHEN ASSESSING THE IMPACT OF A SUICIDE ON A SCHOOL

Variable	Suicide Impact Issues
Popularity of person who committed suicide	If the individual was well known in the school and/ or community, a more significant impact can be expected. For example, if the individual had just moved into the area, the impact is likely to be less severe.
Exposure to or involvement in the suicide	The greater the exposure or involvement of students or staff, the greater will be the impact.
History of similar crises	If other suicides happened in the school in the past, old crisis reactions may be rekindled.
Recency of similar crises	If other crises occurred in the school recently, this may reduce resiliency and result in a more significant crisis reaction. On the other hand, a less dramatic impact can be expected if the suicide is an isolated incident.
Resources available	Fewer personal, family, school, and community resources are likely to result in more significant crisis reactions.
Suicide timing	If the suicide occurred during a vacation, its impact on the school may be less than if it occurred while school was in session; however we will deal with the crisis as if it occurred while school was in session.

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APPENDIX E 8 CONTAGION FACTORS
CONTAGION FACTORS IN SUICIDAL BEHAVIOR

GENERAL CONSIDERATIONS

The primary cause of "Contagion Suicide" appears to be feelings of guilt about what people had said or done with the deceased child prior to suicide. A second major cause is the modeling of a spectacular way of ending all their problems at the same time, especially for those students who have poor problem solving skills to start with. (Many children in a similar situation to that of the deceased student feel that they have no choice but to also kill themselves.)

One authority has coined the term "survivor-victims" to refer to those people close to a suicide victim who themselves may become at risk for suicide. In the literature this term most often refers to family members. However, the concept also accurately describes friends, classmates, and even acquaintances of a deceased student. Another authority urges professionals to focus on the extended social network of suicide attempters/completers in order to avert further duplications of the initial suicide episode.

Recommendations to reduce the contagious impact of a suicide:

1. The best way not to have contagion is to not have a suicide in the first place. Experts in adolescent suicide prevention believe that most, although not all, suicides could be prevented. Therefore, the best way to reduce contagion is to have effective suicide prevention programs.

2. If a suicidal death does occur, deal openly with all who may be affected. Affected students need to grieve and deal with their guilt feeling or they run the risk of becoming suicidal themselves. Generally speaking, the single best predictor of how students will respond to a frightening event is how the adults around them are reacting. Being able to work through the effects of a suicidal death with caring, supportive adults will decrease the contagion.

3. Be aware there are several categories of children who are at high risk.

4. Most suicidal people feel out of control and badly need consistency and direction. Therefore, the school needs to provide a predictable and supportive structure where adults are still in charge. Discipline with potentially suicidal students is a difficult issue for staff because they do not want to precipitate an attempt. However, the result of not setting limits on suicidal students is that they feel even more out of control and consequently more suicidal. Therefore, discipline should remain the same for those students but should be imposed in a non-judgmental way and with adequate emotional support.

5. Although, it is not recommended to exclude suicidal students from school to decrease the contagion, deal with them privately within the building so they have less opportunity to provide a model for others. Work individually with the high risk students in order to avoid having other students appoint themselves as their "therapists." Self-appointed "therapists" are likely to become high risk themselves if their "client" goes on to attempt or complete.

6. A memorial service at school is. Not recommended because it may glamorize the death in a way that other students would find attractive and perhaps emulate. Having the funeral after school hours conveys that a

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suicide does not stop school. However, all students who are affected by the death may be encouraged to go to the funeral and the school should facilitate that as much as possible.

7. Suicidal behavior is only contagious if other people know about it. If you can keep knowledge of attempts out of a school building it is probably wise to do so. However, the worst situation for continued contagion is for students to have knowledge of either a completed or an attempted suicide, and not deal directly with them.

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APPENDIX E 9 SUICIDE NOTES
SUICIDE - NOTES ON CONTAGION

Probable High Risk Children After Suicide:

1. Any children who participated in any away with the completed suicide: helped write the suicide not, provided the means, were involved in a suicide pact, etc.

2. Any children who knew of the suicide plan and kept it a secret.

3. Sibling or other relatives, best friends.

4. Any children who were self-appointed therapists to the decreased child, who had made it their responsibility to keep that child alive.

5. Any children with a history of suicidal threats and attempts themselves.

6. Any children who identified with the victim's situation.

7. Any children who had reason to feel guilty about things they had said or done to the student prior to the student's death.

8. Other children, desperate for any reason, who see suicide as a viable alternative.

9. Any children who observed events which they later learned were indicative of the victim's suicidal intent.

Probable High Risk Adults After Suicide:

All of the categories listed above apply to adults. In addition, research has identified the following to be at high risk.

1. Parents of victim, but especially those who had prior knowledge of impending suicide and did not take it seriously.

2. School personnel who knew the student had threatened suicide, did not take the threat seriously, and so did not take preventative action.

3. Adults and/or school personnel who had recently punished or threatened to punish the victim for some misdeed.

4. Adults and/or school personnel who had been too busy to take time for the student when the student indicated a need to talk prior to suicide.

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Probable High Risk Times:

1. Anniversary of the suicide death.

2. For the families and friends of the deceased student: birthdays, holidays, expected graduation date, etc.

NOTES:

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DATING VIOLENCE

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NOTIFICATION OF DATING VIOLENCE POLICY

The dating violence policy must be published in any School District handbook, manual or similar publication that sets forth comprehensive rules, procedures and standards of conduct for students at school.

Districts must inform students, parents or legal guardians of the Districts dating violence policy. If requested, Districts must provide parents or legal guardians a copy of the districts dating violence policy and relevant information.

The dating violence policy should be available to staff, students and parents and published in the manner in which the District's rules, procedures, and standards for conduct are disseminated.

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DEFINITIONS

Dating Violence: A pattern of behavior where one person uses threats of, or actually uses, physical, sexual, verbal or emotional abuse to control his or her dating partner. (Pursuant to section 79-1,140)

Dating Partner: Any person, regardless of gender, involved in an intimate relationship with another person primarily characterized by the expectation of affectionate involvement whether casual, serious, or long-term. (Pursuant to Section 79-1,140)

Dating: Any romantic relationship between an unmarried couple regardless of duration, commitment level, or physical intimacy. Dating includes hooking up, going out, and being "friends with benefits."

Physical Abuse: Being pushed, shoved, held down, bitten, kicked, slapped, punched, choked, hair pulled. Being thrown against the wall or on the ground, being stabbed or shot, tied up, having something thrown at you, being kept from food, water, sleep etc.

Sexual Abuse: Having your sexual past insulted, being called bad sexual names, having bad things said about your body, being forced to do something sexual you don't want to do, being forced to have sex without birth control or safer sex, forced into prostitution or pornography, etc.

Sexual Assault: Behaviors that are attempted or perpetrated against a victim's will or when a victim cannot consent because of age, disability or the influence of alcohol or drugs. Sexual assault may involve actual or threatened physical force, use of weapons, coercion, intimidation, or pressure and may include:

- Intentional touching of someone in ways that are unwanted
- Voyeurism
- Undesired exposure to pornography or exhibitionism
- Public display of images that were taken in private context, or when the victim was unaware

Rape: Nonconsensual oral, anal, or vaginal penetration of the victim by body parts or objects using force, threats of bodily harm. This includes taking advantage of a victim who is incapacitated or otherwise incapable of giving consent. Incapacitation may include mental or cognitive disability, self-induced or forced intoxication, status as a minor, or any other condition defined by law that voids an individual's ability to give consent.

Controlling Behavior: Dating partner expects you to spend all your time with him/her, tells you how to dress, calls, texts or pages you a lot to keep track of you, treats you like a servant, etc.

Threats: Dating partner threatens to spread rumors, leave you, commit suicide, and hurt your friends/family, beat you up or kill you. Threatens you with weapons to keep you in line, destroys your property, makes threatening phone calls to you, etc.

Emotional Abuse: Being yelled at, called names, and made to feel worthless or crazy. Being told you're stupid, embarrassed you in front of others and being made to feel bad about yourself etc.

Isolating Behavior: Not being allowed to go out with friends or see family. Not being allowed to be able to talk to others of the opposite sex, disapproving of all your friends, etc.

Economic Abuse: Having your money taken away from you to use for him/her, being prevented from getting or keeping a job, going to school or making you ask for money, etc.

Blaming & Denying Behavior: The perpetrator makes light of the abuse, saying that you cause it or you like it,

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saying he/she loves you after hurting you. Being told it's your entire fault and you deserve it, etc.

Stalking: Being willfully, maliciously and repeatedly followed by the other person with the intent to place your person in reasonable fear of bodily injury.

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RESPONSIBILITIES OF ADMINISTRATORS
RESPONSIBILITIES AND EXPECTATIONS:

Investigations of all teen dating violence reports.

The principal, or his or her designee, shall investigate all allegations of dating violence, and sexual violence and the parties involved. If the allegation is supported by the outcome of an approved investigation, appropriate disciplinary sanctions, subject to any appropriate due processes procedures will be imposed.

The investigation will include an assessment of what effect the dating violence had on the victim.

When a student discloses dating violence, the principal or his or her designee shall work with the victim, alleged perpetrator and their respective parents or guardians, appropriate staff and possibly a domestic violence advocate to create an individualized safety plan.

Whenever possible, face-to-face contact between the victim and the alleged perpetrator should be avoided.

If changes need to be made, attention should be given to the victim's preference. The burden for any bus, classroom or other schedule changes should be on the alleged perpetrator, NOT THE VICTIM.

Responsibility of School Staff

School staff shall take all reasonable measures to prevent dating violence. All school staff who witness, hear of, or have reasonable grounds to believe that these behaviors are taking place, are obligated to report incidents. In this context, the staff includes volunteers working in the school. Failure of any school staff member to follow these procedures will result in consequences consistent with the School Districts existing policies for non-compliance.

Responsibility of Students

Students who observe an act of dating violence or who have reasonable grounds to believe that these behaviors are taking place are obligated to report incidents to school authorities. The victim shall, however, not be subject to discipline for failing to report the offence.

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PROTOCOLS FOR RESPONDING TO DATING VIOLENCE REPORTS – STAFF MEMBERS

Schuyler Community Schools hereby incorporates the following response protocol to dating violence into its School District policies.

Protocol for School-Based Intervention: Staff Members

Any school staff member who witnesses or learns of an act of dating violence shall take the following steps:

1. Separate the victim from the alleged perpetrator.
2. Speak with the victim and alleged perpetrator separately.
3. Speak with any bystanders who may have been present or involved. Encourage them to speak up directly on the behalf of the victim if they should witness further incidents, or to get help from school personnel.
4. Administer logical and reasonable consequences to the alleged perpetrator when appropriate, including but not limited to making a referral to the principal.
5. Inform the victim of his or her rights to file a complaint of dating violence with any counselor or administrator.
6. Monitor the victim's safety. Increase supervision of the alleged perpetrator as needed.

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PROTOCOL FOR SCHOOL-BASED INTERVENTION: ADMINISTRATORS

Any school administrator, who witnesses or learns of an act of teen dating violence, shall take the following steps:

1. Separate the victim from the alleged perpetrator.
2. Meet separately with the victim.
3. Review the student's complaint form or assist the student in documenting the incident or a complaint form during the meeting.
4. Further investigate the complaint by speaking with the alleged perpetrator and any bystanders separately. Document all information.
5. If the assessment by the counselor or administrator determines that the incident involved physical or sexual assault or threats, the counselor or administrator should notify the School Resource Officer or police immediately.
6. If the assessment by a school psychologist, social worker or counselor determines that the victim's mental health has been placed at risk, make appropriate referrals.
7. Contact the parents/guardians of the victim and the alleged perpetrator to inform them that an incident of dating violence has occurred. Ask the parents/guardians to attend a meeting with the administrator and their child to discuss the incident.
8. Track progress of investigation and intervention to ensure that all important actions are taken.

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PROTOCOL FOR WORKING WITH THE VICTIM

In working with the victim, Schuyler Community Schools requires schools to make every reasonable effort to protect the due process rights of the alleged perpetrator. Administrators shall consider adopting the following methods of intervention with the victim:

- Conference with the victim and parent/guardian.
- Identify immediate actions that can be taken to increase the victim's safety and ability to participate in school without fear or intimidation.
- Inform the student and parent/guardian of school and community resources available, including their right to file charges or seek legal protection.
- Encourage the student to report further incidents.
- Inform the victim of his or her right of request for a stay-away agreement or other school-based alternative to a protection order.
- If the behavior included a violent criminal offense, the victim will be informed of any school transfer rights he or she may have under the Federal No Child Left Behind Act.
- Monitor the victim's safety as needed. Assist the victim with safety planning for the school day and for after-school hours.
- Document the meeting and any action plans on a complaint form. If the victim or parent/guardian declines to have the incident documented and filed, note this on a complaint form.
- Store all complaint forms in a separate, confidential file and document subsequent follow-up actions and complaints on a complaint form.

Administrators may provide the victim with the right to have a parent, guardian or an adult support person or legal representative present during all stages of the investigation.

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PROTOCOL FOR WORKING WITH THE ALLEGED PERPETRATOR

Schuyler Community Schools requires schools to make every reasonable effort to protect the due process rights of the alleged perpetrator. At their discretion, administrators shall consider adopting the following methods of intervention with the perpetrator:

- Conference with the alleged perpetrator and parent/guardian.
- Allow the alleged perpetrator an opportunity to respond in writing to the allegations.
- Identify and implement disciplinary and other actions and consequences that will be taken to prevent further incidents.
- Inform the alleged perpetrator and parents/guardians of help and support available at school or in the community as needed.
- Address the seriousness of retaliation against the victim for reporting the incident or cooperating with the investigation. Inform the alleged perpetrator that retaliation or threats of retaliation in any form designed to intimidate: the victim of dating violence, those who are witnesses, or those who are investigating an incident shall not be tolerated. In most cases retaliation or a threat of retaliation will result in the imposition of a short or long-term suspension and, in appropriate cases, referral to the police.
- Increase supervision of the alleged perpetrator as needed.
- Document the meeting and action plans on a complaint form.

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PROTOCOL FOR DOCUMENTATION AND REPORTING OF INCIDENTS

Schuyler Community Schools shall establish, and prominently publicize to students, staff, volunteers and parents, how a report of dating violence may be filed and how this report will be acted upon.

Anyone who has information concerning an incident of abuse may file a report. The School District hereby incorporates the following protocol to document teen dating violence into its School Districts policy.

1. Teen dating complaints and investigations are kept in a file separate from academic records. This practice is recommended to prevent inadvertent disclosure of confidential information.
2. Each complaint of teen dating or sexual violence, either written or orally given, must be documented. Documentation includes:
    a. All allegations regarding the original complaint,
    b. All evidence, statements, etc. gathered in support of, or contradiction to, the allegations,
    c. Reports of findings and recommendations for disciplinary action should be shared with the alleged offender, their parent or guardian and to other administrators.
    d. Safety planning action taken. The document should include changing the alleged perpetrators schedule and school activities to protect the victim.
    e. Follow-up action, including any responses to disciplinary and safety planning actions and status reports from the victim.
3. In addition to the information specified above, the School District shall track and archive aggregate annual data, on the incidence, types and prevalence of dating violence.
4. The principal will provide the Superintendent of Schools and the School Safety Committee with its annual archived aggregate data report on incidents of dating violence which have taken place in the schools under their respective supervision. This report will include a statement describing what remedial action has been taken to address the incidents.

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SCHOOL/PARENT RELATIONS

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NON-CUSTODIAL PARENTS

1. Rights: Under the 1974 Federal Educational Rights and Privacy Act, unless there is a court order or other legally binding documents, all parents, custodial and non-custodial, are entitled to have equal access to the school records of their children. When a divorce decree or other legal document restricting access to school records exists, the burden of proof rests with the custodial parent. The following procedures shall be followed to assist with meeting the needs of student(s) who have both a custodial and non-custodial parent.

    a. School Information: the school calendar, newsletter, etc., shall be made available, upon request, to the non-custodial parent. This information may be either picked up in the school office or mailed.
    b. Parent/Teacher Conferences and School Records: A non-custodial parent may request a conference with a teacher to discuss student progress and records. The conference will be scheduled at a time convenient to the teacher and parent, unless there is legal documentation prohibiting this. If at all possible, the custodial parent's conference shall take place prior to the non-custodial parent's conference. A non-custodial parent may request to receive a copy of his/her child's report card. A request for a copy of the report card should be made through the principal's office.
    c. School Visitation/Parental Access: Anyone having a legitimate reason to visit in a classroom will be welcomed after they check in at the office. However, non-custodial parents who are legally restricted from seeing their child will not be permitted to visit a class or speak to their child while the school has responsibility for him/her. The burden of proof for such restriction exists with the custodial parent, however, proof of limited access must be in the form of a court order or other legally binding document and a copy of such must be in the school office.

2. Children in Need of Protection:

    a. Child Abuse/Domestic Violence:
        i. Pursuant to Neb. Rev. Statute 28-711, and other state and federal law, school personnel shall report to the administration when they have reasonable cause to believe that a child has been subjected to abuse or neglect, or circumstances which reasonably could result in abuse or neglect.
        ii. The administration shall report the matter to the proper law enforcement agency.
    b. In the event the principal's office is informed that a student is under the protection of a state agency, or the student and/or his/her family has been placed in a safe house to provide protection from an abusive parent step- parent or other adult, the following procedures shall be followed:
        i. No information about the child should be given to any adult other than those identified by agency representatives as "safe".
        ii. Under no circumstance allow the abusive parent the opportunity to visit with or see the child placed in safekeeping.
        iii. If the perpetrator appears at school, contact local law enforcement.
        iv. If an individual calls from out-of-town asking if his/her child has enrolled in school, release no information without permission from the custodial parent. (Access to information regarding students who are placed in a safe environment to avoid domestic

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abuse situations is different than a non-custodial parent right issue).

3. School in Loco Parentis/Release of Children from School: The School District is committed to providing each student with a safe learning environment and protection against identifiably dangerous individuals. To assist in providing that safe environment the School District will adhere to the following procedures:

    a. The school will ask for information about the marital status of a student's parents when the youngster is enrolled, and annually thereafter.
    b. Parents should be told this information is requested in order to protect their rights as parents.
    c. If a student's parents are divorced or legally separated, the custodial parent should be asked if there are any court orders the school needs to be aware of.
    d. If there is a court order restricting the non-custodial parent's access to his/her child, the files of the student(s) should be flagged.
        i. A copy of the court document defining the restrictions should be placed in the child's file.
        ii. The child's teacher(s) should be made aware of this information. Teachers should be instructed to **not** release students to parents unless authorized by the principal's office. Non-custodial parents have attempted to enter schools in order to take their child without the office's knowledge.

    e. Release from School/School Dismissal: Students will not be released during the school day except for those reasons that constitute valid excuses for nonattendance in accordance with the compulsory attendance rules set by the state.
        i. When a request to release a child is made, the school secretary should check the files to determine whether the parents are divorced or legally separated and, if so, which parent has legal custody.
        ii. The school **will not** release a youngster to a non-custodial parent **without** the custodial parent's consent.
        iii. If a school secretary **does not** recognize the parent she should ask for identification, such as a driver's license.
        iv. If there are any concerns about releasing a student or about the person picking the child up, the principal should be immediately notified.
        v. The principal may need to contact the custodial parent before deciding whether to release the student.
        vi. If there is any doubt, the student **should not** be released.

    f. Student Dismissal from School: The School District responsibility for supervision of students ends upon dismissal from school and the student leaving the school campus. If school personnel become aware that a student is being picked-up from school by a person other than the student's parent, care giver, or school bus, the following procedures should be followed:
        i. The school personnel should ask the person or persons to identify themselves.
        ii. If there are any concerns about releasing a student or about the person picking the

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child up after school, the principal should be immediately notified.

iii. The principal may need to contact the custodial parent before deciding whether to allow the student to leave the campus with the person or persons picking up the student.

iv. If there is any doubt, the student **should not** be released, and should be kept at school pending picked up by the student's parent(s).

4. Law Enforcement: If there are any problems with the individual(s) who came to pick up the child, contact the police at 911.

DO NOT GET IN AN ARGUMENT WITH THE NON CUSTODIAL PARENT OR HIS/HER REPRESENTATIVE. STAY CALL TO AVOID ESCALATING THE SITUATION. IF IT BECOMES OBVIOUS THAT NO RESOLUTION CAN BE REACHED, CALL THE POLICE.

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SAFETY AND EMERGENCY PRECAUTIONS AND PREPAREDNESS

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DRILL PRACTICE SCHEDULES

1. Room Evacuation drills will be practiced monthly. [Applicable to fire, biological threat, hazardous materials events].

2. Duck, Cover and Hold, and Room Evacuation drills will be practiced annually. [Applicable to severe weather (tornado) events].

3. Lock down drills will be practiced annually. [Applicable to armed intruder, armed student, bomb threats, fight events].

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SAFETY AND SECURITY TRAINING OF STAFF
Staff Training and In-service

1. Safety and Security Plan: The Safety and Security Plan will be reviewed annually by the Administration with all School District staff. All staff shall have a copy of the Safety and Security Plan available.

2. Emergency Response Packet: An Emergency Response Packet will be attached to the inside of the door to each classroom and office. All staff shall review the Emergency Response Packet once each semester.

3. Safety and Security Awareness Curriculum: Staff shall annually be provided safety awareness training on the instructions of the school safety awareness program. This shall include review of the following information:

    a. Review of Student Code of Conduct;
    b. Review of school safety and emergency procedures;
    c. Review of dress code, proper social interaction in schools and conflict management and resolution;
    d. Instruction on recognition of unsafe behavior and conditions;
    e. Review of Bullying/Victim behavior responses and harassment policies.

4. Staff Members in Crisis Response Team:

    a. Review of Safety Procedures in Safety and Security Plan once per semester;
    b. Training in use of safety equipment.

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SAFETY AND SECURITY TRAINING OF STUDENTS
Student Training and Instruction

1. Safety and Security Awareness Curriculum: Students shall be provided safety awareness training on the instruction of the school safety awareness program. This shall include the following:

   a. Review of Student Code of Conduct [annually];
   b. Review of school safety and emergency procedures [once each semester];
   c. Review of dress code, proper social interaction in schools and conflict management and resolution [annually];
   d. Instruction on recognition of unsafe behavior and conditions [annually];
   e. Review of Bullying/Victim behavior responses and harassment policies [annually];
   f. Review of content and location of Emergency Response Packet attached to the inside of the door to each classroom and office [monthly with classroom evacuation drills].

2. Safety and Emergency Precautions for Students with Special Needs (Generally):

   a. Make sure students with disabilities understand and can carry out action required in an emergency.
   b. Have a team in place to assist special needs students in an emergency.
   c. Use the "buddy system" and train the "buddies" to know the extent of the assistance needed by each special needs student.

3. Students with Hearing Impairments:

   a. Students shall read the school's safety and emergency procedures in the Emergency Response Packet;
   b. Students shall demonstrate that they understand the procedures;
   c. Each student will be provided room evacuation and tornado evacuation maps and diagrams;
   d. A "buddy system" shall be instituted when appropriate e.g. another student or adult will match up with impaired student to assist in crisis situation.
   e. If necessary, the services of a teacher of the hearing impaired or interpreter shall be used.

4. Students with visual impairments:

   a. Students shall be read the school's safety and emergency procedures in the Emergency Response Packet;
   b. Students shall demonstrate that they understand the procedures;
   c. A "buddy system" shall be instituted when appropriate e.g. another student or adult will match up with impaired student to assist in crisis situation.
   d. If necessary, the services of a teacher of the visually impaired or interpreter should be used.

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5. Students with Learning Disabilities, Mild/Moderate or Severe/Profound Mental Impairments or Emotional Impairments:

   a. Students shall be taught the school's safety and emergency procedures in the Emergency Response Packet in a language or manner they understand;
   b. Students shall demonstrate that they understand the procedures;
   c. A "buddy system" shall be instituted when appropriate e.g. another student or adult will match up with impaired student to assist in crisis situation.
   d. If necessary, the services of a special education teacher should be used to teach students emergency procedures.
   e. Crisis planning for classrooms should take into consideration;
      i. Evacuation of students who use wheel chairs and walkers;
      ii. Access to medications at evacuation site.
      iii. During inclement weather, access to school vehicles, coats and blankets to keep medically fragile students warm or cool.

