

Regular August Board Meeting & Annual Hearing to Review Student Fees and Parental Involvement Polic

Monday, August 11, 2014 8:00 PM

1. Call the meeting to order
- 1.1. Verification of Open Meetings Act Notice
- 1.2. Verification of publication of meeting notice
- 1.3. Roll Call
2. Action Items
- 2.1. Consent Agenda
 - Motion to approve consent agenda passed with a motion by John Siel and a second by Raquel Felzien.
 - Kim Molzahn: Absent, Raquel Felzien: Yea, Ron Fritson: Yea, James Haussermann: Yea, Scott Herrick: Yea, John Siel: Yea
- 2.1.1. Minutes of previous meetings
- 2.1.2. Monthly Financial Report
- 2.1.3. Claims
- 2.1.4. Consider and approve payment in the amount of \$715.35 to Kully Supply for replacement of water fountain in west high school wing from the depreciation fund
- 2.1.5. Consider and approve payment in the amount of \$1340 to Omaha Stage Lighting for replacement of stage spotlight fixtures from the depreciation fund
- 2.1.6. Consider and approve payment in the amount of \$1300.50 to Sysco for replacement of concession stand pop corn popper from the depreciation fund
- 2.1.7. Consider and approve payment in the amount of \$376.73 to Sears for replacement of push mower from the depreciation fund
- 2.1.8. Consider and approve payment in the amount of \$2495 to Finishline Construction for replacement of roof on concession stand at baseball field from the depreciation fund
- 2.1.9. Consider and approve payment in the amount of \$289.20 to Wilson Flooring for replacement of deteriorated tile in elementary east hallway and alternate gym area from the depreciation fund
- 2.1.10. Consider and approve payment in the amount of \$1390.38 to Wilson Flooring for replacement of floor covering in the elementary east hallway from the depreciation fund
- 2.1.11. Consider and approve vehicle purchase (route van) from Big John's Ford in the amount of \$16,500 from the general fund
- 2.1.12. Consider and approve interfund loan repayment from special building fund to general fund in the amount of \$70,000
- 2.1.13. Consider and approve payment in the amount of \$4143.78 to CEI for electronic security improvements (access points) from the special building fund
- 2.1.14. Consider and approve transfer from the general fund to the lunch fund in the amount of \$20,000
- 2.1.15. Consider and approve adopting the policies contained in the "Annual Policy Update for 2014" and to rescind all existing board policies that pertain to the same matters or that are otherwise conflicting, including without limitation existing policies upon second and final reading

- 2.1.16. Consider and approve adoption of board policies 5202, 5204, 5205, & 5417 as presented and to repeal and rescind all existing board policies that pertain to the same matters or that are otherwise conflicting, including without limitation existing policies upon second and final reading
- 2.1.17. Consider and approve adopting 2014-15 Franklin Public Schools 2014-15 Student Handbook upon second and final reading
- 2.1.18. Consider and approve declaring items as surplus for immediate sale or disposal
- 2.2. Consider and approve payment to R & R in the amount of \$140.33 for parts (lock nuts, screws, wheel, belt) from the general fund
Motion to approve payment to R & R in the amount of \$140.33 for parts (lock nuts, screws, wheel, belt) from the general fund passed with a motion by James Haussermann and a second by John Siel.
Kim Molzahn: Absent, Scott Herrick: Abstain (With Conflict), Raquel Felzien: Yea, Ron Fritson: Yea, James Haussermann: Yea, John Siel: Yea
- 2.3. Consider and approve time and date for 2014-15 Franklin Public Schools Budget Hearing
Motion to approve time for 2014-15 Franklin Public Schools Budget Hearing as 8:00 PM on September 8, 2014 in the Franklin Public Schools Media Center passed with a motion by Raquel Felzien and a second by Scott Herrick.
Kim Molzahn: Absent, Raquel Felzien: Yea, Ron Fritson: Yea, James Haussermann: Yea, Scott Herrick: Yea, John Siel: Yea
- 2.4. Consider and approve time and date for the 2014-15 Franklin Public Schools Property Tax Request Hearing
Motion to approve time and date for the 2014-15 Franklin Public School Property Tax Request Hearing as 8:10 PM on September 8, 2014 in the Franklin Public Schools Media Center passed with a motion by Raquel Felzien and a second by John Siel.
Kim Molzahn: Absent, Raquel Felzien: Yea, Ron Fritson: Yea, James Haussermann: Yea, Scott Herrick: Yea, John Siel: Yea
- 2.5. Public hearing to discuss, consider, and receive input on the Franklin Public Schools Student Fee Policy (#5416)
- 2.5.1. Review of the amount of money collected from students pursuant to, and the use of waivers provided in, the student fee policies of the district for the 2013-2014 school year.
- 2.5.2. Hold Public Hearing to discuss, consider, and receive input on a proposed Student Fee Policy. The public will be given the opportunity to present information and opinions on a proposed Student Fee Policy.
- 2.5.3. Discuss, consider, and take action to adopt the Student Fee Policy as it is or to adopt it with modification(s).
Motion to alter the Parental Involvement Policy and then adopt the policy as altered with the modified appendix. passed with a motion by John Siel and a second by Scott Herrick.
Kim Molzahn: Absent, Raquel Felzien: Yea, Ron Fritson: Yea, James Haussermann: Yea, Scott Herrick: Yea, John Siel: Yea
- 2.6. Public hearing to discuss, consider, and receive input on the Franklin Public Schools Parental Involvement Policy (#6400)
- 2.6.1. Hold Public Hearing to discuss, consider, and receive input on the Parental Involvement Policy. The public will be given the opportunity to present information and opinions on a proposed Parental Involvement Policy.

2.6.2. Discuss, consider, and take action to either alter the Parental Involvement Policy and then adopt the policy as altered, or to reaffirm the Parental Involvement Policy.

Motion to reaffirm the Parental Involvement Policy. passed with a motion by Scott Herrick and a second by James Haussermann.

Kim Molzahn: Absent, Raquel Felzien: Yea, Ron Fritson: Yea, James Haussermann: Yea, Scott Herrick: Yea, John Siel: Yea

3. Discussion Items

3.1. Teammates Annual Report-Beth Johnson & Shannette Kahrs

3.2. Annual NASB Membership Meeting

3.3. Summer Projects Update

3.4. Second August Board Meeting Dates

3.5. Annual Strategic Planning Session Follow Up

3.5.1. Goal #1: Develop positive relationships with our students by staying engaged and visible within our community, while acknowledging community involvement contributing to student success.

3.5.2. Goal #2: Emphasize attention to building improvements and maintenance of our school facilities to assure safety and security for our building, students, and staff.

3.5.3. Goal #3: Maintain cash reserve strength while adhering to budgeting limitations and parameters.

3.5.4. Goal #4: Recruit and attract quality staff as that need develops over the next few years.

3.5.5. Goal #5: Reduce paperwork for parents, patrons, and staff.

4. Board Member's Report-Raquel Felzien on Whole Child Project

5. Visitor Comments

6. Elementary Principal's Report

7. Secondary Principal/Activities Director's Report

8. Superintendent's Report

9. Positive Comments

10. Adjournment

Motion to adjourn at the meeting at 9:20 PM passed with a motion by John Siel and a second by Raquel Felzien.

Kim Molzahn: Absent, Raquel Felzien: Yea, Ron Fritson: Yea, James Haussermann: Yea, Scott Herrick: Yea, John Siel: Yea

Internal Board Policies - Methods of OperationPublic Participation at Board MeetingsA. Attend

Members of the public shall be permitted to attend and to speak at board meetings. They will not be required to identify themselves as a condition for admission to the meeting.

The Board may allow advisors, consultants, and other persons who are not Board members to appear at the meeting via telephone or other similar means.

The chair has the authority to assure that people conduct themselves in an orderly manner at the meeting. Undue interruption or other interference with the orderly conduct of business will not be allowed. The chair may order persons who are disorderly to be removed from the meeting.

Legal Reference:	§§ 79-570; 79-571; § 84-1411 (3) and (6); § 84-1412 (1) and (3)

B. Hear

The board will, upon request, make a reasonable effort to accommodate the public's right to hear the discussion and testimony presented at the meeting.

Legal Reference:	§ 84-1412 (7)

C. Record

Members of the public may use recording devices (tape recorder, video camera, etc.) to record any part of a meeting of a public body, except for closed sessions. No recording, other than note taking, shall be done without informing the President in advance. The President shall control the placement of the recording device so the device does not obstruct the view of Board members or other members of the public attending the meeting and does not otherwise interfere with the meeting.

Legal Reference:	§ 84-1412 (1)

D. Access to Written Materials

At least one copy of all reproducible written material to be discussed at an open meeting will be made available at the meeting for examination and copying by members of the public.

Legal Reference:	§ 84-1412 (8)

E. Speak

Members of the public will be permitted to speak at Board meetings at which a public forum is on the Agenda. Members of the public may also speak when invited to make a presentation or when recognized by the chair. The Board is not required to allow members of the public to speak at each meeting. However, the Board will not forbid public participation at all meetings.

Members of the public will not be required to have their name be placed on the agenda prior to the meeting in order to speak about items on the agenda.

Members of the public who desire to address the Board will be required to identify themselves.

The President or chair for the meeting shall have the authority to establish reasonable time limits for individual speakers and for the duration of public forum sessions.

Speakers will be permitted to address the Board consistent with free speech rights. However, offensive language, defamatory remarks, and hostile conduct will not be tolerated. Further, charges or complaints against a school employee shall not be made for the first time at a public Board meeting without having followed the school's complaint procedure.

Legal Reference:	§ 84-1412 (1) (2) and (3)

Franklin Public Schools Board Of Education Meeting Minutes

**Regular July 2014 Meeting & Annual Strategic Planning Session (6:00 Dinner &
7:00 Meeting)**

July 14, 2014 @ 6:00 PM

Mark's on Main-Franklin, NE

Board Members Present & Absent

Attendance Taken at 7:16 PM:

Present Board Members:

Raquel Felzien
Ron Fritson
James Haussermann
Scott Herrick
Kim Molzahn
John Siel

1. Call the meeting to order

The regular, July 14, 2014, meeting of the Franklin Public School Board was opened by Board President Ron Fritson at 7:15 PM.

1.1. Verification of Open Meetings Act Notice

Board Member Herrick verified that the Open Meetings Notice was posted in the dining area of Mark's on Main Restaurant.

1.2. Verification of publication of meeting notice

Board Member Siel verified that the meeting notice was published in the Franklin Chronicle.

1.3. Roll Call

Roll call of the July 2014 meeting of the Franklin Public School Board was taken by Board President Ron Fritson.

2. Action Items

2.1. Consent Agenda

Motion to approve consent agenda as presented passed with a motion by Raquel Felzien and a second by John Siel.

2.1.1. Minutes of previous meetings

2.1.2. Monthly Financial Report

2.1.3. Claims

2.1.4. Consider and approve \$2864.08 of financial support for National FCCLA Convention Qualifiers and sponsor attending the National FCCLA Convention

2.1.5. Consider and approve membership in NRCSA for the 2014-15 School Year

- 2.1.6. Consider and approve declaring 2000 Red Ford Van (VIN#:IFBNE31L2YHB42059) as surplus for immediate sale or disposal
- 2.1.7. Consider and approve declaring items as surplus for immediate sale or disposal
- 2.1.8. Consider and approve payment of \$3783 to Kucera Painting from the depreciation fund for refinishing of the lower elementary hallway
- 2.1.9. Consider and approve payment of \$3178.34 to Stage Lighting Store from the depreciation fund for replacement of spotlights
- 2.1.10. Consider and approve adopting the policies contained in the "Annual Policy Update for 2014" and to rescind all existing board policies that pertain to the same matters or that are otherwise conflicting, including without limitation existing policies
- 2.1.11. Consider and approve adoption of board policies 5202, 5204, 5205, & 5417 as presented and to repeal and rescind all existing board policies that pertain to the same matters or that are otherwise conflicting, including without limitation existing policies
- 2.1.12. Consider and approve adopting 2014-15 Franklin Public Schools 2014-15 Student Handbook

3. Discussion Items

- 3.1. Annual NASB Membership Meeting
- 3.2. Summer Projects Update
- 3.3. Annual Transportation Report
- 3.4. Legal Counsel (Executive Session)

Motion to move into executive session for the purpose of discussing personnel issues in order to avoid the needless injury to the reputation of the employee being discussed was made at 7:29 PM by Molzahn, second by Siel. The purpose of going into executive session for the purpose of protecting the employee to be discussed from needless injury to their reputation was repeated by Board President Ron Fritson. Motion to go into executive session passed 6-0. Motion to exit executive session was made at 7:36 PM by Haussermann, second by Herrick, motion passed 6-0.

3.5. Annual Strategic Planning Session

3.5.1. Goal #1: Develop positive relationships with our students by staying engaged and visible within our community, while acknowledging community involvement contributing to student success.

3.5.2.

Goal #2: Emphasize attention to building improvements and maintenance of our school facilities to assure safety and security for our building, students, and staff. (Executive Session)

Motion to go into executive session for the purpose of discussing the deployment of security equipment and discussing the security audit performed by the Office of Homeland Security was made by Siel at 8:18 PM, second by Herrick. The motion to enter executive session for the purpose of discussing the deployment of security devices was repeated by Board President Ron Fritson. Motion to go into executive session passed 6-0. Motion to come out of executive session at 8:35 PM was made by Felzien, second by Hassermann, vote passed 6-0.

3.5.3. Goal #3: Maintain cash reserve strength while adhering to budgeting limitations and parameters.

3.5.4. Goal #4: Recruit and attract quality staff as that need develops over the next few years.

3.5.5. Goal #5: Reduce paperwork for parents, patrons, and staff.

4. Visitor Comments

5. Elementary Principal's Report

6. Secondary Principal/Activities Director's Report

7. Superintendent's Report

8. Positive Comments

The custodial staff is doing a great job of getting the building ready for the 2014-15 school year. -James Haussermann

Congratulations to the FCCLA National Convention Gold Medal Winners, Brooke Adam & Brigitte Siel. -John Siel

It's nice to see the kids in the weight room putting in the extra effort in the summer time! -Ron Fritson & Scott Herrick

Congratulations to our FFA and County Fair participants on their achievements. -Scott Herrick

Thanks to all of the FPS Students who participated in the clean up efforts across the community in the wake of the "Father's Day Storm". -Adam Boettcher, AD/Secondary Principal

Thanks to our swim team coaches and to our baseball/softball coaches for keeping our kids active and healthy this summer! -Ken Schroeder, Superintendent

9. Adjournment

Motion to adjourn the meeting at 10:22 PM passed with a motion by John Siel and a second by Raquel Felzien.

General Fund

July 31, 2014

Check Beginning Balance	6/30/14	\$987,788.57	
	Claims for 7/14/14 Meeting	(\$73,448.13)	
	July Local PPd Claims	(\$7,029.42)	
	July Payroll	(\$293,891.55)	
	Lunch Fund Reim for July Payroll	\$4,341.64	
	Dir Dep's, Deposits & Int	\$108,583.05	
	End of Month Checking Balance		\$726,344.16
	6/30/14	\$929,363.55	
	7/2014 Interest	\$555.33	
	7/31/14		\$929,918.88

Total General Fund 7/31/14	\$1,656,263.04

	Checking FSB 7/31/14	\$736,630.62	
	Less Outstanding checks	(\$10,286.46)	
	Plus Outstanding Deposits		
	7/31/14		\$726,344.16
FSB	CD # 33723	\$106,489.58	11/1/14
FSB	CD # 34031	\$312,696.70	7/1/14
FSB	CD # 34032	\$315,127.34	10/1/14
SCSB	CD # 402352	\$122,092.98	8/1/14
SCSB	CD # 402354	\$73,512.28	8/1/14
	Investment Total 7/31/14		\$929,918.88

Recon Total	7/31/14	\$1,656,263.04

<u>Account Number</u>	<u>Description</u>	<u>Revised Budget</u>	<u>During Month</u>	<u>To Date</u>	<u>% of Budget</u>	<u>Budget Balance</u>
01 1110	LOCAL PROPERTY TAX	3,063,166.00	26,218.76	2,787,960.82	91.02	275,205.18
01 1115	CARLINE TAX	0.00	0.00	255.51	0.00	(255.51)
01 1125	MOTOR VEHICLE TAX	100,000.00	7,815.86	128,933.20	128.93	(28,933.20)
01 1240	TUITION REC FROM INDIVID - SP ED	500.00	0.00	0.00	0.00	500.00
01 1270	PRE-SCHOOL TUITION	0.00	0.00	2,660.00	0.00	(2,660.00)
01 1410	INTEREST	10,000.00	749.51	5,870.45	58.70	4,129.55
01 1610	LOCAL LICENSES AND FEES	1,000.00	0.00	1,600.00	160.00	(600.00)
01 1620	POLICE COURT FINES	0.00	0.00	92.00	0.00	(92.00)
01 1920	CONTRIBUTIONS & DONATIONS	0.00	0.00	6,779.37	0.00	(6,779.37)
01 1990	OTHER LOCAL RECEIPTS	5,000.00	0.00	0.00	0.00	5,000.00
	Subtotal: LOCAL RECIEPTS	3,179,666.00	34,784.13	2,934,151.35	92.28	245,514.65
01 2110	COUNTY FINES AND LIC. FEES	5,000.00	598.35	7,366.40	147.33	(2,366.40)
01 2130	OTHER COUNTY RECEIPTS	0.00	0.00	860.16	0.00	(860.16)
01 2160	PRO-RATE MOTOR VEHICLES	0.00	0.00	0.00	0.00	0.00
	Subtotal: COUNTY AND ESU RECEIPTS	5,000.00	598.35	8,226.56	164.53	(3,226.56)
01 3110	STATE AID	1,009,488.00	0.00	1,009,488.47	100.00	(0.47)
01 3120	S.P.E.D.	125,000.00	0.00	268,279.00	214.62	(143,279.00)
01 3125	SPECIAL ED TRANSPORTATION SCHOOL AGE	2,500.00	0.00	263.00	10.52	2,237.00
01 3130	HOMESTEAD EXEMPTION	0.00	5,197.35	25,948.62	0.00	(25,948.62)
01 3131	RELIEF TO PROPERTY TAX	0.00	0.00	113,295.09	0.00	(113,295.09)
01 3135	HIGH ABILITY LEARNERS	3,500.00	0.00	4,194.00	119.83	(694.00)
01 3180	PRO-RATE MOTOR VEHICLE	5,000.00	2,473.25	7,331.95	146.64	(2,331.95)
01 3200	STATE APPORTIONMENT	35,000.00	0.00	37,683.08	107.67	(2,683.08)
01 3300	IN-LIEU OF SCH. LAND TAX	0.00	304.33	11,585.52	0.00	(11,585.52)
01 3500	STATE CATEGORICAL PROGRAMS	25,000.00	0.00	0.00	0.00	25,000.00
01 3510	EDUC INNOVATION FUNDS-Coor School Health	0.00	0.00	1,816.13	0.00	(1,816.13)
01 3512	DISTANCE EDUCATION INCENTIVE PAYMENTS	0.00	0.00	5,000.00	0.00	(5,000.00)
01 3540	EARLY CHILDHOOD	0.00	0.00	25,527.00	0.00	(25,527.00)
01 3990	OTHER STATE RECEIPTS	24,941.00	0.00	0.00	0.00	24,941.00
	Subtotal: STATE RECEIPTS	1,230,429.00	7,974.93	1,510,411.86	122.75	(279,982.86)
01 4200	TITLE I	72,110.00	50,663.00	130,977.00	181.64	(58,867.00)
01 4310	TITLE IIA	13,667.00	13,667.00	13,667.00	100.00	0.00
01 4315	TITLE II, PART B NCLB	0.00	0.00	0.00	0.00	0.00
01 4320	Innovation Ed Prog(Include NCLB TitleV)	0.00	0.00	0.00	0.00	0.00
01 4404	IDEA BASE	1,042.00	0.00	27,086.00	2,599.42	(26,044.00)
01 4406	IDEA PRESCHOOL(619) BASE ALLOCATION	0.00	0.00	0.00	0.00	0.00
01 4410	IDEA ENROLLMENT/POVERTY	0.00	0.00	52,939.00	0.00	(52,939.00)
01 4450	MEDICAID IN SCHOOLS	50,000.00	222.83	9,810.19	19.62	40,189.81
01 4455	MEDICAID ADMIN. ACTIV.	30,000.00	0.00	14,883.62	49.61	15,116.38
01 4593	IDEA ENROLLMENT POVERTY	0.00	0.00	0.00	0.00	0.00
01 4599	FED STIMULUS/STATE AID	0.00	0.00	0.00	0.00	0.00
01 4610	ARRA: IDEA PART B(611) ENROLL/POV	0.00	0.00	0.00	0.00	0.00
01 4630	ARRA: IDEA PRESCHOOL(619) ENROLL/POV	0.00	0.00	0.00	0.00	0.00
01 4690	OTHER FEDERAL NON-CATEGORICAL RECEIPTS	90,000.00	0.00	0.00	0.00	90,000.00
01 4810	ARRA TITLE I PART D	0.00	0.00	0.00	0.00	0.00
01 4850	UNIVERSAL SERVICE FUND (E-RATE)	0.00	0.00	3,779.17	0.00	(3,779.17)
01 4960	DRUG FREE SCHOOLS	0.00	0.00	0.00	0.00	0.00
01 4985	TITLE II PART D	0.00	0.00	0.00	0.00	0.00
01 4990	REAP	30,760.00	0.00	0.00	0.00	30,760.00
01 4992	REAP	0.00	0.00	23,778.00	0.00	(23,778.00)
	Subtotal: FEDERAL RECEIPTS	287,579.00	64,552.83	276,919.98	96.29	10,659.02
01 5200	LONG TERM LOANS	447,243.00	0.00	0.00	0.00	447,243.00
01 5300	INSURANCE ADJUSTMENTS	0.00	650.00	2,258.10	0.00	(2,258.10)

Revenue Summary Report

Processing Month: 07/2014

<u>Account Number</u>	<u>Description</u>	<u>Revised Budget</u>	<u>During Month</u>	<u>To Date</u>	<u>% of Budget</u>	<u>Budget Balance</u>
01 5400	SALE OF PROPERTY	500.00	343.69	348.69	69.74	151.31
01 5500	TRANSFERS FROM FUNDS (INCOMING)	0.00	0.00	0.00	0.00	0.00
01 5690	OTHER NON-REVENUE REC.	500.00	99.00	3,348.00	669.60	(2,848.00)
Subtotal: NON-REVENUE RECEIPTS		448,243.00	1,092.69	5,954.79	1.33	442,288.21
Fund Total:		5,150,917.00	109,002.93	4,735,664.54	91.94	415,252.46

Lunch Fund**July 31, 2014**

Balance on hand:	6/30/14	\$32,615.01
Receipts:	Meals, milk & juice	\$84.00
	Transfer from General Fund	\$0.00
	Fed Reim	\$1,818.58
	State Reim	\$0.00
	Interest Checking	\$4.01
	Misc Deposits AF Reim's to Lunch	\$0.00
	June Disbursements	(\$144.48)
	Payroll Reim to GF	(\$4,341.64)
Balance on hand:	7/31/14	\$30,035.48

Reconciliation:		
FSB	Super Now Acct Ckg	\$30,035.48
	plus outstanding deposits	\$0.00
	less outstanding checks	\$0.00
Recon Total	7/31/14	\$30,035.48

O/S claims, estimate due in	\$0.00
Payroll Estimates, August	(\$4,000.00)
outstanding Receipts	
Net Estimate Cash Resource	\$26,035.48

Cafeteria Plan

July 31, 2014

Balance on hand:	6/30/14	\$53,549.03
Receipts:	Transfer frm General Fund for 2013-14SY	\$0.00
	Reim from Employees Payroll-July	\$4,122.97
	Reim from Employees Non-Qualified Exp	\$0.00
Disbursements:	Claims Checks for 2013-2014 SY	(\$1,063.88)
AMGL & Employees		
	FLEX Reim GF for Debit Card Expenses	\$0.00
	Claims Debit Cards	(\$1,291.13)

Balance on hand:	7/31/14	\$55,316.99

Reconciliation:		
FSB Checking	7/31/914	\$55,733.65
	less outstanding chks	(\$416.66)

Recon Total	7/31/14	\$55,316.99

Building Fund

July 31, 2014

Balance on hand:	6/30/14	\$76,697.64
Receipts:	Interest	\$9.85
	Misc	\$958.61
Disbursements:		<u>\$0.00</u>
Balance on hand:	7/31/14	\$77,666.10

Reconciliation:	7/31/14	\$77,666.10
FSB	Super Now Acct Ckg	
	less outstanding cks	<u>\$0.00</u>
Recon Total	7/31/14	\$77,666.10

Depreciation Fund

July 31, 2014

Balance on hand:	6/30/14	\$68,458.93
Receipts:		\$0.00
Disbursements:	Claims	<u>(\$11,135.92)</u>
Balance on hand:	7/31/14	\$57,323.01
End Balance	Budgeted Expenditures	(\$37,725.00)
		\$19,598.01

estimate

Reconciliation:		
FSB Checking	7/15/14	\$68,458.93
	plus outstanding dep	\$0.00
	less outstanding chks	<u>(\$11,135.92)</u>
Recon Total	7/31/14	\$57,323.01
End Balance	Budgeted Expenditures	(\$37,725.00)
		\$19,598.01

estimate

Employee Benefit/Unemployment Ins Fund

July 31, 2014

Balance on hand:	6/30/14	\$3,456.35
Receipts:	Interest	\$0.29
Disbursements:		<u>\$0.00</u>
Balance on hand:	6/30/14	\$3,456.64
	6/30/14	\$3,899.74
	Interest	<u>\$0.00</u>
	7/31/2014 Investments	<u>\$3,899.74</u>
Recon Total	7/31/14	\$7,356.38

Reconciliation:	7/31/14		Matures
FSB	Now Acct Ckg	\$3,456.64	
	Less Outstanding Ck	\$0.00	
	Plus Outstanding Deposits	<u>\$0.00</u>	
	7/31/14	\$3,456.64	
FSB	CD#33386	\$3,899.74	6 Mths
	Investment 7/31/14	\$3,899.74	

Recon Total	7/31/14	\$7,356.38

Activity Fund

July 31, 2014

Balance on hand:	6/30/14	\$35,456.44
Receipts:	Dep/Interest	\$12,393.96
Disbursements:		(\$10,568.51)

Checking Account Balance	7/31/14	\$37,281.89

7/31/2014 Investments	\$20,924.40
Interest	\$18.26

7/31/14	\$20,942.66

Total Activity Fund Balance	\$58,224.55

Reconciliation:

FSB	Now Acct Ckg	\$43,062.06

Plus Outstanding Dep

Less Outstanding Ck	(\$5,780.17)

Recon Total	7/31/14	\$37,281.89

CD #404519	\$20,942.66

Recon Total	7/31/14	\$58,224.55

Regular; Beginning Month 07/2014; Processing Month 07/2014; Active Chart of Account Number True; Fund Number 05

Fund: 05 ACTIVITY FUND

<u>Chart of Account Number</u>	<u>Chart of Account Description</u>	<u>Beginning Balance</u>	<u>Expenses</u>	<u>Revenues</u>	<u>Balance Change</u>	<u>Balance</u>
05 704 0001	ATHLETICS	(18,528.64)	5,363.82	1,782.12	0.00	(22,110.34)
05 704 0002	CAMPS	5,370.00	0.00	0.00	0.00	5,370.00
05 704 0003	CROSS COUNTRY	0.00	0.00	0.00	0.00	0.00
05 704 0004	BASKETBALL/BOYS	577.50	0.00	0.00	0.00	577.50
05 704 0005	BASKETBALL/GIRLS	1,242.68	0.00	(350.00)	0.00	892.68
05 704 0006	Football	2,348.88	0.00	0.00	0.00	2,348.88
05 704 0007	GOLF	369.69	0.00	0.00	0.00	369.69
05 704 0008	TRACK/GIRLS	1,661.32	0.00	0.00	0.00	1,661.32
05 704 0010	VOLLEYBALL	(3,657.77)	0.00	7,283.85	0.00	3,626.08
05 704 0011	WRESTLING	1,498.54	0.00	0.00	0.00	1,498.54
05 704 0015	ANNUAL	(3,122.88)	0.00	180.00	0.00	(2,942.88)
05 704 0016	BAND	1,332.14	0.00	0.00	0.00	1,332.14
05 704 0017	CHEER SQUAD	2,469.05	3,373.60	993.65	0.00	89.10
05 704 0019	CONCESSIONS	299.45	0.00	0.00	0.00	299.45
05 704 0020	FCCLA	(907.08)	0.00	2,084.08	0.00	1,177.00
05 704 0021	FFA	8,307.57	522.01	19.96	0.00	7,805.52
05 704 0022	FOREIGN LANGUAGE	1,535.20	0.00	0.00	0.00	1,535.20
05 704 0023	FRESHMAN	177.57	0.00	0.00	0.00	177.57
05 704 0024	JUNIORS	1,901.46	0.00	0.00	0.00	1,901.46
05 704 0025	SENIOR BANNERS	(342.37)	0.00	0.00	0.00	(342.37)
05 704 0026	NHS	6,452.38	500.00	0.00	0.00	5,952.38
05 704 0027	OM/GIFTED	(1,471.89)	0.00	0.00	0.00	(1,471.89)
05 704 0028	SCIENCE CLUB	1,120.94	0.00	0.00	0.00	1,120.94
05 704 0029	SENIORS	1,374.79	0.00	0.00	0.00	1,374.79
05 704 0030	SOPHMORES	717.01	0.00	0.00	0.00	717.01
05 704 0031	STUDENT COUNCIL	359.22	0.00	0.00	0.00	359.22
05 704 0032	VOCAL	1,541.86	38.00	394.61	0.00	1,898.47
05 704 0034	CAPS/GOWNS	1,529.76	0.00	0.00	0.00	1,529.76
05 704 0037	GREENHOUSE	7,561.29	0.00	0.00	0.00	7,561.29
05 704 0038	COURTESY	515.38	30.00	0.00	0.00	485.38
05 704 0039	ELEMENTARY TEACHERS	4,412.40	0.00	0.00	0.00	4,412.40
05 704 0040	INDUSTRIAL ARTS	1,480.56	0.00	0.00	0.00	1,480.56
05 704 0041	INVESTMENTS	21,002.21	0.00	23.95	0.00	21,026.16
05 704 0043	LIBRARY	103.99	0.00	0.00	0.00	103.99
05 704 0046	SPECIAL PROJECTS	9,114.64	0.00	0.00	0.00	9,114.64
05 704 0047	SPEECH/DRAMA	(2,529.31)	421.09	0.00	0.00	(2,950.40)
05 704 0048	ENTREPRENEURSHIP	73.86	0.00	0.00	0.00	73.86
05 704 0049	ACE, 40 Dev Assets	0.00	0.00	0.00	0.00	0.00
05 704 0050	IND ARTS/DONATIONS	489.44	319.99	0.00	0.00	169.45
Fund Total: 05		56,380.84	10,568.51	12,412.22	0.00	58,224.55

Board Report - Detail after checks are printed

<u>Vendor Name</u>	<u>Invoice</u>	<u>Check #</u>	<u>Amount</u>
<u>Account Number</u>	<u>Description</u>		<u>Amount</u>
<u>Checking</u>	1		
Checking	1	Fund: 01 GENERAL FUND	
ALMQUIST M.G. & LUTH, P.C.	06773-182983	6693	198.00
01 2510 660 0	DATA PROCESSING, July Flex Plan		198.00
Vendor Total:			198.00
ALPHA REHABILITATION PC	3214	6694	378.56
01 1216 313 1	PURCHASED SERVICES, SP July B Wagner		223.06
01 1216 313 1	PURCHASED SERVICES, OT/PT July B Wagner		155.50
Vendor Total:			378.56
ARROW SEED COMPANY	C-13686-JW	6695	405.80
01 2620 410 0	SUPPLIES, summer fertilizer		405.80
Vendor Total:			405.80
ASK SUPPLY CO., LLC	13642	6696	503.34
01 2610 410 0	SUPPLIES, batteries/restroom supplies		503.34
Vendor Total:			503.34
AURORA COOPERATIVE	01102629	6697	1,679.68
01 2750 336 0	GAS & OIL, 116 gal oil		1,679.68
Vendor Total:			1,679.68
B E PUBLISHING	201407241730	6698	807.00
01 1100 465 1	258 COMPUTER SOFTWARE, EduTyping Renewal		807.00
Vendor Total:			807.00
BEAR GRAPHICS, INC	0691771	6699	134.79
01 2510 660 0	DATA PROCESSING, AF computer cks		134.79
Vendor Total:			134.79
BEST WESTERN SETTLE INN	134	6700	272.85
01 2190 630 2	Dues/Entries/Fees-OTHER, State TR rooms		272.85
Vendor Total:			272.85
BLUE CROSS BLUE SHIELD OF NEBRASKA	4513479	6701	502.07
01 1100 285 2	VOL TERM-Health Insurance, R Lienemann		502.07
Vendor Total:			502.07
BRENNMAR COMPANY, THE	0391106-IN	6702	112.65
01 1100 418 2	FCS, McDowell supplies		112.65
Vendor Total:			112.65
CHARTER COMMUNICATIONS	20140724	6703	1,292.08

<u>Vendor Name</u>	<u>Invoice</u>	<u>Check #</u>	<u>Amount</u>
<u>Account Number</u>	<u>Description</u>		<u>Amount</u>
01 1100 382 2	DISTANCE ED, MBPS Optical Ethr Intra		1,570.00
01 1100 382 2	DISTANCE ED, MBPS Opt Ethr Int discount		(361.89)
01 1100 382 2	DISTANCE ED, NE Universal Service		109.12
01 1100 382 2	DISTANCE ED, NE Universal Service		(25.15)
Vendor Total:			1,292.08
CHASE CARD SERVICES	20140726	6704	950.51
01 2750 336 0	GAS & OIL, coach's clinic		42.00
01 2750 336 0	GAS & OIL, FFA trip		37.69
01 1100 410 1	SUPPLIES, 13 Art/Science of Teaching		278.72
01 1100 410 2	SUPPLIES, 13 Art/Science of Teaching		278.72
01 2610 410 0	SUPPLIES, 3930chad, fluor ballast		234.38
01 2410 630 2	DUES AND FEES, ASCD Membership Adam		79.00
Vendor Total:			950.51
CITY OF FRANKLN	20140731	6705	7,196.41
01 2610 322 0	ELECTRICITY, 06/15-07/15		6,254.85
01 2610 323 0	WATER & SEWER, 06/15-07/15		483.00
01 2610 324 0	GARBAGE DISPOSAL, 06/15-07/15		458.56
Vendor Total:			7,196.41
CLINCH ENTERPRISES	942952	6706	263.73
01 2610 410 0	SUPPLIES, custodial		263.73
Vendor Total:			263.73
COMPASSLEARNING	REN005757	6707	15,550.00
01 1200 465 0	A+ Sftwre,COMPUTER SOFTWARE, Odyssey ren		15,550.00
Vendor Total:			15,550.00
COMPUTER ETC	72710- Antholz	6708	29.90
01 1100 410 2	SUPPLIES, Antholz, CD pkg		29.90
COMPUTER ETC	72710-hauss	6708	66.20
01 2222 410 0	SUPPLIES, Haussermann, headbands		66.20
COMPUTER ETC	72710- Schmidt	6708	0.99
01 1100 410 2	SUPPLIES, Schmidt, mouse pad		0.99
COMPUTER ETC	72710-Weiss	6708	21.84
01 2410 410 0	SUPPLIES, Weiss, Calculator		21.84
Vendor Total:			118.93
COOPERATIVE PRODUCERS INC.	F33033	6709	70.45

<u>Vendor Name</u>	<u>Invoice</u>	<u>Check #</u>	<u>Amount</u>	
<u>Account Number</u>	<u>Description</u>		<u>Amount</u>	
01 2610 410 0	SUPPLIES, grounds weed spray		70.45	
			Vendor Total:	70.45
CREATIVE TEACHER	24053	6710	62.35	
01 1100 410 1	SUPPLIES, L Hoffman, bulletin boards		62.35	
CREATIVE TEACHER	24168	6710	99.46	
01 1100 410 1	SUPPLIES, Marks, bulletin boards		99.46	
			Vendor Total:	161.81
CULLIGAN OF KEARNEY	20140729	6711	10.50	
01 2610 410 0	SUPPLIES, cold/room temp cooler		10.50	
			Vendor Total:	10.50
DEARBORN NATIONAL LIFE INSURANCE COMPANY	20140715	6712	261.91	
01 1100 260 1	LIFE INSURANCE		59.10	
01 1100 260 2	LIFE INSURANCE		94.81	
01 1200 260 2	LIFE INSURANCE		6.00	
01 1310 260 0	LIFE INSURANCE		1.20	
01 2120 260 1	LIFE INSURANCE		3.00	
01 2120 260 2	LIFE INSURANCE		3.00	
01 2222 260 0	LIFE INSURANCE		4.80	
01 2320 260 0	LIFE INSURANCE		18.00	
01 2410 260 1	LIFE INSURANCE		6.00	
01 2410 260 2	LIFE INSURANCE		6.00	
01 2610 260 0	LIFE INSURANCE		18.00	
01 4200 260 0	LIFE INSURANCE		6.00	
01 4310 260 0	LIFE INSURANCE		6.00	
01 4404 260 0	LIFE INSURANCE		6.00	
01 4410 260 1	LIFE INSURANCE		6.00	
01 4410 260 2	LIFE INSURANCE		6.00	
01 1160 260 1	LIFE INSURANCE		6.00	
01 9001 260 0	Life INSURANCE		6.00	
			Vendor Total:	261.91
EAKES OFFICE PLUS	6453466-0	6713	148.00	
01 2510 660 0	DATA PROCESSING, time clock support		148.00	
			Vendor Total:	148.00
Edmentum, Inc	10176504	6714	3,687.50	
01 1200 465 0	A+ Sftwre,COMPUTER SOFTWARE		3,687.50	
			Vendor Total:	3,687.50
ESU 11	1213-4-7	6715	1,048.39	
01 3540 313 0	Early Chldhd Purch PUPIL SERVICES		1,048.39	
ESU 11	1314-4-8	6715	36,839.05	

<u>Vendor Name</u>	<u>Invoice</u>	<u>Check #</u>	<u>Amount</u>
<u>Account Number</u>	<u>Description</u>		<u>Amount</u>
01 1216 313 1	PURCHASED SERVICES, Sp Path Lvl I		11,468.39
01 1200 313 0	Purch Srv, PUPIL SERVICES, Sch Psy Lvl I		9,108.82
01 1200 316 0	Prog Supervision,DATA PROCESSING, Lvl I		2,102.67
01 1200 313 0	Purch Srv, PUPIL SRV, Tran Srv Lvl I		1,687.89
01 1218 313 1	Purch Serv,PUPIL SERVICES, Occ Th Lvl I		4,018.31
01 1100 319 0	IN-SERVICE/PROF. DEV., In-Service Lvl I		409.36
01 1219 313 2	Purch Serv,PUPIL SRV, New View Lvl III		8,043.61
ESU 11	2250	6715	8.99
01 2310 410 0	SUPPLIES, media banner, board retreat		8.99
Vendor Total:			37,896.43
FRANKLIN AUTO PARTS	20140730	6716	471.38
01 2750 336 0	GAS & OIL, filters		411.03
01 2750 338 0	VEHICLE REPAIRS, belt/rad drain pan		60.35
Vendor Total:			471.38
FRANKLIN COUNTY CHRONICLE	20140630	6717	194.06
01 2510 350 0	ADVERT/PRINTING, June		194.06
Vendor Total:			194.06
FRANKLIN HOSPITAL	20140715	6718	100.00
01 2750 690 0	MISC, Bus physical, K Schmidt		100.00
Vendor Total:			100.00
FRONTIER	20140721	6719	531.42
01 2510 342 0	TELEPHONE, 06/21-07/20		531.42
Vendor Total:			531.42
GORDON BERNARD CO.,LLC	2014-2015SY	6720	3,647.30
01 1100 410 2	SUPPLIES, assignment keepers		971.45
01 1100 410 2	SUPPLIES, calendars 2014/2015 SY		2,675.85
Vendor Total:			3,647.30
HOMETOWN LEASING	20140731	6721	1,460.31
01 5000 610 0	REDEMPTION OF PRINCIPAL, copier lease		1,460.31
Vendor Total:			1,460.31
HOUGHTON MIFFLIN HARCOURT	950577518	6722	443.44
01 1100 410 1	SUPPLIES, Marks		443.44
HOUGHTON MIFFLIN HARCOURT	950589764	6722	371.80
01 1100 410 1	SUPPLIES, Silas, math		371.80

<u>Vendor Name</u>	<u>Invoice</u>	<u>Check #</u>	<u>Amount</u>	
<u>Account Number</u>	<u>Description</u>		<u>Amount</u>	
HOUGHTON MIFFLIN HARCOURT	student wkbks			
	950593840	6722	371.80	
01 1100 410 1	SUPPLIES, Bonham, math		371.80	
	student wkbks			
			Vendor Total:	1,187.04
IXL LEARNING	S256873	6723	49.00	
01 1100 465 2	COMP SOFTWARE, Kahrs,		49.00	
	Science Quia sub			
			Vendor Total:	49.00
JAYMAR BUSINESS FORMS, INC	50333	6724	399.97	
01 2510 660 0	DATA PROCESSING, GF laser		255.89	
	checks			
01 2510 660 0	DATA PROCESSING, AF laser		144.08	
	checks			
			Vendor Total:	399.97
K-LOG INC	14-255389-1	6725	609.46	
01 2120 410 0	SUPPLIES, Simmons		609.46	
			Vendor Total:	609.46
LAKESHORE LEARNING MATERIALS	3702290714	6726	367.92	
01 4410 410 1	SUPPLIES. P Sindt,		367.92	
			Vendor Total:	367.92
MATHESON TRI-GAS, INC	09516008	6727	377.00	
01 1100 418 2	Vo Ag, Rocker, welding		377.00	
	supplies			
MATHESON TRI-GAS, INC	50624926	6727	34.18	
01 1100 413 2	INDUSTRIAL ARTS, Vetter,		17.09	
	welding			
01 1100 418 2	Vo Ag, Rocker, welding		17.09	
			Vendor Total:	411.18
MCGRAW-HILL SCHOOL EDUCATION HOLDINGS LLC	81026606001	6728	775.73	
01 1100 420 2	TEXTBOOKS. Speer, Theatre		775.73	
	Art			
MCGRAW-HILL SCHOOL EDUCATION HOLDINGS LLC	81052019001	6728	692.89	
01 1100 410 1	SUPPLIES, Sidlo, student		692.89	
	wkbks			
MCGRAW-HILL SCHOOL EDUCATION HOLDINGS LLC	81108064001	6728	419.90	
01 1100 410 1	SUPPLIES, Johnson, Student		419.90	
	wkbks			
MCGRAW-HILL SCHOOL EDUCATION HOLDINGS LLC	81214993001	6728	288.96	
01 1100 420 2	TEXTBOOKS, Sidman,		162.85	
	Journalism			
01 1100 410 2	SUPPLIES, Sidman, student		126.11	
	wkbks			
			Vendor Total:	2,177.48

Board Report - Detail after checks are printed

<u>Vendor Name</u>	<u>Invoice</u>	<u>Check #</u>	<u>Amount</u>
<u>Account Number</u>	<u>Description</u>		<u>Amount</u>
MENARDS2	53693	6730	64.95
01 1100 413 2	INDUSTRIAL ARTS, Vetter, design tack		64.95
Vendor Total:			64.95
MENARDS	56824	6729	13.94
01 2610 410 0	SUPPLIES, custodial-pull chain		13.94
MENARDS	56840	6729	829.19
01 2610 410 0	SUPPLIES, custodial		829.19
MENARDS	56941	6729	62.44
01 1100 413 2	INDUSTRIAL ARTS, Vetter		62.44
MENARDS	58397	6729	160.96
01 2610 410 0	SUPPLIES, custodial		160.96
Vendor Total:			1,066.53
MIDWEST FLOOR SPECIALISTS	13256	6731	519.00
01 2610 410 0	SUPPLIES, floor stripper		519.00
Vendor Total:			519.00
MIERAU & CO PC	18866	6732	350.00
01 2510 660 0	DATA PROCESSING, July Payroll		350.00
Vendor Total:			350.00
MNJ TECHNOLOGIES DIRECT	0003332781	6733	30.78
01 1100 410 1	SUPPLIES, L Hoffman, flash drive		30.78
Vendor Total:			30.78
MOSAIC	AXT0614	6734	2,989.45
01 1200 370 1	TUI PD OTH AGENCIES SPED, June Lvl III		2,893.80
01 1218 313 1	Purchased Serv,PUPIL SERVICES, JunOT/PT		95.65
Vendor Total:			2,989.45
NASB ALICAP	2014-2015SY	6736	29,330.00
01 1100 240 1	WORKERS' COMP, 2014-2015 SY		7,580.40
01 1100 240 1	WORKERS' COMP, 2014-2015 SY		(368.55)
01 1100 240 2	WORKERS' COMP, 2014-2015 SY		7,580.40
01 1100 240 2	WORKERS' COMP, 2014-2015 SY		(368.55)
01 2610 240 0	WORKERS' COMP, 2014-2015 SY		9,661.32
01 2610 240 0	WORKERS' COMP, 2014-2015 SY		(469.75)
01 2750 240 0	WORKERS' COMP, 2014-2015 SY		6,006.88
01 2750 240 0	WORKERS' COMP, 2014-2015 SY		(292.15)
Vendor Total:			29,330.00
NASB	35290	6735	65.00
01 2310 630 0	FEES, Adm Asst Wksp, M James		65.00

Board Report - Detail after checks are printed

<u>Vendor Name</u>	<u>Invoice</u>	<u>Check #</u>	<u>Amount</u>	
<u>Account Number</u>	<u>Description</u>		<u>Amount</u>	
NASB	35318	6735	10.00	
01 2310 630 0	FEES, Sch Brd Cand Wksp, Weiss		10.00	
			Vendor Total:	75.00
NCSA	35281	6737	215.00	
01 2320 630 0	FEES, 2014 Admin Days, Schroeder		215.00	
			Vendor Total:	215.00
NEBRASKA SAFETY CENTER	57-2238Bus	6738	75.00	
01 2750 690 0	MISC, G Holmes, Lvl II renewal		75.00	
NEBRASKA SAFETY CENTER	DRED61945	6738	960.00	
01 1330 313 2	PURCHASED SERVICES, 8 stu dr educ		960.00	
			Vendor Total:	1,035.00
NETS	240	6739	1,200.00	
01 2320 465 0	COMPUTER SOFTWARE, N Star Negotiations		1,200.00	
			Vendor Total:	1,200.00
NWEA	00019068	6740	4,212.50	
01 1100 680 0	ON-LINE ASSESSMENT FEES, MAPS renewal		4,212.50	
			Vendor Total:	4,212.50
OK TIRE STORE	20140802	6741	53.50	
01 2620 310 0	REPAIR SERVICES, mower		32.50	
01 2750 337 0	TIRES & PARTS, Dodge Caravan		21.00	
			Vendor Total:	53.50
ONCOURSE SYSTEMS FOR EDUCATION	Quote29957	6742	1,501.11	
01 1100 465 1	COMPUTER SOFTWARE, lesson planner		750.56	
01 1100 465 2	COMPUTER SOFTWARE, lesson planner		750.55	
			Vendor Total:	1,501.11
ORIENTAL TRADING	664434589-01	6743	221.63	
01 1100 410 1	SUPPLIES, Sidlo		221.63	
			Vendor Total:	221.63
PAULSEN AUTOMOTIVE	23141	6744	1,147.35	
01 2760 338 0	VEHICLE REPAIRS, 08 Dodge strut repair		1,147.35	
PAULSEN AUTOMOTIVE	23142	6744	106.65	
01 2760 338 0	VEHICLE REPAIRS, 08 Dodge Caravan brake		106.65	
			Vendor Total:	1,254.00

<u>Vendor Name</u>	<u>Invoice</u>	<u>Check #</u>	<u>Amount</u>	
<u>Account Number</u>	<u>Description</u>		<u>Amount</u>	
PERRY,GUTHERY,HAASE & GESSFORD,PC,LLO	20140724	6745	597.50	
01 2310 317 0	LEGAL SERVICES, July		597.50	
PERRY,GUTHERY,HAASE & GESSFORD,PC,LLO	20140724-1	6745	519.75	
01 2310 317 0	LEGAL SERVICES, student handbooks		519.75	
	Vendor Total:			1,117.25
PLANK LUMBER & HARDWARE	20140730	6746	373.71	
01 2620 410 0	SUPPLIES, grounds		9.96	
01 2620 410 0	SUPPLIES, custodial		363.75	
	Vendor Total:			373.71
PRESTO-X	30380235	6747	117.60	
01 2620 310 0	REPAIR SERVICES, July service		117.60	
	Vendor Total:			117.60
PRINCIPAL LIFE/DEPT. 900	Aug2014	6748	1,196.17	
01 1100 290 1	DISABILITY INSURANCE		231.40	
01 1100 290 2	DISABILITY INSURANCE		416.09	
01 1200 290 1	DISABILITY INSURANCE		40.13	
01 1200 290 2	DISABILITY INSURANCE		41.81	
01 1190 290 0	DISABILITY INSURANCE		14.85	
01 4404 290 0	DISABILITY INSURANCE		12.50	
01 1310 290 0	DISABILITY INSURANCE		5.91	
01 2120 290 1	DISABILITY INSURANCE		11.56	
01 2120 290 2	DISABILITY INSURANCE		11.56	
01 2222 290 0	DISABILITY INSURANCE		23.61	
01 2320 290 0	DISABILITY INSURANCE		91.92	
01 2410 290 1	DISABILITY INSURANCE		38.20	
01 2410 290 2	DISABILITY INSURANCE		54.96	
01 2610 290 0	DISABILITY INSURANCE		46.96	
01 4200 290 0	DISABILITY INSURANCE		28.98	
01 4310 290 0	DISABILITY INSURANCE		20.90	
01 4410 290 1	DISABILITY INSURANCE		22.82	
01 4410 290 2	DISABILITY INSURANCE		22.82	
01 1160 290 1	DISABILITY INSURANCE		26.39	
01 9001 290 0	DISABILITY INSURANCE		32.80	
	Vendor Total:			1,196.17
QUILL CORPORATION	4437938	6749	31.49	
01 1100 418 2	Vo Ag- Rocker		31.49	
	Vendor Total:			31.49
R & R SALES & SERVICE	260874	6750	140.33	
01 2620 410 0	SUPPLIES, grounds		140.33	
	Vendor Total:			140.33
REALLY GOOD STUFF	4712804	6751	241.45	

<u>Vendor Name</u>	<u>Invoice</u>	<u>Check #</u>	<u>Amount</u>	
<u>Account Number</u>	<u>Description</u>		<u>Amount</u>	
01 1100 410 1	SUPPLIES, Largent		241.45	
				241.45
				Vendor Total:
REMEDIA PUBLICATIONS	446161	6752	623.15	
01 4410 410 1	SUPPLIES, P Sindt		623.15	
				623.15
				Vendor Total:
RIGHTWAY	20140725	6753	38.35	
01 2610 410 0	SUPPLIES, grounds, cleaning		38.35	
				38.35
				Vendor Total:
S.E. SMITH & SONS	6291	6754	295.30	
01 2610 410 0	SUPPLIES, traffic paints		295.30	
S.E. SMITH & SONS	6307/6511	6754	448.92	
01 2610 410 0	SUPPLIES, paint/supplies		448.92	
				744.22
				Vendor Total:
SCHOLASTIC INC.	M5385514 4	6755	104.50	
01 1100 410 1	SUPPLIES, C James, Scholastic News		104.50	
SCHOLASTIC INC.	M5398348 2	6755	157.86	
01 1100 410 1	SUPPLIES, Johnson, Scholastic News		157.86	
				262.36
				Vendor Total:
SCHOOL ARTS	3565741-B1	6756	24.95	
01 1100 414 2	ART, Guge, subscription		24.95	
				24.95
				Vendor Total:
SCHOOL SPECIALTY/CLASSROOM DIRECT	208112651014	6757	479.47	
01 1100 410 1	SUPPLIES, Marks, Kitchen set		479.47	
SCHOOL SPECIALTY/CLASSROOM DIRECT	208112682018	6757	131.70	
01 1100 410 1	SUPPLIES, Marks, classroom		131.70	
				611.17
				Vendor Total:
SCHROEDER, KENNETH	2014July	6758	109.00	
01 2320 670 0	TRAVEL/MILEAGE, Admin Days		109.00	
				109.00
				Vendor Total:
SOFTCHOICE CORP.	3728429	6759	986.86	
01 1100 465 1	COMPUTER SOFTWARE, MS Office renewal		493.43	
01 1100 465 2	COMPUTER SOFTWARE, MS Office renewal		493.43	
				986.86
				Vendor Total:
SOURCE GAS	201180512109	6760	301.86	
01 2610 321 0	FUEL/NATURAL GAS, Main 06/26-07/25		301.86	
SOURCE GAS	201180512110	6760	32.56	

Board Report - Detail after checks are printed

<u>Vendor Name</u>	<u>Invoice</u>	<u>Check #</u>	<u>Amount</u>	
<u>Account Number</u>	<u>Description</u>		<u>Amount</u>	
01 2610 321 0	FUEL/NATURAL GAS, bus barn 06/26-07/25		32.56	
SOURCE GAS	201714371531	6760	38.28	
01 2610 321 0	FUEL/NATURAL GAS, Greenhouse 06/26-07/25		38.28	
	Vendor Total:			372.70
STATE OF NEBRASKA	883594	6761	233.21	
01 1100 382 2	DISTANCE EDUCATION, June service		233.21	
	Vendor Total:			233.21
TARMAN, TRAVIS	20140721	6762	60.01	
01 2190 670 0	TRAVEL/MILEAGE, FB Camp		60.01	
	Vendor Total:			60.01
TELEPHONE SYSTEMS OF NE, INC	18735	6763	180.95	
01 2620 310 0	REPAIR SERVICES, phone system repairs		180.95	
	Vendor Total:			180.95
VERIZON BUSINESS	05942083	6764	81.13	
01 2510 342 0	TELEPHONE, 06/15-07/15		81.13	
	Vendor Total:			81.13
VERIZON WIRELESS	9729248083	6765	231.29	
01 2510 342 0	TELEPHONE, 06/24-07/23		231.29	
	Vendor Total:			231.29
WOODWARD'S DISPOSAL SERV INC	N08562-1633	6766	47.50	
01 2510 690 0	MISCELLANEOUS, July service		47.50	
	Vendor Total:			47.50
YANDA'S MUSIC & PRO AUDIO	237632	6767	1,335.00	
01 1100 411 2	BAND, Price, guitar rack		80.00	
01 1100 411 2	BAND, Price, tenor sax		1,255.00	
	Vendor Total:			1,335.00
	Fund Total:			137,487.82
	Checking Account Total:			137,487.82

Franklin Public Schools
Board of Education
District 506
Franklin, Nebraska 68939

Regular August Meeting

**Monday – August 11th, 2014
8:00 Regular Meeting**

Franklin Public Schools (Media Center)

BILLS COMMITTEE: Raquel & Ron (August & September)

R & R Sales - \$140.33– parts
Wilson Flooring - \$289.20 – Depr -east hall/tile repair
Wilson Flooring - \$1390.38 – Depr – elementary carpet
Finishline Const - \$2495.00 –Depr – roof repair
Sears (VISA) - \$376.73 – Depr – lawn mower
Sysco - \$1300.50 – Depr – popcorn popper
Omaha Stage Lighting - \$1340.00 – Depreciation – spotlight fixtures
Kully Supply - \$715.35 – Depr – floor water cooler

CEI - \$4143.78 – Special Bldg – door sensors

Community RelationsTobacco Policy

The use of tobacco products is prohibited in all school buildings and all school vehicles. Smoking shall also be prohibited in any area where school staff, students or members of the public may be present or may be affected by smoke, including without limitation the stands and bleachers of outdoor athletic fields and near the entry of school buildings. For purposes of this policy, tobacco means any tobacco product (including but not limited to cigarettes, cigars, and chewing tobacco), vapor products (such as e-cigarettes), alternative nicotine products, tobacco product look-alikes, and products intended to replicate tobacco products either by appearance or effect.

Legal Reference: Neb. Rev. Stat. ' ' 71-5716 to 5734 (Nebraska Clean Indoor Air Act)

Date of Adoption: [Insert Date]

John M. Guthery*
Thomas M. Haase
James B. Gessford
Rex R. Schultze***
Daniel F. Kaplan
Gregory H. Perry
Joseph F. Bachmann*
R.J. Shortridge*
Jeanette Stull
Corey L. Stull*
Joshua J. Schauer *
Shawn P. Dontigney
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**Also Admitted in Kansas
***Also Admitted in Wyoming

Ernest B. Perry (1876-1962)
Arthur E. Perry (1910-1982)
R.R. Perry (1917-1999)
Edwin C. Perry (1931-2012)

Perry Law Firm 2014 Annual Policy Update Service

To: Dr. Paul Tedesko, Administrator, ESU 11
From: Gregory H. Perry and Rex R. Schultze
Date: May 7, 2014

This is the 2014 Annual Policy Update.

1. Policies 1120 and 5101—E-Cigarettes

In response to the prevalence of e-cigarettes, we have amended Policy 1120 and 5101 (student discipline) to prohibit this product from being used on school grounds and to prohibit its use by students.

We note that LB 863 amended 28-1418 so as to make it criminal for a minor to “smoke cigarettes or cigars, use vapor products or alternative nicotine products, or use tobacco in any form.” The offense is a Class V misdemeanor. A minor who is charged with a violation of this statute may avoid prosecution by giving the prosecutor evidence to convict the person who sold or provided him or her with the product.

2. Policy 3540—Construction

Neb. Rev. Stat. §81-3445 was amended in 2011 to increase the dollar amount for construction projects which require supervision by an architect or engineer. Policy 3540 has been amended to reflect that change.

3. Policy 5008—Attendance

LB 464 amended the attendance (truancy) statute (79-209). We have provided a revised Policy 5008 in response to the law change. A redlined version showing changes from the previous policy is also provided.

The law requires that the policy be “developed and annually reviewed in collaboration with the county attorney of the county in which the principal office of the school district is located.” We have prepared a sample county attorney letter to be used to document a district’s efforts to engage in the required collaboration.

As noted, the policy is to be reviewed annually. We have included a sample notice, agenda, and minutes for a board meeting at which the four policies which require annual hearings or reviews would occur.

The law requires that, when a student has excessive absences (defined in the policy as 5 unexcused absences in a quarter), communication be made with the persons who have legal or actual charge or control of the child, and that a meeting or meetings be held. A “collaborative plan” to improve regular attendance is to be developed as a result of the meeting or meetings. We have included a sample collaborative plan. It is provided as a writeable pdf. We have also provided a Word version, so districts may modify the plan if they so choose.

4. Policy—5208—High School Credits

NDE Rule 10, section 3.05B, provides: “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.”

While the foregoing provision has been in Rule 10 for some time, many schools do not have a policy on the subject. As such, we have prepared Policy 5208.

5. 5417—School Wellness (No Policy Update; Adoption of Regulation Pending)

The Nutrition School Lunch Act was amended in 2010 to authorize the Secretary to establish regulations related to local wellness policies. 42 USC section 1758b.

The Secretary has issued proposed regulations as required by the 2010 amendment. However, the regulation has not yet been adopted. The public comment period recently ended. When the regulation is adopted, we will revise our wellness policy template to be in compliance.

For more information, you may visit the following sites:

<http://www.fns.usda.gov/tn/local-school-wellness-policy>

<https://www.federalregister.gov/articles/2014/02/26/2014-04100/local-school-wellness-policy-implementation-under-the-healthy-hunger-free-kids-act-of-2010#h-7>

6. 5506—Safe Pupil Transportation Plan

NDE Rule 91 was amended effective November 2012 to add the following to the required contents of a safe pupil transportation plan: “006.02A8 Driver procedures in the event that the drop-off location is uncertain or appears unsafe to leave students.”

The revised Policy 5506 adds provisions to meet this requirement.

7. Policy 6212—Academic Standards (No Policy Update; Adoption of Standards is Pending)

The statute related to adoption of state standards, 79-760.02, provides that districts are required to adopt academic content standards in the subject areas of reading, writing, mathematics, science, and social studies in accordance with timelines established by the State Board of Education, but in no event later than one year following the adoption or modification of state standards.

The NDE has released proposed revised language arts standards. However, the revised standards have not yet been adopted. We will provide an amended Policy 6212 to incorporate the revised language arts standards once those standards are adopted by the State Board.

We note that NDE adopted Fine Arts standards on February 4, 2014. Districts may, but are not required to, adopt those standards as part of Policy 6212. Since the action is not mandatory, we have not provided a revised Policy 6212 with this update.

8. Policy 6283—Concussions

LB 923 amended the concussion statutes (71-9103 to 71-9106) to add the requirement that schools: “Establish a return to learn protocol for students that have sustained a concussion. The return to learn protocol shall recognize that students who have sustained a concussion and returned to school may need informal or formal accommodations, modifications of curriculum, and monitoring by medical or academic staff until the student is fully recovered.”

The revised Policy 6283 adds provisions to meet this requirement. In addition, we have included a return to learn protocol. The protocol incorporates the NDE’s concussion protocol materials which consist of a guidance entitled “Bridging the Gap from Concussion to the Classroom,” and an accompanying Appendix. Those NDE materials are provided with this update, as well.

We note that LB 923 also provides for suicide prevention training, as follows:

Beginning in school year 2015-16, all public school nurses, teachers, counselors, school psychologists, administrators, school social workers, and any other appropriate personnel shall receive at least one hour of suicide awareness and prevention training each year. This training shall be provided within the framework of existing inservice training programs offered by the State Department of Education or as part of required professional development activities.

Under LB 923, the Department of Education is to develop a list of approved training materials for schools to use.

9. Policy 6285—Middle School Sports

Nebraska School Activities Association Middle Level Activities Bylaws, Article 9, provides: “Each school shall adopt and enforce a scholastic eligibility rule for seventh and eighth grades. That local scholastic policy shall govern students for seventh and eighth grade interscholastic competition.”

Policy 6285 has been amended to include the scholastic eligibility rule. The standards in the policy are the same as those that each particular district has established for its high school students, and for those schools without standards, the same as the NSAA standards. Districts are free to enact different standards if they wish.

10. Notices—Superintendent Pay Transparency

LB 470, the Superintendent Pay Transparency Act, included an emergency clause, making it effective February 14, 2014. However, the Act also includes a provision that the operative date of the law be July 1, 2014. As a result, the notice requirements of the Act are not applicable to contracts and contract amendments that were approved by school boards and ESUs prior to July 1, 2014.

The Act applies to contracts of Superintendents and ESU Administrators. The Act requires:

1. at least three (3) days prior to the school board meeting at which the proposed contract or amendment will be considered, publication of the contract or amendment along with publication of “a reasonable estimate and description of all current and future costs to the school district if the proposed contract were to be approved”;
2. within two (2) days after the school board meeting at which the contract was approved, publication of the contract along with publication of “a reasonable estimate and description of all current and future costs to the school district that will be incurred as a result of such contract”; and
3. filing the contract with NDE prior to August 1st.

The publications may be made on the district’s or ESU’s webpage.

We have prepared Notices which include the estimated costs of a Superintendent contract. We have attempted to identify all of the items that are regularly included in Superintendent contracts. Districts and ESUs should modify the Notices as needed to adjust for any costs not included in the form Notices.

We anticipate that NDE and the State Auditor will give guidance in the future on the type of costs that are actually required to be published and to be identified in budget statements. The Notices may need to be conformed once such guidance is issued.

11. Criminal History—Job Applications

LB 907 prohibits public employers from asking an applicant for employment to disclose information concerning the applicant’s criminal record or history, until the employer has determined the applicant meets the minimum employment qualifications. An exception exists for school districts and ESUs to ask an applicant’s criminal record or history relating to “sexual or physical abuse.”

We have included revised classified and certificated job applications that comply with the new restrictions. Redlined versions have also been included to show the revisions that have been made.

Once a district has determined that the applicant meets minimum qualifications, the applicant may be asked about his or her criminal history beyond sexual and physical abuse. We have provided a sample personal disclosure form for this purpose. It is provided as a writeable pdf. We have also provided a Word version, so districts may modify the form if they so choose. Again, do not request an applicant to complete this form until the district has determined that the applicant meets minimum qualifications.

Also, districts should be aware that the EEOC and courts have recognized that Title VII prohibits a criminal history being used in a manner that would be discriminatory against the applicant on the basis of race or national origin. See http://www.eeoc.gov/laws/guidance/arrest_conviction.cfm for further details.

Conclusion

If you need anything further with regard to these documents or have questions, please contact either Greg (gperry@perrylawfirm.com) or Rex (rschultze@perrylawfirm.com).

School Districts that receive this Memo and the enclosures should consult with their school attorney for independent legal advice.

Business OperationsProcedures—Bidding Construction Projects

The District shall bid every project for the construction, remodeling, or repair of any school-owned building or for site improvements when the contemplated expenditures for the project is over \$40,000.00. The bidding procedures shall comply with the requirements of state law and shall include the following:

1. Notice to Bidders: The Administration shall prepare a notice to bidders containing a general description of the scope of the project being bid; the location of the project; the means of obtaining project documents, including plans and specifications; the date and hour bids will close; and the date, hour and place bids are to be returned, received and opened, and a provision that such bids will be immediately and simultaneously opened in the presence of the bidders or representatives of the bidders, when the hour is reached for the bids to close.
2. Regular Manner of Advertisement for Bids: The notice to bidders shall be published one time in a newspaper of general circulation in the School District. The notice shall be published at least seven (7) days prior to the date designated for the opening of such bids. The Board of Education or Administration may, in its sole discretion, elect to utilize further advertisement for bids as it may determine appropriate to secure a sufficient number of qualified bidders for the scope of the project.
3. Bid Opening: When the hour is reached for such bids to close, bids will be immediately and simultaneously opened in the presence of the bidders or representatives of the bidders.
4. Contract Award: The contract shall be awarded to the lowest responsible bidder as to the extent required by law. When not so required, the award shall be made on the basis of consideration of the contract award criteria determined appropriate by the Board or administration.
5. Performance and Payment Bonds. Whenever any contract is entered into for the erecting, furnishing, or repairing of any building or other public structure or improvement, the contractor shall be required, before commencing such work, to furnish a performance, labor and material payment bond. The bond requirement shall not apply, however, to any project bid or proposed which has a total cost of \$10,000 or less unless the School Board or Administration includes a bond requirement in the specifications for the project. The bond shall be in an amount not less than the contract price. The bond shall be conditioned on the faithful performance of the contract and the payment by the contracting party of all laborers and mechanics for labor that is performed and of all material and equipment rental that is actually used or rented in connection with the improvement project and the performance of the contract. Such bond shall contain such provisions as are required by statutes, and be in a form prescribed and required by the district.

6. Retention of an Architect or Engineer. The School District shall not engage in the construction of any public works involving architecture or engineering unless the plans, specifications, and estimates have been prepared and the construction has been observed by an architect, a professional engineer, or a person under the direct supervision of an architect, professional engineer, or those under the direct supervision of an architect or professional engineer; provided that such requirement shall not apply to any public work in which the contemplated expenditure for the complete project does not exceed one hundred thousand dollars (\$100,000), as adjusted from time to time by § 81-3445 or other applicable law.
7. Additional Procedures. Each bid for which a labor and material bond is required shall be accompanied by a bid bond or certified check in the amount of five percent (5%) of such bid unless the School Board or Administration waives such requirement. The Board of Education or Administration may provide for additional procedures for the procurement, opening and acceptance of bids as deemed appropriate for a particular project.