6. Students with Orthopedic and Other Health Impairments:

   a. Students shall read the school's safety and emergency procedures in the Emergency Response Packet;
   b. Students shall demonstrate that they understand the procedures;
   c. Each student will be shown room evacuation and tornado evacuation maps and diagrams;
   d. A "buddy system" shall be instituted when appropriate e.g. another student or adult will match up with impaired student to assist in crisis situation.
   e. Assure that no architectural barriers hinder the orthopedically impaired student from exiting the building, and exit time should not be unreasonably longer than the exit time for unimpaired students.

7. English as a Second Language (ESL) Students:

Students shall be taught the school's safety and emergency procedures in the Emergency Response Packet in language or manner they understand;
Students shall demonstrate that they understand the procedures;
A "buddy system" shall be instituted when appropriate e.g. another student or adult will match up with impaired student to assist in crisis situation.
If necessary, the services of an ELS teacher should be used to teach students emergency procedures.

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BUILDING SECURITY

The physical security of the school buildings of the School District shall be the responsibility of the Administrations. In establishing and maintaining a secure environment for students without diminishing the learning environment, the Administration shall address the following issues:

1. **Access Control:** Access to school buildings during the school day, for school activities and during non-school hours shall be designed to account for and control all visitors to the school buildings. Basic visitor control shall include:

    a. Limited access points into the building.
    b. Posted signs directing visitors to the school office, with directions and/or floor plans.
    c. School staff should be trained to assertively challenge visitors and strangers observed in their building. Visitors should be greeted, questioned, identified and logged in at the office.
    d. Provide identification badges and escorts for visitors.
    e. Sign out visitors in a log book when they leave the school building.
    f. Train staff to challenge visitors and students to report strangers.

2. **Communications:** The school intercom and alarm systems shall be used for general communications of building security or emergency issues.

3. **Intrusion Detection Systems:** Intrusion detection systems or alarms should be kept in operating order at all times.

4. **Inventory Control:** An inventory of all School District property should be conducted on a regular basis.

5. **Key and Lock Control:** Classroom doors and storage rooms should all have operative locks. Keys to School District buildings and rooms should be issued only to staff. Staff should clearly understand that no duplicates are to be made of school keys. Students are not to be issued or allowed access to keys. All classrooms should be locked when not occupied. Storage rooms should be kept locked at all times.

6. **Perimeter and Outside Security:** Inspections of the perimeter and outside of school buildings should be conducted during the school day and at night. Trees and shrubs should be kept trimmed so as to keep lines of sight open to all portions of the school campus and prevent their use for access on to the top of the building.

7. **Protective Lighting:** The school building exterior shall be lighted in a manner which shall provide school personnel with the ability to monitor all exterior areas at night, and provide a deterrent to prospective vandals and other trespassers. Such lighting should be maintained in operative condition at all times.

8. **Signage:** Outside signs should include notices prohibiting trespassing, identifying drug-free

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and weapon-free zones, providing directions to visitors, and identifying specific entrances available to the public. Signs inside the school should include clear directions to the office.

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SAFETY AND EMERGENCY EQUIPMENT AND SUPPLIES

1. **Communication Equipment:**

   a. Alarm System: The maintenance department is responsible for keeping all emergency equipment functioning, including radios and the alarm system. A breakdown in either system is to be considered the top priority above all else.

2. **First Aid Supplies:** The school nurse or superintendent's office shall order and maintain an up to date inventory of the first aid supplies and kits listed on Appendix F 1. Notice of the location of such first aid kits shall be posted with the Emergency Response Packet in each classroom and office.

3. **Emergency Response Packets:** There shall be an emergency Response Packet secured to the inside of each classroom door. Teachers are responsible for making sure that such Emergency Response Packets are in their classroom at all times.

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INCIDENT COMMAND SYSTEM CHECKLISTS

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COMMAND STAFF ACTIONS

Aircraft Impact

Bomb Threat

Crime Scene Management

Death on School Property

Earthquake

Epidemic & Poison

Evacuation for Off-Site Location Procedures

Evacuation School Property

Fire – Adjacent or Unoccupied Building

Fire – Occupied School Facility

Hazardous Material Release

Hostage Situation

Lockdown

Recovery Procedures – Nearly all of the above refer to this page.

School Shooting

Severe Weather/Tornado

Utilities Failure

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COMMAND STAFF ACTIONS

AIRCRAFT IMPACT

Person completing this form _____ Date_____/_____/_____
Time Completed _____
Initials _____

Immediate Actions

- Call 911
- Evacuate all individuals away from danger
- See **Evacuation – Sending School** checklist
- Gather information on any injured and manage their evacuation
- Establish entrance and exit security of school grounds and
- Assign staff to monitor movement of individuals
- Document names of students that required transportation to hospital
- Create a triage area for emergency medical services
- Determine location and extent of impact area
- Determine existence or possibility of fire
- See **Fire** checklist if applicable
- Account for all students, staff & visitors
- Determine if utilities are needed to be shut off or disconnected

- **Ongoing Actions**
- Create a monitored accessibility point to the facility by emergency crews
- Treat impact area as a crime scene
- See **Crime Scene Management** checklist
- Assign member of staff with necessary keys to give emergency crews access to secure areas
- Have media liaison establish a media contact area
- Prepare media release
- Communicate with emergency crews and receive updates of damage
- Provide media with information on parent reunification procedures
- Document when students are picked up by parents/caregivers
- Update the superintendent on the status

- **Continuity of Operations**
- Determine what immediate resources are needed to return to normal operations
- See **Recovery Procedures**

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COMMAND STAFF

BOMB THREAT

Person completing this form _____Date_____/_____/_____
Time Completed _____

Immediate Actions

- If called in by phone, attempt to retrieve as much information as possible from the caller
- Ask where the bomb is right now
- Ask how many bombs are present
- What does the bomb look like
- When is the bomb going to detonate
- What type of explosive is it
- Why was the bomb planted
- Voice characteristics of the caller (gender, accent,
- Ask what their name is
- Carefully document all information retrieved from the caller
- Call 911 and forward the information
- Begin evacuation of affected areas to an offsite location
- See **Evacuation – Sending School** checklist
- Be cognizant of the possibility of secondary explosions at offsite evacuation location

- **Ongoing Actions**
- Account for all students & staff at evacuation
- Ensure Law Enforcement or the Bomb Squad has conducted a thorough search of the facility
- If no bomb is located, get the approval of Law Enforcement before reoccupying the building
- Wait until well past the time of detonation if possible before reoccupying the building
- If school is cancelled for the rest of the day, provide media with information regarding parent reunification
- Setup a media staging area if applicable
- Document when students are picked up by parents/caregivers

- **Continuity of Operations**
- Through the staff, identify any students who may have been involved in the bomb threat
- Update the Superintendent
- See **Recovery Procedures**

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COMMAND STAFF

CRIME SCENE MANAGEMENT

Person completing this form _____Date_____/_____/_____
Time Completed _____
Initials _____

Immediate Actions

- Notify Law Enforcement
- Remove everyone from the crime scene
- Identify students/staff with an association to the scene and keep them separate but monitored for Law Enforcement interview
- Identify possible witnesses but do not conduct an interview
- Document comments made by witnesses
- Designate at least one employee to monitor crime scene until the arrival of Law Enforcement with these procedures:
- Do not allow anyone other than medical personnel or Law Enforcement to enter the crime scene
- Do not enter, touch, or move anything in the area
- Keep possible suspects isolated and under observation
- Do not allow them to leave, clean up, change clothes, etc.
- Notate any comments they make in relation to the scene

- **Ongoing Actions**
- Make notifications (Principal and/or Superintendent)
- If necessary, create an area for law enforcement to temporarily store items of evidence
- If requested by Law Enforcement, designate one employee as evidence custodian responsible for temporary secure storage of evidence with these procedures:
- Allow only Law Enforcement into temporary storage area
- Help document what time each item was brought into temporary storage
- Do not handle items of evidence

- **Continuity of Operations**
- When given approval by Law Enforcement, arrange for clean-up of the crime scene
- Notify Law Enforcement immediately if additional items of possible interest are found
- Obtain list of items removed from the scene for future release
- See Recovery Procedures

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COMMAND STAFF

DEATH ON CAMPUS

Person completing this form _____Date_____/_____/_____
Time Completed _____
Initials _____

Immediate Actions

- Call 911 to report death
- Treat the scene of death as a possible crime scene
- See **Crime Scene Management**
- Notify Records Manager of school to cease school mailings regarding student and school activities to home of student if needed
- Assemble possible witnesses
- Allow movement of the body only by Emergency Medical Services or Law Enforcement

- **Ongoing Actions**
- Speak to student's emergency contact person
- Contact appropriate Law Enforcement for assistance in making personal contact if unable to communicate with emergency contact person
- Secure deceased's locker and property
- Update Superintendent
- Provide school contact information to the family to provide more details of incident

- **Continuity of Operations**
- Activate school's emergency CRISIS RESPONSE TEAM
- Inform staff to unobtrusively monitor students for problems of managing the death
- See **Recovery Procedures**

Death of Student or Staff Member Off-Campus ***See School Safety Plan Death of Student or Staff Member***

- ***Notify head of Crisis Response Team***
- ***Together, verify information regarding incident***
- ***Activate the Crisis Response Team if Verified***
- ***Notify superintendent***
- ***Activate Calling Tree to notify staff of incident and meeting time and place***

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COMMAND STAFF

EARTHQUAKE

Person completing this form _____Date_____/_____/_____
Time Completed _____
Initials _____

Immediate Actions

- Have students/staff take shelter under desks, sturdy tables, or crouch with hands over head in an inside corner of the building away from glass or windows
- Do not attempt to evacuate outdoors until shaking has stopped

- **Ongoing Actions**
- When earthquake has passed, safely evacuate everyone outside to an open area on school grounds, away from power lines
- Be aware of the possibility of aftershocks
- Determine the number and severity of injured students/staff
- Call 911 for injured students/staff
- Assemble all non-injured students/staff and conduct headcount
- Set up triage area depending on number of injured
- Shut off utilities to affected areas of school
- Allow staff to call home
- Notify parents of injured students
- Provide parent/caregiver & student reunification information to media
- Document when students are picked up by parents/caregivers
- Notify Superintendent

- **Continuity of Operations**
- Assess needed resources to repair damaged areas
- Determine ability/resources to continue school activities at alternate locations
- See **Recovery Procedures**

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EPIDEMIC/POISON

Person completing this form _____Date_____/_____/_____
Time Completed _____
Initials _____

Immediate Actions

- Notify medical personnel at school; call 911 based on recommendations
- Identify specific symptoms
- Contact Poison Control Center (1-800-222-1222) if necessary
- Determine necessity to evacuate affected areas
- Determine need to quarantine those affected

- **Ongoing Actions**
- If poisoning is of suspicious nature, treat area(s) as a crime scene
- See **Crime Scene Management**
- Notify Health Department if necessary
- Determine the possible effects on the student population
- Determine the spread potential of the disease/poison
- Identify the possible sources of contamination
- Notify parents of affected students
- Keep updated on the progression of symptoms
- Isolate infected area(s) and article(s)
- If closing school, arrange for parent/caregiver pickup through media
- Document when students are picked up by parents/caregivers

- **Continuity of Operations**
- Thoroughly clean sources of contamination
- Communicate with public health officials on the safety of returning to school
- See **Recovery Procedures**

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COMMAND STAFF

EVACUATION FOR OFFSITE LOCATIONS PROCEDURES

Person completing this form _____Date_____/_____/_____
Time Completed _____
Initials _____

Immediate Actions

- Determine level of evacuation requested by sending facility
- Partial or Entire evacuation
- Short Term (< 3 hrs) or Long Term
- Establish number of students requested to receive
- Determine movement of internal students to accommodate evacuation
- Gather appropriate number of staff to accommodate evacuation
- Give notice to food services if applicable
- Determine availability of transportation services to offer

- **Ongoing Actions**
- Account for students upon arrival at facility
- Arrange for an area for central organization for the sending facility and arrange for communication needs
- Update Superintendent, if not already completed
- Coordinate with sending facility for parent reunification
- Provide consistent information to media for parent reunification
- Assist in documenting when students are picked up by parents/caregivers

- **Continuity of Operations**
- See **Recovery Procedure**

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COMMAND STAFF

EVACUATION – SCHOOL PROPERTY

Person completing this form _____Date_____/_____/_____
Time Completed _____
Initials _____

Immediate Actions

- Determine level of evacuation:
- Partial evacuation to within school grounds
- Entire evacuation to within school grounds
- Mass evacuation to an offsite location
- Notify receiving school or other offsite evacuation location
- Ensure receiving facility has enough room & arrangements
- Arrange for the appropriate number of staff to facilitate evacuation
- Check all areas (bathrooms, lounges) for unaware students/staff
- Establish types and amount of transportation
- If time permits, gather necessary files & paperwork to be sent
- If safely able to do so, shut off utilities to facility

- **Ongoing Actions**
- Secure visual reports from teachers via the red and white cards to account for all classes
- Produce a quick list of teachers who are displaying red cards
- Report information to fire, search and rescue-KEEP ONE COPY for yourself
- Document students transported somewhere other than offsite location (hospital, parent pick-up, etc.)
- Account for all students & staff prior to transporting
- Update Superintendent on progress of evacuation
- Ensure facility is empty and secure all buildings
- Transport students & staff as soon as possible
- Account again for all students & staff after evacuation
- Create an area for central organization at the receiving facility
- Establish a parent/caregiver pick-up site
- Prepare a statement for media to provide information to parents and the public
- Document when students are picked up by parents/caregivers

- **Continuity of Operations**
- Communicate with public safety officials on the safety of returning
- Update Superintendent on conditions and needed resources
- Prepare statement for media to provide information on the return to the facility

○ See **Recovery Procedures**

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FIRE – ADJACENT OR UNOCCUPIED BUILDING

Person completing this form _____Date_____/_____/_____
Time Completed _____
Initials _____

Immediate Actions

- Ensure 911 has been notified
- Determine proximity and direction of fire
- Determine weather conditions such as wind direction, wind speed, heat, etc.
- Assess the risk for large amounts of smoke entering the facility
- Consider the student/staff environment inside the facility and the escalation of fear and/or confusion
- Evaluate the necessity to evacuate or shelter in place
- If evacuating, see **Evacuation – Sending School** checklist

- **Ongoing Actions – Sheltering in Place**
- Account for all students and staff
- Turn off HVAC systems
- Cover and seal windows and non-essential doors
- Establish contact with Fire Department
- Ensure exits are staffed to verify accountability of students
- Have staff instruct students on proper procedures if need to evacuate at a later time
- Stay low to the ground
- Cover mouth and nose with damp cloth
- Stay with the group
- If fire reaches the occupied facility, see **Fire – Occupied Facility** checklist

- **Continuity of Operations**
- Assess areas needing repair/restoration
- Set time table for returning to normal school activities
- See **Recovery Procedures**

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FIRE – OCCUPIED SCHOOL FACILITY

Person completing this form _____Date_____/_____/_____
Time Completed _____
Initials _____

Immediate Actions

- Call 911
- Evacuate all students and staff to designated locations
- Attempt to suppress small fires if safely able to do so
- Deploy designated employee to meet fire department
- If able to do so safely, arrange for all utilities **except water** shut off to the facility

- **Ongoing Actions**
- Conduct headcount of all students/staff & visitors
- If an actual fire, move students & staff to offsite location
- Create a media staging area to provide information to the parents and public
- Document when students are picked up by parents or caregivers
- Update Superintendent
- If suspicion of arson exists, treat all damaged areas as crime scenes
- See **Crime Scene Management** checklist
- Make sure State Fire Marshall has been contacted

- **Continuity of Operations**
- Take an assessment of all areas needing repair/restoration
- Update Superintendent on resources needed to repair damaged
- areas
- Set a timetable for resuming normal school activities
- See **Recovery Procedures**

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COMMAND STAFF

HAZARDOUS MATERIALS RELEASE

Person completing this form _____Date_____/_____/_____
Time Completed _____
Initials _____

Immediate Actions

- Call 911
- Safely, attempt to identify the type and characteristics of material
- Liquid, gas, solid, or changing state
- Type of storage containers
- Placards or labels with numbers
- Update emergency responders with any additional information gained
- Arrange for medical treatment for students/staff already afflicted
- Determine the possibility of the material to enter or spread through the school
- Wind direction and speed
- Distance from material release
- Type of material
- Consider the need and the ability to evacuate or shelter in place
- If evacuating, **See Evacuation Checklist**
- If sheltering in place, **See Shelter in Place Checklist**

- **Ongoing Actions**
- Maintain headcount of students and staff
- Check for secondary dangers created by materials release
- Arrange for student/parent reunification when safe
- Notify Superintendent of events

- **Continuity of Operations**
- Determine what areas of the school were affected
- Communicate with public safety officials on the safety of returning to affected areas
- Update Superintendent on outcome of emergency
- See **Recovery Procedures**

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COMMAND STAFF

HOSTAGE SITUATION

Person completing this form _____Date_____/_____/_____
Time Completed _____
Initials _____

Immediate Actions

- Call 911 - give as many details as possible
- Remove all students/staff from the area
- Lock all doors in the building so hostage taker cannot have access and/or move to another room
- Gather as much information as possible about the hostage taker and each hostage
- Assemble building layout plans to later give to Law Enforcement

- **Ongoing Actions**
- Provide a room with necessary communication equipment for negotiators
- Provide Law Enforcement with layout or blueprints of hostage area
- Update Superintendent
- Determine procedures for student & parent reunification
- Document when students are picked up by parents/caregivers
- With Law Enforcement approval, notify parents of any student hostages
- Determine needed resources for a long-term negotiation (food, water, etc.)
- Provide offsite information area for parents of affected students

- **Continuity of Operations**
- Ensure hostages and affected individuals receive medical and psychological services
- Assign counselor or psychologist to attend any hostage interviews
- Provide information to parents on school re-opening
- Instruct staff to monitor student environment and responses
- See **Recovery Procedures**

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COMMAND STAFF

LOCKDOWN

Person completing this form _____Date_____/_____/_____
Time Completed _____
Initials _____

Immediate Actions

- DECLARE AN EMERGENCY
- ANNOUNCEMENT- May I have your attention please: We are currently in an emergency situation-lock-down your classrooms. Please follow your emergency lock down procedures and await further direction. The emergency incident commander is _____REPEAT
- Announce in plain language for all staff and students to lock-down.
- Call 9-1-1 for assistance (call immediately because you don't know how the situation will progress)
- Lock doors in the area you are in
- Shut and lock windows
- Close Blinds
- Collect and distribute SPECIFIC DUTIES CHECKLISTS to those in your area.
- DO NOT LEAVE THE LOCK-DOWN AREA
- Get on floor
- If safe to do so, contact busses, field trips and outside classes to tell them NOT to return to the school
- Assess the crisis as information is received
- Call classrooms and other offices to acquire information
- Call the faculty roll to determine the location of people

Ongoing actions

- Establish Incident Command
- Activate the Emergency Operations Center
- Assign Command Staff as needed

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COMMAND STAFF

LOCK OUT

Person completing this form _____Date_____/_____/_____
Time Completed _____
Initials _____

Immediate Actions

- DECLARE AN EMERGENCY
- ANNOUNCEMENT- May I have your attention please: There is currently an emergency situation-within in our community lock-your classrooms. Please follow your emergency lock out procedures and await further direction. The emergency incident commander is _____REPEAT
- Announce in plain language for all staff and students to lock-out but continue normal school functions but only within the school building.
- Call 9-1-1 if you have information about the incident.
- Lock doors in the area you are in
- Shut and lock windows
- Close Blinds
- Collect and distribute SPECIFIC DUTIES CHECKLISTS to those in your area.
- DO NOT LEAVE THE LOCK-OUT AREA
- If safe to do so, contact busses, field trips and outside classes to tell them NOT to return to the school
- Assess the crisis as information is received
- Call classrooms and other offices to acquire information
- Call the faculty roll to determine the location of people

Ongoing actions

- Establish Incident Command
- Activate the Emergency Operations Center
- Assign Command Staff as needed

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COMMAND STAFF

RECOVERY PROCEDURES

Person completing this form _____Date_____/_____/_____
Time Completed _____
Initials _____

Immediate Actions

- Develop a short term Continuity of Operations plan in consultation with superintendent
- Make announcement that the emergency is over
- Account for all students, staff, visitors etc…
- Protect students from the media and avoid student interviews without parents present
- Resolve parent notifications and reunification with students
- Maintain positive relations with the media
- Determine what resources are needed to repair physical aspects of facility

- **Ongoing Actions**
- Provide rumor control
- Meet with all staff when students are gone to discuss emergency and check psychological needs
- Obtain reports and interviews from key staff
- Review reports for adequacy before signing off
- Provide psychological screening for all key and affected staff
- Arrange for a crisis team to be at the school for students
- Maintain contact with Superintendent's office

- **Continuity of Operations**
- Determine resumption of normal school activities
- Date
- Time
- Procedure (full-day or half-day)
- All-school assembly for information and rumor control amongst students
- Designate areas for Emergency Student/Staff Services counseling
- Meet again with all staff and faculty after end of day to review the tone of the school

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COMMAND STAFF

SCHOOL SHOOTING

Person completing this form _____Date_____/_____/_____
Time Completed _____
Initials _____

Immediate Actions

- Call 911
- Announce in plain language of an intruder and the need to lock down, or conduct a reverse evacuation if the shooter is outside.
- If safely possible, evacuate unaffected areas offsite with staff supervision
- Account for all evacuated students
- Those unable to evacuate should
- Lock their doors
- Shut off lights
- Close blinds or place paper over windows
- Retrieve building layout plans for Law Enforcement
- Attempt to retrieve student records of shooter(s), if applicable
- Give updates to 911 the location of the shooter(s) and how many

- **Ongoing Actions**
- Attempt to assemble witnesses at evacuation site, but keep them separated
- Contact Superintendent
- Setup a media staging area
- Prevent media from interviewing students
- Immediately activate school psychological resources
- Send liaison to hospital to meet with parents of victims & protect them from the media
- Document if/when students are taken to the hospital
- Provide parent reunification information to the media
- Document when students are picked up by parents/caregivers
- Be aware of parents of injured/killed students arriving to pick them up
- Collect names of all that were directly or indirectly involved

- **Continuity of Operations**
- Determine the names of those injured or killed
- See **Crime Scene Management** checklist
- See **Death** checklist, if applicable
- Set timetable for reopening the school
- See **Recovery Procedures**

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COMMAND STAFF

SEVERE WEATHER/TORNADO

Person completing this form _____Date_____/_____/_____
Time Completed _____
Initials _____

Immediate Actions

- Upon receipt of NOAA alert, direct students/staff to shelter areas
- Be certain announcement to take shelter has reached all areas of school (outside, janitorial areas, bathrooms, etc.)
- If time permits, have staff conduct emergency headcount
- Keep media sources monitored (TV, radio)
- Monitor NOAA Weather Alert Radio
- Check parking lots, playgrounds, practices & buses and have students/staff return to designated safety areas See REVERSE EVACUATION
- Assess need to take shelter even without NOAA alert

- **Ongoing Actions**
- When severe weather has passed, determine structural integrity of building
- Determine the number and severity of injured students/staff
- Call 911 and set up triage area depending on number of injured
- Shut off utilities to affected areas of school
- Assemble all non-injured students/staff and conduct headcount
- Allow staff to call home
- Notify parents of injured students
- Arrange for blankets, water, etc. if needed
- Provide parent/caregiver & student reunification information to media
- Document when students are picked up by parents/caregivers
- Notify Superintendent

- **Continuity of Operations**
- Assess needed resources to repair damaged areas
- Determine ability/resources to continue school activities at alternate locations
- See **Recovery Procedures**

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COMMAND STAFF

UTILITY FAILURE

Person completing this form _____Date_____/_____/_____
Time Completed _____
Initials _____

Immediate Actions

- Call 911 if an immediate emergency exists
- Determine what area(s) are affected
- If a severe leakage or health risk is present, shut off appropriate utility using **Utility Information**
- Assess the need to evacuate students and staff
- See **Evacuation – Sending School** checklist if applicable

- **Ongoing Actions**
- Determine cause of failed utility
- Assess if other utilities are at risk of failure
- Determine approximate length of the outage
- Update Superintendent
- If long term outage of essential utility, provide media with information on parent reunification
- Document when students are picked up by parents/caregivers
- Consider resources to accommodate students' needs if long-term outage and parents are not able to pick up students
- Food & water
- Medical concerns
- Supervision

- **Continuity of Operations**
- Assess the damage to affected area(s)
- Set timetable for resuming normal school activities
- See **Recovery Procedures**

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INCIDENT COMMAND SYSTEM

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COMMAND CENTER DUTY ROSTERS

Communications Officer

Emergency Coordinator

EOC Liaison Officer

Finance/Administration Section Chief

Incident Commander

Logistics Section Chief

Media Liaison

Operations Section Chief

Public Information Officer (PIO)

Planning Section Chief

Safety Officer

Parent Reunification

Front Desk – Inside Greeter

Front desk – Reporting Point Staff

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COMMUNICATIONS OFFICER

SUPERVISED BY: LOGISTICS CHIEF

NAME _____

PHONE #_____- RADIO # _____

LOCATION _____

EMERGENCY TYPE _____

SUBORDINATES

TITLE	NAME	PHONE/RADIO
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

SUGGESTED EQUIPMENT

*Office Supplies *Bull Horns *Radios *Telephones *Cellular Telephones *Loud Speakers *Applicable Forms and Logs

PRIMARY DUTIES

The person designated by the Logistics Chief to manage telephones, telephone lines, radios for internal and external communications. Acts as liaison to secure additional communications devices

DUTY CHECKLIST

Time _____ Initials _____

Establish contact with Logistics Chief for initial briefing and assignment
Initiate Emergency Log to record essential information
Evaluate communication equipment and personnel requirements to support communications during the emergency

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COMMUNICATIONS OFFICER

Prepare to issue and log assigned phone # for the emergency to:

*Incident commander
*Safety Officer
*Public Information Officer
*EOC Liaison
*Operations Chief
*Logistics Chief
*Planning Chief
*Finance Chief
*Others as activated

- Create an EMERGENCY TELEPHONE LOG and disseminate to Incident Commander and all section chiefs
- Contact NEMA to request assistance with alternate communications
- 402-471-7415 or 402-471-7421
- Monitor all communication devices for misuse and problems

- Notify Logistics Chief of progress and additional needed resources

- Account for all communications equipment upon deactivation in coordination with Facility Support Officer
- Reactivate normal communications upon direction of Incident Commander

- Report to the Logistics Chief for further assignment or personal debriefing

- Submit all logs and reports upon deactivation

- Prepare detailed report concerning communications during the emergency

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EMERGENCY COORDINATOR

ADVISOR TO THE INCIDENT COMMANDER

SUPERVISED BY: **INCIDENT COMMANDER**

NAME_____

PHONE #_____ RADIO # _____

LOCATION**: Emergency Operations Center (EOC)**

EMERGENCY TYPE _____

SUBORDINATES

TITLE	NAME	PHONE/RADIO
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

_____ _____ _____

SUGGESTED EQUIPMENT

*Office Supplies * School Emergency Response plan * Identification VEST *Radios *Telephones *Cellular Telephones *Resource Lists *Applicable Forms and Logs

PRIMARY DUTIES

The person designated by the Incident Commander to manage to continually monitor Emergency response activities directly affecting the school and its employees in order to assist and advise the Incident Commander. This individual serves in an advisory role and subject matter expert in response to emergencies.

DUTY CHECKLIST

Time _____ Initials _____

- Establish contact with the Incident Commander for an initial briefing
- Assist and advise the Incident Commander on the application of the emergency response plan
- Verify distribution and use of Emergency Assignment Duties checklists
- Initiate and Emergency Log and Assignment Roster to record essential information

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- Coordinate Safety Officer duties during the emergency to address hazardous issues (e.g. fire, chemical spill, health and safety concerns, etc.)
- Collect progress reports from assigned emergency positions
- Assist the Incident Commander in the use of applicable reports, emergency checklists, equipment and resources
- Identify needed mutual aid agreements between the Department of Education and other facilities and activate as directed by the Incident Commander
- Advise the Incident Commander of Staff recalls and information distribution
- Monitor Incident command Staff during an extended emergency
- *Ongoing Security *Food *Staff Relief *Medical *Maintenance *Other Services
- Provide updates on the emergency situation to subordinates as directed
- Assist the Incident Commander in the development of an Action Plan to resolve the emergency
- Submit all reports and logs to Incident Commander when relieved or when the emergency has been resolved
- Assist command staff in the development of a short and long term deactivation plan and process
- Assist the Incident Commander with the debriefing and after emergency review with all staff
- Assist in the development of a Post-Emergency Plan to return the agency to routine operations
- Assess the effectiveness of the Emergency Response Plan with the command staff
- Assist in preparing a critical incident stress debriefing and any additional Post-trauma staff program

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EOC LIAISON OFFICER

SUPERVISED BY: INCIDENT COMMANDER

May assign assistant liaison officers as needed

NAME_____

PHONE #_____- RADIO # _____

LOCATION**: Emergency Operations Center (EOC)**

EMERGENCY TYPE_____

SUBORDINATES

TITLE	NAME	PHONE/RADIO
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

SUGGESTED EQUIPMENT

*Office Supplies * School Emergency Response Plan * Identification VEST *Radios *Telephones *Cellular Telephones *Resource Lists *Applicable Forms and Logs

PRIMARY DUTIES

The person designated by the Incident Commander responsible for coordinating with representatives from cooperating and assisting agencies. Assists the Incident Commander by serving as the point of contact for other response organizations participating in the operation.

DUTY CHECKLIST

Time _____ Initials _____

- Establish contact with the Incident Commander for an initial briefing
- Assist and advise the Incident Commander on the application of the Emergency Response Plan
- Initiate and Emergency Log and Assignment Roster to record essential information
- Identify mutual aid agreements between the Department of Education and other facilities and activate as directed by the Incident Commander

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- Make contact with cooperating agency liaisons
- Provide briefings to other agencies involved in the operation/emergency
- Respond to requests from incident personnel for contacts among the assisting agencies
- Monitor incident operations
- Identify any current or potential problems between the department and responding agencies.
- Report problems to the Incident Commander
- Provide updates on the emergency situation to subordinates as directed
- Assist the Incident Commander in the development of an Action Plan to resolve the emergency
- Submit all reports and logs to Incident Commander when relieved or when the emergency has been resolved
- Assist command staff in the development of a short and long term deactivation plan and process
- Assist the Incident Commander with the debriefing and after emergency review with all staff
- Assist in the development of a Post-Emergency Plan to return the agency to routine operations
- Assess the effectiveness of the DEEPLAN with the command staff
- Assist in preparing a critical incident stress debriefing and any additional Post-trauma staff program

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FINANCE/ADMINISTRATION SECTION CHIEF

SUPERVISED BY: INCIDENT COMMANDER

May assign Deputy Finance/Administration Section Chiefs if needed

NAME _____

PHONE # _____ RADIO #_____

LOCATION: _____

EMERGENCY TYPE_____

SUBORDINATES

TITLE	NAME	PHONE/RADIO
Deputy Finance/Administration Section Chief	_____	_____
Deputy Finance/Administration Section Chief	_____	_____
Deputy Finance/Administration Section Chief	_____	_____
Procurement Unit	_____	_____
Time Unit	_____	_____
Cost Unit	_____	_____
Compensation/Claims Unit	_____	_____

SUGGESTED EQUIPMENT

* School Safety Plan *Clock * ID Vest *Applicable Forms and Logs *Office Supplies
*Radios *Telephones *Cellular Telephones *Resource Lists

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FINANCE SECTION CHIEF

PRIMARY DUTIES

The person designated by the Incident Commander (if needed) responsible for paying for the cost of the response efforts. This individual works closely with the Logistics Section Chief to ensure the ability to contract for and procure the resources necessary to manage the incident.

DUTY CHECKLIST

TIME _____ INITIALS _____

- Establish contact with the Incident Commander for an initial briefing
- Initiate and Emergency Log to record essential information
- Assign duties to subordinates as needed using Assignment Roster
- Assist the Incident Commander in establishing goals and Objectives
- Negotiate Contracts as needed-monitor work
- Track personnel and equipment time
- Process claims for injury or property damage
- Track financial cost analysis
- Keep a running tally of the costs associated with the incident
- Work closely with LOGISTICS to ensure needs and costs are met
- Work closely with other command staff to keep informed of progress, and needed resources
- Report to the Incident Commander for other assignments or personal debriefing
- Gather all logs, reports, tapes and video tapes from subordinates for debriefing

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- Assist the Incident commander in the Deactivation process

- Debriefing
- Emergency Reports
- Post Emergency Plans
- Internal Incident Review
- Critical Incident Stress Debriefing
- Serious Incident Review

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INCIDENT COMMANDER

SUPERVISED BY: BOARD OF EDUCATION

MAY ASSIGN one or more DEPUTY INCIDENT COMMANDER as NEEDED

NAME _____

PHONE # _____ RADIO #_____

LOCATION: **Emergency Operations Center (EOC)**

EMERGENCY TYPE_____

SUBORDINATES

TITLE	NAME	PHONE NUMBER
Safety Officer		
Public Information Officer		
EOC Liaison Officer		
Operations Section Chief		
Logistics Sections Chief		
Planning Section Chief		
Finance Section Chief		

SUGGESTED EQUIPMENT

*Office Supplies * School Safety Plan *Radios *Telephones *Cellular Telephones
*Resource Lists *Applicable Forms and Logs

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PRIMARY DUTIES

This position is ALWAYS filled. The Incident Commander has overall responsibility for managing the incident by establishing objectives, planning strategies and implementing tactics. Responsible for all Incident Command System (ICS) management functions until he or she delegates the functions to someone.

INCIDENT COMMANDER

DUTY CHECKLIST

TIME _____ INITIALS _____

- Provide overall leadership for incident response
- Approve all information that is released by the Public Information Officer (PIO)
- Establish incident objectives based on the situation
- Develop a written Incident Action Plan (IAP) for long term complex incidents:
- **IAP must include:**
    - What we want to do
    - Who is responsible for doing it
    - How do we communicate with each other
    - What is the procedure if someone is hurt
- Establish and maintain liaison with other agencies participating in the incident
- Assess the need for staff depending on complexity and time frame
- Activate and delegate Command Staff functions as needed
- Provide updates on the emergency situation to subordinates as directed
- Review all reports and logs when the emergency has been resolved
- Lead the command staff in the development of a short and long term deactivation plan and process

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- Lead the debriefing and after emergency review with all staff
- Assist in the development of a Post-Emergency Plan to return the agency to routine operations
- Assess the effectiveness of the School Safety Plan with the command staff
- Assist in preparing a critical incident stress debriefing and any additional Post-trauma staff program

- **TRANSFER OF COMMAND MAY TAKE PLACE WHEN:**
- A jurisdiction or agency is legally required to take command
- A more qualified Incident commander arrives and assumes command
- Incident complexity changes
- The current Incident Commander needs to rest

- **REQUIREMENT FOR TRANSFER OF COMMAND:** Incoming Incident Commander
- Perform an assessment of the incident situation with the existing Incident Commander
- Receive a face-to-face briefing from existing IC and Command Staff which includes:

- Incident History
- Current plan
- Resource assignments
- Resources ordered
- Resources needed
- Delegation of authority
- Priorities and Objectives
- Incident organization
- Status of communication
- Facilities established
- Any constraints or limitations
- Incident potential

- Determine an appropriate time for transfer of command

- **Notification of transfer of command to:**
- Agency headquarters
- General Staff members
- Command Staff members
- All incident personnel

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LOGISTICS SECTION CHIEF

SUPERVISED BY: INCIDENT COMMANDER

May assign a Deputy Logistic Section Chief if needed

NAME_____

PHONE #_____ RADIO # _____

LOCATION: _____

EMERGENCY TYPE _____

SUBORDINATES

TITLE	NAME	PHONE/RADIO
Deputy Logistics Section Chief		
Services Branch		
Support Branch		

SUGGESTED EQUIPMENT

* School Safety Plan *Computer *Television *Whiteboard *Recording Devices * Poster Board * Am/Fm Portable Radio *Department Photo's , Maps And Videos *Clock *TV/VCR/DVD Player *ID Vest *Applicable Forms and Logs *Office Supplies *Radios *Telephones *Cellular Telephones *Resource Lists

PRIMARY DUTIES

The person designated by the Incident Commander (if needed) responsible for all of the services and support needs. This individual ensures that there are adequate resources (personnel, supplies, and equipment) for meeting the incident objectives.

- Establish contact with the Incident Commander for an initial briefing
- Initiate and Emergency Log to record essential information
- Assign duties to subordinates as needed using Assignment Roster
- Assist the Incident Commander in establishing goals and Objectives
- Order, obtain, maintain and account for essential personnel, equipment and supplies
- Provide communication planning and resources
- Set up food services
- Set up and maintain incident facilities
- Provide medical services to INCIDENT PERSONNEL (not event victims)
- Work closely with other command staff to keep informed of progress, and needed

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resources

- Report to the Incident Commander for other assignments or personal debriefing
- Gather all logs, reports, tapes and video tapes from subordinates for debriefing
- Assist the Incident commander in the Deactivation process
    - Debriefing
    - Emergency Reports
    - Post Emergency Plans
    - Internal Incident Review
    - Critical Incident Stress Debriefing
    - Serious Incident Review

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MEDIA LIAISON

SUPERVISED BY: PUBLIC INFORMATION OFFICER

NAME_____

PHONE # _____RADIO # _____

LOCATION: _____

EMERGENCY TYPE _____

SUBORDINATES

TITLE	NAME	PHONE/RADIO

SUGGESTED EQUIPMENT

*Office Supplies * Coffee Cups * Applicable Forms and Logs *Radios *Telephones *Cellular Telephones *Resource Lists *Snacks * Beverages

PRIMARY DUTIES

The person designated by the Public Information Officer (PIO) to communicate and provide approved information to the media. Responds to and records inquires (via telephone and personal contact) from representatives of the media. Coordinates all activities of the media in the Media Center

DUTY CHECKLIST

Time _____ Initials _____

- Establish contact with the Public Information Officer for an initial briefing
- Provide only information approved by the PIO
- Establish media parking area
- Activate the Media Center
- Post a sign to identify the Media Center and restrict unauthorized personnel from entry
- Check the security of the media center before allowing admittance of media representatives
- Check all media personnel for appropriate media credentials and log them in using the

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Emergency Log

- Review security guidelines for the Media Center
- *Media will NOT be left alone in Media Center
- *Media representatives will remain in the Center at all times
- *Media may return to their vehicles under escort from the building but will not be allowed anywhere else in the building with the exception of the restroom and break room for refreshments.
- *Professionalism and courtesy are the expected behaviors
- *Food and Coffee should be provided at Media Center
- Supervise Media Center for appropriate conduct
- Initiate emergency log to record essential information
- Log all incoming media calls by time, date, media source, reporter and purpose of request
- Provide approved news releases to newly arriving media or telephone inquires
- Provide PIO with periodic updates and any special needs for the media
- Assist in the deactivation process by turning in all logs and records
- Return the Media Center to its initial state
- Report to the PIO for further assignments or personal debriefing
- Assist the PIO with media tours around the Department once the emergency has been resolved

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OPERATIONS SECTION CHIEF

SUPERVISED BY: INCIDENT COMMANDER

May assign a Deputy Operations Section Chief if needed

NAME_____

PHONE # _____RADIO # _____

LOCATION: _____

EMERGENCY TYPE _____

SUBORDINATES

TITLE	NAME	PHONE/RADIO
Emergency Staff Services Coordinator		
Recorder		
Sergeant-at-Arms		
Divisions Supervisor		
Groups Supervisor		
Branches Supervisor		
Department Support Coordinator		

SUGGESTED EQUIPMENT

* School Safety Plan * computer *whiteboard *recording devises * poster board * AM/FM portable radio *department photos, maps & videos *clock *TV/ VCR/DVD player *Applicable Forms and Logs *Office Supplies *Radios *Telephones *Cellular Telephones *Resource Lists

PRIMARY DUTIES

The person designated by the Incident Commander to conduct operations to reach the incident objectives. The Operations Section chief establishes the tactics and directs all operational resources. The Operations Section Chief is normally the person with the greatest technical and tactical expertise in dealing with the problem at hand.

QUALIFICATIONS to operate this general staff position

- Past Experience as incident responder
- Completion of ICS training
- Ability to:
  - Size up the situation and make rapid decisions
  - Communicate clear directions
  - Balance response initiatives with safety concerns

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- Lead and motivate responders
- Assess the effectiveness of tactics/strategies
- Be flexible and modify plans as necessary
- Establish contact with the Incident Commander for an initial briefing
- Initiate and Emergency Log to record essential information
- Assign duties to subordinates as needed using Assignment Roster
- Assist the Incident Commander in establishing an incident action plan
- Assist the Incident Commander in assessment of the emergency based on available information
- Identify information deficiencies and assign staff to gather needed information
- Activate the Operations Center as directed by the Incident Commander
- Announce the location of the Operations Center to Subordinates
- Establish and manage the Staging area if needed
- Request and supervise **single resources** (individual, piece of equipment or a crew or team of individuals)
- Request and supervise **task forces** (mixed resources)
- Request and supervise **strike teams** (similar resources)
- Teams that may be activated: search and rescue, first aid, evacuation/shelter/care, facilities & security response, crisis intervention, staff release team.
- Evacuate volunteers, contractors, visitors and reassign staff as needed
- Provide intelligence information, medical coordination needs, food service distribution, maintenance, emergency staff services, internal security, communications and personnel support to the Incident Commander
- Ensure the Department support coordinator is meeting those operational needs not related to the affected area.
- Manage all support functions of the emergency
- Obtain progress reports from subordinates
- Provide status reports to the Incident Commander
- Respond to staff request for personnel, equipment, supplies on a priority basis
- Facilitate food, beverages, restroom relief etc. in extended emergencies
- Work closely with other command staff to keep informed of progress, and needed resources
- Report to the Incident Commander for other assignments or personal debriefing
- Gather all logs, reports, tapes and video tapes from subordinates for debriefing
- Assist the Incident commander in the Deactivation process
- Debriefing

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PUBLIC INFORMATION OFFICER
(PIO)

SUPERVISED BY: INCIDENT COMMANDER

May assign one or more assistants as needed

NAME_____

PHONE # _____RADIO # _____

LOCATION: _____

EMERGENCY TYPE _____

SUBORDINATES

TITLE	NAME	PHONE/RADIO
Assistant PIO-Staff Family Liaison	_____	
Assistant PIO-Schools Liaison	_____	
Media Liaison	_____	

SUGGESTED EQUIPMENT

*Office Supplies * Coffee Cups * Applicable Forms and Logs *Radios *Telephones *Cellular Telephones *Resource Lists *Snacks * Beverages

PRIMARY DUTIES

The person designated by the Incident Commander as the primary contact for anyone who wants information about the incident and NDE's response to it. To provide approved information to the media. Coordinate communication with internal audiences including both incident staff and school personnel

DUTY CHECKLIST

Time_____ Initials _____

- Establish contact with the Incident Commander for an initial briefing
- Provide only information approved by the Incident Commander
- Assign a Media Liaison
- Establish contact with other agency PIO's to ensure accurate and non-conflicting information is shared
- Write all media statement
- Receive approval from the Incident Commander before release of media

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- Provide routine media statement to media in the Media Center
- Assist in the deactivation process by turning in all logs and records
- Gather all logs, reports, tapes and video tapes from subordinates for debriefing
- Assist the Incident commander in the Deactivation process :
- Debriefing
- Critical Incident Stress Debriefing
- Serious Incident Review
- Emergency Reports
- Post Emergency Plans
- Internal Incident Review

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PLANNING SECTION CHIEF

SUPERVISED BY: INCIDENT COMMANDER

May assign a Deputy Planning Section Chief if needed

NAME_____
PHONE # _____RADIO # _____
LOCATION: _____
EMERGENCY TYPE _____

SUBORDINATES

TITLE	NAME	PHONE/RADIO
Deputy Planning Section Chief	_____	_____
Resources Unit	_____	_____
Situation Unit	_____	_____
Documentation Unit	_____	_____
Demobilization Unit	_____	_____
Technical Specialists	_____	_____

SUGGESTED EQUIPMENT

* School Safety Plan *Computer *Television *Whiteboard *Recording Devices *Poster Board *Am/Fm Portable Radio *Department Photo's , Maps And Videos *Clock *TV/ VCR/DVD Player *ID Vest *Applicable Forms and Logs *Office Supplies *Radios *Telephones *Cellular Telephones *Resource Lists

PRIMARY DUTIES

The person designated by the Incident Commander (IF NEEDED) to help ensure responders have accurate information pertaining to the emergency event and those affected by the

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incident.

Provide resources and provide chronology of incident events for legal, analytical, fiscal and historical purposes.

DUTY CHECKLIST

Time_____ Initials _____

- Establish contact with the Incident Commander for an initial briefing
- Initiate and Emergency Log to record essential information
- Assign duties to subordinates as needed using Assignment Roster
- Assist the Incident Commander in establishing goals and Objectives
- Collect, evaluate and display incident intelligence and information
- Prepare and document Incident Action Plans (IAP)
- Maintain incident documentation
- Develop plans for demobilization
- Work closely with other command staff to keep informed of progress, and needed resources
- Report to the Incident Commander for other assignments or personal debriefing
- Gather all logs, reports, tapes and video tapes from subordinates for debriefing
- Assist the Incident commander in the Deactivation process :
- Debriefing
- Emergency Reports
- Post Emergency Plans

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- Internal Incident Review
- Critical Incident Stress Debriefing
- Serious Incident Review

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SAFETY OFFICER

SUPERVISED BY: INCIDENT COMMANDER
May assign one or more assistants as needed

NAME_____
PHONE # _____RADIO # _____
LOCATION: _____
EMERGENCY TYPE _____

SUBORDINATES

TITLE	NAME	PHONE/RADIO
Sergeant-At-Arms		
Assistant Safety Liaison-Operations		
Assistant Safety Liaison-Logistics		
Assistant Safety Liaison-Finance		
Assistant Safety Liaison-Planning		
Assistant Safety Liaison-Staging Area		
Assistant Safety Liaison		

SUGGESTED EQUIPMENT

*Office Supplies * Applicable Forms and Logs *Radios *Telephones *Cellular Telephones
*Resource Lists * Identification Vest *Safety ID name/photo badge

PRIMARY DUTIES

The person designated by the Incident Commander as the primary contact for safety and security concerns for all areas and activities of the emergency event.

Has the authority to stop any and all unsafe activities that are observed

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DUTY CHECKLIST

- Establish contact with the Incident Commander for an initial briefing
- Conduct Risk assessments
- Determine the safety of the site before work begins
- Develop and implement measures for assuring the safety of all response personnel
- Stop activities if the scene becomes unsafe
- Assist in the deactivation process by turning in all logs and records
- Gather all logs, reports, tapes and video tapes from subordinates for debriefing
- Assist the Incident commander in the Deactivation process :
- Debriefing Emergency Reports
- Post Emergency Plans
- Internal Incident Review
- Critical Incident Stress Debriefing
- Serious Incident Review

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PARENT REUNIFICATION
FRONT DESK INSIDE GREETER

Job:
Ensure parents/authorized individuals have a valid photo identification
Help parents start the process by explaining how to fill out the release form.
Equipment:

1) Make sure release forms and pencils are available on front tables
2) Wear your School District Identification tag

Duties:

1) Watch as parents/authorized individuals come into the Church/Relocation site; make sure they understand a photo identification and parent authorization is needed to proceed.
2) Point out the release forms
3) Explain that filling out the release form is the first step.
4) Explain that if they are there to pick up multiple children, they need to **fill out a form for each child.**
5) Help with any questions about the process. • Complete the form
   - Move to side release point
   - Exit out doors on either side of main entrance

If you need help, contact the Front Desk/Reporting Point Supervisor
Important:
Take care of yourself. Take breaks and be sure to drink plenty of fluids.