Legal Reference: Neb. Rev. Stat. ' 52-118; Neb. Rev. Stat. ' 73-101 *et seq.*; Neb. Rev. Stat. ' 73-106; Neb. Rev. Stat. ' 81-3445

Date of Adoption: [Insert Date]

StudentsStudent AttendanceAttendance Policy and Excessive Absenteeism

Regular and punctual student attendance is required. The administration is responsible for developing further attendance rules and regulations, and all staff are expected to implement this policy and administrative rules and regulations to encourage regular and punctual student attendance. The Principals and teachers are required to maintain an accurate record of student attendance.

A. Attendance and Absences.

1. Circumstances of Absences – Definitions. The circumstances for all absences from school will be identified as School Excused or Not School Excused. Absences should be cleared through the Principal's office in advance whenever possible. All absences, except for illness and/or death in the family, require advance approval.
 - a. **School Excused.** Any of the following circumstances that lead to an absence will be identified as a *School Excused* absence, provided the required attendance procedures have been followed:
 - (1) Impossible or impracticable barriers outside the control of the parent or child prevent a student from attending school. The parent must provide the school with documentation to demonstrate the absence was beyond the control of the parent or child. This could include, but is not limited to documented illness, court, death of a family member, or suspension.
 - (2) Other absences as determined by the principal or the principal's designee.
 - b. Not School Excused. Absences that are not school excused may result in a report to the county attorney and may be classified as follows:
 - (1) Parent acknowledged absences are those in which the parent communicated with the school in the prescribed manner that the child is absent and is the parent's responsibility for the extent of the school day. This includes, but is not limited to, illness, vacations, and medical appointments.
 - (2) Other absences are those in which the parent has not communicated a reason for the student's absence.

2. Absence Procedure. In its Student Information System, the District may identify many different codes that provide greater definition to the circumstances of a child's absence, but all of the codes need to be identified to parents and students as fitting into one of the above defined absence circumstances.

A student will not be allowed to enter class after an absence until an admit slip, based upon a written or verbal parental excuse, is issued by the Principal's office.

Two school days will be allowed to make up work for each day missed, with a maximum of 10 days allowed to make up work.

3. Mandatory Ages of Attendance. A child is of mandatory age if the child will reach age 6 prior to January 1 of the then-current school year and has not reached 18 years of age.

Exceptions for Younger Students. Attendance is not mandatory for a child who has reached 6 years of age prior to January 1 of the then-current school year, but will not reach age 7 prior to January 1 of such school year, if the child's parent or guardian has signed and filed with the school district in which the child resides an affidavit stating either: (1) that the child is participating in an education program that the parent or guardian believes will prepare the child to enter grade one for the following school year; or (2) that the parent or guardian intends for the child to participate in a school which has elected or will elect pursuant to law not to meet accreditation or approval requirements and the parent or guardian intends to provide the Commissioner of Education with a statement pursuant to section 79-1601(3) on or before the child's seventh birthday.

Exceptions for Older Students. Attendance is also not mandatory for a child who: (1) has obtained a high school diploma by meeting statutory graduation requirements; (2) has completed the program of instruction offered by a school which elects pursuant to law not to meet accreditation or approval requirements; or (3) has reached the age of 16 years and has been withdrawn from school in the manner prescribed by law.

Early Withdrawal for Students Enrolled in Accredited or Approved Schools. A person who has legal or actual charge or control of a child who is at least 16 but less than 18 years of age may withdraw such child from school before graduation and be exempt from the mandatory attendance requirements if an exit interview is conducted and a withdrawal form is signed.

Exit Interview. The process is initiated by a person who has legal or actual charge or control of the child submitting a withdrawal form. The form is to be as prescribed by the Commissioner of Education. Upon submission of the form, the Superintendent or Superintendent's designee shall set a time and place for an exit interview if the child is enrolled in [Name] Public Schools or resides in the

[Name] Public School District and is enrolled in a private, denominational, or parochial school.

The exit interview shall be personally attended by:

- The child, unless the withdrawal is being requested due to an illness of the child making attendance at the exit interview impossible or impracticable;
- the person who has legal or actual charge or control of the child who requested the exit interview;
- the Superintendent or Superintendent's designee;
- the child's principal or the principal's designee if the child at the time of the exit interview is enrolled in a school operated by the school district; and
- any other person requested by any of the required parties who agrees to attend the exit interview and is available at the time designated for the exit interview which may include, for example, other school personnel or the child's principal if the child is enrolled in a private school.

At the exit interview, the person making the written request must present evidence that (a) the person has legal or actual charge or control of the child and (b) the child would be withdrawing due to either:

- financial hardships requiring the child to be employed to support the child's family or one or more dependents of the child, or
- an illness of the child making attendance impossible or impracticable.

The Superintendent or Superintendent's designee shall identify all known alternative educational opportunities, including vocational courses of study, that are available to the child in the school district and how withdrawing from school is likely to reduce potential future earnings for the child and increase the likelihood of the child being unemployed in the future. Any other relevant information may be presented and discussed by any of the parties in attendance.

At the conclusion of the exit interview, the person making the written request may sign a withdrawal form provided by the school district agreeing to the withdrawal of the child OR may rescind the written request for the withdrawal.

Withdrawal Form. Any withdrawal form signed by the person making the written request shall be valid only if:

- the child also signs the form, unless the withdrawal is being requested due to an illness of the child making attendance at the exit interview impossible or impracticable, and
- the Superintendent or Superintendent's designee signs the form acknowledging that the interview was held, the required information was provided and discussed at the interview, and, in the opinion of the Superintendent or Superintendent's designee, the person making the written request does in fact have legal or actual charge or control of the

child and the child is experiencing either (i) financial hardship, or (ii) an illness making attendance impossible or impracticable.

Early Withdrawal for Students Enrolled in an Exempt School (Home Schools). A person who has legal or actual charge or control of a child who is at least 16 but less than 18 years of age may withdraw such child from school before graduation and be exempt from the mandatory attendance requirements if such child has been enrolled in a school that elects not to meet the accreditation or approval requirements by filing with the State Department of Education a signed notarized release on a form prescribed by the Commissioner of Education.

4. Reporting and Responding to Excessive Absenteeism. Any administrator, teacher, or member of the board of education who knows of any failure on the part of any child of mandatory school attendance age to attend school regularly without lawful reason, shall within three days report such violation to the superintendent or such person(s) who the superintendent designates to be the attendance officer (hereafter, "attendance officer"). The attendance officer shall immediately cause an investigation into any such report to be made. The attendance officer shall also investigate any case when of his or her personal knowledge, or by report or complaint from any resident of the district, the attendance officer believes there is a violation of the compulsory attendance laws. The school shall render all services in its power to compel such child to attend some public, private, denominational, or parochial school, which the person having control of the child shall designate, in an attempt to address the problem of excessive absenteeism. Such services shall include, as appropriate, the services listed below under "Excessive Absenteeism" and "Reporting Excessive Absenteeism."
5. Excessive Absenteeism. Students who accumulate five (5) unexcused absences in a quarter shall be deemed to have "excessive absences." Such absences shall be determined on a per day basis for elementary students and on a per class basis for secondary students. When a student has excessive absences, the following procedures shall be implemented:
 - a. Verbal or written communication by school officials with the person or persons who have legal or actual charge or control of any child; and
 - b. One or more meetings between the school (a school attendance officer, a school administrator or his or her designee, and/or a social worker), the child's parent or guardian, and the child, when appropriate, to address the barriers to attendance. The result of the meeting or meetings shall be to develop a collaborative plan to reduce barriers identified to improve regular attendance. The plan shall consider, but not be limited to:
 - (i) Illness related to physical or behavioral health of the child.
 - (ii) Educational counseling;
 - (iii) Educational evaluation;

- (iv) Referral to community agencies for economic services;
- (v) Family or individual counseling; and
- (vi) Assisting the family in working with other community services.

If the parent/guardian refuses to participate in such meeting, the principal shall place documentation of such refusal in the child's attendance records.

6. Reporting Excessive Absenteeism to the County Attorney.

The school may report to the county attorney of the county in which the person resides when the school has documented the efforts to address excessive absences, the collaborative plan to reduce barriers identified to improve regular attendance has not been successful, and the student has accumulated more than twenty (20) absences per year. The school shall notify the child's family in writing prior to referring the child to the county attorney. Illness that makes attendance impossible or impracticable shall not be the basis for referral to the county attorney. A report to the county attorney may also be made when a student otherwise accrues excessive absences as herein defined.

Legal Reference: Neb. Rev. Stat. ' ' 79-201 and 79-209

Date of Adoption: [Insert Date]

StudentsStudent Discipline

- A. Development of Uniform Discipline System. It shall be the responsibility of the Superintendent to develop and maintain a system of uniform discipline. The discipline which may be imposed includes actions which are determined to be reasonably necessary to aid the student, to further school purposes, or to prevent interference with the educational process, such as (without limitation) counseling and warning students, parent contacts and parent conferences, rearrangement of schedules, requirements that a student remain in school after regular hours to do additional work, restriction of extracurricular activity, or requirements that a student receive counseling upon written consent of the parent or guardian, or in-school suspension. The discipline may also include out-of-school suspension (short-term or long-term) and expulsion.

1. Short-Term Suspension: Students may be excluded by the Principal or the Principal's designee from school or any school function for a period of up to five school days (short-term suspension) on the following grounds:

- a. Conduct that constitutes grounds for expulsion, whether the conduct occurs on or off school grounds; or
- b. Other violations of rules and standards of behavior adopted by the Board of Education or the administrative or teaching staff of the school, which occur on or off school grounds, if such conduct interferes with school purposes or there is a nexus between such conduct and school.

The following process will apply to short-term suspensions:

- a. The Principal or the Principal's designee will make a reasonable investigation of the facts and circumstances. A short-term suspension will be made upon a determination that the suspension is necessary to help any student, to further school purposes, or to prevent an interference with school purposes.
- b. Prior to commencement of the short-term suspension, the student will be given oral or written notice of the charges against the student. The student will be advised of what the student is accused of having done, an explanation of the evidence the authorities have, and be afforded an opportunity to explain the student's version of the facts.
- c. Within 24 hours or such additional time as is reasonably necessary following the suspension, the Principal or administrator will send a written statement to the student and the student's parent or guardian describing the student's conduct, misconduct or violation of the rule or standard and the reasons for the action taken.
- d. An opportunity will be given to the student, and the student's parent or guardian, to have a conference with the Principal or administrator ordering

the short-term suspension before or at the time the student returns to school. The Principal or administrator shall determine who in addition to the parent or guardian is to attend the conference.

- e. A student who on a short-term suspension shall not be permitted to be on school grounds without the express permission of the Principal.
2. Long-Term Suspension: A long-term suspension means an exclusion from school and any school functions for a period of more than five school days but less than twenty school days. A student who on a long-term suspension shall not be permitted to be on school grounds without the express permission of the Principal. A notice will be given to the student and the parents/guardian when the Principal recommends a long-term suspension. The notice will include a description of the procedures for long-term suspension; the procedures will be those set forth in the Student Discipline Act.
3. Expulsion:
- a. Meaning of Expulsion. Expulsion means exclusion from attendance in all schools, grounds and activities of or within the system for a period not to exceed the remainder of the semester in which it took effect unless the misconduct occurred (a) within ten school days prior to the end of the first semester, in which case the expulsion shall remain in effect through the second semester, or (b) within ten school days prior to the end of the second semester, in which case the expulsion shall remain in effect for summer school and the first semester of the following school year, or (c) unless the expulsion is for conduct specified in these rules or in law as permitting or requiring a longer removal, in which case the expulsion shall remain in effect for the period specified therein. Such action may be modified or terminated by the school district at any time during the expulsion period. A student who has been expelled shall not be permitted to be on school grounds without the express permission of the Principal. A notice will be given to the student and the parents/guardian when the Principal recommends an expulsion. The notice will include a description of the procedures for expulsion; the procedures will be those set forth in the Student Discipline Act.
 - b. Suspensions Pending Hearing. When a notice of intent to discipline a student by long-term suspension, expulsion, or mandatory reassignment is filed with the superintendent, the student may be suspended by the principal until the date the long-term suspension, expulsion, or mandatory reassignment takes effect if no hearing is requested or, if a hearing is requested, the date the hearing examiner makes the report of his or her findings and a recommendation of the action to be taken to the superintendent, if the principal determines that the student must be suspended immediately to prevent or substantially reduce the risk of (a) interference with an educational function or school purpose or (b) a

personal injury to the student himself or herself, other students, school employees, or school volunteers.

- c. Summer Review. Any expulsion that will remain in effect during the first semester of the following school year will be automatically scheduled for review before the beginning of the school year in accordance with law.
 - d. Alternative Education: Students who are expelled may be provided an alternative education program that will enable the student to continue academic work for credit toward graduation. In the event an alternative education program is not provided, a conference will be held with the parent, student, the Principal or another school representative assigned by the Principal, and a representative of a community organization that assists young people or that is involved with juvenile justice to develop a plan for the student in accordance with law.
 - e. Suspension of Enforcement of an Expulsion: Enforcement of an expulsion action may be suspended (i.e., “stayed”) for a period of not more than one full semester in addition to the balance of the semester in which the expulsion takes effect. As a condition of such suspended action, the student and parents will be required to sign a discipline agreement.
 - f. Students Subject to Juvenile or Court Probation. Prior to the readmission to school of any student who is less than nineteen years of age and who is subject to the supervision of a juvenile probation officer or an adult probation officer pursuant to the order of the District Court, County Court, or Juvenile Court, who chooses to meet conditions of probation by attending school, and who has previously been expelled from school, the Principal or the Principal’s designee shall meet with the student’s probation officer and assist in developing conditions of probation that will provide specific guidelines for behavior and consequences for misbehavior at school (including conduct on school grounds and conduct during an educational function or event off school grounds) as well as educational objectives that must be achieved. If the guidelines, consequences, and objectives provided by the Principal or the Principal’s designee are agreed to by the probation officer and the student, and the court permits the student to return to school under the agreed to conditions, the student may be permitted to return to school. The student may with proper consent, upon such return, be evaluated by the school for possible disabilities and may be referred for evaluation for possible placement in a special education program. The student may be expelled or otherwise disciplined for subsequent conduct as provided in Board policy and state statute.
4. Other Forms of Student Discipline: Administrative and teaching personnel may also take actions regarding student behavior, other than removal of students from school, which are reasonably necessary to aid the student, further school purposes,

or prevent interference with the educational process. Such actions may include, but are not limited to, counseling of students, parent conferences, rearrangement of schedules, requirements that a student remain in school after regular hours to do additional work, restriction of extracurricular activity, or requirements that a student receive counseling, psychological evaluation, or psychiatric evaluation upon the written consent of a parent or guardian to such counseling or evaluation. The actions may also include in-school suspensions. When in-school suspensions, after-school assignments, or other disciplinary measures are assigned, the student is responsible for complying with such disciplinary measures. A failure to serve such assigned discipline as directed will serve as grounds for further discipline, up to expulsion from school.

- B. Student Conduct Expectations. Students are not to engage in conduct which causes or which creates a reasonable likelihood that it will cause a substantial disruption in or material interference with any school function, activity or purpose or interfere with the health, safety, well being or rights of other students, staff or visitors.
- C. Grounds for Short-Term Suspension, Long-Term Suspension, Expulsion or Mandatory Reassignment. The following conduct has been determined by the Board of Education to have the potential to seriously affect the health, safety or welfare of students, staff and other persons or to otherwise seriously interfere with the educational process. Such conduct constitutes grounds for long-term suspension, expulsion, or mandatory reassignment, and any other lesser forms of discipline. The conduct is subject to the consequence of long-term suspension, expulsion, or mandatory reassignment where it occurs on school grounds, in a vehicle owned, leased, or contracted by the school and being used for a school purpose or in a vehicle being driven for a school purpose by a school employee or an employee's designee, or at a school-sponsored activity or athletic event.
1. Willfully disobeying any reasonable written or oral request of a school staff member, or the voicing of disrespect to those in authority.
 2. Use of violence, force, coercion, threat, intimidation, harassment, or similar conduct in a manner that constitutes a substantial interference with school purposes or making any communication that a reasonable recipient would interpret as a serious expression of an intent to harm or cause injury to another.
 3. Willfully causing or attempting to cause substantial damage to property, stealing or attempting to steal property of substantial value, repeated damage or theft involving property, or setting or attempting to set a fire of any magnitude.
 4. Causing or attempting to cause personal injury to any person, including any school employee, school volunteer, or student. Personal injury caused by accident, self-defense, or other action undertaken on the reasonable belief that it was necessary to protect some other person shall not constitute a violation of this subdivision.
 5. Threatening or intimidating any student for the purpose of or with the intent of obtaining money or anything of value from such student or making a threat which causes or may be expected to cause a disruption to school operations.

6. Knowingly possessing, handling, or transmitting any object or material that is ordinarily or generally considered a weapon or that has the appearance of a weapon or bringing or possessing any explosive device, including fireworks.
7. Engaging in selling, using, possessing or dispensing of alcohol, tobacco, narcotics, drugs, controlled substance, or an inhalant; being under the influence of any of the above; possession of drug paraphernalia, or the selling, using, possessing, or dispensing of an imitation controlled substance as defined in section 28-401 of the Nebraska statutes, or material represented to be alcohol, narcotics, drugs, a controlled substance or inhalant. Tobacco means any tobacco product (including but not limited to cigarettes, cigars, and chewing tobacco), vapor products (such as e-cigarettes), alternative nicotine products, tobacco product look-alikes, and products intended to replicate tobacco products either by appearance or effect. Use of a controlled substance in the manner prescribed for the student by the student's physician is not a violation. The term "under the influence" has a less strict meaning than it does under criminal law; for school purposes, the term means any level of impairment and includes even the odor of alcohol or illegal substances on the breath or person of a student; also, it includes being impaired by reason of the abuse of any material used as a stimulant.
8. Public indecency or sexual conduct.
9. Engaging in bullying, which includes any ongoing pattern of physical, verbal, or electronic abuse on school grounds, in a vehicle owned, leased, or contracted by a school being used for a school purpose by a school employee or a school employee's designee, or at school-sponsored activities or school-sponsored athletic events.
10. Sexually assaulting or attempting to sexually assault any person. This conduct may result in an expulsion regardless of the time or location of the offense if a complaint alleging such conduct is filed in a court of competent jurisdiction.
11. Engaging in any activity forbidden by law which constitutes a danger to other students or interferes with school purposes. This conduct may result in an expulsion regardless of the time or location of the offense if the conduct creates or had the potential to create a substantial interference with school purposes, such as the use of the telephone or internet off-school grounds to threaten.
12. A repeated violation of any rules established by the school district or school officials if such violations constitute a substantial interference with school purposes.
13. Truancy or failure to attend assigned classes or assigned activities; or tardiness to school, assigned classes or assigned activities.
14. The use of language, written or oral, or conduct, including gestures, which is profane or abusive to students or staff members. Profane or abusive language or conduct includes, but is not limited to, that which is commonly understood and intended to be derogatory toward a group or individual based upon race, gender, disability, national origin, or religion.
15. Dressing or grooming in a manner which is dangerous to the student's health and safety or a danger to the health and safety of others or repeated violations of the student dress and grooming standards; dressing, grooming, or engaging in speech that is lewd or indecent, vulgar or plainly offensive; dressing, grooming, or

engaging in speech that school officials reasonably conclude will materially and substantially disrupt the work and discipline of the school; dressing, grooming, or engaging in speech that a reasonable observer would interpret as advocating illegal drug use.

16. Willfully violating the behavioral expectations for riding school buses or vehicles.
17. A student who engages in the following conduct shall be expelled for the remainder of the school year in which it took effect if the misconduct occurs during the first semester, and if the expulsion for such conduct takes place during the second semester, the expulsion shall remain in effect for the first semester of the following school year, with the condition that such action may be modified or terminated by the school district during the expulsion period on such terms as the administration may establish:
 - a. The knowing and intentional use of force in causing or attempting to cause personal injury to a school employee, school volunteer, or student, except if caused by accident, self-defense, or on the reasonable belief that the force used was necessary to protect some other person and the extent of force used was reasonably believed to be necessary, or
 - b. The knowing and intentional possession, use, or transmission of a dangerous weapon other than a firearm.
18. Knowingly and intentionally possessing, using, or transmitting a firearm on school grounds, in a school-owned or utilized vehicle, or during an educational function or event off school grounds, or at a school-sponsored activity or athletic event. This conduct shall result in an expulsion for one calendar year. "Firearm" means a firearm as defined in 18 U.S.C. 921, as that statute existed on January 1, 1995. That statute includes the following statement: "The term 'firearm' means (a) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (b) the frame or receiver of any such weapon; (c) any firearm muffler or firearm silencer; or (d) any destructive device." The Superintendent may modify such one year expulsion requirement on a case-by-case basis, provided that such modification is in writing.

Bringing a firearm or other dangerous weapon to school for any reason is discouraged; however, a student will not be subject to disciplinary action if the item is brought or possessed under the following conditions:

 - a. Prior written permission to bring the firearm or other dangerous weapon to school is obtained from the student's teacher, building administrator and parent.
 - b. The purpose of having the firearm or other dangerous weapon in school is for a legitimate educational function.
 - c. A plan for its transportation into and from the school, its storage while in the school building and how it will be displayed must be developed with the prior written approval by the teacher and building administrator. Such plan shall require that such item will be in the possession of an adult staff

member at all times except for such limited time as is necessary to fulfill the educational function.

- d. The firearm or other dangerous weapon shall be in an inoperable condition while it is on school grounds.

D. Additional Student Conduct Expectations and Grounds for Discipline. The following additional student conduct expectations are established. Failure to comply with such rules is grounds for disciplinary action. When such conduct occurs on school grounds, in a vehicle owned, leased, or contracted by a school being used for a school purpose or in a vehicle being driven for a school purpose by a school employee or by his or her designee, or at a school-sponsored activity or athletic event, the conduct is grounds for long-term suspension, expulsion or mandatory reassignment.

1. Student Appearance: Students are expected to dress in a way that is appropriate for the school setting. Students should not dress in a manner that is dangerous to the health and safety of anyone or interferes with the learning environment or teaching process in our school. Following is a list of examples of attire that will not be considered appropriate, such list is not exclusive and other forms of attire deemed inappropriate by the administration may be deemed inappropriate for the school setting:
 - a. Clothing that shows an inappropriate amount of bare skin or underwear (midriffs, spaghetti straps, sagging pants) or clothing that is too tight, revealing or baggy, or tops and bottoms that do not overlap or any material that is sheer or lightweight enough to be seen through, or otherwise of an appropriate size and fit so as to be revealing or drag on the ground.
 - b. Shorts, skirts, or skorts that do not reach mid-thigh or longer.
 - c. Clothing or jewelry that advertises or promotes beer, alcohol, tobacco, or illegal drugs.
 - d. Clothing or jewelry that could be used as a weapon (chains, spiked apparel) or that would encourage “horse-play” or that would damage property (e.g. cleats).
 - e. Head wear including hats, caps, bandannas, and scarves.
 - f. Clothing or jewelry which exhibits nudity, makes sexual references or carries lewd, indecent, or vulgar double meaning.
 - g. Clothing or jewelry that is gang related.
 - h. Visible body piercing (other than ears).

Consideration will be made for students who wear special clothing as required by religious beliefs, disability, or to convey a particularized message protected by law. The final decision regarding attire and grooming will be made by the Principal or Superintendent. In the event a student is uncertain as to whether a particular item or method of grooming is consistent with the school’s guidelines, the student should contact the Principal for approval, and may also review such additional posting of prohibited items or grooming which may be available in the Principal’s office.

Coaches, sponsors or teachers may have additional requirements for students who are in special lab classes, students who are participants in performing groups or students who are representing the school as part of an extracurricular activity program.

On a first offense of the dress code, the student may call home for proper apparel. If clothes cannot be brought to school, the student will be assigned to in-school suspension for the remainder of the day. Students will not be allowed to leave campus to change clothes. Continual violations of the dress code will result in more stringent disciplinary actions, up to expulsion. Further, in the event the dress code violation is determined to also violate other student conduct rules (e.g., public indecency, insubordination, expression of profanity, and the like), a first offense of the dress code may result in more stringent discipline, up to expulsion.

2. Academic Integrity.

- a. Policy Statement: Students are expected to abide by the standards of academic integrity established by their teachers and school administration. Standards of academic integrity are established in order for students to learn as much as possible from instruction, for students to be given grades which accurately reflect the student's level of learning and progress, to provide a level playing field for all students, and to develop appropriate values.

Cheating and plagiarism violate the standards of academic integrity. Sanctions will be imposed against students who engage in such conduct.

- b. Definitions: The following definitions provide a guide to the standards of academic integrity:
- (1) "Cheating" means intentionally misrepresenting the source, nature, or other conditions of academic work so as to accrue undeserved credit, or to cooperate with someone else in such misrepresentation. Such misrepresentations may, but need not necessarily, involve the work of others. Cheating includes, but is not limited to:
- (a) Tests (includes tests, quizzes and other examinations or academic performances):
- (i) Advance Information: Obtaining, reviewing or sharing copies of tests or information about a test before these are distributed for student use by the instructor. For example, a student engages in cheating if, after having taken a test, the student informs other students in a later section of the questions that appear on the test.

- (ii) Use of Unauthorized Materials: Using notes, textbooks, pre-programmed formulae in calculators, or other unauthorized material, devices or information while taking a test except as expressly permitted. For example, except for “open book” tests, a student engages in cheating if the student looks at personal notes or the textbook during the test.
 - (iii) Use of Other Student Answers: Copying or looking at another student’s answers or work, or sharing answers or work with another student, when taking a test, except as expressly permitted. For example, a student engages in cheating if the student looks at another student’s paper during a test. A student also engages in cheating if the student tells another student answers during a test or while exiting the testing room, or knowingly allows another student to look at the student’s answers on the test paper.
 - (iv) Use of Other Student to Take Test. Having another person take one’s place for a test, or taking a test for another student, without the specific knowledge and permission of the instructor.
 - (v) Misrepresenting Need to Delay Test. Presenting false or incomplete information in order to postpone or avoid the taking of a test. For example, a student engages in cheating if the student misses class on the day of a test, claiming to be sick, when the student’s real reason for missing class was because the student was not prepared for the test.
- (b) Papers (includes papers, essays, lab projects, and other similar academic work):
- i) Use of Another’s Paper: Copying another student’s paper, using a paper from an essay writing service, or allowing another student to copy a paper, without the specific knowledge and permission of the instructor.
 - (ii) Re-use of One’s Own Papers: Using a substantial portion of a piece of work previously submitted for another course or program to meet the requirements of the present course or program without notifying the instructor to whom the work is presented.
 - (iii) Assistance from Others: Having another person assist with the paper to such an extent that the work does not truly reflect the student’s work. For example, a student engages in cheating if the

- student has a draft essay reviewed by the student's parent or sibling, and the essay is substantially re-written by the student's parent or sibling. Assistance from home is encouraged, but the work must remain the student's.
- (iv) Failure to Contribute to Group Projects. Accepting credit for a group project in which the student failed to contribute a fair share of the work.
 - (v) Misrepresenting Need to Delay Paper. Presenting false or incomplete information in order to postpone or avoid turning in a paper when due. For example, a student engages in cheating if the student misses class on the day a paper is due, claiming to be sick, when the student's real reason for missing class was because the student had not finished the paper.
- (c) Alteration of Assigned Grades. Any unauthorized alteration of assigned grades by a student in the teacher's grade book or the school records is a serious form of cheating.
- (2) "Plagiarism" means to take and present as one's own a material portion of the ideas or words of another or to present as one's own an idea or work derived from an existing source without full and proper credit to the source of the ideas, words, or works. Plagiarism includes, but is not limited to:
- (a) Failure to Credit Sources: Copying work (words, sentences, and paragraphs or illustrations or models) directly from the work of another without proper credit. Academic work frequently involves use of outside sources. To avoid plagiarism, the student must either place the work in quotations or give a citation to the outside source.
 - (b) Falsely Presenting Work as One's Own: Presenting work prepared by another in final or draft form as one's own without citing the source, such as the use of purchased research papers or use of another student's paper.
- (3) "Contributing" to academic integrity violations means to participate in or assist another in cheating or plagiarism. It includes but is not limited to allowing another student to look at your test answers, to copy your papers or lab projects, and to fail to report a known act of cheating or plagiarism to the instructor or administration.
- c. Sanctions: The following sanctions will occur when a student engages in cheating, plagiarism, or contributing to an academic integrity offense:

- (1) Academic Sanction. The instructor will refuse to accept the student's work in which the academic integrity offense took place, assign a grade of "F" or zero for the work, and require the student to complete a test or project in place of the work within such time and under such conditions as the instructor may determine appropriate. In the event the student completes the replacement test or project at a level meeting minimum performance standards, the instructor will assign a grade which the instructor determines to be appropriate for the work.
- (2) Report to Parents and Administration. The instructor will notify the Principal of the offense and the instructor or Principal will notify the student's parents or guardian.
- (3) Student Discipline Sanctions. Academic integrity offenses are a violation of school rules. The Principal may recommend sanctions in addition to those assigned by the instructor, up to and including suspension or expulsion. Such additional sanctions will be given strong consideration where a student has engaged in serious or repeated academic integrity offense or other rule violations, and where the academic sanction is otherwise not a sufficient remedy, such as for offenses involving altering assigned grades or contributing to academic integrity violations.

3. Electronic Devices

- a. Philosophy and Purpose. The District strongly discourages students from bringing and/or using electronic devices at school. The use of electronic devices can be disruptive to the educational process and are items that are frequently lost or stolen. In order to maintain a secure and orderly learning environment, and to promote respect and courtesy regarding the use of electronic devices, the District hereby establishes the following rules and regulations governing student use of electronic devices, and procedures to address student misuse of electronic devices.
- b. Definitions.
 - (1) "Electronic devices" include, but are not limited to, cell phones, Mp3 players, iPods, personal digital assistants (PDAs), compact disc players, portable game consoles, cameras, digital scanners, lap top computers, and other electronic or battery powered instruments which transmit voice, text, or data from one person to another.
 - (2) "Sexting" means generating, sending or receiving, encouraging others to send or receive, or showing others, through an electronic device, a text message, photograph, video or other medium that:
 - (i) Displays sexual content, including erotic nudity, any display of genitalia, unclothed female breasts, or unclothed

- buttocks, or any sexually explicit conduct as defined at Neb. Rev. Stat. § 28-1463.02; or
- (ii) Sexually exploits a person, whether or not such person has given consent to creation or distribution of the message, photograph or video by permitting, allowing, encouraging, disseminating, distributing, or forcing such student or other person to engage in sexually explicit, obscene or pornographic photography, films, or depictions; or,
 - (iii) Displays a sexually explicit message for sexual gratification, flirtation or provocation, or to request or arrange a sexual encounter.
- c. Possession and Use of Electronic Devices.
- (1) Students are not permitted to possess or use any electronic devices during class time or during passing time except as otherwise provided by this policy. Cell phone usage is strictly prohibited during any class period; including voice usage, digital imaging, or text messaging.
 - (2) Students are permitted to possess and use electronic devices before school hours, at lunch time, and after school hours, provided that the student not commit any abusive use of the device (see paragraph (d)(1). Administrators have the discretion to prohibit student possession or use of electronic devices on school grounds during these times in the event the administration determines such further restrictions are appropriate; an announcement will be given in the event of such a change in permitted use.
 - (3) Electronic devices may be used during class time when specifically approved by the teacher or a school administrator in conjunction with appropriate and authorized class or school activities or events (i.e., student use of a camera during a photography class; student use of a lap top computer for a class presentation).
 - (4) Students may use electronic devices during class time when authorized pursuant to an Individual Education Plan (IEP), a Section 504 Accommodation Plan, or a Health Care Plan, or pursuant to a plan developed with the student's parent when the student has a compelling need to have the device (e.g., a student whose parent is in the hospital could be allowed limited use of the cell phone for family contacts, so the family can give the student updates on the parent's condition).
- d. Violations
- (1) Prohibited Use of Electronic Devices: Students shall not use electronic devices for: (a) activities which disrupt the educational environment; (b) illegal activities in violation of state or federal laws or regulations; (c) unethical activities, such as cheating on assignments or tests; (d) immoral or pornographic activities; (e)

activities in violation of Board or school policies and procedures relating to student conduct and harassment; (f) recording others (photographs, videotaping, sound recording, etc.) without direct administrative approval and consent of the person(s) being recorded, other than recording of persons participating in school activities that are open to the public; (g) “sexting;” or (h) activities which invade the privacy of others. Such student misuses will be dealt with as serious school violations, and immediate and appropriate disciplinary action will be imposed, including, but not limited to, suspension and expulsion from school.

(2) Disposition of Confiscated Electronic Devices: Electronic devices possessed or used in violation of this policy may be confiscated by school personnel and returned to the student or parent/guardian at an appropriate time. If an electronic device is confiscated, the electronic device shall be taken to the school’s main office to be identified, placed in a secure area, and returned to the student and/or the student’s parent/guardian in a consistent and orderly way.

- (i) First Violation: Depending upon the nature of the violation and the imposition of other appropriate disciplinary action, consequences at a minimum may include a relinquishment of the electronic device to the school administration and a conference between the student and school principal or assistant principal. The electronic device shall remain in the possession of the school administration until such time as the student personally comes to the school’s main office and retrieves the electronic device.
- (ii) Second Violation: Depending upon the nature of the violation and the imposition of other appropriate disciplinary action, consequences at a minimum may include a relinquishment of the electronic device to the school administration and a conference between the student and his/her parent/guardian and the school principal or assistant principal. The electronic device shall remain in the possession of the school administration until such time as the student’s parent/guardian personally comes to the school’s main office and retrieves the electronic device.
- (iii) Third Violation: Depending upon the nature of the violation and the imposition of other appropriate disciplinary action, consequences at a minimum may include a relinquishment of the electronic device to the school administration, a conference between the student and his/her parent/guardian and the school principal or assistant principal, and suspension of the student from school. The electronic device shall remain in the possession of the school administration until such time as

the student's parent/guardian personally comes to the school's main office and retrieves the electronic device.

- (3) Penalties for Prohibited Use of Electronic Devices: Students who receive a "sexting" message are to report the matter to a school administrator and then delete such message from their electronic device. Students shall not participate in sexting or have any "sexting" message on their electronic devices regardless of when the message was received while on school grounds or at a school activity. Students who violate the prohibitions of this policy shall be subject to the imposition of appropriate disciplinary action, up to and including expulsion, provided that at a minimum the following penalties shall be imposed:
 - (i) Students found in possession of a "sexting" message shall be subject to a one (1) day suspension from school.
 - (ii) Students who send or encourage another to send a "sexting" message shall be subject to a five (5) day suspension from school.
 - (4) Reporting to Law Enforcement: Violations of this policy regarding the prohibited use of electronic devices that may constitute a violation of federal or state laws and regulations, including, but not limited to, the Nebraska Child Protection Act or the Nebraska Child Pornography Prevention Act shall be reported to appropriate legal authorities and law enforcement.
- e. Responsibility for Electronic Devices. Students or their parents/guardians are expected to claim a confiscated electronic device within ten (10) days of the date it was relinquished. The school shall not be responsible, financially or otherwise, for any unclaimed electronic devices. By bringing such devices to school, students and parents authorize the school to dispose of unclaimed devices at the end of each semester. The District is not responsible for the security and safekeeping of students' electronic devices and is not financially responsible for any damage, destruction, or loss of electronic devices.
- E. Inappropriate Public Displays of Affection (IPDA): Students are not to engage in inappropriate public displays of affection on school property or at school activities. Such conduct includes kissing, touching, fondling or other displays of affection that would be reasonably considered to be embarrassing or a distraction to others. Students will face the following consequences for IPDA:
 - 1. 1st Offense: Student will be confronted and directed to cease.
 - 2. 2nd Offense: Student will be confronted, directed to cease, and parents will be notified.
 - 3. 3rd Offense: Student will be suspended from school for a minimum of 1 day, and parents and student will need to meet with Administrator(s) and/or counselor.

If this type of behavior continues, or if the IPDA is lewd or constitutes sexual conduct, the student could face long-term suspension or expulsion.

F. Specific Rule Items: The following conduct may result in disciplinary action which, in the repeated violations, may result in discipline up to expulsion:

1. Students are not given locker passes, restroom passes or telephone passes to leave a classroom or study hall unless special circumstances arise.
2. Students in the hallway during class time must have a pass with them.
3. Gum, candy, seeds, etc. are not allowed in the school building or classrooms. The pop machine is closed until after school and pop is to be drunk outside.
4. Students are expected to bring all books and necessary materials to class. This includes study halls.
5. Assignments for all classes are due as assigned by the teacher.
6. Students are not to operate the mini-blinds or the windows.
7. Classes are ended by the teacher. Students are not to begin to pack up or leave the class until the dismissal bell has rung or the teacher has dismissed the class.
8. Students are to be in their seats and ready for class on the tardy bell.
9. Special classes such as Industrial Technology, Art, P.E., and computer courses will have other safety or clean-up rules that will be explained to students by that teacher which must be followed.
10. Students are not to bring "nuisance items" to school. A nuisance item is something that is not required for educational purposes and which would cause a distraction to the student or others.
11. Students are to stand back from the entry steps and doors in the mornings before school and at noon before the bell so that others may pass in and out of the entry doors.
12. Snow handling is prohibited.

G. Law Violations

1. Cases of law violations or suspected law violations by students will be reported to the police and to the student's parents or guardian as soon as possible.
2. When a principal or other school official releases a minor student to a peace officer (e.g., police officer, sheriff, and all other persons with similar authority to make arrests) for the purpose of removing the minor from the school premises, the principal or other school official shall take immediate steps to notify the parent, guardian, or responsible relative of the minor regarding the release of the minor to the officer and regarding the place to which the minor is reportedly being taken, except when a minor has been taken into custody as a victim of suspected child abuse, in which case the principal or other school official shall provide the peace officer with the address and telephone number of the minor's parents or guardian.
3. In an effort to demonstrate that student behavior is always subject to possible legal sanctions regardless of where the behavior occurs it is the District's policy to notify the proper legal authorities when a student engages in any of the following behaviors on school grounds or at a school sponsored event:
 - (a) Knowingly possessing illegal drugs or alcohol.

- (b) Aggravated or felonious assault.
- (c) Vandalism resulting in significant property damage.
- (d) Theft of school or personal property of a significant nature.
- (e) Automobile accident.
- (f) Any other behavior which significantly threatens the health or safety of students or other persons, and such other offenses which are required to be reported by law.

When appropriate, it shall be the responsibility of the referring administrator to contact the student's parent of the fact that the referral to legal authorities has been or will be made.

Legal Reference: Neb. Rev. Stat. ' ' 79-254 to 79-296

Date of Adoption: [Insert Date]

Students

High School Credit for Middle School Courses

High school credit may be awarded to students in a middle grades course if the course content and requirements are equivalent to a course offered in the high school.

Legal Reference: NDE Rule 10.003.05B

Date of Adoption: [Insert Date]

StudentsSafe Pupil Transportation Plan**[Name] Public Schools Safe Pupil Transportation Plan**

This Safe Pupil Transportation Plan sets forth the District's plan for providing safe transportation to students being transported in pupil transportation vehicles.

1. **Weapons-** Upon becoming aware of a weapon aboard a pupil transportation vehicle, the driver will make every attempt to:
 - A. Radio transportation dispatch and notify them of the situation ***if possible***. If not possible, the driver will make every attempt to telephone dispatch from a cellular telephone or from the nearest safe haven location. Examples of a safe haven include, but are not limited to, any school building site, emergency service station (law enforcement or fire department), community service agency, etc.
 - B. Pull vehicle over to safe and secure area.
 - C. Confiscate weapon (if it doesn't jeopardize student or driver safety).
 - D. Give description of weapon and participating parties to dispatch.
 - E. Dispatch will immediately notify appropriate law enforcement agencies and school administration.
2. **Pupil behavior-** Students are expected to follow student conduct rules while in a pupil transportation vehicle. The pupil 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. First seek to resolve incident through discussion with the student(s) involved.
 - B. Radio transportation dispatch and notify them of situation ***if possible***. If not possible, the driver will make every attempt to telephone dispatch from a cellular telephone or from the nearest safe haven location.
 - C. Activate emergency flashers.
 - D. Bring vehicle to a safe stop. Seek to resolve the incident, using physical force only as necessary to protect students or yourself.
 - E. Report and document discipline problems to the school administrator 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 a pupil transportation vehicle, the driver will make every attempt to:

- A. Radio transportation dispatch and notify them of situation ***if possible***. If not possible, the driver will make every attempt to telephone dispatch from a cellular telephone or from the nearest safe haven location.
- B. Make every attempt to keep passengers calm (this may mean complying with the terrorist).
- C. Dispatch will immediately notify appropriate law enforcement agencies and school administration.
- D. Driver should wait for instructions from dispatch ***if possible***.

4. Severe weather- Upon becoming aware of severe weather while aboard a pupil transportation vehicle, the driver will make every attempt to:

- A. Radio transportation dispatch and notify them of situation ***if possible***. If not possible, the driver will make every attempt to telephone dispatch from a cellular telephone or from the nearest safe haven location.
- B. Return to the school if less than five minutes away and follow the directions of the school administrator.
- C. If more than five minutes away from school, go to the nearest school and follow the directions of the school administrator.
- D. If more than five minutes away from the nearest school or 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 passengers 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 pupil transportation vehicle, the driver will make every attempt to:

- A. Radio transportation dispatch and notify them of situation ***if possible***. If not possible, the driver will make every attempt to telephone dispatch from a cellular telephone or from the nearest safe haven location.
- B. Pull vehicle over to safe and secure area.
- C. Give description of hazardous materials in question to dispatch.
- D. Dispatch will immediately notify appropriate law enforcement and school administration.
- E. Driver should wait for instructions from dispatch ***if possible***.

6. Medical emergencies- Upon becoming aware of a medical emergency aboard a pupil transportation vehicle, the driver will make every attempt to:

- A. Radio transportation dispatch and notify them of situation ***if possible***. If not possible, the driver will make every attempt to telephone dispatch from a cellular telephone or from the nearest safe haven location.
- B. Dispatch will immediately notify appropriate medical agencies and school administration.

- C. Driver should follow instructions from dispatch, school officials, and parents when such information can be obtained quickly enough. If not available, follow emergency first aid procedures.
- D. **Only if necessary**, the driver should move passengers only enough to get them out of danger of traffic or fire. If moved, the driver and aide are to keep them where placed until a medical agency arrives, unless a parent has taken charge of their child.
- E. Driver should try to keep student passengers as calm as possible.

7. Procedures in the event of mechanical breakdowns of the vehicle- Upon becoming aware of a mechanical breakdown aboard a Pupil transportation vehicle, the driver will make every attempt to:

- A. Pull vehicle over to safe and secure area **if possible**
- B. Radio transportation dispatch and notify them of situation **if possible**. If not possible, the driver will make every attempt to telephone dispatch from a cellular telephone or from the nearest safe haven location.
- C. Activate emergency flashers and place warning flares/reflectors in accordance with safety guidelines, if not in secure area.
- D. Driver should try to keep student passengers as calm as possible.
- E. Dispatch will arrange for assistance and a relief vehicle **if needed**.

8. Procedures in the event the drop-off location is uncertain or appears unsafe to leave students. In the event the drop-off location is uncertain or appears unsafe to leave students, the driver will make every attempt to:

- A. Radio transportation or otherwise communicate with dispatch to notify them of the situation if possible.
- B. Release children only if an adult responsible for the children is present. If not, keep children who are to be released in the vehicle, continue with route, and return children who were to be released to the school.
- C. Dispatch will notify appropriate law enforcement agencies and school administration if appropriate given the circumstances.

9. Documentation under Safe Pupil Transportation Plan. Each pupil transportation driver is required to complete and submit to the school administration a bus conduct report or incident report involving the pupil transportation vehicle operated by the driver or any pupils 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, or medical emergencies. Documentation of such events shall be completed and submitted as soon as practicable after the incident.

10. Transportation of Unsafe Items. Drivers shall not permit pupil 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 children or other passengers and the driver. Look-a-like weapons associated with a school sponsored or approved activity may be transported only with written permission of a school administrator. Any items that would break

or could produce injury if tossed about inside the pupil transportation vehicle when involved in an accident or sudden stop shall be secured.

11. Supplemental Information. A copy of this plan shall be placed in each pupil transportation vehicle, kept at each school building, and made available upon request. Supplemental information with respect to operational and procedural guidelines used to administer this plan can be found in the District's safety and security plan adopted pursuant to 92 NAC10 and in the Nebraska Department of Education Pupil Transportation Guide.

Legal Reference: Neb. Rev. Stat. §§ 79-318, 79-602, 79-607 and 79-608
Title 92, Nebraska Administrative Code, Chapter 91

Date of Adoption: [Insert Date]

InstructionActivitiesConcussions1. Training.

The Superintendent or designee shall make available training approved by the chief medical officer of the State on how to recognize the symptoms of a concussion or brain injury and how to seek proper medical treatment for a concussion or brain injury to all coaches of school athletic teams.

2. Education.

The Superintendent or designee shall require that concussion and brain injury information be provided on an annual basis to students and the students' parents or guardians prior to such students initiating practice or competition. The information provided to students and the students' parents or guardians shall include, but need not be limited to:

- a. the signs and symptoms of a concussion;
- b. the risks posed by sustaining a concussion; and
- c. the actions a student should take in response to sustaining a concussion, including the notification of his or her coaches.

3. Response to Concussions.

- a. Removal. A student who participates on a school athletic team shall be removed from a practice or game when he or she is reasonably suspected of having sustained a concussion or brain injury in such practice or game after observation by a coach or a licensed health care professional who is professionally affiliated with or contracted by the school.
- b. Return-to-Play. A student who has been removed from a practice or game as a result of being reasonably suspected of having sustained a concussion or brain injury shall not be permitted to participate in any school supervised team athletic activities involving physical exertion, including, but not limited to, practices or games, until the student: (i) has been evaluated by a licensed health care professional, (ii) has received written and signed clearance to resume participation in athletic activities from the licensed health care professional, and (iii) has submitted the written and signed clearance to resume participation in athletic activities to the school accompanied by written permission to resume participation from the student's parent or guardian.

The coach or administration may require that the student's return to full activities be on a stepwise progression back to full participation, or otherwise establish

conditions for return to participation that are more restrictive than those defined by the licensed health care professional if the coach or an administrator reasonably deems such to be appropriate.

The signature of an individual who represents that he or she is a licensed health care professional on a written clearance to resume participation that is provided to the school shall be deemed to be conclusive and reliable evidence that the individual who signed the clearance is a licensed health care professional. The school is not required to determine or verify the individual's qualifications.

- c. Parent Notification. If a student is reasonably suspected after observation of having sustained a concussion or brain injury and is removed from an athletic activity per the preceding paragraph, the parent or guardian of the student shall be notified by the Superintendent or designee of the date and approximate time of the injury suffered by the student, the signs and symptoms of a concussion or brain injury that were observed, and any actions taken to treat the student.
- d. Return to Learn. The Superintendent or designee shall develop a return to learn protocol for students who have sustained a concussion. The return to learn protocol shall recognize that students who have sustained a concussion and returned to school may need informal or formal accommodations, modifications of curriculum, and monitoring by medical or academic staff until the student is fully recovered.

4. Responsibility of Coaches.

Coaches shall comply with this policy and apply their safety and injury prevention training. A coach who fails to do so is subject to disciplinary action, including but not limited to termination of employment.

5. Students and Parents.

It is recognized that coaches cannot be aware of every incident in which a student has symptoms of a possible concussion or brain injury. As such, students and their parents have a responsibility to honestly report symptoms of a possible concussion or brain injury to the student's coaches on a timely basis.

Legal Reference: Neb. Rev. Stat. §§ 71-9102 to 71-9106

Date of Adoption: [Insert Date]

InstructionStudent Participation in Athletic Contests Between Schools

Students in kindergarten through sixth grade may not participate in athletic contests between schools within a school system or between school systems. Annual field or play days are excluded from this restriction.

Elementary school systems having seventh and eighth grade athletics may include sixth grade boys or girls if the combined enrollment for seventh and eighth grade is fewer than 12 boys or 12 girls and if the school board has a policy regulating participation for sixth graders. The board's policy for participation of sixth graders is as follows: A sixth grade student may participate if (1) the student meets the same standards applicable to seventh and eighth graders and (2) participation in the activity is not prohibited by the bylaws of the Nebraska School Activities Association.

Students in seventh and eighth grades may participate in interscholastic competitions subject to and in a manner consistent with the bylaws of the Nebraska School Activities Association. The scholastic eligibility rules for seventh and eighth grades shall be the same as established by the school board for high school interscholastic competitions and, in the absence of such rules, shall be the minimum established by the Nebraska School Activities Association.

Legal Reference: NDE Rule 10.004.02C
Nebraska School Activities Association Middle Level Activities Bylaws,
Article 9

Date of Adoption: [Insert Date]

StudentsGraduation

To participate in commencement exercises or receive a Franklin Public Schools diploma a student must fully complete all requirements for graduation prior to the official commencement exercises, and complete other administrative requirements or conditions. Students who graduate from Franklin Public Schools must accumulate 230 hours. The total graduation requirements must include the following core curriculum:

English	40	Semester Hours
Science	30	Semester Hours
Math	30	Semester Hours
Social Studies	40	Semester Hours
Vocational Education	20	Semester Hours
Physical Education/Health	10	Semester Hours
Fine Arts/Foreign Language	10	Semester Hours
Computers	10	Semester Hours
Required	190	Semester Hours
Electives	40	Semester Hours

The above changes are in effect beginning with the graduating class of 2017 and beyond.

Legal Reference: Neb. Rev. Stat. § 79-729
 NDE Rule 10

Date of Adoption:

StudentsGrading System

With the understanding that there are distinct differences between elementary and secondary students, Franklin Public Schools' Teachers will employ age appropriate grading practices at the K-6 level and at the 7-12 grade level.

K-6 Grading System

The grading system of Franklin Public Schools shall be as follows:

- a. Grading periods of approximately nine (9) weeks shall be used four (4) times per year.
- b. Achievement marks shall be given on a standards basis/numerical basis for all grades K-6.
- c. The grading and conversion scale are as follows:

A= 90-100

B = 80-89

C = 70-79

D = 60-69

F = 0-59

E –Exceeds the Standards

M- Meets the Standards

B – Below Standards

- d. All grade reports will contain a standard based/numerical grade for each subject, as well as the following: absences, tardiness, conduct, comments (if instructor desires.)
- e. On all absences, students will not receive zeros but will be expected to make up their work according to the discretion of their teacher.
- f. Classroom behaviors will not be included or affect academic grades.

7-12 Grading System

Grading periods of approximately nine weeks shall be used four times per year along with semester grades twice a year and shall be determined as follows:

1. Grades shall be based on achievement, and achievement marks shall be given on a standards basis/numerical basis for all grades 7-12.
2. No student shall receive a permanent zero for missing assignments or late work until the appropriate teacher has made parent/guardian contact and reasonable time has been given for completion of work (reasonable time shall be a minimum 1-10 days with constant teacher redirection).
3. Students who miss school for excused absences will be given a minimum of two school days per missed day with a maximum of 10 make-up days to complete all classroom assignments. Missed work accumulated due to a/an unexcused absence(s) will be addressed according to item two.
4. Grades will be based primarily on summative assessments while formative assessments shall be used to check for student understanding and growth.
5. Grading will be an exercise in professional judgment wherein classroom teachers will seek to ensure that the grade each student receives is an accurate representation of his or her academic achievement within subject areas.
6. Students will be informed of grading practices in individual classrooms at the beginning of the year/semester.
7. Classroom behaviors will not be included or have an effect on academic grades.

The grading scale is as follows:

A	=	4.0	90-100
B+	=	3.5	88-89
B	=	3.0	80-87
C+	=	2.5	78-79
C	=	2.0	70-77
D+	=	1.5	68-69
D	=	1.0	60-67
F	=	0.0	0-59

Students receiving a D or lower in two or more classes when progress is reported will be ineligible to participate in extracurricular activity contests or performances if the grades remain below a D one week after progress is reported.

8. For all other grading reports received on transfer students, the guidance counselor shall convert these to an approximately equal grade on our system.

Legal Reference: Neb. Rev. Stat. § 79-729
NDE Rule 10

Date of Adoption: [Insert Date]

StudentsGraduation

To participate in commencement exercises or receive a Franklin Public Schools diploma a student must fully complete all requirements for graduation prior to the official commencement exercises, and complete other administrative requirements or conditions. Students who graduate from Franklin Public Schools must accumulate 230 hours. The total graduation requirements must include the following core curriculum:

English	40	Semester Hours
Science	30	Semester Hours
Math	30	Semester Hours
Social Studies	40	Semester Hours
Vocational Education	20	Semester Hours
Physical Education/Health	10	Semester Hours
Fine Arts/Foreign Language	10	Semester Hours
Computers	10	Semester Hours
Required	190	Semester Hours
Electives	40	Semester Hours

These requirements are in effect beginning with the graduating class of 2017 and beyond.

Legal Reference: Neb. Rev. Stat. § 79-729
 NDE Rule 10

Date of Adoption: [Insert Date]

Administrative Regulation for School Wellness Policy

Additional Wellness Goals, Nutrition Guidelines and Implementation Plan

The School Wellness Policy establishes a mission of providing a curriculum, instruction, and experiences in the environment of a health-promoting school community, to instill habits of lifelong learning and health. The School Wellness Policy authorizes the Superintendent to establish such further goals and nutrition guidelines as are determined appropriate to meet the stated mission. This regulation sets forth additional goals and nutrition guidelines as appropriate to meet the District's school wellness mission and implement the School Wellness Policy.

Nutrition Education Activities to Promote Student Wellness

The base goal is to implement a curriculum that meets or exceeds the health and nutrition education objectives established by the Nebraska Department of Education. The administration establishes the following additional goals and actions to achieve such goals:

1. Curriculum: Nutrition education will be integrated into other subjects to complement, but not replace, the health and nutrition education curriculum that is provided in accordance with NDE Rule 10. Educators are to incorporate the promotion of healthy eating nutrition lifestyles in all subject areas as appropriate.
2. Display Nutrition Education Materials: The cafeteria shall display posters or other communications suitable to the ages of students served that promote healthy nutrition choices (e.g. My Plate). Educators are encouraged to incorporate such communications in their classrooms as well.
3. Nutrition Health Events: Educators are encouraged to search for and take advantage of events that promote nutrition education. Activities may include:
 - a. health fairs
 - b. traveling health exhibits
 - c. field trips to farm or food production facilities
 - d. school gardens
 - e. health speakers (school assemblies or class speakers on nutrition)
 - f. CATCH Kids – After school program
4. Family:
 - a. Parents are to be welcomed to join their children at school lunch as appropriate.
 - b. School communications to parents will include information about healthy nutrition; such as by including information about healthy snacks for children.
5. Staff: Our employees are encouraged to be healthy role models for students. It is important for students to receive consistent messages. Staff is discouraged from eating foods or drinking beverages of minimal nutritional value during the school day in the presence of students.

Physical Activities to Promote Student Wellness

The established goal is to implement a curriculum that meets or exceeds the health and physical education objectives established by the Nebraska Department of Education. The administration establishes the following additional goals and actions to achieve such goals:

1. Curriculum: Health and physical education will be integrated into other subjects to complement, but not replace, the health and physical education curriculum provided in accordance with NDE Rule 10. Educators are to incorporate physical activity promotion and non-sedentary lifestyles in all subject areas as appropriate.
2. Physical Activity During the School Day:
 - a. Recess:
 - i. Elementary students will have the opportunity for daily recess. Weather and other conditions permitting, recess will be outdoors. Students who are idle during recess are to be encouraged by supervising staff to engage in physical activity. Daily minimums are as follows: Pre-school: 30 minutes; Grades K-3: 50 minutes (15 for ½ day Kindergarten); Grades 4-6: 35 minutes. Minimums include lunch recess. Minimums are set for “ordinary” days and are subject to modification in the judgment of the educator when events such as field trips, testing, etc. occur during the day.
 - ii. Middle School and High School students will have the opportunity for physical activity during their lunch period. The gym or outside facilities will be open to use during lunch when possible.
 - b. Class Time:
 - i. Physical activity within class periods (e.g. stretching breaks when students are at task for more than 30 minutes) will be encouraged.
 - ii. Wellness Wednesdays: Rotate 10 minute exercise (e.g. period 1 on week 1, period 2 on week 2 etc.)
3. Physical Activity To/From School:
 - a. To encourage biking or walking to school, the administration will work with law enforcement and as appropriate volunteer parent safety monitors to provide safe routes to school. Bike racks will be established commensurate with need.
 - b. In establishing bus pick up/drop off sites, the fact that students will have to walk farther from a particular site will not necessarily be considered as a negative factor.
4. As Punishment: Physical activity will not be used as punishment and will not be withheld as punishment. This guideline shall not apply to extra-curricular activities. Physical activity will not be used as a form of corporal punishment.
5. Display Physical Activity Educational Materials: The cafeteria, gym and health

classrooms shall display posters or other communications suitable to the ages of students served that promote physical activity and non-sedentary lifestyles (e.g., display sports posters, walking fitness posters). Educators are encouraged to incorporate such communications in their classrooms as well.

6. Physical Activity Health Events: Educators are encouraged to search for and take advantage of events that promote physical activity education. Activities may include:
 - a. health fairs
 - b. traveling health exhibits
 - c. field trips to physical activity centers
 - d. physical activity speakers (school assemblies or class speakers representing sports figures, medical people)
 - e. CATCH Kids
7. Family:
 - a. The school's physical activity facilities (playground, gym) will be made available to use by parents with their children outside the normal school day, subject to priority use being for children and subject to other competing uses and safety and risk management considerations.
 - b. School communications to parents will include information that promotes physical activity. Such communications may include information about the benefits of physical activity to children and the distribution of information about youth sports programs.
8. Staff: Our employees are encouraged to be healthy role models for students. It is important for students to receive consistent messages. Staff is encouraged to be seen engaging in non-sedentary lifestyles. For example, staff is encouraged to walk or bike to work; use stairs even if an elevator is available; and share as appropriate personal information about physical activities they engage in to remain fit.

Other School Activities to Promote Student Wellness

The established goal is to offer other suitable opportunities to students to engage in health-promoting activities. The administration establishes the following additional goals and actions to achieve such goals:

1. Extracurricular Programs: The District will offer athletic and other activity programs subject to and in compliance with the bylaws of the Nebraska School Activities Association. Secondary school students will be offered the opportunity to participate in intramural sports activities commensurate with their interests and school resources.
2. After-School Facility Uses: The school's physical activity facilities (playground, gym) will be made available to use by students outside the normal school day, subject to other competing uses and safety and risk management considerations.
3. Advertising: The administration will monitor advertising that occurs in the school

and endeavor to limit messages that promote foods of minimal nutritional value.

4. Staff Development:

- a. Professional staff members will be provided with professional development and guidance on appropriate practices and procedures to implement the school wellness goals and recommendations. Professional development activities will include activities each year related to the integration of physical activities and nutrition education into the academic curriculum, use of food as rewards and denial of physical activities as a disciplinary consequence, and other wellness goals and activities.
- b. The District will provide ongoing training and development for food service staff related to nutrition and wellness goals and activities.

5. Community Resources: The administration will coordinate the school wellness program efforts with those available from medical and other community organizations.

Nutrition Guidelines

The established nutrition guidelines for foods available in each school building during the school day are as follows: (1) school breakfast and lunch programs will be offered which meet or exceed the requirements of federal and state law and regulatory authorities and (2) no foods in competition with the school lunch or breakfast program shall be sold or otherwise made available to students anywhere on school premises during the period of one-half hour prior to the serving period for breakfast and lunch and lasting until one-half hour after the serving of breakfast and lunch.

The administration establishes the following additional nutrition guidelines and actions to meet the guidelines:

1. Conditions for School Meals:

- a. Scheduling meals. Lunch periods will be scheduled at times when students are in need of nutrition (e.g., in the middle of their school day). Students will be provided adequate time to eat. In general students will, upon arrival in the cafeteria, have at least 10 minutes to eat breakfast and 15 minutes to eat lunch.
- b. Conditions for meals. Efforts shall be made to establish comfortable and relaxed eating conditions. The factors to promote these conditions will be a clean, orderly environment, pleasant food services staff, adequate seating, enforcement of student conduct rules and adequate supervision.

2. Selection of School Meals:

- a. School Meals: School meals shall at a minimum meet nutrition requirements established by state and federal law. The school food service staff is to offer meals that are of a nutritional value higher than that required. Emphasis is to be on good menu planning principles that offer healthy food choices including lean meats, a variety of fruits and non-fried vegetables daily, whole grains once each week, and low-fat or nonfat milk daily. Locate these choices where they are readily accessible to students.

Limit portion sizes of desserts and fried foods.

- b. Ala carte selections: Elementary students are to be offered balanced meals. Elementary students are not to be sold individual food or beverage selections except for limited portions of low-fat foods, no-fat milk, fruits, and non-fried vegetables. Middle School and High School students may be sold foods and beverage ala carte provided the ala carte items not include foods of minimal nutritional value and that the offerings include fruits, non-fried vegetables, and healthy beverages (waters and 100% fruit juices).
3. Student's Meals From Home: Students will be discouraged from sharing food and be prohibited from sharing foods brought from home. Parents will be encouraged via health promotional materials to make healthy choices for student lunches.
4. Closed Campus. To encourage students to eat a nutritious lunch, students will not be permitted to leave school during the school day for the purpose of lunch. Exceptions: Students may leave at lunch time if they will be eating lunch at home, with parent permission. Juniors and Seniors may leave campus for lunch, even if they will not be eating lunch at home, with parent permission. Students who leave campus for lunch may not bring any purchased meals or other food or drink back to school. Nor may they eat the school lunch if they have left the premises for lunch. The administration may grant special exceptions to the closed campus rule as needed (e.g., for students with special dietary needs).
5. Vending machines:
 - a. Vending machines will not be available for student use at any school for the period of ½ hour before and ½ hour after breakfast and lunch periods.
 - b. Elementary school students: Vending machines with foods of minimal nutritional value will not be available to use by elementary school students at any time during the school day.
 - c. Middle school students: Vending machines with foods of minimal nutritional value will not be available to use by middle school students for the period of 1 hour before and 1 hour after breakfast and lunch periods.
 - d. High school students: Vending machines with foods of minimal nutritional value will not be available to use by high school students for the period of 1 hour before and 1 hour after breakfast and lunch periods.
 - e. Promotion of Healthy Choices: At least one vending machine in each school building shall include healthy choices (e.g., water, 100% fruit juices, low-fat/non-fat milk, animal crackers, granola bars, whole-grain fruit bars, pretzels, nuts, plain trail mix).
6. Foods available during the school day:
 - a. Water: Students will be allowed access to water during the school day. Water fountains are available. Educators may in their discretion allow students to bring water bottles to classes. Students will not be permitted to bring soda pop or other drinks or food to class.
 - b. Food rewards. Food will not be used as rewards. No foods are to be

provided by the school or school staff during instructional time except: healthy foods, foods provided for instructional purposes (e.g., cultural programs, FCS classes, and foods given in accordance with a special education student's IEP).

- c. Classroom Celebrations:
 - i. Staff is encouraged to not offer students foods of minimal nutritional value for classroom celebrations.
 - ii. Parents are to be encouraged to bring healthy foods for classroom celebrations.
- 7. Fund-raising:
 - a. School clubs are not to sell food for the period of ½ hour before and ½ hour after breakfast and lunch periods.
 - b. Student clubs are encouraged to not sell foods of minimal nutritional value as part of fund-raising efforts.
- 8. School activities/events:
 - a. Athletes: Student athletes serve as role models. Coaches are to encourage healthy eating by student athletes. The coaches' conduct rules may limit consumption of foods of minimal nutritional value by their athletes during their sport season.
 - b. Concessions: Concession stands will include healthy food choices. Efforts will be made to reduce offerings of foods of minimal nutritional value.
- 9. Definition of Foods of Minimal Nutritional Value: For purposes of this regulation, "foods of minimal nutritional value" has the same meaning as in the federal regulations for the National School Lunch program. Foods of minimal nutritional value are as follows:

Food of minimal nutritional value means: (i) In the case of artificially sweetened foods, a food which provides less than five percent of the Reference Daily Intakes (RDI) for each of eight specified nutrients per serving; and (ii) in the case of all other foods, a food which provides less than five percent of the RDI for each of 8 specified nutrients per 100 calories and less than 5% of the RDI for each of eight specified nutrients per serving. The 8 nutrients to be assessed for this purpose are -- protein, vitamin A, vitamin C, niacin, riboflavin, thiamine, calcium, and iron.

Specific foods of minimal nutritional value are:

- (1) Soda Water.
- (2) Water Ices (except those which contain fruit or fruit juices).
- (3) Chewing Gum.
- (4) Certain Candies -- Processed foods made predominantly from sweeteners or artificial sweeteners with a variety of minor ingredients which characterize the following types:

- (i) Hard Candy -- A product made predominantly from sugar (sucrose) and corn syrup which may be flavored and colored, is characterized by a hard, brittle texture, and includes such items as sour balls, fruit balls, candy sticks, lollipops, starlight mints, after dinner mints, sugar wafers, rock candy, cinnamon candies, breath mints, jaw breakers and cough drops.
 - (ii) Jellies and Gums -- A mixture of carbohydrates which are combined to form a stable gelatinous system of jelly-like character, and are generally flavored and colored, and include gum drops, jelly beans, jellied and fruit-flavored slices.
 - (iii) Marshmallow Candies -- An aerated confection composed as sugar, corn syrup, invert sugar, 20 percent water and gelatin or egg white to which flavors and colors may be added.
 - (iv) Fondant -- A product consisting of microscopic-sized sugar crystals which are separated by thin film of sugar and/or invert sugar in solution such as candy corn, soft mints.
 - (v) Licorice -- A product made predominantly from sugar and corn syrup which is flavored with an extract made from the licorice root.
 - (vi) Spun Candy -- A product that is made from sugar that has been boiled at high temperature and spun at a high speed in a special machine.
 - (vii) Candy Coated Popcorn. -- Popcorn which is coated with a mixture made predominantly from sugar and corn syrup.
10. Definition of Healthy Foods: For purposes of this regulation, “healthy foods” means foods that are not foods of minimal nutritional value, and that are low in fats, sodium and sugars, and high per serving in the nutrients which are needed to meet Reference Daily Intakes.

Date of Adoption:

Franklin Public Schools Parent-Student Handbook 2014-2015 School Year

Foreword

Section 1 Intent of Handbook

This handbook is intended to be used by students, parents and staff as a guide to the rules, regulations, and general information about Franklin Public Schools. Each student is responsible for becoming familiar with the handbook and knowing the information contained in it. Parents are encouraged to use this handbook as a resource and to assist their child in following the rules contained in this handbook.

Although the information found in this handbook is detailed and specific on many topics, the handbook is not intended to be all encompassing so as to cover every situation and circumstance that may arise during any school day, or school year. This handbook does not create a “contract.” The administration reserves the right to make decisions and make rule revisions at any time to implement the educational program and to assure the well being of all students and the educational program. The administration will be responsible for interpreting the rules contained in the handbook. Should a situation or circumstance arise that is not specifically covered in this handbook, the administration will make a decision based upon all applicable school district policies, and state and federal statutes and regulations.