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PARENT REUNIFICATION TEAM
FRONT DESK/REPORTING POINT STAFF

Job: You act as the first step to screen and ensure only authorized individuals are reunified with students.
Equipment needed:

- Laptop
- Signs displayed on windows above doors to sanctuary: A-F, G-M, N-S, T-Z
- Wear your School District photo ID

Duties:

1) Make sure the laptop is logged onto the schools emergency contact information site. If not, ask the Front Desk/Reporting point supervisor to help you log on.
2) Look at the top form of the Student Release Form
3) Check the name of the adult picking up student and verify with their photo identification.
4) **If they have no photo ID, or it does NOT match** with their name, explain that, for the safety of students, they can NOT proceed through the process.
5) Check the name(s) of the student(s). Parents can pick-up multiple children; **they need a release form for each child.**
6) Use emergency contact information to ensure the adult is authorized to pick-up the student.
7) From the emergency contact main page
8) Make sure you are on the school's listing
9) Select the Search Button
10) Select Search by Student
11) Enter the student's last name and press Go.
12) This will bring up a screen with corresponding last names for all students in the school.
13) Check the form and select the first name of the student.
14) This brings up a General Student page.
15) Scroll down to a Parent Reunification Box.
16) There are four choices:

Ø Y means Yes, Parents, those listed as Parent Reunification AND Emergency contacts are authorized to pick up child.
Ø N means **only** Parent and those specifically identified as Parent Reunification are authorized. Emergency Contacts are NOT authorized.
Ø O means **only the parents** are authorized to pick up the student
Ø Blank means the release form was not completed and signed by the parent, only parents can pick up the child.

17) Now enter the next student's name and start the process again.
18) **If they are NOT authorized**, explain that, for the safety of students, they can NOT proceed through the process.
19) **If parents become combative, ask them to step aside to speak to your supervisor and ask next person in line to come forward.**
20) If photo ID and authorization is complete, check yes on proof of ID on the form.
21) Give the form to a runner and point out the name of student on the form.
22) Ask the parent to move around the church to a side release point table. As you face the sanctuary doors: A-M to the Left, N-Z to the right.

If you need help contact the Front Desk Reporting Point Supervisor
Important: Take care of yourself. Take breaks and be sure to drink plenty of fluids.

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NATIONAL INCIDENT MANAGEMENT SYSTEMS (NIMS) TRAINING

This section should not be activated until the NIMS training has been completed. This is available free and online from the Federal Emergency Management Institute.
Information on which classes should be taken by key personnel, and which category each job falls into (i.e. executives, general personnel, etc.) -
http://www.schoolsafetypartners.org/nims/317-NIMS-Activities---Key-personnel-complete-NIMS-training.html

For the following online self-study courses, it is suggested that you print out the test first and use it as a study guide as you complete the course

Command staff should take the following FOUR courses:

- IS-700 NIMS: An Introduction http://training.fema.gov/emiweb/is/is700alst.asp
- IS-100: Introduction to Incident Command System, **OR** IS 100.SC: An Introduction to ICS for Schools **OR** IS-100. HE: Introduction to ICS for Higher Education* IS-100.SCa Introduction to the Incident Command System for Schools
- IS-800: National Response Framework, An Introduction** IS-800.b National Response Framework, An Introduction
- IS-200: ICS for Single Resources and Initial Action Incidents IS-200.b (ICS 200) ICS for Single Resources and Initial Action Incidents

The following additional courses are recommended for Incident Managers:

- ICS-300 Middle Incident Command System http://training.fema.gov/STCourses/crsdesc.asp?courseid=G300
- ICS-400 Advanced Incident Command System http://training.fema.gov/STCourses/crsdesc.asp?courseid=G400

Executive Leaders should take the following two courses:

- G-402 Incident Command System (ICS) Overview for Executives/Senior Officials http://training.fema.gov/STCourses/crsdesc_spec.asp?courseid=G402
- IS-700: NIMS: An Introduction http://training.fema.gov/emiweb/is/is700alst.asp

General personnel should take the following TWO courses:

- IS-700: NIMS: An Introduction http://training.fema.gov/emiweb/is/is700alst.asp
- IS-100: Introduction to Incident Command System, **OR** IS-100.SC: An Introduction to ICS for Schools **OR** IS-100.HE: Introduction to ICS for Higher Education* IS-100.SCa Introduction to the Incident Command System for Schools

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APPENDIX F 1 INVENTORY OF FIRST AID SUPPLIES AND LOCATIONS

Item	Quantity	Location

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ATHLETICS AND ACTIVITIES SAFETY AND SECURITY

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SCHUYLER COMMUNITY SCHOOLS ACTIVITIES SECURITY PLAN
FOR SCHOOL YEAR _____

SCHOOL _____
(Please indicate junior high or senior high school)

_____	_____	_____
(Superintendent)	**(Principal)**	**(Athletic Director)**

Preparation of this plan should involve the following: all administrators (including athletic directors), coaches, cheerleader sponsors, band director(s), security personnel and game announcer. This plan is for ALL sports; however, the MAJOR sports (i.e., football and basketball) will require MORE supervision. The superintendent, principal and athletic director MUST PERSONALLY sign the security plan. Copies of the security plan should be given to ALL personnel involved with game administration.

THIS PLAN SHOULD BE COMPLETED BEFORE THE FIRST ATHLETIC EVENT.

The plan should include security precautions:

Before the game – During the game – After the contest.

The following may be used as a guideline for your plan. Below each item are suggested personnel for this area.

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BEFORE THE GAME

Discuss with the student body in an assembly the need for exhibiting good sportsmanship to visitors. A sportsmanship campaign is required for the beginning of each school year and should be continued throughout the school year. A concern at the present time is the behavior of many of our adult fans. A school may feel it necessary to send home to parents and other adults in their community, information concerning good sportsmanship. This should include the proper courtesies shown to out-of-town guests and game officials. Fans need to understand the penalties imposed for their misbehavior, including being banned from future contests.

Student body _____ (date)

Parents/Community _____ (date)

_____
Signature Title

Provide necessary game information to visiting schools. Include game time, directions to the game site and parking, location of ticket booths, seating arrangements and ticket prices.

_____ (date) _____
Signature Title

Provide adequate police supervision for major sports and playoff contests. Police should be visible **inside** and **outside** the stadium. **(Plan their physical location before, during and after the game for the sports of football and basketball. Ensure that you have adequate security in areas that you know could be trouble spots.)**

_____ (date) _____
Signature Title

Provide protection and courtesy to game officials.

Arrange for a school representative to meet the officials and have a special room where the officials can have their pre-game conference.

Provide escort on and off the field or court.

Ensure that .officials are treated well after the game and escorted to their car or have a place of safety as soon as the contest is over.

_____ (date) _____
Signature Title

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The game announcer should read the statements on sportsmanship, alcohol and drug use, as well as on throwing objects and unruly behavior. Artificial noise-makers should not be used in gymnasiums. Air horns are not permitted at any athletic event. Any of these violations will lead to expulsion from the game, and could lead to being banned from all future contests.

_____ (date) _____
Signature Title

Whenever possible, provide special seating for students, bands, adults and visitors. Student bodies should be kept separated at **ALL** times.

_____ (date) _____
Signature Title

Provide **supervised parking**. A special supervised area should be provided for buses of visiting teams. (Use of service clubs or youth organizations is suggested. This will free your law enforcement officials to be in other possible trouble areas.)

_____ (date) _____
Signature Title

All supervising personnel and "on duty" faculty members should be identified (special T-shirts, arm bands, caps, etc.).

_____ (date) _____
Signature Title

A manager's conference should be held thirty minutes prior to a varsity contest in the sports of football, softball, basketball, soccer, and baseball. The game administrator is **required** to conduct a pre-game meeting with game officials, **both** head coaches, and security. A game manager's conference needs to be held prior to all sporting playoff contests, including all major sports, as well as minor sports (such as volleyball, swimming, etc.)

_____ (date) _____
Signature Title

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DURING THE GAME

Personnel should be stationed in key areas. They should remain at their station throughout the contest and after the game until the areas have cleared.

_____ (date) _____
Signature Title

The visiting school's administration or principal's designee should supervise their students and fans. The host school should also supervise the visiting side and provide assistance to visitors. They should also prevent students from crossing to the opponent's side.

_____ (date) _____
Signature Title

All coaches are expected to conduct themselves in an orderly and good sportsmanship like manner at all times. A coach must model the good behavior that we expect from our student/athletes and their fans.

_____ (date) _____
Signature Title

Bands should provide an entertaining half-time program. (Schools that do not have bands should also plan an interesting half-time program. Involve the PTA groups and others for ideas, and work together to develop an interesting program.)

_____ (date) _____
Signature Title

A medical doctor should be in attendance at all athletic contests whenever possible.
(We know that it is difficult for some of our schools to obtain the services of a doctor for all contests, but feel that if it is possible there should be one in attendance at football games.)

_____ (date) _____
Signature Title

The public address announcer should give instructions concerning concession stands, restrooms, and any information that will assist the visiting fans. No partiality should be shown announcing the athletic contest.

_____ (date) _____
Signature Title

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AFTER THE GAME

Planning for after the contest is probably the **most important** of the three stages in crowd control. Most incidents and encounters occur after the game when the students and fans are leaving the playing area.

Develop a procedure for the exit of teams, officials, and spectators. You will need to keep personnel on duty in the trouble spots until the area clears. Cameras recording the contest should be kept on until the teams clear the competition area. (Usual problem – security is released near the end of the game to direct traffic. It is suggested that security be kept in problem areas.)

_____ (date) _____
Signature Title

Direct the route for movement of all visiting school buses and all home team buses. Also include band, pep buses, spectator buses. When possible, provide an escort for these buses for several blocks as they leave the site.

_____ (date) _____
Signature Title

Use the P. A. system to:
Caution spectators not to walk on the floor or field
Give directions for leaving the area
Drive safely.

_____ (date) _____
Signature Title

To facilitate orderly movement of traffic, provide direction supervision for cars exiting the parking area. (Local police may assist in this area. You may want to use faculty members or service clubs to better utilize police and security.)

_____ (date) _____
Signature Title

The principal and athletic director should discuss all details of the completed security plan with their superintendent. By implementing this plan and after taking every possible precaution, we may not stop all of the problems but at least we will be in a position to react. Better planning by all concerned can help avoid many of the problems that have occurred in the past.

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ATHLETIC FACILITIES AND EQUIPMENT SAFETY REVIEW

Reviewer: _____ Date: _____ Submitted to Superintendent date: _____

Athletic Facilities	YES	NO	N/A
1. Are appropriate handrails or perimeter railings installed on all spectator seating facilities that may require such protection?			
2. Are floors in the shower areas regularly cleaned and not slippery?			
3. Are lockers in good working order, properly secured and with no jagged edges present?			
4. Are shower and/or training rooms provided with mechanical means for exhausting odors and humid air in good working order and kept on at all times when the room is in use?			
5. Are the bleachers in good condition and structurally adequate, both indoors and outdoors? Loose bolts, nuts or rusted parts, splintered boards, damaged railings, etc. are typical items to periodically check.			
6. Are the conditions of the playing fields satisfactory, e.g., no holes, rocks, glass, etc.?			
7. Are the sinks and shower hot water controls working properly?			
8. Have bleachers been inspected recently by outside experts to confirm structural soundness? (It is recommended that this be done at least once every two years.)			
9. Is athletic equipment properly stored?			
10. Is padding provided around the bottom area of the basketball backboards mounted on the playing surface?			
11. Is there adequate lighting in the locker rooms?			
12. Is use of playing surfaces following chemical applications restricted?			
A.			
B.			

Baseball/Softball/Soccer/Lacrosse/Field Hockey	YES	NO	N/A
13. Are fences collapsible?			
14. Are fields cleared when there is the threat of lightning?			
15. Are goal posts properly padded and in working order?			
16. Are outdoor playing surfaces inspected regularly to assure that rocks, glass, uneven surfaces, holes, sprinkler heads, loose lids or uncovered valve boxes, excessive wet areas, or other hazards are not present?			
17. Are properly designed, constructed and counter-weighted soccer goals used?			
18. If there is a fence enclosing the outfield, is there a warning surface or clearly marked area that indicates to a running player that he or she is almost to the fence?			
19. Is the vehicle parking area located a sufficient distance to prevent windshield damage to parked cars?			
20. Is there a protective backstop or high fence placed between home plate and the spectator area?			
C.			
D.			

If you answered "NO" to any of the above, please explain (attach another sheet if necessary):

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Basketball	YES	NO	N/A
21. Are all clocks, lights and windows properly protected against breakage?			
22. Are folding basketball backstops/boards secured with safety straps or safe locks?			
23. Have crank-up backboards been inspected recently?			
24. Is padding provided around the bottom area of the basketball backboards mounted on the playing surface?			
25. Is the area behind the backboards free of glass or unprotected solid walls?			
E.			
F.			

Cheerleading	YES	NO	N/A
26. Are trained "spotters" required and used on routines that may be considered hazardous?			
27. Has your school adopted the policy to eliminate pyramiding functions performed by cheerleaders?			
G.			
H.			

Coaches	YES	NO	N/A
28. Are coaching staff and trainers certified in first aid and CPR?			
29. Is there a need for crowd control at athletic events, and, if so, is it provided?			
I.			
J.			

Gymnasium	YES	NO	N/A
30. Are obstructions removed before playing games, gymnastics, wrestling, etc.?			
31. Are the bleachers in good condition and structurally adequate, both indoors and outdoors? Structural soundness of bleachers should be confirmed by a structural engineer at least every two years.			
32. Are the floors in good condition?			
33. If metal halide or mercury vapor lamps fixtures are used, are they protected or screened from damage and regularly inspected to determine whether the outer protective bulb is perforated, cracked or missing? (These deficiencies can result in exposure to dangerous ultraviolet light and severe health consequences such as conjunctivitis and skin burns.)			
34. Is gymnasium equipment in good condition?			
35. Is lighting adequate for all events occurring in the gymnasium?			
K.			
L.			

If you answered "NO" to any of the above, please explain (attach another sheet if necessary):

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Gymnastics	YES	NO	N/A
36. Are climbing ropes properly secured and in good working order?			
37. Are portable walls on their tracks, secured and in good working order?			
38. Are sufficient mats, in good condition, maintained around the balance beam, parallel bars, horse and trampoline in the gymnastic area?			
39. Are walls padded where appropriate?			
40. Do all gymnastic functions have adequate “spotters” to assist in the activities?			
41. Is gymnastic equipment in good condition, properly installed and secured?			
42. Is the use of gymnastic equipment always supervised, or, if not in use, stored in a locked room where it is not available for unauthorized or unsupervised use?			
M.			
N.			

Student Athletes	YES	NO	N/A
43. Are all participants (and parent(s) if the participant is a minor) required annually to sign a detailed warning and consent form prior to participation in each sport?			
44. Are all participants required to have a pre-participation physical examination prior to participation in any sport?			
45. Are students given safety orientation for all athletics/physical education activities? Does the coach or athletic director discuss the warnings associated with each sport to all participants prior to the first workout?			
O.			
P.			

Swimming Pools	YES	NO	N/A
46. Are all electrical receptacles close to grounded objects or near wet or damp areas protected by GFCI devices?			
47. Are proper safeguards in place to ensure the pool is not used at all times when it is unsupervised?			
48. Are swimming pool rules and warning signs properly posted?			
49. Are the facilities provided with the proper and well-maintained rescue equipment?			
50. Are the swimming pool ladders and guard stands constructed of suitable materials and maintained in a safe condition?			
51. Are trained and approved pool supervisors provided at all times the pool is being used?			
52. Does the swimming pool area have a non-slip surface?			
53. Is the chemical balance maintained at the recommended level?			
54. Is the chlorine system changed or serviced only during facility non-use hours?			
55. Is the water depth clearly marked around the swimming pool area?			
Q.			
R.			

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Track and Field	YES	NO	N/A
56. Are field events suitably roped off to separate the spectators from any landing or impact areas, allowing for an adequate safety zone in the event of a misdirected throw?			
57. Is it the policy of the school to have an official in charge to ensure that no one throws an implement until the officials have completed the measurement of the previous throw and further ensures that no spectators or other participants have entered into the impact area?			
58. Is there sufficient safe space between each field event, including javelin, shot-put and discus areas and the running track?			
59. Is track surface in good condition?			
S.			
T.			

Weight Training and Wall Climbing Facilities	YES	NO	N/A
60. Are "spotters" used in the weight training room when necessary?			
61. Are climbers properly secured with protected devices during the activity?			
62. Are weight training room rules and adequate warning signs posted in the area?			
63. For wall climbing, is there a safe, secured and cushioned surface beneath the climbing structure?			
64. Is appropriate supervision provided in the weight training room at all times when the room is being used?			
65. Is proper supervision always present when wall climbing apparatus is in use?			
66. Is the weight equipment properly bolted to the floor or sufficiently counterweighted to prevent movement or tipping?			
67. Are weight rooms inspected at least weekly to ensure that the integrity of the equipment and floor area is properly maintained? Cables, pulleys, guards, nuts, bolts and floor mats are items that must be checked often. Any defective equipment must be removed from the area. It is not sufficient to place a "Do Not Use" or "Out of Order" tag on faulty equipment.			
U.			
V.			

Wrestling	YES	NO	N/A
68. Are wrestling mats used that have the approved warning labels?			
69. Are wrestling mats checked daily for cleanliness, cuts and taping?			
70. Are ¾ inch wide strip wrestling tape used?			
71. Are wrestling mats disinfectant daily?			
72. Are wrestling mats stored flat?			
73. Is proper supervision always present when wrestling mates are in use?			
74. Participants do not wear jewelry, nor have long fingernails or long loose hair?			
75. Participants taught the proper fundamental/safety rules?			
W.			
X.			

If you answered "NO" to any of the above, please explain (attach another sheet if necessary):

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SAFE STUDENT TRANSPORTATION PLAN

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SAFE STUDENT TRANSPORTATION PLAN

This Safe Student Transportation Plan sets forth the School District's plan for providing safe transportation to students being transported in student transportation vehicles.

1. **Weapons** – Upon becoming aware of a weapon aboard a student transportation vehicle, the driver will make every attempt to:
   a. Notify the District Office of the situation if possible.
   b. Activate emergency flashers.
   c. Pull the vehicle over to a safe and secure area.
   d. Confiscate the weapon (if it doesn't jeopardize student or driver safety).
   e. Give description of weapon to District Office or if situation requires to 9 1 1.
   f. The District Office will notify **9 1 1** and the Principal/Superintendent of situation.

2. **Student Behavior** – Students are expected to follow student conduct rules while in a student transportation vehicle. The student transportation driver is responsible for controlling behavior which affects safety and for reporting rule violations to school administration. In the event a student's behavior jeopardizes safety, the driver will make every attempt to:
   a. Notify the District Office of the situation.
   b. Activate emergency flashers.
   c. Bring the vehicle to a safe stop.
   d. First seek to resolve incident through discussion with the student(s) involved.
   e. Use physical force only as necessary to protect students or yourself.
   f. Report and document discipline problems to the Principal/Superintendent on a Bus Conduct Report/Incident Form.

3. **Terrorist Threats** – A person commits a terroristic threat if the person threatens to commit a crime of violence with the intent to terrorize another or with the intent of causing evacuation of a building, place of assembly or facility of public transportation or in reckless disregard of the risk of causing such terror or evacuation. Upon becoming aware of a terroristic threat relating to student transportation vehicle, the driver will make every attempt to:
   a. Notify the District Office of the situation.
   b. Activate emergency flashers.
   c. Make every attempt to keep students calm (this may mean complying with the terrorist).
   d. The District Office will immediately notify **9 1 1** and the Principal/Superintendent.
   e. The driver should wait for instructions from the District Office or Principal/Superintendent if possible.

4. **Severe Weather** – Upon becoming aware of severe weather while aboard a student transportation vehicle, the driver will make every attempt to:
   a. Notify the District Office of the situation.
   b. Activate emergency flashers.
   c. Return to the school if less than 5 minutes away and follow the directions of the Principal/Superintendent or if there is immediate danger, get to the nearest basement or underground shelter will all students.

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d. If more than 5 minutes away from the nearest school or if there is immediate danger, get to the nearest basement or underground shelter with all students.
e. If there is no shelter and there is immediate danger the driver and students are to follow evacuation procedures and get everyone off the vehicle into the nearest ditch or culvert at least 100 feet away from the vehicle.

5. **Hazardous Materials** – Upon becoming aware of a hazardous material aboard a student transportation vehicle, the driver will make every attempt to:
   a. Notify the District Office of the situation.
   b. Activate emergency flashers.
   c. Pull the vehicle over to a safe and secure area.
   d. Evacuate all students at least 100 feet from the vehicle in a safe secure area (more distant if the driver feels the situation dictates).
   e. Obtain as much information about the hazard as possible **(DO NOT TOUCH ANY HAZARD)**
   f. The District Office will immediately notify **9 1 1** and the Principal/Superintendent.
   g. The driver should wait for instruction from the District Office or Principal/Superintendent if possible.

6. **Medical Emergencies** – Upon becoming aware of a medical emergency aboard a student transportation vehicle, the driver will make every attempt to:
   a. Notify the District Office of the situation.
   b. Activate emergency flashers.
   c. Pull the vehicle over to a safe and secure area.
   d. The District Office will immediately notify **9 1 1** and the Principal/Superintendent.
   e. The driver will follow instructions of the District Office, Principal/Superintendent or first responders.
   f. Provide emergency first aid or CPR if the situation dictates.
   g. **ONLY IF NECESSARY**, the driver should move students only enough to get them out of danger of traffic or fire.
   h. The driver should try to keep students as calm as possible.
   i. Only upon instructions from the Principal/Superintendent will the driver release students to any parents.

7. **Procedures In The Event Of Mechanical Breakdowns** – Upon becoming aware of the mechanical breakdown aboard a student transportation vehicle, the driver will make every attempt to:
   a. Notify the District Office of the situation.
   b. Activate emergency flashers.
   c. Pull the vehicle over to a safe and secure area.
   d. Place warning flares/reflectors in accordance with safety guidelines if parked on shoulder of a roadway or if parked on the roadway.
   e. The driver should try to keep students as calm as possible.
   f. Depending on the location of the disable vehicle, the driver may have to evacuate the students to a safe and secure area.
   g. The District Office will arrange for assistance and if necessary a relief vehicle is dispatched.

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8. **Vehicle Accident** – Upon becoming involved in an accident with the student transportation vehicle, the driver will make every attempt to:
   a. Notify the District Office of the situation and depending on type of accident notify 9 1 1.
   b. Activate emergency flashers.
   c. Account for all students and their injuries.
   d. The driver will provide emergency first aid and/or CPR.
   e. The driver will ensure that the scene is safe and understand that the accident might be involved in a secondary crash.
   f. Depending on the situation, evacuate the students to a safe and secure location.
   g. District Office will notify the Principal/Superintendent.
   h. Follow the directions of the Principal/Superintendent or first responders.
   i. Write down the name, address and telephone number of all witnesses.
   j. Do not make any statements related to the accident to anyone other than to law enforcement officials that are investigating the accident or the Principal/Superintendent.
   k. The driver should try to keep students as calm as possible.
   l. Unless instructed by the Principal/Superintendent, students will not be released to parents.
   m. Depending on situation, the driver will ensure the safety of the students before assisting other individuals involved in the accident.
   n. After the accident, do not respond to inquiries from insurance companies, attorneys, news media or student's parents related to the accident unless directed to do so by the Principal/Superintendent.

9. **Transportation Of Unsafe Items** – Drivers shall not permit student transportation vehicles to transport any items, animals, materials, weapons or look-a-like weapons or equipment which in any way would endanger the lives, health or safety of the students or driver. Look-a-like weapons associated with a school sponsored or approved activity may be transported only with written permission of the Principal/Superintendent. Any item that would break or could produce injury if tossed about inside the student transportation vehicle when involved in an accident or sudden stop shall be secured.
   a. Notify the District Office of the situation.
   b. If the vehicle is in movement, activate emergency flashers.
   c. Pull the vehicle over to a safe and secure area.
   d. The driver should try to keep students as calm as possible.
   e. If the situation dictates, the District Office will notify 9 1 1.
   f. The driver will follow the instructions of the Principal/Superintendent before moving the vehicle.

10. **Documentation Under Safe Student Transportation Plan** – Each student transportation driver is required to complete and submit to the Principal/Superintendent a Bus Conduct Report/Incident Form involving the student transportation vehicle operated by the driver or any students transported in it. Documentation is to include the occurrence of any of the following events: weapons, student behavior which affects safety, terroristic threats, severe weather, hazardous materials, medical emergencies, vehicle accidents, mechanical breakdowns or transportation of unsafe items. Documentation of such events shall be completed and submitted as soon as practicable after the incident.

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11. **Supplemental Information** – a copy of this plan shall be placed in each student transportation vehicle, kept at each school building, and made available upon request.

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REFERENCES

Practical School Security: Basic Guidelines for Safe and Secure Schools, Kenneth S. Trump, Copyright 1998, Corwin Press, Inc.

Safe Schools: A Security and Loss Prevention Plan,J. Barry Hylton, copyright 1996, Butterworth-Heinemann.

Crisis Response Manual, Grand Island Public Schools, Grand Island, Nebraska.

The Crisis Intervention Resource Manual, Office of Psychological Services, Bartow County School system, Cartersville, Georgia.
www.bartow.k12.ga.us/psych/crisis/cimanual.html

U.S. Department of Education in cooperation with the AASA and other national groups.
http://www.air-dc.org/cecp/guide/files/3.htm

APA and MTV April 19, 1999, http://helping.apa.org/warningsigns/

Resources & Information to Assist With the Prevention of Dating Violence in Nebraska School Districts: Implementing the Lindsay Ann Burke Act Nebraska Legislative Bill 63 May 28, 2009 and the Nebraska Department of Education.

http://www.education.ne.gov/safety/Dating_Violence_Prevention/Dating_Violence.html

Coaching For Safety a Risk Management Handbook for High School Coaches, by Richard P. Borkowski ED.D., C.A.A. for members of the Southwest Washington Risk Management Insurance Cooperative ESD 12.

Transforming School Leadership with ISLLC and ELCC, Neil J. Shipman, J. Allen Qeen, Henry A. Peel copyright 2007 Eye On Education, Inc.

http://www.eyeoneducation.com/bookstore/productdetails.cfm?sku=7034-7&title=transforming-school-leadership-with-isllc-and-elcc

Standard Reunification Method version 0.9.5 Copyright 2012 All rights reserved. The "I Love U Guys" Foundation. Bailey, CO 80421

http://iluvuguys.org/srm.html

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NEBRASKA
DEPARTMENT OF EDUCATION

www.education.ne.gov
301 Centennial Mall South
P.O. Box 94987
Lincoln, NE 68509-4987
TEL 402.471.2295
FAX 402.471.0117

TO: Superintendent, Public School Districts

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

DATE: August 8, 2018

RE: **Rule 10 Assurance Statement – Due November 1**

Rule 10 (*Regulations and Procedures for the Accreditation of Schools*) requires each school district to annually submit an Assurance Statement to the Nebraska Department of Education affirming compliance with the applicable accreditation regulations. Directions for submitting the on-line Assurance Statement have been sent to you electronically.

Items and information you may need for completing the on-line Assurance Statement are available on the NDE's website, https://www.education.ne.gov/apac/. Some of the resources available include:

- Rule 10 with effective date August 1, 2015
- A Rule 10 checklist
- Calculating Percentage of Teachers Appropriately Endorsed
- Calculating Instructional Units for High School Courses
- Procedures for Assuring Proper Teacher Certification
- Distance Learning Q&A
- Issuing Dual Credit - Accredited High Schools
- Planning the Use of Time in Kindergarten
- Planning the Weekly Schedule in Elementary Grades
- 5-Year School Improvement Visitation Schedule
- Continuous Improvement (CIP) Workshops Dates and Locations
- Course Codes and Clearing Endorsements Document (formerly Appendix D)

If you have any questions regarding accreditation requirements or the submission of the electronic version of the Rule 10 Assurance Statement, please contact our office at 402-471-2444 or email at nde.accreditation@nebraska.gov. Best wishes for a wonderful school year.

REMINDERS FOR ADMINISTRATORS OF NEBRASKA ACCREDITED PUBLIC SCHOOLS

HAVE YOU CHECKED?

HIGH SCHOOL INSTRUCTIONAL UNIT CALCULATIONS

- Are you sure that your high school's instructional unit totals in all subject areas meet minimum Rule 10 requirements? If your high school has shortened class periods or dropped a day or two from the school year, the instructional unit totals have changed. (See the NDE website for information on how to calculate instructional units.)

NEBRASKA SCHOOL SAFETY

- **2018-2019 Suicide Prevention Training for School Staff**: Introducing K-12 Building Suicide Safe Schools Suicide Prevention – Postvention Online Training – Available now: http://ppck12training.unl.edu/
- **Safety & Security Standards Self-Assessment.** This self-assessment is designed to assist schools in determining safety and the level of security in their building consistent with best practices: https://2x9dwr1yq1he1dw6623gg411-wpengine.netdna-ssl.com/wp-content/uploads/2017/07/Security_Self-Assessment.pdf. By law, all school buildings must complete this either during the 2017-2018 or 2018-2019 school year. The self-assessment only needs to be completed and submitted one time.

WEB PAGE

- Take a look at the Accountability, Accreditation, and Program Approval web page www.education.ne.gov/APAC/. It contains a great deal of useful information, copies of forms, publications pertaining to accreditation, and under *Workshops*, information on the Continuous Improvement (CIP) workshops including dates and locations.

- **NDE APPROVAL OF EVALUATION POLICY AND PROCEDURES WAS EXPANDED BY THE LEGISLATURE TO INCLUDE "ALL" CERTIFICATED EMPLOYEES.**
  Are your certificated employee evaluation policy and procedures current with statutory requirements (§79-318(5)(h))? Rule 10-007.06 requires that if the evaluation policy has changed since it was last approved by NDE a copy of the new policy and procedures must be submitted for review and approval prior to obtaining local school board approval.

- **RULE 18 (INTERIM PROGRAM SCHOOLS) – IMPLICATIONS FOR PUBLIC SCHOOLS**
  Rule 18 is to serve students by insuring continuity of instruction enabling students to continue to make academic advancement leading to grade promotion or graduation. Public schools are required to cooperate with Interim-Program Schools in developing and approving individual academic advancement plans with specified assessments and reporting requirements. Schools must accept the academic credit earned at Interim Program Schools. For more details, please see *Rule 10: Regulations and Procedures for the Accreditation of Schools.*

- RULE 10: Rule 10 was revised in August 2015. Most changes were updates, date adjustments, or references to new statutes. However, Section 004.04B7 contains a curriculum requirement to include Cardiopulmonary Resuscitation (CPR) instruction within your health and physical education curriculum, if CPR is not already being offered. Please note – this is not a graduation requirement, nor a requirement that all students must take the CPR instruction (that is a local decision). This regulation requires that within the array of health and PE courses, units, or lessons that comprise a district's health and physical education curriculum, the opportunity to learn about CPR must be provided. If you have any questions, please contact the Accountability, Accreditation, and Program Approval office at 402-471-2444.

INSTRUCTIONS FOR COMPLETING THE ASSURANCE STATEMENT
For Indicating Compliance With Rule 10
(Accreditation)

Purpose of the Assurance Statement:

The Assurance Statement is used to affirm school system compliance (or indicate areas of noncompliance) with the accreditation requirements of Rule 10 (*Regulations and Procedures for Accreditation of Schools*). All accredited school systems are required to submit the Assurance Statement annually.

Due Date for Assurance Statement:

Public Schools ... **November 1**	(Original to the Nebraska Department of Education)
Nonpublic Schools. **October 1**	(Original to the designated City, Area, or Diocesan Superintendent)

Before Completing the Assurance Statement:

☐ Please read the enclosed copy of Rule 10 dated August 1, 2015. Also, the enclosed checklist may serve as a guide when reviewing the accreditation regulations.

To Complete the Assurance Statement:

☐ **Check the pre-printed information for accuracy**. Please make any corrections you feel are appropriate.

☐ **If there are areas of noncompliance**, list, by number, the regulations the school is not meeting. Also, briefly describe the deficiency and any planned corrections.

☐ **Sign the Assurance Statement**. An official representative of the school system governing body must sign the form. This may be the head administrator of the school system or a member of the governing board. It will be necessary for you to make a copy for your file.

To Report Corrections of Violations:

☐ Due by **February 1.** Corrections of violations must be submitted in writing to the Office of Accountability, Accreditation, and Program Approval, Nebraska Department of Education.

Suggested Worksheet/Guideline For Reviewing Rule 10
In K-12 Public Schools (Online Version)

Accountability, Accreditation, and Program Approval
Nebraska Department of Education
PO Box 94987
Lincoln, NE 68509-4987
(402) 471-2444
Email: ADVISERHelp@nebraskacloud.org Web: http://www.education.ne.gov/APAC/

(Please use Rule 10 dated August 1, 2015)

Y or N	**Code Section 003: Mandatory Requirements for Legal Operation**
___ 003.01	Certificated Teachers and administrators
___ 003.05	Graduation requirements: Language Arts-40 credits
___ 003.05	Graduation requirements: Math-30 credits
___ 003.05	Graduation requirements: Science-30 credits
___ 003.05	Graduation requirements: Social Studies/History-30 credits
___ 003.06	School Year meets the 400/1032/1080 hours
___ 003.08	Reports are submitted by due dates
___ 003.12	Period of time established for recitation of Pledge of Allegiance (K-12)

Y or N	**Code Section 004: Curriculum and Standards**
___ 004.01A	Board-approved instructional program based on written purposes or standards
___ 004.01A	Board-approved instructional program based on written purposes or standards provided to each certificated staff member
___ 004.01B	Adopted academic content standards in accordance with Rule 10 guidelines
___ 004.01C	Written guides, frameworks, and standards for all other curricular areas
___ 004.01C	Written description of the library media and guidance programs
___ 004.01D	Writing experiences incorporated in all curricular areas K-12
___ 004.01E	Educational computer/technology incorporated in instructional programs at all grade levels
___ 004.01F	Multicultural education incorporated in all curricular areas at all grade levels
___ 004.01F1	Statement of philosophy or mission and goals for the multicultural education program.
___ 004.01F2	Multicultural education incorporated in curriculum guides, frameworks, or standards
___ 004.01F3	Multicultural education program includes process for selecting appropriate instructional materials
___ 004.01F4	Process for provision of staff development for all administrators, teachers, and support staff in multicultural education
___ 004.01F5	Process for periodic assessment of multicultural education program
___ 004.01F5	Annual status report on multicultural education provided to local board of education
___ 004.02A1	Elementary weekly schedule includes Reading/Language Arts
___ 004.02A2	Elementary weekly schedule includes Mathematics
___ 004.02A3	Elementary weekly schedule includes Social Studies
___ 004.02A4	Elementary weekly schedule includes Science
___ 004.02A5	Elementary weekly schedule includes Health
___ 004.02A6	Elementary weekly schedule includes P.E.
___ 004.02A7	Elementary weekly schedule includes Visual Arts
___ 004.02A8	Elementary weekly schedule includes Music
___ 004.02B	Kindergarten – all age eligible children admitted on an unqualified basis §79-214(2)
___ 004.02B2	Board-approved recognized assessment procedure for determining early admittance to kindergarten
___ 004.02C	Athletic contests not to include K-6 unless exception applies due to enrollment numbers
___ 004.03A1	Middle grades includes instruction in Reading
___ 004.03A2	Middle grades includes instruction in Language Arts

___ 004.03A3 Middle grades includes instruction in Mathematics
___ 004.03A4 Middle grades includes instruction in Social Studies
___ 004.03A5 Middle grades includes instruction in Science
___ 004.03A6 Middle grades includes instruction in Health
___ 004.03A7 Middle grades includes instruction in Art
___ 004.03A8 Middle grades includes instruction in Music
___ 004.03A9 Middle grades includes instruction in P.E.
___ 004.03B Career education is included in the middle grades program
___ 004.03C Interscholastic athletic limitations (grades 7 and 8) do not exceed number allowed in Rule 10
___ 004.04A High School Program provides 400 instructional units
___ 004.04B1 Language Arts - 60 instructional units
___ 004.04B2 Social Science - 40 instructional units
___ 004.04B3 Mathematics - 40 instructional units
___ 004.04B4 Science - 40 instructional units
___ 004.04B5 World Language - 20 instructional units or 2 years of daily classes in the same language
___ 004.04B6 Career Education - 80 instructional units
___ 004.04B7 Personal Health and Physical Fitness - 20 instructional units or 2 years of daily classes in personal health and physical fitness (Note: Inclusion of CPR in the curriculum)
___ 004.04B8 Visual and Performing Arts - 40 instructional units
___ 004.04B8 Visual and Performing Arts - 40 instructional units including Instrumental Music
___ 004.04B8 Visual and Performing Arts – 40 instructional units including Vocal Music
___ 004.04B8 Visual and Performing Arts – 40 instructional units including Visual Arts
___ 004.04D2 b(e) Availability of properly endorsed monitor with aligned with Distance Learning course generating instructional units

Y or N **Code Section 005: Statewide System for Assessment of Student Learning and for Reporting the Performance of School Districts**
___ 005.01A Assessment according to Appendix E/Performance Reporting
___ 005.02 Report of student performance to NDE
___ 005.03 Student assistance process designed to provide problem solving and intervention strategies

Y or N **Code Section 006: Media and Technology Resources**
___ 006.01A Library media area(s) available all day
___ 006.01A Library media resources properly cataloged according to standard classification system
___ 006.01A Encyclopedia or electronic format copyrighted in past five years
___ 006.01B Elementary acquires new library media resources in accordance with Rule 10 guidelines
___ 006.01C Middle level acquires library media periodicals in accordance with Rule 10 guidelines
___ 006.01D Secondary level acquires library media periodicals in accordance with Rule 10 guidelines

Y or N **Code Section 007: Instructional Staff**
___ 007.01A 95% of elementary teachers appropriately endorsed
___ 007.01B Pre-kindergarten coordinator has at least 9 credit hours Early Childhood Education (if not applicable, check Yes)
___ 007.02A 90% of middle grades teachers appropriately endorsed
___ 007.03A 80% of instructional units offered in secondary grades assigned to appropriately endorsed teachers
___ 007.04A ½ FTE media specialist endorsed or acquiring 6 hours per year of professional development or college credit
___ 007.04A1 Building library media specialist staff in required ratio
___ 007.05A Guidance staff – in required ratio; endorsed or acquiring 6 hours per year in professional development or college credit
___ 007.05B Guidance staff – in required ratio for middle/secondary grades
___ 007.05C Elementary guidance program: 300 or more students (if not applicable, check Yes)
___ 007.06A Certificated employee evaluation policy – approved by NDE
___ 007.07A Each teacher participates in at least ten hours of staff development activities each year

Y or N		**Code Section 008: Administrative Staff**
___	008.02A	Elementary administration: Elementary principal or superintendent
___	008.02A	Elementary administration: 10+ teachers, half-time principal (if not applicable, check Yes)
___	008.02A	Elementary administration: 20+ teachers, full-time principal (if not applicable, check Yes)
___	008.03A	Middle grades principal, endorsement required
___	008.03B	Middle grades administration: 10+ teachers, half-time principal (if not applicable, check Yes)
___	008.03B	Middle grades administration: 20+ teachers, full-time principal (if not applicable, check Yes)
___	008.04A	Secondary administration: Secondary principal
___	008.04A	Secondary administration: 10+ teachers, half-time principal (if not applicable, check Yes)
___	008.04A	Secondary administration: 20+ teachers, full-time principal (if not applicable, check Yes)
___	008.05A	Head administrator has superintendent's endorsement
___	008.05B	Other administrators hold appropriate endorsements (if not applicable, check Yes)
___	008.05C	All required certificates and permits on file in school administrative office

Y or N		**Code Section 009: Continuous School Improvement**
___	009.01A	Multicultural education incorporated in continuous school improvement plan
___	009.01A1	Review and update of mission and vision statements incorporated in continuous school improvement plan
___	009.01A2	Collection and analysis of data including student performance, demographics, learning climate, and former high school students incorporated in continuous school improvement plan
___	009.01A3	Selection of improvement goals including at least one academic achievement goal incorporated in continuous school improvement plan
___	009.01A4	Development and implementation of an improvement plan aligned to a professional development plan incorporated in continuous school improvement plan
___	009.01A5	Evaluation of progress incorporated in continuous school improvement plan
___	009.01B	External team visit hosted every 5 years

Y or N		**Code Section 010: Accountability Reporting**
___	010.01A	Annual written report of performance, demographics, improvement goals, financial information
___	010.01B	Policy for preparing and distributing annual report of performance report (010.01A)

Y or N		**Code Section 011: School Environment**
___	011.01A	Safe, healthful, and sanitary conditions maintained in each building including meeting fire, safety, and health codes
___	011.01B	Safety and security plan
___	011.01C	Safety and security committee
___	011.01D	Safety and security plan reviewed annually including a visit
___	011.01E	Seclusion and Restraints policy
___	011.01F	Bullying policy
___	011.01G	Dating violence policy

Y or N		**Code Section 012: School System Governance**
___	012.01A	Written board policies accessible in each building
___	012.01B	Written policy assuring schools meet instructional hours requirement (400 for kindergarten, 1032 for elementary, 1080 for high school (9-12))
___	012.01C	Ratio (pupils to certificated staff) 25 to 1

Y or N		**Appendix F: State Statue 79-724 American Citizenship**
___	App. F	School Board has an Americanism Committee to carry out § 79-724

NEBRASKA
DEPARTMENT OF EDUCATION

RULE 10 CERTIFICATED EMPLOYEE EVALUATION POLICIES AND PROCEDURES
Checklist

The written procedures for the certificated evaluation school board policy includes:

_____ **007.06A1a** Provide for communicating the evaluation procedure annually, in writing, to those being evaluated

_____ **007.06A1b** A description of the duration and frequency of observations and written evaluations for probationary and permanent certificated employees
- _____ Duration of observation for probationary certificated employees
- _____ Frequency of observations and evaluations for probationary certificated employees
- _____ Duration of observation for permanent certificated employees
- _____ Frequency of observations and evaluations for permanent certificated employees
- _____ Superintendent evaluation twice during the first year of employment and at least once annually thereafter pursuant to §79-828(2)

_____ **007.06A1c** Contain criteria for certificated employee evaluation which includes:
- _____ **007.06A1c**(1) instructional performance (applicable to teachers only)
- _____ **007.06A1c**(2) classroom organization and management (applicable to teachers only)
- _____ **007.06A1c**(3) personal and professional conduct

_____ **007.06A1d** Provide for written communication to the certificated employee specifying:
- _____ (1) deficiencies
- _____ (2) a means for correcting the deficiencies
- _____ (3) a timeline for implementing the suggested improvements

_____ **007.06A1e** Provide for a written certificated employee response to the evaluation

_____ **007.06A1f** A description of the district plan for training evaluators

_____ **Copies** of the board certificated employee evaluation policy, the evaluation model (procedures), and the board minutes approving the policies and procedures have been submitted.

For NDE purposes only

School: _____

NDE Reviewer:

Date Approved: _____

Nebraska Accredited School Systems

Accredited by the State Board of Education for 2018-2019
In Accordance with Rule 10
"Regulations and Procedures for the Accreditation of Schools"
(Any schools dissolving, merging, or unifying for the 2018-19 school year will be accredited under the new name.)

Class II through V School Districts
Total 244

Adams Central
Ainsworth
Allen
Alliance
Alma
Amherst
Anselmo-Merna
Ansley
Arapahoe
Arcadia
Arlington
Arnold
Arthur County
Ashland Greenwood
Auburn
Aurora
Axtell
Bancroft-Rosalie
Banner County
Battle Creek
Bayard
Beatrice
Bellevue
Bennington
Bertrand
Blair
Bloomfield
Blue Hill
Boone Central
Boyd County
Brady
Bridgeport
Broken Bow
Bruning-Davenport
Burwell
Callaway
Cambridge
Cedar Bluffs
Centennial
Central City
Central Valley
Centura
Chadron
Chambers
Chase County
Clarkson
Cody-Kilgore
Columbus
Conestoga
Cozad
Crawford
Creek Valley
Creighton
Crete
Crofton
Cross County
David City
Deshler
Diller-Odell
Doniphan-Trumbull
Dorchester
Douglas County West
Dundy County-Stratton
East Butler
Elba
Elgin
Elkhorn
Elkhorn Valley
Elm Creek
Elmwood-Murdock
Elwood
Emerson-Hubbard
Eustis-Farnam
Ewing
Exeter-Milligan
Fairbury
Falls City
Fillmore Central
Fort Calhoun
Franklin
Freeman
Fremont
Friend
Fullerton
Garden County
Gering
Gibbon
Giltner
Gordon-Rushville
Gothenburg
Grand Island
Gretna
Hampton
Hartington-Newcastle
Harvard
Hastings
Hay Springs
Hayes Center
Heartland

Hemingford
Hershey
High Plains
Hitchcock County
Holdrege
Homer
Howells-Dodge
Humboldt Table Rock Steinauer
Humphrey
Hyannis
Johnson County Central
Johnson-Brock
Kearney
Kenesaw
Keya Paha County
Kimball
Lakeview
Laurel-Concord-Coleridge
Leigh
Lewiston Consolidated
Lexington
Leyton
Lincoln
Litchfield
Logan View
Loomis
Louisville
Loup City
Loup County
Lyons-Decatur Northeast
Madison
Malcolm
Maxwell
Maywood
McCook
McCool Junction
McPherson County
Mead
Medicine Valley
Meridian
Milford
Millard
Minatare
Minden
Mitchell
Morrill
Mullen
Nebraska City
Nebraska Unified #1
Neligh-Oakdale
Newman Grove
Niobrara
Norfolk
Norris
North Bend Central
North Platte
Northwest
Oakland Craig
Ogallala
Omaha
O'Neill
Ord
Osceola
Osmond
Overton
Palmer
Palmyra Dist OR 1
Papillion-LaVista
Pawnee City
Paxton
Pender
Perkins County
Pierce
Plainview
Plattsmouth
Pleasanton
Ponca
Potter-Dix
Ralston
Randolph
Ravenna
Raymond Central
Red Cloud
Riverside
Rock County
Sandhills
Santee
Sargent
Schuyler
Scottsbluff
Scribner-Snyder
Seward
Shelby
Shelton
Shickley
Sidney
Silver Lake
Sioux County
South Central NE Unified
South Platte
South Sioux City
Southern
Southern Valley
Southwest
Springfield Platteview Schools
St Edward
St Paul
Stanton
Stapleton
Sterling
Stuart
Sumner-Eddyville-Miller
Superior
Sutherland
Sutton
Syracuse-Dunbar-Avoca
Tekamah-Herman
Thayer Central
Thedford
Tri County
Twin Rivers
Umo Ho Nation
Valentine
Wahoo
Wakefield
Wallace
Walthill
Wauneta-Palisade