Section 2 Members of the Board of Education

Name	Contact Information
Ron Fritson	
Scott Herrick	
James Haussermann	
Kim Molzahn	
John Siel	
Raquel Felzien	

Section 3 Administrative Staff

Name	Position	Contact Information
Kenneth Schroeder	Superintendent	kenneth.schroeder@fpsflyers.org (308) 425-6283
Adam Boettcher	Secondary Principal	adam.boettcher@fpsflyers.org (308) 425-6283
Shelley Kahrs	Elementary Principal	shelley.kahrs@fpsflyers.org (308) 425-6283

Foreword

Section 4 Teaching Staff

Franklin Secondary School

[illegible]

Foreword

Franklin Elementary School

Name	Department	Grades

Foreword

Section 5 Support Staff

[illegible]

Foreword

Section 6 School Calendar
[Insert School Calendar]

FRANKLIN PUBLIC SCHOOLS

STUDENT-PARENT HANDBOOK

2014-2015



Franklin Public Schools

1001 M Street
Franklin, Nebraska 68939
(308) 425-6283
Fax (308) 425-6553

**RECEIPT OF 2014-2015 STUDENT - PARENT HANDBOOK
OF FRANKLIN PUBLIC SCHOOLS**

This signed receipt acknowledges receipt of the 2014-2015 Student-Parent Handbook of Franklin Public Schools. It is understood that the handbook contains student conduct and discipline rules and information about Safe and Drug-Free Schools and that the undersigned, as student, agrees to follow such conduct and discipline rules. This receipt also serves to acknowledge that it is understood that the District's policies of non-discrimination and equity, and that specific complaint and grievance procedures exist in the handbook which should be used to respond to harassment or discrimination.

Date: _____

Date: _____

Student's Signature

Parent or Legal Guardian's Signature

Return to:

Franklin Public Schools
1001 M Street
Franklin, Nebraska 68939

Article 1 – Mission and Goals

Section 1 School Mission Statement

Welcome to Franklin Public Schools. The Board of Education, administration and staff are committed to providing an environment where every child can grow and learn in a positive environment.

Section 2 Goals and Objectives

The goals and objectives of the Franklin Public Schools are to provide:

1. A curriculum that is based on state standards; comprehensive, coordinated, and sequential and is directed toward locally approved goals and standards for student learning. It draws upon research, best practice, and reputable theory and provides the foundation for standards based instruction. The instructional program focuses on achievement and provides for the diverse learning needs of all students including learners with disabilities and high ability learners. Curriculum and instruction help students develop content and skill mastery, analytical thinking, problem solving, work ethics, creativity, and respect for diversity.
2. An instructional program that 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 broad enough yet with sufficient depth to allow education for all of the students.
3. Assessment procedures and results that 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. The school periodically reviews procedures to improve assessment quality and increase student learning. The information assists schools in establishing and achieving improvement goals.
4. A library/media/technology program that 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. The program provides materials through onsite and electronic access that complement, supplement, and enrich curriculum and instruction. It facilitates research, supports and encourages personal interest reading and the study of current events, and develops technological and other skills for accessing, evaluating, and using resources.
5. Instructional staff who have appropriate training and preparation to work with the students assigned to them, who are knowledgeable of principles of child growth and development and of the curriculum content for which they are responsible, who use teaching strategies that engage students actively in learning, and who help students understand and apply content across subject areas. Staff development activities that support the school's efforts in curriculum development, instructional improvement, assessment, and general school improvement to achieve school improvement goals.
6. Administration that exercises leadership in the development and implementation of school goals and policies. Administrators who demonstrate leadership in

Article 1 – Mission and Goals

management and operation of the school system and in the improvement of curriculum and instruction. Building administrators who 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.

7. A systematic ongoing process that guides planning, implementation, and evaluation and renewal of 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 school/community in continued accomplishment of plans and goals.
8. A school system that demonstrates accountability to the school community. School staff periodically assesses 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.
9. School facilities and a general environment that supports quality learning. Facilities and grounds are safe, orderly, and well maintained, and facilities that have adequate space, lighting, and furnishings. The system has plans or provisions for climate-controlled buildings to the extent feasible. The environment is emotionally safe and supportive and promotes respect, trust, and integrity.
10. A Board of Education that 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.
11. An activities program that is scheduled outside the regular school day, focuses on active participation of all students involved in the activity, and promotes a positive image of the school and community.
12. A welcoming environment for parents and the community.

Section 3 Mutual Respect

The Franklin Public Schools expects every staff member and student to be treated with respect and dignity. A show of disrespect toward a staff member or insubordination on the part of students will not be tolerated.

Section 4 Complaint Procedures

The proper procedure for a parent or student to make complaints or raise concerns is to begin with the school employee who is most immediately or directly involved in the matter, as illustrated in the complaint procedure set forth below. There are specific procedures to address certain complaints or concerns, such as discrimination or harassment, bullying, disciplinary actions. Those procedures should be used where applicable.

1. Complaint procedure

- Step 1. Schedule a conference with the staff person most immediately or directly involved in the matter.
- Step 2. Address the concern to the Principal if the matter is not resolved at Step 1.
- Step 3. Address the concern to the Superintendent if the matter is not resolved at Step 2.

Article 1 – Mission and Goals

Step 4. Address the concern to the Board of Education if the matter is not resolved at Step 3.

2. Conditions Applicable to All Levels of Complaint Procedure

All information to be considered at each step should be placed in writing in order to be most effective. Action or decisions will be expedited as quickly as possible, typically within ten (10) calendar days, depending on the nature of the complaint and the need for prompt resolution.

Article 10 - State and Federal Programs

Section 1 Notice of Nondiscrimination

Franklin Public Schools does not discriminate on the basis of race, color, national origin, sex, age, marital status, religion, or disability in the admission, access to its facilities or programs or activities, treatment, or employment.

Section 2 Designation of Coordinators

Any person having concerns or needing information about the District's compliance with anti-discrimination laws or policies should contact the District's designated Coordinator for the applicable anti-discrimination law.

Law, Policy or Program	Issue or Concern	Coordinator
Title VI	Discrimination or harassment based on race, color, or national origin; harassment	Superintendent
Title IX	Discrimination or harassment based on sex; gender equity	Superintendent
Section 504 of the Rehabilitation Act and the Americans with Disability Act (ADA)	Discrimination, harassment or reasonable accommodations of persons with disabilities	Superintendent
Homeless student laws	Children who are homeless	Superintendent
Safe and Drug Free Schools and Communities	Safe and drug free schools	Superintendent

The Coordinator may be contacted at: 1001 M Street, Franklin, Nebraska 68939, telephone number (308) 425-6283.

Section 3 Anti-discrimination & Harassment Policy

Elimination of Discrimination. Franklin Public Schools hereby gives this statement of compliance and intent to comply with all state and federal laws prohibiting discrimination or harassment and requiring accommodations. This school district intends to take necessary measures to assure compliance with such laws against any prohibited form of discrimination or harassment or which require accommodations.

Preventing Harassment and Discrimination of Students.

Purpose: Franklin Public Schools is committed to offering employment and educational opportunities to its employees and students in a climate free of discrimination. Accordingly, unlawful discrimination or harassment of any kind by administrators, teachers, co-workers, students or other persons is prohibited. In addition, Franklin Public Schools will try to protect employees and 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.

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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.

Age harassment (40 years of age and higher) 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.

Sexual harassment is 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:

Submission to such conduct is either an explicit or implicit term and condition of employment or of participation and enjoyment of the school's programs and activities;

Submission to or rejection of such conduct is used or threatened as a basis for employment related decisions, such as promotion, performance, evaluation, pay adjustment, discipline, work assignment, etc., or school program or activity decisions, such as admission, credits, grades, school assignments or playing time.

The conduct has the purpose or effect of unreasonably interfering with an individual's work or educational performance or creating an intimidating, hostile, or offensive working, class room or educational environment.

Sexual harassment may include explicit sexual propositions, sexual innuendo, suggestive comments, sexually oriented "kidding" or "teasing", "practical jokes", jokes about gender-specific traits, foul or obscene language or gestures, displays of foul or obscene printed or visual material, and physical contact, such as patting, pinching or brushing against another's body.

Complaint and Grievance Procedures:

Employees or students should initially report all instances of discrimination or harassment to their immediate supervisor or classroom teacher. However, if the employee or student is uncomfortable in presenting the problem to the supervisor or teacher, or if the supervisor or teacher is the problem, the employee or student is encouraged to go to the next level of supervision. In the case of a student, the Principal would be the next or alternative person to contact.

If the employee or student's complaint is not resolved to his or her satisfaction within five (5) to ten (10) calendar days, or if the discrimination or harassment continues, or if as a student you feel

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you need immediate help for any reason, please report your complaint to the Superintendent of Franklin Public Schools. If a satisfactory arrangement cannot be obtained through the Superintendent, the complaint may be processed to the Board of Education.

The supervisor, teacher or the Superintendent will thoroughly investigate all complaints. These situations will be treated with the utmost confidence, consistent with resolution of the problem. Based on the results of the investigation, appropriate corrective action, up to and including discharge of offending employees, and disciplinary action up to expulsion against a harassing student, may be taken. Under no circumstances will any threats or retaliation be permitted to be made against an employee or student for alleging in good faith a violation of this policy.

Section 4 Multicultural Policy

The philosophy of the District's multicultural education program is that students will have improved ability to function as productive members of society when provided with: (a) an understanding of diverse cultures and races, the manner in which the existence of diverse cultures and races have affected the history of our Nation and the world, and of the contributions made by diverse cultures and races (including but not be limited to African Americans, Hispanic Americans, Native Americans, Asian Americans and European Americans) and (b) with the ability and skills to be sensitive toward and to study, work and live successively with persons of diverse cultures and races. The mission shall also include preparing students to eliminate stereotypes and discrimination or harassment of others based on ethnicity, religion, gender, socioeconomic status, age, or disability.

Section 5 Notice to Parents of Rights Afforded by Section 504 of the Rehabilitation Act of 1973

The following is a description of the rights granted to qualifying students with disabilities under Section 504 of the Rehabilitation Act. The intent of the law is to keep you fully informed concerning the decisions about your child and to inform you of your rights if you disagree with any of these decisions. You have the right to:

1. Have your child take part in, and receive benefits from, public education programs without discrimination because of his/her disability.
2. Have the school district advise you of your rights under federal law.
3. Receive notice with respect to identification, evaluation or placement of your child.
4. Have your child receive a free appropriate public education.
5. Have your child receive services and be educated in facilities which are comparable to those provided to every student.
6. Have evaluation, educational and placement decisions made based on a variety of information sources and by persons who know the student and who are knowledgeable about the evaluation data and placement options.
7. Have transportation provided to and from an alternative placement setting (if the setting is a program not operated by the district) at no greater cost to you than would be incurred if the student were placed in a program operated by the district.

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8. Have your child be given an equal opportunity to participate in nonacademic and extracurricular activities offered by the district.
9. Examine all relevant records relating to decisions regarding your child's identification, evaluation and placement.
10. Request mediation or an impartial due process hearing related to decisions or actions regarding your child's identification, evaluation, educational program or placement. (You and your child may take part in the hearing. Hearing requests are to be made to the Superintendent).
11. File a local grievance.

Section 6 Notification of Rights Under FERPA

The Family Educational Rights and Privacy Act (FERPA) affords parents and students over 18 years of age ("eligible students") certain rights with respect to the student's education records. They are:

1. The right to inspect and review the student's education records within 45 days of the day the District receives a request for access.

Parents or eligible students should submit to the school principal (or appropriate school official) a written request that identifies the record(s) they wish to inspect. The principal will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate or misleading.

Parents or eligible students may ask the School District to amend a record that they believe is inaccurate or misleading. They should write the school principal, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the District decides not to amend the record as requested by the parent or eligible student, the District will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.

One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the District as an administrator, supervisor, instructor or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Board; a person or company with whom the District has contracted to perform a special task (such as an attorney,

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auditor, medical consultant or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee or assisting another school official in performing his or her tasks.

A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Upon request, the District discloses education records without consent to officials of another School District in which a student seeks or intends to enroll.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the District to comply with the requirements of FERPA. The name and address of the office that administers FERPA is:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202-4605

Notice Concerning Directory Information

The District may disclose directory information. The types of personally identifiable information that the District has designated as directory information are as follows:

1. Student's Name, address, telephone listing, and the name, address, telephone listings (if not unlisted), e-mail address and work or other contact information of the student's parent/guardian or other adult acting in loco parent or with authority to act as parent or guardian in educational matters for the student;
2. School and dates of attendance;
3. Student's current grade;
4. Student's enrollment status (e.g. full-time or part-time);
5. Student's date of birth and place of birth;
6. Student's extra-curricular participation;
7. Student's achievement awards or honors;
8. Student's weight and height if a member of an athletic team;
9. Student's photograph; and
10. School or school district the student attended before he or she enrolled in Franklin Public Schools.

Notwithstanding the foregoing, the District does not designate as directory information personally identifiable information from students' education records where the District determines that the disclosure to the potential recipient poses a risk to student safety or well-being, including but not limited to circumstances where the potential recipient is a registered sex offender and the personally identifiable information would permit the potential recipient to communicate with or otherwise contact the student.

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A parent or eligible student has the right to refuse to let the District designate information about the student as directory information. The period of time within which a parent or eligible student has to notify the District in writing that he or she does not want information about the student designated as directory information is as follows: two weeks from the time this information is first received. Please contact the Superintendent's office indicate your refusal to have your child's information designated as directory information.

The District may disclose information about former students without meeting the conditions in this section.

The District's policy is for education records to be kept confidential except as permitted by the FERPA law, and the District does not approve any practice which involves an unauthorized disclosure of education records. In some courses student work may be displayed or made available to others. Also, some teachers may have persons other than the teacher or school staff, such as volunteers or fellow students, assist with the task of grading student work and returning graded work to students. The District does not either approve or disapprove such teaching practices, and designates such student work as directory information and/or as non-education records. Each parent and eligible student shall be presumed to have accepted this designation in the absence of the parent or eligible student giving notification to the District in writing in the manner set forth above pertaining to the designation of directory information. Consent will be presumed to have been given in the absence of such a notification from the parent or eligible student.

Notice Concerning Designation of Law Enforcement Unit:

The District designates the Franklin Police Department as the District's "law enforcement unit" for purposes of (1) enforcing any and all federal, state or local law, (2) maintaining the physical security and safety of the schools in the District, and (3) maintaining safe and drug free schools.

Section 7 Notice Concerning Disclosure of Student Recruiting Information

The No Child Left Behind Act requires that the District provide military recruiters and institutions of higher education access to secondary school students' names, addresses, and telephone listings. Parents and secondary students have the right to request that the District not provide this information (i.e., not provide the student's name, address, and telephone listing) to military recruiters or institutions of higher education, without their prior written parental consent. The District will comply with any such request.

Section 8 Notice Concerning Staff Qualifications

The No Child Left Behind Act gives parents/guardians the right to get information about the professional qualifications of their child's classroom teachers. Upon request, the District will give parents/guardians the following information about their child's classroom teacher:

1. Whether the teacher has met State qualifications and licensing criteria for the grade levels and subject areas in which the teacher provides instruction.
2. Whether the teacher is teaching under an emergency or provisional teaching certificate.
3. The baccalaureate degree major of the teacher. You may also get information about other graduate certification or degrees held by the teacher, and the field of discipline of the certification or degree. We will also, upon request, tell

Article 10 - State and Federal Programs

parents/guardians whether their child is being provided services by a paraprofessional and, if so, the qualifications of the paraprofessional. The request for information should be made to an administrator in your child's school building. The information will be provided to you in a timely manner. Finally, the District will give timely notice to you if your child has been assigned, or has been taught for four or more consecutive weeks by a teacher who does not meet the requirements of the Act.

Section 9 Student Privacy Protection Policy

It is the policy of Franklin Public Schools to develop and implement policies which protect the privacy of students in accordance with applicable laws. The District's policies in this regard include the following:

Right of Parents to Inspect Surveys Funded or Administered by the United States Department of Education or Third Parties: Parents shall have the right to inspect, upon the parent's request, a survey created by and administered by either the United States Department of Education or a third party (a group or person other than the District) before the survey is administered or distributed by the school to the parent's child.

Protection of Student Privacy in Regard to Surveys of Matters Deemed to be Sensitive: The District will require, for any survey of students which contain one or more matters deemed to be sensitive (see section headed "Definition of Surveys of Matters Deemed to be Sensitive"), that suitable arrangements be made to protect student privacy (that is, the name or other identifying information about a particular student). For such surveys, the District will also follow the procedures set forth in the section entitled: "Notification of and Right to Opt-Out of Specific Events."

Right of Parents to Inspect Instructional Materials: Parents have the right to inspect, upon reasonable request, any instructional material used as part of the educational curriculum for their child. Reasonable requests for inspection of instructional materials shall be granted within a reasonable period of time after the request is received. Parents shall not have the right to access academic tests or academic assessments, as such are not within the meaning of the term "instructional materials" for purposes of this policy. The procedures for making and granting a request to inspect instructional materials are as follows: the parent shall make the request, with reasonable specificity, directly to the building principal. The building principal, within five (5) school days, shall consult with the teacher or other educator responsible for the curriculum materials. In the event the request can be accommodated, the building principal shall make the materials available for inspection or review by the parent, at such reasonable times and place as will not interfere with the educator's intended use of the materials. In the event there is a question as to the nature of the curriculum materials requested or as to whether the materials are required to be provided, the building principal shall notify the parent of such concern, and assist the parent with forming a request which can reasonably be accommodated. If the parent does not formulate such a request, and continues to desire certain curriculum materials, the parent shall be asked to make their request to the Superintendent.

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Rights of Parents to be Notified of and to Opt-Out of Certain Physical Examinations or Screenings. The general policy and practice of the District is to not administer physical examinations or screenings of students which require advance notice or parental opt-out rights under the applicable federal laws, for the reason that the physical examinations or screenings to be conducted by the District will usually fit into one of the following exceptions: (1) hearing, vision, or scoliosis screenings; (2) physical examinations or screenings that are permitted or required by an applicable State law; and (3) surveys administered to students in accordance with the Individuals with Disabilities Education Act. For physical examinations or screenings which do not fit into the applicable exceptions, the District will follow the procedures set forth in the section entitled: "Notification of and Right to Opt-Out of Specific Events."

Protection of Student Privacy in Regard to Personal Information Collected from Students: The general policy and practice of the District is to not engage in the collection, disclosure, or use of personal information collected from students for the purpose of marketing or for selling that information. The District will make reasonable arrangements to protect student privacy to the extent possible in the event of any such collection, disclosure, or use of personal information. "Personal information" for purposes of this policy means individually identifiable information about a student including: a student or parent's first and last name, home address, telephone number, and social security number. The term "personal information," for purposes of this policy, does not include information collected from students for the exclusive purpose of developing, evaluating, or providing educational products or services for, or to, students or educational institutions. This exception includes the following examples: (i) college or postsecondary education recruitment, or military recruitment; (ii) book clubs, magazines, and programs providing access to low-cost literary products; (iii) curriculum and instructional materials used by elementary schools and secondary schools; (iv) tests and assessments used by elementary schools and secondary schools to provide cognitive, evaluative, diagnostic, clinical, aptitude, or achievement information about student, or to generate other statistically useful data for the purpose of securing such tests and assessments, and the subsequent analysis and public release of the aggregate data from such tests and assessments; (v) the sale by student of products or services to raise funds for school-related or education-related activities; (vi) student recognition programs.

Parental Access to Instruments used in the Collection of Personal Information: While the general practice of the District is to not engage in the collection, disclosure, or use of personal information collected from students for the purpose of marketing or for selling that information, parents shall have the right to inspect, upon reasonable request, any instrument which may be administered or distributed to a student for such purposes. Reasonable requests for inspection shall be granted within a reasonable period of time after the request is received. The procedures for making and granting such a request are as follows: the parent shall make the request, with reasonable specificity, directly to the building principal and shall identify the specific act and the school staff member or program responsible for the collection, disclosure, or use of personal information from students for the purpose of marketing that information. The building principal, within five (5) school days, shall consult with the school staff member or person responsible for the program which has been reported by the parent to be responsible for the collection, disclosure, or use of personal information from students. In the event such collection, disclosure,

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or use of personal information is occurring or there is a plan for such to occur, the building principal shall consult with the Superintendent for determination of whether the action shall be allowed to continue. If not, the instrument for the collection of personal information shall not be given to any students. If it is to be allowed, such instrument shall be provided to the requesting parent as soon as such instrument can be reasonably obtained.

Annual Parental Notification of Student Privacy Protection Policy: The District provides parents with reasonable notice of the adoption or continued use of this policy and other policies related to student privacy. Such notice shall be given to parents of students enrolled in the District at least annually, at the beginning of the school year, and within a reasonable period of time after any substantive change in such policies.

Notification to Parents of Dates of and Right to Opt-Out of Specific Events: The District will directly notify the parents of the affected children, at least annually at the beginning of the school year, of the specific or approximate dates during the school year when any of the following activities are scheduled, or are expected to be scheduled:

The collection, disclosure, or use of personal information collected from students for the purpose of marketing or for selling that information. (Note: the general practice of the District is to not engage in the collection, disclosure, or use of personal information collected from students for the purpose of marketing or for selling that information).

Surveys of students involving one or more matters deemed to be sensitive in accordance with the law and this policy; and,

Any non-emergency, invasive physical examination or screening that is required as a condition of attendance; administered by the school and scheduled by the school in advance; and not necessary to protect the immediate health and safety of the student or of other students. (Note: the general practice of the District is to not engage in physical examinations or screenings which require advance notice, for the reason that the physical examinations or screenings to be conducted by the District will usually fit into one of the following exceptions to the advance notice requirement and parental opt-out right: (1) hearing, vision, or scoliosis screenings; (2) physical examinations or screenings that are permitted or required by an applicable State law, and (3) surveys administered to students in accordance with the Individuals with Disabilities Education Act).

Parents shall be offered an opportunity in advance to opt their child out of participation in any of the above listed activities.

In the case of a student of an appropriate age (that is, a student who has reached the age of 18, or a legally emancipated student), the notice and opt-out right shall belong to the student.

Definition of Surveys of Matters Deemed to be Sensitive: Any survey containing one or more of the following matters shall be deemed to be “sensitive” for purposes of this policy:

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1. Political affiliations or beliefs of the student or the student's parent;
2. Mental or psychological problems of the student or the student's parent;
3. Sex behavior or attitudes;
4. Illegal, anti-social, self-incriminating or demeaning behavior;
5. Critical appraisals of other individuals with whom the student has close family relationships;
6. Legally recognized privileged or analogous relationships, such as those of lawyers, physicians, and ministers;
7. Religious practices, affiliations, or beliefs of the students or the student's parent;
8. Income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program).

Section 10 Parental Involvement Policies

A. General - Parental/Community Involvement in Schools:

Franklin Public Schools welcomes parental involvement in the education of their children. We recognize that parental involvement increases student success. It is the District's policy to foster and facilitate, to the extent appropriate and in their primary language, parental information about, and involvement in, the education of their children. Policies and regulations are established to protect the emotional, physical and social well-being of all students.

1. Parental involvement is a part of the ongoing and timely planning, review and improvement of district and building programs.
2. Parents are encouraged to support the implementation of district policies and regulations.
3. Parents are encouraged to monitor their student's progress by reviewing quarterly report cards and attending parent-teacher conferences.
4. Textbooks, tests and other curriculum materials used in the district are available for review by parents upon request.
5. Parents are provided access to records of students according to law and school policy.
6. Parents are encouraged to attend courses, assemblies, counseling sessions and other instructional activities with prior approval of the proper teacher or counselor and administrator. Parents' continued attendance at such activities will be based on the students' well-being.
7. Testing occurs in this school district as determined to be appropriate by district staff to assure proper measurement of educational progress and achievement.
8. Parents submitting written requests to have their student excused from testing, classroom instruction and other school experiences will be granted that request when possible and educationally appropriate. Requests should be submitted to the proper teacher or administrator within a reasonable time prior to the testing, classroom instruction or other school experience and should be accompanied by a written explanation for the request. A plan for an acceptable alternative shall be approved by the proper teacher and administrator prior to, or as a part of, the granting of any parent request.

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9. Participation in surveys of students occurs in this district when determined appropriate by district staff for educational purposes. Parents will be notified prior to the administration of surveys in accordance with district policy. Timely written parental requests to remove students from such surveys will be granted in accordance with district policy and law. In some cases, parental permission must be given before the survey is administered.
10. Parents are invited to express their concerns, share their ideas and advocate for their children's education with board members, administrators and staff.
11. School district staff and parents will participate in an annual evaluation and revision, if needed, of the content and effectiveness of the parental involvement policy.

B. Title I Parental Involvement Policy:

The District's Title I Parental Involvement Policy is established in compliance with the No Child Left Behind Act. The District has a parental involvement policy applicable to parents of all children. The parental involvement policy applicable to parents of all children is not replaced by this Title I Parental Involvement Policy and shall continue to be applicable to all parents, including parents participating in Title I programs.

It is the policy of the District to implement programs, activities, and procedures for the involvement of parents in Title I programs consistent with the Title I laws. Such programs, activities, and procedures shall be planned and implemented with meaningful consultation with parents of participating children.

Expectations for Parental Involvement: It is the expectation of the District that parents of participating children will have opportunities available for parental involvement in the programs, activities, and procedures of the District's Title I program. The term "parental involvement" means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring--(A) that parents play an integral role in assisting their child's learning; (B) that parents are encouraged to be actively involved in their child's education at school; (C) that parents are full partners in their child's education and are included, as appropriate, in decision making and on advisory committees to assist in the education of their child; and (D) the carrying out of other activities, such as those described in this parental involvement policy. The District intends to meet this expectation through the following activities:

1. Involving parents in the joint development of the District's Title I plan and the processes of school review and school improvement.
2. Providing coordination, technical assistance, and other support necessary to assist participating schools in planning and implementing effective parental involvement activities to improve student academic achievement and school performance.
3. Building the schools' and parents' capacity for strong parental involvement.
4. Coordinating and integrating parental involvement strategies under Title I with parental involvement strategies under other programs.

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5. Conducting, with the involvement of parents, an annual evaluation of the content and effectiveness of the parental involvement policy in improving the academic quality of the schools served under the Title I program, including identifying barriers to greater participation by parents in Title I programs, with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background, and use the findings of such evaluation to design strategies for more effective parental involvement, and to revise, if necessary, the parental involvement policies of the District.
6. Involving parents in the activities of the schools served under Title I.

Policy Involvement: Each school served under the Title I program will:

1. Convene an annual meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school's participation under the Title I program and to explain the requirements of the Title I program.
2. Offer a flexible number of meetings, such as meetings in the morning or evening. If sufficient funds are provided for this purpose, the District may assist parental involvement in such meetings by offering transportation, child care, or home visits.
3. Involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of Title I programs.
4. Provide parents of participating children: (1) timely information about programs under Title I, (2) a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet; and (3) if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible.
5. If the District operates a schoolwide program under Title I and such plan is not satisfactory to the parents of participating children, submit any parental comments on the plan when the school makes the plan available to the District.

Shared Responsibilities for High Student Academic Achievement: As a component of the District's parental involvement policy, each school served under the Title I program will jointly develop with parents for all children served under the Title I program a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. Such compact shall: (1) describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under Title I to meet the State's student academic achievement standards and the ways in which each parent will be responsible for supporting their children's learning, such as monitoring attendance, homework completion, and television watching; volunteering in their child's

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classroom; and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time; and (2) address the importance of communication between teachers and parents on an ongoing basis through, at a minimum: (i) parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as the compact relates to the individual child's achievement; (ii) frequent reports to parents on their children's progress; and (iii) reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities.

Building Capacity for Involvement: To ensure effective involvement of parents and to support a partnership among the District, parents, and the community to improve student academic achievement, each school participating in the Title I program and the District: (1) shall provide assistance to participating parents, as appropriate, in understanding such topics as the State's academic content standards and State student academic achievement standards, State and local academic assessments, the requirements of Title I and how to monitor a child's progress and work with educators to improve the achievement of their children; (2) shall provide materials and training to help parents work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parental involvement; (3) shall educate teachers, student service personnel, principals, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school; (4) shall, to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, the Home Instruction Programs for Preschool Youngsters, the Parents as Teacher Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children; (5) shall ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format, and to the extent practicable, in a language the parents can understand; (6) may involve parents in the development of training for teachers, principals, and other educators to improve the effectiveness of such training; (7) may provide necessary literacy training from funds received under Title I if the District has exhausted all other reasonably available sources of funding for such training; (8) may pay reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions; (9) may train parents to enhance the involvement of other parents; (10) may arrange school meetings at a variety of times, or conduct in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend such conferences at school, in order to maximize parental involvement and participation; (11) may adopt and implement model approaches to improving parental involvement; (12) may establish a district-wide parent advisory council to provide advice on all matters related to parental involvement in programs supported under Title I; (13) may develop appropriate roles for community-based organizations and businesses in parent involvement activities; and (14) shall provide such other reasonable support for parental involvement activities under Title I as parents may request.

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Accessibility: In carrying out the parental involvement activities for this Title I Parental Involvement policy, the District shall provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under Title I in a format and, to the extent practicable, in a language such parents understand.

Use, Distribution, and Updating of this Policy: This Title I Parental Involvement Policy shall be incorporated into the District's Title I plan, shall be distributed to parents of participating children, shall be made available to the local community, and shall be updated periodically to meet the changing needs of the parents and the school.

Section 11 Homeless Students Policy

Homeless children for purposes of this Policy generally include children who lack a fixed, regular, and adequate nighttime residence, as further defined by applicable federal and state law.

No Stigmatization or Segregation of Homeless Students: It is the District's policy and practice to ensure that homeless children are not stigmatized or segregated by the District on the basis of their status as homeless.

Homeless Coordinator: The Homeless Coordinator shall serve as the school liaison for homeless children and youth and shall ensure that: (1) homeless children are identified by school personnel; (2) homeless children enroll in, and have a full and equal opportunity to succeed in, school; (3) homeless children and their families receive educational service for why they are eligible and referrals to health, dental, and mental health services and other appropriate services; (4) the parents or guardians of homeless children are informed of the educational and related opportunities available to their children and provided with meaningful opportunities to participate in the education of their children; (5) public notice of the educational rights of homeless children is disseminated where such children receive services under the federal homeless children laws, such as schools, family shelters, and soup kitchens; (6) enrollment disputes are mediated in accordance with law; and (7) the parents or guardians of homeless children, and any unaccompanied youth, are fully informed of transportation services available under law. The Homeless Coordinator shall coordinate with State coordinators and community and school personnel responsible for the provisions of education and related services to homeless children. The Homeless Coordinator may designate duties hereunder as the Homeless Coordinator determines to be appropriate.

Enrollment of and Services to Homeless Children: A homeless child shall be enrolled in compliance with law and be provided services comparable to services offered to other students in the school in which the homeless child has been placed. Placement of a homeless child is determined based on the child's "school of origin" and the "best interests" of the child. The "school of origin" means the school that the child attended when permanently housed or the school in which the child was last enrolled. Placement decisions shall be made according to the District's determination of the child's best interests, and shall be at either: (1) the child's school of origin for the duration of the child's homelessness (or, if the child becomes permanently housed during the school year, for the remainder of that school year) or (2) the school of the

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attendance area where the child is actually living. To the extent feasible, the placement shall be in the school of origin, except when such is contrary to the wishes of the homeless child's parent or legal guardian. If the placement is not in the school of origin or a school requested by the homeless child's parent or legal guardian, the District shall provide a written explanation of the placement decision and a statement of appeal rights to the parent or guardian. If the homeless child is an unaccompanied youth, the Homeless Coordinator shall assist in the placement decision, consider the views of the unaccompanied youth, and provide the unaccompanied youth with notice of the right to appeal. In the event of an enrollment dispute, the placement shall be at the school in which enrollment is sought, pending resolution of the dispute in accordance with the dispute resolution process. The homeless child shall be immediately enrolled in the school in which the District has determined to place the child, even if the child is unable to produce records normally required for enrollment, such as previous academic records, medical records, proof of residency, or other documentation. The District shall immediately contact the school last attended by the homeless child to obtain relevant academic and other records. If the homeless child needs to obtain immunizations or medical records, the District shall immediately refer the parent or guardian of the homeless child to the Homeless Coordinator, who shall assist in obtaining necessary immunizations or medical records. The District may nonetheless require the parent or guardian of the homeless child to submit contact information.

Transportation will be provided to homeless students, to the extent required by law and comparable to that provided to students who are not homeless, upon request of the parent or guardian of the homeless child, or by the Homeless Coordinator in the case of an unaccompanied youth, as follows: (1) if the homeless child's school of origin is in the District, and the homeless child continues to live in the District, transportation to and from the school or origin shall be provided by the District; and (2) if the homeless child lives in a school other than the District, but continues to attend the Franklin Public Schools based on it being the school of origin, the new school and Franklin Public Schools shall agree upon a method to apportion the responsibility and costs for providing the child with transportation to and from the school of origin and, if they are unable to agree, the responsibility and cost for transportation shall be shared equally.

Section 12. Breakfast and Lunch Programs

The District has agreed to participate in the National School Lunch Program and accepts responsibility for providing free and reduced price meals to eligible children in the schools under its jurisdiction. The District provides the United States Department of Agriculture's required nondiscrimination statement:

In accordance with Federal law and U.S. Department of Agriculture policy, this institution is prohibited from discriminating on the basis of race, color, national origin, sex, age or disability.

To file a complaint of discrimination, write USDA, Director, Office of Civil Rights, 1400 Independence Avenue, S.W., Washington, D.C. 20250-9410, or call (800) 795-3272 (voice) or (202) 720-6382 (TTY). USDA is an equal opportunity provider and employer.

Article 10 - State and Federal Programs

The school food authority assures the State Department of Education that the school system will uniformly implement the following policy to determine children's eligibility for free and reduced price meals in all National School Lunch Programs. In fulfilling its responsibilities the school food authority:

1. Agrees to serve meals free to children from families whose income meets eligibility guidelines.
2. Agrees to serve meals at a reduced price to children from families whose income falls between free meal scale and the poverty guidelines.
3. Agrees to provide these benefits to any child whose family's income falls within the criteria in Attachment A after deductions are made for the following special hardship conditions which could not reasonably be anticipated or controlled by the household: Unusually high medical expenses; shelter costs in excess of 30 percent of reported income; special education expenses due to the mental or physical condition of a child; disaster or casualty losses.
4. In addition, agrees to provide these benefits to children from families who are experiencing strikes, layoffs and unemployment which cause the family income to fall within the criteria set forth in federal guidelines.
5. Agrees there will be no physical segregation of, nor any other discrimination against, any child because of his inability to pay the full price of the meal. The names of the children eligible to receive free and reduced price meals shall not be published, posted or announced in any manner and there shall be no overt identification of any such children by use of special tokens or tickets or any other means. Further assurance is given that children eligible for free or reduced price meals shall not be required to: Work for their meals; use a separate lunch room; go through a separate serving line; enter the lunchroom through a separate entrance; eat meals at a different time; or eat a meal different from the one sold to children paying the full price.
6. Agrees in the operation of child nutrition programs, no child shall be discriminated against because of race, sex, color, or national origin.
7. Agrees to establish and use a fair hearing procedure for parental appeals to the school's decisions on applications and for school officials' challenges to the correctness of information contained in an application or to be continued eligibility of any child for free or reduced price meals. During the appeal and hearing the child will continue to receive free or reduced priced meals. A record of all such appeals and challenges and their dispositions shall be retained for three (3) years. Prior to initiating the hearing procedures, the parent or local school official may request a conference to provide an opportunity for the parent and school official to discuss the situation, present information, and obtain an explanation of data submitted in the application and decisions rendered. Such a conference shall not in any way prejudice or diminish the right to a fair hearing. The hearing procedure shall provide the following:
 - A publicly-announced, simple method for making an oral or written request for a hearing.
 - An opportunity to be assisted or represented by an attorney or other person.

Article 10 - State and Federal Programs

- An opportunity to examine, prior to and during the hearing, the documents and records presented to support the decision under appeal.
 - Reasonable promptness and convenience in scheduling a hearing and adequate notice as to the time and place of the hearing.
 - An opportunity to present oral or documentary evidence and arguments supporting a position without undue interference.
 - An opportunity to question or refute any testimony or other evidence and to confront and cross-examine any adverse witnesses.
 - The hearing be conducted and the decision made by a hearing official who did not participate in the decision under appeal or in any previous conference.
 - The parties concerned and any designated representative thereof be notified in writing of the decision of the hearing official.
8. Agrees to designate the Superintendent to review applications and make determinations of eligibility. This official will use the criteria outlined in this policy to determine which individual children are eligible for free or reduced price meals.
9. Agrees to develop and send to each child's parent or guardian a letter as outlined by State Department of Education including an application form for free or reduced price meals at the beginning of each school year. Applications may be filed at any time during the year. All children from a family will receive the same benefits.

The following information will be available in the office of the Superintendent:

- Eligibility criteria for free and reduced meals
- Parent letter and application
- Public release
- Collection procedure

Article 2 - School Day

Section 1 MS/HS Class Schedule

Period 1	8:00 a.m. – 8:49 a.m.	Period 5	__ : __ a.m. – __ : __ p.m.
Period 2	8:51 a.m. – 9:40 a.m.	Period 6	__ : __ p.m. – __ : __ p.m.
Period 3	9:42 a.m. – 10:31 a.m.	Period 7	__ : __ p.m. – __ : __ p.m.
Period 4	10:33a.m. – 11:22 a.m.	Period 8	__ : __ p.m. – __ : __ p.m.

Section 2 Shortened Schedule

Period 1	__ : __ a.m. – __ : __ a.m.	Period 5	__ : __ a.m. – __ : __ p.m.
Period 2	__ : __ a.m. – __ : __ a.m.	Period 6	__ : __ p.m. – __ : __ p.m.
Period 3	__ : __ a.m. – __ : __ a.m.	Period 7	__ : __ p.m. – __ : __ p.m.
Period 4	__ : __ a.m. – __ : __ a.m.	Period 8	__ : __ p.m. – __ : __ p.m.

Section 3 Severe Weather and School Cancellations

The Superintendent may close public schools in case of severe weather. Representatives of the Superintendent's staff will notify local news media when inclement weather warrants such action. The information is broadcast regularly by radio and television stations.

Decision to Close Schools. A decision to close school is made when forecasts by the weather service, law enforcement advisories or civil defense officials indicate that it would be unwise to hold school. If possible, a decision about the next school day will be made by 9 p.m. for announcement during the 10 p.m. news. An early decision is not always possible because of uncertain weather conditions. School officials will make periodic assessments of conditions during the night and will decide early in the morning (by 6 a.m. if possible). In any case, **an announcement will be made to the news media when schools will be closed.** In some instances, schools will be open, but certain services may be cancelled (bus transportation, **pre-school**, student activities).

After School Starts. Every attempt will be made to avoid closing school once classes are in session. In some instances closing school during the day is inevitable if children are to safely return home before the brunt of a major storm hits. In these cases as much advance notice as possible will be given to parents. If school is closed during the day the notice will be broadcast by the media. **Parents should have a plan in place to accommodate these circumstances.**

Parental Decisions. **Parents may decide to keep their children at home in inclement weather because of personal circumstances.** Students absent because of severe weather when school is in session will be marked absent. The absence will be treated like any other absence for legitimate causes provided parents properly notify the school of their decision. Parents may pick up their children in inclement weather during the school day. Students will not normally be dismissed from school during severe weather on the basis of a telephone request.

What Not To Do. Parents should not attempt to come to school during a tornado warning. **School officials are not permitted to release students from the school building during a tornado**

Article 2 - School Day

warning. Tornado safety procedures are practiced regularly by students and staff members. Also, parents are urged not to call radio and television stations and school buildings during severe weather.

Emergency Conditions. The school has a signal which, when activated, includes the necessity to either evacuate the building or to move to safer areas of the building. Regular drills are held as required by law through the school year. There are plans for Emergency Exit system, Tornado Warning System, and Critical Incident Response.

Section 4 Open-Closed Campus

To encourage students to eat a nutritious lunch, students will not be permitted to leave school during the school day for the purpose of lunch. Exceptions: Students may leave at lunch time if they will be eating lunch at home, with parent permission. Juniors and Seniors may leave campus for lunch, even if they will not be eating lunch at home, with parent permission. Students who leave campus for lunch may not bring any purchased meals or other food or drink back to school. Nor may they eat the school lunch if they have left the premises for lunch. The administration may grant special exceptions to the closed campus rule as needed (e.g., for students with special dietary needs).

Section 5 Supervision Responsibility Before/After School

Arrival At School/Dismissal From School

Students are expected to arrive at school no more than 30 minutes prior to the first class or school program in which they are participating. School doors open at 7:30 AM. **Prior to that time, the school is not responsible for supervision of the students.** Students will be admitted to the school building 15 minutes prior to the first class. Students will not be permitted to enter earlier unless the Principal determines it to be necessary due to inclement weather or other factors. Students are to enter through their assigned entrance and proceed to designated areas.

Students will be dismissed at the end of the last period of the school day unless there are other circumstances (early dismissal, detention etc.). Upon dismissal, students must leave the school grounds and proceed home or to a previously designated location unless participating in a school-sponsored activity. **The school is not responsible for supervision of students once the students are to have left school grounds.**

Certain days on the calendar are “shortened days,” meaning that the school day starts or ends other than on the normal schedule. Parents are strongly encouraged to be aware of those days so their children are not left in an unsupervised situation or without a means to get home upon dismissal.

Signing A Child In And Out Of School

Parents or guardians are required to sign their children in and/or out of school if they are entering after their first class or leaving prior to their final class. The parent or guardian must report to the

Article 2 - School Day

main office for this purpose. The sheet for signing a child in and/or out of school is located on the front counter. If a child is being signed out, the school secretary will call the appropriate classroom and indicate to the teacher that the child is leaving. Parents are not to go directly to the classrooms. The schools will only release children to adults designated as “guardians” or “emergency medical contact” in PowerSchool.

If there is a special circumstance, such as a court order limiting access to a student by a parent or guardian, affecting who a student can be released to, the parent must inform the Principal and provide the Principal with a copy of that order to maintain on file at the school.

Supervision at Dismissal

Parents or guardians of children in grades Pre-K to 6, where the child does not use district-provided transportation after dismissal, may request the school or program not release the child to walk home after dismissal unless the child is released to the parent or legal guardian or an escort designated by the parent or guardian. The parent or guardian may designate up to 2 escorts. Parents or guardians requesting their children only be released to the parent or guardian or a designated escort after dismissal must submit a completed written request with the Principal to this effect.

Students who leave before the end of the day are to be signed out by a parent or guardian or an escort designated by the parent or guardian.

Emergency Closing Procedures

Parents are requested to provide an emergency/medical contact telephone numbers to have on file in PowerSchool in the event of an emergency closing or any other general or individual situation that requires the immediate presence of a parent/guardian. In the event that parents do not have such a number or cannot be contacted, it will be assumed that the parent has instructed their children concerning the procedure they are to follow should school be dismissed early. Realizing that the school might be unable to reach all parents, it is suggested that all children be advised as to what they are to do should they ever be dismissed early. It is recommended that parents give their children an alternate destination and that the building principal and attendance secretary be made aware of this information.

If conditions allow and supervision is available in the event of an early dismissal, the child will be held in school until the normal dismissal time. If the parent or guardian has not arrived to pick up the child by the normal dismissal time, law enforcement or child protective services may be contacted to ensure the safety of the child. Every effort will be made to contact the parent and emergency medical contacts before contacting law enforcement or child protective services.

Article 3 - Use of Building and Grounds

Section 1 Visitors

All visitors must report to the office, upon entering the main entrance, to sign in and receive a visitor's pass. Visits to classrooms during the first week of school and the last week of school may be limited to ensure a smooth transition. Visits by parents to classrooms are encouraged; provided that the visits do not disrupt the educational program, individual students, or create a safety concern.

Section 2 Smoke-Free Environment

All of our school buildings and grounds are smoke and tobacco-free. We would appreciate your help in meeting the goal of a smoke and tobacco-free environment for our children. When you attend school events, including athletic events, please abide by our District's policy.

Section 3 Care of School Property

1. Students are responsible for the proper care of all books, equipment, supplies and furniture supplied by the school.
2. Students who disfigure property, break windows or do other damage to school property or equipment will be required to pay for the damage done or replace the item.

School-issued items that are stolen or damaged from unlocked lockers are the responsibility of the student to whom they were issued. Students must pay all fines before they can receive school publications and final grades.

Section 4 Lockers

Each student will be assigned a locker. Students must use their own lockers and are not to share lockers with other students except as assigned by school officials. We recommend that the locker be locked with a combination lock provided by the school. Students may only use school issued locks on lockers. They may not use their personal locks. Students are expected to keep all books, etc., in their assigned locker. Students are also responsible for the cleanliness inside their locker and the door of their locker. Students may be assessed a fine for damage to lockers.

Section 5 Searches of Lockers and Other Types of Searches

Student lockers, desks, computer equipment, and other such property are owned by the school. The school exercises exclusive control over school property. Students should not expect privacy regarding usage of or items placed in or on school property, including student vehicles parked on school property, because school property is subject to search at any time by school officials. Periodic, random searches of lockers, desks, computers and other such property may be conducted at the discretion of the administration.

The following rules apply to searches of students and of a student's personal property and to the seizure of items in a student's possession or control:

1. School officials may conduct a search if there is a reasonable basis to believe that the search will uncover evidence of a crime or a school rule violation. The search is to be conducted in a reasonable manner under the circumstances.

Article 3 - Use of Building and Grounds

2. Illegal items or other items reasonably determined to be a threat to the safety of others or a threat to educational purposes may be taken and kept by school officials. Any firearm or other weapon will be confiscated and delivered to law enforcement officials as soon as practicable.
3. Items that have been or are reasonably expected to be used to disrupt or interfere with the educational process (that is, “nuisance items”) may be removed from student possession.

Section 6 Video Surveillance

The Board of Education has authorized the use of video cameras on School District property to ensure the health, welfare and safety of all staff, students and visitors to District property, and to safeguard District facilities and equipment. Video cameras may be used in locations as deemed appropriate by the Superintendent.

Notice is hereby given that video surveillance may occur on District property and in District owned vehicles. In the event a video surveillance recording captures a student or other building user violating school policies or rules or local, state or federal laws, the video surveillance recording may be used in appropriate disciplinary proceedings against the student or other building user and may also be provided to law enforcement agencies.

Section 7 Use of Telephone

Students are encouraged to use the office phone or hall phone rather than personal cell phones when they need to contact others. Students may use cell phones during the day with permission for office staff, teachers, and administration. Otherwise, cell phones should remain turned off and put away. Use of the office or hall phone is not an excuse to be tardy to class.

Section 8 Bicycles

Bicycles must be parked in the racks provided. All bicycles should be equipped with locks and licenses. The school is not responsible for damage or theft of parts while bicycles are on school property.

Section 9 Student Valuables

Students, not the school, are responsible for their personal property. Students are cautioned not to bring large amounts of money or items of value to school. If it is necessary to bring valuable items or more money than is needed to pay for lunch, leave the money or valuables with a staff member in the school office for temporary and safe-keeping. Even then, the school is not in a position to guarantee that the student’s property will not be subject to loss, theft, or damage.

Section 10 Lost and Found

Article 3 - Use of Building and Grounds

Students who find lost articles are asked to take them to the office, where the articles can be claimed by the owner. If articles are lost at school, report that loss to office personnel.

Section 11 Accidents

Every accident in the school building, on the school grounds, at practice sessions, or at any athletic event sponsored by the school must be reported immediately to the Principal.

Section 12 Laboratory Safety Glasses

As required by law, approved safety glasses will be required of every student and teacher while participating in or observing vocational, technical, industrial technology, science, and art classes. All visitors to these areas must check out a pair of safety glasses when entering any of these areas.

Section 13 Insurance

Under Nebraska law the District may not use school funds to provide general student accident or athletic insurance. The District requires that all student participants in athletic programs have injury and accident insurance and encourages all students who are in classes with risk of personal injury or accident to have insurance coverage. The District does not make recommendations nor handle the premiums or claims for any insurance company, agent or carrier. Information about student insurance providers will be available in the school office or on school bulletin boards.

Section 14 Bulletins and Announcements

Bulletin boards and display cases are available for school-related and approved materials to be posted and displayed. Posters to be used in the halls or materials for distribution will need to be approved by the Principal's office. Posters are not to be attached to any painted wall surfaces. Place posters on marble, glass, metal, brick and wood. The person or organization responsible for distributing the posters is responsible to see that all posters are removed within 48 hours after the event.

Section 15 Copyright and Fair Use Policy

It is the school's policy to follow the federal copyright law. Students are reminded that, when using school equipment and when completing course work, they also must follow the federal copyright laws. The federal copyright law governs the reproduction of works of authorship. Copyrighted works are protected regardless of the medium in which they are created or reproduced; thus, copyright extends to digital works and works transformed into a digital format. Copyrighted works are not limited to those that bear a copyright notice.

The "fair use" doctrine allows limited reproduction of copyrighted works for educational and research purposes. The relevant portion of the copyright statute provides that the "fair use" of a copyrighted work, including reproduction "for purposes such as criticism, news reporting, teaching (including multiple copies for classroom use), scholarship, or research" is not an infringement of copyright. The law lists the following factors as the ones to be evaluated in

Article 3 - Use of Building and Grounds

determining whether a particular use of a copyrighted work is a permitted “fair use,” rather than an infringement of the copyright:

- the purpose and character of the use, including whether such use is of a commercial nature or is for nonprofit educational purposes;
- the nature of the copyrighted work;
- the amount and substantiality of the portion used in relation to the copyrighted work as a whole, and
- the effect of the use upon the potential market for or value of the copyrighted work.

Although all of these factors will be considered, the last factor is the most important in determining whether a particular use is “fair.” Students should seek assistance from a faculty member if there are any questions regarding what may be copied.

Article 4 – Attendance

Section 1 Attendance Policy

Regular and punctual student attendance is required. The Board's policies require such attendance. The administration is responsible for developing further attendance rules and regulations and staff is responsible for assisting in the enforcement of the rules and regulations. Students and parents are responsible for developing behaviors that will result in regular and punctual student attendance.

Section 2 Attendance and Absences

Excused and Unexcused Absences. An absence from school will be reported as: (a) an excused absence or (b) an unexcused absence.

1. Excused Absences. Absences should be cleared through the Principal's office in advance whenever possible. An absence or tardy, even by parental approval, may not be excused. All absences, except for illness and/or death in the family, require advance approval. An absence for any of the following reasons will be excused, provided the required procedures have been followed and any paperwork requested by the principal pertaining to the absence has been provided:
 - a. Attendance at a funeral for a member of the immediate family (parents, siblings, and grandparents).
 - b. Illness which causes a student to be absent from school.
 - c. Doctor or dental appointment which require student to be absent from school.
 - d. Court appearances that are required by a court order and the student is not responsible for needing to be in court.
 - e. School sponsored activities which require students to be absent from school.
 - f. Family trips in which student accompanies parent(s)/legal guardian(s).
 - g. Other absences which have received prior approval from the Principal.

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

2. Unexcused Absences: An absence which is not excused is unexcused. If a student's absence is unexcused the student may receive zeros for any class work missed during the absence, and may be required to make-up work and the time missed.

Tardy to School. Students will be considered tardy to school if they are not seated in their assigned class or ready and attentive in their assigned area when the bell for their first class rings.

Tardy to Class. Students have a sufficient time period between classes to make it to their next assigned class on time. Students will be considered tardy to class if they are not in their assigned classroom when the tardy bell rings, unless they have a pass from the teacher who detained them.

Article 4 - Attendance

Specific tardy guidelines once students are in the classroom doorway are at the discretion of the classroom teacher.

Leaving School or Class. Students who leave school for any reason during the school day must check out at the office before leaving. Students leaving school must be cleared in advance by a note or phone call from the student's parent or legal guardian. Upon returning to school that same day, students are expected to sign in at the office. A sheet will be available on the office counter for this purpose.

Students who leave school without permission and without signing out in the proper manner, or who leave their assigned classroom without teacher permission, will be considered truant.

Section 3 Absence Procedures

A student will not be allowed to enter class after an absence until an admit slip, based upon a written or verbal parental excuse, is issued by the Principal's office. Work must be made up within the time allowed by the principal. As a general rule, students will be given 2 calendar days for each day they were absent to make up the work.

Section 4 Make-up Work

Written make-up work may be assigned for each day missed regardless of the type of absence. If make-up work is not completed, students will receive no credit for the work required. As a general rule, students will be given 2 calendar days for each day they were absent to make up the work.

The student has the responsibility to contact teachers, initially, regarding make-up assignments. Assignment sheets will be sent only for extended absences through the main office. Generally, assignment sheets will not be sent out until after three (3) days of absence. If the parents or students have concerns prior to the three (3) days, they are encouraged to contact the teacher or the principal's office.

For excused absences, two school days will be allowed to make up the work for each day missed with a maximum of ten (10) days allowed to complete make up work. If requested, assignment sheets will be prepared for students who are ill. If parents or students request assignment sheets the school should be contacted by no later than 10:00 a.m.

For unexcused absences, the student may receive a failing mark for or in each class period missed if the work is not completed in the timeframe designated by the principal.

Section 5 Attendance is Required to Participate in Activities

Students must attend school all day the day of any scheduled school activity in order to participate in the activity. Students must also attend school all day the day before a weekend or school break in order to participate in the activity being held during that weekend or school break. This includes athletic contests, practices and dances. Failure to attend will result in a student being withheld from participation in the activity. The Principal retains the right to grant participation should exceptional circumstances prevail.

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Section 6 Truancy

A student who engages in unexcused absences may be considered truant as per state law. Truancy is a violation of school rules. The consequence of trancies may include disciplinary action up expulsion and referral to the county attorney for compulsory attendance violations.

Reporting and Responding to Truant Behavior. Any administrator, teacher, or member of the board of education who knows of any failure on the part of any child age 6 to 18 to attend school regularly without lawful reason, shall within three days report such violation to the Superintendent. The Superintendent shall immediately cause an investigation into any such report to be made. The Superintendent shall also investigate any case when, based on the Superintendent's personal knowledge or based on a report or complaint from any resident of the district, the Superintendent believes that any child is unlawfully absent from school. The school shall render all services in its power to compel such child to attend some public, private, denominational, or parochial school, which the person having control of the child shall designate, in an attempt to remediate the child's truant behavior.

Excessive Absenteeism. Students who accumulate five (5) unexcused absences in a quarter shall be deemed to have "excessive absences." Such absences shall be determined on a per day basis for elementary students and on a per class basis for secondary students. When a student has excessive absences, the following procedures shall be implemented:

1. One or more meetings shall be held between a school attendance officer, school social worker, or other person designated by the school administration and the parent/guardian and the student to report and attempt to solve the truancy problem. If the parent/guardian refuses to participate in such meeting, the principal shall place in the student's attendance records documentation of such refusal.
2. Educational counseling to determine whether curriculum changes, including but not limited to, enrolling the child in an alternative education program that meets the specific educational and behavioral needs of the child.
3. Educational evaluation, which may include a psychological evaluation, to assist in determining the specific condition, if any, contributing to the truancy problem, supplemented by specific efforts by the school to help remedy any condition diagnosed.
4. Investigation of the truancy problem by the school social worker, or if such school does not have a school social worker, another person designated by the administration to identify conditions which may be contributing to the truancy problem. If services for the child and his or her family are determined to be needed, the person performing the investigation shall meet with the parent/guardian and the child to discuss any referral to appropriate community agencies for economic services, family or individual counseling, or other services required to remedy the conditions that are contributing to the truancy problem.

Reporting Habitual Truancy. Students who accumulate twenty (20) unexcused absences or the hourly equivalent per year shall be deemed to be habitually truant. If the student continues to be or becomes habitually truant, the principal shall serve a written notice to the person violating the

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Nebraska truancy laws (i.e., the person who has legal or active charge or control of the student) warning him or her to comply with the provisions of that law. If within one week after the time the notice is given such person is still violating the school attendance laws or policies, the Principal shall file a report with the county attorney of the county in which such person resides.

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Section 1 Grading System

Students will receive letter grades on report cards and transcripts. The following scale will be used to assign letter grades and a grade point average from a percent:

7-12 Grading System:

A	=	4.0	90-100
B+	=	3.5	88-89
B	=	3.0	80-87
C+	=	2.5	78-79
C	=	2.0	70-77
D+	=	1.5	68-69
D	=	1.0	60-67
F	=	0.0	0-59

K-6 Grading System:

A= 90-100

B = 80-89

C = 70-79

D = 60-69

F = 0-59

E –Exceeds the Standards

M- Meets the Standards

B – Below Standards

Each teacher will define the grading procedures to be used in their classes.

Section 2 High School Yearly Course Requirements

High school students in all grade levels are required to register in the following courses: Math, Social Studies, Science, Health and Physical Education, and Language Arts Core.

High school students are required to register in the following exploratory courses:

9th Grade	
10th Grade	
11th Grade	
12th Grade	

All students are required to successfully complete six semesters of exploratory courses. Students also have the option of taking band or a vocal music/study hall combination.

Section 3 Graduation Requirements

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To participate in commencement exercises or receive a Franklin Public Schools diploma a student must fully complete all requirements for graduation prior to the official commencement exercises, and complete other administrative requirements or conditions.

To be eligible for graduation from Franklin High School, a student must have earned a minimum of 240 semester hours credit in grades 9 through 12 inclusive. A minimum of 40 earned semester hours credits must be earned during the school year in which the student intends to graduate. Credit hours will be computed in accordance with the Nebraska Department of Education.

Satisfactory completion of the following courses must be presented in the candidate's record:

English	40 semester hours
Social Sciences	40 semester hours
Science	30 semester hours
Math	30 semester hours
P.E. and Health	10 semester hours

Exceptions to these requirements may be made by the Board of Education upon the recommendation of the Superintendent, who will support the recommendation with justifiable reasons. A complete record of the recommendation and of the action taken upon it by the Board shall be included in the minutes. The candidates for graduation shall be presented to the Board of Education for approval.

A student who has not met the requirements for graduation but who has attended school regularly may, with the recommendation of the Superintendent, be granted a Certificate of Attendance. Students receiving a Certificate of Attendance shall not be eligible to participate in graduation exercises.

Section 4 Promotion and Retention

Students will be placed at the grade level and in the courses best suited to them academically, socially and emotionally as determined by the professional staff. Students will typically progress annually from grade to grade. A student may be retained at a grade level or be required to repeat a course or program when such is determined in the judgment of the professional staff to be appropriate for the educational interests of the student and the educational program.

Section 5 Schedule Changes

Students needing schedule changes should notify the Principal. Schedule changes must be initiated by the teachers involved, the Principal or counselor, and the student's parent. Final approval of all schedule changes will be made by the Principal only.

Section 6 Interim Reports

Various supplemental reports may be sent to parents throughout the school year concerning student's performance. These reports may describe student work of an exceptional nature or work which needs improving. These reports will be sent as the teacher determines appropriate.

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Included in the academic improvement report will be a request from the teacher for parents to contact the teacher by phone to discuss the student's academic progress. Teachers will arrange with the parents for days when the student can meet with the teacher outside the regular class period until the student returns to satisfactory academic standing.

Section 7 Report Cards

7-12 Report cards are issued at the end of each quarter. Letter grades are used to designate a student's progress. A grade of "F" (failing) carries no credit. A grade of "I" (incomplete) received at the end of a grading period must be made up within two weeks or missing assignments will receive grades of "0" and those grades will be averaged into the final grade. No incompletes will be given at the end of the fourth quarter, as all course work must be completed by the end of the fourth quarter. K-6 report cards are issued at the end of each quarter. Grades are assigned using the grade system designated in "Section 1" of this document.

Section 8 Parent-Teacher Conferences

Parent-teacher conferences will be held at the end of the 1st quarter and mid-3rd quarter. There will also be a parent night. Refer to the school calendar for the schedule. Conferences with teachers, at any other time, are possible by calling the school office and making arrangements with the teachers.

Section 9 Honor Roll

The purpose of the honor roll is to recognize those students who demonstrate academic excellence. Honor rolls will be determined for 1st, 2nd, 3rd and 4th quarters. ~~Students will be recognized accordingly:~~

- ~~1. Students receiving all "A's" will be classified as students with DISTINCTION.~~
- ~~2. Students receiving no other grade lower than a "B" will be classified as students with HONOR.~~
- ~~3. All class grades are figured the same for honor roll status.~~
- ~~4. Honor roll lists are published in school and community publications.~~

Section 10 National Honor Society

The National Honor Society chapter of Franklin Public School is a duly chartered and affiliated chapter of this prestigious national organization.

Admission to the National Honor Society

Membership is open to those students who meet the required standards in four areas of evaluation: scholarship, leadership, service, and character. Standards for selection are established by the national office of NHS and have been revised to meet our local chapter needs. Students are selected to be members by a five-member Faculty Council, appointed by the principal, which bestows this honor upon qualified students on behalf of the faculty of our school each semester.

Students in the 10th, 11th, or 12th grades are eligible for membership*. [*NOTE: Eligibility can be altered according to your local guidelines, thus limiting the year or years of eligibility – see the national handbook for clarification.] For the scholarship criterion, a student must have a

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cumulative grade point average of 3.0 or better on a 4.0 scale* [see NOTE above] Those students who meet this criterion are invited to complete a Student Activity Information Form that provides the Faculty Council with information regarding the candidate's leadership and service. A history of leadership experiences and participation in school or community service is required. [NOTE: Schools with specific minimal requirements for leadership or service, e.g., "participation in at least two student activity organizations each year" or "ten hours of documented community service," should include such specific requirements based on the rubrics used by the selection committee in reaching their decisions.]

To evaluate a candidate's character, the faculty council uses two forms of input: first, school disciplinary records are reviewed; second, members of the faculty are solicited for input regarding their professional reflections on a candidate's service activities, character, and leadership. [Note: These evaluations from faculty are not required and are options for chapters at the local level.] These forms and the Student Activity Information Forms are carefully reviewed by the Faculty Council to determine membership. A majority vote of the council is necessary for selection. Candidates are notified regarding selection or non-selection according to a predetermined schedule.

Following notification, a formal induction ceremony is held at the school to recognize all the newly selected members. Once inducted, new members are required to maintain the same level of performance in all four criteria (or better) that led to their selection. This obligation includes regular attendance at chapter meetings when and as scheduled and participation in the chapter service projects(s). [Insert other member obligations here if they exist for your chapter.]

Students or parents who have questions regarding the selection process or membership obligations can contact the chapter adviser, (insert name here)."

Removal from National Honor Society

A student may be removed from the NHS by action of the Principal upon a determination by the Principal that the student:

1. Prior Conduct. Engaged in conduct prior to induction which was not known at the time of induction and which, if known, would have caused denial of induction;
2. Post-Induction Conduct. Engaged in conduct after induction which is grounds for a student to be long-term suspended or expelled from school under the student code of conduct; which is grounds for suspension or removal from any extracurricular activity of the school, or which would cause denial of induction if such conduct had taken place prior to the time of induction.

The student may appeal the Principal's decision to the Superintendent by giving written notice of appeal to the Superintendent within ten calendar days of receipt of the Principal's removal decision. The appeal procedures shall be established in the discretion of the Superintendent such as to allow a fair opportunity for the student's views and

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information to be considered. The decision of the Superintendent on the appeal shall be final.

Section 11 Academic Integrity

A. Policy Statement

Students are expected to abide by the standards of academic integrity established by their teachers and school administration. Standards of academic integrity are established in order for students to learn as much as possible from instruction, for students to be given grades which accurately reflect the student's level of learning and progress, to provide a level playing field for all students, and to develop appropriate values.

Cheating and plagiarism violate the standards of academic integrity. Sanctions will be imposed against students who engage in such conduct.

B. Definitions

The following definitions provide a guide to the standards of academic integrity:

1. "Cheating" means intentionally to misrepresent the source, nature, or other conditions of academic work so as to accrue undeserved credit, or to cooperate with someone else in such misrepresentation. Such misrepresentations may, but need not necessarily, involve the work of others.

Cheating includes, but is not limited to:

- (a) Tests (includes tests, quizzes and other examinations or academic performances):

- (1) Advance Information: Obtaining, reviewing or sharing copies of tests or information about a test before these are distributed for student use by the instructor. For example, a student engages in cheating if, after having taken a test, the student informs other students in a later section of the questions that appear on the test.

- (2) Use of Unauthorized Materials: Using notes, textbooks, pre-programmed formulae in calculators, or other unauthorized material, devices or information while taking a test except as expressly permitted. For example, except for "open book" tests, a student engages in cheating if the student looks at personal notes or the textbook during the test.

- (3) Use of Other Student Answers: Copying or looking at another student's answers or work, or sharing answers or work with another student, when taking a test, except as expressly permitted. For example, a student engages in cheating if the student looks at another student's paper during a test. A student also engages in cheating if the student tells another student answers during a test or while exiting the testing room, or knowingly allows another student to look at the student's answers on the test paper.

- (4) Use of Other Student to Take Test. Having another person take one's

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place for a test, or taking a test for another student, without the specific knowledge and permission of the instructor.

(5) Misrepresenting Need to Delay Test. Presenting false or incomplete information in order to postpone or avoid the taking of a test. For example, a student engages in cheating if the student misses class on the day of a test, claiming to be sick, when the student's real reason for missing class was because the student was not prepared for the test.

(b) Papers (includes papers, essays, lab projects, and other similar academic work):

(1) Use of Another's Paper: Copying another student's paper, using a paper from an essay writing service, or allowing another student to copy a paper, without the specific knowledge and permission of the instructor.

(2) Re-use of One's Own Papers: Using a substantial portion of a piece of work previously submitted for another course or program to meet the requirements of the present course or program without notifying the instructor to whom the work is presented.

(3) Assistance from Others: Having another person assist with the paper to such an extent that the work does not truly reflect the student's work. For example, a student engages in cheating if the student has a draft essay reviewed by the student's parent or sibling, and the essay is substantially re-written by the student's parent or sibling. Assistance from home is encouraged, but the work must remain the student's.

(4) Failure to Contribute to Group Projects. Accepting credit for a group project in which the student failed to contribute a fair share of the work.

(5) Misrepresenting Need to Delay Paper. Presenting false or incomplete information in order to postpone or avoid turning in a paper when due. For example, a student engages in cheating if the student misses class on the day a paper is due, claiming to be sick, when the student's real reason for missing class was because the student had not finished the paper.

(c) Alteration of Assigned Grades. Any unauthorized alteration of assigned grades by a student in the teacher's grade book or the school records is a serious form of cheating.

2. "Plagiarism" means to take and present as one's own a material portion of the ideas or words of another or to present as one's own an idea or work derived from an existing source without full and proper credit to the source of the ideas, words, or works.

Plagiarism includes, but is not limited to:

(1) Failure to Credit Sources: Copying work (words, sentences, and paragraphs or illustrations or models) directly from the work of another without proper credit. Academic work frequently involves use of outside sources. To avoid plagiarism, the student must either place the work in

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quotations or give a citation to the outside source.

(2) Falsely Presenting Work as One's Own: Presenting work prepared by another in final or draft form as one's own without citing the source, such as the use of purchased research papers or use of another student's paper.