Wausa	Westside	Wisner-Pilger
Waverly	Wheeler Central	Wood River Rural
Wayne	Wilber-Clatonia	Wynot
Weeping Water	Wilcox-Hildreth	York
West Holt	Winnebago	Yutan
West Point	Winside	

Accredited Nonpublic Schools
Total 83

All Saints Catholic	(K-8)	Mary Our Queen Elem	(K-8)	St Isidore Elem	(K-6)
Aquinas-St Mary Catholic	(K-12)	Mercy High	(9-12)	St James-Seton Elem	(K-8)
Archbishop Bergan	(7-12)	Mount Michael High	(9-12)	St Joan of Arc Elem	(K-8)
Archbishop Bergan Elem	(K-6)	Nebraska Christian Schools	(K-12)	St John Neumann Elem	(1-6)
Bishop Neumann High	(7-12)	Nebraska City Lourdes Central	(K-12)	St Joseph's Elem	(K-8)
Boys Town	(K-12)	Nelson Mandela	(K-6)	St Leonard's Elem	(K-6)
Brownell Talbot	(K-12)	Norfolk Catholic	(K-12)	St Ludger Elem	(K-6)
Cedar Catholic High	(7-12)	North Platte Catholic	(K-12)	St Margaret Mary Elem	(K-8)
Central Catholic High	(6-12)	Omaha Christian Academy	(K-12)	St Mary Elem	(K-8)
Christ the King School	(K-8)	Our Lady of Lourdes Elem	(K-8)	St Mary Elem	(K-8)
Creighton Prep	(9-12)	Parkview Christian	(K-12)	St Mary's Catholic School	(K-6)
Daniel J Gross High	(9-12)	Pius X High	(9-12)	St Mary's	(K-12)
Duchesne Academy	(9-12)	Pope John XXIII High	(7-12)	St Matthew the Evangelist	(K-8)
East Catholic Elem	(K-8)	Roncalli Catholic High	(9-12)	St Michael Elem	(K-8)
Guardian Angels Central Cath	(K-12)	Sacred Heart Elem	(K-8)	St Michael's Elem	(K-8)
Hastings Catholic	(K-12)	Sacred Heart	(K-12)	St Patrick's Catholic	(K-8)
Holy Cross Catholic	(K-8)	Scotus Central Jr/Sr Cath	(7-12)	St Philip Neri Elem	(K-8)
Holy Family	(1-12)	Skutt High	(9-12)	St Pius X / St Leo Elem	(K-8)
Holy Name	(K-8)	St Anthony Elem	(K-6)	St Robert Bellermine Elem	(K-8)
Holy Trinity Elem	(K-6)	St Augustines Elem	(K-8)	St Rose of Lima Elem	(1-8)
Howells Community Catholic	(1-6)	St Bernadette Elem	(K-8)	St Stephen the Martyr	(K-8)
Jesuit Academy	(4-8)	St Bernard Elem	(K-8)	St Thomas Moore Elem	(K-8)
Kearney Catholic	(6-12)	St Bonaventure Elem	(K-8)	St Vincent dePaul Elem	(K-8)
Lincoln Christian	(K-12)	St Boniface Elem	(K-6)	St Wenceslaus Elem	(K-6)
Lincoln Lutheran	(6-12)	St Cecilia Cathedral	(K-8)	St Wenceslaus	(K-8)
Lutheran High Northeast	(9-12)	St Columbkille Elem	(K-8)	Sts Peter & Paul Elem	(K-8)
Madonna	(K-8)	St Francis	(K-12)	West Catholic Elem	(K-6)
Marian High	(9-12)	St Gerald Elem	(K-8)		

Special Purpose Schools
Total 5

Geneva North
Nebraska Correctional Youth Facility
Pine Ridge Job Corps
University of Nebraska High School
Kearney West High

Return to: Nebraska Department of Education
Office of Accountability, Accreditation, and Program Approval
301 Centennial Mall South
P.O. Box 94987
Lincoln, NE 68509-4987

NDE 08-030
Revised July 2014
Date Due:
Public to NDE by Nov. 1
Nonpublic to Designated Superintendent by Oct. 1

ASSURANCE STATEMENT FOR ACCREDITED SCHOOL SYSTEMS
School Year 2018-2019

RULE 10 (*Regulations and Procedures for the Accreditation of Schools*)

	Name of Head Administrator:
	Authorized Representative of the Governing Body: Name: Title:

ASSURANCE STATEMENT: I hereby affirm compliance or specifically note any noncompliance with the applicable accreditation regulations in 92 NAC 10 Sections 003.01 through 012.01C.

Signed	Authorized Representative of the Governing Body:	Date:

Regulation Number	Areas of noncompliance and corrections in progress, if any:
Rule 10	

For Use Only By Nonpublic Schools:

Reviewed by:	City, Area or Diocesan Superintendent	Date

Area Superintendent
(Submit to NDE by November 1)

Please make a copy of the completed form for the school files and forward the completed form for signature and then to NDE.

NEBRASKA DEPARTMENT
OF EDUCATION

RULE 10

REGULATIONS AND PROCEDURES FOR THE ACCREDITATION OF SCHOOLS

TITLE 92, NEBRASKA ADMINISTRATIVE CODE,
CHAPTER 10

EFFECTIVE DATE
AUGUST 1, 2015
(REVISED)

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

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

NUMERICAL TABLE OF CONTENTS

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

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

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

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

SUBJECT	STATUTORY AUTHORITY	CODE SECTION
Accountability Reporting for School Systems and Accountability for Public Schools and School Districts	79-318, 79-305, 79-703, 79-760.06, 79-760.07	010
Administrative Staff Elementary Administration Middle Grades Administration Secondary School Administration School System Administration	79-318, 79-305, 79-703, 79-801, 79-804	008
Curriculum and Standards K-12 Curriculum Elementary Curriculum Middle Grades Curriculum Secondary Curriculum	79-318, 79-214, 79-305, 79-703, 79-704, 79-719 to 24, 79-760.01, 79-760.02, 79-762	004
Definitions	79-318, 79-305, 79-703, 79-758	002
General Provisions	79-215, 79-305, 79-318, 79-703, 79-704, 79-719 to 724, 79-760.02	001
Instructional Staff Elementary Staff Middle Grades Staff Secondary Staff Media/Technology Staff Guidance Staff Certificated-Employee Evaluation Staff Development	79-318, 79-305, 79-703, 79-828	007
Loss of Accreditation	79-318, 79-305, 79-703	014

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

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

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Appendices A through D: Nebraska Content Standards
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Appendix D: Social Studies Content Standards
Appendix E: Statewide System of Assessment and Reporting
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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 Sections 79-318, 79-305, 79-703, 79-704, 79-760.01, 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 of the Revised Statutes of Nebraska (R.R.S.).

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

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

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

001.05 Implementation of this Chapter. This Chapter will initially be used during the 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 may cause a school system to lose its accreditation during the school year.

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

State Committee for the Reorganization of School Districts under the provisions of 79-4,108 R.R.S.

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

002 Definitions. As used in this Chapter:

002.01 AQuESTT (Accountability for a Quality Education System Today and Tomorrow) means a system designed to measure the performance of public schools and 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 statements used in this Chapter to describe conditions which contribute to quality education systems for public schools and 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.

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 school districts and is governed by a learning community coordinating council established pursuant to Section 79-2102 R.R.S.

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

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

002.16 Performance Level Classifications means categories of public schools and school districts established by the Board based upon public school and school district performance as indicated by graduation rates, by student growth and student improvement on state assessment instruments as provided in Section 79-760.03 R.R.S. and by status and participation in statewide assessment. Additional indicators of public school and 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 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.

002.19 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 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 as defined in Section 79-101 R.R.S., means and includes, but is not limited to, the following responsibilities: The organization and management of the classroom or the physical area in which the learning experiences of pupils take place; the assessment and diagnosis of the individual educational needs of the pupils; the planning, selection, organizing, prescribing, and directing of the learning experiences of pupils; the planning of teaching strategies and the selection of available materials and equipment to be used; the evaluation and reporting of student progress.

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

003.01 Teacher and Administrator Certification. The school system shall use only persons certificated pursuant to 92 NAC 21 to be a teacher or administrator. Pursuant to 79-1603 R.R.S., persons conducting religion or prekindergarten classes in nonpublic schools which are not counted as a part of the school's courses for purposes of complying with the requirements of this Chapter are excluded from this requirement. Pursuant to 79-802.01 R.R.S., American Indian language teachers who are approved by the tribe to teach their native language are also excluded from this requirement when conducting native language classes.

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

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

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

003.05 Graduation Requirements. Each high school shall require from grades nine through twelve at least 200 credit hours for graduation, for which at least 80 percent shall be from the core curriculum. The number of credit hours given for a course may be less than the number of instructional units and may be increased up to 25 percent above the number of instructional units.

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

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

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

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

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

003.05B School systems may adopt a policy allowing high school credit to be awarded to students enrolled in a middle grades course if the course content and requirements are equivalent to a course offered in the high school.

003.05C As required in 92 NAC 18, school systems accept the academic credit earned at Interim Program Schools and issue diplomas to students transferring from Interim Program Schools who have met the requirements for graduation from their own accredited high school.

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

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

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

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

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

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

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

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

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

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

004 Curriculum and Standards

004.01 K-12 Curriculum. **Quality Indicator: The curriculum is comprehensive, coordinated, and sequential and is directed toward locally approved goals and standards for student learning. The instructional program focuses on achievement and provides for the needs of all students including learners with disabilities and high ability learners. It draws upon research, best practice, and reputable theory.**

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

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 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 92 NAC 10.

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

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

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

004.01F4 The district has a process for provision of staff development in multicultural education including professional development for administrators, teachers, and support staff which is congruent with local district and program goals.

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

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

AQuESTT Tenet: Quality educational systems focus on supports for students transitioning between grade levels, programs, schools, 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 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.

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

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

004.02A7 Visual Arts. The curriculum helps children understand and apply a variety of media, techniques, and processes within a range of subject matter, symbols, and ideas. The curriculum includes reflection upon and assessment of art and study of art in relation to history, culture, and other curricular areas.

004.02A8 Music. The curriculum helps children to sing and play a variety of music, read and notate music, listen to and describe music, and evaluate music. The curriculum includes music in relation to history, culture, and other curricular areas.

004.02B Kindergarten. For school year 2012-2013 and each school year thereafter, admission to public school kindergarten is on an unqualified basis to all resident children who will reach age 5 by July 31 of the calendar year in the school year for which the child is seeking admission begins. Testing prior to school entrance, if any, is conducted only to identify children with disabilities under 92 NAC 51 or to meet requirements of 79-214(2) R.R.S.

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

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

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

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

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

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

004.02C Pupils in kindergarten through sixth grade do not participate in any kinds of athletic contests between schools within a school system or between school systems except that elementary school systems having seventh and eighth grade athletics may include sixth grade boys or girls when combined enrollment for seventh and eighth grade becomes fewer than 12 boys or 12 girls and if the school board or local governing body has a policy regulating participation for sixth graders. Annual field or play days are excluded from this regulation.

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

AQuESTT Tenet: Quality educational systems focus on supports for students transitioning between grade levels, programs, schools, 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.

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 in American history that makes the course interesting and attractive and to instill a love of country as provided in 79-724 R.R.S. All history courses stress contributions of all ethnic groups in the development and growth of America.

004.03A5 Science. The curriculum includes elements of life, physical, earth and space sciences, science as technology, and history of science. Learning activities emphasize science as inquiry and scientific processes and concepts.

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

004.03A7 Art. The curriculum includes activities and experiences designed to develop skills in working with a variety of artistic techniques, processes, and media. The curriculum relates art to history and culture and to other curricular areas.

004.03A8 Music. The curriculum includes experiences that involve students in singing and playing musical instruments and provides opportunities for students to pursue individual musical interests and to develop individual talents. It includes the study of a varied repertoire of music and its relation to history and culture.

004.03A9 Physical Education. The curriculum includes active involvement in health-related physical fitness activities designed to develop cardiorespiratory endurance, muscular strength and endurance, and flexibility. It encourages students to develop habits of physical exercise through individual and team activities and by emphasizing involvement rather than competition. Practice for and participation in interscholastic activities cannot substitute for any part of physical education.

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

004.03C No student in grades seven or eight participates in interscholastic athletic contests between schools within a school system or between school systems which exceed six games in football, fourteen matches in volleyball, twelve games in basketball, eight meets in wrestling, eight meets in track and field, and eight contests in all other activities. Contest limits shall be based upon the total number of contests played. Each game, match or meet played in a tournament shall count as one of the contests permitted within these contest limits.

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

AQuESTT Tenet: Quality educational systems focus on supports for students transitioning between grade levels, programs, schools, 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 in the U.S. and Nebraska Constitutions, the benefits and advantages of our government, the dangers of Nazism, Communism, and similar ideologies, the duties of citizenship and the appropriate patriotic exercises to include Lincoln's birthday, Washington's birthday, Flag Day, Memorial Day and Veterans Day as provided in 79-724 R.R.S. All history courses stress contributions of all ethnic groups in the development and growth of America.

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

004.04B4 Science - 40 instructional units. The curriculum includes science concepts and processes, science as inquiry, physical science, life science, earth and space science, science and technology, and history and nature of science.

004.04B5 World Language - 20 instructional units or two years of daily classes in the same language. The curriculum includes reading, writing, speaking, and listening skills for communicating in one or more languages other than English, knowledge and understanding of other cultures, and developing insight into the nature of language and culture.

004.04B6 Career Education. The curriculum includes 80 instructional units in Career Education that include instruction in any of the following career fields: (1) 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.

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.

004.04B8 Visual and Performing Arts - 40 instructional units which include each year instruction in vocal music, instrumental music, and visual arts. It may also include dance and theater. The visual and performing arts curriculum includes performance, interpretation, and evaluation.

004.04B8a Music. The curriculum includes singing and playing a varied repertoire of music, improvising melodies and accompaniments, reading and notating music, listening to and describing music, evaluating music and music performances, recognizing relationships between music and the other disciplines, and the study of music in relation to history and culture.

004.04B8b Visual Arts. The curriculum includes media, techniques, and processes; choice and evaluation of a range of subject matter, symbols, and ideas; assessment of characteristics and merits of student work and the work of others; and the visual arts in relation to other disciplines.

004.04C Local Options for Providing High School Courses.

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

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

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

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

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

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

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

004.04D1b(2) The off-site interactive teacher holds a valid Nebraska Teaching Certificate, maintains two-way audio and video communication with the distance learning classroom, and has a direct telephone connection with a supervising adult in the school.

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

004.04D2a University of Nebraska 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.

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.

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

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

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

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.

005.01A All school districts participate annually in statewide assessments in compliance with the schedule as outlined in Appendix E. Nonpublic schools have an assessment plan which includes a schedule and procedures for assessing success in achieving their academic content standards. Student success in achieving their standards is reported to the head administrator or governing board of the nonpublic school.

005.01B Whole grade norm-referenced assessment using a national assessment instrument begins no earlier than grade two and is conducted annually in at least one grade in each of the following two levels: grades 2-5; grades 6-8. A national assessment instrument is administered at least once in the high school grades. The Board's recommendations for assessing and reporting are found in Appendix E of this Chapter.

005.02 Each school year, for the purpose of implementing a statewide system of tracking student achievement as required by 79-760.05 R.R.S., school districts shall report by June 30 of each school year the following data to the Department electronically via the NSSRS portal using the Department's student identifier system:

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

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

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.

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 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.**

AQuESTT Tenet: Students are surrounded by effective and qualified educators throughout every learning experience, and every school and 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:

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.**

AQuESTT Tenet: Students are surrounded by effective and qualified educators throughout every learning experience, and every school and 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 are considered appropriately endorsed if they hold an endorsement for any of the subjects or fields included in the course.

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

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

AQuESTT Tenet: Students are surrounded by effective and qualified educators throughout every learning experience, and every school and 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, assigned on at least a one-half time basis to provide library media services to the school system.

007.04A1 Each school building having an enrollment of from 70 to 249 students has a person holding a valid Nebraska Teaching Certificate with an appropriate endorsement for library science or educational media specialist assigned on at least a one-fifth time basis or has a library media paraprofessional assigned on at least a one-half time basis under the supervision of a certificated staff member.

007.04A2 Each school building having an enrollment of at least 250 students has a person holding a Nebraska Teaching Certificate with an appropriate endorsement for library science or educational media specialist assigned on at least a one-half time basis, or has such person assigned on a one-fourth time basis and a full-time library media paraprofessional also assigned. Buildings with 500 or more students have at least a full-time educational media specialist or a one-half time educational media specialist and a full-time library media paraprofessional. Buildings with 750 or more students have a full-time educational media specialist.

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

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

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

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

AQuESTT Tenet: Students are surrounded by effective and qualified educators throughout every learning experience, and every school and 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 assigned holds a guidance and counseling endorsement appropriate for the level(s) assigned. When enrollment in a school system exceeds 400, the system assigns at least one full-time equivalency appropriately endorsed person.

007.05B School systems having a total of 300 or more students in the middle grades, secondary grades, or high school grades assign at least a one-half time appropriately endorsed person to provide guidance and counseling for the level. When the total enrollment in any of those levels reaches 450, one full-time equivalent appropriately endorsed person is assigned. Thereafter, an additional one-half time appropriately endorsed person is assigned for each 225 students at any of those levels.

007.05C School districts having 300 or more students in the elementary grades have guidance programs or services available for the elementary students. The procedures and time allotment are determined by the local school district.

007.05D A person holding a Nebraska Teaching Certificate with no endorsement appropriate for guidance and counseling may be assigned to fulfill the requirements of Sections 007.05A and 007.05B if such person 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.

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 district develops effective teachers and leaders to establish a culture of success.

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

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

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

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

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

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

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

007.06A1c(3) Personal and professional conduct.

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

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

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

007.06A2 In the event a district changes its policies or procedures for certificated-employee evaluation, it shall submit the revised policies and procedures to the Commissioner or designee for approval. If the Commissioner or designee finds the policies and procedures in compliance with the requirements of Sections 007.06A through 007.06A1f, of this Chapter, it notifies the district in writing that such policies and procedures are approved. Such approval shall remain in effect until there is a change in the policies or procedures by the district, or the amendment of state law or regulations relating to such approval. In the event the Commissioner or designee does not find the revised policies and procedures of the district in compliance with the provisions of this Chapter, the Commissioner or designee will notify the district in writing and the district may resubmit amended policies and procedures.

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

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

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

008 Administrative Staff.

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

AQuESTT Tenet: Students are surrounded by effective and qualified educators throughout every learning experience, and every school and 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.

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.

008.05C A copy of the certificate or permit of each staff member who is required to have a certificate is on file in the school or school system's administrative office. Upon initial employment or acquisition of a new certificate, the certificate or permit is registered by the head administrator of the school system in accordance with 79-804(1) R.R.S.

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

009 Continuous School Improvement.

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

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 004.01F. In all school systems, the continuous school

improvement process includes the following activities at least once within each five years.

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

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

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.

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 AdvancED 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 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 shall be included within the continuous improvement requirements of Section 009 of this Chapter for the district in which the priority school is located.

010 Accountability Reporting for School Systems and Accountability System for Public Schools and 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, school system demographics, school improvement goals and progress and, in the case of public

schools, financial information. School systems report the information in accordance with the policy in 010.01B.

010.01B The school system has a written policy for annually preparing and distributing the performance report(s) required in Section 010.01A to the residents of the district or, in the case of nonpublic schools, to the appropriate body. The policy assures that individual test scores are kept confidential. If the school has fewer than ten students in the grades being reported, or if reporting would allow for the identification of students because they all had comparable scores, no public reports of student performance are provided for those grades.

010.02 Accountability System for Public Schools and School Districts

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

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

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

010.02B Designation of Priority Schools. The Board 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 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 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 shall take into consideration public school and 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 districts pursuant to Subsections 005.02 through 005.02C, 009.01A and 009.01B in this Chapter; and,

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

010.02C Intervention Team.

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

010.02C2 The Intervention Team shall assist the superintendent and staff of the 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 school district containing the priority school, shall develop a Progress Plan for approval by the Board. The Progress Plan 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 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;

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 shall assist the superintendent and staff of the 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 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 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 shall annually review and make a recommendation to the Board on each priority school's Progress Plan. The Board shall determine, based on the recommendation of the Commissioner or his or her designee, whether any modifications to the plan are needed. Such modifications shall be incorporated into the plan immediately upon such a determination. The school's priority designation 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 shall reevaluate the Progress Plan to determine, based on the recommendation of the Commissioner or his or her designee, if:

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 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 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 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 school district containing a priority school 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.

011.01D The school system's safety and security plan(s) are reviewed annually by one or more persons not on the local school system safety committee and not an employee of the school system. This review will include a visit to school buildings to analyze plans, policies, procedures, and practices and provide recommendations. Any recommendations made as a result of the analysis are forwarded to the head administrator and to the school safety and security committee to be considered in making revisions to the plan.

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

011.01F Each school system shall develop and adopt a policy concerning bullying prevention and education for all students. The school system shall review the policy annually.

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

012 School System Governance.

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

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

012.01B The school system has a written policy which assures that each school will meet the statutory requirement of at least 400 hours for kindergarten, at least 1,032 hours for students up through grade eight, and at least 1,080 hours for students in grades nine through twelve. The policy(ies) or regulations stipulate the conditions for which individual students may be excused from the regular school day.

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

013 Waivers and Plans.

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

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

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

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

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

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

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

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

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

013.04 The Board recognizes the need for public special purpose school systems, such as schools operated expressly for students with disabilities or schools operating within the confines of correctional facilities. If such a school system can demonstrate that a requirement of this Chapter is not educationally necessary or appropriate for the students

in attendance, or is in conflict with state or federal laws or regulations governing facilities operation, the Board may waive such requirement.

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

014 Loss of Accreditation.

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

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

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

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

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

014.05A School systems having an uncorrected violation may submit a written plan to the Department by February 1 for correcting the violation before the following school year. Such plans may be approved by the Board if evidence provided indicates that the violation occurred after August 1, and the violation could not reasonably be corrected immediately before or during the current school year. Written evidence of the correction must be submitted to the Department by the following September 1.

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

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

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

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

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

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

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

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

014.08 Provisions for Notice and Hearing.

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

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

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

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

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

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

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

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

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

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

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

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

APPENDICES

Appendix A: 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 4.1.1Concepts 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 7.1.1Concepts 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.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 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 + __ = 7, then 7- 3 = __.)

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 3.1.1c 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 ½, ⅓, or ¼

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 x 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 x 4 = 12 then 12 ÷ 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 x 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 x 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 ½ 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 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 ½ 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 ≥, ≤ 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 = Δ * 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 x 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 ¼ 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 + n), (2 * 3) * 4 = 2 * (3 * n))

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 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 x 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., 2/3 x 6 as two-thirds of six, or 6 x 2/3 as 6 groups of two-thirds, or 6 ÷ 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., $\overleftrightarrow{\mathbf{AB}}$, $\overrightarrow{\mathbf{PR}}$, $\mathbf{< LMN}$)

MA 7.2.2 Coordinate Geometry: Students will specify locations and describe relationships using coordinate geometry.

MA 7.2.2.a Plot the location of an ordered pair in the coordinate plane

MA 7.2.2.b Identify the quadrant of a given point in the coordinate plane

MA 7.2.2.c Find the distance between points along horizontal and vertical lines of a coordinate plane (e.g., what is the distance between (0, 3) and (0, 9))

MA 7.2.3 Transformations: Students will use transformations and symmetry to analyze geometric shapes.

MA 7.2.3.a Identify lines of symmetry for a reflection

MA 7.2.3.b Perform and describe positions and orientation of shapes under a single transformation (e.g., translation, rotation, reflection) on a coordinate plane

MA 7.2.4 Spatial Modeling: Students will use visualization to create geometric models in solving problems.

MA 7.2.4.a Identify the shapes that make up the three-dimensional object

MA 7.2.4.b Create two-dimensional representations of three-dimensional objects to visualize and solve problems (e.g., perspective drawing of surface area)

MA 7.2.4.c Draw angles to given degree

MA 7.2.5 Measurement: Students will select and apply appropriate procedures, tools, and formulas to determine measurements.

MA 7.2.5.a Measure angles to the nearest degree

MA 7.2.5.b Determine the area of trapezoids and circles, and the circumference of circles

MA 7.2.5.c Recognize the inverse relationship between the size of a unit and the number of units used when measuring

MA 7.3 Students will communicate algebraic concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.

MA 7.3.1 Relationships: Students will represent and analyze relationships using algebraic symbols.

MA 7.3.1.a Describe and create algebraic expressions from words, tables, and graphs

MA 7.3.1.b Use a variable to describe a situation with an inequality (e.g., one-step, one variable)

MA 7.3.1.c Recognize and generate equivalent forms of simple algebraic expressions

MA 7.3.2 Modeling in Context: Students will create, use, and interpret models of quantitative relationships.

MA 7.3.2.a Model contextualized problems using various representations (e.g., one-step/variable expressions, one-step/variable equations)

MA 7.3.2.b Represent a variety of quantitative relationships using algebraic expressions and one-step equations

MA 7.3.3 Procedures: Students will apply properties to solve equations and inequalities.

MA 7.3.3.a Explain additive inverse of addition (e.g., 7 + -7 = 0)

MA 7.3.3.b Use symbolic representation of the distributive property (e.g., 2(x + 3) = 2x + 6)

MA 7.3.3.c Given the value of the variable(s), evaluate algebraic expressions with respect to order of operations

MA 7.3.3.d Solve two-step equations involving integers and positive rational numbers

MA 7.3.3.e Solve one-step inequalities involving positive rational numbers

MA 7.3.3.f Identify and explain the properties used in solving two-step equations (e.g., addition, subtraction, multiplication and division)

MA 7.4 Students will communicate data analysis/probability concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.

MA 7.4.1 Display and Analysis: Students will formulate questions that can be addressed with data and then organize, display, and analyze the relevant data to answer their questions.

MA 7.4.1.a Analyze data sets and interpret their graphical representations

MA 7.4.1.b Find and interpret mean, median, mode, and range for sets of data

MA 7.4.1.c Explain the difference between a population and a sample

MA 7.4.1.d List biases that may be created by various data collection processes

MA 7.4.1.e Formulate a question about a characteristic within one population that can be answered by simulation or a survey

MA 7.4.2 Predictions and Inferences: Students will evaluate predictions and make inferences based on data.

MA 7.4.2.a Determine if data collected from a sample can be used to make predictions about a population

MA 7.4.3 Probability: Students will apply and interpret basic concepts of probability.

MA 7.4.3.a Find the probability of independent compound events (e.g., tree diagram, organized list)

MA 7.4.3.b Compare and contrast theoretical and experimental probabilities

Nebraska Mathematics Standards – Grade 8

MA 8.1 Students will communicate number sense concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.

MA 8.1.1 Number System: Students will represent and show relationships among real numbers.

MA 8.1.1.a Compare and order real numbers

MA 8.1.1.b Demonstrate relative position of real numbers on the number line (e.g., square root of 2 is left of 1.5)

MA 8.1.1.c Represent small numbers using scientific notation

MA 8.1.1.d Classify numbers as natural, whole, integer, rational, irrational, or real

MA 8.1.2 Operations: Students will demonstrate the meaning of arithmetic operations with integers.

MA 8.1.2.a Use drawings, words, and symbols to explain the meaning of addition, subtraction, multiplication, and division of integers.

MA 8.1.2.b Use words and symbols to explain the zero property of multiplication (e.g., if ab = 0 then a or b or both must be zero)

MA 8.1.2.c Use words and symbols to explain why division by zero is undefined

MA 8.1.3 Computation: Students will compute fluently and accurately using appropriate strategies and tools.

MA 8.1.3.a Compute accurately with rational numbers

MA 8.1.3.b Evaluate expressions involving absolute value of integers

MA 8.1.3.c Calculate squares of integers, the square roots of perfect squares, and the square roots of whole numbers using technology

MA 8.1.3.d Select, apply, and explain the method of computation when problem solving using rational numbers (e.g., models, mental computation, paper-pencil, technology, divisibility rules)

MA 8.1.3.e Solve problems involving ratios and proportions (e.g., $\frac{x}{5} = \frac{10}{17}$)

MA 8.1.4 Estimation: Students will estimate and check reasonableness of answers using appropriate strategies and tools.

MA 8.1.4.a Use estimation methods to check the reasonableness of solutions for problems involving rational numbers

MA 8.2 Students will communicate geometric concepts and measurement concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.

MA 8.2.1 Characteristics: Students will describe, compare, and contrast characteristics, properties, and relationships of geometric shapes and objects.

MA 8.2.1.a Identify and describe similarity of three-dimensional objects

MA 8.2.1.b Compare and contrast relationships between similar and congruent objects

MA 8.2.1.c Identify geometric properties of parallel lines cut by a transversal and related angles (e.g., perpendicular and parallel lines with transversals) and angles (e.g., corresponding, alternate interior, alternate exterior)

MA 8.2.1.d Identify pairs of angles (e.g., adjacent, complementary, supplementary, vertical)

MA 8.2.1.e Examine the relationships of the interior angles of a triangle (e.g., the sum of the angles is 180 degrees)

MA 8.2.2 Coordinate Geometry: Students will specify locations and describe relationships using coordinate geometry.

MA 8.2.2.a Use coordinate geometry to represent and examine the properties of rectangles and squares using horizontal and vertical segments

MA 8.2.3 Transformations: Students will perform transformations and use them to analyze the orientation and size of geometric shapes.

MA 8.2.3.a Identify the similarity of dilated shapes

MA 8.2.3.b Perform and describe positions and sizes of shapes under dilations (e.g., scale factor, ratios)

MA 8.2.4 Spatial Modeling: Students will use visualization, spatial reasoning, and geometric modeling to solve problems.

MA 8.2.4.a Draw geometric objects with specified properties (e.g., parallel sides, number of sides, angle measures, number of faces)

MA 8.2.5 Measurement: Students will select and apply appropriate procedures, tools, and formulas to determine measurements.

MA 8.2.5.a Use strategies to find the perimeter and area of complex shapes

MA 8.2.5.b Determine surface area and volume of three-dimensional objects (e.g., rectangular prisms, cylinders)

MA 8.2.5.c Apply the Pythagorean theorem to find missing lengths in right triangles and to solve problems

MA 8.2.5.d Use scale factors to find missing lengths in similar shapes

MA 8.2.5.e Convert between metric and standard units of measurement, given conversion factors (e.g., meters to yards)

MA 8.3 Students will communicate algebraic concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.

MA 8.3.1 Relationships: Students will represent and analyze relationships using algebraic symbols.

MA 8.3.1.a Represent and analyze a variety of patterns with tables, graphs, words, and algebraic equations

MA 8.3.1.b Describe relationships using algebraic expressions, equations, and inequalities (e.g., two-step, one variable)

MA 8.3.1.c Identify constant slope from tables and graphs

MA 8.3.2 Modeling in Context: Students will create, use, and interpret models of quantitative relationships.

MA 8.3.2.a Model contextualized problems using various representations (e.g., two-step/one variable equations)

MA 8.3.2.b Represent a variety of quantitative relationships using algebraic expressions and two-step/one variable equations

MA 8.3.3 Procedures: Students will apply properties to solve equations and inequalities.

MA 8.3.3.a Explain the multiplicative inverse (e.g., 4 * ¼= 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, ½, $3^2 * 3^2 = 3^4$)

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 π (pi) is approximately 31.4, square and cube roots)

MA 12.1.4.b Distinguish relevant from irrelevant information, identify missing information and either find what is needed or make appropriate estimates

MA 12.2 Students will communicate geometric concepts and measurement concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.

MA 12.2.1 Characteristics: Students will analyze characteristics, properties, and relationships among geometric shapes and objects.

MA12.2.1.a Identify and explain the necessity of and give examples of definitions and theorems

MA 12.2.1.b Analyze properties and relationships among classes of two and three dimensional geometric objects using inductive reasoning and counterexamples

MA 12.2.1 c State and prove geometric theorems using deductive reasoning (e.g., parallel lines with transversals, congruent triangles, similar triangles)

MA 12.2.1.d Apply geometric properties to solve problems (e.g., parallel lines, line transversals, similar triangles, congruent triangles, proportions)

MA 12.2.1.e Identify and apply right triangle relationships (e.g., sine, cosine, tangent, special right triangles, converse of Pythagorean Theorem)

MA 12.2.1.f Recognize that there are geometries, other than Euclidean geometry, in which the parallel postulate is not true

MA12.2.1.g Know the definitions and basic properties of a circle and use them to prove basic theorems and solve problems

MA 12.2.2 Coordinate Geometry: Student will use coordinate geometry to analyze and describe relationships in the coordinate plane.

MA 12.2.2.a Use coordinate geometry to analyze geometric situations (e.g., parallel lines, perpendicular lines, circle equations)

MA 12.2.2.b Apply the midpoint formula

MA 12.2.2.c Apply the distance formula

MA 12.2.2.d Prove special types of triangles and quadrilaterals (e.g., right triangles, isosceles trapezoid, parallelogram, rectangle, square)

MA 12.2.3 Transformations: Students will apply and analyze transformations.

MA 12.2.3.a Explain and justify the effects of simple transformations on the ordered pairs of two-dimensional shapes

MA 12.2.3.b Perform and describe multiple transformations

MA 12.2.4 Spatial Modeling: Students will use visualization, spatial reasoning, and geometric modeling to solve problems.

MA 12.2.4.a Sketch and draw appropriate representations of geometric objects using ruler, protractor, or technology

MA 12.2.4.b Use geometric models to visualize, describe, and solve problems (e.g., find the height of a tree; find the amount of paint needed for a room; scale model)

MA 12.2.5 Measurement: Students will apply the units, systems, and formulas to solve problems.

MA 12.2.5.a Use strategies to find surface area and volume of complex objects

MA 12.2.5.b Apply appropriate units and scales to solve problems involving measurement

MA 12.2.5.c Convert between various units of area and volume, such as square feet to square yards

MA 12.2.5.d Convert equivalent rates (e.g., feet/second to miles/hour)

MA 12.2.5.e Find arc length and area of sectors of a circle

MA 12.2.5.f Determine surface area and volume of three-dimensional objects (e.g., spheres, cones, pyramids)

MA12.2.5.g Know that the effect of a scale factor k on length, area and volume is to multiply each by k, k^2 and k^3, respectively

MA 12.3 Students will communicate algebraic concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.

MA 12.3.1 Relationships: Students will generalize, represent, and analyze relationships using algebraic symbols.

NON LINEAR FUNCTIONS INCLUDE: QUADRATIC, ABSOLUTE VALUE, SQUARE ROOT, EXPOTENTIAL

MA 12.3.1.a Represent, interpret, and analyze functions with graphs, tables, and algebraic notation and convert among these representations (e.g., linear, non-linear)

MA 12.3.1.b Identify domain and range of functions represented in either symbolic or graphical form (e.g., linear, non-linear)

MA 12.3.1.c Identify the slope and intercepts of a linear relationship from an equation or graph

MA 12.3.1.d Identify characteristics of linear and non-linear functions

MA 12.3.1.e Graph linear and non-linear functions

MA 12.3.1.f Compare and analyze the rate of change by using ordered pairs, tables, graphs, and equations

MA 12.3.1.g Graph and interpret linear inequalities

MA 12.3.1.h Represent, interpret, and analyze functions and their inverses

MA 12.3.1.i Determine if a relation is a function

MA 12.3.2 Modeling in Context: Students will model and analyze quantitative relationships.

CONTEXTUALIZED PROBLEM – A MATHEMATICAL SITUATION PLACED IN A PARTICULAR CONTEXT (E.G., USING WORDS, DIAGRAMS, TABLES, DRAWINGS, ETC.)

MA 12.3.2.a Model contextualized problems using various representations (e.g., graphs, tables, one variable equalities, one variable inequalities, linear equations in slope intercept form, inequalities in slope intercept form, system of linear equations with two variables)

MA 12.3.2.b Represent a variety of quantitative relationships using linear equations and one variable inequalities

MA 12.3.2.c Analyze situations to determine the type of algebraic relationship (e.g., linear, nonlinear)

MA 12.3.2.d Model contextualized problems using various representations for non-linear functions (e.g., quadratic, exponential, square root, and absolute value)

MA 12.3.3 Procedures: Students will represent and solve equations and inequalities.

MA 12.3.3.a Explain/apply the reflexive, symmetric, and transitive properties of equality

MA 12.3.3.b Simplify algebraic expressions involving exponents (e.g., $(3x^4)^2$)

MA 12.3.3.c Add and subtract polynomials

MA 12.3.3.d Multiply and divide polynomials
(e.g., divide $x^3 - 8$ by $x - 2$, divide $x^4 - 5x^3 - 2x$ by x^2)

MA 12.3.3.e Factor polynomials

MA 12.3.3.f Identify and generate equivalent forms of linear equations

MA 12.3.3.g Solve linear equations and inequalities including absolute value

MA 12.3.3.h Identify and explain the properties used in solving equations and inequalities

MA 12.3.3.i Solve quadratic equations (e.g., factoring, graphing, quadratic formula)

MA 12.3.3.j Add, subtract, and simplify rational expressions

MA 12.3.3.k Multiply, divide, and simplify rational expressions

MA 12.3.3.l Evaluate polynomial and rational expressions and expressions containing radicals and absolute values at specified values of their variables

MA 12.3.3.m Derive and use the formulas for the general term and summation of finite arithmetic and geometric series

MA 12.3.3.n Combine functions by composition, as well as by addition, subtraction, multiplication, and division

MA 12.3.3.o Solve an equation involving several variables for one variable in terms of the others

MA 12.3.3.p Analyze and solve systems of two linear equations in two variables algebraically and graphically

MA 12.4 Students will communicate data analysis/probability concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.

MA 12.4.1 Display and Analysis: Students will formulate a question and design a survey or an experiment in which data is collected and displayed in a variety of formats, then select and use appropriate statistical methods to analyze the data.

MA 12.4.1.a Interpret data represented by the normal distribution and formulate conclusions

MA 12.4.1.b Compute, identify, and interpret measures of central tendency (mean, median, mode) when provided a graph or data set

MA 12.4.1.c Explain how sample size and transformations of data affect measures of central tendency

MA 12.4.1.d Describe the shape and determine spread (variance, standard deviation) and outliers of a data set

MA 12.4.1.e Explain how statistics are used or misused in the world

MA 12.4.1.f Create scatter plots, analyze patterns, and describe relationships in paired data

MA 12.4.1.g Explain the impact of sampling methods, bias, and the phrasing of questions asked during data collection and the conclusions that can rightfully be made

MA 12.4.1.h Explain the differences between randomized experiment and observational studies

MA 12.4.2 Predictions and Inferences: Students will develop and evaluate inferences to make predictions.

MA 12.4.2.a Compare data sets and evaluate conclusions using graphs and summary statistics

MA 12.4.2.b Support inferences with valid arguments

MA 12.4.2.c Develop linear equations for linear models to predict unobserved outcomes using regression line and correlation coefficient

MA 12.4.2.d Recognize when arguments based on data confuse correlation with causation

MA 12.4.3 Probability: Students will apply and analyze concepts of probability.

MA 12.4.3.a Construct a sample space and a probability distribution

MA 12.4.3.b Identify dependent and independent events and calculate their probabilities

MA 12.4.3.c Use the appropriate counting techniques to determine the probability of an event (e.g., combinations, permutations)

MA 12.4.3.d Analyze events to determine if they are mutually exclusive

MA 12.4.3.e Determine the relative frequency of a specified outcome of an event to estimate the probability of the outcome

The State Board of Education adopted these Science Standards on October 6, 2010, pursuant to the requirements of 79-760.01 R.R.S.

GENERAL INFORMATION

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

Scope and Application of this Appendix. This Appendix provides science (inquiry and the nature of science, physical, life, and earth and space sciences) state academic content standards for use under the provisions of, and pursuant to, the Quality Education Accountability Act (Sections 79-757 to 79-762 R.R.S.), and the requirements for this Chapter.

K-12 Comprehensive Content Standards. The comprehensive content standards identify broad K-12 learning standards related to inquiry and the nature of science, physical, life, and earth and space sciences.

Grade Level Standards. The science standards have been written for the grade spans of K-2, 3-5, 6-8, and 9-12. The grade level standards represent the critical content for students to know and be able to do by the end of the grade listed at the end of each span.

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

NEBRASKA SCIENCE STANDARDS – Grades K-2

SC 1: INQUIRY, THE NATURE OF SCIENCE, AND TECHNOLOGY

Students will combine scientific processes and knowledge with scientific reasoning and critical thinking to ask questions about phenomena and propose explanations based on gathered evidence.

1.1. Abilities to do Scientific Inquiry

2.1.1 Students will ask questions and conduct investigations that lead to observations and communication of findings.

Scientific Questioning

2.1.1.a Ask questions that relate to a science topic

Scientific Investigations

2.1.1.b Conduct simple investigations

Scientific Tools

2.1.1.c Select and use simple tools appropriately

Scientific Observations

2.1.1.d Describe objects, organisms, or events using pictures, words, and numbers

Scientific Data Collection

2.1.1.e Collect and record observations

Scientific Communication

2.1.1.f Use drawings and words to describe and share observations with others

Mathematics

2.1.1.g Use appropriate mathematics in all aspects of scientific inquiry

SC 2: PHYSICAL SCIENCE

Students will integrate and communicate the information, concepts, principles, processes, theories, and models of the Physical Sciences to make connections with the natural and engineered world.

2.1. Matter

2.2.1 Students will observe and describe properties of objects and their behavior.

Properties and Structure of Matter

2.2.1.a Observe physical properties of objects (freezing and melting, sinking and floating, color, size, texture, shape, weight)

2.2.1.b Separate and sort objects by physical attributes

2.2.1.c Measure objects using standard and non-standard units

States of Matter

2.2.1.d Identify solids and liquids and recognize that liquids take the shape of their container

2.2. Force and Motion

2.2.2 Students will compare relative position and motion of objects.

Motion

2.2.2.a State location and/or motion relative to another object or its surroundings (in front of, behind, between, over, under, faster, slower, forward and backward, up and down)

2.2.2.b Describe how objects move in many different ways (straight, zigzag, round and round, back and forth, and fast and slow)

SC 3: LIFE SCIENCE

Students will integrate and communicate the information, concepts, principles, processes, theories, and models of the Life Sciences to make connections with the natural and engineered world.

3.1. Structure and Function of Living Systems

2.3.1 Students will investigate the characteristics of living things.

Characteristics of Life

2.3.1.a Differentiate between living and nonliving things

Characteristics of Living Organisms

2.3.1.b Identify the basic needs of living things (food, water, air, space, shelter)

2.3.1.c Identify external parts of plants and animals

2.3.1.d Observe and match plants and animals to their distinct habitats

3.2. Heredity

2.3.2 Students will recognize changes in living things.

Inherited Traits

2.3.2.a Describe how offspring resemble their parents

Reproduction

2.3.2.b Describe how living things change as they grow

3.4. Biodiversity

2.3.4 Students will recognize changes in organisms

Biological Adaptations

2.3.4.a Recognize seasonal changes in animals and plants

SC 4: EARTH AND SPACE SCIENCES

Students will integrate and communicate the information, concepts, principles, processes, theories, and models of Earth and Space Sciences to make connections with the natural and engineered world.

4.1. Earth in Space

2.4.1 Students will observe and identify objects of the sky.

Objects in the Sky and Universe

2.4.1.a Identify objects in the sky (the Sun, the Moon, the stars) and when they are observable

Motion of Objects in the Solar System

2.4.1.b Identify objects that appear to move in the sky (the Sun, the Moon, stars)

4.2. Earth Structures and Processes

2.4.2 Students will observe, identify, and describe characteristics of Earth's materials.

Properties of Earth Materials

2.4.2.a Describe Earth materials (sand, soil, rocks, water)

Use of Earth Materials

2.4.2.b Recognize ways in which individuals and families can conserve Earth's resources by reducing, reusing, and recycling

4.3. Energy in Earth's Systems

2.4.3 Students will observe simple patterns of change on Earth.

Energy Sources

2.4.3.a Observe that the Sun provides heat and light

Weather and Climate

2.4.3.b Observe and describe simple daily changes in weather

2.4.3.c Describe simple seasonal weather indicators and how they impact student choices (activities, clothing)

NEBRASKA SCIENCE STANDARDS – GRADES 3-5

SC 1: INQUIRY, THE NATURE OF SCIENCE, AND TECHNOLOGY

Students will combine scientific processes and knowledge with scientific reasoning and critical thinking to ask questions about phenomena and propose explanations based on gathered evidence.

1.1. Abilities to do Scientific Inquiry

5.1.1 Students will plan and conduct investigations that lead to the development of explanations.

Scientific Questioning

5.1.1.a Ask testable scientific questions

Scientific Investigations

5.1.1.b Plan and conduct investigations and identify factors that have the potential to impact an investigation

Scientific Tools

5.1.1.c Select and use equipment correctly and accurately

Scientific Observations

5.1.1.d Make relevant observations and measurements

Scientific Data Collection

5.1.1.e Collect and organize data

Scientific Interpretations, Reflections, and Applications

5.1.1.f Develop a reasonable explanation based on collected data

Scientific Communication

5.1.1.g Share information, procedures, and results with peers and/or adults

5.1.1.h Provide feedback on scientific investigations

Mathematics

5.1.1.i Use appropriate mathematics in all aspects of scientific inquiry

1.2. Nature of Science

5.1.2 Students will describe how scientists go about their work.

Scientific Knowledge

5.1.2.a Recognize that scientific explanations are based on evidence and scientific knowledge

Science and Society

5.1.2.b Recognize that new discoveries are always being made which impact scientific knowledge

Science as a Human Endeavor

5.1.2.c Recognize many different people study science

1.3. Technology

5.1.3 Students will solve a simple design problem.

Abilities to do Technical Design

5.1.3.a Identify a simple problem

5.1.3.b Propose a solution to a simple problem

5.1.3.c Implement the proposed solution

5.1.3.d Evaluate the implementation

5.1.3.e Communicate the problem, design, and solution

SC 2: PHYSICAL SCIENCE

Students will integrate and communicate the information, concepts, principles, processes, theories, and models of the Physical Sciences to make connections with the natural and engineered world.

2.1. Matter

5.2.1 Students will explore and describe the physical properties of matter and its changes

Properties and Structure of Matter

5.2.1.a Identify mixtures and pure substances

5.2.1.b Identify physical properties of matter (color, odor, elasticity, weight, volume)

5.2.1.c Use appropriate metric measurements to describe physical properties

States of Matter

5.2.1.d Identify state changes caused by heating and cooling solids, liquids, and gases

2.2. Force and Motion

5.2.2 Students will identify the influence of forces on motion.

Motion

5.2.2.a Describe motion by tracing and measuring an object's position over a period of time (speed)

Forces/Newton's 2nd law

5.2.2.b Describe changes in motion due to outside forces (push, pull, gravity)

Universal Forces

5.2.2.c Describe magnetic behavior in terms of attraction and repulsion

2.3. Energy

5.2.3 Students will observe and identify signs of energy transfer.

Sound/Mechanical Waves

5.2.3.a Recognize that sound is produced from vibrating objects; the sound can be changed by changing the vibration

Light

5.2.3.b Recognize that light travels in a straight line and can be reflected by an object (mirror)

5.2.3.c Recognize that light can travel through certain materials and not others (transparent, translucent, opaque)

Heat

5.2.3.d Identify ways to generate heat (friction, burning, incandescent light bulb)

5.2.3.e Identify materials that act as thermal conductors or insulators

Electricity/Magnetism

5.2.3.f Recognize that the transfer of electricity in an electrical circuit requires a closed loop

SC 3: LIFE SCIENCE

Students will integrate and communicate the information, concepts, principles, processes, theories, and models of the Life Sciences to make connections with the natural and engineered world.