3. "Contributing" to academic integrity violations means to participate or assist another in cheating or plagiarism. It includes but is not limited to allowing another student to look at your test answers, to copy your papers or lab projects, and to fail to report a known act of cheating or plagiarism to the instructor or administration.

C. Sanctions

The following sanctions will occur for academic integrity offenses:

1. Academic Sanction. The instructor will refuse to accept the student's work in which the cheating or plagiarism took place, assign a grade of "F" or zero for the work, and require the student to complete a test or project in place of the work within such time and under such conditions as the instructor may determine appropriate. In the event the student completes the replacement test or project at a level meeting minimum performance standards, the instructor will assign a grade which the instructor determines to be appropriate for the work. Credit for the class may be withheld pending successful completion of the replacement test or project.
2. Report to Parents and Administration. The instructor will notify the Principal of the offense and the instructor or Principal will notify the student's parents or guardian.
3. Student Discipline Sanctions. Academic integrity offenses are a violation of school rules. The Principal may recommend sanctions in addition to those assigned by the instructor, up to and including suspension or expulsion. Such additional sanctions will be given strong consideration where a student has engaged in a serious or repeated academic integrity offense or other rule violations, and where the academic sanction is otherwise not a sufficient remedy, such as for offenses involving altering assigned grades or contributing to academic integrity violations.

Article 3 - Use of Building and Grounds

Section 1 Visitors

All visitors must report to the office, upon entering the main entrance, to sign in and receive a visitor's pass. Visits to classrooms during the first week of school and the last week of school may be limited to ensure a smooth transition. Visits by parents to classrooms are encouraged; provided that the visits do not disrupt the educational program, individual students, or create a safety concern.

Section 2 Smoke-Free Environment

All of our school buildings and grounds are smoke and tobacco-free. We would appreciate your help in meeting the goal of a smoke and tobacco-free environment for our children. When you attend school events, including athletic events, please abide by our District's policy.

Section 3 Care of School Property

1. Students are responsible for the proper care of all books, equipment, supplies and furniture supplied by the school.
2. Students who disfigure property, break windows or do other damage to school property or equipment will be required to pay for the damage done or replace the item.

Fines are determined on books according to the following criteria:

Lost Book:	Replacement cost
Missing one or both covers:	Same as lost book
Loose Cover:	\$1.00
Missing Page:	50 cents per page (up to replacement cost)
Torn Page:	20 cents per page (up to replacement cost)
Marks that cannot be erased:	20 cents per mark (up to replacement cost)

School-issued items that are stolen or damaged from unlocked lockers are the responsibility of the student to whom they were issued. Students must pay all fines before they can receive school publications and final grades.

Section 4 Lockers

Each student will be assigned a locker. Students must use their own lockers and are not to share lockers with other students except as assigned by school officials. We recommend that the locker be locked with a combination lock provided by the school. Students may only use school issued locks on lockers. They may not use their personal locks. Students are expected to keep all books, etc., in their assigned locker. Students are also responsible for the cleanliness inside their locker and the door of their locker. Students may be assessed a fine for damage to lockers.

Article 3 - Use of Building and Grounds

Section 5 Searches of Lockers and Other Types of Searches

Student lockers, desks, computer equipment, and other such property are owned by the school. The school exercises exclusive control over school property. Students should not expect privacy regarding usage of or items placed in or on school property, including student vehicles parked on school property, because school property is subject to search at any time by school officials. Periodic, random searches of lockers, desks, computers and other such property may be conducted in the discretion of the administration.

The following rules apply to searches of students and of a student's personal property and to the seizure of items in a student's possession or control:

1. School officials may conduct a search if there is a reasonable basis to believe that the search will uncover evidence of a crime or a school rule violation. The search is to be conducted in a reasonable manner under the circumstances.
2. Illegal items or other items reasonably determined to be a threat to the safety of others or a threat to educational purposes may be taken and kept by school officials. Any firearm or other weapon will be confiscated and delivered to law enforcement officials as soon as practicable.
3. Items which have been or are reasonably expected to be used to disrupt or interfere with the educational process (that is, "nuisance items") may be removed from student possession.

Section 6 Video Surveillance

The Board of Education has authorized the use of video cameras on School District property to ensure the health, welfare and safety of all staff, students and visitors to District property, and to safeguard District facilities and equipment. Video cameras may be used in locations as deemed appropriate by the Superintendent.

Notice is hereby given that video surveillance may occur on District property and in District owned vehicles. In the event a video surveillance recording captures a student or other building user violating school policies or rules or local, state or federal laws, the video surveillance recording may be used in appropriate disciplinary proceedings against the student or other building user and may also be provided to law enforcement agencies.

Section 7 Use of Telephone

Students are encouraged to use the office phone or hall phone rather than personal cell phones when they need to contact others. Students may use cell phones during the day with permission from office staff, teachers, and administration. Otherwise, cell phones should remain turned off and put away. Use of the office or hall phone is not an excuse to be tardy to class.

Article 3 - Use of Building and Grounds

Section 8 Bicycles

Bicycles must be parked in the racks provided. All bicycles should be equipped with locks. The school is not responsible for damage or theft of parts while bicycles are on school property.

Section 9 Student Valuables

Students, not the school, are responsible for their personal property. Students are cautioned not to bring large amounts of money or items of value to school. If it is necessary to bring valuable items or more money than is needed to pay for lunch, leave the money or valuables with a staff member in the school office for temporary and safe-keeping. Even then, the school is not in a position to guarantee that the student's property will not be subject to loss, theft, or damage.

Section 10 Lost and Found

Students who find lost articles are asked to take them to the office, where the articles can be claimed by the owner. If articles are lost at school, report that loss to office personnel.

Section 11 Accidents

Every accident in the school building, on the school grounds, at practice sessions, or at any athletic event sponsored by the school must be reported immediately to the Principal.

Section 12 Laboratory Safety Glasses

As required by law, approved safety glasses will be required of every student and teacher while participating in or observing vocational, technical, industrial technology, science, and art classes. All visitors to these areas must check out a pair of safety glasses when entering any of these areas.

Section 13 Insurance

Under Nebraska law the District may not use school funds to provide general student accident or athletic insurance. The District requires that all student participants in athletic programs have injury and accident insurance and encourages all students who are in classes with risk of personal injury or accident to have insurance coverage. The District does not make recommendations nor handle the premiums or claims for any insurance company, agent or carrier. Information about student insurance providers will be available in the school office or on school bulletin boards.

Section 14 Bulletins and Announcements

Bulletin boards and display cases are available for school-related and approved materials to be posted and displayed. Posters to be used in the halls or materials for distribution will need to be approved by the Principal's office. Posters are not to be attached to any painted wall surfaces. Place posters on marble, glass, metal, brick and wood. The person or organization responsible for distributing the posters is responsible to see that all posters are removed within 48 hours after the event.

Section 15 Copyright and Fair Use Policy

It is the school's policy to follow the federal copyright law. Students are reminded that, when using school equipment and when completing course work, they also must follow the federal copyright laws. The federal copyright law governs the reproduction of works of authorship.

Article 3 - Use of Building and Grounds

Copyrighted works are protected regardless of the medium in which they are created or reproduced; thus, copyright extends to digital works and works transformed into a digital format. Copyrighted works are not limited to those that bear a copyright notice.

The “fair use” doctrine allows limited reproduction of copyrighted works for educational and research purposes. The relevant portion of the copyright statute provides that the “fair use” of a copyrighted work, including reproduction “for purposes such as criticism, news reporting, teaching (including multiple copies for classroom use), scholarship, or research” is not an infringement of copyright. The law lists the following factors as the ones to be evaluated in determining whether a particular use of a copyrighted work is a permitted “fair use,” rather than an infringement of the copyright:

- the purpose and character of the use, including whether such use is of a commercial nature or is for nonprofit educational purposes;
- the nature of the copyrighted work;
- the amount and substantiality of the portion used in relation to the copyrighted work as a whole, and
- the effect of the use upon the potential market for or value of the copyrighted work.

Although all of these factors will be considered, the last factor is the most important in determining whether a particular use is “fair.” Students should seek assistance from a faculty member if there are any questions regarding what may be copied.

Article 4 – Attendance

Section 1 Attendance Policy

Regular and punctual student attendance is required. The Board's policies require such attendance. The administration is responsible for developing further attendance rules and regulations and staff is responsible for assisting in the enforcement of the rules and regulations. Students and parents are responsible for developing behaviors which will result in regular and punctual student attendance.

Section 2 Attendance and Absences

Circumstances of Absences – Definitions. The circumstances for all absences from school will be identified as School Excused or Not School Excused. Absences should be cleared through the Principal's office in advance whenever possible. All absences, except for illness and/or death in the family, require advance approval.

1. School Excused. Any of the following circumstances that lead to an absence will be identified as a *School Excused* absence, provided the required attendance procedures have been followed and any paperwork requested by the principal pertaining to the absence has been provided:
 - (A) Impossible or impracticable barriers outside the control of the parent or child prevent a student from attending school. The parent must provide the school with documentation to demonstrate the absence was beyond the control of the parent or child. This could include, but is not limited to documented illness, court, death of a family member, or suspension.
 - (B) Other absences as determined by the principal or the principal's designee.
2. Not School Excused. Absences that are not school excused may result in a report to the county attorney and may be classified as follows:
 - (A) Parent acknowledged absences are those in which the parent communicated with the school in the prescribed manner that the child is absent and is the parent's responsibility for the extent of the school day. This includes, but is not limited to, illness, vacations, and medical appointments.
 - (B) Other absences are those in which the parent has not communicated a reason for the student's absence.

Tardy to School. Students will be considered tardy to school if they are not seated in their assigned class or ready and attentive in their assigned area when the bell for their first class rings.

Tardy to Class. Students have a sufficient time period between classes to make it to their next assigned class on time. Students will be considered tardy to class if they are not in their assigned classroom when the tardy bell rings, unless they have a pass from the teacher who detained them.

Article 4 - Attendance

Specific tardy guidelines once students are in the classroom doorway are at the discretion of the classroom teacher.

Leaving School or Class. Students who leave school for any reason during the school day must check out at the office before leaving. Students leaving school must be cleared in advance by a note or phone call from the student's parent or legal guardian. Upon returning to school that same day, students are expected to sign in at the office. A sheet will be available on the office counter for this purpose.

Students who leave school without permission and without signing out in the proper manner, or who leave their assigned classroom without teacher permission, will be considered truant.

Section 3 Absence Procedures

A student will not be allowed to enter class after an absence until a written or verbal parental excuse is provided to the office of the principal. Work must be made up within the time allowed by the Principal. As a general rule, students will be given two (2) calendar days for each day they were absent to make up the work.

Section 4 Make-up Work

Written make-up work may be assigned for each day missed regardless of the type of absence. If make-up work is not completed, students will receive no credit for the work required. As a general rule, students will be given two (2) calendar days for each day they were absent to make up the work.

The student has the responsibility to contact teachers, initially, regarding make-up assignments. Assignment sheets will be sent only for extended absences through the main office. Generally, assignment sheets will not be sent out until after three (3) days of absence. If the parents or students have concerns prior to the three (3) days, they are encouraged to contact the teacher or the principal's office.

For excused absences, two school days will be allowed to make up the work for each day missed with a maximum of ten (10) days allowed to complete make up work. If requested, assignment sheets will be prepared for students who are ill. If parents or students request assignment sheets the school should be contacted by no later than 10:00 a.m.

For unexcused absences, the student may receive a failing mark for or in each class period missed if the work is not completed in the timeframe designated by the principal.

Section 5 Attendance is Required to Participate in Activities

Students must attend school all day the day of any scheduled school activity in order to participate in the activity. Students must also attend school all day the day before a weekend or school break in order to participate in the activity being held during that weekend or school break. This includes athletic contests, practices and dances. Failure to attend will result in a student being withheld from participation in the activity. The Principal retains the right to grant participation should exceptional circumstances prevail.

Article 4 - Attendance

Section 6 Truancy

A student who engages in unexcused absences may be considered truant as per state law. Truancy is a violation of school rules. The consequence of trancies may include disciplinary action up expulsion and referral to the county attorney for compulsory attendance violations.

Reporting and Responding to Excessive Absenteeism. Any administrator, teacher, or member of the board of education who knows of any failure on the part of any child of mandatory school attendance age to attend school regularly without lawful reason, shall within three days report such violation to the superintendent or such person(s) who the superintendent designates to be the attendance officer (hereafter, "attendance officer"). The attendance officer shall immediately cause an investigation into any such report to be made. The attendance officer shall also investigate any case when of his or her personal knowledge, or by report or complaint from any resident of the district, the attendance officer believes there is a violation of the compulsory attendance laws. The school shall render all services in its power to compel such child to attend some public, private, denominational, or parochial school, which the person having control of the child shall designate, in an attempt to address the problem of excessive absenteeism. Such services shall include, as appropriate, the services listed below under "Excessive Absenteeism" and "Reporting Excessive Absenteeism."

Excessive Absenteeism. Students who accumulate five (5) unexcused absences in a quarter which are Not School Excused shall be deemed to have "excessive absences." Such absences shall be determined on a per day (or hourly equivalent) basis for elementary students and on a per class basis for secondary students. When a student has excessive absences, school officials will have verbal or written communication with the person or persons who have legal or actual charge or control of any child.

When a student continues thereafter to have absences which are Not School Excused and the absences are of concern due to the effect of the absences on the student's academics, the student's attendance history, the time of the school year, the reasons for the absences, or other circumstances, one or more meetings will be held between the school (a school attendance officer, a school administrator or his or her designee, and/or a social worker), the child's parent or guardian, and the child, when appropriate, to address the barriers to attendance. The result of the meeting or meetings shall be to develop a collaborative plan to reduce barriers identified to improve regular attendance. The plan shall consider, but not be limited to:

- (1) Illness related to physical or behavioral health of the child.
- (2) Educational counseling;
- (3) Educational evaluation;
- (4) Referral to community agencies for economic services;
- (5) Family or individual counseling; and
- (6) Assisting the family in working with other community services.

If the parent/guardian refuses to participate in such meeting, the principal shall place documentation of such refusal in the child's attendance records.

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Reporting Excessive Absenteeism to the County Attorney. The school may report to the county attorney of the county in which the person having control of the student resides when the school has documented the efforts to address excessive absences, the collaborative plan to reduce barriers identified to improve regular attendance has not been successful, and the student has accumulated more than twenty (20) absences per year. The school shall notify the child's family in writing prior to making the referral to the county attorney. Illness that makes attendance impossible or impracticable shall not be the basis for referral to the county attorney. A report to the county attorney may also be made when a student otherwise accrues excessive absences as herein defined.

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Section 1 Purpose of Student Conduct Rules

These student conduct rules are established to maintain a school atmosphere which is conducive to learning, to aid student development, to further school purposes, and to prevent interference with the educational process. Violations of the rules will result in disciplinary action.

Section 2 Forms of School Discipline

A. Short-Term Suspension: Students may be excluded by the Principal or the Principal's designee from school or any school function for a period of up to five school days (short-term suspension) on the following grounds:

1. Conduct that constitutes grounds for expulsion, whether the conduct occurs on or off school grounds; or,
2. Other violations of rules and standards of behavior adopted by the Franklin Public Schools Board of Education or the administrative or teaching staff of the school, which occur on or off school grounds, if such conduct interferes with school purposes or there is a nexus between such conduct and school.

The following process will apply to short-term suspensions:

1. The Principal or the Principal's designee will make a reasonable investigation of the facts and circumstances. A short-term suspension will be made upon a determination that the suspension is necessary to help any student, to further school purposes, or to prevent an interference with school purposes.
2. Prior to commencement of the short-term suspension, the student will be given oral or written notice of the charges against the student. The student will be advised of what the student is accused of having done, an explanation of the evidence the authorities have, and be afforded an opportunity to explain the student's version of the facts.
3. Within 24 hours or such additional time as is reasonably necessary following the suspension, the Principal or administrator will send a written statement to the student and the student's parent or guardian describing the student's conduct, misconduct or violation of the rule or standard and the reasons for the action taken.
4. An opportunity will be given to the student, and the student's parent or guardian, to have a conference with the Principal or administrator ordering the short-term suspension before or at the time the student returns to school. The Principal or administrator shall determine who in addition to the parent or guardian is to attend the conference.
5. A student on a short-term suspension shall not be permitted to be on school grounds without the express permission of the Principal.

B. Long-Term Suspension: A long-term suspension means an exclusion from school and any school functions for a period of more than five school days but less than twenty school days. A student who on a long-term suspension shall not be permitted to be on school grounds without

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the express permission of the Principal. A notice will be given to the student and the parents/guardian when the Principal recommends a long-term suspension. The notice will include a description of the procedures for long-term suspension. The procedures will be those set forth in the Student Discipline Act.

C. Expulsion:

1. Meaning of Expulsion. Expulsion means exclusion from attendance in all schools, grounds and activities of or within the system for a period not to exceed the remainder of the semester in which it took effect unless (a) the misconduct occurred within ten school days prior to the end of the first semester, in which case the expulsion shall remain in effect through the second semester, or (b) the misconduct occurred within ten school days prior to the end of the second semester, in which case the expulsion shall remain in effect for summer school and the first semester of the following school year, or (c) the expulsion is for conduct specified in these rules or in law as permitting or requiring a longer removal, in which case the expulsion shall remain in effect for the period specified therein. Such action may be modified or terminated by the school district at any time during the expulsion period.
2. Suspensions Pending Hearing. When a notice of intent to discipline a student by long-term suspension, expulsion, or mandatory reassignment is filed with the superintendent, the student may be suspended by the principal until the date the long-term suspension, expulsion, or mandatory reassignment takes effect if no hearing is requested or, if a hearing is requested, the date the hearing examiner makes the report of his or her findings and a recommendation of the action to be taken to the superintendent. The suspension pending hearing may be imposed if the principal determines that the student must be suspended immediately to prevent or substantially reduce the risk of (a) interference with an educational function or school purpose or (b) a personal injury to the student himself or herself, other students, school employees, or school volunteers.
3. Summer Review. Any expulsion that will remain in effect during the first semester of the following school year will be automatically scheduled for review before the beginning of the school year in accordance with law.
4. Alternative Education. Students who are expelled may be provided an alternative education program that will enable the student to continue academic work for credit toward graduation. In the event an alternative education program is not provided, a conference will be held with the parent, student, the Principal or another school representative assigned by the Principal, and a representative of a community organization that assists young people or that is involved with juvenile justice to develop a plan for the student in accordance with law.
5. Suspension of Enforcement of an Expulsion. Enforcement of an expulsion action may be suspended (i.e., “stayed”) for a period of not more than one full semester

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in addition to the balance of the semester in which the expulsion takes effect. As a condition of such suspended action, the student and parents will be required to sign a discipline agreement.

6. Students Subject to Juvenile or Court Probation. Prior to the readmission to school of any student who is less than 19 years of age and who is subject to the supervision of a juvenile probation officer or an adult probation officer pursuant to a court order Court, who chooses to meet conditions of probation by attending school, and who has previously been expelled from school, the Principal or the Principal's designee shall meet with the student's probation officer and assist in developing conditions of probation that will provide specific guidelines for behavior and consequences for misbehavior at school (including conduct on school grounds and conduct during an educational function or event off school grounds) as well as educational objectives that must be achieved. If the guidelines, consequences, and objectives provided by the Principal or the Principal's designee are agreed to by the probation officer and the student, and the court permits the student to return to school under the agreed to conditions, the student may be permitted to return to school. The student may with proper consent, upon such return, be evaluated by the school for possible disabilities and may be referred for evaluation for possible placement in a special education program. The student may be expelled or otherwise disciplined for subsequent conduct as provided in Board policy and state statute.

D. Other Forms of Student Discipline. Administrative and teaching personnel may take actions regarding student behavior, other than removal of students from school, which are reasonably necessary to aid the student, further school purposes, or prevent interference with the educational process. Such actions may include, but are not be limited to, counseling of students, parent conferences, rearrangement of schedules, requirements that a student remain in school after regular hours to do additional work, restriction of extracurricular activity, or requirements that a student receive counseling, psychological evaluation, or psychiatric evaluation upon the written consent of a parent or guardian to such counseling or evaluation. The actions may also include in-school suspensions. When in-school suspensions, after-school assignments, or other disciplinary measures are assigned, the student is responsible for complying with such disciplinary measures. A failure to serve such assigned discipline as directed will serve as grounds for further discipline, up to expulsion from school.

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Section 3 Student Conduct Expectations

Students are not to engage in conduct which causes or which creates a reasonable likelihood that it will cause a substantial disruption in or material interference with any school function, activity or purpose or interfere with the health, safety, well being or rights of other students, staff or visitors.

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

The following conduct has been determined by the Board of Education to have the potential to seriously affect the health, safety or welfare of students, staff and other persons or to otherwise seriously interfere with the educational process. Such conduct constitutes grounds for long-term suspension, expulsion, or mandatory reassignment, and any other lesser forms of discipline. The conduct is subject to the consequence of long-term suspension, expulsion, or mandatory reassignment where it occurs on school grounds, in a vehicle owned, leased, or contracted by the school and being used for a school purpose or in a vehicle being driven for a school purpose by a school employee or an employee's designee, or at a school-sponsored activity or athletic event.

1. Willfully disobeying any reasonable written or oral request of a school staff member, or the voicing of disrespect to those in authority.
2. Use of violence, force, coercion, threat, intimidation, harassment, or similar conduct in a manner that constitutes a substantial interference with school purposes or making any communication that reasonable recipient would interpret as a serious expression of an intent to harm or cause injury to another;
3. Willfully causing or attempting to cause substantial damage to property, stealing or attempting to steal property of substantial value, repeated damage or theft involving property, or setting or attempting to set a fire of any magnitude;
4. Causing or attempting to cause personal injury to any person, including any school employee, school volunteer, or student. Personal injury caused by accident, self-defense, or other action undertaken on the reasonable belief that it was necessary to protect some other person shall not constitute a violation of this subdivision;
5. Threatening or intimidating any student for the purpose of or with the intent of obtaining money or anything of value from such student or making a threat which causes or may be expected to cause a disruption to school operations;
6. Knowingly possessing, handling, or transmitting any object or material that is ordinarily or generally considered a weapon or that has the appearance of a weapon or bringing or possessing any explosive device, including fireworks;
7. Selling, using, possessing or dispensing of alcohol, tobacco, narcotics, drugs, controlled substance, or an inhalant; being under the influence of any of the above; possession of drug paraphernalia, or the selling, using, possessing, or dispensing of an imitation controlled substance as defined in section 28-401 of the Nebraska statutes, or material represented to be alcohol, narcotics, drugs, a controlled substance or inhalant. Use of a controlled substance in the manner prescribed for the student by the student's physician is not a violation. The term "under the influence" has a less strict meaning than it does under criminal law; for school purposes, the term means any level of impairment and includes even the

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- odor of alcohol or illegal substances on the breath or person of a student; also, it includes being impaired by reason of the abuse of any material used as a stimulant;
8. Public indecency or sexual conduct;
 9. Engaging in bullying, which includes any ongoing pattern of physical, verbal, or electronic abuse on school grounds, in a vehicle owned, leased, or contracted by a school being used for a school purpose by a school employee or a school employee's designee, or at school-sponsored activities or school-sponsored athletic events;
 10. Sexually assaulting or attempting to sexually assault any person. This conduct may result in an expulsion regardless of the time or location of the offense if a complaint alleging such conduct is filed in a court of competent jurisdiction;
 11. Engaging in any activity forbidden by law which constitutes a danger to other students or interferes with school purposes. This conduct may result in an expulsion regardless of the time or location of the offense if the conduct creates or had the potential to create a substantial interference with school purposes, such as the use of the telephone or internet off-school grounds to threaten; or
 12. Repeated violation of any rules established by the school district or school officials if such violations constitute a substantial interference with school purposes;
 13. Truancy or failure to attend assigned classes or assigned activities; or tardiness to school, assigned classes or assigned activities;
 14. The use of language, written or oral, or conduct, including gestures, which is profane or abusive to students or staff members. Profane or abusive language or conduct includes, but is not limited to, that which is commonly understood and intended to be derogatory toward a group or individual based upon race, gender, disability, national origin, or religion;
 15. Dressing or grooming in a manner which is dangerous to the student's health and safety or a danger to the health and safety of others or repeated violations of the student dress and grooming standards; dressing, grooming, or engaging in speech that is lewd or indecent, vulgar or plainly offensive; dressing, grooming, or engaging in speech that school officials reasonably conclude will materially and substantially disrupt the work and discipline of the school; dressing, grooming, or engaging in speech that a reasonable observer would interpret as advocating illegal drug use.
 16. Willfully violating the behavioral expectations for those students riding Franklin Public Schools buses.
 17. A student who engages in the following conduct shall be expelled for the remainder of the school year in which it took effect if the misconduct occurs during the first semester, and if the expulsion for such conduct takes place during the second semester, the expulsion shall remain in effect for the first semester of the following school year, with the condition that such action may be modified or terminated by the school district during the expulsion period on such terms as the administration may establish:

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- a. The knowing and intentional use of force in causing or attempting to cause personal injury to a school employee, school volunteer, or student, except if caused by accident, self-defense, or on the reasonable belief that the force used was necessary to protect some other person and the extent of force used was reasonably believed to be necessary, or
 - b. The knowing and intentional possession, use, or transmission of a dangerous weapon other than a firearm.
- 18. Knowingly and intentionally possessing, using, or transmitting a firearm on school grounds, in a school-owned or utilized vehicle, or during an educational function or event off school grounds, or at a school-sponsored activity or athletic event. This conduct shall result in an expulsion for one calendar year. "Firearm" means a firearm as defined in 18 U.S.C. 921, as that statute existed on January 1, 1995. That statute includes the following statement: "The term 'firearm' means (a) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (b) the frame or receiver of any such weapon; (c) any firearm muffler or firearm silencer; or (d) any destructive device." The Superintendent may modify such one year expulsion requirement on a case-by-case basis, provided that such modification is in writing.

Bringing a firearm or other dangerous weapon to school for any reason is discouraged; however, a student will not be subject to disciplinary action if the item is brought or possessed under the following conditions:

- a. Prior written permission to bring the firearm or other dangerous weapon to school is obtained from the student's teacher, building administrator and parent.
- b. The purpose of having the firearm or other dangerous weapon in school is for a legitimate educational function.
- c. A plan for its transportation into and from the school, its storage while in the school building and how it will be displayed must be developed with the prior written approval by the teacher and building administrator. Such plan shall require that such item will be in the possession of an adult staff member at all times except for such limited time as is necessary to fulfill the educational function.
- d. The firearm or other dangerous weapon shall be in an inoperable condition while it is on school grounds.

B. Additional Student Conduct Expectations and Grounds for Discipline

The following additional student conduct expectations are established. Failure to comply with such rules is grounds for disciplinary action. When such conduct occurs on school grounds, in a vehicle owned, leased, or contracted by a school being used for a school purpose or in a vehicle being driven for a school purpose by a school employee or by his or her designee, or at a school-sponsored activity or athletic event, the conduct is grounds for long-term suspension, expulsion or mandatory reassignment.

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- (1) Student Appearance: Students at Franklin Public Schools are expected to dress in a way that is appropriate for the school setting. Students should not dress in a manner that is dangerous to the health and safety of anyone or interferes with the learning environment or teaching process in our school. Following is a list of examples of attire that will not be considered appropriate, such list is not exclusive and other forms of attire deemed inappropriate by the administration may be deemed inappropriate for the school setting:
- a. Clothing that shows an inappropriate amount of bare skin or underwear (midriffs, spaghetti straps, sagging pants) or clothing that is too tight, revealing or baggy, or tops and bottoms that do not overlap or any material that is sheer or lightweight enough to be seen through, or otherwise of an appropriate size and fit so as to be revealing or drag on the ground.
 - b. Shorts, skirts, or skorts that do not reach mid-thigh or longer.
 - c. Clothing or jewelry that advertises or promotes beer, alcohol, tobacco, or illegal drugs.
 - d. Clothing or jewelry that could be used as a weapon (chains, spiked apparel) or that would encourage “horse-play” or that would damage property (e.g. cleats).
 - e. Head wear including hats, caps, bandannas, and scarves;
 - f. Clothing or jewelry which exhibits nudity, makes sexual references or carries lewd, indecent, or vulgar double.
 - g. Clothing or jewelry that is gang related.
 - h. Visible body piercing (other than ears).

Consideration will be made for students who wear special clothing as required by religious beliefs, disability, or to convey a particularized message protected by law. The final decision regarding attire and grooming will be made by the Principal or Superintendent. In the event a student is uncertain as to whether a particular item or method of grooming is consistent with the school’s guidelines, the student should contact the Principal for approval, and may also review such additional posting of prohibited items or grooming which may be available in the Principal’s office.

Coaches, sponsors or teachers may have additional requirements for students who are in special lab classes, students who are participants in performing groups or students who are representing the school as part of an extracurricular activity program.

On a first offense of the dress code, the student may call home for proper apparel. If clothes cannot be brought to school, the student will be assigned to in-school suspension for the remainder of the day. Students will not be allowed to leave campus to change clothes. Continual violations of the dress code will result in more stringent disciplinary actions, up to expulsion. Further, in the event the dress code violation is determined to also violate other student conduct rules (e.g.,

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public indecency, insubordination, expression of profanity, and the like), a first offense of the dress code may result in more stringent discipline, up to expulsion.

(2) Electronic Devices

a. Philosophy and Purpose. Franklin Public Schools strongly discourages students from bringing and/or using electronic devices at school. The use of electronic devices can be disruptive to the educational process and are items that are frequently lost or stolen. In order to maintain a secure and orderly learning environment, and to promote respect and courtesy regarding the use of electronic devices, the District hereby establishes the following rules and regulations governing student use of electronic devices, and procedures to address student misuse of electronic devices.

b. Definitions.

- (1) “Electronic devices” include, but are not limited to, cell phones, Mp3 players, iPods, personal digital assistants (PDAs), compact disc players, portable game consoles, cameras, digital scanners, lap top computers, and other electronic or battery powered instruments which transmit voice, text, or data from one person to another.
- (2) “Sexting” means generating, sending or receiving, encouraging others to send or receive, or showing others, through an electronic device, a text message, photograph, video or other medium that:
 - (i) Displays sexual content, including erotic nudity, any display of genitalia, unclothed female breasts, or unclothed buttocks, or any sexually explicit conduct as defined at Neb. Rev. Stat. § 28-1463.02; or
 - (ii) Sexually exploits a person, whether or not such person has given consent to creation or distribution of the message, photograph or video by permitting, allowing, encouraging, disseminating, distributing, or forcing such student or other person to engage in sexually explicit, obscene or pornographic photography, films, or depictions; or,
 - (iii) Displays a sexually explicit message for sexual gratification, flirtation or provocation, or to request or arrange a sexual encounter.

c. Possession and Use of Electronic Devices.

- (1) Students are not permitted to possess or use any electronic devices during class time or during passing time except as otherwise provided by this policy. Cell phone usage is strictly prohibited during any class period; including voice usage, digital imaging, or text messaging.

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(2) Students are permitted to possess and use electronic devices before school hours, at lunch time, and after school hours, provided that the student not commit any abusive use of the device (see paragraph (4)(a). Administrators have the discretion to prohibit student possession or use of electronic devices on school grounds during these times in the event the administration determines such further restrictions are appropriate; an announcement will be given in the event of such a change in permitted use.

(3) Electronic devices may be used during class time when specifically approved by the teacher or a school administrator in conjunction with appropriate and authorized class or school activities or events (i.e., student use of a camera during a photography class; student use of a lap top computer for a class presentation).

(4) Students may use electronic devices during class time when authorized pursuant to an Individual Education Plan (IEP), a Section 504 Accommodation Plan, or a Health Care Plan, or pursuant to a plan developed with the student's parent when the student has a compelling need to have the device (e.g., a student whose parent is in the hospital could be allowed limited use of the cell phone for family contacts, so the family can give the student updates on the parent's condition).

d. Violations

(1) Prohibited Use of Electronic Devices: Students shall not use electronic devices for: (a) activities which disrupt the educational environment; (b) illegal activities in violation of state or federal laws or regulations; (c) unethical activities, such as cheating on assignments or tests; (d) immoral or pornographic activities; (e) activities in violation of Board or school policies and procedures relating to student conduct and harassment; (f) recording others (photographs, videotaping, sound recording, etc.) without direct administrative approval and consent of the person(s) being recorded, other than recording of persons participating in school activities that are open to the public; (g) "sexting;" or (h) activities which invade the privacy of others. Such student misuses will be dealt with as serious school violations, and immediate and appropriate disciplinary action will be imposed, including, but not limited to, suspension and expulsion from school.

(2) Disposition of Confiscated Electronic Devices: Electronic devices possessed or used in violation of this policy may be confiscated by school personnel and returned to the student or parent/guardian at an appropriate time. If an electronic device is confiscated, the electronic device shall be taken to the school's main office to be identified, placed in a secure area, and returned to the student and/or the student's parent/guardian in a consistent and orderly way.

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- (i) First Violation: Depending upon the nature of the violation and the imposition of other appropriate disciplinary action, consequences at a minimum may include a relinquishment of the electronic device to the school administration and a conference between the student and school principal or assistant principal. The electronic device shall remain in the possession of the school administration until such time as the student personally comes to the school's main office and retrieves the electronic device.
- (ii) Second Violation: Depending upon the nature of the violation and the imposition of other appropriate disciplinary action, consequences at a minimum may include a relinquishment of the electronic device to the school administration and a conference between the student and his/her parent/guardian and the school principal or assistant principal. The electronic device shall remain in the possession of the school administration until such time as the student's parent/guardian personally comes to the school's main office and retrieves the electronic device.
- (iii) Third Violation: Depending upon the nature of the violation and the imposition of other appropriate disciplinary action, consequences at a minimum may include a relinquishment of the electronic device to the school administration, a conference between the student and his/her parent/guardian and the school principal or assistant principal, and suspension of the student from school. The electronic device shall remain in the possession of the school administration until such time as the student's parent/guardian personally comes to the school's main office and retrieves the electronic device.

e. Penalties for Prohibited Use of Electronic Devices:

Students who receive a "sexting" message are to report the matter to a school administrator and then delete such message from their electronic device. Students shall not participate in sexting or have any "sexting" message on their electronic devices regardless of when the message was received while on school grounds or at a school activity. Students who violate the prohibitions of this policy shall be subject to the imposition of appropriate disciplinary action, up to and including expulsion, provided that at a minimum the following penalties shall be imposed:

- (i) Students found in possession of a "sexting" message shall be subject to a one (1) day suspension from school.
- (ii) Students who send or encourage another to send a "sexting" message shall be subject to a five (5) day suspension from school.

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f. Reporting to Law Enforcement.

Violations of this policy regarding the prohibited use of electronic devices that may constitute a violation of federal or state laws and regulations, including, but not limited to, the Nebraska Child Protection Act or the Nebraska Child Pornography Prevention Act shall be reported to appropriate legal authorities and law enforcement.

g. Responsibility for Electronic Devices.

Students or their parents/guardians are expected to claim a confiscated electronic device within ten (10) days of the date it was relinquished. The school shall not be responsible, financially or otherwise, for any unclaimed electronic devices. By bringing such devices to school, students and parents authorize the school to dispose of unclaimed devices at the end of each semester. The District is not responsible for the security and safekeeping of students' electronic devices and is not financially responsible for any damage, destruction, or loss of electronic devices.

- (3) Harassment and Bullying Policy: One of the missions of Franklin Public Schools is to provide safe and secure environments for all students and staff. Positive behaviors (non-violence, cooperation, teamwork, understanding, and acceptance of others) are encouraged in the educational program and required of all students and staff. Inappropriate behaviors (bullying, intimidation and harassment are to be identified and corrected. Students and staff are to avoid such behaviors. Strategies and practices are implemented to reinforce positive behaviors and to discourage and protect others from inappropriate behaviors.

“Bullying” is behavior where one person or group engages in harmful action towards another person or group acting on a real or perceived imbalance of power or view of superiority. The behavior typically includes verbal (e.g. teasing or name-calling) and physical aggression (e.g., hitting, pushing), threatening, excluding or ignoring, spreading rumors, or taking, defacing or destroying the others' property. “Harassment” includes the same actions, though not necessarily from a standpoint of perceived power. Harassment is prohibited. Bullying and harassment is a violation of student conduct rules and appropriate disciplinary measures, up to expulsion, will be enforced. When bullying or harassment is done on the basis of gender, disability, race, or other protected status, it is considered a very serious offense for which expulsion may be a likely consequence depending on the severity of the conduct.

Students who are the victim of bullying or harassment or who observe such occurring are to promptly report the problem to their teacher or to the Principal so the problem can be addressed. Students who make reports of bullying activity will not be retaliated against for making the report.

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- (4) Inappropriate Public Displays of Affection (IPDA): Students are not to engage in inappropriate public displays of affection on school property or at school activities. Such conduct includes kissing, touching, fondling or other displays of affection that would be reasonably considered to be embarrassing or a distraction to others. Students will face the following consequences for IPDA:
- 1st Offense: Student will be confronted and directed to cease.
 - 2nd Offense: Student will be confronted, directed to cease, and parents will be notified.
 - 3rd Offense: Student will be suspended from school for a minimum of 1 day, and parents and student will need to meet with Administrator(s) and/or counselor.
 - If this type of behavior continues, or if the IPDA is lewd or constitutes sexual conduct, the student could face long-term suspension or expulsion.
- (5) Specific Rule Items: The following conduct may result in disciplinary action which, in the repeated violations, may result in discipline up to expulsion.
- Students must have a pass when not in class during class time. Students are to use the pass only for the purpose requested. For example, if given a pass to use the restroom, the student must promptly proceed to and use the nearest restroom and promptly return to class.
 - Candy, seeds, food or drink are not allowed in the school building or classrooms without permission of the principal. Pop is to be consumed outside, except for during extra curricular activities.
 - Students are expected to bring all books and necessary materials to class. This includes study halls.
 - Assignments for all classes are due as assigned by the teacher.
 - Students are not to operate the mini-blinds or the windows without permission of the teacher.
 - Classes are ended by the teacher. Students are not to begin to pack up or leave the class until the dismissal bell has rung or the teacher has dismissed the class.
 - Students are to be in their seats and ready for class on the tardy bell.
 - Special classes such as Industrial Technology, Art, P.E., and computers courses will have other safety or clean-up rules that will be explained to you by that teacher which must be followed.
 - Students are not to bring “nuisance items” to school. A nuisance item is something that is not required for educational purposes and which would cause a distraction to the student or others.
 - Students are to stand back from the entry steps and doors in the mornings before school and at noon before the bell so that others may pass in and out of the entry doors.
 - Snow handling is prohibited.

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(6) Network, E-Mail, Internet and Other Computer Use Rules:

(a) General Rules:

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

(b) Policy and Rules for Acceptable Use of Computers and the Network: The following policy and rules for acceptable use of computers and the network, including Internet, shall apply to all district administrators, faculty, staff and students. The term "Users", as contained herein, shall apply to all such individuals. The Superintendent, or the Superintendent's designee, is hereby delegated all authority and is the ultimate person in charge of the district network and technology resources or equipment, and the same shall also be under the direct supervision of the site or building administrator where located, sometimes herein called "network administrators."

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

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liable for any and all damages to the computer, information, files, programs or disks.

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

(c) Etiquette and Rules for Use of Computers and the Network: All users of computers and the network are expected to abide by the generally accepted rules of network etiquette. Informal rules of behavior have evolved for the use of and communication on the network, Internet and other on-line services. Breaches can result in harsh criticism by others. These rules of behavior include (but are not limited to) the following:

- (i) Be polite. Do not become abusive in your messages to others.
- (ii) Use appropriate language. Do not swear, use vulgarities or any other inappropriate language, message, information or images.

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- (iii) Do not reveal your personal account, address or phone numbers, or that of other students or colleagues.
 - (iv) Note that electronic mail (e-mail) is specifically not guaranteed to be private. People who operate the system do have access to mail. Messages relating to or in support of illegal activities may be reported to the authorities. Messages which violate the rules will result in disciplinary action.
 - (v) All communications and information accessible via the network should be assumed to be private property of others.
 - (vi) Do not place unlawful information on any network system.
 - (vii) Keep paragraphs and messages short and to the point. Focus on one subject per message.
 - (viii) Include your signature at the bottom of e-mail messages. Your signature footer should include your name, position, affiliation, and network or Internet address.
 - (ix) Other rules may be established by the network administrators or teachers from time to time.
- (d) Penalties for Violation of Rules: All of the policies, rules, and procedures for acceptable use of computers and the network are intended to make the computers and the network more reliable for users. They are also intended to minimize the burden of administering the networks so that more time can be spent on education and enhancing services. Use of the computer and access to telecommunications resources is a privilege and not a right. Violation of the policies, rules, and procedures concerning the use of computers and the network may result in disciplinary action up to, and including, loss of access, suspension and/or expulsion of students from school and loss of access, suspension, termination, non-renewal or cancellation of the contract of administrators, teachers, or other school employees.
- (e) Student and Parent Agreements: Students and parents may be required to sign a computer and network use agreement as a condition of the student being permitted to use such equipment.
- (7) Risks of MySpace, Facebook and other Social Networking:
The purpose of this message is to give our students information about the risks of using MySpace, Facebook, Xanga, and similar social networking sites.

These sites are public sources of information. The information may be seen by your school administrators, your parents, and law enforcement. It is also accessible to people who you don't even know now, but may later want to impress—such as university admissions and scholarship officials and prospective employers. In fact, many large companies now search the internet as a means of conducting background checks on job applicants. What you say now on MySpace may affect you years later.

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What you say now on MySpace may also affect you right now. Pictures or writings that show that you have violated student conduct rules may result in school discipline. A picture of a student drinking a beer may very well lead to a suspension from activities if the school learns about it. Criminal charges may be filed against you based on information posted on MySpace.

MySpace has published a Guide for schools with some suggestions that we would like to share with you:

Here are some common sense guidelines that you should follow when using MySpace and the Internet in general:

- Don't forget that your profile and MySpace forums are public spaces. Don't post anything you wouldn't want the world to know (e.g., your phone number, address, IM screens name, or specific whereabouts).
- Avoid posting anything that would make it easy for a stranger to find you, such as where you hang out every day after school.
- People aren't always who they say they are. Be careful about adding strangers to your friends list. It's fun to connect with new MySpace friends from all over the world, but avoid meeting people in person whom you do not fully know. If you must meet someone, do it in a public place and bring a friend or trusted adult.
- Harassment, hate speech and inappropriate content should be reported. If you feel someone's behavior is inappropriate, react. Talk with a trusted adult, or report it to MySpace or the authorities.
- Don't post anything that would embarrass you later. Think twice before posting a photo or info you wouldn't want your parents or boss to see!
- Don't mislead people into thinking that you're older or younger. If you lie about your age, MySpace will delete your profile.

We urge all students to following these common sense guidelines.

Section 4 Reporting Student Law Violations:

- (1) Cases of law violations or suspected law violations by students will be reported to the police and to the student's parents or guardian as soon as possible.
- (2) When a Principal or other school official releases a minor student to a peace officer (e.g., police officer, sheriff, and all other persons with similar authority to make arrests) for the purpose of removing the minor from the school premises, the Principal or other school official will take immediate steps to notify the parent, guardian, or responsible relative of the minor regarding the release of the minor to the officer and regarding the place to which the minor is reportedly being taken. An exception applies when a minor has been taken into custody as a victim of suspected child abuse; in that event the Principal or other school official shall provide the peace officer with the address and telephone number of the minor's parents or guardian.

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- (3) In an effort to demonstrate that student behavior is always subject to possible legal sanctions regardless of where the behavior occurs it shall be the policy of the Franklin Public Schools to notify the proper legal authorities when a student engages in any of the following behaviors on school grounds or at a school sponsored event:
- (a) Knowingly possessing illegal drugs or alcohol.
 - (b) Assault.
 - (c) Vandalism resulting in significant property damage.
 - (d) Theft of school or personal property of a significant nature.
 - (e) Automobile accident.
 - (f) Any other behavior which significantly threatens the health or safety of students, staff or other persons or which is required by law to be reported.

Article 9 - Extra-Curricular Activities - Rights, Conduct, Rules and Regulations

Section 1 Extracurricular Activity Philosophy

Extracurricular activity programs enrich the curriculum of the school by making available a wide variety of activities in which a student can participate. Extracurricular activity programs are considered an integral part of the school's program of education that provide experiences that will help students physically, mentally and emotionally.

The element of competition and winning, though it exists, is controlled to the point it does not determine the nature or success of the program. This is considered to be educationally and psychologically sound because of the training it offers for living in a competitive society. Students are stimulated to want to win and excel, but the principles of good sportsmanship prevail at all times to enhance the educational values of contests. Participation in activities, both as a competitor and as a student spectator, is an integral part of the students' educational experiences. Such participation is a privilege that carries with it responsibilities to the school, team, student body, community and the students themselves. In their play and their conduct, students are representing all of these groups. Such experiences contribute to the knowledge, skill and emotional patterns that they possess, thereby making them better individuals and citizens.

Safety

The District's philosophy is to maintain an activities program which recognizes the importance of the safety of the participants. To ensure safety, participants are required to become fully familiar with the dangers and safety measures established for the activity in which they participate, to adhere to all safety instructions for the activity in which they participate, to inform their coach or sponsor when they are injured or have health problems that require their activities be restricted, and to exercise common-sense.

Warning for Participants and Parents

The purpose of this warning is to bring your attention to the existence of potential dangers associated with athletic injuries. Participation in any intramural or athletic activity may involve injury of some type. The severity of such injury can range from minor cuts, bruises, sprains and muscle strains to more serious injuries to the body's bones, joints, ligaments, tendons, or muscles, to catastrophic injuries to the head, neck and spinal cord. On rare occasions, injuries can be so severe as to result in total disability, paralysis or death. Even with appropriate coaching, appropriate safety instruction, appropriate protective equipment and strict observance of the rules, injuries are still a possibility.

Section 2 Extracurricular Activity Code of Conduct

Purpose of the Code of Conduct. Participation in extracurricular activities is a privilege. The privilege carries with it responsibilities to the school, team, student body, and the community. Participants are not only representing themselves, but also their school and community in all of their actions. Others judge our school on the student participants' conduct and attitudes, and how they contribute to our school spirit and community image.

The student participants' performance and devotion to high ideals and values make their school and community proud. Consequently, participation is dependent upon adherence to this Code of Conduct and the school district's policies, procedures and rules.

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Scope of the Code of Conduct.

Activities Subject to the Code of Conduct: The Code of Conduct applies to all extracurricular activities. Extracurricular activities means student activities or organizations which are supervised or administered by the school district which do not count toward graduation or grade advancement and in which participation is not otherwise required by the school.

Extracurricular activities include but are not limited to: all sports, cheerleading, dance team, Pep Club, Pep Band, vocal, band, speech and drama, One-Act, FBLA, FCCLA, Spanish Club, Art Club, Student Council, Student Advisory Board, National Honor Society, and other school sponsored organizations and activities. The Code of Conduct also applies to participation in school sponsored activities such as school dances and royalty for such activities.

A participant means a student who participates in, has participated in, or will participate in an extracurricular activity.

When: The Code of Conduct rules apply to conduct which occurs at any time during the school year, and also includes the time frame which begins with the official starting day of the fall sport season established by the NSAA and extends to the last day of the spring sport season established by the NSAA, whether or not the student is a participant in an activity at the time of such conduct.

The rules also apply when a student is participating or scheduled to participate in an extracurricular activity that is held outside the school year or the NSAA season. For example, if an FBLA or FCCLA student plans to participate in a conference in July and commits a Code of Conduct infraction in June, the student may be suspended from participating in the conference. Conduct during the summer months may also affect a student's participation under the team selection and playing time guidelines.

Where: The Code of Conduct rules apply regardless of whether the conduct occurs on and off school grounds. If the conduct occurs on school grounds, at a school function or event, or in a school vehicle, the student may also be subject to further discipline under the general student code of conduct. A student who is suspended or expelled from school shall not be permitted to participate in activities during the period of the suspension or expulsion, and may also receive an extended activity suspension.

Grounds for Extracurricular Activity Discipline. Students who participate in extracurricular activities are expected to demonstrate cooperation, patience, pride, character, self respect, self-discipline, teamwork, sportsmanship, and respect for authority. The following conduct rules have been determined by the Board of Education to be reasonably necessary to aid students, further school purposes, and prevent interference with the educational process. Such conduct constitutes grounds for suspension from participation in extracurricular activities and grounds for other restrictions or disciplinary measures related to extracurricular activity participation:

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1. Willfully disobeying any reasonable written or oral request of a school staff member, or the voicing of disrespect to those in authority.
2. Use of violence, force, coercion, threat, intimidation, harassment or similar conduct in a manner that constitutes a substantial interference with school or extracurricular activity purposes or making any communication that a reasonable person would interpret as a serious expression of an intent to harm or cause injury to another.
3. Willfully causing or attempting to cause substantial damage to property, stealing or attempting to steal property, repeated damage or theft involving property or setting or attempting to set a fire of any magnitude.
4. Causing or attempting to cause personal injury to any person, including a school employee, school volunteer, or student. Personal injury caused by accident, self-defense, or other action undertaken on the reasonable belief that it was necessary to protect another person shall not constitute a violation.
5. Threatening or intimidating any student for the purpose of, or with the intent of, obtaining money or anything of value from a student or making a threat which causes or may be expected to cause a disruption to school operations.
6. Knowingly possessing, handling, or transmitting any object or material that is ordinarily or generally considered a weapon or that has the appearance of a weapon, or bringing or possessing any explosive device, including fireworks, on school grounds or at a school function or event, or in a manner that is unlawful or contrary to school activity rules.
7. Selling, using, possessing or dispensing alcohol, tobacco, narcotics, drugs, a controlled substance, or an inhalant; being under the influence of any of the above; possession of drug paraphernalia, or the selling, using, possessing, or dispensing of an imitation controlled substance as defined in section 28-401 of the Nebraska statutes, or material represented to be alcohol, narcotics, drugs, a controlled substance or inhalant. Use of a controlled substance in the manner prescribed for the student by the student's physician is not a violation. (Note: Refer to "Drug and Alcohol Violations" for further information).
8. Public indecency.
9. Sexual assault or attempting to sexually assault any person. Engaging in sexual conduct, even if consensual, on school grounds or at a school function or event.
10. Engaging in bullying, which includes any ongoing pattern of physical, verbal, or electronic abuse on school grounds, in a vehicle owned, leased, or contracted by a school being used for a school purpose by a school employee or a school employee's designee, or at school-sponsored activities or school-sponsored athletic events;
11. Engaging in any activity forbidden by law which constitutes a danger to other students, interferes with school purposes or an extracurricular activity, or reflects a lack of high ideals.
12. Repeated violation of any of the school rules.
13. Truancy or failure to attend assigned classes or assigned activities; or tardiness to school, assigned classes or assigned activities.
14. The use of language, written or oral, or conduct, including gestures, which is profane or abusive to a school employee, school volunteer, or student. Profane or

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abusive language or conduct includes, but is not limited to, that which is commonly understood and intended to be derogatory toward a group or individual based upon race, gender, national origin, or religion.

15. Dressing or grooming in a manner which is dangerous to the student's health and safety or a danger to the health and safety of others or repeated violations of dress and grooming standards; dressing, grooming, or engaging in speech that is lewd or indecent, vulgar or plainly offensive; dressing, grooming, or engaging in speech that school officials reasonably conclude will materially and substantially disrupt the work and discipline of the school or of an extracurricular activity; dressing, grooming, or engaging in speech that a reasonable observer would interpret as advocating illegal drug use.
16. Willfully violating the behavioral expectations for those students riding Franklin Public School buses or vehicles used for activity purposes.
17. Failure to report for the activity at the beginning of the season. Reporting for one activity may count as reporting on time if there is a change in activity within the season approved by the coach or the supervisor.
18. Failure to participate in regularly scheduled classes on the day of an extracurricular activity or event.
19. Failure to attend scheduled practices and meetings. If circumstances arise to prevent the participant's attendance, the validity of the reason will be determined by the coach or sponsor. Every reasonable effort should be made to notify the coach or sponsor prior to any missed practice or meeting.
20. All other reasonable rules or regulations adopted by the coach or sponsor of an extracurricular activity shall be followed, provided that participants shall be advised by the coach or sponsor of such rules and regulations by written handouts or posting on bulletin boards prior to the violation of the rule or regulation.
21. Failure to comply with any rule established by the Nebraska School Activities Association, including, but not limited to, the rules relating to eligibility.

All terms used in the Code of Conduct have a less strict meaning than under criminal law and are subject to reasonable interpretation by school officials.

Drug and Alcohol Violations.

Meaning of Terms.

Use or consume includes any level of consumption or use. Use of a controlled substance in the manner prescribed for the student by the student's physician is not a violation.

Under the influence means any level of impairment and includes even the odor of alcohol on the breath or person of a student, or the odor of an illicit drug on the student. Also, it includes being impaired by reason of the abuse of any material used as a stimulant.

Possession includes having control of the substance and also includes being in the same area where the substance is present and no responsible adult present and responsible for the substance. Possession includes situations where, for example:

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- (1) Alcohol is in a vehicle in which the student is present. The student is considered to be in possession if the student is aware that the alcohol is in the vehicle, even though the student has not touched or consumed the alcohol; and
- (2) Alcohol is present at a party attended by the student. The student is considered to be in possession if the student is aware that alcohol is at the party and fails to immediately leave the party, even though the student has not touched or consumed the alcohol.

In these situations, a violation would not exist if the alcohol is in the control of a parent or guardian or other responsible adult (age 21 or older) such that students are not allowed to access the alcohol. A violation would also not exist if the student did not know or have a reasonable basis to know that alcohol would be present, and the student leaves the location where the alcohol is present as soon the student could safely do so. (Students are expected to leave immediately, but are not to do so in a manner that would endanger them. For example, you are not to leave in a car being driven by a person who has been drinking just to get away from the alcohol party immediately when there is no other way to get home. Instead, you should call for a safe ride home and, while waiting, clearly distance yourself from the alcohol).

Consequences.

Students may be suspended from practices or participation in interscholastic competition or participation in co-curricular activities for violations of the Code of Conduct. The period of suspension or other discipline for such offenses shall be determined by the school administration.

The disciplinary consequence will be determined based on consideration of the seriousness of the offense, any prior violations, the student's compliance with the self-reporting obligations, the student's level of cooperation and willingness to resolve the matter, and the student's demonstration of a commitment to not commit future violations.

Because of the significance of drug, alcohol, and tobacco violations on the student participants, other students and the school, the following consequences are established for such violations:

Drugs, Alcohol, and Tobacco

An activity participant who violates the drug, alcohol, or tobacco rules (other than steroids) shall be prohibited from participating in any extracurricular activity for the following minimum periods:

Drugs and Alcohol.

An activity participant who violates the drug or alcohol rules (other than steroids) shall be prohibited from participating in any extracurricular activity for the following minimum periods:

1. First Violation: Suspension from 2 activity events.
2. Second Violation in Same Calendar Year: Suspension from 4 activity events.
3. Third Violation in Same Calendar Year: Suspension from all activities for remainder of year. Proof of the student's successful completion of a chemical dependency program, which has been approved by the activities director, is required before the student shall be reinstated to participate in activities.

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4. More Serious Violations: In the event of more serious drug or alcohol violations, such as students engaging in use of especially serious drug offenses (cocaine, meth, etc.) or procuring alcohol for minors, the consequence of the violation is not restricted by the foregoing, and may be established in the good discretion of the administration.

When Suspensions Begin. All suspensions begin with the next scheduled activity in which the student is a participant, after the determination by school officials of the sanction to be imposed; provided that the school officials shall have the discretion to establish a time period for the suspension that makes the suspension have a real consequence for the student. During a suspension, participants may be required or permitted to practice at the sole discretion of the coach or activity sponsor. Suspensions in the Spring will be carried over to the Fall when the suspension has not been fully served or when determined appropriate for the suspension to have a real consequence for the student.

Letters and Post-Season Honors. A student who commits a Code of Conduct violation is:

1. Eligible to letter, provided the student meets the criteria of the coach or sponsor.
2. Not eligible to receive honors during the sport or activity in which they are participating at the time of the offense and/or in sports or activities in which they have been suspended due to a code violation. The coach/sponsor, with the Athletic Director's approval, may make an exception where the student has self-reported or otherwise demonstrated excellence in character allowing for such honors.

Self-Reporting. A student who violates the Code of Conduct must self-report. A failure to self-report will lead to a longer suspension or other discipline. The self-report must be made to: the principal, athletic director, or the head coach or sponsor of an activity in which the student participates. The student's parent or guardian may initiate the self-reporting process, but the student will be later required to give a written statement of the self-report. The self-report must be made the earlier of: (1) before the end of the next school day after the conduct occurred and (2) before participation in an extracurricular or co-curricular activity.

In making a self-report, the student must identify the events that took place, what conduct the student engaged in, and any witnesses to the student's conduct, and will be required to put this information in a written statement. In the event the student has received a criminal citation, charge, or ticket, and proclaims innocence of a violation, the student will be required to self-report such offense and provide information as to why they should be found innocent, not as it relates to the criminal offense, but as it relates to the Code of Conduct.

All students are expected to be honest and forthright with school officials. In the event the coach or activity sponsor or any school administrator asks a student participant for information pertaining to compliance (or lack of compliance) by the student or other student participants with the Code of Conduct or eligibility conditions for participation in activities, the student is

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expected to fully, completely, and honestly provide the information. Students may be disciplined for a failure to be honest and forthright.

Determining a Violation Has Occurred. A violation of the Code of Conduct will be determined to have occurred based on any of the following criteria:

1. When a student is cited by law enforcement and school officials have a reasonable basis for determining that grounds for the issuance of the citation exist.
2. When a student is convicted of a criminal offense. Conviction includes, without limitation, a conviction, a plea of no contest and an adjudication of delinquency by a juvenile court.
3. When a student admits to violating one of the standards of the Code of Conduct.
4. When a student is accused by another person of violating one of the standards of the Code of Conduct and school officials determine that such information is reliable.
5. When school officials otherwise find sufficient evidence to support a determination that a violation has occurred.

Procedures for Extracurricular Discipline. The following procedures are established for suspensions from participation in extracurricular activities:

1. Investigation. The school official(s) considering the suspension will conduct a reasonable investigation of the facts and circumstances and determine whether the suspension will help the student or other students, further school purposes, or prevent an interference with a school purpose.
2. Meeting. Prior to commencement of the suspension, the school official considering the suspension or their designee will provide the student an opportunity to give the student's side of the story. The meeting for this purpose may be held in person or via a telephone conference.
 - a. The student will be given oral or written notice of what the student is accused of having done, an explanation of the evidence the school has, and the opportunity to explain the student's version. Detail is not required where the activity participant has made a self-report or otherwise admits the conduct. Names of informants may be kept confidential where determined to be appropriate.
 - b. The suspension may be imposed prior to the meeting if the meeting can not reasonably be held before the suspension is to begin. In that case the meeting will occur as soon as reasonably practicable. The student is responsible for cooperating in the scheduling of the meeting.
3. Notice Letter. Within two school days (two business days if school is not in session), or such additional time as is reasonably necessary following the suspension, the Athletic Director or the Athletic Director's designee will send a written statement to the student and the student's parents or guardian. The statement will describe the student's conduct violation and the discipline imposed. The student and parents or guardian will be informed of the opportunity to request a hearing.

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4. Informal Hearing Before Superintendent. The student or student's parent/guardian may request an informal hearing before the Superintendent. The Superintendent may designate the Athletic Director or another administrator not responsible for the suspension decision as the Superintendent's designee to conduct the hearing and make a decision.
 - a. A form to request such a hearing must be signed by the parent or guardian. A form will be provided with the notice letter or otherwise be made available by request from the Principal's office.
 - b. The request for a hearing must be received by the Superintendent's office within five days of receipt of the notice letter.
 - c. If a hearing is requested:
 - i. The hearing will be held within ten calendar days of receipt of the request; subject to extension for good cause as determined by the Superintendent or the Superintendent's designee.
 - ii. The Superintendent or the Superintendent's designee will notify the participants of the time and place of the hearing a reasonable time in advance to allow preparation for the hearing.
 - iii. Upon conclusion of the hearing, a written decision will be rendered within five school days (ten calendar days if school is not in session). The written decision will be mailed or otherwise delivered to the participant, parents or guardian.
 - iv. A record of the hearing (copies of documents provided at the hearing and a tape recording or other recordation of the informal hearing) will be kept by the school if requested sufficiently in advance of the hearing by the parent/guardian.
5. No Stay of Penalty. There will be no stay of the penalty imposed pending completion of the due process procedures
6. Opportunity for Informal Resolution. These due process procedures do not prevent the student or parent/guardian from discussing and settling the matter with the appropriate school officials at any stage.

Section 3 Attendance

Student participants are expected to meet the following attendance expectations:

1. Attend school regularly. Students who have "excessive absences" as determined under the school's attendance policy are ineligible to participate in extracurricular activity contests or performances. Students who have four or more unexcused absences in the semester of participation will be ineligible to participate in extracurricular activity contests or performances.
2. Be on time for all scheduled practices, contests and departure for contests. In the event a participant is unable to attend a practice or contests the participant should contact the coach or sponsor in advance.
3. **On the day of a contest, performance or other activity, be in attendance for the full day. A student who is not in attendance the full day is ineligible for the contest,**

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performance, or activity. On the day before a weekend contest or on the day before a contest occurring over a school break, be in attendance for the full day. A student who is not in attendance the full day is ineligible for the contest, performance, or activity. The activities director can make exception to these rules in instances where there are extenuating circumstances.

Exceptions may be made for extenuating circumstances, such as doctor/dentist appointments or family emergencies. The exception must be approved by the Principal or Athletic Director.

Every attempt should be made to be in attendance the day of a contest. Sleeping in to rest up for the game will not be considered an extenuating circumstance, nor will going home ill and then returning to play in the contest later that day.

Section 4 Academic Standards

Participation in extracurricular school activities is encouraged and desirable for all students. At the same time, the primary mission and responsibility for each student is to establish a firm academic foundation. A student participating in extracurricular school activities show evidence of sincere effort towards scholastic achievement. To be eligible for participation in extracurricular activities students must:

1. Be enrolled in at least 25 credit hours in the semester of participation.
2. Maintain passing grades in all courses. A student who is not passing shall be determined to be a student who has a “D” (69 or below) in two or more classes at progress reporting times will be ineligible to participate in extracurricular activity contests or performances. The “ineligibility period” will begin on Sunday of each week and end the following Saturday.
3. Maintain an overall “C” average to participate in extracurricular activities, except school dances.
4. Academic requirements do not apply to:
 - (A) Instructional field trips which are a part of the scheduled course learning experience; or
 - (B) Activities or events which are a considered in determining the student’s grade.

Section 5 “Team Selection” and “Playing Time”

“Team selection” and “playing time” decisions are the responsibility of the individual coach or sponsor of the activity. Consistent, however, with the purposes of the activities program, the coaches and sponsors shall follow the following established guidelines for team selection and playing time decisions, along with such other guidelines as each individual coach and sponsor may develop which are not inconsistent with these established guidelines:

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1. School Representative. Student participants must demonstrate that they can and will represent themselves and their school in a manner which reflects the development of high ideals and appropriate values, which shall include good citizenship in the school and in the community.
2. Success. Student participants must demonstrate that they can make the activity program more successful, both from a standpoint of competitive success and success in promoting a positive school spirit. Characteristics for purposes of these criteria include the student's: (1) talent or skill, (2) desire to improve the student's own skills or talents as well as those of others in the activity, and (3) attitude of respect towards teammates, the coach, the school, and the community.

Section 6 School Dances

A school sponsored dance is a school activity subject to all provisions of the Student Activity Code, and is a privilege available to students meeting all requirements for participation.

General Rules of Student Conduct at Dances. In addition to all rules of student conduct in the Student handbook, students attending dances shall adhere to the following rules of conduct:

1. Who Can Attend: Only students of Franklin Public Schools and their guests may attend.
 - a. Students currently attending Franklin High School or another Nebraska high school who have not been restricted from attending extracurricular activities at Franklin High School or their own school are generally considered appropriate dates or invited guests.
 - b. Persons who are younger than 16 or older than 20 years of age and not attending high school are generally considered to not be appropriate dates or invited guests for our school dances.
 - c. Some school dances may be restricted to students attending specified grades levels at Franklin Public Schools. For any dances at the middle school level, only students attending Franklin Public Schools in the grade(s) for which the dance is being held may attend.
 - d. Students who have been suspended from school or from extracurricular activities may not attend.
 - e. The school reserves the right to exclude persons who may or do cause a disruption or detract from the event. Dates or invited guests not attending our school are expected to follow the same rules of conduct which apply to our students.
 - f. Rules for dances may restrict students and their guests from leaving dance until the dance ends without written parental permission on a form provided.
 - g. Students or their guests who engage in inappropriate behavior, whether on or off of the dance floor, may be asked to leave.
2. Prohibited Substances: Alcoholic beverages, illegal drugs, and tobacco are prohibited. Anyone using prohibited substances or showing the affects of use will

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not be allowed admission or, if discovered after admission, be removed from the dance. Their parents may be contacted.

Students and their dates may be required to submit to a breathalyzer prior to gaining entrance. Those who choose not to submit to a breathalyzer will not gain entrance. Law enforcement will be contacted if there is reasonable suspicion that the student or a student's date is under the influence of alcohol or drugs.

3. Appropriate Attire: Students and their guests must meet the dress code requirements established for each dance. Teachers or administrators will make the final decision as to whether or not a student's attire is appropriate. Students will be asked to change unacceptable items, which may mean that the student may have to return home to change the inappropriate clothing. It is advisable to check in advance of the dance with the Principal or staff sponsor for the event if you are uncertain about your attire.

Eligibility for Selection as Royalty. Nomination and selection as royalty for school sponsored dances is an honor awarded by students to those of their peers that exemplify the highest standards of integrity and achievement. Students nominated for dance royalty must have demonstrated through their conduct, academic achievement and activities that they have represented, and will represent, themselves, their classmates, and their school in a manner which reflects outstanding effort, commitment to their school and fellow students, and integrity and good citizenship in the school and in the community. The students selected to be the "royalty" for the Homecoming and Prom or any other school sponsored dance or activity shall meet that general standard as determined by the administration and, in addition, meet the following specific academic, activity and conduct standards:

1. Achievement, Citizenship and Conduct Qualifications:
 - a. The student must have exhibited sportsmanship and leadership in activity endeavors and participation.
 - b. The student must have exhibited a cooperative and respectful attitude toward fellow students, teammates, opponents, sponsors, coaches, and officials.
 - c. The student must have a cumulative grade average of a B or its equivalent.
 - d. The student must not have had excessive violations of school policies and procedures during their high school career.
 - e. The student may not, within twenty-four months of the of the dance, have engaged in criminal violations involving: (i) alcohol, drugs or tobacco; (ii) driving law violation in which the penalty is a loss of four points or more under the point system; (iii) a Class I, II, III, or IIIA or Class W misdemeanor; or (iv) a felony. Criminal violations will be deemed to have occurred where: (a) a student was cited by law enforcement and school officials have a reasonable basis for determining that grounds for the issuance of the citation exist or (b) a student is convicted of a criminal offense. Conviction includes, without limitation, a plea of no contest and an adjudication of delinquency by the juvenile court.

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2. Royalty Candidate Eligibility and Selection: The determination of whether a student meets the foregoing conduct and citizenship qualification standards shall be made by a committee appointed by the Principal for each dance at which royalty is to be selected (“Royalty Candidate Eligibility and Selection Committee”). The committee will ordinarily include the Principal, Activity Director and the certificated staff sponsors.
3. Pre-Qualification of and Acceptance by Student: All students nominated for dance royalty shall meet with the Principal. At the meeting the Principal will review the eligibility requirements for the honor of dance royalty. The student will be required to confirm that the student meets all eligibility requirements. The student will be required to confirm his or her acceptance of the nomination for dance royalty and the responsibilities of such an all school honor. The Principal or designee may contact local, county and/or state law enforcement and judicial authorities to confirm a student’s eligibility for the honor of being nominated for or awarded dance royalty.
4. Specific Dance Eligibility and Selection Requirements:
 - a. Homecoming Queen & King:
 - Only a senior girl shall be eligible to be Queen and only a Senior boy shall be eligible to be King.
 - The student council will nominate three queen and three king candidates subject to a determination of eligibility by the Royalty Eligibility Committee.
 - To be eligible, a candidate must agree to attend the entire Homecoming Dance and represent the school properly.
 - The queen and king will be chosen from the qualified nominees by secret vote of the student body during Homecoming week.
 - b. Prom King and Queen:
 - Only a Senior girl shall be eligible to be Queen and a Senior boy shall be eligible to be King. The candidates may not have been previously selected as royalty at another school sponsored dance.
 - The Senior Class Officers will nominate three queen and king candidates subject to a determination of eligibility by the Royalty Eligibility Committee.
 - To be eligible, a candidate must agree to attend the entire Homecoming Dance and represent the school properly.
 - The queen and king will be chosen from the qualified nominees by secret vote of the student’s body.

Section 7 Relationships Between Parents and Coaches/Sponsors

Both parenting and coaching are very difficult vocations. By establishing an understanding

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between coaches and parents, both are better able to accept the actions of the other and provide a more positive experience for everyone.

Parents have the right to know the expectations placed on them and their children. Coaches and sponsors have the right to know that if parents have a concern, they will discuss it with the coach at the appropriate time and place.

Parents' Role in Interscholastic Athletics and Other Extracurricular Activities

Communicating with your children

- Make sure that your children know that win or lose, scared or heroic, you love them, appreciate their efforts and are not disappointed in them. This will allow them to do their best without fear of failure. Be the person in their life they can look to for constant positive reinforcement.
- Try your best to be completely honest about your child's athletic ability, competitive attitude, sportsmanship and actual skill level.
- Be helpful but don't coach them. It's tough not to, but it is a lot tougher for the child to be flooded with advice and critical instruction.
- Teach them to enjoy the thrill of competition, to be "out there trying," to be working to improve their skills and attitudes. Help them develop the feeling for competing, for trying hard, for having fun.
- Try not to relive your athletic life through your child in a way that creates pressure. If they are comfortable with you win or lose, then they are on their way to maximum enjoyment.
- Don't compete with the coach. If your child is receiving mixed messages from two different authority figures, he or she will likely become disenchanted.
- Don't compare the skill, courage, or attitude of your child with other members of the team.
- Get to know the coach(es). Then you can be assured that his or her philosophy, attitudes, ethics, and knowledge are such that you are happy to have your child under his or her leadership.
- Always remember that children tend to exaggerate, both when praised and when criticized. Temper your reaction and investigate before overreacting.

Communicating with the coach

- Communication you should expect from your child's coach includes:
 - Philosophy of the coach
 - Expectations the coach has for your child
 - Locations and times of all practices and contests
 - Team requirements
 - Procedure should your child be injured
 - Discipline that results in the denial of your child's participation
- Communication coaches expect from parents
 - Concerns expressed directly to the coach

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- Notification of any schedule conflicts well in advance
- Specific concerns in regard to a coach's philosophy and/or expectations
- Appropriate concerns to discuss with coaches:
 - The treatment of your child, mentally, and physically
 - Ways to help your child improve
 - Concerns about your child's behavior
 - Injuries or health concerns. Report injuries to the coach immediately!! Tell the coach about any health concerns that may make it necessary to limit your child's participation or require assistance of trainers. Students are sometimes unwilling to tell coaches when they are injured, so please make sure the coach is told.
- Issues not appropriate to discuss with coaches:
 - Playing time
 - Team strategy
 - Play calling
 - Other student-athletes (except for reporting activity code violations)
- Appropriate procedures for discussing concerns with the coaches:
 - Call to set up an appointment with the coach
 - Do not confront a coach before or after a contest or practice ((these can be emotional times for all parties involved and do not promote resolution)
- What should a parent do if the meeting with the coach did not provide satisfactory resolution?
 - Call the athletic director to set up a meeting with the athletic director, coach, and parent present.
 - At this meeting, an appropriate next step can be determined, if necessary.

Section 8 Good Sportsmanship—Behavior Expectations of Spectators

Good sportsmanship is expected to be exhibited by all coaches, sponsors, students, parents and other spectators. The school can be punished by NSAA for a lack of good sportsmanship at NSAA sanctioned events. More importantly, activities are more enjoyable for the students when good sportsmanship is displayed.

Responsibilities of Spectators Attending Interscholastic Athletics and Other Extracurricular Activities

1. Show interest in the contest by enthusiastically cheering and applauding the performance of both teams.
2. Show proper respect for opening ceremonies by standing at attention and remaining silent when the National Anthem is played.

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3. Understand that a ticket is a privilege to observe the contest, not a license to verbally attack others, or to be obnoxious. Maintain self-control.
4. Do not “boo,” stamp feet or make disrespectful remarks toward players or officials.
5. Learn the rules of the game, so that you may understand and appreciate why certain situations take place.
6. Know that noisemakers of any kind are not proper for indoor events.
7. Obey and respect officials and faculty supervisors who are responsible for keeping order. Respect the integrity and judgment of game officials.
8. Stay off the playing area at all times.
9. Do not disturb others by throwing material onto the playing area.
10. Show respect for officials, coaches, cheerleaders and student-athletes.
11. Pay attention to the half-time program and do not disturb those who are watching.
12. Respect public property by not damaging the equipment or the facility.
13. Know that the school officials reserve the right to refuse attendance of individuals whose conduct is not proper.
14. Refrain from the use of alcohol and drugs on the site of the contest.

Section 9 Student Fees Policy

The Board of Education of Franklin Public Schools has adopted this student fees policy in accordance with the Public Elementary and Secondary Student Fee Authorization Act.

The District’s general policy is to provide for the free instruction in school in accordance with the Nebraska Constitution and state and federal law. This generally means that the District’s policy is to provide free instruction for courses which are required by state law or regulation and to provide the staff, facility, equipment, and materials necessary for such instruction, without charge or fee to the students.

The District does provide activities, programs, and services to children which extend beyond the minimum level of constitutionally required free instruction. Students and their parents have historically contributed to the District’s efforts to provide such activities, programs, and services. The District’s general policy is to continue to encourage and, to the extent permitted by law, to require such student and parent contributions to enhance the educational program provided by the District.

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Under the Public Elementary and Secondary Student Fee Authorization Act, the District is required to set forth in a policy its guidelines or policies for specific categories of student fees. The District does so by setting forth the following guidelines and policies. This policy is subject to further interpretation or guidance by administrative or Board regulations which may be adopted from time to time. The Policy includes Appendix “1,” which provides further specifics of student fees and materials required of students for the current school year. Parents, guardians, and students are encouraged to contact their building administration or their teachers or activity coaches and sponsors for further specifics.

(1) Guidelines for non-specialized attire required for specified courses and activities. Students have the responsibility to furnish and wear nonspecialized attire meeting general District grooming and attire guidelines, as well as grooming and attire guidelines established for the building or programs attended by the students or in which the students participate. Students also have the responsibility to furnish and wear nonspecialized attire reasonably related to the programs, courses and activities in which the students participate where the required attire is specified in writing by the administrator or teacher responsible for the program, course or activity.

The District will provide or make available to students such safety equipment and attire as may be required by law, specifically including appropriate industrial-quality eye protective devices for courses of instruction in vocational, technical, industrial arts, chemical or chemical-physical classes which involve exposure to hot molten metals or other molten materials, milling, sawing, turning, shaping, cutting, grinding, or stamping of any solid materials, heat treatment, tempering, or kiln firing of any metal or other materials, gas or electric arc welding or other forms of welding processes, repair or servicing of any vehicle, or caustic or explosive materials, or for laboratory classes involving caustic or explosive materials, hot liquids or solids, injurious radiations, or other similar hazards. Building administrators are directed to assure that such equipment is available in the appropriate classes and areas of the school buildings, teachers are directed to instruct students in the usage of such devices and to assure that students use the devices as required, and students have the responsibility to follow such instructions and use the devices as instructed.

(2) Personal or consumable items & miscellaneous

(a) Extracurricular Activities. Students have the responsibility to furnish any personal or consumable items for participation in extracurricular activities.

(b) Courses

(i) General Course Materials. Items necessary for students to benefit from courses will be made available by the District for the use of students during the school day. Students may be encouraged, but not required, to bring items needed to benefit from courses including, but not limited to, pencils, paper, pens, erasers, notebooks, trappers, protractors and math calculators. A specific class supply list will be published annually in a Board-approved student handbook or supplement or other notice. The list may include refundable damage or loss deposits required for usage of certain District property.

(ii) Damaged or Lost Items. Students are responsible for the careful and appropriate use of school property. Students and their parents or guardian will be held responsible for damages to school property where such damage is caused or aided by the student

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and will also be held responsible for the reasonable replacement cost of school property which is placed in the care of and lost by the student.

(iii) Materials Required for Course Projects. Students are permitted to and may be encouraged to supply materials for course projects. Some course projects (such as projects in art and shop classes) may be kept by the student upon completion. In the event the completed project has more than minimal value, the student may be required, as a condition of the student keeping the completed project, to reimburse the District for the reasonable value of the materials used in the project. Standard project materials will be made available by the District. If a student wants to create a project other than the standard course project, or to use materials other than standard project materials, the student will be responsible for furnishing or paying the reasonable cost of any such materials for the project.

(iv) Music Course Materials. Students will be required to furnish musical instruments for participation in optional music courses. Use of a musical instrument without charge is available under the District's fee waiver policy. The District is not required to provide for the use of a particular type of musical instrument for any student.

(v) Parking. Students may be responsible for damages cause to the school or school parking lot or for damages caused with or to vehicles for failure to comply with school parking rules.

(3) Extracurricular Activities–Specialized equipment or attire. Extracurricular activities means student activities or organizations which are supervised or administered by the District, which do not count toward graduation or advancement between grades, and in which participation is not otherwise required by the District. The District will generally furnish students with specialized equipment and attire for participation in extracurricular activities. The District is not required to provide for the use of any particular type of equipment or attire. Equipment or attire fitted for the student and which the student generally wears exclusively, such as dance squad, cheerleading, and music/dance activity (e.g. choir or show choir) uniforms and outfits, along with T-shirts for teams or band members, will be required to be provided by the participating student. The cost of maintaining any equipment or attire, including uniforms, which the student purchases or uses exclusively, shall be the responsibility of the participating student. Equipment which is ordinarily exclusively used by an individual student participant throughout the year, such as golf clubs, softball gloves, and the like, are required to be provided by the student participant. Items for the personal medical use or enhancement of the student (braces, mouth pieces, and the like) are the responsibility of the student participant. Students have the responsibility to furnish personal or consumable equipment or attire for participation in extra curricular activities or for paying a reasonable usage cost for such equipment or attire. For musical extracurricular activities, students may be required to provide specialized equipment, such as musical instruments, or specialized attire, or for paying a reasonable usage cost for such equipment or attire.

(4) Extracurricular Activities–Fees for participation. Any fees for participation in extracurricular activities for the current school year are further specified in Appendix "1." Admission fees are charged for extracurricular activities and events.

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(5) Postsecondary education costs. Students are responsible for postsecondary education costs. The phrase “postsecondary education costs” means tuition and other fees only associated with obtaining credit from a postsecondary educational institution. For a course in which students receive high school credit and for which the student may also receive postsecondary education credit, the course shall be offered without charge for tuition, transportation, books, or other fees, except tuition and other fees associated with obtaining credits from a postsecondary educational institution.

(6) Transportation costs. Students are responsible for fees established for transportation services provided by the District as and to the extent permitted by federal and state laws and regulations.

(7) Copies of student files or records. The Superintendent or the Superintendent's designee shall establish a schedule of fees representing a reasonable cost of reproduction for copies of a student's files or records for the parents or guardians of such student. A parent, guardian or student who requests copies of files or records shall be responsible for the cost of copies reproduced in accordance with such fee schedule. The imposition of a fee shall not be used to prevent parents of students from exercising their right to inspect and review the students' files or records and no fee shall be charged to search for or retrieve any student's files or records. The fee schedule shall permit one copy of the requested records be provided for or on behalf of the student without charge and shall allow duplicate copies to be provided without charge to the extent required by federal or state laws or regulations.

(8) Participation in before-and-after-school or prekindergarten services. Students are responsible for fees required for participation in before-and-after-school or prekindergarten services offered by the District, except to the extent such services are required to be provided without cost.

(9) Participation in summer school or night school. Students are responsible for fees required for participation in summer school or night school. Students are also responsible for correspondence courses.

(10) Breakfast and lunch programs. Students shall be responsible for items which students purchase from the District's breakfast and lunch programs. The cost of items to be sold to students shall be consistent with applicable federal and state laws and regulations. Students are also responsible for the cost of food, beverages, and personal or consumable items which the students purchase from the District or at school, whether from a “school store,” a vending machine, a booster club or parent group sale, a book order club, or the like. Students may be required to bring money or food for field trip lunches and similar activities.

(11) Waiver Policy. The District's policy is to provide fee waivers in accordance with the Public Elementary and Secondary Student Fee Authorization Act. Students who qualify for free or reduced-price lunches under United States Department of Agriculture child nutrition programs shall be provided a fee waiver or be provided the necessary materials or equipment without charge for: (1) participation in extracurricular activities and (2) use of a musical instrument in optional music courses that are not extracurricular activities. Participation in a free-lunch program or reduced-price lunch program is not required to qualify for free or reduced-price lunches for purposes of this section. Students or their parents must request a fee waiver prior to participating in or attending the activity, and prior to purchase of the materials.

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(12) Distribution of Policy. The Superintendent or the Superintendent's designee shall publish the District's student fee policy in the Student Handbook or the equivalent (for example, publication may be made in an addendum or a supplement to the student handbook). The Student Handbook or the equivalent shall be provided to every student of the District or to every household in which at least one student resides, at no cost.

(13) Student Fee Fund. The School Board hereby establishes a Student Fee Fund. The Student Fee Fund shall be a separate school district fund not funded by tax revenue, into which all money collected from students and subject to the Student Fee Fund shall be deposited and from which money shall be expended for the purposes for which it was collected from students. Funds subject to the Student Fee Fund consist of money collected from students for: (1) participation in extracurricular activities, (2) postsecondary education costs, and (3) summer school or night school.

Appendix“1” to 2014-2015 Student Fees Policy of Franklin Public Schools— Additional Specification of Required Materials and Fees

Program	General Description of Fee or Material	\$ Amount of Fee (Anticipated or Maximum) ¹ <u>or</u> Specific Material Required
Elementary Program		
Physical Education classes	Appropriate clothing (non-specialized attire)	Tennis shoes and white socks, running shorts, T-shirt
Art classes and special projects or events	Appropriate clothing (non-specialized attire)	Old shirt for painting; other clothing which may get paint on it or otherwise be damaged
Music—Optional band courses	Musical instruments	Musical instruments and accessories (reeds, valve oil, drum sticks, lyres, flip folders, slide grease, reed guards, cleaning swabs, mouthpiece brushes, pad savers, ligatures, and a "gig bag", etc.) Limited instruments available for use by any student. Refundable damage deposit of \$20.00 for use of school owned instrument.
Classroom supplies	General supplies, such as writing instruments (pens, pencils, crayons, markers), notebooks, etc.	None--necessary classroom supplies will be made available by the school. Students will be responsible for the replacement cost of damaged or lost supplies. Students are encouraged but not required to bring items from class supply lists which may be handed out by the office or individual teachers.
Field Trips	Transportation and admission costs of field trips	None—costs of school sponsored, class-related field trips will be paid for by the school. Parents may be encouraged but not required to pay for field trip costs of up to \$5.00 per student for each field trip to defray costs. (With administrative approval, the requested donation may be up to \$100.00 for special field trips). Meals on field trips will be at the expense of the student. School lunches will be provided as needed for free-

¹ Generally, dollar amounts are stated in terms of “maximums.” The actual fee or charge may be less during the 2014-2015 school year.

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		reduced lunch eligible students.
Summer school courses	Classes offered during the summer, or at night, if any	~~\$50 per class.~~
Copies	Use of school copiers (except for one copy of the student file, which will be provided without charge)	Five cents (.05) per page when charges apply.
School Meals		~~Breakfast--\$1.85~~ ~~Lunch--\$3.00~~ Prices are maximums based on one meal per day, will vary depending on the number of meals or items purchased by the student, and may be adjusted during the year.
Secondary Program	General Description of Fee or Material	\$ Amount of Fee (Anticipated or Maximum) or Specific Material Required
Physical Education classes	Appropriate clothing (non-specialized attire)	Tennis shoes and white socks, running shorts, T-shirt
Art and shop classes and special projects	Appropriate clothing (non-specialized attire)	Old shirt for painting; other clothing which may get paint on it or otherwise be damaged; protective clothing for shop classes
Music—Optional band courses	Musical instruments	Musical instruments and accessories (reeds, valve oil, etc.) Limited instruments available for use by any student. Damage deposit of \$20.00 for use of school owned instrument.
Classroom Supplies	General supplies, such as writing instruments (pens, pencils, crayons, markers), notebooks, etc.	None--necessary classroom supplies will be made available by the school. Students will be responsible for the replacement cost of damaged or lost supplies. Students are encouraged but not required to bring items from class supply lists which may be handed out by the office or individual teachers.

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Advanced math or science classes	Specialized calculators	Refundable damage deposit of \$100 per semester will be required for students who wish to use school calculators outside the classroom. Students are encouraged but not required to purchase such equipment .for their personal use.
Copies	Use of school copiers (except for one copy of the student file, which will be provided without charge)	Five cents (.05) per page when charges apply.
School Meals		Breakfast--\$1.85 Lunch--\$3.00 Prices are maximums based on one meal per day, will vary depending on the number of meals or items purchased by the student, and may be adjusted during the year.
Post-secondary education classes	Tuition and fees for college courses taken for credit.	None--Any postsecondary education costs are to be paid directly by students to the college.
College entrance tests and preparation	Prep programs & tests	Costs of college entrance tests or prep courses, such as ACT preparation tutoring, PSAT test, and ACT test, are optional and to be paid directly to the private companies involved.
Summer school courses	Classes offered during the summer, or at night, if any	Drivers education class: \$295. Other classes: \$50 per class.
Lock	Use of school padlock	Refundable damage deposit of \$6 per year will be required for students who wish to use a school lock.
Parking	Use of school parking lot during school day	\$20.00 per year. Students will be required to sign and display a parking permit.
Extracurricular and other programs	General Description of Fee or Material	\$ Amount of Fee (Anticipated or Maximum) or Specific Material Required
Athletic Programs		
1. Admission	Spectator fees for admission to events	\$5.00 per event maximum. Students may purchase an Activity Ticket for \$50.00 per year. For District and Conference events hosted by the School, cost to be set by NSAA but not to exceed \$20.00 per event.
2. Athletic Physicals	NSAA required athletic physicals	Cost varies; payable directly to student's physician or clinic.
3. Athletic Participation Fee	Fee to participate in athletic programs.	In the event an athletic participation fee is charged, the fee will be \$50 per year maximum.
4. Equipment and attire	Students are responsible for required equipment and attire appropriate to the sport or activity which are not provided by the school, and are responsible for any optional clothing, equipment, or other items associated with the sport or activity.	Required items include athletic undergarments (supporter, bra, socks and undershirts), practice attire, including shorts, shirts, socks and shoes suitable for the activity, and dress attire suitable for team travel. Optional items for which students are responsible include: personal athletic bags, hair ties, sweat bands, non-required gloves, swim goggles, towels, forearm pads and

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		personal medical devices (braces, orthopedic inserts, etc.). Additional required items for particular sports or activities include: <table><tr><td>Baseball</td><td>Baseball glove</td></tr><tr><td>Basketball</td><td>No additional</td></tr><tr><td>Tennis</td><td>Tennis racquet</td></tr><tr><td>Cross County</td><td>No additional</td></tr><tr><td>Football</td><td>Mouthpiece</td></tr><tr><td>Golf</td><td>Golf bag & clubs</td></tr><tr><td>Soccer</td><td>Soccer shin guards</td></tr><tr><td>Softball</td><td>Softball glove</td></tr><tr><td>Speech/Debate</td><td>Dress attire; copies of research</td></tr><tr><td>Swimming/ Diving</td><td>Swim suit</td></tr><tr><td>Track</td><td>No additional</td></tr><tr><td>Volleyball</td><td>Volleyball knee pads</td></tr><tr><td>Wrestling</td><td>Wrestling head gear</td></tr><tr><td>Cheerleading and Dance Team Squads</td><td>Shoes, approved uniforms (top & skirt; jacket), poms and other accessories</td></tr></table>	Baseball	Baseball glove	Basketball	No additional	Tennis	Tennis racquet	Cross County	No additional	Football	Mouthpiece	Golf	Golf bag & clubs	Soccer	Soccer shin guards	Softball	Softball glove	Speech/Debate	Dress attire; copies of research	Swimming/ Diving	Swim suit	Track	No additional	Volleyball	Volleyball knee pads	Wrestling	Wrestling head gear	Cheerleading and Dance Team Squads	Shoes, approved uniforms (top & skirt; jacket), poms and other accessories
Baseball	Baseball glove																													
Basketball	No additional																													
Tennis	Tennis racquet																													
Cross County	No additional																													
Football	Mouthpiece																													
Golf	Golf bag & clubs																													
Soccer	Soccer shin guards																													
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Volleyball	Volleyball knee pads																													
Wrestling	Wrestling head gear																													
Cheerleading and Dance Team Squads	Shoes, approved uniforms (top & skirt; jacket), poms and other accessories																													
5. Travel meals	Meals	Students are responsible for their own meals while traveling. Individual sports or activities may request students to pay up to \$50 per season to be used towards team travel meals.																												
6. Lock Use Fee	Padlock for gym locker	Refundable damage deposit of \$6 per season will be required.																												
7. Camps and clinics	Registration and other costs of camps or clinics	Students are responsible for the cost of all clinics, camps and conditioning programs. Any personal items purchased at camps or clinics, such as t-shirts, shall be at the student's expense.																												
8. Athletic Clubs	Letterman's club and other clubs supporting the athletic program	Annual dues not to exceed \$50.00 per club.																												
9. Marching Band and Musical Groups	Equipment and attire.	Students will be responsible for the same costs as are set out for the athletic program. Students will be responsible for supplying their own musical instruments and accessories and for their own uniforms. Uniforms for the marching band will be supplied by the school; students may be required to pay a refundable band uniform rental fee of up to \$50.00.																												
Clubs/Organizations																														
Future Business Leaders (FBLA)	State & national dues, meals and activities	Annual dues not to exceed \$50.00 per club.																												
Future Farmers (FFA)	State & national dues, meals and activities	Annual dues not to exceed \$50.00 per club.																												
Future Career/Community Leaders (FCCLA)	State & national dues, meals and activities	Annual dues not to exceed \$50.00 per club.																												
National Honor Society	State & national dues, meals	Annual dues not to exceed \$50.00 per club.																												

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	and activities	
Science Club	State & national dues, meals and activities	Annual dues not to exceed \$50.00 per club.
Spanish Club	State & national dues, meals and activities	Annual dues not to exceed \$50.00 per club.
Student Council	State & national dues, meals and activities	Annual dues not to exceed \$50.00 per club.
Social & Recognition Activities		
1. School plays, musicals and social activities	Admission to events	\$10.00 per play or activity
2. School dances	Admission to prom, homecoming, etc.	\$25.00 per event
3. Class dues		Each of the six secondary classes may assess its members an amount not to exceed \$50.00 annually for rental and decoration of dance facilities, punch and snacks at social activities, memorials and recognition plaques, flowers, and cards, and similar class activities. The payment of such an assessment shall be strictly voluntary, but students who do not pay may be denied admission to extracurricular activities supported by the class dues.
4. Senior recognition assessment	Optional graduation activities	Participation in class activities attendant to graduation (such as being part of the composite picture, special yearbook pages, etc.) is not required in order for students to receive their high school diploma. Students who choose to participate will be required to pay the cost of the items involved in the graduation ceremony and attendant class activities. These may include the rental of graduation robes, caps, tassels, class flowers, class gift, yearbook picture page, and class composite picture. A single Senior Class Recognition Assessment, not to exceed \$50, will be assessed to those Seniors who elect to participate in such activities.
5. Trips	Transportation, lodging, meals, admission to events, etc.	Students are responsible for costs of school sponsored trips where the trip is an extracurricular activity. The maximum costs of such trips will be \$2,000 per student. If the trip is not school sponsored, the costs of the trip are not subject to this policy and no fee waivers will apply. A trip is not school sponsored if: it is not supervised or administered by the school, attendance on the trip does not count towards graduation credit or grade advancement, and participation on the trip is voluntary for students.

AVAILABILITY OF HANDBOOKS

The 2014-2015 Student-Parent Handbook of Franklin Public Schools is available on the internet at [Insert web site address].

Because of the expense of printing the handbooks, we are asking that you consider using the internet to access and review the 2014-2015 Student-Parent Handbook. Using the internet to access the handbook will allow the district to direct printing dollars to instructional needs and eliminate the need for you to search for your handbook when you have questions throughout the year. Thank you for considering this new use of technology to improve school-home communication.

Please return to the Principal's Office by **August __, 2014**. This will allow us time to get the Handbook to all students and parents before school starts while avoiding the necessity of printing more copies of the Handbooks than necessary.

- ☐ **Thank you for providing the 2014-2015 Student Parent Handbook online. I will review it on the internet. My signed receipt below acknowledges receipt of the Handbook in a satisfactory manner via the internet.**
- ☐ **I prefer a paper copy of the Handbook.**

Name

RECEIPT OF 2014-2015 STUDENT - PARENT HANDBOOK

This signed receipt acknowledges receipt of the 2014-2015 Student-Parent Handbook of Franklin Public Schools. It is understood that the handbook contains student conduct and discipline rules and information about Safe and Drug-Free Schools and that the undersigned, as student, agrees to follow such conduct and discipline rules. This receipt also serves to acknowledge that it is understood that the District's policies of non-discrimination and equity, and that specific complaint and grievance procedures exist in the handbook which should be used to respond to harassment or discrimination.

Date:_____

Date:_____

Student's Signature

Parent or Legal Guardian's Signature

STUDENT - PARENT HANDBOOK OF FRANKLIN PUBLIC SCHOOLS 2014-2015

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StudentsStudent Fees Policy

The Board of Education of Franklin Public Schools adopts the following student fees policy in accordance with the Public Elementary and Secondary Student Fee Authorization Act.

The District's general policy is to provide for the free instruction in school in accordance with the Nebraska Constitution and state and federal law. This generally means that the District's policy is to provide free instruction for courses which are required by state law or regulation and to provide the staff, facility, equipment, and materials necessary for such instruction, without charge or fee to the students.

The District does provide activities, programs, and services to children which extend beyond the minimum level of constitutionally required free instruction. Students and their parents have historically contributed to the District's efforts to provide such activities, programs, and services. The District's general policy is to continue to encourage and, to the extent permitted by law, to require such student and parent contributions to enhance the educational program provided by the District.

Under the Public Elementary and Secondary Student Fee Authorization Act, the District is required to set forth in a policy its guidelines or policies for specific categories of student fees. The District does so by setting forth the following guidelines and policies. This policy is subject to further interpretation or guidance by administrative or Board regulations which may be adopted from time to time. The Policy includes Appendix "I," which provides further specifics of student fees and materials required of students for the 2010-2011 school year. Parents, guardians, and students are encouraged to contact their building administration or their teachers or activity coaches and sponsors for further specifics.

(1) Guidelines for non-specialized attire required for specified courses and activities. Students have the responsibility to furnish and wear non-specialized attire meeting general District grooming and attire guidelines, as well as grooming and attire guidelines established for the building or programs attended by the students or in which the students participate. Students also have the responsibility to furnish and wear non-specialized attire reasonably related to the programs, courses and activities in which the students participate where the required attire is specified in writing by the administrator or teacher responsible for the program, course or activity.

The District will provide or make available to students such safety equipment and attire as may be required by law, specifically including appropriate industrial-quality eye protective devices for courses of instruction in vocational, technical, industrial arts, chemical or chemical-physical classes which involve exposure to hot molten metals or other molten materials, milling, sawing, turning, shaping, cutting, grinding, or stamping of any solid materials, heat treatment, tempering, or kiln firing of any metal or other materials, gas or electric arc welding or other forms of welding processes, repair or servicing of any vehicle, or caustic or explosive materials, or for laboratory classes involving caustic or explosive materials, hot liquids or solids, injurious

radiations, or other similar hazards. Building administrators are directed to assure that such equipment is available in the appropriate classes and areas of the school buildings, teachers are directed to instruct students in the usage of such devices and to assure that students use the devices as required, and students have the responsibility to follow such instructions and use the devices as instructed.

(2) Personal or consumable items & miscellaneous

(a) Extracurricular Activities. Students have the responsibility to furnish any personal or consumable items for participation in extracurricular activities.

(b) Courses

(i) General Course Materials. Items necessary for students to benefit from courses will be made available by the District for the use of students during the school day. Students may be encouraged, but not required, to bring items needed to benefit from courses including, but not limited to, pencils, paper, pens, erasers, notebooks, trappers, protractors and math calculators. A specific class supply list will be published annually in a Board-approved student handbook or supplement or other notice. The list may include refundable damage or loss deposits required for usage of certain District property.

(ii) Damaged or Lost Items. Students are responsible for the careful and appropriate use of school property. Students and their parents or guardian will be held responsible for damages to school property where such damage is caused or aided by the student and will also be held responsible for the reasonable replacement cost of school property which is placed in the care of and lost by the student.

(iii) Materials Required for Course Materials. Students are permitted to and may be encouraged to supply materials for course projects. Some course projects (such as projects in art and shop classes) may be kept by the student upon completion. In the event the completed project has more than minimal value, the student may be required, as a condition of the student keeping the completed project, to reimburse the District for the reasonable value of the materials used in the project. Standard project materials will be made available by the District. If a student wants to create a project other than the standard course project, or to use materials other than standard project materials, the student will be responsible for furnishing or paying the reasonable cost of any such materials for the project.

(iv) Music Course Materials. Students will be required to furnish musical instruments for participation in optional music courses. Use of a musical instrument without charge is available under the District's fee waiver policy. The District is not required to provide for the use of a particular type of musical instrument for any student.

(v) Parking. Students may be required to pay for parking on school grounds or at school-sponsored activities, and may be subject payment of fines or damages for damages caused with or to vehicles or for failure to comply with school parking rules.

(3) Extracurricular Activities-Specialized equipment or attire. Extracurricular activities means student activities or organizations which are supervised or administered by the District, which do not count toward graduation or advancement between grades, and in which participation is not otherwise required by the District. The District will generally furnish

students with specialized equipment and attire for participation in extracurricular activities. The District is not required to provide for the use of any particular type of equipment or attire. Equipment or attire fitted for the student and which the student generally wears exclusively, such as dance squad, cheerleading, and music/dance activity (e.g. choir or show choir) uniforms and outfits, along with T-shirts for teams or band members, will be required to be provided by the participating student. The cost of maintaining any equipment or attire, including uniforms, which the student purchases or uses exclusively, shall be the responsibility of the participating student. Equipment which is ordinarily exclusively used by an individual student participant throughout the year, such as golf clubs, softball gloves, and the like, are required to be provided by the student participant. Items for the personal medical use or enhancement of the student (braces, mouth pieces, and the like) are the responsibility of the student participant. Students have the responsibility to furnish personal or consumable equipment or attire for participation in extracurricular activities or for paying a reasonable usage cost for such equipment or attire. For musical extracurricular activities, students may be required to provide specialized equipment, such as musical instruments, or specialized attire, or for paying a reasonable usage cost for such equipment or attire.

(4) Extracurricular Activities-Fees for participation. Any fees for participation in extracurricular activities for the 2013-2014 school year are further specified in Appendix "1." Admission fees are charged for extracurricular activities and events.

(5) Postsecondary education costs. Students are responsible for postsecondary education costs. The phrase "postsecondary education costs" means tuition and other fees only associated with obtaining credit from a postsecondary educational institution. For a course in which students receive high school credit and for which the student may also receive postsecondary education credit, the course shall be offered without charge for tuition, transportation, books, or other fees, except tuition and other fees associated with obtaining credits from a postsecondary educational institution.

(6) Transportation costs. Students are responsible for fees established for transportation services provided by the District as and to the extent permitted by federal and state laws and regulations.

(7) Copies of student files or records. The Superintendent or the Superintendent's designee shall establish a schedule of fees representing a reasonable cost of reproduction for copies of a student's files or records for the parents or guardians of such student. A parent, guardian or student who requests copies of files or records shall be responsible for the cost of copies reproduced in accordance with such fee schedule. The imposition of a fee shall not be used to prevent parents of students from exercising their right to inspect and review the students' files or records and no fee shall be charged to search for or retrieve any student's files or records. The fee schedule shall permit one copy of the requested records be provided for or on behalf of the student without charge and shall allow duplicate copies to be provided without charge to the extent required by federal or state laws or regulations.

(8) Participation in before-and-after-school or pre-kindergarten services. Students are responsible for fees required for participation in before-and-after-school or pre-kindergarten

services offered by the District, except to the extent such services are required to be provided without cost.

(9) Participation in summer school or night school. Students are responsible for fees required for participation in summer school or night school. Students are also responsible for correspondence courses.

(10) Breakfast and lunch programs. Students shall be responsible for items which students purchase from the District's breakfast and lunch programs. The cost of items to be sold to students shall be consistent with applicable federal and state laws and regulations. Students are also responsible for the cost of food, beverages, and personal or consumable items which the students purchase from the District or at school, whether from a "school store," a vending machine, a booster club or parent group sale, a book order club, or the like. Students may be required to bring money or food for field trip lunches and similar activities.

(11) Waiver Policy. The District's policy is to provide fee waivers in accordance with the Public Elementary and Secondary Student Fee Authorization Act. Students who qualify for free or reduced-price lunches under United States Department of Agriculture child nutrition programs shall be provided a fee waiver or be provided the necessary materials or equipment without charge for: (1) participation in extracurricular activities and (2) use of a musical instrument in optional music courses that are not extracurricular activities. Participation in a free-lunch program or reduced-price lunch program is not required to qualify for free or reduced price lunches for purposes of this section. Students or their parents must request a fee waiver prior to participating in or attending the activity, and prior to purchase of the materials.

(12) Distribution of Policy. The Superintendent or the Superintendent's designee shall publish the District's student fee policy in the Student Handbook or the equivalent (for example, publication may be made in an addendum or a supplement to the student handbook). The Student Handbook or the equivalent shall be provided to every student of the District or to every household in which at least one student resides, at no cost.

(13) Student Fee Fund. The School Board hereby establishes a Student Fee Fund. The Student Fee Fund shall be a separate school district fund not funded by tax revenue, into which all money collected from students and subject to the Student Fee Fund shall be deposited and from which money shall be expended for the purposes for which it was collected from students. Funds subject to the Student Fee Fund consist of money collected from students for: (1) participation in extracurricular activities, (2) postsecondary education costs, and (3) summer school or night school.

CERTIFICATION

On the ____ day of _____, 20__, the school board held a public hearing at a meeting of the school board on a proposed student fee policy. Such public hearing followed a review of the amount of money collected from students pursuant to, and the use of waivers provided in, the

student fee policy for the preceding school year. The foregoing student fee policy was adopted after such public hearing by a majority vote of the school board at an open public meeting in compliance with the public meetings laws.

Superintendent or Other Authorized School Official

Legal Reference: Neb. Rev. Stat. §§79-2125 to 79-2135 and Laws 2003, LB 249 (The Public Elementary and Secondary Student Fee Authorization Act)
 Neb. Constitution, Article VII, section 1.
 Neb. Rev. Stat. §§79-241, 79-605, and 79-611(transportation)
 Neb. Rev. Stat. §79-2104 (student files or records)
 Neb. Rev. Stat. §79-715 (eye-protective devices)
 Neb. Rev. Stat. §79-737 (liability of students for damages to school books)
 Neb. Rev. Stat. §79-1104 (before-and-after-school or pre-kindergarten services)
 Neb. Rev. Stat. §§79-1106 to 79-1108.03 (accelerated or differentiated curriculum program)

Date of Adoption: June 11, 2012

**Appendix“1” to 2014-2015 Student Fees Policy of Franklin Public Schools—
Additional Specification of Required Materials and Fees**

Program	General Description of Fee or Material	\$ Amount of Fee (Anticipated or Maximum)¹ or Specific Material Required
Elementary Program		
Physical Education classes	Appropriate clothing (non-specialized attire)	Tennis shoes and white socks, running shorts, T-shirt
Art classes and special projects or events	Appropriate clothing (non-specialized attire)	Old shirt for painting; other clothing which may get paint on it or otherwise be damaged
Music—Optional band courses	Musical instruments	Musical instruments and accessories (reeds, valve oil, drum sticks, lyres, flip folders, slide grease, reed guards, cleaning swabs, mouthpiece brushes, pad savers, ligatures, and a "gig bag", etc.) Limited instruments available for use by any student.
Classroom supplies	General supplies, such as writing instruments (pens, pencils, crayons, markers), notebooks, etc.	None--necessary classroom supplies will be made available by the school. Students will be responsible for the replacement cost of damaged or lost supplies. Students are encouraged but not required to bring items from class supply lists which may be handed out by the office or individual teachers.
Field Trips	Transportation and admission costs of field trips	None—costs of school sponsored, class-related field trips will be paid for by the school. Parents may be encouraged but not required to pay for field trip costs of up to \$5.00 per student for each field trip to defray costs. (With administrative approval, the requested donation may be up to \$100.00 for special field trips). Meals on field trips will be at the expense of the student. School lunches will be provided as needed for free-reduced lunch eligible students.

¹ Generally, dollar amounts are stated in terms of “maximums.” The actual fee or charge may be less during the 2014-2015 school year.

Summer school courses	Classes offered during the summer, or at night, if any	
Copies	Use of school copiers (except for one copy of the student file, which will be provided without charge)	Five cents (.05) per page when charges apply.
School Meals		Breakfast--\$1.85 Lunch--\$3.00 Prices are maximums based on one meal per day, will vary depending on the number of meals or items purchased by the student, and may be adjusted during the year.
Secondary Program	General Description of Fee or Material	\$ Amount of Fee (Anticipated or Maximum) or Specific Material Required
Physical Education classes	Appropriate clothing (non-specialized attire)	Tennis shoes and white socks, running shorts, T-shirt
Art and shop classes and special projects	Appropriate clothing (non-specialized attire)	Old shirt for painting; other clothing which may get paint on it or otherwise be damaged; protective clothing for shop classes
Music—Optional band courses	Musical instruments	Musical instruments and accessories (reeds, valve oil, etc.) Limited instruments available for use by any student. Damage deposit of \$20.00 for use of school owned instrument.
Classroom Supplies	General supplies, such as writing instruments (pens, pencils, crayons, markers), notebooks, etc.	None--necessary classroom supplies will be made available by the school. Students will be responsible for the replacement cost of damaged or lost supplies. Students are encouraged but not required to bring items from class supply lists which may be handed out by the office or individual teachers.
Advanced math or science classes	Specialized calculators	Refundable damage deposit of \$100 per semester will be required for students who wish to use school calculators outside the classroom. Students are encouraged but not required to purchase such equipment for their personal use.

Copies	Use of school copiers (except for one copy of the student file, which will be provided without charge)	Five cents (.05) per page when charges apply.
School Meals		Breakfast--\$1.85 Lunch--\$3.00 Prices are maximums based on one meal per day, will vary depending on the number of meals or items purchased by the student, and may be adjusted during the year.
Post-secondary education classes	Tuition and fees for college courses taken for credit.	None--Any postsecondary education costs are to be paid directly by students to the college.
College entrance tests and preparation	Prep programs & tests	Costs of college entrance tests or prep courses, such as ACT preparation tutoring, PSAT test, and ACT test, are optional and to be paid directly to the private companies involved.
Summer school courses	Classes offered during the summer, or at night, if any	Drivers education class: \$295.
Lock	Use of school padlock	Refundable damage deposit of \$6 per year will be required for students who wish to use a school lock.
Extracurricular and other programs	General Description of Fee or Material	\$ Amount of Fee (Anticipated or Maximum) or Specific Material Required
Athletic Programs		
1. Admission	Spectator fees for admission to events	\$5.00 per event maximum. Students may purchase an Activity Ticket. For District and Conference events hosted by the School, cost to be set by NSAA but not to exceed \$20.00 per event.
2. Athletic Physicals	NSAA required athletic physicals	Cost varies; payable directly to student's physician or clinic.
3. Equipment and attire	Students are responsible for required equipment and attire appropriate to the sport or activity which are not provided by the school, and are responsible for any optional clothing,	Required items include athletic undergarments (supporter, bra, socks and undershirts), practice attire, including shorts, shirts, socks and shoes suitable for the activity, and dress attire suitable for team travel. Optional items for which students are responsible include: personal athletic

	equipment, or other items associated with the sport or activity.	bags, hair ties, sweat bands, non-required gloves, swim goggles, towels, forearm pads and personal medical devices (braces, orthopedic inserts, etc.). Additional required items for particular sports or activities include: <table><tr><td>Baseball</td><td>Baseball glove</td></tr><tr><td>Basketball</td><td>No additional</td></tr><tr><td>Tennis</td><td>Tennis racquet</td></tr><tr><td>Cross County</td><td>No additional</td></tr><tr><td>Football</td><td>Mouthpiece</td></tr><tr><td>Golf</td><td>Golf bag & clubs</td></tr><tr><td>Soccer</td><td>Soccer shin guards</td></tr><tr><td>Softball</td><td>Softball glove</td></tr><tr><td>Speech/Debate</td><td>Dress attire; copies of research</td></tr><tr><td>Swimming/ Diving</td><td>Swim suit</td></tr><tr><td>Track</td><td>No additional</td></tr><tr><td>Volleyball</td><td>Volleyball knee pads</td></tr><tr><td>Wrestling</td><td>Wrestling head gear</td></tr><tr><td>Cheerleading and Dance Team Squads</td><td>Shoes, approved uniforms (top & skirt; jacket), poms and other accessories</td></tr></table>	Baseball	Baseball glove	Basketball	No additional	Tennis	Tennis racquet	Cross County	No additional	Football	Mouthpiece	Golf	Golf bag & clubs	Soccer	Soccer shin guards	Softball	Softball glove	Speech/Debate	Dress attire; copies of research	Swimming/ Diving	Swim suit	Track	No additional	Volleyball	Volleyball knee pads	Wrestling	Wrestling head gear	Cheerleading and Dance Team Squads	Shoes, approved uniforms (top & skirt; jacket), poms and other accessories
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Track	No additional																													
Volleyball	Volleyball knee pads																													
Wrestling	Wrestling head gear																													
Cheerleading and Dance Team Squads	Shoes, approved uniforms (top & skirt; jacket), poms and other accessories																													
4. Travel meals	Meals	Students are responsible for their own meals while traveling. Individual sports or activities may request students to pay up to \$50 per season to be used towards team travel meals.																												
5. Lock Use Fee	Padlock for gym locker	Refundable damage deposit of \$6 per season will be required.																												
6. Camps and clinics	Registration and other costs of camps or clinics	Students are responsible for the cost of all clinics, camps and conditioning programs. Any personal items purchased at camps or clinics, such as t-shirts, shall be at the student's expense.																												
7. Marching Band	Equipment and attire.	Students will be responsible for the																												

and Musical Groups		same costs as are set out for the athletic program. Students will be responsible for supplying their own musical instruments and accessories and for their own uniforms. Uniforms for the marching band will be supplied by the school; students may be required to pay a refundable band uniform rental fee of up to \$50.00.
Social & Recognition Activities		
1. School plays, musicals and social activities	Admission to events	\$10.00 per play or activity
2. School dances	Admission to prom, homecoming, etc.	\$25.00 per event
3. Class dues		Each of the six secondary classes may assess its members an amount not to exceed \$50.00 annually for rental and decoration of dance facilities, punch and snacks at social activities, memorials and recognition plaques, flowers, and cards, and similar class activities. The payment of such an assessment shall be strictly voluntary, but students who do not pay may be denied admission to extracurricular activities supported by the class dues.
4. Senior recognition assessment	Optional graduation activities	Participation in class activities attendant to graduation (such as being part of the composite picture, special yearbook pages, etc.) is not required in order for students to receive their high school diploma. Students who choose to participate will be required to pay the cost of the items involved in the graduation ceremony and attendant class activities. These may include the rental of graduation robes, caps, tassels, class flowers, class gift, yearbook picture page, and class composite picture. A single Senior Class Recognition Assessment, not to exceed \$50, will be assessed to those

		Seniors who elect to participate in such activities.
5. Trips	Transportation, lodging, meals, admission to events, etc.	Students are responsible for costs of school sponsored trips where the trip is an extracurricular activity. The maximum costs of such trips will be \$2,000 per student. If the trip is not school sponsored, the costs of the trip are not subject to this policy and no fee waivers will apply. A trip is not school sponsored if: it is not supervised or administered by the school, attendance on the trip does not count towards graduation credit or grade advancement, and participation on the trip is voluntary for students.

InstructionParental/Community Involvement in Schools

Franklin County School District 0506, a/k/a Franklin Public Schools, after having conducted a public hearing concerning parental involvement and participation, declares that it shall be the policy of the District:

1. In the event any parent has a complaint or objection to textbooks, tests, curriculum materials, and any other instructional materials, the parent may request a personal conference with the parent and appropriate school personnel to discuss such concerns as the superintendent or designee may deem appropriate. The Superintendent or designee shall prepare a complaint form which may be used by a parent to express objections to any such instructional material. Such complaint forms shall seek information including, but not limited to, the specific instructional material complained of, the reason for the complaint, and a proposed resolution of the complaint by the parent.
2. Upon reasonable advance request a parent will be permitted to attend and monitor courses, assemblies, counseling sessions, and other instructional activities unless the school determines that such attendance would substantially interfere with a legitimate school interest, which includes the interests of the parent's child, other students, and the educational staff.
3. Parents are encouraged to communicate to school staff when the parent believes it to be appropriate for their child to be excused from testing, classroom instruction, and other school experiences that the parent finds objectionable. The Superintendent or designee shall make a provision on the complaint form hereinabove referenced for receiving information from a parent concerning what specific testing, classroom instruction, or other school experience the parent finds objectionable, the basis for the parent's objection and a proposed solution for dealing with the objection that would be satisfactory to the parent and consistent with the mission of the District and legitimate school interests.
4. Upon request of a parent, the District will provide access to the education records of their child consistent with applicable law. Access will be provided during regular business hours of the school.
5. The District will notify parents when their child may be subjected to a standard norm referenced or criterion referenced test or standard tests such as but not limited to the Iowa Test of Basic Skills or the California Achievement Test. When reasonable to do so or required by law the parents will be notified of where a sample of such test might be observed and the date upon which such test will be administered. As to all testing by the District, experimental evaluation methodologies, experimental testing instruments and any testing instrument which would tend to inquire into the values, beliefs, or privacy rights of any student, or parent or guardian of such student shall be prohibited unless a parent requests in writing that such tests be administered to their child.

6. Prior to any school sponsored survey being administered to the students of the District, it shall be the responsibility of the Superintendent or designee to notify the parent or parents of each student involved in the survey of the nature of the survey, the date and time when such survey shall be administered, and the purpose for which and the uses of which survey exist from the school's perspective.
7. As a general matter substantive decision-making processes will be left to the judgment to the professional staff, administration and the Board of Education, subject to an effort to receive information from parents as to any concerns, objections, or other information such parents would wish to provide to the school district concerning a parent's access, involvement, and participation in activities of the school.

Legal Reference: Neb. Rev. Stat. §§ 79-530 to 79-533
Family Educational Rights and Privacy Act, 20 U.S.C. 1232g
Protection of Pupil Rights Amendment, 20 U.S.C. 1232h

Date of Adoption: October 8, 2012

REGISTRATION

REGISTER NOW FOR THE MEETING NEAREST YOU

AUGUST 26	VALENTINE	REGISTER BY AUGUST 18
AUGUST 27	GERING	REGISTER BY AUGUST 18
AUGUST 28	NORTH PLATTE	REGISTER BY AUGUST 18
SEPTEMBER 3	YORK	REGISTER BY AUGUST 27
SEPTEMBER 17	NORFOLK	REGISTER BY SEPTEMBER 10
SEPTEMBER 24	→ KEARNEY	REGISTER BY SEPTEMBER 17
OCTOBER 1	OMAHA	REGISTER BY SEPTEMBER 24
OCTOBER 8	NEBRASKA CITY	REGISTER BY OCTOBER 1

To Register:

- Go to www.NASBonline.org, and log in using your username and password
- *If you do not have a username and password or have forgotten it, please contact NASB at 800-422-4572 for assistance.*
- *No refunds after registration deadline*

Registration fees for the meetings and dinner are as follows:

NASB MEMBER	\$70
CANCELLATION FEE	\$20

AGENDA

REGISTRATION | 4:45 PM

OPENING SESSION | 5:00 PM

SKILL-BUILDING SESSION #1 | 5:35 PM

SKILL-BUILDING SESSION #2 | 6:35 PM

DINNER AND AWARDS | 7:25 PM

15 AWARDS OF ACHIEVEMENT POINTS WILL BE EARNED FOR ATTENDING

SKILL-BUILDING SESSIONS

GOAL-SETTING, STRATEGIC PLANNING AND EVALUATION | GOAL SETTING AND STRATEGIC PLANNING ARE CRITICAL COMPONENTS OF A HIGHLY FUNCTIONAL BOARD. THIS SESSION WILL PRESENT A PROCESS TO FOLLOW IN THE DEVELOPMENT OF THESE KEY ISSUES. THE PROCESS WILL ALSO HELP THE BOARD DEVELOP ADDITIONAL ACCOUNTABILITY FOR THE BOARD AND THE SUPERINTENDENT WHILE HELPING SCHOOLS STRIKE A BALANCE BETWEEN THE LATEST TRENDS IN EDUCATION VERSUS THE UNIQUE FORCES SHAPING EACH SCHOOL DISTRICT IN THE STATE.

THE UNVEILING OF NORTH STAR NEGOTIATIONS | LEARN HOW YOUR DISTRICT CAN IMPROVE ITS SUCCESS AT THE BARGAINING TABLE. GAIN STRATEGIC ADVANTAGES IN ALL STAGES OF THE NEGOTIATIONS PROCESS WITH INSTANT ACCESS TO PREVALENCE REPORTS AND CALCULATES PLACEMENT IN REAL-TIME. AS A PIONEER USER OF THIS GROUND-BREAKING PROGRAM, YOU WILL HAVE AN OPPORTUNITY TO INFLUENCE FUTURE ENHANCEMENTS.

A LOOK AT RECENT POLICY REVISIONS | DISCUSS DETAILS OF THE ABSENTEEISM ISSUES, SUPERINTENDENT PAY TRANSPARENCY ACT, AND POLICIES RELATING TO STUDENT HEALTH & WELLNESS ALONG WITH A FEW UPCOMING ITEMS.

LIONS, FLYERS AND MARES, OH MY! | A RECAP OF THE 103RD LEGISLATURE, AND A LOOK TO 2015. IT WASN'T ALL COUGARS, LEARN HOW ITEMS SIGNED INTO LAW WILL AFFECT SCHOOL DISTRICTS AND ESUs AND IMPACT YOUR POLICIES. SEE HOW NASB SELECTS AND TRACKS APPROPRIATE BILLS IMPORTANT TO EDUCATION, AND CONTRIBUTE TO OUR PLAN TO ENGAGE ALL MEMBERS IN OUR LEGISLATIVE COMMUNICATION THROUGHOUT THE YEAR.

NEPAS AND THE USE OF DATA TO MAKE DECISIONS | THIS SESSION WILL ADDRESS THE CRITICAL ROLE OF THE BOARD IN CREATING A CULTURE THAT RECOGNIZES AND INSISTS THAT ALL CHILDREN CAN LEARN. EXPLORE HOW SCHOOL BOARDS CAN USE THE NEPAS 1.1 ACCOUNTABILITY FRAMEWORK AND STUDENT DATA TO SUPPORT THE DECISION MAKING PROCESS - TO SET GOALS, ALIGN RESOURCES, SUPPORT EFFECTIVE PROGRAMS AND PRACTICES, AND MEASURE RESULTS IN TERMS OF IMPROVED STUDENT OUTCOMES.

SCHOOL INSURANCE - ALICAP INSURANCE POOL AND NASB UNEMPLOYMENT INSURANCE PROGRAM | AN UPDATE ON ALICAP, THE STATE'S SCHOOL SPECIFIC INSURANCE POOL, FOR CURRENT MEMBERS AND NONMEMBERS, PLUS AN INTRODUCTION TO THE UNEMPLOYMENT INSURANCE PROGRAM, AS NASB HAS RECENTLY PARTNERED WITH EQUIFAX TO PROVIDE UNEMPLOYMENT EXPERTISE TO SCHOOLS.

POLICY INFORMATION FOR ESU BOARD MEMBERS | A REVIEW OF NEW STATUTES AND ISSUES OF INTEREST RELATED TO ESU MEMBERS ACROSS THE STATE.

July 07, 2014

Schools expanding social media use to reach parents

by Alisha Kirby

(Calif.) Ninety-five percent of local and state education agencies nationwide are on Facebook and/or Twitter, according to a recent survey by the Reform Support Network.

Eighty percent are or plan to be active on YouTube, and over 50 percent are or intend to start blogging.

The survey is included in a four-part [tip sheet](#) released by the U.S. Department of Education urging LEAs and SEAs to continue to embrace social media as a communication tool between them and students, parents and the community as a whole.

“(Social media) is absolutely vital for us as people’s communication habits have changed,” said Trent Allen, a spokesperson for San Juan Unified School District. “You have more and more people using social media to communicate on a daily basis that allows them to do so on their own schedule.”

“It’s also important because it provides a two-way form of communication, which is a great advantage for us,” Allen said. “It’s a great way for a new section of our community to be able to interact with us who haven’t typically interacted with us in some of the more traditional methods.”

With plenty of research suggesting that parental involvement in a child’s education increases academic achievement, states are prioritizing the educator-parent relationship and schools are using every tool at their disposal to engage their local communities, with an emphasis on social media platforms.

“We are seeing higher levels of engagement, especially from some members of our community who haven’t necessarily been involved in the committees or PTAs and those things in the past,” Allen said. “We’re seeing folks who certainly care about education and their student’s education coming forward to interact and talk with us and be part of the conversation.”

With approximately 802 million people actively using Facebook daily, 255 million per month on Twitter and over one billion unique visits to YouTube each month, these platforms serve as major resources for LEAs and SEAs to communicate to larger audiences in interactive ways – which is precisely what the tips from the education department suggest.

“One of the best ways to engage key audiences on social media is by consistently posting interesting and relevant material,” the guidance reads, also recommending that agencies work “to find ways to be compelling and even humorous (but still informative).”

Tech-savvy educators are already using tools such as YouTube, Twitter and Tumblr to keep parents apprised of everything from book fair dates to homework assignments to lessons in the classroom.

Take for example, the videos posted by Sacramento-area San Juan Unified School District on vimeo.com – they feature successful students and programs in a ‘feature story’ format. In one, seventh-grade science students investigate a ‘murder scene,’ using fingerprinting, blood typing and other evidence-processing techniques to identify a killer.

In 2012, the 1.1 million-student New York City school system launched a text-subscription service that notifies parents in English or Spanish of school news and a series of webinars on topics of relevance to parents. That same year, California's largest district, Los Angeles Unified, hired its first-ever director of social media, whose main charge is communicating and sharing district information with parents and students via far-reaching digital tools.

One tactic is the use of Twitter education discussions – often referred to as Ed Chats – in which users follow along, send questions or make comments in a public discussion on topics of interest. This allows parents and the community at large to directly interact with agencies and get answers to questions or concerns that may otherwise slip through the cracks of a generic agency email account.

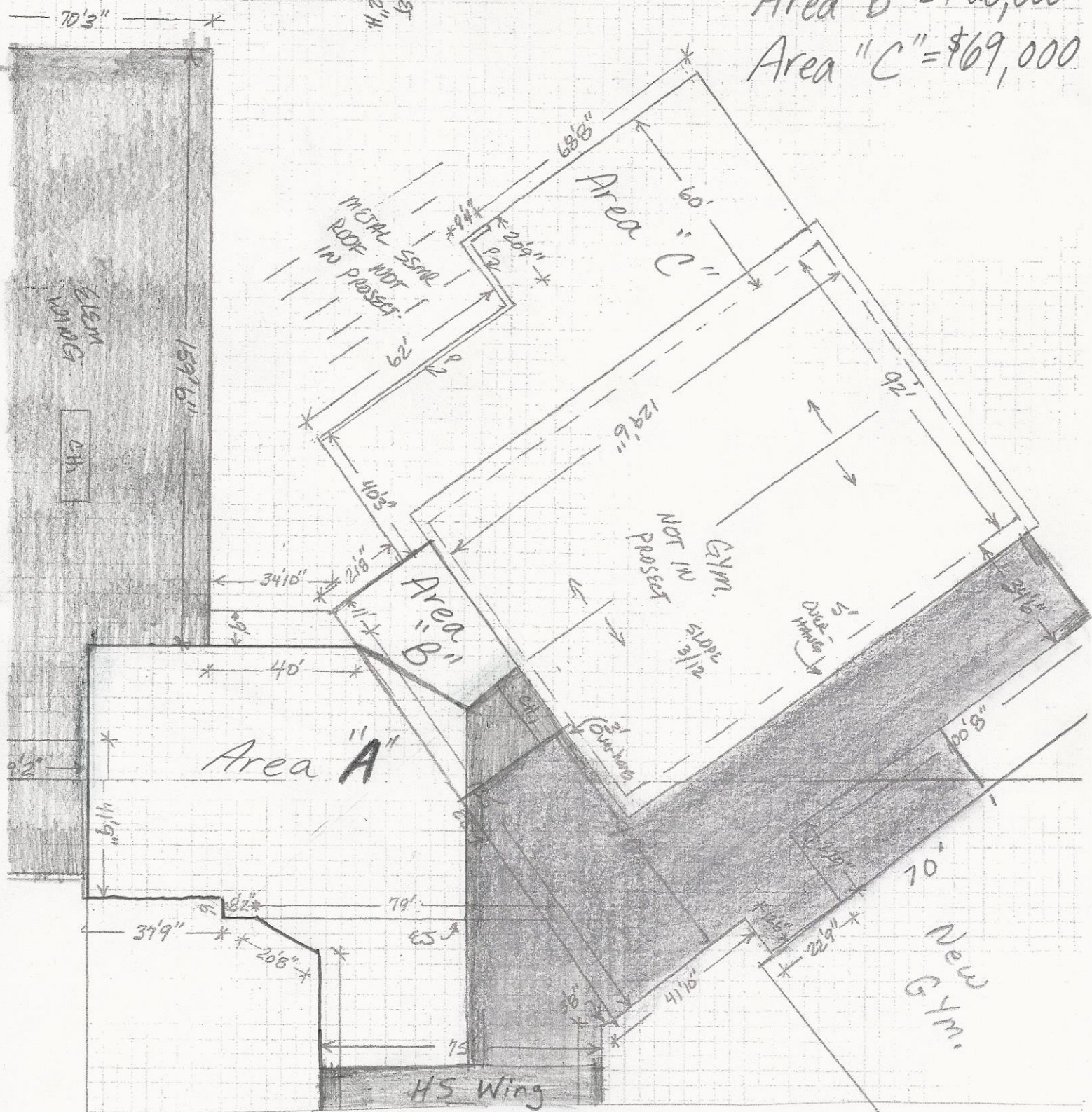
Because many people prefer to “follow” humans rather than institutions, the tip sheet also recommends utilizing the voices of leaders who can offer a more personal connection as opposed to that of a faceless entity.

Rhode Island Education Commissioner Deborah Gist is offered as an example of a state education chief who uses social media to constantly connect with people. She's already amassed 9,582 followers on Twitter – eclipsing many other state leaders – and has tweeted over 12,000 times since taking over in Rhode Island four years ago.

“It's something that people are comfortable with because you don't necessarily have some of the stigmas of going up and talking to somebody or calling an office that you don't really know is the right place to call or not,” Allen explained. “There's just an ease to it on multiple levels that hasn't been there before.”

Area "C" = \$69,000

$P = \text{PARAPET}$
 $8'' \times 32'' \text{ H.}$



From: Magnum Builders
To: Ken Schroeder

2014-15 BUDGET AUTHORITY AND ALLOWABLE RESERVE PERCENTAGE CERTIFICATION

COUNTY: FRANKLIN
COUNTY-DISTRICT NUMBER: 31-0506-000
DISTRICT NAME: FRANKLIN PUBLIC SCHOOLS

State Statute requires the Department of Education to certify Budget Authority and an Allowable Reserve Percentage to each school district. This information will be prepopulated in the 2014-2015 Budget Form LC-2 and is listed below.

Certified Budget Authority	\$4,654,847	Budget Based
Allowable Reserve Percentage	45 %	
Access to Prior Year's Unused Budget Authority	\$0	

Certified Budget Authority:

Certified Budget Authority is calculated three ways. The greater of the Budget Based Calculation, the Student Growth Adjustment Calculation, or the Formula Needs Calculation becomes a district's Certified Budget Authority. The methods used to calculate Certified Budget Authority are detailed below:

Budget Based: Using the prior year's budget information, the Total General Fund Budget of Disbursements and Transfers (GFBE) is reduced by Special Grant Funds (SGF), the Special Education Budget of Disbursements and Transfers (SPED), and General Fund Lid Exclusions (GFLE). The result is grown by the Basic Allowable Growth Rate (BAGR) of 2.5%.

$$((GFBE - SGF - SPED - GFLE) \times 1.025)$$

Student Growth Adjustment: Using the prior year's budget information, the Total General Fund Budget of Disbursements and Transfers (GFBE) is reduced by Special Grant Funds (SGF), the Special Education Budget of Disbursements and Transfers (SPED), and General Fund Lid Exclusions (GFLE). The result is increased by the 2014/15 Student Growth Adjustment (SGA) from the 2014/14 State Aid Certification and adjusted by the 2012/13 Student Growth Correction (SGACORR) from the 2014/15 State Aid Certification.

$$((GFBE - SGF - SPED - GFLE) + (SGA + SGACORR))$$

Formula Needs: The 2014/15 Formula Needs (FN) of the school district are increased by 110%. The prior year's Special Education Budget of Disbursements and Transfers (SPED) is grown by the Basic Allowable Growth Rate (BAGR) of 2.5%. The increased 2014/15 Formula Needs are then reduced by the Adjusted Special Education Budget of Disbursements and Transfers.

$$((FN \times 1.10) - (SPED \times 1.025))$$

Access to Prior Year's Unused Budget Authority:

This amount is equal to the lesser of 2% of the prior year's adjusted expenditures (2% of LC-2 Line B-140) or the prior year's Total Unused Budget Authority (LC-2 Line B-175) *if the district has Unused Budget Authority from the prior year*. To access this additional growth, the school district **must** enter the amount on Line A-355 of the 2014/15 LC-2.

Data components used to calculate Certified Budget Authority may be found at the following website:

<http://www.education.ne.gov/FOS/SchoolFinance/Budget/Certification.html>

Any questions about this information or how it is to be used in meeting the budgeting requirements of state law can be directed to School Finance & Organization Services at the Nebraska Department of Education, 301 Centennial Mall South, Box 94987, Lincoln, NE 68509-4987, by calling (402) 471-2248 or by visiting our website at education.ne.gov/FOS/SchoolFinance/Budget/Index.html.