3.1. Structure and Function of Living Systems

5.3.1 Students will investigate and compare the characteristics of living things.

Characteristics of Life

5.3.1.a Compare and contrast characteristics of living and nonliving things

Characteristics of Living Organisms

5.3.1.b Identify how parts of plants and animals function to meet basic needs (e.g., leg of an insect helps an insect move, root of a plant helps the plant obtain water)

3.2. Heredity

5.3.2 Students will identify variations of inherited characteristics and life cycles.

Inherited Traits

5.3.2.a Identify inherited characteristics of plants and animals

Reproduction

5.3.2.b Identify the life cycle of an organism

3.3. Flow of Matter and Energy in Ecosystems

5.3.3 Students will describe relationships within an ecosystem.

Flow of Energy

5.3.3.a Diagram and explain a simple food chain beginning with the Sun

5.3.3.b Identify the role of producers, consumers, and decomposers in an ecosystem

Ecosystems

5.3.3.c Recognize the living and nonliving factors that impact the survival of organisms in an ecosystem

Impact on Ecosystems

5.3.3.d Recognize all organisms cause changes, some beneficial and some detrimental, in the environment where they live

3.4. Biodiversity

5.3.4 Students will describe changes in organisms over time.

Biological Adaptations

5.3.4.a Describe adaptations made by plants or animals to survive environmental changes

SC 4: EARTH AND SPACE SCIENCES

Students will integrate and communicate the information, concepts, principles, processes, theories, and models of Earth and Space Sciences to make connections with the natural and engineered world.

4.1. Earth in Space

5.4.1 Students will observe and describe characteristics, patterns, and changes in the sky.

Objects in the Sky and Universe

5.4.1.a Recognize that the observed shape of the Moon changes from day to day during a one month period

Motion of Objects in the Solar System

5.4.1.b Recognize the motion of objects in the sky (the Sun, the Moon, stars) change over time in recognizable patterns

4. 2. Earth Structures and Processes

5.4.2 Students will observe and describe Earth's materials, structure, and processes.

Properties of Earth Materials

5.4.2.a Describe the characteristics of rocks, minerals, soil, water, and the atmosphere

Earth's Processes

5.4.2.b Identify weathering, erosion, and deposition as processes that build up or break down Earth's surface

Use of Earth Materials

5.4.2.c Identify how Earth materials are used (fuels, building materials, sustaining plant life)

4.3. Energy in Earth's Systems

5.4.3 Students will observe and describe the effects of energy changes on Earth.

Energy Sources

5.4.3.a Describe the Sun's warming effect on the land and water

Weather and Climate

5.4.3.b Observe, measure, and record changes in weather (temperature, wind direction and speed, precipitation)

5.4.3.c Recognize the difference between weather, climate, and seasons

4.4. Earth's History

5.4.4 Students will describe changes in Earth.

Past/Present Earth

5.4.4.a Describe how slow processes (erosion, weathering, deposition) and rapid processes (landslides, volcanic eruptions, earthquakes) change Earth's surface

NEBRASKA SCIENCE STANDARDS – Grades 6-8

SC 1: INQUIRY, THE NATURE OF SCIENCE, AND TECHNOLOGY

Students will combine scientific processes and knowledge with scientific reasoning and critical thinking to ask questions about phenomena and propose explanations based on gathered evidence.

1.1. Abilities to do Scientific Inquiry

8.1.1 Students will design and conduct investigations that will lead to descriptions of relationships between evidence and explanations.

Scientific Questioning

8.1.1.a Formulate testable questions that lead to predictions and scientific investigations

Scientific Investigations

8.1.1.b Design and conduct logical and sequential investigations including repeated trials

Scientific Controls and Variables

8.1.1.c Determine controls and use dependent (responding) and independent (manipulated) variables

Scientific Tools

8.1.1.d Select and use equipment appropriate to the investigation, demonstrate correct techniques

Scientific Observations

8.1.1.e Make qualitative and quantitative observations

Scientific Data Collection

8.1.1.f Record and represent data appropriately and review for quality, accuracy, and relevancy

Scientific Interpretations, Reflections, and Applications

8.1.1.g Evaluate predictions, draw logical inferences based on observed patterns/relationships, and account for non-relevant information

Scientific Communication

8.1.1.h Share information, procedures, results, and conclusions with appropriate audiences

8.1.1.i Analyze and provide appropriate critique of scientific investigations

Mathematics

8.1.1.j Use appropriate mathematics in all aspects of scientific inquiry

1.2. Nature of Science

8.1.2 Students will apply the nature of science to their own investigations.

Scientific Knowledge

8.1.2.a Recognize science is an ongoing process and the scientific community accepts and uses explanations until they encounter new experimental evidence not matching existing explanations

Science and Society

8.1.2.b Describe how scientific discoveries influence and change society

Science as a Human Endeavor

8.1.2.c Recognize scientists from various cultures have made many contributions to explain the natural world

1.3. Technology

8.1.3 Students will solve a design problem which involves one or two science concepts.

Abilities to do Technical Design

8.1.3.a Identify problems for technical design

8.1.3.b Design a solution or product

8.1.3.c Implement the proposed design

8.1.3.d Evaluate completed technological designs or products

8.1.3.e Communicate the process of technical design

Understanding of Technical Design

8.1.3.f Distinguish between scientific inquiry (asking questions about the natural world) and technological design (using science to solve practical problems)

8.1.3.g Describe how science and technology are reciprocal

8.1.3.h Recognize that solutions have intended and unintended consequences

8.1.3.i Compare and contrast the reporting of scientific knowledge and the reporting of technological knowledge

SC 2: PHYSICAL SCIENCE

Students will integrate and communicate the information, concepts, principles, processes, theories, and models of the Physical Sciences to make connections with the natural and engineered world.

2.1. Matter

8.2.1 Students will identify and describe the particulate nature of matter including physical and chemical interactions.

Properties and Structure of Matter

8.2.1.a Compare and contrast elements, compounds, and mixtures

8.2.1.b Describe physical and chemical properties of matter

States of Matter

8.2.1.c Recognize most substances can exist as a solid, liquid, or gas depending on temperature

8.2.1.d Compare and contrast solids, liquids, and gases based on properties of these states of matter

Physical and Chemical Changes

8.2.1.e Distinguish between physical and chemical changes (phase changes, dissolving, burning, rusting)

8.2.1.f Recognize conservation of matter in physical and chemical changes

Classification of Matter

8.2.1.g Classify substances into similar groups based on physical properties

2.2. Force and Motion

8.2.2 Students will investigate and describe forces and motion.

Motion

8.2.2.a Describe motion of an object by its position and velocity

Inertia/Newton's 1st law

8.2.2.b Recognize an object that is not being subjected to a force will continue to move at a constant speed in a straight line or stay at rest (Newton's 1st law)

Forces/Newton's 2nd law

8.2.2.c Compare the motion of objects related to the effects of balanced and unbalanced forces

Universal Forces

8.2.2.d Recognize that everything on or around Earth is pulled towards Earth's center by gravitational force

2.3. Energy

8.2.3 Students will identify and describe how energy systems and matter interact.

Sound/Mechanical Waves

8.2.3.a Recognize that vibrations set up wave-like disturbances that spread away from the source (sound, seismic, water waves)

8.2.3.b Identify that waves move at different speeds in different materials

Light

8.2.3.c Recognize that light interacts with matter by transmission (including refraction), absorption, or scattering (including reflection)

8.2.3.d Recognize that to see an object, light from the surface of the object must enter the eye; the color seen depends on the properties of the surface and the color of the available light sources

Heat

8.2.3.e Recognize that heat moves from warmer objects to cooler objects until both reach the same temperature

Conservation

8.2.3.f Describe transfer of energy from electrical and magnetic sources to different energy forms (heat, light, sound, chemical)

8.2.3.g Recognize all energy is neither created nor destroyed

SC 3: LIFE SCIENCE

Students will integrate and communicate the information, concepts, principles, processes, theories, and models of the Life Sciences to make connections with the natural and engineered world.

3.1. Structure and Function of Living Systems

8.3.1 Students will investigate and describe the structure and function of living organisms.

Characteristics of Life

8.3.1.a Recognize the levels of organization in living organisms (cells, tissues, organs, organ systems, organisms)

Cellular Composition of Organisms

8.3.1.b Recognize that all organisms are composed of one or many cells; that these cells must grow, divide, and use energy; and that all cells function similarly

8.3.1.c Recognize specialized cells perform specialized functions in multicellular organisms

8.3.1.d Identify the organs and functions of the major systems of the human body and describe ways that these systems interact with each other

Behavior

8.3.1.e Describe how plants and animals respond to environmental stimuli

3.2. Heredity

8.3.2 Students will investigate and describe the relationship between reproduction and heredity.

Inherited Traits

8.3.2.a Recognize that hereditary information is contained in genes within the chromosomes of each cell

Reproduction

8.3.2.b Compare and contrast sexual and asexual reproduction

3.3. Flow of Matter and Energy in Ecosystems

8.3.3 Students will describe populations and ecosystems.

Flow of Energy

8.3.3.a Diagram and explain the flow of energy through a simple food web

8.3.3.b Compare the roles of producers, consumers, and decomposers in an ecosystem

Ecosystems

8.3.3.c Recognize that producers transform sunlight into chemical energy through photosynthesis

8.3.3.d Determine the biotic and abiotic factors that impact the number of organisms an ecosystem can support

8.3.3.e Recognize a population is all the individuals of a species at a given place and time

8.3.3.f Identify symbiotic relationships among organisms

Impact on Ecosystems

8.3.3.g Identify positive and negative effects of natural and human activity on an ecosystem

3.4. Biodiversity

8.3.4 Students will identify characteristics of organisms that help them survive.

Biological Adaptations

8.3.4.a Describe how an inherited characteristic enables an organism to improve its survival rate

Biological Evolution

8.3.4.b Recognize the extinction of a species is caused by the inability to adapt to an environmental change

8.3.4.c Use anatomical features of an organism to infer similarities among other organisms

SC 4: EARTH AND SPACE SCIENCES

Students will integrate and communicate the information, concepts, principles, processes, theories, and models of Earth and Space Sciences to make connections with the natural and engineered world.

4.1. Earth in Space

8.4.1 Students will investigate and describe Earth and the solar system.

Objects in the Sky and Universe

8.4.1.a Describe the components of the solar system (the Sun, planets, moons, asteroids, comets)

Motion of Objects in the Solar System

8.4.1.b Describe the relationship between motion of objects in the solar system and the phenomena of day, year, eclipses, phases of the Moon and seasons

Gravitational Effects

8.4.1.c Describe the effects of gravity on Earth (tides) and the effect of gravity on objects in the solar system

4.2. Earth Structures and Processes

8.4.2 Students will investigate and describe Earth's structure, systems, and processes.

Properties of Earth Materials

8.4.2.a Describe the layers of Earth (core, mantle, crust, atmosphere)

8.4.2.b Describe the physical composition of soil

8.4.2.c Describe the mixture of gases in Earth's atmosphere and how the atmosphere's properties change at different elevations

8.4.2.d Describe evidence of Earth's magnetic field

Earth's Processes

8.4.2.e Compare and contrast constructive and destructive forces (deposition, erosion, weathering, plate motion causing uplift, volcanoes, earthquakes) that impact Earth's surface

8.4.2.f Describe the rock cycle

8.4.2.g Describe the water cycle (evaporation, condensation, precipitation)

Use of Earth Materials

8.4.2.h Classify Earth materials as renewable or nonrenewable

4.3. Energy in Earth's Systems

8.4.3 Students will investigate and describe energy in Earth's systems.

Energy Sources

8.4.3.a Describe how energy from the Sun influences the atmosphere and provides energy for plant growth

Weather and Climate

8.4.3.b Identify factors that influence daily and seasonal changes on Earth (tilt of the Earth, humidity, air pressure, air masses)

8.4.3.c Describe atmospheric movements that influence weather and climate (air masses, jet stream)

4.4. Earth's History

8.4.4 Students will use evidence to draw conclusions about changes in Earth.

Past/Present Earth

8.4.4.a Recognize that Earth processes we see today are similar to those that occurred in the past (uniformity of processes)

8.4.4.b Describe how environmental conditions have changed through use of the fossil record

NEBRASKA SCIENCE STANDARDS – Grades 9-12

SC 1: INQUIRY, THE NATURE OF SCIENCE, AND TECHNOLOGY

Students will combine scientific processes and knowledge with scientific reasoning and critical thinking to ask questions about phenomena and propose explanations based on gathered evidence.

1.1. Abilities to do Scientific Inquiry

12.1.1 Students will design and conduct investigations that lead to the use of logic and evidence in the formulation of scientific explanations and models.

Scientific Questioning

12.1.1.a Formulate a testable hypothesis supported by prior knowledge to guide an investigation

Scientific Investigations

12.1.1.b Design and conduct logical and sequential scientific investigations with repeated trials and apply findings to new investigations

Scientific Controls and Variables

12.1.1.c Identify and manage variables and constraints

Scientific Tools

12.1.1.d Select and use lab equipment and technology appropriately and accurately

Scientific Observations

12.1.1.e Use tools and technology to make detailed qualitative and quantitative observations

Scientific Data Collection

12.1.1.f Represent and review collected data in a systematic, accurate, and objective manner

Scientific Interpretations, Reflections, and Applications

12.1.1.g Analyze and interpret data, synthesize ideas, formulate and evaluate models, and clarify concepts and explanations

12.1.1.h Use results to verify or refute a hypothesis

12.1.1.i Propose and/or evaluate possible revisions and alternate explanations

Scientific Communication

12.1.1.j Share information, procedures, results, conclusions, and defend findings to a scientific community (peers, science fair audience, policy makers)

12.1.1.k Evaluate scientific investigations and offer revisions and new ideas as appropriate

Mathematics

12.1.1.l Use appropriate mathematics in all aspects of scientific inquiry

1.2. Nature of Science

12.1.2 Students will apply the nature of scientific knowledge to their own investigations and in the evaluation of scientific explanations.

Scientific Knowledge

12.1.2.a Recognize that scientific explanations must be open to questions, possible modifications, and must be based upon historical and current scientific knowledge

Science and Society

12.1.2.b Describe how society influences the work of scientists and how science, technology, and current scientific discoveries influence and change society

Science as a Human Endeavor

12.1.2.c Recognize that the work of science results in incremental advances, almost always building on prior knowledge, in our understanding of the world

12.1.2.d Research and describe the difficulties experienced by scientific innovators who had to overcome commonly held beliefs of their times to reach conclusions that we now take for granted

1.3. Technology

12.1.3 Students will solve a complex design problem.

Abilities to do Technical Design

12.1.3.a Propose designs and choose between alternative solutions of a problem

12.1.3.b Assess the limits of a technical design

12.1.3.c Implement the selected solution

12.1.3.d Evaluate the solution and its consequences

12.1.3.e Communicate the problem, process, and solution

Understanding of Technical Design

12.1.3.f Compare and contrast the reasons for the pursuit of science and the pursuit of technology

12.1.3.g Explain how science advances with the introduction of new technology

12.1.3.h Recognize creativity, imagination, and a good knowledge base are all needed to advance the work of science and engineering

SC 2: PHYSICAL SCIENCE

Students will integrate and communicate the information, concepts, principles, processes, theories, and models of the Physical Sciences to make connections with the natural and engineered world.

2.1. Matter

12.2.1 Students will investigate and describe matter in terms of its structure, composition and conservation.

Properties and Structure of Matter

12.2.1.a Recognize bonding occurs when outer electrons are transferred (ionic) or shared (covalent)

States of Matter

12.2.1.b Describe the energy transfer associated with phase changes between solids, liquids, and gases

12.2.1.c Describe the three normal states of matter (solid, liquid, gas) in terms of energy, particle arrangement, particle motion, and strength of bond between molecules

Physical and Chemical Changes

12.2.1.d Recognize a large number of chemical reactions involve the transfer of either electrons (oxidation/reduction) or hydrogen ions (acid/base) between reacting ions, molecules, or atoms

12.2.1.e Identify factors affecting rates of chemical reactions (temperature, particle size, surface area)

Atomic Structure

12.2.1.f Recognize the charges and relative locations of subatomic particles (neutrons, protons, electrons)

12.2.1.g Describe properties of atoms, ions, and isotopes

Classification of Matter

12.2.1.h Describe the organization of the periodic table of elements with respect to patterns of physical and chemical properties

2.2. Force and Motion

12.2.2 Students will investigate and describe the nature of field forces and their interactions with matter.

Motion

12.2.2.a Describe motion with respect to displacement and acceleration

Inertia/Newton's 1st law

12.2.2.b Describe how the law of inertia (Newton's 1st law) is evident in a real-world event

Forces/Newton's 2nd law

12.2.2.c Make predictions based on relationships among net force, mass, and acceleration (Newton's 2nd law)

Newton's 3rd law

12.2.2.d Recognize that all forces occur in equal and opposite pairs (Newton's 3rd law)

12.2.2.e Describe how Newton's 3rd law of motion is evident in a real-world event

Universal Forces

12.2.2.f Describe gravity as a force that each mass exerts on another mass, which is proportional to the masses and the distance between them

12.2.2.g Recognize that an attractive or repulsive electric force exists between two charged particles and that this force is proportional to the magnitude of the charges and the distance between them

2.3. Energy

12.2.3 Students will describe and investigate energy systems relating to the conservation and interaction of energy and matter.

Sound/Mechanical Waves

12.2.3.a Describe mechanical wave properties (speed, wavelength, frequency, amplitude) and how waves travel through a medium

12.2.3.b Recognize that the energy in waves can be changed into other forms of energy

Light

12.2.3.c Recognize that light can behave as a wave (diffraction and interference)

Heat

12.2.3.d Distinguish between temperature (a measure of the average kinetic energy of atomic or molecular motion) and heat (the quantity of thermal energy that transfers due to a change in temperature)

12.2.3.e Compare and contrast methods of heat transfer and the interaction of heat with matter via conduction, convection, and radiation

Electricity/Magnetism

12.2.3.f Recognize that the production of electromagnetic waves is a result of changes in the motion of charges or by a changing magnetic field

12.2.3.g Compare and contrast segments of the electromagnetic spectrum (radio, micro, infrared, visible, ultraviolet, x-rays, gamma) based on frequency and wavelength

Nuclear

12.2.3.h Recognize that nuclear reactions (fission, fusion, radioactive decay) convert a fraction of the mass of interacting particles into energy, and this amount of energy is much greater than the energy in chemical interactions

Conservation

12.2.3.i Interpret the law of conservation of energy to make predictions for the outcome of an event

Mechanical Energy

12.2.3.j Identify that all energy can be considered to be either kinetic, potential, or energy contained by a field (e.g. electromagnetic waves)

Chemical Energy

12.2.3.k Identify endothermic and exothermic reactions

SC 3: LIFE SCIENCE

Students will integrate and communicate the information, concepts, principles, processes, theories, and models of the Life Sciences to make connections with the natural and engineered world.

3.1. Structure and Function of Living Systems

12.3.1 Students will investigate and describe the chemical basis of the growth, development, and maintenance of cells.

Characteristics of Life

12.3.1.a Identify the complex molecules (carbohydrates, lipids, proteins, nucleic acids) that make up living organisms

Cellular Composition of Organisms

12.3.1.b Identify the form and function of sub-cellular structures that regulate cellular activities

12.3.1.c Describe the cellular functions of photosynthesis, respiration, cell division, protein synthesis, transport of materials, and energy capture/release

Behavior

12.3.1.d Describe how an organism senses changes in its internal or external environment and responds to ensure survival

3.2. Heredity

12.3.2 Students will describe the molecular basis of reproduction and heredity.

Inherited Traits

12.3.2.a Identify that information passed from parents to offspring is coded in DNA molecules

12.3.2.b Describe the basic structure of DNA and its function in genetic inheritance

12.3.2.c Recognize how mutations could help, harm, or have no effect on individual organisms

Reproduction

12.3.2.d Describe that sexual reproduction results in a largely predictable, variety of possible gene combinations in the offspring of any two parents

3.3. Flow of Matter and Energy in Ecosystems

12.3.3 Students will describe, on a molecular level, the cycling of matter and the flow of energy between organisms and their environment.

Flow of Energy

12.3.3.a Explain how the stability of an ecosystem is increased by biological diversity

Ecosystems

12.3.3.b Recognize that atoms and molecules cycle among living and nonliving components of the biosphere

12.3.3.c Explain how distribution and abundance of different organisms in ecosystems are limited by the availability of matter and energy and the ability of the ecosystem to recycle materials

Impact on Ecosystems

12.3.3.d Analyze factors which may influence environmental quality

3.4. Biodiversity

12.3.4 Students will describe the theory of biological evolution.

Biological Adaptations

12.3.4.a Identify different types of adaptations necessary for survival (morphological, physiological, behavioral)

Biological Evolution

12.3.4.b Recognize that the concept of biological evolution is a theory which explains the consequence of the interactions of: (1) the potential for a species to increase its numbers, (2) the genetic variability of offspring due to mutation and recombination of genes, (3) a finite supply of the resources required for life, and (4) the ensuing selection by the environment of those offspring better able to survive and leave offspring

12.3.4.c Explain how natural selection provides a scientific explanation of the fossil record and the molecular similarities among the diverse species of living organisms

12.3.4.d Apply the theory of biological evolution to explain diversity of life over time

SC 4: EARTH AND SPACE SCIENCES

Students will integrate and communicate the information, concepts, principles, processes, theories, and models of Earth and Space Sciences to make connections with the natural and engineered world.

4.1. Earth in Space

12.4.1 Students will investigate and describe the known universe.

Objects in the Sky and Universe

12.4.1.a Describe the formation of the universe using the Big Bang Theory

12.4.1.b Recognize that stars, like the Sun, transform matter into energy by nuclear reactions which leads to the formation of other elements

12.4.1.c Describe stellar evolution

4.2. Earth Structures and Processes

12.4.2 Students will investigate the relationships among Earth's structure, systems, and processes.

Properties of Earth Materials

12.4.2.a Recognize how Earth materials move through geochemical cycles (carbon, nitrogen, oxygen) resulting in chemical and physical changes in matter

Earth's Processes

12.4.2.b Describe how heat convection in the mantle propels the plates comprising Earth's surface across the face of the globe (plate tectonics)

Use of Earth Materials

12.4.2.c Evaluate the impact of human activity and natural causes on Earth's resources (groundwater, rivers, land, fossil fuels)

4.3. Energy in Earth's Systems

12.4.3 Students will investigate and describe the relationships among the sources of energy and their effects on Earth's systems.

Energy Sources

12.4.3.a Describe how radiation, conduction, and convection transfer heat in Earth's systems

12.4.3.b Identify internal and external sources of heat energy in Earth's systems

12.4.3.c Compare and contrast benefits of renewable and nonrenewable energy sources

Weather and Climate

12.4.3.d Describe natural influences (Earth's rotation, mountain ranges, oceans, differential heating) on global climate

4.4. Earth's History

12.4.4 Students will explain the history and evolution of Earth.

Past/Present Earth

12.4.4.a Recognize that in any sequence of sediments or rocks that has not been overturned, the youngest sediments or rocks are at the top of the sequence and the oldest are at the bottom (law of superposition)

12.4.4.b Interpret Earth's history by observing rock sequences, using fossils to correlate the sequences at various locations, and using data from radioactive dating methods

12.4.4.c Compare and contrast the physical and biological differences of the early Earth with the planet we live on today

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 economics 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, Muckrackers, 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)

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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, hierarchical-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 results 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 Nino, 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

School Year	Assessment	Grade Levels
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.

AQuESTT TENETS	
STUDENT SUCCESS AND ACCESS	
Positive Partnerships, Relationships & Student Success	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.
Transitions	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.
Educational Opportunities & Access	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.
TEACHING AND LEARNING	
College & Career Ready	The State Board of Education believes every student shall be prepared to pursue postsecondary educational opportunities and career goals upon completion of secondary education.
Assessment	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.
Educator Effectiveness	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.