2014-15 Staff Cost Comparison

<i>Staff Positions</i>	<i>Cost</i>
<i>Teaching</i>	<i>\$2,455,937</i>
<i>Classified</i>	<i>\$766,470</i>
<i>Summer Help</i>	<i>\$26,202</i>
<i>Community Coaches</i>	<i>\$13,456</i>
<i>Administration</i>	<i>\$390,830</i>
<i>Total Staff Cost</i>	<i>\$3,652,895</i>

Revised 6-30 @ 5:02 PM

posite

Salary Coding	Name	FTE	Insurance Type	Index Factor
1100-110-1 (.5) & 1100-110-2 (.5)	Antholz, Melody	1	ES	1.59
1100-110-1	Bonham, Linea	1	ES	1.85
1100-110-2	Cleveland, Becky	1	F	1.51
1190-110-0	Corr, Casy	1	E	1.47
4200-110-0	DeJonge, Dianna	1	ES	1.59
1100-110-1	Dreher, Angela	1	F	1.72
1100-110-2	Einspahr, Julie	1	ES	1.85
1100-110-1(.2) & 1100-110-2(.8)	Guge, Janet	1	ES	1.81
1100-110-2	Hammer, Diana	1	F	1.31
1100-110-1 (.2) & 1100-110-2 (.8)	Hanshaw, Doyle	1	E	1.00
2222-110 (.8) & 1310-110 (.2)	Haussermann, Renee	1	F	1.85
1100-110-1	Hoffman, Lacy	1	SD	1.20
4410-110-2	Hoffman, Ryan	1	F	1.39
1100-110-1	James, Cortney	1	ES	1.31
1100-110-2	Janssen, Taylor	1	E	1.00
4410-110-1	Jay, Carlie	1	ES	1.00
1160-110-1	Johnson, Beth	1	F	1.85
1100-110-2	Kahrs, Shannette	1	F	1.85
1100-110-2	Landstrom, Jayleen	1	ES	1.00
1100-110-1	Largent, Holly	1	F	1.81
1100-110-1	Marks, Brittany	1	SD	1.44
1100-110-2	McDowell, Theresa	1	F	1.36
1100-110-2	Miller, Rebekah	1	ES	1.05
1100-110-2	Rocker, Dave	1	F	1.85
1100-110-1(.65) 2(.35)	Roether, Sara	1	E	1.29
1100-110-2	Schmidt, Kathy	1	F	1.85
1100-110-1	Sidlo, Peg	1	ES	1.59
1100-110-2	Sidman, Lynn	1	ES	1.30
4310-110-1	Silas, Jamie	1	E	1.48
2120-110-1 (.5) & 2120-110-2 (.5)	Simmons, Kelly	1	F	1.53
4410-110-1	Sindt, Polly	1	F	1.59
1100-110-2	Speer, Nathan	1	E	1.12
1100-110-2	Tarman, Travis	1	F	1.38
1100-110-2	Vetter, Clark	1	ES	1.59
	Totals	34.00		50.38

2013-14 Base Salary	Extended Days	Extra Duty #1	Extra Duty #1	Extra Duty #2	Extra Duty #2	Extra Duty #3
\$31,775		Flags	\$763			
\$31,775		EL Quiz Bowl	\$398			
\$31,775		MS Quizi Bowl	\$318	HS Quiz Bowl	\$318	Invent Convt
\$31,775						
\$31,775						
\$31,775		MSVB Asst	\$795	MS GTrk	\$1,589	
\$31,775		Mentor	\$500			
\$31,775		Jr Class Spon	\$763	oss of Plan (DI	\$2,000	
\$31,775		Sen Class Spo	\$318	Mentor	\$500	
\$31,775		Inst Music	\$1,907	Head Speech	\$2,542	
\$31,775	\$3,178	NHS	\$1,097	Jr Class Spon	\$731	MS FPS
\$31,775		Ath Trainer	\$1,500			
\$31,775		HSFB Asst	\$2,193	HSWR Head	\$3,813	MS BTrk
\$31,775		HS GTrk	\$3,337	CC Head	\$2,542	
\$31,775		BBB Head	\$3,178	Stu Council	\$1,271	
\$31,775						
\$31,775		Teammates	\$1,748			
\$31,775		Teammates	\$1,589	HS FPS	\$1,192	MS GBB, Head
\$31,775		Science Fair	\$1,271	Cheer	\$794	
\$31,775		MS GBB, Asst	\$636			
\$31,775		Cheerleading	\$795			
\$31,775		FCCLA	\$1,271			
\$31,775		VB Head	\$3,178	GTrk, Asst	\$1,589	
\$31,775	\$11,122	FFA	\$4,767			
\$31,775		MS VB, Head	\$1,399	Golf, Head	\$2,670	Sum Weights
\$31,775						
\$31,775						
\$31,775		One Act, Head	\$2,670	Annual Sponso	\$700	
\$31,775		GBB HS, Asst	\$2,193			
\$31,775	\$3,942					
\$31,775		Mentor	\$500			
\$31,775		HSFB, Asst	\$1,907	HSBtk, Head	\$3,178	Sen Class Spo
\$31,775		HSFB, Head	\$3,972	MSFB, Head	\$1,589	Sum Weights
\$31,775	\$1,366	MS BBB, Head	\$1,589	Jr Class Spon	\$763	Mentor

Extra Duty #3	Extra Duty #4	Extra Duty #4	Extra Duty #5	Extra Duty #5	Insurance (\$75 Annually)	Long Term Disability (.006)
					\$75	\$308
					\$75	\$355
\$334	Mentor	\$500			\$75	\$297
					\$75	\$280
					\$75	\$303
					\$75	\$342
					\$75	\$356
					\$75	\$362
					\$75	\$255
					\$75	\$217
\$795	EL FPS	\$795			\$75	\$392
					\$75	\$238
\$1,335					\$75	\$309
					\$75	\$285
					\$75	\$217
					\$75	\$191
					\$75	\$363
\$1,589	Mentor	\$500			\$75	\$382
					\$75	\$203
					\$75	\$349
					\$75	\$279
					\$75	\$267
					\$75	\$229
					\$75	\$448
\$1,589	MS BBB, Asst	\$636			\$75	\$284
					\$75	\$353
					\$75	\$303
					\$75	\$268
					\$75	\$295
					\$75	\$315
					\$75	\$306
\$318	Mentor	\$500			\$75	\$249
\$1,589	JH AD	\$1,500	BTrk, HS Asst	\$1,828	\$75	\$326
\$500					\$75	\$328
					\$5,811	\$10,254

Salary Cost	Total Salary Cost	Health/Dental Insurance	FICA	Retirement	Total Compensation
\$50,522	\$51,285	\$12,906	\$3,923	\$5,067	\$73,564
\$58,784	\$59,182	\$12,906	\$4,527	\$5,847	\$82,892
\$47,980	\$49,450	\$17,227	\$3,783	\$4,886	\$75,718
\$46,709	\$46,709	\$6,302	\$3,573	\$4,615	\$61,555
\$50,522	\$50,522	\$12,906	\$3,865	\$4,992	\$72,663
\$54,653	\$57,037	\$17,227	\$4,363	\$5,635	\$84,680
\$58,784	\$59,284	\$12,906	\$4,535	\$5,857	\$83,013
\$57,513	\$60,276	\$12,906	\$4,611	\$5,955	\$84,185
\$41,625	\$42,443	\$17,227	\$3,247	\$4,193	\$67,440
\$31,775	\$36,224	\$6,302	\$2,771	\$3,579	\$49,168
\$58,784	\$65,380	\$17,227	\$5,002	\$6,460	\$94,535
\$38,130	\$39,630	\$298	\$3,032	\$3,915	\$47,188
\$44,167	\$51,508	\$17,227	\$3,940	\$5,089	\$78,149
\$41,625	\$47,504	\$12,906	\$3,634	\$4,693	\$69,098
\$31,775	\$36,224	\$6,302	\$2,771	\$3,579	\$49,168
\$31,775	\$31,775	\$12,906	\$2,431	\$3,139	\$50,517
\$58,784	\$60,532	\$17,227	\$4,631	\$5,981	\$88,808
\$58,784	\$63,654	\$17,227	\$4,870	\$6,289	\$92,496
\$31,775	\$33,840	\$12,906	\$2,589	\$3,343	\$52,956
\$57,513	\$58,149	\$17,227	\$4,448	\$5,745	\$85,993
\$45,756	\$46,551	\$298	\$3,561	\$4,599	\$55,364
\$43,214	\$44,485	\$17,227	\$3,403	\$4,395	\$69,852
\$33,364	\$38,131	\$12,906	\$2,917	\$3,767	\$58,025
\$58,784	\$74,673	\$17,227	\$5,712	\$7,378	\$105,513
\$40,990	\$47,284	\$6,302	\$3,617	\$4,672	\$62,233
\$58,784	\$58,784	\$17,227	\$4,497	\$5,808	\$86,743
\$50,522	\$50,522	\$12,906	\$3,865	\$4,992	\$72,663
\$41,308	\$44,678	\$12,906	\$3,418	\$4,414	\$65,759
\$47,027	\$49,220	\$6,302	\$3,765	\$4,863	\$64,521
\$48,616	\$52,558	\$17,227	\$4,021	\$5,193	\$79,388
\$50,522	\$51,022	\$17,227	\$3,903	\$5,041	\$77,575
\$35,588	\$41,491	\$6,302	\$3,174	\$4,099	\$55,390
\$43,850	\$54,328	\$17,227	\$4,156	\$5,368	\$81,479
\$50,522	\$54,740	\$12,906	\$4,188	\$5,408	\$77,646
\$1,600,825	\$1,709,074	\$434,458	\$130,744	\$168,856	\$2,459,197

Total \$2,455,937

Name	Position	FTE	Insurance Type
Grube, Angie	Para	1	None
Fries, Diana	Para-Sped	1	None
Ignowski, Norma	Para-Sped	1	None
Jackson, Beverly	Para-Sped	1	None
James, Kathy	Para-Sped	1	None
Knehans, Janet	Para-Sped	1	None
Sindt, Kelsey	Para-Sped	1	None
Shaver, Nichole	Para-Sped	1	None
Para, Elementary	Para-Sped	1	None
Schauer, Barb	Para-Sped	1	None
Lucht, Jeralynn	Pre-School Para	1	None
Drivers (Sub Activity Substitutes)	Sub Activity Drivers	1	None
James, Monica	Bookeeper	1	Spouse w/ District
Lennemann, Ingrid (Office-50%)	Office Aide	1	None
Gibson, Amber (Data Support/Tech C	Data Support	1	Family
Weiss, Jan	HS Office	1	None
Hogeland, Pat	Custodian	1	Employee/Spouse
James, Stacey (Grounds)	Grounds	1	Family
Schmidt, Chad	Custodian	1	Family
Thurman, Dean	Custodian	1	None
Drivers (Sub Route Drivers)	Sub Route Drivers	1	None
Goosic, Andy	Driver	1	None
Holmes, Gary	Driver	1	None
Holmes, Lana	Driver	1	None
James, Stacey (Bus)	Driver/Transportation Director	1	None
Loschen, Casey	Driver	1	None
Lennemann, Ingrid (Para-50%)	Para-Title I	1	None
Goebel, Mary	Head Cook & Concessions	1	Family
Lennemann, Jennifer (Fah Bislow)	Cook Aide	1	None
Randall, Candi	Cook Aide	1	None
Wagoner, Carla	Cook Aide	1	None

Coding	Life Insurance (\$75 Anually)	Long Term Disability (.006)	Health/Dental Insurance	Salary	FICA	Retirement
1100-140-1	75\$	\$115		\$19,200	\$1,469	\$1,897
1200-140-1	75\$	\$82		\$13,650	\$1,044	\$1,349
1200-140-1	75\$	\$82		\$13,650	\$1,044	\$1,349
1200-140-1	75\$	\$118		\$19,600	\$1,499	\$1,936
1200-140-1	75\$	\$98		\$16,300	\$1,247	\$1,610
1200-140-1	75\$	\$87		\$14,450	\$1,105	\$1,428
1200-140-1	75\$	\$97		\$16,100	\$1,232	\$1,591
1200-140-2	75\$	\$103		\$17,100	\$1,308	\$1,689
1200-140-2	75\$	\$80		\$13,250	\$1,014	\$1,309
1200-140-2	75\$	\$109		\$18,100	\$1,385	\$1,788
1240-140-0	75\$	\$83		\$13,750	\$1,052	\$1,359
2190-140	75\$	\$90		\$15,000	\$1,148	\$1,482
2320-140	75\$	\$264	\$270	\$44,000	\$3,366	\$4,347
2320-140	75\$	\$68		\$11,250	\$861	\$1,112
2320-140	75\$	\$252	\$17,227	\$42,000	\$3,213	\$4,150
2410-140	75\$	\$151		\$25,100	\$1,920	\$2,480
2610-140	75\$	\$174	\$12,906	\$29,000	\$2,219	\$2,865
2610-140	75\$	\$200	\$17,227	\$33,250	\$2,544	\$3,285
2610-140	75\$	\$180	\$17,227	\$30,000	\$2,295	\$2,964
2610-140	75\$	\$90		\$15,000	\$1,148	\$1,482
2750-140	75\$	\$120		\$20,000	\$1,530	\$1,976
2750-140	75\$	\$77		\$12,800	\$979	\$1,265
2750-140	75\$	\$77		\$12,800	\$979	\$1,265
2750-140	75\$	\$77		\$12,800	\$979	\$1,265
2750-140	75\$	\$77		\$12,800	\$979	\$1,265
2750-140	75\$	\$77		\$12,800	\$979	\$1,265
4200-140	75\$	\$68		\$11,250	\$861	\$1,112
9001-140	75\$	\$142	\$17,227	\$23,650	\$1,809	\$2,337
9001-140	75\$	\$65		\$10,750	\$822	\$1,062
9001-140	75\$	\$80		\$13,300	\$1,017	\$1,314
9001-140	75\$	\$100		\$16,650	\$1,274	\$1,645

Total

Total Cost
\$22,681
\$16,125
\$16,125
\$23,153
\$19,255
\$17,070
\$19,019
\$20,200
\$15,652
\$21,382
\$16,243
\$17,720
\$52,247
\$13,290
\$66,842
\$29,651
\$47,164
\$56,505
\$52,666
\$17,720
\$23,626
\$15,121
\$15,121
\$15,121
\$15,121
\$15,121
\$13,290
\$45,165
\$12,699
\$15,711
\$19,669

\$766,470.16

Name	Position
<i>Summer School Teachers/Paras-Preschool & Elementary</i>	
Corr, Casy	Summer Pre-School Teacher
Hoffman, Lacey	Summer Elementary Teacher
James, Cortney	Summer Elementary Teacher
Lucht, Jeralynn	Summer Pre-School Aide
<i>Summer Office Assistants</i>	
Lennemann, Ingrid	Summer Office Aide
Schauer, Barb	Summer Office Aide
<i>Summer Custodial & Grounds Student Assistants</i>	
Student #1-Custodial	Summer Student Help
Student #2-Custodial	Summer Student Help
Student #1-Grounds	Summer Student Help
Student #2-Grounds	Summer Student Help

FTE	Insurance Type	Coding	Insurance (\$75 Annually)	Long Term Disability (.006)	Health/Dental Insurance	Salary
1	None	1190-110-0	\$75	\$10	None	\$1,600
1	None	1100-110-1	\$75	\$9	None	\$1,500
1	None	1100-110-1	\$75	\$9	None	\$1,500
1	None	1240-140-0	\$75	\$6	None	\$1,000
1	None	2320-140	\$75	\$15	None	\$2,500
1	None	2320-140	\$75	\$15	None	\$2,500
1	None	2610-140	\$0	\$17	None	\$2,800
1	None	2610-140	\$0	\$17	None	\$2,800
1	None	2610-140	\$0	\$17	None	\$2,800
1	None	2610-140	\$0	\$17	None	\$2,800

FICA	Retirement	Total Cost
\$122	\$158	\$1,965
\$115	\$148	\$1,847
\$115	\$148	\$1,847
\$77	\$99	\$1,256
\$191	\$247	\$3,028
\$191	\$247	\$3,028
\$214	\$277	\$3,308
\$214	\$277	\$3,308
\$214	\$277	\$3,308
\$214	\$277	\$3,308

Total \$26,202.34

Name	Position	Coding	Salary	FICA
Chase Bislow	HSBB Asst	1100-140-2	\$1,910	\$146.12
Merle Dorn	HSGB Asst	1100-140-2	\$3,200	\$146.12
Jeff Hill	MSFB Asst	1100-140-2	\$0	\$244.80
Simon James	HS WR Asst	1100-140-2	\$1,350	\$0.00
Simon James	MS WR Head	1100-140-2	\$2,050	\$103.28
Kelen Kahrs	HSFB Asst	1100-140-2	\$1,950	\$156.83
Kelsey Sindt	HSVB Asst	1100-140-2	\$2,050	\$149.18

Total

Total Cost
\$2,056.12
\$3,346.12
\$244.80
\$1,350.00
\$2,153.28
\$2,106.83
\$2,199.18

\$13,456.31

Coding	Position Description	Name	FTE	Insurance Type	Index	Base Salary
2410-110-1	Pre-K-6th Principal	Kahrs, Shelley	1	F	1.00	\$84,000
2410-110-2	7-12 Principal/AD	Boettcher, Ada	1	F	1.00	\$83,000
2320-105-0	Superintendent	Schroeder, Ke	1	F	1.00	\$113,500

Insurance (\$75 Annually)	Long Term Disability (.006)	Health/Dental Insurance	Salary	FICA	Retirement	Total Cost
\$75	\$504	\$19,750	\$84,000	\$6,426.00	\$8,299.20	\$119,054.20
\$75	\$498	\$19,750	\$83,000	\$6,349.50	\$8,200.40	\$117,872.90
\$75	\$681	\$19,750	\$113,500	\$8,682.75	\$11,213.80	\$153,902.55

Total \$390,829.65

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

DATE	GF SUPPORT	TRAVEL	FEES	SUPPLIES
	5-Sep Superior - travel	78.00		
	12-Sep Fairbury - travel	147.00		
	16-Sep Alma - travel	36.00		
	28-Sep Minden - travel	42.00		
	30-Sep UNK - travel	75.00		
	3-Oct Deshler -travel	105.00		
	10-Oct McCool Junction- travel	172.50		
	17-Oct Districts Arapahoe travel	90.00		
SEPT	Sept CC entries		390.00	
	19-Sep CC ribbons			69.99
	25-Oct State CC- Kearney	75.00		
		75.00	390.00	69.99

534.99

DATE	GF SUPPORT	TRAVEL
	7-Dec Shelton-bus	56.00
	7-Dec Shelton-bus driver	54.63
	17-Dec Superior- bus	52.00
	17-Dec Superior- bus driver	50.32
	20-Dec Deshler- bus	70.00
	20-Dec Deshler- bus driver	48.88
	18-Jan Blue Hill - bus	44.00
	18-Jan Blue Hill - driver	43.13
	24-Jan Kenesaw - bus	47.00
	24-Jan Kenesaw - driver	47.44
	31-Jan Wil- Hill -bus	30.00
	31-Jan Wil-Hill -driver	47.44
	11-Feb N Valley - bus	50.00
	11-Feb N Valley - driver	41.69
	21-Feb BBB - Red Cloud-bus	46.00
	21-Feb BBB- RC - driver	57.50
	24-Feb BBB-Sub Dist- bus	56.00
	24-Feb BBB -Sub Dist -driver	57.50
		899.53

DATE	GF SUPPORT	TRAVEL
	7-Dec Shelton-bus	56.00
	7-Dec Shelton-bus driver	54.63
	17-Dec Superior- bus	52.00
	17-Dec Superior- bus driver	50.32
	20-Dec Deshler- bus	70.00
	20-Dec Deshler- bus driver	48.88
	18-Jan Blue Hill - bus	44.00
	18-Jan Blue Hill - driver	43.13
	24-Jan Kenesaw - bus	47.00
	24-Jan Kenesaw - driver	47.44
	31-Jan Wil- Hill -bus	30.00
	31-Jan Wil-Hill -driver	47.44
	4-Feb TVC -GBB	168.00
	11-Feb N Valley - bus	50.00
	11-Feb N Valley - driver	41.69
	17-Feb GBB Dist - bus	56.00
	17-Feb GBB Dist - driver	54.63
June	Maywood Camp	366.00
June	Sandy Creek	234
		1561.16

DATE	GF SUPPORT	TRAVEL	FEES	OFFICIALS	SUPPLIES
30-Aug	FB-Arapahoe	120.00			
30-Aug	FB-Arapahoe driver	86.25			
30-Aug	FB-Arapahoe-xtr van	90.00			
13-Sep	JV FB -Alma	48.00			
13-Sep	HS FB -Alma bus driver	63.25			
13-Sep	FB-Alma -xtr van	36.00			
19-Sep	Officials Flags				31.96
23-Sep	JV FB - RC bus driver	54.63			
23-Sep	JV FB - RC bus	46.00			
SEPT	Sept Officials			1130.00	
4-Oct	FB- Heartland -van	159.00			
4-Oct	FB- Heartland -bus driver	112.13			
4-Oct	FB- Heartland -bus	212.00			
7-Oct	JVFB-Shelton bus	112.00			
7-Oct	JVFB-Shelton bus driver	46.00			
18-Oct	FB- Harvard- van	114.00			
18-Oct	FB- Harvard- bus	152.00			
18-Oct	FB- Harvard- bus driver	106.38			
22-Oct	JVFB- Axtell driver	69.00			
22-Oct	JVFB- Axtell bus	76.00			
9-Dec	JVFB- T Tarman	41.81			
31-Oct	Hemmingford-Playoff	672.00			
31-Oct	Hemmingford-Driver	268.82			
June	Red Cloud FB camp	34.50			
		2719.77	0.00	1130.00	31.96

DATE	GF SUPPORT	TRAVEL
	2-May Cambridge - van	111.00
	8-May Elwood - van	
	16-Apr Red Cloud -van	34.50
	22-Apr Alma - van	34.50
	1-May Hastings - van	90.00
	8-May TVC Hastings- van	90.00
	15-May Grand Island - van	135.00
		495.00

DATE	GF SUPPORT	TRAVEL
1-Apr	Kenesaw - bus	94.00
	Kenesaw-driver	63.25
	Kenesaw -van	35.25
8-Apr	Red Cloud -bus	46.00
	Red Cloud -driver	46.00
23-Apr	Arapahoe - bus	120.00
3-May	Kenesaw-bus TVC	188.00
	Kenesaw-driver TVC	
8-May	Alma - bus	48.00
15-May	Dist - Hershey -bus	320.00
	Dist -Hershey-driver	81.94
		1042.44

DATE	GF SUPPORT	TRAVEL
1-Apr	Kenesaw - bus	94.00
	Kenesaw-driver	63.25
	Kenesaw -van	35.25
8-Apr	Red Cloud -bus	46.00
	Red Cloud -driver	46.00
23-Apr	Arapahoe - bus	120.00
3-May	Kenesaw-bus TVC	188.00
	Kenesaw-driver TVC	
8-May	Alma - bus	48.00
15-May	Dist - Hershey -bus	320.00
	Dist -Hershey-driver	81.94
		1042.44

DATE	GF SUPPORT	TRAVEL	FEES	OFFICIALS	SUPPLIES
5-Sep	VB-Shelton	112.00			
5-Sep	VB-Shelton driver	103.50			
9-Sep	Coaches Clinic/travel				
9-Sep	RC- Cteam entry		50.00		
10-Sep	VB- Elm Creek	134.00			
10-Sep	VB- Elm Creek driver	77.63			
12-Sep	VB-Blue Hill	88.00			
12-Sep	VB-Blue Hill driver	51.75			
14-Sep	JVVB- van Red Cloud	34.50			
19-Sep	VB-Deshler	140.00			
19-Sep	VB-Deshler driver	74.75			
24-Sep	VB-Loomis	106.00			
24-Sep	VB-Loomis driver	80.50			
SEPT	Sept Officials			200.00	
8-Oct	VB- Bertrand	120.00			
8-Oct	VB- Bertrand-driver	60.38			
15-Oct	VB -Bladen	70.00			
15-Oct	VB -Bladen-driver	60.38			
19-Oct	TVC-VB- 2 vans	132.00			
4-Nov	Districts Minden -bus	60.00			
4-Nov	Dist - bus driver	54.63			
June-July	Smith Center -league	336.00			
		1896.02	50.00	200.00	0.00

CLINICS

291.92

291.92

2437.94

DATE	GF SUPPORT	TRAVEL	MEALS
6-Dec	Ravenna - 2 vans	210.00	
13-Dec	S Valley - 2 vans	135.00	
21-Dec	Cambridge -2 vans	222.00	
17-Jan	Minden- 2 vans	84.00	
18-Jan	Gibbon -2vans	150.00	
23-Jan	Kenesaw -2 vans	141.00	
1-Feb	Southwest -2	69.00	
8-Feb	Southwest -2 vans	240.00	
12-Feb	WR Dist meals		1600.00
Feb 12-14	Dist Wrestling-DeWitt	423.00	
18-Feb	WR State meals		980.00
Feb 19-22	State WR -2 Vans	712.00	
10-Mar	State Rooms	1699.82	
2/18/2014	WR Dist meals ret'd		(1220.19)
2/24/2014	WR State meals ret'd		(432.14)
3/20/2014	Chase -Dist Rooms	1162.00	
		5247.82	927.67
			6175.49

DATE	GF SUPPORT	AMOUNT

DATE	GF SUPPORT	TRAVEL	FEES	GF Support
9-Sep	H of H Parade -entry		75.00	
4-Oct	H of H Parade-van	135.00		
4-Oct	Van Driver	35.72		
5-Oct	H of H Parade -bus	180.00		
5-Oct	H of H Parade- driver	103.50		
12-Oct	Minden parade-2 bus	112.00		
12-Oct	Minden Parade- 2 drivers	169.63		
18-Oct	Gate Fees- Minden Parade		12.00	
6-Nov	Honor Band		75.00	
13-Nov	GF Support Band Trip			3000.00
6-Dec	Visa-Honor Band lodging	308.80		
11-Dec	Kearney - van	37.50		
7-Dec	Tuba Choral-Krny-van	75.00		
5-Nov	Athol, KS - bus	50.00		
11-Dec	Merryman-Krny- bus	50.00		
13-Jan	Kearney High- Honor Band		50.00	
6-Dec	ITEA fees		80.00	
3/20/2014	Brian Alber TVC clinician		306.00	
3/20/2014	District Music Fees		245.00	
24-Apr	Dist Music -Alma	96.00		
25-Apr	Dist Music - BH - bus	176.00		
	Dist Music - BH - driver	83.38		
		1612.53	843.00	3000.00

5455.53

DATE	GF SUPPORT	TRAVEL	ENTRIES	Uniforms
30-Aug	FB-Arapahoe	90.00		
12-Sep	VB-Blue Hill	66.00		
13-Sep	FB-Alma	36.00		
19-Sep	VB- Deshler	105.00		
4-Oct	FB-Heartland	159.00		
8-Oct	VB- Bertrand	90.00		
15-Oct	VB- Bladen	52.50		
18-Oct	FB-Harvard	114.00		
16-Oct	VB-Blue Hill	66.00		
19-Oct	VB - TVC BI Hill	66.00		
4-Nov	Dist VB- Minden	42.00		
7-Dec	Shelton BB	84.00		
17-Dec	Superior - BB	78.00		
20-Dec	Deshler - BB	105.00		
14-Jan	Red Cloud GBB	34.50		
18-Jan	Gibbon WR	75.00		
23-Jan	Kenesaw -WR	70.50		
24-Jan	Kenesaw- GBBB	70.50		
28-Jan	Thunder Ridge -GBBB	52.50		
31-Jan	Wil-Hil- GBBB	45.00		
1-Feb	TVC - BB	75.00		
11-Feb	N Valley -GBBB	75.00		
17-Feb	GBB Sub Dist Minden	42.00		
17-Feb	GBB Sub Dist Minden		16.00	
21-Feb	BBB -Red Cloud	34.50		
24-Feb	BBB Sub Dist Minden			
24-Feb	BBB Sub Dist Minden	42.00	32.00	
2/28/2014	BBB Sub Dist ret'd		(4.00)	
5/21/2014	GF support -uniforms			1000.00
		1770.00	44.00	1000.00

2814.00

DATE	GF SUPPORT	TRAVEL	GF TRANSFE
	22-Oct UNK - bus	100.00	
	22-Oct UNK - driver	97.75	
10/17/2013	GF XFER- NAT'L CONV		1000.00
	19-Nov GF Per Diem Nat'l Conv		1800.00
11/22-11/24	Nat'l Convention	1410.00	
	27-Jan FCCLA- Star	95.00	
	27-Jan Loup City - driver	120.75	
	18-Mar FCCLA- Hastings- bus	120.00	
	18-Mar FCCLA- Hastings- bus driver	106.38	
	6-Apr State Rooms	474.00	
	State Meals	416.00	
	State Meals - ret'd	(100.48)	
	State - vans	255.00	
4/14/2014	State Parking Fees	12.00	
July	Van Kearney - Natl FCCLA	75.00	
		3181.40	2800.00

ER

5981.40

DATE	GF SUPPORT	TRAVEL	FEES	Supplies
	9-Sep State Fair		8.00	
	14-Oct CCC - entries	32.00		
	14-Oct Impact Workshop		20.00	
8/30-9/2	State Fair	135.00		
	11-Sep Husker Harvest Days- 2 vans	270.00		
	2-Oct Land Judging - McCook bus	200.00		
	2-Oct Land Judging - driver	117.88		
	14-Oct Smith Center - Supper	64.00		
	14-Oct Smith Center - driver	31.63		
#####	GF XFER -Nat'l Convention			
	Dist Livestock Judging-2 vans			
#####	Hastings	180.00		
	28-Oct GF meal per diem Nat'l Conv			
	unused monies returned			
	11-Nov Ne State Fair Div- tags			108.00
	23-Oct State Land Judging-1 van			
Oct	Nat'l Convention to Kearney	300.00		
1/24/2014	Aurora LSE - bus	97.00		
	24-Jan Aurora LSE - driver	116.96		
	1-Feb Interviews- State Farmer	90.00		
	5-Feb FFA - Hastings	90.00		
	14-Feb FFA -Holdrege - van	67.50		
	14-Feb FFA -Holdrege - van driver	51.75		
	12-Mar FFA -Dist CDE- bus	120.00		
	12-Mar FFA -Dist CDE- bus driver	107.41		
	28-Mar FFA -Big Apple - bus	100.00		
	28-Mar FFA -Big Apple - bus driver	69.00		
	State Rooms			
	5-Apr State Meals			
	30-Apr State Meals -ret'd			
	9-Apr State- bus	680.00		
	State -driver	497.38		
	State - van	255.00		
4/14/2014	State FFA Entries		607.00	
4/14/2014	State CDE Entries		242.00	
5/12/2014	State FFA Parking	10.00		

5/14/2014 GF support WLC	400.00
7/14/2014 Cobbler Inn- St FFA motel	1313.46
6/26/2014 FFA to Gothenburg -van	165.00
6/28/2014 FFA - Orleans ?	42.00
June MS Retreat - lake	45.00

5647.97	877.00	108.00

GF TRANSFER

4800.00

2600.00
(1146.09)

3136.00
(1159.75)

0.00

8230.16

14863.13

DATE	GF SUPPORT	TRAVEL
29-Oct	Spanish Concert-Kearney	100.00
29-Oct	Spanish Concert - driver	46.00
10-Apr	UNL foreign language	255.00
		401.00

DATE	GF SUPPORT	AMOUNT

DATE	GF SUPPORT	AMOUNT

DATE	GF SUPPORT	AMOUNT
24-Jan	STOP Presentation	44.05
22-Apr	Minden - STOP Pizza	42.00
		86.05

DATE	GF SUPPORT	TRAVEL	FEEES	
6-Nov	TVC Vocal		33.25	
11-Dec	Kearney - van	37.5		
11-Dec	Merryman-Krny- bus	50.00		
8-Jan	UNK- Honor Choir	25		
3/20/2014	District Music Fees		120.00	
		112.50	153.25	265.75

DATE	GF SUPPORT	TRAVEL	FEES	UTILITIES	REPAIRS
15-Sep	Source Gas			34.84	
16-Oct	Source Gas			139.02	
31-Oct	Source Gas			354.04	
30-Nov	Source Gas			450.61	
31-Dec	Source Gas			784.67	
31-Jan	Source Gas			773.23	
3/10/2014	Bill's Electric				40.00
3/10/2014	Source Gas -repairs				507.75
3/10/2014	Source Gas			735.30	
4/14/2014	Source Gas			581.89	
5/12/2014	Source Gas			338.74	
6/9/2014	Source Gas			178.8	
7/14/2014	Source Gas			43.89	
				4415.03	547.75

4962.78

DATE	GF SUPPORT	TRAVEL	FEEs	UTILITIES	
9-Dec	VEX Robotics	67.50			
9-Dec	VEX Robotics -fees		30.00		
		67.50	30.00		97.50

DATE

GF SUPPORT

TRAVEL

FEES

UTILITIES

DATE	GF SUPPORT	TRAVEL-Drama	Travel - Speech
19-Dec	One Acts-Harvard	152.00	
19-Dec	One Act -driver	149.50	
4-Dec	Dist One Act Bartley	172.00	
4-Dec	Dist One Act Bartley-driver	109.25	
18-Jan	Deshler- driver		146.63
18-Jan	Deshler - bus		140.00
18-Jan	Deshler- van		105.00
25-Jan	Hastings -Speech		123.63
25-Jan	Hastings - bus		120.00
15-Feb	Minden - speech -bus		56.00
15-Feb	Minden-speech-driver		129.38
22-Feb	Sutton-speech -bus		180.00
22-Feb	Sutton-speech-driver		158.13
26-Feb	Nelson-speech-bus		110.00
26-Feb	Nelson-speech-driver		140.88
17-Mar	GICC -speech- bus		180.00
17-Mar	GICC -speech- bus driver		178.25
28-Mar	Kearney State SP-van		75.00
		582.75	1842.90

2425.65

Franklin Public Scho

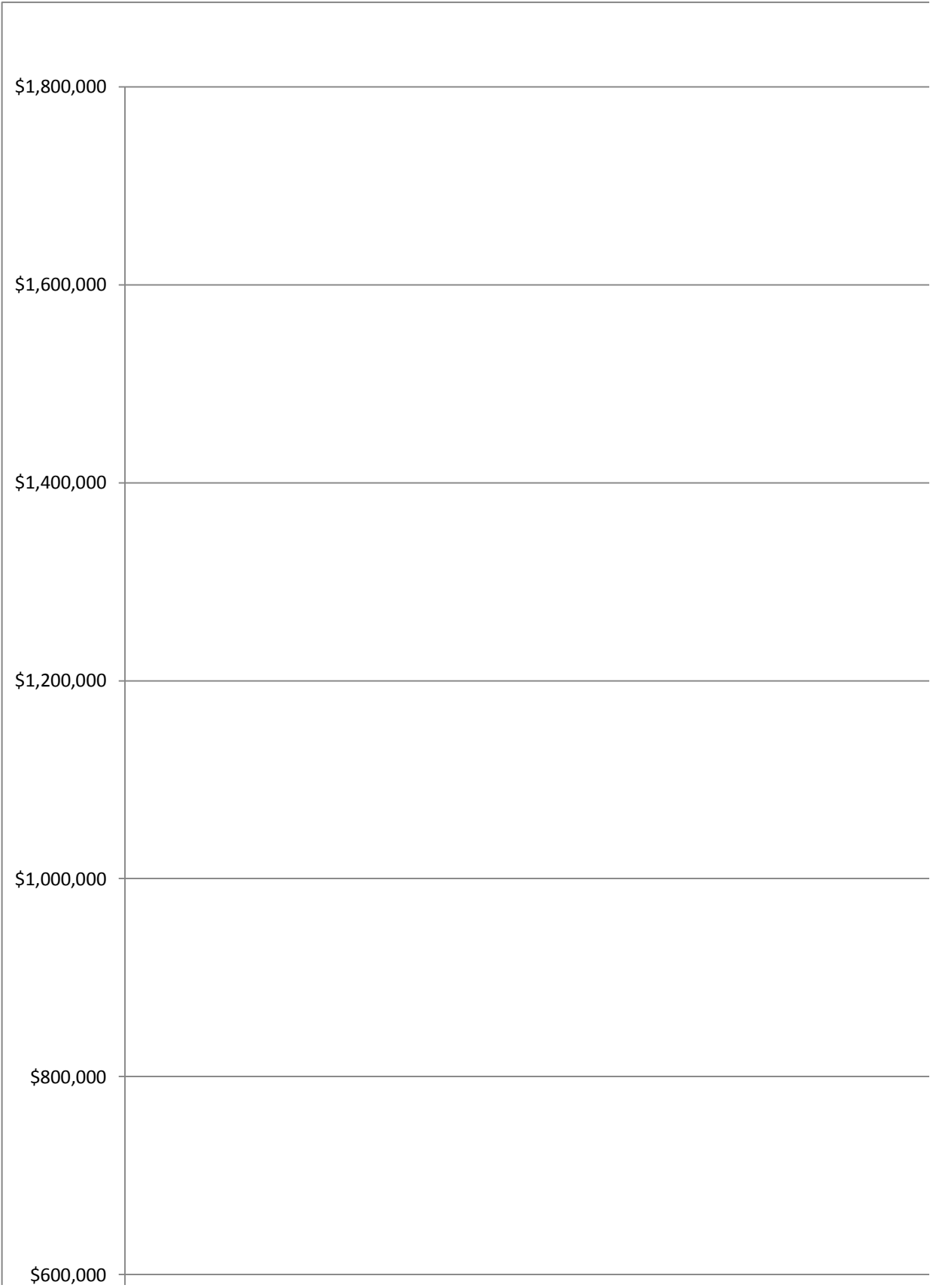
State Aid, Levy, & Cash Res

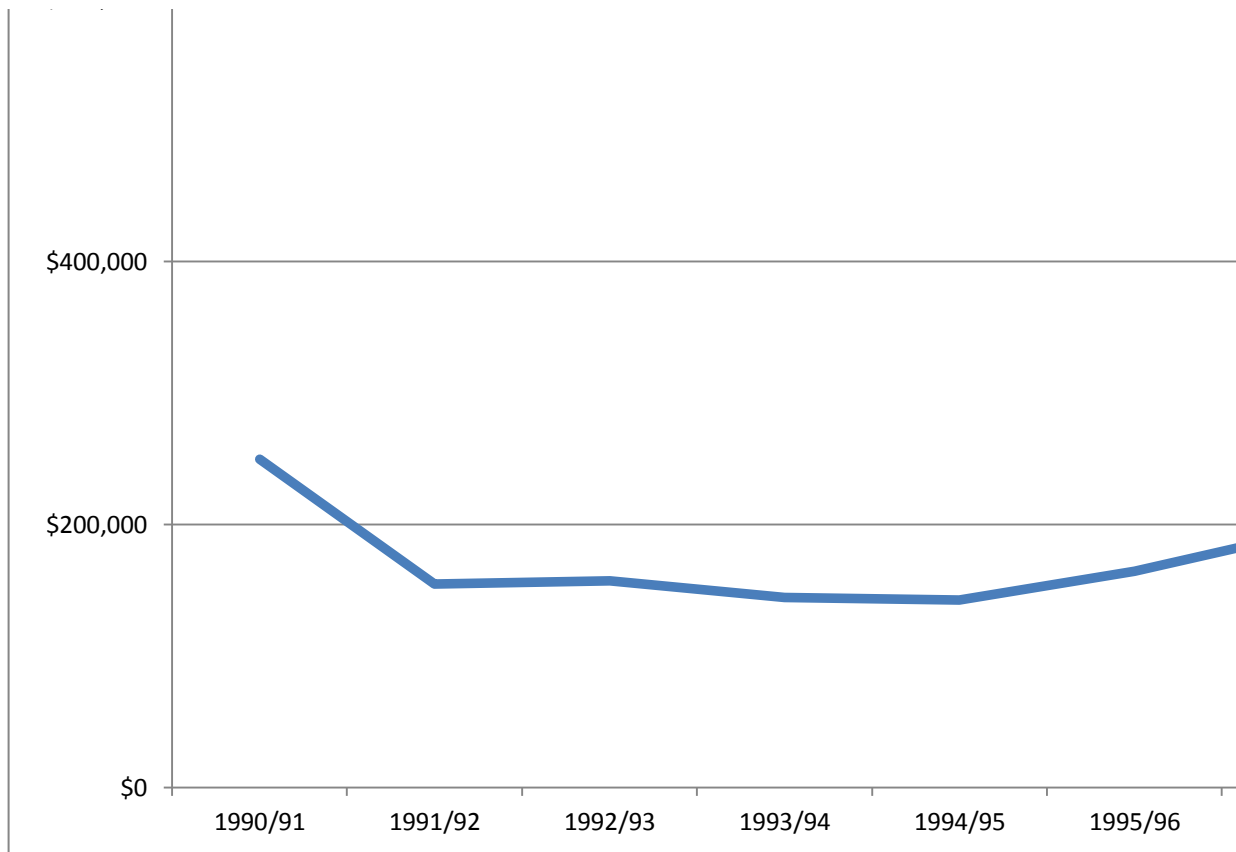
Certification Year	State Aid Paid	\$ Change from Previous Year
1990/91	\$249,782	NA
1991/92	\$154,843	\$94,939
1992/93	\$157,127	-\$2,284
1993/94	\$144,681	\$12,446
1994/95	\$142,442	\$2,239
1995/96	\$164,737	-\$22,295
1996/97	\$194,860	-\$30,122
1997/98	\$246,073	-\$51,213
1998/99	\$639,356	-\$393,283
1999/00	\$759,214	-\$119,858
2000/01	\$739,305	\$19,909
2001/02	\$1,031,003	-\$291,698
2002/03	\$963,164	\$67,839
2003/04	\$1,103,382	-\$140,218
2004/05	\$876,649	\$226,734
2005/06	\$1,154,278	-\$277,629
2006/07	\$1,326,135	-\$171,857
2007/08	\$1,360,971	-\$34,836
2008/09	\$1,267,136	\$93,836
2009/10	\$1,211,851	\$55,285
2010/11	\$1,585,749	-\$373,898
2011/12	\$1,104,818	\$480,931
2012/13	\$951,514	\$153,304
2013/14	\$1,009,488	-\$57,974
2014/15	\$568,488	\$441,000

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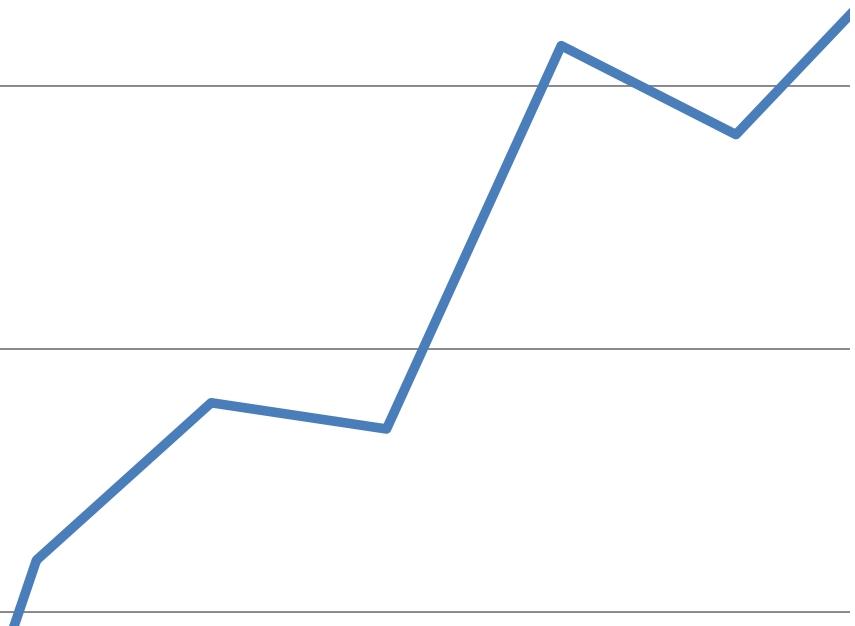
erve by Year

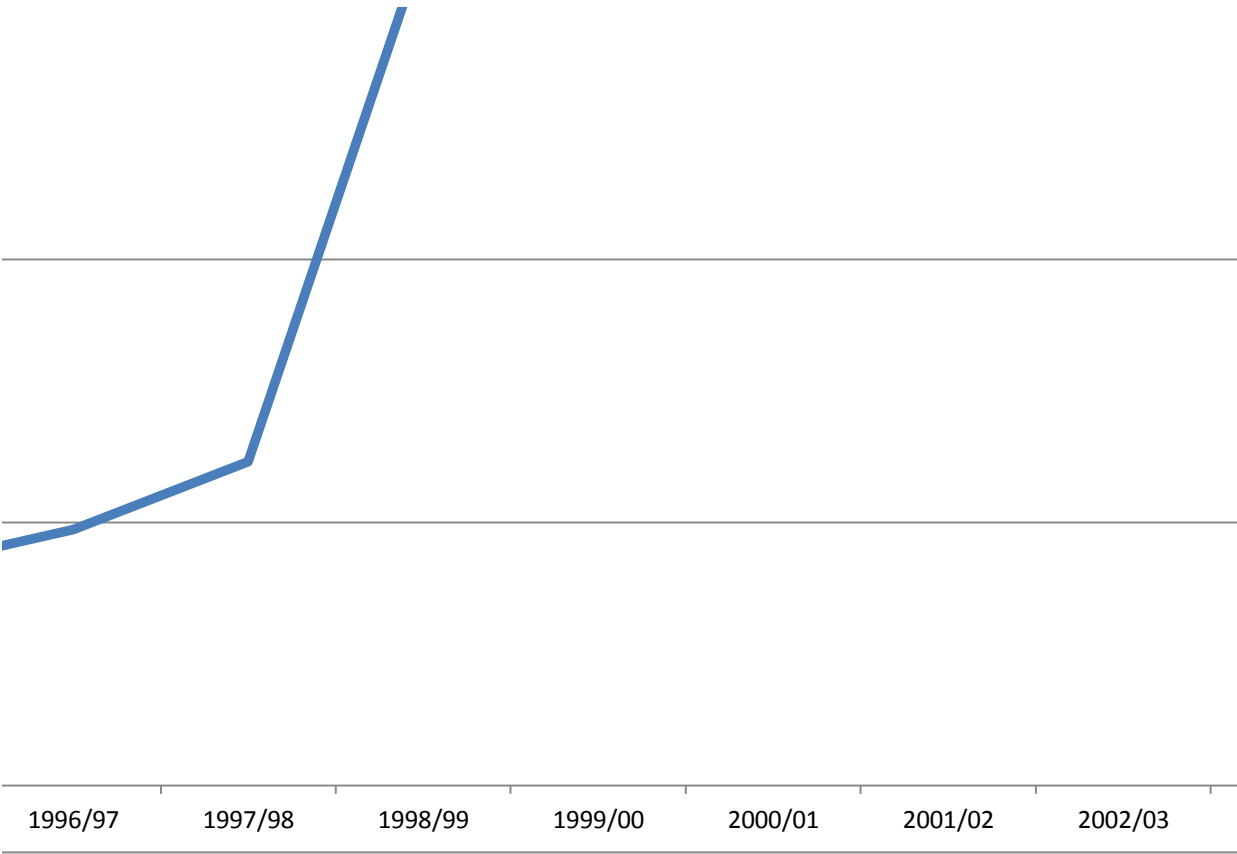
% Change from Previous Year	Audited Cash Reserve on 8-31	Levy Rate
N/A		
-38.01%		
1.47%		
-7.92%		
-1.55%		
15.65%		
18.29%		
26.28%		
159.82%		
18.75%		
-2.62%		
39.46%	\$1,950,256	0.9886
-6.58%	\$1,586,648	0.9999
14.56%	\$1,518,861	1.1054
-20.55%	\$1,392,315	1.1025
31.67%	\$1,372,198	1.0498
14.89%	\$1,879,868	1.0745
2.63%	\$2,178,123	1.0732
-6.89%	\$2,282,660	1.0569
-4.36%	\$2,269,225	1.0377
30.85%	\$2,729,200	1.0500
-30.33%	\$2,224,880	1.0489
-13.88%	\$1,914,706	1.0500
6.09%	\$2,000,000 (est.)	1.0500
-43.70%		



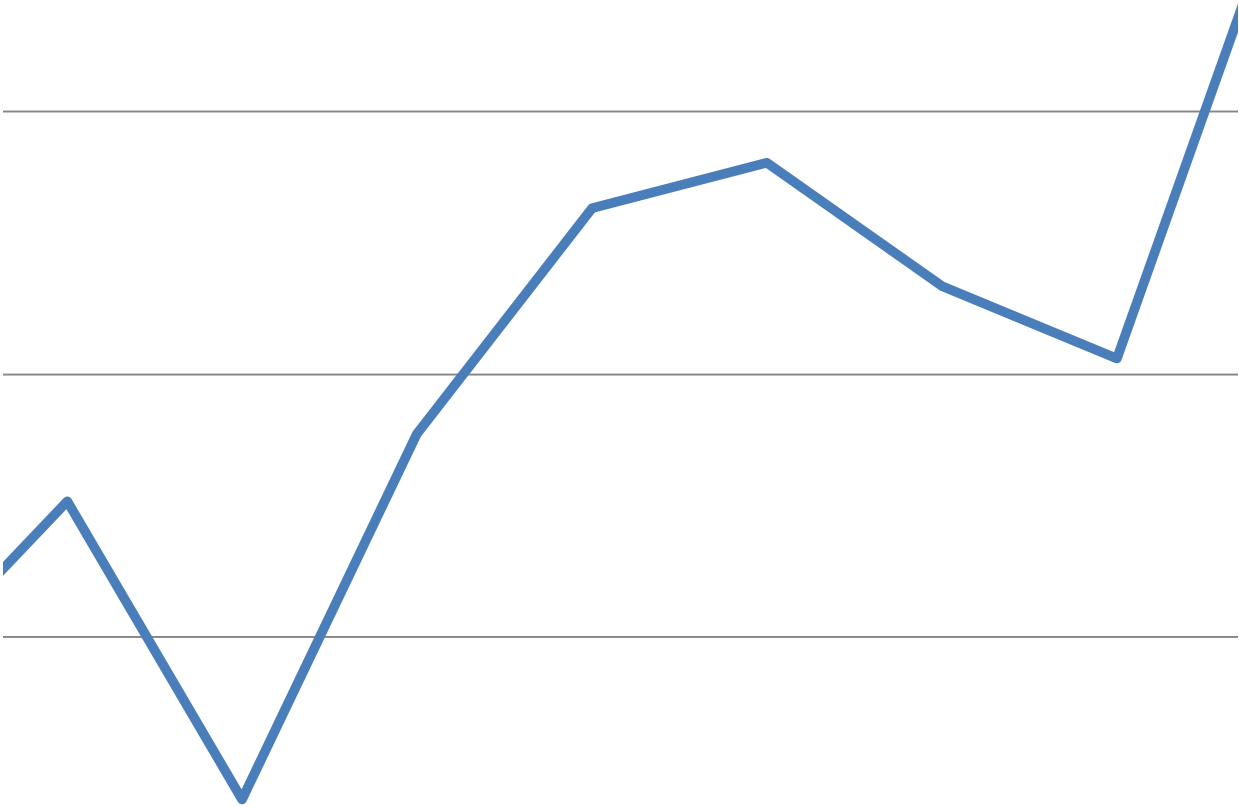


FPS State /

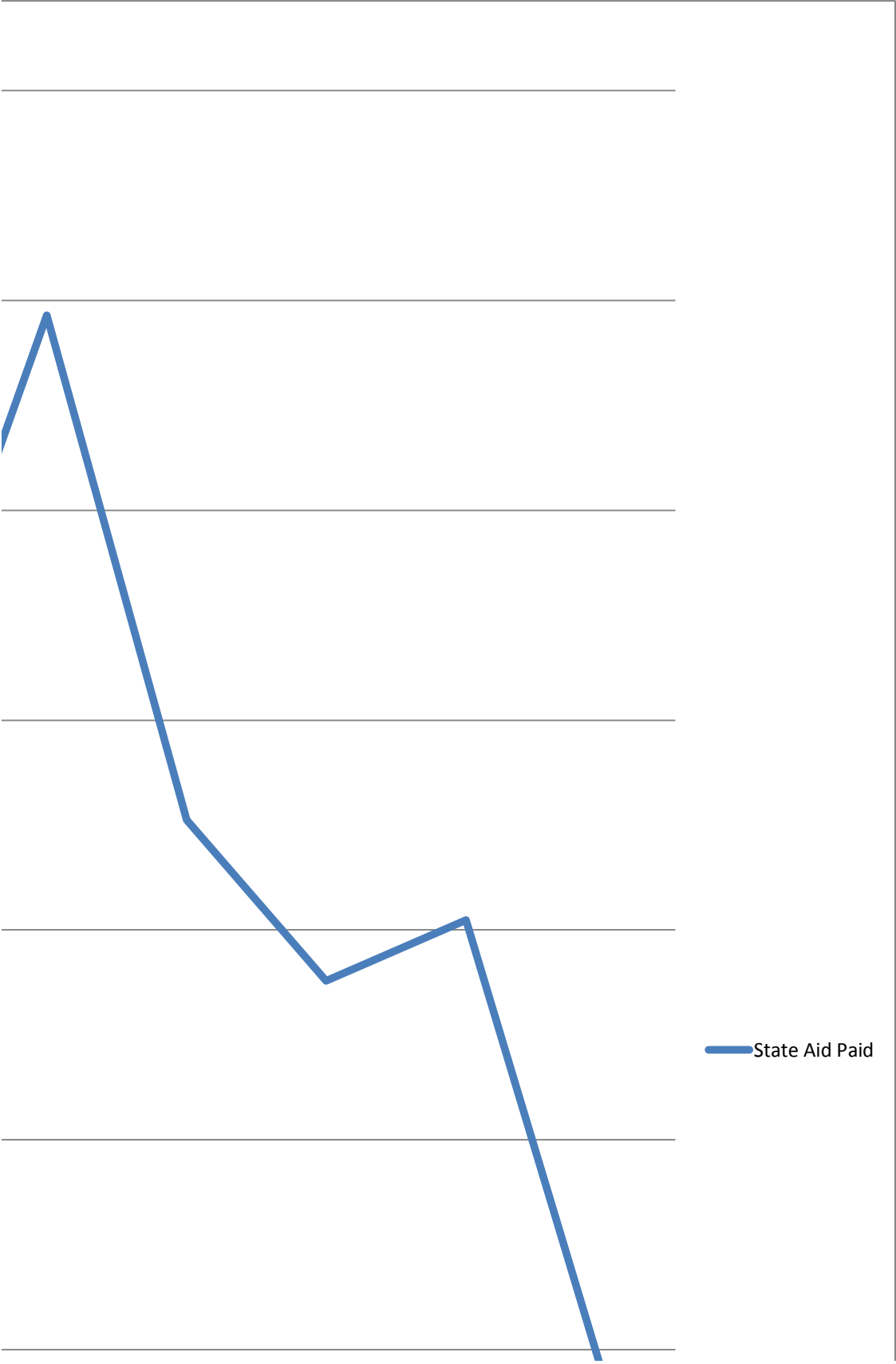




Aid Paid by Year



2003/04	2004/05	2005/06	2006/07	2007/08	2008/09	2009/10



1

2010/11

2011/12

2012/13

2013/14

2014/15

What's a Penny Worth?

Directions: Franklin Public Schools has a \$1.05 levy limit. This tool is designed to help taxpayers understand how much tax dollars each of those 105 pennies generates for the school district, based both on current district assessed valuation and estimated district assessed valuation. The district assessed valuation for the 2013-14 school year is set at \$301,864,054. Users can estimate the district assessed valuation for the 2014-15 school year and the tool will automatically generate the value of 1 "penny's worth" of tax dollars and the total amount generated by the entire \$1.05.

2013-14		
2013-2014 District Assessed Valuation	What's a penny worth?	What's a \$1.05 worth?
\$301,864,054	\$30,186	\$3,169,573

2014-2015		
Enter Estimated 2014-15 District Assessed Valuation Below	What's a penny worth?	What's a \$1.05 worth?
\$396,688,882	\$39,669	\$4,165,233

How does the levy affect me?

Directions: Property tax is calculated based on the tax (levy) rate. This tool is designed to help taxpayers understand how the total amount of tax they pay varies based on the levy rate. Users can estimate the tax rate (levy) for their assessed valuation for the 2014-15 school year, and the tool will automatically generate the estimated property tax.

Enter Estimated Levy Rate Here (ex. 1.05):	1.050000
Enter Estimated Property Value Here (ex. \$100,000):	\$100,000

Estimated 2014-15 Property Tax: \$1,050

*Note-According to Ruth, agricultural land valuations are 73% of actual market value & non-agricultural property is 97% of actual market value for the 2014-15 year.

Estimated Property Tax Increase Based on Valuation Increase from
\$301,864,054 (13/14) to \$396,688,882 (14/15) Assuming \$1.05
Levy for Both Years 2013-14 & 2014-15

Property Value 2013-14	Property Value 14-15 (31.4% Increase)	Property Tax Paid 2013-14	Property Tax Paid 2014-15	Difference
\$25,000	\$32,850	\$263	\$345	\$82
\$50,000	\$65,700	\$525	\$690	\$165
\$75,000	\$98,550	\$788	\$1,035	\$247
\$100,000	\$131,400	\$1,050	\$1,380	\$330
\$125,000	\$164,250	\$1,313	\$1,725	\$412
\$150,000	\$197,100	\$1,575	\$2,070	\$495
\$175,000	\$229,950	\$1,838	\$2,414	\$577
\$200,000	\$262,800	\$2,100	\$2,759	\$659
\$225,000	\$295,650	\$2,363	\$3,104	\$742
\$250,000	\$328,500	\$2,625	\$3,449	\$824
\$275,000	\$361,350	\$2,888	\$3,794	\$907
\$300,000	\$394,200	\$3,150	\$4,139	\$989
\$325,000	\$427,050	\$3,413	\$4,484	\$1,072
\$350,000	\$459,900	\$3,675	\$4,829	\$1,154
\$375,000	\$492,750	\$3,938	\$5,174	\$1,236
\$400,000	\$525,600	\$4,200	\$5,519	\$1,319
\$425,000	\$558,450	\$4,463	\$5,864	\$1,401
\$450,000	\$591,300	\$4,725	\$6,209	\$1,484
\$475,000	\$624,150	\$4,988	\$6,554	\$1,566
\$500,000	\$657,000	\$5,250	\$6,899	\$1,649
\$525,000	\$689,850	\$5,513	\$7,243	\$1,731
\$550,000	\$722,700	\$5,775	\$7,588	\$1,813
\$575,000	\$755,550	\$6,038	\$7,933	\$1,896
\$600,000	\$788,400	\$6,300	\$8,278	\$1,978
\$625,000	\$821,250	\$6,563	\$8,623	\$2,061
\$650,000	\$854,100	\$6,825	\$8,968	\$2,143

\$675,000	\$886,950	\$7,088	\$9,313	\$2,225
\$700,000	\$919,800	\$7,350	\$9,658	\$2,308
\$725,000	\$952,650	\$7,613	\$10,003	\$2,390
\$750,000	\$985,500	\$7,875	\$10,348	\$2,473
\$775,000	\$1,018,350	\$8,138	\$10,693	\$2,555
\$800,000	\$1,051,200	\$8,400	\$11,038	\$2,638
\$825,000	\$1,084,050	\$8,663	\$11,383	\$2,720
\$850,000	\$1,116,900	\$8,925	\$11,727	\$2,802
\$875,000	\$1,149,750	\$9,188	\$12,072	\$2,885
\$900,000	\$1,182,600	\$9,450	\$12,417	\$2,967
\$925,000	\$1,215,450	\$9,713	\$12,762	\$3,050
\$950,000	\$1,248,300	\$9,975	\$13,107	\$3,132
\$975,000	\$1,281,150	\$10,238	\$13,452	\$3,215
\$1,000,000	\$1,314,000	\$10,500	\$13,797	\$3,297

Estimated Cost Savings to Tax Payer for 2014-15 Based on Lowering Levy from \$1.05

\$1.00	Diff @\$1.00	\$0.95	Diff @ \$0.95	\$0.90	Diff @ \$0.90	\$0.85	Diff @ \$0.85
\$329	\$16	\$312	\$33	\$296	\$49	\$279	\$66
\$657	\$33	\$624	\$66	\$591	\$99	\$558	\$131
\$986	\$49	\$936	\$99	\$887	\$148	\$838	\$197
\$1,314	\$66	\$1,248	\$131	\$1,183	\$197	\$1,117	\$263
\$1,643	\$82	\$1,560	\$164	\$1,478	\$246	\$1,396	\$329
\$1,971	\$99	\$1,872	\$197	\$1,774	\$296	\$1,675	\$394
\$2,300	\$115	\$2,185	\$230	\$2,070	\$345	\$1,955	\$460
\$2,628	\$131	\$2,497	\$263	\$2,365	\$394	\$2,234	\$526
\$2,957	\$148	\$2,809	\$296	\$2,661	\$443	\$2,513	\$591
\$3,285	\$164	\$3,121	\$329	\$2,957	\$493	\$2,792	\$657
\$3,614	\$181	\$3,433	\$361	\$3,252	\$542	\$3,071	\$723
\$3,942	\$197	\$3,745	\$394	\$3,548	\$591	\$3,351	\$788
\$4,271	\$214	\$4,057	\$427	\$3,843	\$641	\$3,630	\$854
\$4,599	\$230	\$4,369	\$460	\$4,139	\$690	\$3,909	\$920
\$4,928	\$246	\$4,681	\$493	\$4,435	\$739	\$4,188	\$986
\$5,256	\$263	\$4,993	\$526	\$4,730	\$788	\$4,468	\$1,051
\$5,585	\$279	\$5,305	\$558	\$5,026	\$838	\$4,747	\$1,117
\$5,913	\$296	\$5,617	\$591	\$5,322	\$887	\$5,026	\$1,183
\$6,242	\$312	\$5,929	\$624	\$5,617	\$936	\$5,305	\$1,248
\$6,570	\$329	\$6,242	\$657	\$5,913	\$986	\$5,585	\$1,314
\$6,899	\$345	\$6,554	\$690	\$6,209	\$1,035	\$5,864	\$1,380
\$7,227	\$361	\$6,866	\$723	\$6,504	\$1,084	\$6,143	\$1,445
\$7,556	\$378	\$7,178	\$756	\$6,800	\$1,133	\$6,422	\$1,511
\$7,884	\$394	\$7,490	\$788	\$7,096	\$1,183	\$6,701	\$1,577
\$8,213	\$411	\$7,802	\$821	\$7,391	\$1,232	\$6,981	\$1,643
\$8,541	\$427	\$8,114	\$854	\$7,687	\$1,281	\$7,260	\$1,708

	\$8,870	\$443	\$8,426	\$887	\$7,983	\$1,330	\$7,539	\$1,774
	\$9,198	\$460	\$8,738	\$920	\$8,278	\$1,380	\$7,818	\$1,840
	\$9,527	\$476	\$9,050	\$953	\$8,574	\$1,429	\$8,098	\$1,905
	\$9,855	\$493	\$9,362	\$986	\$8,870	\$1,478	\$8,377	\$1,971
	\$10,184	\$509	\$9,674	\$1,018	\$9,165	\$1,528	\$8,656	\$2,037
	\$10,512	\$526	\$9,986	\$1,051	\$9,461	\$1,577	\$8,935	\$2,102
	\$10,841	\$542	\$10,298	\$1,084	\$9,756	\$1,626	\$9,214	\$2,168
	\$11,169	\$558	\$10,611	\$1,117	\$10,052	\$1,675	\$9,494	\$2,234
	\$11,498	\$575	\$10,923	\$1,150	\$10,348	\$1,725	\$9,773	\$2,300
	\$11,826	\$591	\$11,235	\$1,183	\$10,643	\$1,774	\$10,052	\$2,365
	\$12,155	\$608	\$11,547	\$1,215	\$10,939	\$1,823	\$10,331	\$2,431
	\$12,483	\$624	\$11,859	\$1,248	\$11,235	\$1,872	\$10,611	\$2,497
	\$12,812	\$641	\$12,171	\$1,281	\$11,530	\$1,922	\$10,890	\$2,562
	\$13,140	\$657	\$12,483	\$1,314	\$11,826	\$1,971	\$11,169	\$2,628

2014 Franklin School District Cens

Age	Beginning Age Range	Ending Age Range
18	7/1/95	6/30/96
17	7/1/96	6/30/97
16	7/1/97	6/30/98
15	7/1/98	6/30/99
14	7/1/99	6/30/00
13	7/1/00	6/30/01
12	7/1/01	6/30/02
11	7/1/02	6/30/03
10	7/1/03	6/30/04
9	7/1/04	6/30/05
8	7/1/05	6/30/06
7	7/1/06	6/30/07
6	7/1/07	6/30/08
5	7/1/08	6/30/09
4	7/1/2009	6/30/10
3	7/1/2010	6/30/2011
2	7/1/2011	6/30/2012
2 and under	7/1/2012	present

us Data

Number of Students
19
38
21
25
23
23
24
25
16
17
23
19
19
9
21
16
17
20

Franklin High School 2014-2015 Master Schedule (Updated 5/14/14)

Master Schedule	Time	Period 1	Period 2	Period 3	Period 4	H.S. Period 5	M.S. Period 5	ACCESS TIME	Period 6		Period 7	Period 8
	MTWR	8:00-8:49	8:51-9:40	9:42-10:31	10:33-11:22	11:24-12:13	11:55-12:45	12:47-1:07	1:09-1:58		2:00-2:49	2:51-3:40
						M.S. Lunch 11:24-11:45	H.S. Lunch 12:15-12:45					
	Friday	8:00-8:39	8:41-9:20	9:22-10:01	10:03-10:42	10:44-11:23	10:44-11:23	M.S. Lunch 11:24-11:45	M.S.11:57-12:36	H.S. Lunch	12:38-1:18	1:20-1:59
Antholz, Melody		Prep	Alternative Ed. Elem. Friday	Chorus	Alternate Education	Elementary Music	H.S. Lunch Super. (T & TH)	alt. days with Roether	Elementary Music		Middle School Chorus	Elementary Music
Anticipated Enrollment		-	2	2	2	-		-	-		22	-
Cleveland, Becky		Prep	Spanish 4	Spanish 2	Spanish 1		Spanish (Q3, Q4)		Spanish 1		Spanish 3	Spanish 2
Anticipated Enrollment		-	2	7	11	-		-	7		7	6
Einspahr, Julie		Prep	Advanced Algebra	Algebra 1	Geometry	Geometry			Calculus		Advanced Algebra	Pre-Calculus
Anticipated Enrollment		-	10	19	13	9		-	9		4	16
Guge, Janet		Art I, II,C.A., III	Art I, II,C.A., III	Art I, II,C.A., III	French 2		Art 7 (Q1, Q2) French (Q3, Q4)	Elementary Art	Elementary Art		Elementary Art	Elementary Art
Anticipated Enrollment		7	6	7	0	-		-	-		-	-
Hammer, Diana		Economics Personal	Accounting I	Accounting II	Introduction to Business		Computer Tech. 7 (Q3, Q4)		Prep		Economics Personal Finance	NSSRS Support
Anticipated Enrollment		11	4	3	1	-		-	-		18	-
Hoffman, Ryan		Elementary Support	Elementary Support	Elementary Support	Elementary Support		Academic Support		Middle School Study Hall		Middle School Study Hall	Middle School PE
Janssen, Taylor		Civics & World Geography	American Government	Prep	Psychology	American Government			American History		American History	Civics & World Geography
Anticipated Enrollment		14	15	-	4	18		-	12		13	15
Landstrom, Jayleen		Earth Science 8	Earth Science 8	Life Science 7	Life Science 7	Study Hall			Physical Science		Physical Science	Prep
Anticipated Enrollment		10	10	12	11	14		-	15		13	-
Kahrs, Shannette		Chemistry	General Biology	College Prep Biology	Physics	Anat & Phys			Science Technology		Chemistry	Prep
Anticipated Enrollment		14	4	17	17	6		-	11		1	-
Miller, Rebekah		U.S. History & Economics 8	U.S. History & Economics 8	U.S. History & Civics 7	U.S. History & Civics 7	M.S. Lunch Supervision			World History		World History	Prep
Anticipated Enrollment		10	10	11	12	-		-	4		16	-
McDowell, Theresa		Computer Applications I	Adult Living	Adult Living	Family & Consumer Sci.		Teen Living (Q1,Q2)		Prep		Food & Nutrition Child	Computer Applications I
Anticipated Enrollment		26	5	3	2	-		-	-		2	24
Price, Marcus		Alt Ed	Prep	Alternative	Guitar	Band			Middle School		5th Grade	6th Grade

Franklin High School 2014-2015 Master Schedule (Updated 5/14/14)

Trice, Marcus	Alt. Ed.	Alt. Ed Friday	Education	Education	Education			Band		Band	Band
Anticipated Enrollment	0	2	0	3	20		-	23		-	-
Rocker, Connie	Resource Math	Resource Study Hall	Academic Support	Academic Support	Academic Support			Resource Math		Academic Support	Resource Study Hall
Anticipated Enrollment	2	?	-	-	-		-	?		-	?
Rocker, Dave	Prep	Plant Science	AgriBusiness	Agricultural Science		Agriculture Ed. 7 (Q1, Q2)		Animal Science	H.S. Lunch Super. (F)	Study Hall	AgriBusiness
Anticipated Enrollment	-	7	7	15	-	-	-	10		9	6
Roether, Sara		Preparation	Elementary PE	Elementary PE	Elementary PE	H.S. Lunch Super. (M & W)	alt. days with Antholz	Elementary PE		Elementary PE	Middle School PE
Schmidt, Kathy	Pre-Algebra 7	Math 7	Pre-Algebra 8	Pre-Algebra 8	Prep			Algebra B		Algebra A	Business Math
Anticipated Enrollment	11	12	4	7	-	-	-	3		9	17
Sidman, Lynn	English 7	English 7	English 8	English 8	English 9			English 9		Prep	Creative Writing
Anticipated Enrollment	12	11	7	13	16	-	-	12		-	8
Simmons, Kelly						Career Ed. (Q1, Q2)					
Speer, Nathan	College Prep English 12	English 10	English 11	English 11	English 10			Prep		Practical English	Speech & Drama
Anticipated Enrollment	20	10	13	12	8	-	-	-		13	8
Tarman, Travis	Strength Training	Health & PE 9	Study Hall	Study Hall	Strength Training			Middle School Study Hall		Middle School Study Hall	Prep
Anticipated Enrollment	6	28	26	22	13	-	-	16		5	-
Vetter, Clark	Manufacturing Technology	Study Hall	CAD/Woods 1	Furniture		Tech. Ed. (Q3, Q4)		Construction Technology	H.S. Lunch Super. (F)	CAD/Woods 2	Prep
Anticipated Enrollment	6	11	6	2	-	-	-	14		0	-
Freshman	Sophomore		Junior		Senior		Choice				

2014-15 Staff Cost Comparison

<i>Staff Positions</i>	<i>Cost</i>
<i>Teaching</i>	<i>\$2,455,937</i>
<i>Classified</i>	<i>\$766,470</i>
<i>Summer Help</i>	<i>\$26,202</i>
<i>Community Coaches</i>	<i>\$13,456</i>
<i>Administration</i>	<i>\$390,830</i>
<i>Total Staff Cost</i>	<i>\$3,652,895</i>

Revised 6-30 @ 5:02 PM

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Salary Coding	Name	FTE	Insurance Type	Index Factor
1100-110-1 (.5) & 1100-110-2 (.5)	Antholz, Melody	1	ES	1.59
1100-110-1	Bonham, Linea	1	ES	1.85
1100-110-2	Cleveland, Becky	1	F	1.51
1190-110-0	Corr, Casy	1	E	1.47
4200-110-0	DeJonge, Dianna	1	ES	1.59
1100-110-1	Dreher, Angela	1	F	1.72
1100-110-2	Einspahr, Julie	1	ES	1.85
1100-110-1(.2) & 1100-110-2(.8)	Guge, Janet	1	ES	1.81
1100-110-2	Hammer, Diana	1	F	1.31
1100-110-1 (.2) & 1100-110-2 (.8)	Hanshaw, Doyle	1	E	1.00
2222-110 (.8) & 1310-110 (.2)	Haussermann, Renee	1	F	1.85
1100-110-1	Hoffman, Lacy	1	SD	1.20
4410-110-2	Hoffman, Ryan	1	F	1.39
1100-110-1	James, Cortney	1	ES	1.31
1100-110-2	Janssen, Taylor	1	E	1.00
4410-110-1	Jay, Carlie	1	ES	1.00
1160-110-1	Johnson, Beth	1	F	1.85
1100-110-2	Kahrs, Shannette	1	F	1.85
1100-110-2	Landstrom, Jayleen	1	ES	1.00
1100-110-1	Largent, Holly	1	F	1.81
1100-110-1	Marks, Brittany	1	SD	1.44
1100-110-2	McDowell, Theresa	1	F	1.36
1100-110-2	Miller, Rebekah	1	ES	1.05
1100-110-2	Rocker, Dave	1	F	1.85
1100-110-1(.65) 2(.35)	Roether, Sara	1	E	1.29
1100-110-2	Schmidt, Kathy	1	F	1.85
1100-110-1	Sidlo, Peg	1	ES	1.59
1100-110-2	Sidman, Lynn	1	ES	1.30
4310-110-1	Silas, Jamie	1	E	1.48
2120-110-1 (.5) & 2120-110-2 (.5)	Simmons, Kelly	1	F	1.53
4410-110-1	Sindt, Polly	1	F	1.59
1100-110-2	Speer, Nathan	1	E	1.12
1100-110-2	Tarman, Travis	1	F	1.38
1100-110-2	Vetter, Clark	1	ES	1.59
	Totals	34.00		50.38

2013-14 Base Salary	Extended Days	Extra Duty #1	Extra Duty #1	Extra Duty #2	Extra Duty #2	Extra Duty #3
\$31,775		Flags	\$763			
\$31,775		EL Quiz Bowl	\$398			
\$31,775		MS Quizi Bowl	\$318	HS Quiz Bowl	\$318	Invent Convt
\$31,775						
\$31,775						
\$31,775		MSVB Asst	\$795	MS GTrk	\$1,589	
\$31,775		Mentor	\$500			
\$31,775		Jr Class Spon	\$763	oss of Plan (DI	\$2,000	
\$31,775		Sen Class Spo	\$318	Mentor	\$500	
\$31,775		Inst Music	\$1,907	Head Speech	\$2,542	
\$31,775	\$3,178	NHS	\$1,097	Jr Class Spon	\$731	MS FPS
\$31,775		Ath Trainer	\$1,500			
\$31,775		HSFB Asst	\$2,193	HSWR Head	\$3,813	MS BTrk
\$31,775		HS GTrk	\$3,337	CC Head	\$2,542	
\$31,775		BBB Head	\$3,178	Stu Council	\$1,271	
\$31,775						
\$31,775		Teammates	\$1,748			
\$31,775		Teammates	\$1,589	HS FPS	\$1,192	MS GBB, Head
\$31,775		Science Fair	\$1,271	Cheer	\$794	
\$31,775		MS GBB, Asst	\$636			
\$31,775		Cheerleading	\$795			
\$31,775		FCCLA	\$1,271			
\$31,775		VB Head	\$3,178	GTrk, Asst	\$1,589	
\$31,775	\$11,122	FFA	\$4,767			
\$31,775		MS VB, Head	\$1,399	Golf, Head	\$2,670	Sum Weights
\$31,775						
\$31,775						
\$31,775		One Act, Head	\$2,670	Annual Sponso	\$700	
\$31,775		GBB HS, Asst	\$2,193			
\$31,775	\$3,942					
\$31,775		Mentor	\$500			
\$31,775		HSFB, Asst	\$1,907	HSBtk, Head	\$3,178	Sen Class Spo
\$31,775		HSFB, Head	\$3,972	MSFB, Head	\$1,589	Sum Weights
\$31,775	\$1,366	MS BBB, Head	\$1,589	Jr Class Spon	\$763	Mentor

Extra Duty #3	Extra Duty #4	Extra Duty #4	Extra Duty #5	Extra Duty #5	Insurance (\$75 Annually)	Long Term Disability (.006)
					\$75	\$308
					\$75	\$355
\$334	Mentor	\$500			\$75	\$297
					\$75	\$280
					\$75	\$303
					\$75	\$342
					\$75	\$356
					\$75	\$362
					\$75	\$255
					\$75	\$217
\$795	EL FPS	\$795			\$75	\$392
					\$75	\$238
\$1,335					\$75	\$309
					\$75	\$285
					\$75	\$217
					\$75	\$191
					\$75	\$363
\$1,589	Mentor	\$500			\$75	\$382
					\$75	\$203
					\$75	\$349
					\$75	\$279
					\$75	\$267
					\$75	\$229
					\$75	\$448
\$1,589	MS BBB, Asst	\$636			\$75	\$284
					\$75	\$353
					\$75	\$303
					\$75	\$268
					\$75	\$295
					\$75	\$315
					\$75	\$306
\$318	Mentor	\$500			\$75	\$249
\$1,589	JH AD	\$1,500	BTrk, HS Asst	\$1,828	\$75	\$326
\$500					\$75	\$328
					\$5,811	\$10,254

Salary Cost	Total Salary Cost	Health/Dental Insurance	FICA	Retirement	Total Compensation
\$50,522	\$51,285	\$12,906	\$3,923	\$5,067	\$73,564
\$58,784	\$59,182	\$12,906	\$4,527	\$5,847	\$82,892
\$47,980	\$49,450	\$17,227	\$3,783	\$4,886	\$75,718
\$46,709	\$46,709	\$6,302	\$3,573	\$4,615	\$61,555
\$50,522	\$50,522	\$12,906	\$3,865	\$4,992	\$72,663
\$54,653	\$57,037	\$17,227	\$4,363	\$5,635	\$84,680
\$58,784	\$59,284	\$12,906	\$4,535	\$5,857	\$83,013
\$57,513	\$60,276	\$12,906	\$4,611	\$5,955	\$84,185
\$41,625	\$42,443	\$17,227	\$3,247	\$4,193	\$67,440
\$31,775	\$36,224	\$6,302	\$2,771	\$3,579	\$49,168
\$58,784	\$65,380	\$17,227	\$5,002	\$6,460	\$94,535
\$38,130	\$39,630	\$298	\$3,032	\$3,915	\$47,188
\$44,167	\$51,508	\$17,227	\$3,940	\$5,089	\$78,149
\$41,625	\$47,504	\$12,906	\$3,634	\$4,693	\$69,098
\$31,775	\$36,224	\$6,302	\$2,771	\$3,579	\$49,168
\$31,775	\$31,775	\$12,906	\$2,431	\$3,139	\$50,517
\$58,784	\$60,532	\$17,227	\$4,631	\$5,981	\$88,808
\$58,784	\$63,654	\$17,227	\$4,870	\$6,289	\$92,496
\$31,775	\$33,840	\$12,906	\$2,589	\$3,343	\$52,956
\$57,513	\$58,149	\$17,227	\$4,448	\$5,745	\$85,993
\$45,756	\$46,551	\$298	\$3,561	\$4,599	\$55,364
\$43,214	\$44,485	\$17,227	\$3,403	\$4,395	\$69,852
\$33,364	\$38,131	\$12,906	\$2,917	\$3,767	\$58,025
\$58,784	\$74,673	\$17,227	\$5,712	\$7,378	\$105,513
\$40,990	\$47,284	\$6,302	\$3,617	\$4,672	\$62,233
\$58,784	\$58,784	\$17,227	\$4,497	\$5,808	\$86,743
\$50,522	\$50,522	\$12,906	\$3,865	\$4,992	\$72,663
\$41,308	\$44,678	\$12,906	\$3,418	\$4,414	\$65,759
\$47,027	\$49,220	\$6,302	\$3,765	\$4,863	\$64,521
\$48,616	\$52,558	\$17,227	\$4,021	\$5,193	\$79,388
\$50,522	\$51,022	\$17,227	\$3,903	\$5,041	\$77,575
\$35,588	\$41,491	\$6,302	\$3,174	\$4,099	\$55,390
\$43,850	\$54,328	\$17,227	\$4,156	\$5,368	\$81,479
\$50,522	\$54,740	\$12,906	\$4,188	\$5,408	\$77,646
\$1,600,825	\$1,709,074	\$434,458	\$130,744	\$168,856	\$2,459,197

Total \$2,455,937

Name	Position	FTE	Insurance Type
Grube, Angie	Para	1	None
Fries, Diana	Para-Sped	1	None
Ignowski, Norma	Para-Sped	1	None
Jackson, Beverly	Para-Sped	1	None
James, Kathy	Para-Sped	1	None
Knehans, Janet	Para-Sped	1	None
Sindt, Kelsey	Para-Sped	1	None
Shaver, Nichole	Para-Sped	1	None
Para, Elementary	Para-Sped	1	None
Schauer, Barb	Para-Sped	1	None
Lucht, Jeralynn	Pre-School Para	1	None
Drivers (Sub Activity Substitutes)	Sub Activity Drivers	1	None
James, Monica	Bookeeper	1	Spouse w/ District
Lennemann, Ingrid (Office-50%)	Office Aide	1	None
Gibson, Amber (Data Support/Tech C	Data Support	1	Family
Weiss, Jan	HS Office	1	None
Hogeland, Pat	Custodian	1	Employee/Spouse
James, Stacey (Grounds)	Grounds	1	Family
Schmidt, Chad	Custodian	1	Family
Thurman, Dean	Custodian	1	None
Drivers (Sub Route Drivers)	Sub Route Drivers	1	None
Goosic, Andy	Driver	1	None
Holmes, Gary	Driver	1	None
Holmes, Lana	Driver	1	None
James, Stacey (Bus)	Driver/Transportation Director	1	None
Loschen, Casey	Driver	1	None
Lennemann, Ingrid (Para-50%)	Para-Title I	1	None
Goebel, Mary	Head Cook & Concessions	1	Family
Lennemann, Jennifer (Fah Bislow)	Cook Aide	1	None
Randall, Candi	Cook Aide	1	None
Wagoner, Carla	Cook Aide	1	None

Coding	Life Insurance (\$75 Anually)	Long Term Disability (.006)	Health/Dental Insurance	Salary	FICA	Retirement
1100-140-1	75\$	\$115		\$19,200	\$1,469	\$1,897
1200-140-1	75\$	\$82		\$13,650	\$1,044	\$1,349
1200-140-1	75\$	\$82		\$13,650	\$1,044	\$1,349
1200-140-1	75\$	\$118		\$19,600	\$1,499	\$1,936
1200-140-1	75\$	\$98		\$16,300	\$1,247	\$1,610
1200-140-1	75\$	\$87		\$14,450	\$1,105	\$1,428
1200-140-1	75\$	\$97		\$16,100	\$1,232	\$1,591
1200-140-2	75\$	\$103		\$17,100	\$1,308	\$1,689
1200-140-2	75\$	\$80		\$13,250	\$1,014	\$1,309
1200-140-2	75\$	\$109		\$18,100	\$1,385	\$1,788
1240-140-0	75\$	\$83		\$13,750	\$1,052	\$1,359
2190-140	75\$	\$90		\$15,000	\$1,148	\$1,482
2320-140	75\$	\$264	\$270	\$44,000	\$3,366	\$4,347
2320-140	75\$	\$68		\$11,250	\$861	\$1,112
2320-140	75\$	\$252	\$17,227	\$42,000	\$3,213	\$4,150
2410-140	75\$	\$151		\$25,100	\$1,920	\$2,480
2610-140	75\$	\$174	\$12,906	\$29,000	\$2,219	\$2,865
2610-140	75\$	\$200	\$17,227	\$33,250	\$2,544	\$3,285
2610-140	75\$	\$180	\$17,227	\$30,000	\$2,295	\$2,964
2610-140	75\$	\$90		\$15,000	\$1,148	\$1,482
2750-140	75\$	\$120		\$20,000	\$1,530	\$1,976
2750-140	75\$	\$77		\$12,800	\$979	\$1,265
2750-140	75\$	\$77		\$12,800	\$979	\$1,265
2750-140	75\$	\$77		\$12,800	\$979	\$1,265
2750-140	75\$	\$77		\$12,800	\$979	\$1,265
2750-140	75\$	\$77		\$12,800	\$979	\$1,265
4200-140	75\$	\$68		\$11,250	\$861	\$1,112
9001-140	75\$	\$142	\$17,227	\$23,650	\$1,809	\$2,337
9001-140	75\$	\$65		\$10,750	\$822	\$1,062
9001-140	75\$	\$80		\$13,300	\$1,017	\$1,314
9001-140	75\$	\$100		\$16,650	\$1,274	\$1,645

Total

Total Cost
\$22,681
\$16,125
\$16,125
\$23,153
\$19,255
\$17,070
\$19,019
\$20,200
\$15,652
\$21,382
\$16,243
\$17,720
\$52,247
\$13,290
\$66,842
\$29,651
\$47,164
\$56,505
\$52,666
\$17,720
\$23,626
\$15,121
\$15,121
\$15,121
\$15,121
\$15,121
\$13,290
\$45,165
\$12,699
\$15,711
\$19,669

\$766,470.16

Name	Position
<i>Summer School Teachers/Paras-Preschool & Elementary</i>	
Corr, Casy	Summer Pre-School Teacher
Hoffman, Lacey	Summer Elementary Teacher
James, Cortney	Summer Elementary Teacher
Lucht, Jeralynn	Summer Pre-School Aide
<i>Summer Office Assistants</i>	
Lennemann, Ingrid	Summer Office Aide
Schauer, Barb	Summer Office Aide
<i>Summer Custodial & Grounds Student Assistants</i>	
Student #1-Custodial	Summer Student Help
Student #2-Custodial	Summer Student Help
Student #1-Grounds	Summer Student Help
Student #2-Grounds	Summer Student Help

FTE	Insurance Type	Coding	Insurance (\$75 Annually)	Long Term Disability (.006)	Health/Dental Insurance	Salary
1	None	1190-110-0	\$75	\$10	None	\$1,600
1	None	1100-110-1	\$75	\$9	None	\$1,500
1	None	1100-110-1	\$75	\$9	None	\$1,500
1	None	1240-140-0	\$75	\$6	None	\$1,000
1	None	2320-140	\$75	\$15	None	\$2,500
1	None	2320-140	\$75	\$15	None	\$2,500
1	None	2610-140	\$0	\$17	None	\$2,800
1	None	2610-140	\$0	\$17	None	\$2,800
1	None	2610-140	\$0	\$17	None	\$2,800
1	None	2610-140	\$0	\$17	None	\$2,800

FICA	Retirement	Total Cost
\$122	\$158	\$1,965
\$115	\$148	\$1,847
\$115	\$148	\$1,847
\$77	\$99	\$1,256
\$191	\$247	\$3,028
\$191	\$247	\$3,028
\$214	\$277	\$3,308
\$214	\$277	\$3,308
\$214	\$277	\$3,308
\$214	\$277	\$3,308

Total \$26,202.34

Name	Position	Coding	Salary	FICA
Chase Bislow	HSBB Asst	1100-140-2	\$1,910	\$146.12
Merle Dorn	HSGB Asst	1100-140-2	\$3,200	\$146.12
Jeff Hill	MSFB Asst	1100-140-2	\$0	\$244.80
Simon James	HS WR Asst	1100-140-2	\$1,350	\$0.00
Simon James	MS WR Head	1100-140-2	\$2,050	\$103.28
Kelen Kahrs	HSFB Asst	1100-140-2	\$1,950	\$156.83
Kelsey Sindt	HSVB Asst	1100-140-2	\$2,050	\$149.18

Total

Total Cost
\$2,056.12
\$3,346.12
\$244.80
\$1,350.00
\$2,153.28
\$2,106.83
\$2,199.18

\$13,456.31

Coding	Position Description	Name	FTE	Insurance Type	Index	Base Salary
2410-110-1	Pre-K-6th Principal	Kahrs, Shelley	1	F	1.00	\$84,000
2410-110-2	7-12 Principal/AD	Boettcher, Ada	1	F	1.00	\$83,000
2320-105-0	Superintendent	Schroeder, Ke	1	F	1.00	\$113,500

Insurance (\$75 Annually)	Long Term Disability (.006)	Health/Dental Insurance	Salary	FICA	Retirement	Total Cost
\$75	\$504	\$19,750	\$84,000	\$6,426.00	\$8,299.20	\$119,054.20
\$75	\$498	\$19,750	\$83,000	\$6,349.50	\$8,200.40	\$117,872.90
\$75	\$681	\$19,750	\$113,500	\$8,682.75	\$11,213.80	\$153,902.55

Total \$390,829.65

**NEBRASKA DEPARTMENT
OF EDUCATION**

RULE 10

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

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

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

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



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

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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
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 OF SCHOOLS

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<u>SUBJECT</u>	<u>STATUTORY AUTHORITY</u>	<u>CODE SECTION</u>
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Procedures for Nonpublic Schools Applying for Initial Accreditation or Adding Grades to Previously Accredited Schools	79-318, 79-305, 79-703	015
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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
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APPENDICES

Appendices A through D: Nebraska Content Standards

Appendix A: Language Arts Standards

Appendix B: Mathematics Standards

Appendix C: Science Standards

Appendix D: Social Studies/History Content Standards

Appendix E: Statewide System of Assessment and Reporting

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

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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, 79-762, 79-215, 79-719 to 79-724, 79-758, 79-2,141, and 79-801 to 79-804 of the Revised Statutes of Nebraska (R.R.S.).

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

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

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

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

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

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

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

002 Definitions. As used in this Chapter:

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

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

002.03 Board means the State Board of Education.

002.04 Commissioner means the State Commissioner of Education.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

003.01 Teacher and Administrator Certification. The school system shall use only persons certificated pursuant to 92 NAC 21 to be a teacher or administrator. Pursuant to 79-1603 R.R.S., persons conducting religion or prekindergarten classes in nonpublic schools which are not counted as a part of the school's courses for purposes of complying with the requirements of this Chapter are excluded from this requirement. Pursuant to 79-802.01 R.R.S., American Indian language teachers who are approved by the tribe to teach their native language are also excluded from this requirement when conducting native language classes.

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

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

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

003.05 Graduation Requirements. Each high school shall require from grades nine through twelve at least 200 credit hours for graduation, for which at least 80 percent shall be from the core curriculum. The number of credit hours given for a course may be less than the number of instructional units and may be increased up to 25 percent above the number of instructional units.

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

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

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

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

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

003.05B School systems may adopt a policy allowing high school credit to be awarded to students enrolled in a middle grades course if the course content and requirements are equivalent to a course offered in the high school.

003.05C As required in 92 NAC 18, school systems accept the academic credit earned at Interim Program Schools and issue diplomas to students transferring from Interim Program Schools who have met the requirements for graduation from their own accredited high school.

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

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

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

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

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

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

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

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

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

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

004 Curriculum and Standards

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

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

004.01A The instructional program of the school system is based on written purposes or standards and is approved by the local board of education or governing body. These documents are on file in each school building and each certificated staff member is provided a copy.

004.01B School districts adopt academic content standards in the subject areas of reading and writing (language arts), mathematics, and science determined by each district to be measurable quality standards that are the same as, equal to, or more rigorous than the state academic content standards in Appendix A (Language Arts Standards), Appendix B (Mathematics Standards), and Appendix C (Science Standards) of this Chapter. Pursuant to 79-760.01 R.R.S., the State Board will adopt new academic content standards in social studies by July 1, 2013. The deadline for school districts to adopt replacement academic content standards in social studies will be specified in future revisions to this Chapter, but, pursuant to 79-760.02 R.R.S., will not extend past one year following the State Board's adoption of new content standards for social studies. Nonpublic schools have local academic content standards for reading, writing, mathematics, science, and social studies/history approved by the local governing body.

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

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

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

004.01F The instructional program in public schools incorporates multicultural education in all curriculum areas at all grades. Multicultural education includes, but is not limited to, studies relative to the culture, history, and contributions of African Americans, Hispanic Americans, Native Americans, Asian Americans and European Americans with special emphasis on human relations and sensitivity toward all races. The regulation is based on statute and cannot be waived through Section 013.01 of 92 NAC 10.

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

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

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

004.01F4 The district has a process for provision of staff development in multicultural education including professional development for administrators, teachers, and support staff which is congruent with local district and program goals.

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

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

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

004.02A1 Reading and Language Arts. The curriculum includes development and practice of skills and understanding in reading, writing, speaking, and listening. It helps children develop appreciation of literature, creativity, and expression.

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

004.02A3 Social Studies. The curriculum helps children to develop an understanding of the world and its people. It includes experiences drawn from geography, history, economics, government, citizenship, career awareness, human relations, current affairs, and cultural studies. This includes instruction in American history and stories about the exploits and deeds of American heroes, singing patriotic songs, memorizing the Star-Spangled Banner and America, and reverence for the flag and proper conduct for its presentation as provided in 79-724 R.R.S.

004.02A4 Science. The curriculum helps children develop an understanding of science concepts and processes, and includes science as inquiry. It includes experiences drawn from physical science, life science, earth and space science, science and technology, and history and nature of science.

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

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

004.02A7 Visual Arts. The curriculum helps children understand and apply a variety of media, techniques, and processes within a range of subject matter, symbols, and ideas. The curriculum includes reflection upon and assessment of art and study of art in relation to history, culture, and other curricular areas.

004.02A8 Music. The curriculum helps children to sing and play a variety of music, read and notate music, listen to and describe music, and evaluate music. The curriculum includes music in relation to history, culture, and other curricular areas.

004.02B Kindergarten. For school year 2012-2013 and each school year thereafter, admission to public school kindergarten is on an unqualified basis to all resident children who will reach age 5 by July 31 of the calendar year in the school year for which the child is seeking admission begins. Testing prior to school entrance, if any, is conducted only to identify children with disabilities under 92 NAC 51 or to meet requirements of 79-214(2) R.R.S.

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

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

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

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

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

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

004.02C Pupils in kindergarten through sixth grade do not participate in any kinds of athletic contests between schools within a school system or between school systems except that elementary school systems having seventh and eighth grade athletics may include sixth grade boys or girls when combined enrollment for seventh and eighth grade becomes fewer than 12 boys or 12 girls and if the school board or local governing body has a policy regulating participation for sixth graders. Annual field or play days are excluded from this regulation.

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

004.03A Middle Grades Instructional Program. The program in the middle grades includes instruction for each grade each year in the following subject areas. Instruction may be provided through separate courses, integrated blocks of time, and/or through exploratory programs.

004.03A1 Reading. The curriculum includes experiences designed to help students expand, develop and apply reading skills introduced in the elementary grades. It includes reading for both information and enjoyment.

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

004.03A3 Mathematics. The curriculum includes practice in numeration, computation, estimation, problem solving, geometry/spatial concepts, and measurement. It introduces algebraic and statistical concepts and provides opportunities for students to develop understanding of the structure of mathematics.

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.

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

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

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

004.04B2 Social Science - 40 instructional units. The curriculum includes content drawn from American and world history, geography, economics, civics, government and citizenship and may also include content from other social science areas such as sociology, psychology, and anthropology. This includes instruction in the U.S. and Nebraska Constitutions, the benefits and advantages of our government, the dangers of Nazism, Communism, and similar ideologies, the duties of citizenship and the appropriate patriotic exercises to include Lincoln's birthday, Washington's birthday, Flag Day, Memorial Day and Veterans Day as provided in 79-724 R.R.S. All history courses stress contributions of all ethnic groups in the development and growth of America.

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

004.04B4 Science - 40 instructional units. The curriculum includes science concepts and processes, science as inquiry, physical science, life science, earth and space science, science and technology, and history and nature of science.

004.04B5 World Language - 20 instructional units or two years of daily classes in the same language. The curriculum includes reading, writing, speaking, and listening skills for communicating in one or more languages other than English, knowledge and understanding of other cultures, and developing insight into the nature of language and culture.

004.04B6 Career Education. The curriculum includes 80 instructional units in Career Education that include instruction in any of the following career fields: (1) Arts, Communication, and Information Systems, (2) Business, Marketing, and Management, (3) Environmental and Agricultural Systems, (4) Health Sciences, (5) Human Services and Resources, and (6) Industrial, Manufacturing, and Engineering Systems.

004.04B6a Communication and Information Systems. The curriculum in this career field includes areas such as advertising, public relations, commercial photography, journalism, graphic design, broadcasting, scriptwriting, radio/TV production, computer applications, web design, interactive media, networking, e-commerce, computer science, and information technology.

004.04B6b Business, Marketing, and Management. The curriculum in this career field includes areas such as e-commerce, business communication, finance, business and consumer law, entrepreneurship, accounting, business economics, personal finance, consumer economics, financial services marketing, retailing, fashion marketing/merchandising, clothing and textiles, international marketing, sports and entertainment marketing, hospitality and recreation marketing.

004.04B6c Environmental and Agricultural Systems. The curriculum in this career field includes areas such as animal, plant, and soil sciences, agribusiness, food sciences, power, structural and technical systems, leadership and human resource development, natural resources, and environmental science.

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

004.04B6e Human Services and Resources. The curriculum in this career field includes areas such as independent/adult living, home management, housing and home furnishings, family health, clothing and textiles, leadership and human resource development, business management, business law, international

business, criminal justice, human growth and development, interpersonal relationships, parenting/child development, and applied psychology.

004.04B6f Industrial, Manufacturing, and Engineering Systems.

The curriculum in this career field includes areas such as housing and home furnishings, woods and construction, construction/electricity, construction/home maintenance, computer aided drafting, metals and welding, manufacturing/metalworking, manufacturing/woodworking, millwork and cabinetmaking, electronics, technology engineering education, Principles of Technology, technology education, transportation power/auto mechanics, automotive services, data base management and computer applications.

004.04B6g Nonpublic college preparatory schools may substitute additional courses in language arts, foreign language, science, mathematics, and/or social science for up to 40 instructional units in career and technical education.

004.04B7 Personal Health and Physical Fitness - 20 instructional units or two years of daily classes in personal health and physical fitness. The personal health and physical fitness curriculum includes content to emphasize life-long wellness habits. The curriculum emphasizes non-participation in high risk behavior. The physical fitness curriculum includes an active program of health-related physical fitness, including cardiorespiratory endurance, muscular strength and endurance, flexibility, and body composition. Practice for and participation in interscholastic athletic activities are not accepted as a substitute for any part of the personal health and physical fitness requirement.

004.04B8 Visual and Performing Arts - 40 instructional units which include each year instruction in vocal music, instrumental music, and visual arts. It may also include dance and theater. The visual and performing arts curriculum includes performance, interpretation, and evaluation.

004.04B8a Music. The curriculum includes singing and playing a varied repertoire of music, improvising melodies and accompaniments, reading and notating music, listening to and describing music, evaluating music and music performances, recognizing relationships between music and the other disciplines, and the study of music in relation to history and culture.

004.04B8b Visual Arts. The curriculum includes media, techniques, and processes; choice and evaluation of a range of

subject matter, symbols, and ideas; assessment of characteristics and merits of student work and the work of others; and the visual arts in relation to other disciplines.

004.04C Local Options for Providing High School Courses.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

005.01A All school districts participate annually in statewide assessments in compliance with the schedule as outlined in Appendix E. Nonpublic schools have an assessment plan which includes a schedule and procedures for assessing success in achieving their academic content standards. Student success in achieving their standards is reported to the head administrator or governing board of the nonpublic school.

005.01B Whole grade norm-referenced assessment using a national assessment instrument begins no earlier than grade two and is conducted annually in at least one grade in each of the following two levels: grades 2-5; grades 6-8. A national assessment instrument is administered at least once in the high school grades. The Board's recommendations for assessing and reporting are found in Appendix E of this Chapter.

005.02 Each school year, for the purpose of implementing a statewide system of tracking student achievement as required by 79-760.05 R.R.S., school districts shall report by June 30 of each school year the following data to the Department electronically via the NSSRS portal using the Department's student identifier system:

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

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

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

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

006 Media and Technology Resources

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

006.01A Each school has a library media area(s) which is available to students during the entire school day. All library media resources are properly cataloged, marked, and shelved according to a standard classification system. Each school has at least one set of encyclopedia available in either print or electronic format with copyright dates in the past five years.

006.01B Each elementary school acquires a minimum of 25 new library media resources in print format, exclusive of textbooks and encyclopedia, of different titles, per teacher per year, up to 150 titles during one year. The minimum number of new titles in print format is 75 if library media resources are also available through electronic format. Each middle and high school acquires a minimum of 150 titles each year in either print or in full text electronic format.

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

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

007 Instructional Staff

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

007.01A Computed on a full-time equivalency basis, a minimum of 95 percent of the teachers in the elementary grades are assigned to areas for which they hold certificates having appropriate endorsements pursuant to 92 NAC 24.

007.01B Pre-kindergarten programs operated by public schools are coordinated by a staff member who holds a Nebraska Teaching Certificate with at least 9 college credit hours in early childhood education.

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

007.02A Computed on a full-time equivalency, at least 90 percent of the teachers in middle grades hold one of the following endorsements or meet the provisions of Sections 007.02A1a or 007.02A4:

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

007.02A1a Teachers holding an elementary endorsement may teach in grades seven and eight if they acquire six credit hours per year toward the middle grades endorsement or participate in staff development in accordance with a local mission and plan for education of middle grade students.

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

007.02A2a Teachers holding a content area endorsement at the secondary level may teach grade six in that content area if they acquire six credit hours per year toward the elementary or middle grades endorsement or participate annually in staff development in accordance with a local mission and plan for education of middle grade students.

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

007.02A4 Teachers not holding an appropriate endorsement may be assigned to the middle grades if they acquire six credit hours per year toward a middle grades endorsement.

007.02A5 Secondary teachers assigned to integrated courses or curriculum in grades seven through nine are considered appropriately endorsed if they hold an endorsement for any of the subjects or fields included in the course.

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

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

007.03A At least 80 percent of the instructional units offered in secondary grades during the regular school term are assigned to teachers who hold certificates having appropriate endorsements issued pursuant to 92 NAC 24. If 92 NAC 24 does not provide an endorsement designated for a particular course or subject area, any teacher holding a regular certificate may instruct such course without penalty to the school system. Teachers holding a subject endorsement are considered appropriately endorsed for any other subject within the broad field if they annually acquire, prior to the opening of school, six credit hours toward the subject endorsement or the broad field endorsement.

007.03A1 Teachers assigned to integrated courses or curriculum in accordance with Sections 002.11 and 004.04C1 are considered appropriately endorsed if they hold an endorsement for any of the subjects or fields included in the course.

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

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

007.04A Each K-12 school system and each secondary school system has a person holding a Nebraska Teaching Certificate with an endorsement appropriate for library science or educational media specialist, or meeting Section 007.04B, assigned on at least a one-half time basis to provide library media services to the school system.

007.04A1 Each school building having an enrollment of from 70 to 249 students has a person holding a valid Nebraska Teaching Certificate with an appropriate endorsement for library science or educational media specialist assigned on at least a one-fifth time basis or has a library media paraprofessional assigned on at least a one-half time basis under the supervision of a certificated staff member.

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

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

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

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

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

007.05A Each K-12 and each secondary school system assigns at least a one-half time equivalency person to conduct a guidance and counseling program. The level of assignment is determined by the local school system and the person assigned holds a guidance and counseling endorsement appropriate for the level(s) assigned. When enrollment in a school system exceeds 400, the system assigns at least one full-time equivalency appropriately endorsed person.

007.05B School systems having a total of 300 or more students in the middle grades, secondary grades, or high school grades assign at least a one-half time appropriately endorsed person to provide guidance and counseling for the level. When the total enrollment in any of those levels reaches 450, one full-time equivalent appropriately endorsed person is assigned. Thereafter, an additional one-half time appropriately endorsed person is assigned for each 225 students at any of those levels.

007.05C School districts having 300 or more students in the elementary grades have guidance programs or services available for the elementary students. The procedures and time allotment are determined by the local school district.

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

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

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

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

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

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

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

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

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

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

007.06A1c(3) Personal and professional conduct.

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

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

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

007.06A2 In the event a district changes its policies or procedures for certificated-employee evaluation, it shall submit the revised policies and procedures to the Commissioner or designee for approval. If the Commissioner or designee finds the policies and procedures in compliance with the requirements of Sections 007.06A through 007.06A1f, of this Chapter, it notifies the district in writing that such policies and procedures are approved. Such approval shall remain in effect until there is a change in the policies or procedures by the district, or the amendment of state law or regulations relating to such approval. In the event the Commissioner or designee does not find the revised policies and procedures of the district in compliance with the provisions of this Chapter, the Commissioner or designee will notify the district in writing and the district may resubmit amended policies and procedures.

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

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

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

008 Administrative Staff.

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

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008.02 Elementary Administration.

008.02A Each elementary school has a principal assigned who holds a Nebraska Administrative and Supervisory Certificate with an endorsement appropriate for serving as an elementary principal or for superintendent. When the number of full-time equivalency teachers supervised by a principal in one or more school systems reaches 10, the principal is assigned at least one-half time for administration and supervision. The principal is assigned full-time when the number of full-time equivalency teachers reaches 20 or more.

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

008.03 Middle Grades Administration.

008.03A Each middle grades school has a principal who holds a Nebraska Administrative and Supervisory Certificate with an endorsement for middle grades principal, elementary principal, secondary principal or for superintendent.

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

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

008.03B When the number of full-time equivalency teachers supervised by the principal reaches 10, the principal is assigned at least one-half time for administration and supervision. The principal is assigned full-time when the number of full-time equivalency teachers reaches 20 or more.

008.04 Secondary School Administration.

008.04A Each secondary school has a principal assigned who holds a Nebraska Administrative and Supervisory Certificate with an endorsement for serving as a secondary principal or for superintendent. When the number of full-time equivalency teachers reaches 10 or more, the principal is assigned at least one-half time for administration and supervision. The principal is assigned full-time for administration and supervision when the number of full-time equivalency teachers reaches 20 or more.

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

008.05A Each K-12 and each secondary school system having grades ten through twelve has a head administrator who holds a Nebraska Administrative and Supervisory Certificate with an endorsement for serving as a superintendent. Nonpublic systems may share an area or diocesan head administrator.

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

008.05C A copy of the certificate or permit of each staff member who is required to have a certificate is on file in the school or school system's administrative office. Upon initial employment or acquisition of a new certificate, the certificate or permit is registered by the head administrator of the school system in accordance with 79-804(1) R.R.S.

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

009 Continuous School Improvement.

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

009.01A The school system develops and implements a continuous school improvement process to promote quality learning for all students. This process includes procedures and strategies to address quality learning, equity, and accountability. In public schools, the process incorporates multicultural education as described in 004.01F. In all school systems, the continuous school improvement process includes the following activities at least once within each five years.

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

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

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

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

009.01A5 Evaluation of progress toward improvement goals.

009.01B The school improvement process includes a visitation by a team of external representatives to review progress and provide written recommendations. A copy of the written recommendations is provided to the Department. The external team visits are conducted at least once each five years.

010 Accountability Reporting.

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

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

010.01B The school system has a written policy for annually preparing and distributing the performance report(s) required in Section 010.01A to the residents of the district or, in the case of nonpublic schools, to the appropriate body. The policy assures that individual test scores are kept confidential. If the school has fewer than ten students in the grades being reported, or if reporting would allow for the identification of students because they all had comparable scores, no public reports of student performance are provided for those grades.

011 School Environment.

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

011.01A Each school system maintains safe, healthful, and sanitary conditions within the school building(s) and on the school grounds and meets fire, safety, and health codes.

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011.01B Each school system has a safety and security plan for the schools in the system. The plan addresses the safety and security of students, staff, and visitors. The plan is approved by the local governing body.

011.01C Each school system has a school safety and security committee which includes representatives of faculty, parents, and the community. The committee meets at least annually to prepare and/or review safety and security plans and procedures, including emergency plans and procedures.

011.01D The school system's safety and security plan(s) are reviewed annually by one or more persons not on the local school system safety committee and not an employee of the school system. This review will include a visit to school buildings to analyze plans, policies, procedures, and practices and provide recommendations. Any recommendations made as a result of the analysis are forwarded to the head administrator and to the school safety and security committee to be considered in making revisions to the plan.

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

011.01F Each school system shall develop and adopt a policy concerning bullying prevention and education for all students. The school system shall review the policy annually.

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

012 School System Governance.

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

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

012.01B The school system has a written policy which assures that each school will meet the statutory requirement of at least 400 hours for kindergarten, at least 1,032 hours for students up through grade eight, and at least 1,080 hours for students in grades nine through twelve. The policy(ies) or regulations stipulate the conditions for which individual students may be excused from the regular school day.

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

013 Waivers and Plans.

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

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

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

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

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

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

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

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

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

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

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

014 Loss of Accreditation.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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014.08 Provisions for Notice and Hearing.

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

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

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

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

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

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

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

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

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

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

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

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

APPENDICES

Appendix A: Language Arts Standards

Appendix B: Mathematics Standards

Appendix C: Science Standards

Appendix D: Social Studies/History Content Standards

Appendix E: Statewide System of Assessment and Reporting

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

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

GENERAL INFORMATION

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

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

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

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

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

Nebraska Language Arts Standards – Kindergarten

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

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

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

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

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

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

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

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

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

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

LA 0.1.2.a Segment spoken sentences into words

LA 0.1.2.b Identify and produce oral rhymes

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

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

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

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

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

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

LA 0.1.3.a Identify upper and lower case letters

LA 0.1.b Match consonant and short vowel sounds to appropriate letters (e.g., matching letters to sounds while writing)

LA 0.1.c Read at least 25 basic high frequency words from a commonly used list

LA 0.1.d Use phonetic knowledge to write (e.g., approximated spelling)

LA 0.1.e Recognize known words in connected text (e.g., big book, environmental print, class list, labels)

LA 0.1.f Identify similarities and differences in words (e.g., word endings, onset and rhyme) when spoken or written.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

LA 0.1.6.e Retell main ideas from informational text

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

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

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

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

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

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

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

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

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

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

LA 0.2.1.a Demonstrate that writing communicates thoughts and ideas

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

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

LA 0.2.1.d Revise writing by adding details

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

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

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

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

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

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

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

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

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

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

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

LA 0.3.2.b Complete a task after listening for information

LA 0.3.2.c Listen and retell main ideas of information

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

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

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

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

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

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

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

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

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

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

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

Nebraska Language Arts Standards - Grade 1

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

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

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

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

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

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

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

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

LA 1.1.3.h Monitor the accuracy of decoding

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

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

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

LA 1.1.4.c Use repeating language patterns when reading

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

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

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

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

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

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

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

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

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

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

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

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

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

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

LA1.1.6.e Retell main ideas from informational text

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

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

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

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

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

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

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

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

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

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

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

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

LA 1.2.1.a Demonstrate that writing communicates thoughts and ideas

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

LA 1.2.1.c Generate a draft by:

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

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

LA 1.2.1.e Provide feedback to other writers

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

LA 1.3.2.c Listen and retell specific details of information

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

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

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

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

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

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

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

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

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

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

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

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

Nebraska Language Arts Standards - Grade 2

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

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

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

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

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

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

LA 2.1.3.c Blend sounds to form words

LA 2.1.3.d Read words in connected text

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

LA 2.1.3.f Monitor the accuracy of decoding

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

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

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

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

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

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

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

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

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

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

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

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

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

- LA 2.1.6.a Identify author's purpose(s) (e.g., explain, entertain, inform, persuade) to support text comprehension
- LA 2.1.6.b Identify elements of narrative text (e.g., characters, setting, plot)
- LA 2.1.6.c Retell information from narrative text including characters, setting, and plot
- LA 2.1.6.d Explain the ways authors use words (e.g., rhythm, repeating line, simile, alliteration, onomatopoeia)
- LA 2.1.6.e Retell and summarize the main idea from informational text
- LA 2.1.6.f Identify organizational patterns found in informational text (e.g., sequence, description, compare/contrast)
- LA 2.1.6.g Use text features to locate information and gain meaning from a text (e.g., table of contents, maps, charts, illustrations, titles, bold print, captions)
- LA 2.1.6.h Identify the basic characteristics of familiar narrative and informational text genres (e.g., fairy tales, nursery rhymes, picture books, how-to books)
- LA 2.1.6.i Compare and contrast connections between characters or events in narrative or informational text, to own life or other cultures
- LA 2.1.6.j Generate and/or answer literal, inferential, and critical questions, supporting answers using prior knowledge and literal and inferential information from the text
- LA 2.1.6.k Identify and explain purpose for reading (e.g., information, pleasure, understanding)
- LA 2.1.6.l Build and activate prior knowledge in order to identify text to self, text to text, and text to world connections before, during, and after reading
- LA 2.1.6.m Self-monitor comprehension by applying appropriate strategies to self-correct when errors detract from meaning
- LA 2.1.6.n Make and confirm/modify predictions before, during, and after reading (e.g., illustrations, personal experience, events, character traits)
- LA 2.1.6.o Respond to text verbally, in writing, or artistically

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

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

- LA 2.2.1.a Use prewriting activities and inquiry tools to generate ideas (e.g., brainstorm, map, free write, graphic organizer)
- LA 2.2.1.b Generate a draft by:
 - Selecting and organizing ideas relevant to topic, purpose, and genre

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

LA 2.4.1.b Discuss ethical and legal use of information

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

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

LA 2.4.1.e Gather and share information and opinions as a result of communication with others (e.g., video/audio chat, interview, podcast, multi-media presentations)

LA 2.4.1.f Use social networks and information tools to gather and share information (e.g., social bookmarking, online collaborative tools)

Nebraska Language Arts Standards - Grade 3

LA 3.1 Students will learn and apply reading skills and strategies to comprehend text.

LA 3.1.1 Knowledge of Print: Concept mastered at a previous grade level

LA 3.1.2 Phonological Awareness: Concept mastered at a previous grade level

LA 3.1.3 Word Analysis: Students will use knowledge of phonetic and structural analysis to read, write, and spell grade level text.

LA 3.1.3.a Use advanced sound/spelling patterns (e.g., special vowel spellings [ough, ion], multi-syllable words) to read, write, and spell

LA 3.1.3.b Use word structure to read text (e.g., prefixes/suffixes, compound words, contractions, syllabication, derivation)

LA 3.1.4 Fluency: Students will develop accuracy, phrasing, and expression while reading grade level text.

LA 3.1.4.a Read phrases, clauses, and sentences that sound like natural language to support comprehension

LA 3.1.4.b Read words and phrases accurately and automatically

LA 3.1.4.c Demonstrate conversational tone (e.g., volume, emphasis) and use of punctuation to reflect meaning of text

LA 3.1.4.d Demonstrate varied pace while reading orally to enhance the meaning of text through pause, stress, and phrasing

LA 3.1.5 Vocabulary: Students will build literary, general academic, and content specific grade level vocabulary.

LA 3.1.5.a Apply word structure elements, known words, and word patterns to determine meaning (e.g., contractions, plurals, possessives, basic parts of speech, compounds, syllables)

LA 3.1.5.b Relate new grade level vocabulary to prior knowledge and use in new situations

LA 3.1.5.c Apply context clues (e.g., word, phrase, and sentence clues, re-reading) and text features (e.g., table of contents, maps, charts, font/format styles) to help infer meaning of unknown words

LA 3.1.5.d Identify semantic relationships (e.g., patterns and categories, synonyms, antonyms, homonyms, multiple meanings)

LA 3.1.5.e Identify meaning using print and digital reference materials (e.g., dictionary, glossary)

LA 3.1.5.f Locate words in reference materials (e.g., alphabetical order, guide words)

LA 3.1.6 Comprehension: Students will extract and construct meaning using prior knowledge, applying text information, and monitoring comprehension while reading grade level text.

LA 3.1.6.a Identify author's purpose(s) (e.g. explain, entertain, inform, persuade) to support text comprehension

LA 3.1.6.b Identify elements of narrative text (e.g., characters, setting, plot, point of view)

LA 3.1.6.c Retell and summarize narrative text including characters, setting, and plot with supporting details

LA 3.1.6.d Identify literary devices and explain the ways in which language is used (e.g., simile, alliteration, onomatopoeia, imagery, rhythm)

LA 3.1.6.e Retell and summarize the main idea from informational text using supporting details

LA 3.1.6.f Recognize and apply knowledge of organizational patterns found in informational text (e.g., sequence, description, cause and effect, compare/contrast)

LA 3.1.6.g Apply knowledge of text features to locate information and gain meaning from a text (e.g., table of contents, maps, charts, illustrations, headings, captions, font/format styles)

LA 3.1.6.h Describe the defining characteristics of narrative and informational genres (e.g., folk tales, poetry, historical fiction, biographies, chapter books, textbooks)

LA 3.1.6.i Use narrative or informational text to develop a multi-cultural perspective

LA 3.1.6.j Generate and/or answer literal, inferential, and critical questions, supporting answers using prior knowledge and literal and inferential information from the text

LA 3.1.6.k Identify and explain purpose for reading (e.g., information, pleasure, understanding)

LA 3.1.6.l Build and activate prior knowledge in order to identify text to self, text to text, and text to world connections before, during, and after reading

LA 3.1.6.m Self-monitor comprehension by recognizing when meaning is disrupted and apply strategies to clarify, confirm, or correct

LA 3.1.6.n Make and confirm/modify predictions before, during, and after reading (e.g., captions, headings, character traits, personal experience)

LA 3.1.6.o Use examples and details in a text to make inferences about a story or situation

LA 3.1.6.p Respond to text verbally, in writing, or artistically

LA 3.2 Students will learn and apply writing skills and strategies to communicate.

LA 3.2.1 Writing Process: Students will apply the writing process to plan, draft, revise, edit and publish writing using correct spelling, grammar, punctuation, and other standard conventions appropriate for grade level.

LA 3.2.1.a Use prewriting activities and inquiry tools to generate and organize information (e.g., sketch, brainstorm, web, free write, graphic organizer, storyboarding, and word processing tools)

LA 3.2.1.b Generate a draft by:

- Selecting and organizing ideas relevant to topic, purpose, and genre
- Composing paragraphs with grammatically correct sentences of varying length, and complexity, and type (e.g., declarative, interrogative, and exclamatory)
- Developing paragraphs with topic sentences and supporting facts and details

LA 3.2.1.c Revise to improve writing (e.g., quality of ideas, organization, sentence fluency, word choice, voice)

LA 3.2.1.d Provide oral and/or written feedback to other writers; utilize others' feedback to improve own writing

LA 3.2.1.e Edit writing for format and conventions (e.g., spelling, capitalization, grammar, punctuation)

LA 3.2.1.f Publish a legible document (e.g., handwritten or electronic)

LA 3.2.1.g Write legibly in cursive

LA 3.2.2 Writing Genres: Students will write for a variety of purposes and audiences in multiple genres.

LA 3.2.2.a Write in a selected genre considering purpose (e.g., inform, entertain, persuade, instruct)

LA 3.2.2.b Write considering audience and what the reader needs to know

LA 3.2.2.c Write considering typical characteristics of a selected genre (e.g., variety of poems, friendly letter, how-to books)

LA 3.2.2.d Apply an organizational structure appropriate to the task (e.g., logical, sequential order)

LA 3.2.2.e Analyze models and examples (own and others) of various genres to create a similar piece

LA 3.3 Students will learn and apply speaking and listening skills and strategies to communicate.

LA 3.3.1 Speaking Skills: Students will develop and apply speaking skills to communicate key ideas in a variety of situations.

LA 3.3.1.a Communicate ideas and information in a clear and concise manner appropriate for the purpose and setting (e.g., language, word choice, sequence, relevance)

LA 3.3.1.b Demonstrate speaking techniques for a variety of purposes and situations

LA 3.3.1.c Utilize available media to enhance communication (e.g., poster, overhead)

LA 3.3.2 Listening Skills: Students will develop and apply active listening skills across a variety of situations.

LA 3.3.2.a Demonstrate listening skills needed for multiple situations and modalities (e.g., electronic, one-to-one, small/large group, presentation)

LA 3.3.2.b Use information in order to complete a task

LA 3.3.2.c Listen, ask questions to clarify, and take notes to ensure accuracy of information

LA 3.3.2.d Listen to and summarize thoughts, ideas, and information being communicated

LA 3.3.3 Reciprocal Communication: Students will develop and apply reciprocal communication skills.

LA 3.3.3.a Demonstrate awareness of and sensitivity to the use of words (e.g., stereotypes, multiple meanings of words)

LA 3.3.3.b Apply conversation strategies (e.g., face the speaker, listen while others are talking, gain the floor, take turns talking, eye contact, tone, stay on topic, non-verbal cues)

LA 3.3.3.c Interact and collaborate with others in learning situations by contributing questions, information, opinions, and ideas using a variety of media and formats

LA 3.4 Students will identify, locate, and evaluate information.

LA 3.4.1 Multiple Literacies: Students will research, analyze, and communicate information in a variety of media and formats (textual, visual, and digital).

LA 3.4.1.a Select and use multiple resources to answer guiding questions (e.g., print, electronic)

LA 3.4.1.b Discuss ethical and legal use of information

LA 3.4.1.c Practice safe and ethical behaviors when communicating and interacting with others (e.g., safe information to share online, appropriate language use, utilizing appropriate sites and materials)

LA 3.4.1.d Engage in activities with learners from a variety of cultures through electronic means (e.g., podcasts, video chats, distance learning, e-pals)

LA 3.4.1.e Identify bias and commercialism (e.g., product placement, advertising)

LA 3.4.1.f Gather and share information and opinions as a result of communication with others (e.g., video/audio chat, interview, podcast, multi-media presentations)

LA 3.4.1.g Use social networks and information tools to gather and share information (e.g., social bookmarking, online collaborative tools)

Nebraska Language Arts Standards - Grade 4

LA 4.1 Students will learn and apply reading skills and strategies to comprehend text.

LA 4.1.1 Knowledge of Print: Concept mastered at a previous grade level

LA 4.1.2 Phonological Awareness: Concept mastered at a previous grade level

LA 4.1.3 Word Analysis: Students will use knowledge of phonetic and structural analysis to read, write, and spell grade level text.

LA 4.1.3.a Use advanced sound/spelling patterns (e.g., vowel variance, multi-syllable words) to read, write, and spell

LA 4.1.3.b Use word structure to read text (e.g., prefixes/suffixes, compound words, contractions, syllabication, derivation)

LA 4.1.4 Fluency: Students will read a variety of grade level texts fluently with accuracy, appropriate pace, phrasing, and expression.

LA 4.1.4.a Read phrases, clauses, and sentences that sound like natural language to support comprehension

LA 4.1.4.b Read words and phrases accurately and automatically

LA 4.1.4.c Demonstrate conversational tone (e.g., volume, pitch) and use of punctuation to reflect meaning of text

LA 4.1.4.d Adjust oral or silent reading pace based on purpose, text difficulty, form, and style

LA 4.1.5 Vocabulary: Students will build literary, general academic, and content specific grade level vocabulary.

LA 4.1.5.a Apply knowledge of word structure elements, known words, and word patterns to determine meaning (e.g., parts of speech, plurals, possessives, suffixes, prefixes, base and root words)

LA 4.1.5.b Relate new grade level vocabulary to prior knowledge and use in new situations

LA 4.1.5.c Apply context clues (e.g., word, phrase, sentence, and paragraph clues, re-reading) and text features (e.g., glossary, headings, subheadings, captions) to infer meaning of unknown words

LA 4.1.5.d Identify semantic relationships (e.g., patterns and categories, homographs, homophones, synonyms, antonyms, multiple meanings)

LA 4.1.5.e Determine meaning using print and digital reference materials (e.g., dictionary, thesaurus, glossary)

LA 4.1.6 Comprehension: Students will extract and construct meaning using prior knowledge, applying text information, and monitoring comprehension while reading grade level text.

LA 4.1.6.a Identify author's purpose(s) (e.g., explain, entertain, inform, persuade) and recognize how author's perspective (e.g., beliefs, assumptions, biases) influences text

LA 4.1.6.b Identify and analyze elements of narrative text (e.g., character development, setting, plot, theme)

LA 4.1.6.c Summarize narrative text including characters, setting, and plot with supporting details

LA 4.1.6.d Identify literary devices and explain the ways in which language is used (e.g., simile, metaphor, alliteration, onomatopoeia, imagery, rhythm)

LA 4.1.6.e Retell and summarize the main idea from informational text using supporting details

LA 4.1.6.f Recognize and apply knowledge of organizational patterns found in informational text (e.g., sequence, description, cause and effect, compare/contrast, fact/opinion)

LA 4.1.6.g Apply knowledge of text features to locate information and gain meaning from a text (e.g., glossary, maps, charts, tables, graphs, illustrations, headings, subheadings, captions, font/format styles)

LA 4.1.6.h Describe the defining characteristics of narrative and informational genres (e.g., folk tales, poetry, historical fiction, biographies, chapter books, textbooks)

LA 4.1.6.i Use narrative or informational text to develop a multi-cultural perspective

LA 4.1.6.j Generate and/or answer literal, inferential, critical, and interpretive questions, supporting answers using prior knowledge and literal and inferential information from the text

LA 4.1.6.k Identify and explain purpose for reading (e.g., information, pleasure, understanding)

LA 4.1.6.l Build and activate prior knowledge in order to identify text to self, text to text, and text to world connections before, during, and after reading

LA 4.1.6.m Self-monitor comprehension by recognizing when meaning is disrupted and apply strategies to clarify, confirm, or correct

LA 4.1.6.n Make and confirm/modify predictions before, during, and after reading (e.g., title, topic sentences, font, key words, foreshadowing clues)

LA 4.1.6.o Use examples and details in a text to make inferences about a story or situation

LA 4.1.6.p Respond to text verbally, in writing, or artistically

LA 4.2 Students will learn and apply writing skills and strategies to communicate.

LA 4.2.1 Writing Process: Students will apply the writing process to plan, draft, revise, edit and publish writing using correct spelling, grammar, punctuation, and other standard conventions appropriate for grade level.

LA 4.2.1.a Use prewriting activities and inquiry tools to generate and organize information, guide writing and answer questions (e.g., sketch, brainstorm, diagram, free write, graphic organizer, digital idea mapping tool, word processing tools, multimedia)

LA 4.2.1.b Generate a draft by:

- Selecting and organizing ideas relevant to topic, purpose, and genre
- Composing paragraphs with grammatically correct sentences of varying length, and complexity, and type (e.g., declarative, interrogative, exclamatory, and imperative)
- Developing introductory and concluding paragraphs

LA 4.2.1.c Revise to improve writing (e.g., quality of ideas, organization, sentence fluency, word choice, voice)

LA 4.2.1.d Provide oral, written, and/or electronic feedback to other writers; utilize others' feedback to improve own writing

LA 4.2.1.e Edit writing for format and conventions (e.g., spelling, capitalization, grammar, punctuation)

LA 4.2.1.f Publish a legible document (e.g., handwritten or electronic)

LA 4.2.2 Writing Genres: Students will write for a variety of purposes and audiences in multiple genres.

LA 4.2.2.a Write in a selected genre considering purpose (e.g., inform, entertain, persuade, instruct)

LA 4.2.2.b Write considering audience and what the reader needs to know; select words and format with audience in mind

LA 4.2.2.c Write considering tone/voice and typical characteristics of a selected genre (e.g., memoir, biography, report, formal letter)

LA 4.2.2.d Select and apply an organizational structure appropriate to the task (e.g., logical, sequential order)

LA 4.2.2.e Analyze models and examples (own and others) of various genres to create a similar piece

LA 4.3 Students will learn and apply speaking and listening skills and strategies to communicate.

LA 4.3.1 Speaking Skills: Students will develop and apply speaking skills to communicate key ideas in a variety of situations.

LA 4.3.1.a Communicate ideas and information in a clear and concise manner appropriate to the purpose and setting

LA 4.3.1.b Demonstrate speaking techniques for a variety of purposes and situations

LA 4.3.1.c Utilize available media to enhance communication (e.g., presentation software, poster)

LA 4.3.2 Listening Skills: Students will develop and apply active listening skills across a variety of situations.

LA 4.3.2.a Demonstrate listening skills needed for multiple situations and modalities (e.g., electronic, one-to-one, small/large group, presentation)

LA 4.3.2.b Listen, ask questions to clarify, and take notes to ensure accuracy of information

LA 4.3.2.c Listen to, summarize, and explain thoughts, ideas, and information being communicated

LA 4.3.3 Reciprocal Communication: Students will develop and apply reciprocal communication skills.

LA 4.3.3.a Demonstrate sensitivity to the use of words (e.g., stereotypes, multiple meanings of words)

LA 4.3.3.b Apply conversation strategies (e.g., face the speaker, listen while others are talking, gain the floor, take turns talking, eye contact, tone, stay on topic, non-verbal cues)

LA 4.3.3.c Interact and collaborate with others in learning situations by contributing questions, information, opinions, and ideas using a variety of media and formats

LA 4.4 Students will identify, locate, and evaluate information.

LA 4.4.1 Multiple Literacies: Students will research, synthesize, and communicate information in a variety of media and formats (textual, visual, and digital).

LA 4.4.1.a Select and use multiple resources to answer guiding questions (e.g., print, subscription databases, web resources)

LA 4.4.1.b Demonstrate ethical and legal use of information by citing sources using a prescribed format (e.g., creating a simplified citation of information used)

LA 4.4.1.c Practice safe and ethical behaviors when communicating and interacting with others (e.g., safe information to share online, appropriate language use, utilizing appropriate sites and materials, respecting diverse perspectives)

LA 4.4.1.d Engage in activities with learners from a variety of cultures through electronic means (e.g., podcasts, video chats, distance learning, e-pals)

LA 4.4.1.e Identify bias and commercialism (e.g., product placement, advertising)

LA 4.4.1.f Gather and share information and opinions as a result of communication with others (e.g., video/audio chat, interview, podcast, multi-media presentations)

LA 4.4.1.g Use social networks and information tools to gather and share information (e.g., social bookmarking, online collaborative tools)

Nebraska Language Arts Standards - Grade 5

LA 5.1 Students will learn and apply reading skills and strategies to comprehend text.

LA 5.1.1 Knowledge of Print: Concept mastered at a previous grade level

LA 5.1.2 Phonological Awareness: Concept mastered at a previous grade level

LA 5.1.3 Word Analysis: Students will use knowledge of phonetic and structural analysis to read, write, and spell grade level text.

LA 5.1.3.a Use knowledge of phonetic and structural analysis (e.g., Anglo-Saxon common roots and affixes, multiple syllable words)

LA 5.1.4 Fluency: Students will read a variety of grade level texts fluently with accuracy, appropriate pace, phrasing, and expression.

LA 5.1.4.a Read phrases, clauses, and sentences that sound like natural language to support comprehension

LA 5.1.4.b Read words and phrases accurately and automatically

LA 5.1.4.c Recognize and practice elements of oral prosodic reading to reflect meaning of text (e.g., poem read slowly, conversational narrative, emphasis on key points of information)

LA 5.1.4.d Adjust oral or silent reading pace based on purpose, text difficulty, form, and style

LA 5.1.5 Vocabulary: Students will build literary, general academic, and content specific grade level vocabulary.

LA 5.1.5.a Apply knowledge of word structure elements, known words, and word patterns to determine meaning (e.g., affixes, abbreviations, parts of speech, word origins)

LA 5.1.5.b Relate new grade level vocabulary to prior knowledge and use in new situations

LA 5.1.5.c Select and apply knowledge of context clues (e.g., word, phrase, sentence, and paragraph clues, re-reading) and text features (e.g., glossary, headings, subheadings, captions, maps) to determine meaning of unknown words in a variety of text structures

LA 5.1.5.d Identify semantic relationships (e.g., multiple meanings, metaphors, similes, idioms, analogies)

LA 5.1.5.e Determine meaning using print and digital reference materials (e.g., dictionary, thesaurus, glossary)

LA 5.1.6 Comprehension: Students will extract and construct meaning using prior knowledge, applying text information, and monitoring comprehension while reading grade level text.

LA 5.1.6.a Identify author's purpose(s) (e.g., explain, entertain, inform, persuade) and recognize how author's perspective (e.g., beliefs, assumptions, biases) influences text

LA 5.1.6.b Identify and analyze elements of narrative text (e.g., character development, setting, plot, theme)

LA 5.1.6.c Summarize narrative text including characters, setting, plot, and theme with supporting details

LA 5.1.6.d Identify literary devices and explain the ways in which language is used (e.g., simile, metaphor, alliteration, onomatopoeia, imagery, rhythm)

LA 5.1.6.e Summarize and analyze the main idea from informational text using supporting details

LA 5.1.6.f Understand and apply knowledge of organizational patterns found in informational text (e.g., sequence, description, cause and effect, compare/contrast, fact/opinion)

LA 5.1.6.g Apply knowledge of text features to locate information and gain meaning from a text (e.g., index, maps, charts, tables, graphs, headings, subheadings)

LA 5.1.6.h Describe the defining characteristics of narrative and informational genres (e.g., textbooks, myths, fantasies, science fiction, drama, periodicals, essays)

LA 5.1.6.i Recognize the social, historical, cultural, and biographical influences in a variety of genres

LA 5.1.6.j Use narrative and informational text to develop a national and global multi-cultural perspective

LA 5.1.6.k Generate and/or answer literal, inferential, critical, and interpretive questions, supporting answers using prior knowledge and literal and inferential information from the text and additional sources

LA 5.1.6.l Select text for a particular purpose (e.g., information, pleasure, answer a specific question)

LA 5.1.6.m Build and activate prior knowledge in order to identify text to self, text to text, and text to world connections before, during, and after reading

LA 5.1.6.n Self-monitor comprehension by recognizing when meaning is disrupted and apply strategies to clarify, confirm, or correct

LA 5.1.6.o Use examples and details to make inferences or logical predictions while previewing and reading text

LA 5.1.6.p Respond to text verbally, in writing, or artistically

LA 5.2 Students will learn and apply writing skills and strategies to communicate.

LA 5.2.1 Writing Process: Students will apply the writing process to plan, draft, revise, edit and publish writing using correct spelling, grammar, punctuation, and other standard conventions appropriate for grade level.

LA 5.2.1.a Use prewriting activities and inquiry tools to generate and organize information, guide writing, and answer questions (e.g., sketch, brainstorm, map, outline, diagram, free write, graphic organizer, digital idea mapping tool)

LA 5.2.1.b Generate a draft by:

- Selecting and organizing ideas relevant to topic, purpose, and genre
- Composing paragraphs with simple and compound sentences of varying length, and complexity, and type (e.g., declarative, interrogative, exclamatory, and imperative)
- Developing details and transitional phrases that link one paragraph to another

LA 5.2.1.c Revise to improve writing (e.g., quality of ideas, organization, sentence fluency, word choice, voice)

LA 5.2.1.d Provide oral, written, and/or electronic feedback to other writers; utilize others' feedback to improve own writing

LA 5.2.1.e Edit writing for format and conventions (e.g., spelling, capitalization, grammar, punctuation)

LA 5.2.1.f Publish a legible document (e.g. report, digital story) applying formatting techniques (e.g., indenting paragraphs, titles)

LA 5.2.2 Writing Genres: Students will write for a variety of purposes and audiences in multiple genres.

LA 5.2.2.a Write in a selected genre considering purpose (e.g., inform, entertain, persuade, instruct)

LA 5.2.2.b Write to a specified audience considering interests, background knowledge, and expectations (e.g., known or unknown individual, business, organization)

LA 5.2.2.c Write considering tone/voice and typical characteristics of a selected genre (e.g., memoir, biography, report, persuasive letter, poem, essay)

LA 5.2.2.d Select and apply an organizational structure appropriate to the task (e.g., logical, sequential order, description)

LA 5.2.2.e Analyze models and examples (own and others') of various genres to create a similar piece

LA 5.3 Students will learn and apply speaking and listening skills and strategies to communicate.

LA 5.3.1 Speaking Skills: Students will develop and apply speaking skills to communicate key ideas in a variety of situations.

LA 5.3.1.a Communicate ideas and information in a manner appropriate for the purpose and setting

LA 5.3.1.b Demonstrate speaking techniques for a variety of purposes and situations

LA 5.3.1.c Utilize available media to enhance communication (e.g., projection system, presentation software)

LA 5.3.2 Listening Skills: Students will develop and apply active listening skills across a variety of situations.

LA 5.3.2.a Demonstrate listening skills needed for multiple situations and modalities (e.g., video, audio, distance, one-to-one, group)

LA 5.3.2.b Listen and ask questions to clarify, and take notes to ensure accuracy of information

LA 5.3.2.c Listen to, summarize and interpret message and purpose of information being communicated

LA 5.3.3 Reciprocal Communication: Students will develop and apply reciprocal communication skills.

LA 5.3.3.a Demonstrate sensitivity to the use of words in general as well as to a particular audience (e.g., stereotypes, connotations, subtleties of language)

LA 5.3.3.b Apply conversation strategies (e.g., face the speaker, listen while others are talking, gain the floor, eye contact, tone, stay on topic, non-verbal cues)

LA 5.3.3.c Interact and collaborate with others in learning situations by contributing questions, information, opinions, and ideas using a variety of media and formats

LA 5.4 Students will identify, locate, and evaluate information.

LA 5.4.1 Multiple Literacies: Students will research, synthesize, evaluate and communicate information in a variety of media and formats (textual, visual, and digital).

LA 5.4.1.a Select and use multiple resources to generate and answer questions (e.g., print, subscription databases, web resources)

LA 5.4.1.b Demonstrate ethical and legal use of information by citing sources using a prescribed format (e.g., creating a simplified citation of information used)

LA 5.4.1.c Practice safe and ethical behaviors when communicating and interacting with others (e.g., safe information to share online, appropriate language use, utilizing appropriate sites and materials, respecting diverse perspectives)

LA 5.4.1.d Engage in activities with learners from a variety of cultures through electronic means (e.g., podcasts, video chats, distance learning)

LA 5.4.1.e Evaluate the message for bias and commercialism (e.g., product placement, advertising, body image)

LA 5.4.1.f Gather and share information and opinions as a result of communication with others (e.g., video/audio chat, interview, podcast, multi-media presentations)

LA 5.4.1.g Use social networks and information tools to gather and share information (e.g., social bookmarking, online collaborative tools)

Nebraska Language Arts Standards - Grade 6

LA 6.1 Students will learn and apply reading skills and strategies to comprehend text.

LA 6.1.1 Knowledge of Print: Concept mastered at a previous grade level

LA 6.1.2 Phonological Awareness: Concept mastered at a previous grade level

LA 6.1.3 Word Analysis: Students will use knowledge of phonetic and structural analysis to read, write, and spell grade level text.

LA 6.1.3.a Use knowledge of phonetic and structural analysis (e.g., Anglo-Saxon, Greek, and Latin roots, foreign words frequently used in English, bases, affixes)

LA 6.1.4 Fluency: Students will read a variety of grade level texts fluently with accuracy, appropriate pace, phrasing, and expression.

LA 6.1.4.a Apply elements of oral prosodic reading to reflect the meaning of text (e.g., poem read slowly, conversational narrative, emphasis on key points of information)

LA 6.1.4.b Adjust oral or silent reading pace based on purpose, text difficulty, form, and style

LA 6.1.5 Vocabulary: Students will build literary, general academic, and content specific grade level vocabulary.

LA 6.1.5.a Determine the meaning of words through structural analysis, using knowledge of Greek, Latin, and Anglo Saxon roots, prefixes, and suffixes to understand complex words, including words in science, mathematics, and social studies

LA 6.1.5.b Relate new grade level vocabulary to prior knowledge and use in new situations

LA 6.1.5.c Select and apply knowledge of context clues (e.g., word, phrase, sentence, and paragraph clues, re-reading) and text features (e.g., glossary, headings, subheadings, index, tables, maps, charts) to determine meaning of unknown words in a variety of text structures

LA 6.1.5.d Identify semantic relationships (e.g., metaphors, similes, idioms, analogies, comparisons)

LA 6.1.5.e Determine meaning using print and digital reference materials (e.g., dictionary, thesaurus, glossary)

LA 6.1.6 Comprehension: Students will extract and construct meaning using prior knowledge, applying text information, and monitoring comprehension while reading grade level text.

LA 6.1.6.a Explain how author's purpose and perspective affect the meaning and reliability of the text

LA 6.1.6.b Identify and analyze elements of narrative text (e.g., character development, setting, plot development, conflict, point of view, theme)

LA 6.1.6.c Summarize narrative text using understanding of characters, setting, sequence of events, plot, and theme

LA 6.1.6.d Interpret and explain the author's use of literary devices (e.g., simile, metaphor, alliteration, onomatopoeia, imagery, rhythm)

LA 6.1.6.e Summarize, analyze, and synthesize informational text using main idea and supporting details

LA 6.1.6.f Apply knowledge of organizational patterns found in informational text (e.g., sequence, description, cause and effect, compare/contrast, fact/opinion)

LA 6.1.6.g Apply knowledge of text features to locate information and gain meaning from a text (e.g., index, maps, charts, tables, graphs, headings, subheadings)

LA 6.1.6.h Distinguish between the defining characteristics of different narrative and informational genres (e.g., textbooks, myths, fantasies, science fiction, drama, periodicals, and essays)

LA 6.1.6.i Describe the social, historical, cultural, and biographical influences in a variety of genres

LA 6.1.6.j Use narrative and informational text to develop a national and global multicultural perspective

LA 6.1.6.k Generate and/or answer literal, inferential, critical, and interpretive questions, supporting answers using prior knowledge and information from the text and additional sources

LA 6.1.6.l Select text for a particular purpose (e.g., information, pleasure, answer a specific question)

LA 6.1.6.m Build and activate prior knowledge in order to identify text to self, text to text, and text to world connections before, during, and after reading

LA 6.1.6.n Self-monitor comprehension for accuracy and understanding when errors detract from meaning by applying appropriate strategies to self-correct

LA 6.1.6.o Use examples and details to make inferences or logical predictions while previewing and reading text

LA 6.1.6.p Respond to text verbally, in writing, or artistically

LA 6.2 Students will learn and apply writing skills and strategies to communicate.

LA 6.2.1 Writing Process: Students will apply the writing process to plan, draft, revise, edit and publish writing using correct spelling, grammar, punctuation, and other standard conventions appropriate for grade level.

LA 6.2.1.a Use prewriting activities and inquiry tools, using available technology, to generate and organize information, guide writing, answer questions

LA 6.2.1.b Generate a draft by:

- Selecting and organizing ideas relevant to topic, purpose, and genre
- Composing paragraphs with simple, compound, and complex sentences, avoiding fragments and run-ons of varying length and complexity
- Concluding with detailed summary linked to the purpose of the composition

LA 6.2.1.c Revise to improve writing (e.g., quality of ideas, organization, sentence fluency, word choice, voice)

LA 6.2.1.d Provide oral, written, and/or electronic feedback to other writers; utilize others' feedback to improve own writing

LA 6.2.1.e Edit writing for format and conventions (e.g., spelling, capitalization, grammar, punctuation)

LA 6.2.1.f Publish a legible document (e.g., report, podcast, web page, PowerPoint) that applies formatting techniques to aid comprehension (e.g., differing fonts, title page, highlighting, spacing)

LA 6.2.2 Writing Genres: Students will write for a variety of purposes and audiences in multiple genres.

LA 6.2.2.a Write in a selected genre considering purpose (e.g., inform, entertain, persuade, instruct)

LA 6.2.2.b Write to a specified audience considering interests, background knowledge, and expectations (e.g., known or unknown individual, business, organization, cyber audience)

LA 6.2.2.c Write considering typical characteristics of the selected genre (e.g., biography, report, business memo, poem, essay, email, podcast)

LA 6.2.2.d Select and apply an organizational structure appropriate to the task (e.g., chronological order, cause and effect, compare and contrast)

LA 6.2.2.e Analyze models and examples (own and others') of various genres in order to create a similar piece

LA 6.3 Students will learn and apply speaking and listening skills and strategies to communicate.

LA 6.3.1 Speaking Skills: Students will develop and apply speaking skills to communicate key ideas in a variety of situations.

LA 6.3.1.a Communicate ideas and information in a manner appropriate for the purpose and setting

LA 6.3.1.b Demonstrate and adjust speaking techniques for a variety of purposes and situations

LA 6.3.1.c Utilize available media to enhance communication

LA 6.3.2 Listening Skills: Students will develop, apply, and refine active listening skills across a variety of situations.

LA 6.3.2.a Demonstrate listening skills needed for multiple situations and modalities (e.g., video, audio, distance, one-to-one, group)

LA 6.3.2.b Listen, ask questions to clarify, and take notes to ensure accuracy of information

LA 6.3.2.c Listen to, analyze, and evaluate message, purpose, and perspective of information being communicated

LA 6.3.3 Reciprocal Communication: Students will develop, apply, and adapt reciprocal communication skills.

LA 6.3.3.a Demonstrate sensitivity to the use of words in general as well as to a particular audience (e.g., stereotypes, connotations, subtleties of language)

LA 6.3.3.b Apply conversation strategies (e.g., listen while others are talking, gain the floor, eye contact, tone, stay on topic, non-verbal cues)

LA 6.3.3.c Interact and collaborate with others in learning situations by contributing questions, information, opinions, and ideas using a variety of media and formats

LA 6.4 Students will identify, locate, and evaluate information.

LA 6.4.1 Multiple Literacies: Students will research, synthesize, evaluate, and communicate information in a variety of media and formats (textual, visual, and digital).

LA 6.4.1.a Select and use multiple resources to generate and answer questions and establish validity of information (e.g., print, subscription databases, web resources)

LA 6.4.1.b Demonstrate ethical and legal use of information by citing sources using a prescribed format (e.g., citation of information used)

LA 6.4.1.c Practice safe and ethical behaviors when communicating and interacting with others (e.g., safe information to share online, appropriate language use, utilize appropriate sites and materials, respect diverse perspectives)

LA 6.4.1.d Engage in activities with learners from a variety of cultures through electronic means (e.g., podcasts, video chats, distance learning)

LA 6.4.1.e While reading, listening, and viewing, evaluate the message for bias, commercialism and hidden agendas (e.g., product placement, television ad, radio ad, movie, body image, sexism)

LA 6.4.1.f Gather and share information and opinions as a result of communication with others (e.g., video/audio chat, interview, podcast, multi-media presentations)

LA 6.4.1.g Use social networks and information tools to gather and share information (e.g., social bookmarking, online collaborative tools)

Nebraska Language Arts Standards - Grade 7

LA 7.1 Students will learn and apply reading skills and strategies to comprehend text.

LA 7.1.1 Knowledge of Print: Concept mastered at a previous grade level

LA 7.1.2 Phonological Awareness: Concept mastered at a previous grade level

LA 7.1.3 Word Analysis: Concept mastered at a previous grade level

LA 7.1.4 Fluency: Students will read a variety of grade level texts fluently with accuracy, appropriate pace, phrasing, and expression.

LA 7.1.4.a Apply elements of prosodic reading to a group of related texts and explore their potential for performance

LA 7.1.4.b Adjust oral or silent reading pace based on purpose, text difficulty, form, and style

LA 7.1.5 Vocabulary: Students will build literary, general academic, and content specific grade level vocabulary.

LA 7.1.5.a Determine meaning of words through structural analysis, using knowledge of Greek, Latin, and Anglo-Saxon roots, prefixes, and suffixes to understand complex words, including words in science, mathematics, and social studies

LA 7.1.5.b Relate new grade level vocabulary to prior knowledge and use in new situations.

LA 7.1.5.c Select and apply knowledge of context clues (e.g., word, phrase, sentence, and paragraph clues, re-reading) and text features (e.g., glossary, headings, subheadings, index, tables, maps, graphs, charts) appropriate to a particular text to determine meaning of unknown words

LA 7.1.5.d Analyze semantic relationships (e.g., figurative language, connotations, subtle distinctions)

LA 7.1.5.e Determine meaning using print and digital reference materials

LA 7.1.6 Comprehension: Students will extract and construct meaning using prior knowledge, applying text information, and monitoring comprehension while reading grade level text.

LA 7.1.6.a Analyze the meaning, reliability, and validity of the text considering author's purpose, and perspective

LA 7.1.6.b Identify and analyze elements of narrative text (e.g., character development, setting, plot development, conflict, point of view, theme)

LA 7.1.6.c Analyze author's use of literary devices (e.g., foreshadowing, personification, idiom, oxymoron, hyperbole, flashback, suspense, symbolism, irony)

LA 7.1.6.d Summarize, analyze, and synthesize informational text using main idea and supporting details

LA 7.1.6.e Apply knowledge of organizational patterns found in informational text (e.g., sequence, description, cause and effect, compare/contrast, fact/opinion, proposition/support)

LA 7.1.6.f Apply knowledge of text features to locate information and gain meaning from a text (e.g., index, annotations, maps, charts, tables, graphs, headings, subheadings)

LA 7.1.6.g Explain and make inferences based on the characteristics of narrative and informational genres (e.g., textbooks, myths, fantasies, science fiction, drama, periodicals, essays)

LA 7.1.6.h Explain the social, historical, cultural, and biographical influences in a variety of genres

LA 7.1.6.i Use narrative and informational text to develop a national and global multi-cultural perspective

LA 7.1.6.j Generate and/or answer literal, inferential, critical, and interpretive questions, analyzing prior knowledge, information from the text and additional sources, to support answers

LA 7.1.6.k Select text for a particular purpose (e.g., understand, interpret, enjoy, solve problems, form an opinion, answer a specific question, discover models for own writing)

LA 7.1.6.l Build and activate prior knowledge in order to clarify text, deepen understanding, and make connections while reading

LA 7.1.6.m Self-monitor comprehension for accuracy and understanding when errors detract from meaning by applying appropriate strategies to self-correct

LA 7.1.6.n Use examples and details to make inferences or logical predictions while previewing and reading text

LA 7.1.6.o Respond to text verbally, in writing, or artistically

LA 7.2 Students will learn and apply writing skills and strategies to communicate.

LA 7.2.1 Writing Process: Students will apply the writing process to plan, draft, revise, edit and publish writing using correct spelling, grammar, punctuation, and other standard conventions appropriate for grade level.

LA 7.2.1.a Use prewriting activities and inquiry tools, using available technology, to generate and organize information, guide writing and answer questions

LA 7.2.1.b Generate a draft by:

- Selecting and organizing ideas relevant to topic, purpose, and genre
- Composing paragraphs with sentences of varying length and complexity avoiding fragments and run-ons
- Using effective transitional words and cues to unify important ideas

LA 7.2.1.c Revise to improve writing (e.g., quality of ideas, organization, sentence fluency, word choice, voice)

LA 7.2.1.d Provide oral, written, and/or electronic feedback to other writers; utilize others' feedback to improve own writing

LA 7.2.1.e Edit writing for format and conventions (e.g., spelling, capitalization, grammar, punctuation)

LA 7.2.1.f Publish a legible document (e.g., report, podcast, web page, PowerPoint) that applies formatting techniques to aid comprehension (e.g., differing fonts, title page, highlighting, spacing)

LA 7.2.2 Writing Genres: Students will write for a variety of purposes and audiences in multiple genres.

LA 7.2.2.a Write in a variety of genres, considering purpose (e.g., inform, entertain, persuade, instruct)

LA 7.2.2.b Write in a variety of genres, considering audience (e.g., a known or unknown individual, a business, organization, or cyber audience)

LA 7.2.2.c Write considering typical characteristics of the selected genre (e.g., letter to the editor, report, email, class notes, essay, research paper, play)

LA 7.2.2.d Select and apply an organizational structure appropriate to the task (e.g., order of importance, similarity and difference, posing and answering a question)

LA 7.2.2.e Analyze models and examples (own and others') of various genres in order to create a similar piece

LA 7.3 Students will learn and apply speaking and listening skills and strategies to communicate.

LA 7.3.1 Speaking Skills: Students will develop and apply speaking skills to communicate key ideas in a variety of situations.

LA 7.3.1.a Communicate ideas and information in a manner appropriate for the purpose and setting

LA 7.3.1.b Demonstrate and adjust speaking techniques for a variety of purposes and situations

LA 7.3.1.c Utilize available media to enhance communication

LA 7.3.2 Listening Skills: Students will develop, apply, and refine active listening skills across a variety of situations.

LA 7.3.2.a Apply listening skills needed for multiple situations and modalities (e.g., video, audio, distance, one-to-one, group)

LA 7.3.2.b Listen and ask probing questions to elicit information

LA 7.3.2.c Listen to, analyze, and evaluate message, purpose, and perspective of information being communicated

LA 7.3.3 Reciprocal Communication: Students will develop, apply, and adapt reciprocal communication skills.

LA 7.3.3.a Demonstrate sensitivity to the use of words in general as well as to a particular audience (e.g., stereotypes, connotations, subtleties of language)

LA 7.3.3.b Apply conversation strategies (e.g., listen while others are talking, eye contact, tone, stay on topic, non-verbal cues)

LA 7.3.3.c Interact and collaborate with others in learning situations by contributing questions, information, opinions, and ideas using a variety of media and formats

LA 7.4 Students will identify, locate, and evaluate information.

LA 7.4.1 Multiple Literacies: Students will research, synthesize, evaluate, and communicate information in a variety of media and formats (textual, visual, and digital).

LA 7.4.1.a Select and use multiple resources to generate and answer questions and establish validity of information (e.g., print, subscription databases, web resources)

LA 7.4.1.b Demonstrate ethical and legal use of information by citing sources using a prescribed format (e.g., citation of information used)

LA 7.4.1.c Practice safe and ethical behaviors when communicating and interacting with others (e.g., safe information to share online, appropriate language use, utilize appropriate sites and materials, respect diverse perspectives)

LA 7.4.1.d Engage in activities with learners from a variety of cultures through electronic means (e.g., podcasts, video chats, distance learning)

LA 7.4.1.e While reading, listening, and viewing, evaluate the message for bias, commercialism and hidden agendas (e.g., product placement, television ad, radio ad, movie, body image, sexism)

LA 7.4.1.f Gather and share information and opinions as a result of communication with others (e.g., video/audio chat, interview, podcast, multi-media presentations)

LA 7.4.1.g Use social networks and information tools to gather and share information (e.g., social bookmarking, online collaborative tools)

Nebraska Language Arts Standards - Grade 8

LA 8.1 Students will learn and apply reading skills and strategies to comprehend text.

LA 8.1.1 Knowledge of Print: Concept mastered at a previous grade level

LA 8.1.2 Phonological Awareness: Concept mastered at a previous grade level

LA 8.1.3 Word Analysis: Concept mastered at a previous grade level

LA 8.1.4 Fluency: Students will read a variety of grade level texts fluently with accuracy, appropriate pace, phrasing, and expression.

LA 8.1.4.a Incorporate elements of prosodic reading to communicate text

LA 8.1.4.b Adjust oral or silent reading pace based on purpose, text difficulty, form, and style

LA 8.1.4.c Recognize and represent writer's tone and style while reading individually or in groups (e.g., choral reading, reader's theatre performances)

LA 8.1.5 Vocabulary: Students will build literary, general academic, and content specific grade level vocabulary.

LA 8.1.5.a Determine meaning of words through structural analysis, using knowledge of Greek, Latin, and Anglo-Saxon roots, prefixes, and suffixes to understand complex words, including words in science, mathematics, and social studies

LA 8.1.5.b Relate new grade level vocabulary to prior knowledge and use in new situations.

LA 8.1.5.c Select a context clue strategy to determine meaning of unknown word appropriate to text (e.g., restatement, example, gloss, annotation, sidebar)

LA 8.1.5.d Analyze semantic relationships (e.g., figurative language, connotations, subtle distinctions)

LA 8.1.5.e Determine meaning using print and digital reference materials

LA 8.1.6 Comprehension: Students will extract and construct meaning using prior knowledge, applying text information, and monitoring comprehension while reading grade level text.

LA 8.1.6.a Analyze the meaning, reliability, and validity of the text considering author's purpose, perspective, and information from additional sources

LA 8.1.6.b Identify and analyze elements of narrative text (e.g., character development, setting, plot development, conflict, point of view, inferred and recurring themes)

LA 8.1.6.c Analyze author's use of literary devices (e.g., foreshadowing, personification, idiom, oxymoron, hyperbole, flashback, suspense, symbolism, irony, transitional devices)

LA 8.1.6.d Summarize, analyze, and synthesize informational text using main idea and supporting details

LA 8.1.6.e Apply knowledge of organizational patterns found in informational text (e.g., sequence, description, cause and effect, compare/contrast, fact/opinion, proposition/support)

LA 8.1.6.f Analyze and evaluate information from text features (e.g., index, annotations, maps, charts, tables, graphs, headings, subheadings, lists)

LA 8.1.6.g Analyze and make inferences based on the characteristics of narrative and informational genres

LA 8.1.6.h Analyze a variety of genres for the social, historical, cultural, and biographical influences

LA 8.1.6.i Use narrative and informational text to develop a national and global multicultural perspective

LA 8.1.6.j Generate and/or answer literal, inferential, critical, and interpretive questions, analyzing and synthesizing prior knowledge, information from the text and additional sources, to support answers

LA 8.1.6.k Select text for a particular purpose (e.g., understand, interpret, enjoy, solve problems, form an opinion, answer a specific question, discover models for own writing)

LA 8.1.6.l Build and activate prior knowledge in order to clarify text, deepen understanding, and make connections while reading

LA 8.1.6.m Self-monitor comprehension for accuracy and understanding when errors detract from meaning by applying appropriate strategies to self-correct

LA 8.1.6.n Make complex or abstract inferences or predictions by synthesizing information while previewing and reading text

LA 8.1.6.o Respond to text verbally, in writing, or artistically

LA 8.2 Students will learn and apply writing skills and strategies to communicate.

LA 8.2.1 Writing Process: Students will apply the writing process to plan, draft, revise, edit and publish writing using correct spelling, grammar, punctuation, and other standard conventions appropriate for grade level.

LA 8.2.1.a Use prewriting activities and inquiry tools to generate and organize information, guide writing, answer questions, and synthesize information

LA 8.2.1.b Generate a draft by:

- Defining and stating a thesis
- Structuring ideas and arguments in an effective and sustained way, following an organizational pattern appropriate to the purpose and intended audience
- Identifying and using parallelism to present items in a series and items juxtaposed for emphasis

LA 8.2.1.c Revise to improve writing (e.g., quality of ideas, organization, sentence fluency, word choice, voice)

LA 8.2.1.d Provide oral, written, and electronic feedback to other writers; utilize others' feedback to improve own writing

LA 8.2.1.e Edit writing for format and conventions (e.g., spelling, capitalization, grammar, punctuation)

LA 8.2.1.f Publish a legible document that applies formatting techniques to contribute to the readability and impact of the document (e.g., fonts, spacing, highlighting, images, style conventions, manuscript requirements)

LA 8.2.2 Writing Genres: Students will write for a variety of purposes and audiences in multiple genres.

LA 8.2.2.a Write in a variety of genres, considering purpose and audience

LA 8.2.2.b Write considering typical characteristics of the selected genre (e.g., business letter, report, email, class notes, research paper, play, web page/blog)

LA 8.2.2.c Select and apply an organizational structure appropriate to the task (e.g., problem/solution, persuasion)

LA 8.2.2.d Analyze models and examples (own and others') of various genres in order to create a similar piece

LA 8.3 Students will learn and apply speaking and listening skills and strategies to communicate.

LA 8.3.1 Speaking Skills: Students will develop, apply, and refine speaking skills to communicate key ideas in a variety of situations.

LA 8.3.1.a Communicate ideas and information in a manner appropriate for the purpose and setting

LA 8.3.1.b Demonstrate and adjust speaking techniques for a variety of purposes and situations

LA 8.3.1.c Utilize available media to enhance communication

LA 8.3.2 Listening Skills: Students will develop, apply, and refine active listening skills across a variety of situations.

LA 8.3.2.a Apply listening skills needed for multiple situations and modalities (e.g., video, audio, distance, one-to-one, group)

LA 8.3.2.b Listen and ask questions concerning the speaker's content, delivery and purpose.

LA 8.3.2.c Listen to, analyze, and evaluate thoughts, ideas, and credibility of information being communicated

LA 8.3.3 Reciprocal Communication: Students will develop, apply, and adapt reciprocal communication skills.

LA 8.3.3.a Demonstrate sensitivity to the use of words (e.g., stereotypes, connotations, subtleties of language)

LA 8.3.3.b Interact and collaborate with others in learning situations by contributing questions, information, opinions, and ideas using a variety of media and formats

LA 8.3.3.c Respect diverse perspectives while collaborating and participating as a member of the community

LA 8.4 Students will identify, locate, and evaluate information.

LA 8.4.1 Multiple Literacies: Students will research, synthesize, evaluate, and communicate information in a variety of media and formats (textual, visual, and digital).

LA 8.4.1.a Select and use multiple resources to answer questions and support conclusions using valid information (e.g., print, subscription databases, web resources)

LA 8.4.1.b Demonstrate ethical and legal use of information by citing sources using prescribed formats and tools (e.g., online citation assistance, publication guidelines)

LA 8.4.1.c Practice safe and ethical behaviors when communicating and interacting with others (e.g., safe information to share online, appropriate language use, utilize appropriate sites and materials, respect diverse perspectives)

LA 8.4.1.d Engage in activities with learners from a variety of cultures through electronic means (e.g., podcasts, video chats, distance learning)

LA 8.4.1.e While reading, listening, and viewing, evaluate the message for bias, commercialism and hidden agendas (e.g., product placement, television ad, radio ad, movie, body image, sexism)

LA 8.4.1.f Gather and share information and opinions as a result of communication with others (e.g., video/audio chat, interview, podcast, multi-media presentations)

LA 8.4.1.g Use social networks and information tools to gather and share information (e.g., social bookmarking, online collaborative tools)

Nebraska Language Arts Standards - Grade 12

LA 12.1 Students will learn and apply reading skills and strategies to comprehend text.

LA 12.1.1 Knowledge of Print: Concept mastered at a previous grade level

LA 12.1.2 Phonological Awareness: Concept mastered at a previous grade level

LA 12.1.3 Word Analysis: Concept mastered at a previous grade level.

LA 12.1.4 Fluency: Students will read a variety of grade level texts fluently with accuracy, appropriate pace, phrasing, and expression.

LA 12.1.4.a Independently incorporate elements of prosodic reading to interpret text in a variety of situations

LA 12.1.4.b Adjust oral or silent reading pace based on purpose, text difficulty, form, and style

LA 12.1.4.c Recognize and represent writer's tone and style while reading individually or in groups (e.g., change genre of text to perform orally)

LA 12.1.5 Vocabulary: Students will build literary, general academic, and content specific grade level vocabulary.

LA 12.1.5a Determine meaning of words through structural analysis, using knowledge of Greek, Latin, and Anglo-Saxon roots, prefixes, and suffixes to understand complex words, including words in science, mathematics, and social studies

LA 12.1.5b Relate new grade level vocabulary to prior knowledge and use in new situations.

LA 12.1.5c Independently apply appropriate strategy to determine meaning of unknown words in text

LA 12.1.5d Use semantic relationships to evaluate, defend, and make judgments

LA 12.1.5e Determine meaning using print and digital reference materials

LA 12.1.6 Comprehension: Students will extract and construct meaning using prior knowledge, applying text information, and monitoring comprehension while reading grade level text.

LA 12.1.6.a Evaluate the meaning, reliability, and validity of the text considering author's purpose perspective, and information from additional sources

LA 12.1.6.b Analyze and evaluate narrative text (e.g., characterization, setting, plot development, internal and external conflict, inferred and recurring themes, point of view, tone, mood)

LA 12.1.6.c Analyze the function and critique the effects of the author's use of stylistic and literary devices (e.g., allusion, symbolism, irony, foreshadowing, flashback, metaphor, personification, epiphany, oxymoron, dialect, tone, mood, transitional devices)

LA 12.1.6.d Summarize, analyze, synthesize, and evaluate informational text

LA_12.1.6.e Apply knowledge of organizational patterns found in informational text (e.g., sequence, description, cause and effect, compare/contrast, fact/opinion, proposition/support, concept definition, question/answer)

LA 12.1.6.f Analyze and evaluate information from text features (e.g., index, annotations, photographs, charts, tables, graphs, headings, subheadings, lists)

LA_12.1.6.g Analyze and evaluate make inferences based on the characteristics of narrative and informational genres and provide evidence from the text to support understanding

LA 12.1.6.h Critique the effects of historical, cultural, political, and biographical influences in a variety of genres

LA 12.1.6.i Use narrative and informational text to develop a national and global multi-cultural perspective

LA 12.1.6.j Generate and/or answer literal, inferential, critical, and interpretive questions, analyzing, synthesizing, and evaluating prior knowledge, information from the text and additional sources, to support answers

LA 12.1.6.k Select a text for a particular purpose (e.g., understand a specific viewpoint, enjoy, solve problems, form an opinion, discover models for own writing, predict outcomes, accomplish a task)

LA 12.1.6.l Build and activate prior knowledge in order to clarify text, deepen understanding, and make connections while reading

LA 12.1.6.m Self-monitor comprehension for accuracy and understanding when errors detract from meaning by applying appropriate strategies to self-correct

LA 12.1.6.n Make complex or abstract inferences or predictions by synthesizing information while previewing and reading text

LA 12.1.6.o Respond to text verbally, in writing, or artistically

LA 12.2 Students will learn and apply writing skills and strategies to communicate.

LA 12.2.1 Writing Process: Students will apply the writing process to plan, draft, revise, edit and publish writing using correct spelling, grammar, punctuation, and other standard conventions appropriate for grade level.

LA 12.2.1.a Select and use appropriate prewriting tools to generate and organize information, guide writing, answer questions, and synthesize information

LA 12.2.1.b Generate a draft by:

- Constructing clearly worded and effectively placed thesis statements that convey a clear perspective on the subject
- Structuring ideas and arguments in an effective and sustained way, following an organizational pattern appropriate to the purpose and intended audience
- Applying standard rules of sentence formation, including parallel structure and subordination

LA 12.2.1.c Revise to improve writing (e.g., quality of ideas, organization, sentence fluency, word choice, voice)

LA 12.2.1.d Provide oral, written and/or electronic feedback to other writers; utilize others' feedback to improve own writing

LA 12.2.1.e Edit writing for format and conventions (e.g., spelling, capitalization, grammar, punctuation)

LA 12.2.1.f Publish a legible document that applies formatting techniques to contribute to the readability and impact of the document (e.g., fonts, spacing, highlighting, images, style conventions, manuscript requirements)

LA 12.2.2 Writing Genres: Students will write for a variety of purposes and audiences in multiple genres.

LA 12.2.a Write in a variety of genres, considering purpose, audience, medium, and available technology

LA 12.2.b Write considering typical characteristics of the selected genre (e.g., resume, brochure, web page/blog, news article, job application and accompanying cover letter, senior project, college application essay)

LA 12.2.c Select and apply an organizational structure appropriate to the task

LA 12.2.d Analyze models and examples (own and others') of various genres in order to create a similar piece

LA 12.3 Students will learn and apply speaking and listening skills and strategies to communicate.

LA 12.3.1 Speaking Skills: Students will develop, apply, and refine speaking skills to communicate key ideas in a variety of situations.

LA 12.3.1.a Communicate ideas and information in a manner appropriate for the purpose and setting

LA 12.3.1.b Demonstrate and adjust speaking techniques for a variety of purposes and situations

LA 12.3.1.c Utilize available media to enhance communication

LA 12.3.2 Listening Skills: Students will develop, apply, and refine active listening skills across a variety of situations.

LA 12.3.2.a Apply listening skills needed to summarize and evaluate information given in multiple situations and modalities (e.g., video, audio, distance, one-to-one, group)

LA 12.3.2.b Listen and respond to messages by expressing a point of view on the topic using questions, challenges, or affirmations

LA 12.3.2.c Listen to and evaluate the clarity, quality and effectiveness of important points, arguments, and evidence being communicated

LA 12.3.3 Reciprocal Communication: Students will develop, apply, and adapt reciprocal communication skills.

LA 12.3.3.a Interact and collaborate with others in learning situations by contributing questions, information, opinions, and ideas using a variety of media and formats

LA 12.3.3.b.Solicit and respect diverse perspectives while searching for information, collaborating, and participating as a member of the community (e.g., sensitivity to the use of words)

LA 12.4 Students will identify, locate, and evaluate information.

LA 12.4.1 Multiple Literacies: Students will research, synthesize, evaluate, and communicate information in a variety of media and formats (textual, visual, and digital).

LA 12.4.1.a Select and use multiple resources to answer questions and defend conclusions using valid information (e.g., print, subscription databases, web resources)

LA 12.4.1.b Demonstrate ethical and legal use of information by citing sources using prescribed formats and tools (e.g., online citation assistance, publication guidelines)

LA 12.4.1.c Practice safe and ethical behaviors when communicating and interacting with others (e.g., safe information to share online, appropriate language use, utilize appropriate sites and materials, respect diverse perspectives)

LA 12.4.1.d Engage in activities with learners from a variety of cultures through electronic means (e.g., podcasts, video chats, distance learning)

LA 12.4.1.e While reading, listening, and viewing, evaluate the message for bias, commercialism and hidden agendas (e.g., product placement, television ad, radio ad, movie, body image, sexism)

LA 12.4.1.f Gather and share information and opinions as a result of communication with others (e.g., video/audio chat, interview, podcast, multi-media presentations)

LA 12.4.1.g Use social networks and information tools to gather and share information (e.g., social bookmarking, online collaborative tools, web page/blog)

The State Board of Education adopted these Mathematics Standards on October 8, 2009, pursuant to the requirements of 79-760.01 R.R.S.

GENERAL INFORMATION

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

Scope and Application of this Appendix. This Appendix provides mathematics (number sense, geometry, measurement, algebra, data analysis, and probability) state academic content standards for use under the provisions of, and pursuant to, the Quality Education Accountability Act (Sections 79-757 to 79-762 R.R.S.), and the requirements for this Chapter.

K-12 Comprehensive Content Standards. The comprehensive content standards identify broad K-12 learning standards related to number sense, geometry, measurement, algebra, data analysis, and probability.

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

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

Nebraska Mathematics Standards – Kindergarten

MA 0.1 Students will communicate number sense concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.

MA 0.1.1 Number System: Students will demonstrate, represent, and show relationships among whole numbers within the base-ten number system.

MA 0.1.1.a Count, read and write numbers 0 – 20

MA 0.1.1.b Count objects using one-to-one correspondence 0 – 20

MA 0.1.1.c Sequence objects using ordinal numbers (first through fifth)

MA 0.1.1.d Match numerals to the quantities they represent 0 – 20, using a variety of models and representations

MA 0.1.1.e Demonstrate and identify multiple equivalent representations for numbers 1 – 10 (e.g., 10 is 1 and 9; 10 is 6 and 4)

MA 0.1.1.f Demonstrate relative position of whole numbers 0 – 10 (e.g., 5 is between 2 and 10; 7 is greater than 3)

MA 0.1.2 Operations: Students will demonstrate the meaning of addition and subtraction with whole numbers.

MA 0.1.2.a Use objects and words to explain the meaning of addition as a joining action (e.g., Two girls are sitting at a table. Two more girls join them. How many girls are sitting at the table?)

MA 0.1.2.b Use objects and words to explain the meaning of addition as parts of a whole (e.g., Three boys and two girls are going to the zoo. How many children are going to the zoo?)

MA 0.1.2.c Use objects and words to explain the meaning of subtraction as a separation action (e.g., Five girls are sitting at a table. Two girls leave. How many girls are left sitting at the table?)

MA 0.1.2.d Use objects and words to explain the meaning of subtraction as finding part of a whole (e.g., Jacob has 5 pencils. Three are blue and the rest are red. How many red pencils does Jacob have?)

MA 0.1.3 Computation: Mastery not expected at this level.

MA 0.1.4 Estimation: Mastery not expected at this level.

MA 0.2 Students will communicate geometric concepts and measurement concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.

MA 0.2.1 Characteristics: Students will identify two-dimensional geometric shapes.

MA 0.2.1.a Sort and name two-dimensional shapes (e.g., square, circle, rectangle, triangle)

MA 0.2.2 Coordinate Geometry: Mastery not expected at this level.

MA 0.2.3 Transformations: Mastery not expected at this level.

MA 0.2.4 Spatial Modeling: Students will communicate relative positions in space.

MA 0.2.4.a Demonstrate positional words (e.g., above/below, near/far, over/ under, in/out, down/up, around/through)

MA 0.2.5 Measurement: Students will measure using nonstandard units and time.

MA 0.2.5.a Identify the name and amount of a penny, nickel, dime, and quarter

MA 0.2.5.b Identify time to the hour

MA 0.2.5.c Measure using nonstandard units

MA 0.2.5.d Compare objects according to length

MA 0.3 Students will communicate algebraic concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.

MA 0.3.1 Relationships: Students will sort, classify, and order objects by relationships.

MA 0.3.1.a Sort by color, shape, or size

MA 0.3.1.b Create own rule for sorting other than color, shape, and size

MA 0.3.2 Modeling in Context: Students will use objects as models to represent mathematical situations.

MA 0.3.2.a Model situations that involve the addition and subtraction of whole numbers 0 – 10 using objects

MA 0.3.3 Procedures: Students will use concrete and verbal representations to solve number stories.

MA 0.3.3.a Use objects to solve addition and subtraction of whole numbers 0 – 10

MA 0.4 Students will communicate data analysis/probability concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.

MA 0.4.1 Display and Analysis: Students will sort, classify, represent, describe, and compare sets of objects.

MA 0.4.1.a Sort and classify objects according to an attribute (e.g., size, color, shape)

MA 0.4.1.b Identify the attributes of sorted data

MA 0.4.1.c Compare the attributes of the data (e.g., most, least, same)

MA 0.4.2 Predictions and Inferences: Mastery not expected at this level.

MA 0.4.3 Probability: Mastery not expected at this level.

Nebraska Mathematics Standards – Grade 1

MA 1.1 Students will communicate number sense concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.

MA 1.1.1 Number System: Students will demonstrate, represent, and show relationships among whole numbers within the base-ten number system.

MA 1.1.1.a Count, read, and write numbers 0 – 100

MA 1.1.1.b Count by multiples of 2 up to 50

MA 1.1.1.c Count by multiples of 5 up to 100

MA 1.1.1.d Count by multiples of 10 up to 100

MA 1.1.1.e Sequence objects using ordinal numbers (first through tenth)

MA 1.1.1.f Count backwards from 10 – 0

MA 1.1.1.g Connect number words to the quantities they represent 0 – 20

MA 1.1.1.h Demonstrate and identify multiple equivalent representations for numbers 1 – 100 (e.g., 23 is 2 tens and 3 ones; 23 is 1 ten and 13 ones; 23 is 23 ones)

MA 1.1.1.i Compare and order whole numbers 0 – 100

MA 1.1.1.j Demonstrate relative position of whole numbers 0 – 100 (e.g., 52 is between 50 and 60; 83 is greater than 77)

MA 1.1.2 Operations: Students will demonstrate the meaning of addition and subtraction with whole numbers.

MA 1.1.2.a Use objects, drawings, words, and symbols to explain addition as a joining action

MA 1.1.2.b Use objects, drawings, words, and symbols to explain addition as parts of a whole

MA 1.1.2.c Use objects, drawings, words, and symbols to explain subtraction as a separation action

MA 1.1.2.d Use drawings, words, and symbols to explain subtraction as finding part of a whole

MA 1.1.2.e Use objects, drawings, words, and symbols to explain subtraction as a comparison (e.g., Nancy has 8 hair ribbons. Jane has 5 hair ribbons. How many more hair ribbons does Nancy have than Jane?)

MA 1.1.3 Computation: Students will compute fluently and accurately using appropriate strategies and tools.

MA 1.1.3.a Fluently add whole number sums up to 10

MA 1.1.3.b Fluently subtract whole number differences from 10

MA 1.1.3.c Add and subtract two-digit numbers without regrouping

MA 1.1.3.d Use a variety of methods and tools to compute sums and differences (e.g., models, mental computation, paper-pencil)

MA 1.1.4 Estimation: Mastery not expected at this level.

MA 1.2 Students will communicate geometric concepts and measurement concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.

MA 1.2.1 Characteristics: Students will identify characteristics of two-dimensional geometric shapes.

MA 1.2.1.a Compare two-dimensional shapes (e.g., square, circle, rectangle, triangle)

MA 1.2.1.b Describe attributes of two-dimensional shapes (e.g., square, circle, rectangle, triangle)

MA 1.2.2 Coordinate Geometry: Students will identify locations on a number line.

MA 1.2.2.a Identify the position of a whole number on a horizontal number line

MA 1.2.3 Transformations: Students will identify a line of symmetry.

MA 1.2.3.a Identify one line of symmetry in two-dimensional shapes (e.g., circle, square, rectangle, triangle)

MA 1.2.4 Spatial Modeling: Students will communicate relative positions in space and create two-dimensional shapes.

MA 1.2.4.a Demonstrate positional words (e.g., left/right)

MA 1.2.4.b Sketch two-dimensional shapes (e.g., square, circle, rectangle, triangle)

MA 1.2.5 Measurement: Students will measure using standard units, time, and money.

MA 1.2.5.a Count like coins to \$1.00

MA 1.2.5.b Identify time to the half hour

MA 1.2.5.c Identify past, present, and future as orientation in time

MA 1.2.5.d Select an appropriate tool for the attribute being measured (e.g., clock, calendar, thermometer, scale, ruler)

MA 1.2.5.e Measure length using inches

MA 1.2.5.f Compare and order objects according to length

MA 1.3 Students will communicate algebraic concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.

MA 1.3.1 Relationships: Students will identify and describe relationships.

MA 1.3.1.a Sort or order objects by their attributes (e.g., color, shape, size, number) then identify the classifying attribute

MA 1.3.1.b Create multiple rules for sorting beyond color, shape, and size

MA 1.3.1.c Identify, describe, and extend patterns (e.g., patterns with a repeating core)

MA 1.3.1.d Use $<$, $=$, $>$ to compare quantities

MA 1.3.2 Modeling in Context: Students will use objects and pictures as models to represent mathematical situations.

MA 1.3.2.a Model situations that involve the addition and subtraction of whole numbers 0 – 20, using objects and pictures

MA 1.3.2.b Describe and model qualitative change (e.g., a student growing taller)

MA 1.3.3 Procedures: Students will use concrete, verbal, and visual representations to solve number sentences.

MA 1.3.3.a Write number sentences to represent fact families

MA 1.3.3.b Use concrete, pictorial, and verbal representations of the commutative property of addition

MA 1.4 Students will communicate data analysis/probability concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.

MA 1.4.1 Display and Analysis: Students will sort, classify, organize, describe, and compare data.

MA 1.4.1.a Sort and classify objects by more than one attribute

MA 1.4.1.b Organize data by using concrete objects

MA 1.4.1.c Represent data by using tally marks

MA 1.4.1.d Compare and interpret information from displayed data (e.g., more, less, fewer)

MA 1.4.2 Predictions and Inferences: Mastery not expected at this level.

MA 1.4.3 Probability: Mastery not expected at this level.

Nebraska Mathematics Standards – Grade 2

MA 2.1 Students will communicate number sense concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.

MA 2.1.1 Number System: Students will demonstrate, represent, and show relationships among whole numbers within the base-ten number system.

MA 2.1.1.a Read and write numbers 0 – 1,000 (e.g., count numbers from 400 – 500; write numbers from 400 – 500)

MA 2.1.1.b Count by multiples of 2 up to 100

MA 2.1.1.c Count backwards from 20 – 0

MA 2.1.1.d Connect number words to the quantities they represent 0 – 100

MA 2.1.1.e Demonstrate multiple equivalent representations for numbers 1 – 1,000 (e.g., 423 is 4 hundreds, 2 tens and 3 ones; 423 is 3 hundreds 12 tens and 3 ones)

MA 2.1.1.f Compare and order whole numbers 0 – 1,000

MA 2.1.1.g Demonstrate relative position of whole numbers 0 – 1,000 (e.g., 624 is between 600 and 700; 593 is greater than 539)

MA 2.1.1.h Use visual models to represent fractions of one-half as a part of a whole

MA 2.1.2 Operations: Students will demonstrate the meaning of addition and subtraction with whole numbers.

MA 2.1.2.a Use objects, drawings, words, and symbols to explain the relationship between addition and subtraction (e.g., if $2 + 3 = 5$ then $5 - 3 = 2$)

MA 2.1.2.b Use objects, drawings, words, and symbols to explain the use of subtraction to find a missing addend (e.g., if $3 + \underline{\quad} = 7$, then $7 - 3 = \underline{\quad}$.)

MA 2.1.3 Computation: Students will compute fluently and accurately using appropriate strategies and tools.

MA 2.1.3.a Fluently add whole number facts with sums to 20

MA 2.1.3.b Fluently subtract whole number facts with differences from 20

MA 2.1.3.c Add and subtract three-digit whole numbers with regrouping

MA 2.1.3.d Use a variety of methods and tools to compute sums and differences (e.g., models, mental computation, paper–pencil)

MA 2.1.4 Estimation: Students will estimate and check reasonableness of answers using appropriate strategies and tools.

MA 2.1.4.a Estimate the results of two-digit whole number sums and differences and check the reasonableness of such results

MA 2.1.4 b Estimate the number of objects in a group

MA 2.2 Students will communicate geometric concepts and measurement concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.

MA 2.2.1 Characteristics: Students will describe characteristics of two-dimensional shapes and identify three-dimensional objects.

MA 2.2.1.a Describe attributes of two-dimensional shapes (e.g., trapezoid, parallelogram)

MA 2.2.1.b Determine if two shapes are congruent

MA 2.2.1.c Compare two-dimensional shapes (e.g., trapezoid, parallelogram)

MA 2.2.1.d Identify solid shapes (e.g., triangular prism, rectangular prisms, cones, cylinders, pyramids, spheres)

MA 2.2.2 Coordinate Geometry: Students will describe direction on a positive number line.

MA 2.2.2.a Identify numbers using location on a vertical number line

MA 2.2.2.b Compare whole numbers using location on a horizontal number line

MA 2.2.2.c Identify the direction moved for adding and subtracting using a horizontal number line

MA 2.2.3 Transformations: Students will identify lines of symmetry.

MA 2.2.3.a Identify lines of symmetry in two-dimensional shapes

MA 2.2.3.b Draw a line of symmetry in two-dimensional shapes

MA 2.2.4 Spatial Modeling: Students will create two-dimensional shapes.

MA 2.2.4.a Sketch two-dimensional shapes (e.g., trapezoid, parallelogram)

MA 2.2.5 Measurement: Students will measure using standard units, time and money.

MA 2.2.5.a Count mixed coins to \$1.00

MA 2.2.5.b Identify time to 5 minute intervals

MA 2.2.5.c Identify and use appropriate tools for the attribute being measured (e.g., clock, calendar, thermometer, scale, ruler)

MA 2.2.5.d Measure length using feet and yards

MA 2.2.5.e Compare and order objects using inches, feet and yards

MA 2.3 Students will communicate algebraic concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.

MA 2.3.1 Relationships: Students will identify, describe, and extend relationships.

MA 2.3.1.a Create and describe patterns using concrete and pictorial representations

MA 2.3.2 Modeling in Context: Students will use objects, pictures, and symbols as models to represent mathematical situations.

MA 2.3.2.a Model situations that involve the addition and subtraction of whole numbers 0 – 100, using objects and number lines

MA 2.3.2.b Describe and model quantitative change involving addition (e.g., a student grew 2 inches)

MA 2.3.3 Procedures: Students will use concrete, verbal, visual, and symbolic representations to solve number sentences.

MA 2.3.3.a Use symbolic representations of the commutative property of addition
(e.g., $2 + 3 = \Delta + 2$)

MA 2.4 Students will communicate data analysis/probability concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.

MA 2.4.1 Display and Analysis: Students will organize, display, compare, and interpret data.

MA 2.4.1.a Represent data using pictographs

MA 2.4.1.b Interpret data using pictographs (e.g., 7 more; 2 less; 12 all together)

MA 2.4.2 Predictions and Inferences: Mastery not expected at this level.

MA 2.4.3 Probability: Mastery not expected at this level.

Nebraska Mathematics Standards – Grade 3

MA 3.1 Students will communicate number sense concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.

MA 3.1.1 Number System: Students will represent and show relationships among positive rational numbers within the base-ten number system.

MA 3.1.1.a Read and write numbers to one-hundred thousand (e.g., 4,623 is the same as four thousand six hundred twenty three)

MA 3.1.1.b Count by multiples of 5 to 200

MA 3.1.1.c Count by multiples of 10 to 400

MA 3.1.1.d Count by multiples of 100 to 1,000

MA 3.1.1.e Demonstrate multiple equivalent representations for numbers up to 10,000 (e.g., 10 tens is 1 hundred; 10 ten thousands is 1 hundred thousand; 2,350 is 235 tens; 2,350 is $2,000 + 300 + 50$; 2,350 is 23 hundreds and 5 tens)

MA 3.1.1.f Demonstrate multiple equivalent representations for decimal numbers through the tenths place (e.g., 3 and 6 tenths is 3.6; 7.4 is $7 + .4$)

MA 3.1.1.g Compare and order whole numbers through the thousands

MA 3.1.1.h Find parts of whole and parts of a set for $\frac{1}{2}$, $\frac{1}{3}$, or $\frac{1}{4}$

MA 3.1.1.i Round a given number to tens, hundreds, or thousands

MA 3.1.2 Operations: Students demonstrate the meaning of multiplication with whole numbers.

MA 3.1.2.a Represent multiplication as repeated addition using objects, drawings, words, and symbols (e.g., $3 \times 4 = 4 + 4 + 4$)

MA 3.1.2.b Use objects, drawings, words and symbols to explain the relationship between multiplication and division (e.g., if $3 \times 4 = 12$ then $12 \div 3 = 4$.)

MA 3.1.2.c Use drawings, words, and symbols to explain the meaning of the factors and product in a multiplication sentence (e.g., in $3 \times 4 = 12$, 3 and 4 are factors and 12 is the total or product. The first factor (3) tells how many sets while the second factor tells how many are in each set. Another way to say this is that 3 groups of 4 equals 12 total.)

MA 3.1.2.d Use drawings, words, and symbols to explain the meaning of multiplication using an array (e.g., an array with 3 rows and 4 columns represents the multiplication sentence $3 \times 4 = 12$)

MA 3.1.3 Computation: Students will compute fluently and accurately using appropriate strategies and tools.

MA 3.1.3.a Compute whole number multiplication facts 0 – 10 fluently

MA 3.1.3.b Add and subtract through four-digit whole numbers with regrouping

MA 3.1.3.c Select and apply the appropriate methods of computation when problem solving with four-digit whole numbers through the thousands (e.g., models, mental computation, paper-pencil)

MA 3.1.4 Estimation: Students will estimate and check reasonableness of answers using appropriate strategies and tools.

MA 3.1.4.a Estimate the two-digit product of whole number multiplication and check the reasonableness

MA 3.2 Students will communicate geometric concepts and measurement concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.

MA 3.2.1 Characteristics: Students will identify characteristics and describe properties of two-dimensional shapes and three-dimensional objects.

MA 3.2.1.a Identify the number of sides, angles, and vertices of two-dimensional shapes

MA 3.2.1.b Identify congruent two-dimensional figures given multiple two-dimensional shapes

MA 3.2.1.c Identify lines, line segments, rays, and angles

MA 3.2.1.d Describe attributes of solid shapes (e.g., triangular prism, rectangular prisms, cones, cylinders, pyramids, spheres)

MA 3.2.2 Coordinate Geometry: Students will identify distances on a number line.

MA 3.2.2.a Draw a number line and plot points

MA 3.2.2.b Determine the distance between two whole number points on a number line

MA 3.2.3 Transformations: Students will draw all lines of symmetry.

MA 3.2.3.a Draw all possible lines of symmetry in two-dimensional shapes

MA 3.2.4 Spatial Modeling: Students will create two-dimensional shapes and three-dimensional objects.

MA 3.2.4.a Sketch and label lines, rays, line segments, and angles

MA 3.2.4.b Build three-dimensional objects (e.g., using clay for rectangular prisms, cone, cylinder)

MA 3.2.5 Measurement: Students will apply appropriate procedures and tools to determine measurements using customary and metric units.

MA 3.2.5.a Select and use appropriate tools to measure perimeter of simple two-dimensional shapes (e.g., triangle, square, rectangle)

MA 3.2.5.b Count mixed coins and bills greater than \$1.00

MA 3.2.5.c Identify time of day (e.g., am, pm, noon, midnight)

MA 3.2.5.d State multiple ways for the same time using 15 minute intervals (e.g., 2:15, or quarter past 2, 2:45 or a quarter until 3)

MA 3.2.5.e Identify the appropriate customary unit for measuring length, weight, and capacity/volume

MA 3.2.5.f Measure length to the nearest $\frac{1}{2}$ inch and centimeter (e.g., requires rounding)

MA 3.2.5.g Compare and order objects according to length using centimeters and meters

MA 3.3 Students will communicate algebraic concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.

MA 3.3.1 Relationships: Students will represent relationships.

MA 3.3.1.a Identify, describe, and extend numeric and non-numeric patterns

MA 3.3.1.b Identify patterns using words, tables, and graphs

MA 3.3.2 Modeling in Context: Students will create and use models to represent mathematical situations.

MA 3.3.2.a Model situations that involve the addition and subtraction of whole numbers using objects, number lines, and symbols

MA 3.3.2.b Describe and model quantitative change involving subtraction (e.g., temperature dropped two degrees)

MA 3.3.3 Procedures: Students will identify and apply properties of whole numbers to solve equations involving addition and subtraction.

MA 3.3.3.a Use symbolic representation of the identity property of addition (e.g., $3 = 0 + 3$)

MA 3.3.3.b Solve simple one-step whole number equations involving addition and subtraction (e.g., $\Delta + 2 = 3$)

MA 3.3.3.c Explain the procedure(s) used in solving simple one-step whole number equations involving addition and subtraction

MA 3.4 Students will communicate data analysis/probability concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.

MA 3.4.1 Display and Analysis: Students will organize, display, compare, and interpret data.

MA 3.4.1.a Represent data using horizontal and vertical bar graphs

MA 3.4.1.b Use comparative language to describe the data (e.g., increasing, decreasing)

MA 3.4.1.c Interpret data using horizontal and vertical bar graphs

MA 3.4.2 Predictions and Inferences: Mastery not expected at this level.

MA 3.4.3 Probability: Students will find and describe experimental probability.

MA 3.4.3.a Perform simple experiments (e.g., flip a coin, toss a number cube, spin a spinner) and describe outcomes as possible, impossible, or certain

Nebraska Mathematics Standards – Grade 4

MA 4.1 Students will communicate number sense concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.

MA 4.1.1 Number System: Students will represent and show relationships among positive rational numbers within the base-ten number system.

MA 4.1.1.a Read and write numbers through the millions (e.g., 2,347,589 is the same as 2 million three hundred forty seven thousand five hundred eighty nine)

MA 4.1.1.b Demonstrate multiple equivalent representations for decimal numbers through the hundredths place (e.g., 2 and 5 hundredths is 2.05; 6.23 is $6 + .2 + .03$)

MA 4.1.1.c Compare and order whole numbers and decimals through the hundredths place (e.g., money)

MA 4.1.1.d Classify a number as even or odd

MA 4.1.1.e Represent a fraction as parts of a whole and/or parts of a set

MA 4.1.1.f Use visual models to find equivalent fractions

(e.g., $\frac{2}{4} = \frac{1}{2}$, $\frac{2}{8} = \frac{1}{4}$, $1 = \frac{2}{2} = \frac{5}{5}$, $\frac{3}{3}$)

MA 4.1.1.g Determine the size of a fraction relative to one half using equivalent forms (e.g., Is $\frac{3}{8}$ more or less than one half?)

MA 4.1.1.h Locate fractions on a number line

MA 4.1.1.i Round a whole number to millions

MA 4.1.2 Operations: Students will demonstrate the meaning of division with whole numbers.

MA 4.1.2.a Use drawings, words, and symbols to explain the meaning of division [(e.g., as repeated subtraction: Sarah has 24 candies. She put them into bags of 6 candies each. How many bags did Sarah use?) (e.g., as equal sharing: Paul has 24 candies. He wants to share them equally among his 6 friends. How many candies will each friend receive?)]

MA 4.1.3 Computation: Students will compute fluently and accurately using appropriate strategies and tools.

MA 4.1.3.a Compute whole number division facts 0 – 10 fluently

MA 4.1.3.b Add and subtract decimals to the hundredths place (e.g., money)

MA 4.1.3.c Multiply two-digit whole numbers

MA 4.1.3.d Divide a three-digit number with one digit divisor with and without a remainder

MA 4.1.3.e Mentally compute multiplication and division involving powers of 10

MA 4.1.3.f Select and apply the appropriate method of computation when problem solving (e.g., models, mental computation, paper-pencil)

MA 4.1.4 Estimation: Students will estimate and check reasonableness of answers using appropriate strategies and tools.

MA 4.1.4.a Estimate the three-digit product and the two-digit quotient of whole number multiplication and division and check the reasonableness

MA 4.2 Students will communicate geometric concepts and measurement concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.

MA 4.2.1 Characteristics: Students will classify two-dimensional shapes and three-dimensional objects.

MA 4.2.1.a Identify two- and three-dimensional shapes according to their sides and angle properties

MA 4.2.1.b Classify an angle as acute, obtuse, and right

MA 4.2.1.c Identify parallel, perpendicular, and intersecting lines

MA 4.2.1.d Identify the property of congruency when dealing with plane geometric shapes

MA 4.2.2 Coordinate Geometry: Students will describe locations using coordinate geometry.

MA 4.2.2.a Identify the ordered pair of a plotted point in first quadrant by its location (e.g., (2, 3) is a point two right and three up from the origin)

MA 4.2.3 Transformations: Students will identify simple transformations.

MA 4.2.3.a Given two congruent geometric shapes, identify the transformation (e.g., translation, rotation, reflection) applied to an original shape to create a transformed shape

MA 4.2.4 Spatial Modeling: Student will use geometric models to solve problems.

MA 4.2.4.a Given a geometric model, use it to solve a problem (e.g., what shapes make a cylinder; streets run parallel and perpendicular)

MA 4.2.5 Measurement: Students will apply appropriate procedures and tools to estimate and determine measurement using customary and metric units.

MA 4.2.5.a Select and use appropriate tools to measure perimeter of polygons

MA 4.2.5.b Identify time to the minute on an analog clock

MA 4.2.5.c Solve problems involving elapsed time

MA 4.2.5.d Identify the appropriate metric unit for measuring length, weight, and capacity/volume (e.g., cm, m, Km; g, Kg; mL, L)

MA 4.2.5.e Estimate and measure length using customary (nearest $\frac{1}{2}$ inch) and metric (nearest centimeter) units

MA 4.2.5.f Measure weight and temperature using customary units

MA 4.2.5.g Compute simple unit conversions for length within a system of measurement

MA 4.3 Students will communicate algebraic concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.

MA 4.3.1 Relationships: Students will represent and analyze relationships.

MA 4.3.1.a Describe, extend, and apply rules about numeric patterns

MA 4.3.1.b Represent and analyze a variety of patterns using words, tables, and graphs

MA 4.3.1.c Use $\geq$, $\leq$ symbols to compare quantities

MA 4.3.1.d Select appropriate operational and relational symbols to make a number sentence true

MA 4.3.2 Modeling in Context: Students will create and use models to represent mathematical situations.

MA 4.3.2.a Model situations that involve the multiplication of whole numbers using number lines and symbols

MA 4.3.2.b Describe and model quantitative change involving multiplication (e.g., money doubling)

MA 4.3.3 Procedures: Students will identify and apply properties of whole numbers to solve equations involving multiplication and division.

MA 4.3.3.a Represent the idea of a variable as an unknown quantity using a letter or a symbol (e.g., $n + 3$, $b - 2$)

MA 4.3.3.b Use symbolic representation of the identity property of multiplication (e.g., $5 * 1 = 5$)

MA 4.3.3.c Use symbolic representations of the commutative property of multiplication (e.g., $2 * 3 = 3 * 2$)

MA 4.3.3.d Solve simple one-step whole number equations (e.g., $x + 2 = 3$, $3 * y = 6$)

MA 4.3.3.e Explain the procedure(s) used in solving simple one-step whole number equations

MA 4.4 Students will communicate data analysis/probability concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.

MA 4.4.1 Display and Analysis: Students will organize, display, compare, and interpret data.

MA 4.4.1.a Represent data using dot/line plots

MA 4.4.1.b Compare different representations of the same data

MA 4.4.1.c Interpret data and draw conclusions using dot/line plots

MA 4.4.1.d Find the mode and range for a set of whole numbers

MA 4.4.1.e Find the whole number mean for a set of whole numbers

MA 4.4.2 Predictions and Inferences: Students will construct predictions based on data.

MA 4.4.2.a Make predictions based on data to answer questions from tables and bar graphs

MA 4.4.3 Probability: Students will find, describe, and compare experimental probabilities.

MA 4.4.3.a Perform simple experiments and compare the degree of likelihood (e.g., more likely, equally likely, or less likely)

Nebraska Mathematics Standards – Grade 5

MA 5.1 Students will communicate number sense concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.

MA 5.1.1 Number System: Students will represent and show relationships among positive rational numbers.

MA 5.1.1.a Demonstrate multiple equivalent representations for whole numbers and decimals through the thousandths place (e.g., 3.125 is $3 + .1 + .02 + .005$)

MA 5.1.1.b Compare and order whole numbers, fractions, and decimals through the thousandths place

MA 5.1.1.c Identify and name fractions in their simplest form and find common denominators for fractions

MA 5.1.1.d Recognize and generate equivalent forms of commonly used fractions, decimals, and percents (e.g., one third, one fourth, one half, two thirds, three fourths)

MA 5.1.1.e Classify a number as prime or composite

MA 5.1.1.f Identify factors and multiples of any whole number

MA 5.1.1.g Round whole numbers and decimals to any given place

MA 5.1.2 Operations: Students will demonstrate the meaning of arithmetic operations with whole numbers.

MA 5.1.2.a Use words and symbols to explain the meaning of the identity properties for addition and multiplication

MA 5.1.2.b Use words and symbols to explain the meaning of the commutative and associative properties of addition and multiplication

MA 5.1.2.c Use words and symbols to explain the distributive property of multiplication over addition (e.g., $5(y + 2) = 5y + 5 \times 2$)

MA 5.1.3 Computation: Students will compute fluently and accurately using appropriate strategies and tools.

MA 5.1.3.a Add and subtract positive rational numbers (e.g., proper and improper fractions, mixed numbers, fractions with common and uncommon denominators, decimals through the thousandths place)

MA 5.1.3.b Select, apply and explain the appropriate method of computation when problem solving (e.g., models, mental computation, paper-pencil, technology)

MA 5.1.3.c Multiply decimals

MA 5.1.3.d Divide a decimal by a whole number

MA 5.1.4 Estimation: Students will estimate and check reasonableness of answers using appropriate strategies and tools.

MA 5.1.4.a Estimate the sums and differences of positive rational numbers to check the reasonableness of such results

MA 5.2 Students will communicate geometric concepts and measurement concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.

MA 5.2.1 Characteristics: Students will describe relationships among two-dimensional shapes and three-dimensional objects.

MA 5.2.1.a Identify the number of edges, faces, and vertices of triangular and rectangular prisms

MA 5.2.1.b Justify congruence of two-dimensional shapes

MA 5.2.1.c Justify the classification of two-dimensional shapes (e.g., triangles by angles and sides)

MA 5.2.1.d Identify degrees on a circle (e.g., 45, 90, 180, 270, 360)

MA 5.2.2 Coordinate Geometry: Students will identify locations using coordinate geometry.

MA 5.2.2.a Plot the location of an ordered pair in the first quadrant

MA 5.2.3 Transformations: Students will identify and use simple transformations.

MA 5.2.3.a Perform one-step transformations on two dimensional shapes (e.g., translation, rotation, reflection, of 90, 180, and 270)

MA 5.2.4 Spatial Modeling: Students will create and use geometric models to solve problems.

MA 5.2.4.a Build or sketch a geometric model to solve a problem

MA 5.2.4.b Sketch congruent shapes

MA 5.2.4.c Build rectangular prisms using cubes

MA 5.2.5 Measurement: Students will apply appropriate procedures, tools, and formulas to determine measurements using customary and metric units.

MA 5.2.5.a Select and use appropriate tools to measure perimeter and angles

MA 5.2.5.b Identify correct unit (customary or metric) to the measurement situation (e.g., distance from home to school; measure length of a room)

MA 5.2.5.c Estimate and measure length with customary units to the nearest $\frac{1}{4}$ inch

MA 5.2.5.d Measure capacity/volume with customary units

MA 5.2.5.e Measure weight (mass) and temperature using metric units

MA 5.2.5.f Determine the area of rectangles and squares

MA 5.3 Students will communicate algebraic concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.

MA 5.3.1 Relationships: Students will represent, analyze, and generalize relationships.

MA 5.3.1.a Describe, extend, apply rules, and make generalizations about numeric, and geometric patterns

MA 5.3.1.b Create and analyze numeric patterns using words, tables, and graphs

MA 5.3.1.c Communicate relationships using expressions and equations

MA 5.3.2 Modeling in Context: Students will create, use, and compare models representing mathematical situations.

MA 5.3.2.a Model situations that involve the addition, subtraction, and multiplication of positive rational numbers using words, graphs, and tables

MA 5.3.2.b Represent a variety of quantitative relationships using tables and graphs

MA 5.3.2.c Compare different models to represent mathematical situations

MA 5.3.3 Procedures: Students will apply properties of simple positive rational numbers to solve one-step equations.

MA 5.3.3.a Explain the addition property of equality (e.g., if $a = b$, then $a + c = b + c$)

MA 5.3.3.b Use symbolic representations of the associative property (e.g., $(2 + 3) + 4 = 2 + (3 + 4)$, $(2 * 3) * 4 = 2 * (3 * 4)$)

MA 5.3.3.c Evaluate numerical expressions by using parentheses with respect to order of operations (e.g., $6 + (3 * 5)$)

MA 5.3.3.d Evaluate simple algebraic expressions involving addition and subtraction

MA 5.3.3.e Solve one-step addition and subtraction equations involving common positive rational numbers

MA 5.3.3.f Identify and explain the properties of equality used in solving one-step equations involving common positive rational numbers

MA 5.4 Students will communicate data analysis/probability concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.

MA 5.4.1 Display and Analysis: Students will organize, display, compare, and interpret data.

MA 5.4.1.a Represent data using line graphs

MA 5.4.1.b Represent the same set of data in different formats (e.g., table, pictographs, bar graphs, line graphs)

MA 5.4.1.c Draw conclusions based on a set of data

MA 5.4.1.d Find the mean, median, mode, and range for a set of whole numbers

MA 5.4.1.e Generate questions and answers from data sets and their graphical representations

MA 5.4.2 Predictions and Inferences: Students will construct predictions based on data.

MA 5.4.2.a Make predictions based on data to answer questions from tables, bar graphs, and line graphs

MA 5.4.3 Probability: Students will determine theoretical probabilities.

MA 5.4.3.a Perform and record results of probability experiments

MA 5.4.3.b Generate a list of possible outcomes for a simple event

MA 5.4.3.c Explain that the likelihood of an event that can be represented by a number from 0 (impossible) to 1 (certain)

Nebraska Mathematics Standards – Grade 6

MA 6.1 Students will communicate number sense concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.

MA 6.1.1 Number System: Students will represent and show relationships among positive rational numbers and integers.

MA 6.1.1.a Show equivalence among common fractions and non-repeating decimals and percents

MA 6.1.1.b Compare and order positive and negative integers

MA 6.1.1.c Identify integers less than 0 on a number line

MA 6.1.1.d Represent large numbers using exponential notation (e.g., $1,000 = 10^3$)

MA 6.1.1.e Identify the prime factorization of numbers (e.g., $12 = 2 \times 2 \times 3$ or $2^2 \times 3$)

MA 6.1.1.f Classify numbers as natural, whole, or integer

MA 6.1.2 Operations: Students will demonstrate the meaning of arithmetic operations with positive fractions and decimals.

MA 6.1.2.a Use drawings, words, and symbols to explain the meaning of addition and subtraction of fractions

MA 6.1.2.b Use drawings, words, and symbols to explain the meaning of addition and subtraction of decimals

MA 6.1.3 Computation: Students will compute fluently and accurately using appropriate strategies and tools.

MA 6.1.3.a Multiply and divide positive rational numbers

MA 6.1.3.b Select and apply the appropriate method of computation when problem solving (e.g., models, mental computation, paper-pencil, technology, divisibility rules)

MA 6.1.4 Estimation: Students will estimate and check reasonableness of answers using appropriate strategies and tools.

MA 6.1.4.a Use appropriate estimation methods to check the reasonableness of solutions for problems involving positive rational numbers

MA 6.2 Students will communicate geometric concepts and measurement concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.

MA 6.2.1 Characteristics: Students will compare and contrast properties among two-dimensional shapes and among three-dimensional objects.

MA 6.2.1.a Justify the classification of three dimensional objects

MA 6.2.2 Coordinate Geometry: Students will label points using coordinate geometry.

MA 6.2.2.a Identify the ordered pair of a plotted point in the coordinate plane

MA 6.2.3 Transformations: Students will use and describe results of transformations on geometric shapes.

MA 6.2.3.a Perform and describe positions and orientation of shapes under single transformations (translation, rotation, reflection) not on a coordinate plane

MA 6.2.4 Spatial Modeling: Students will use visualization of geometric models to solve problems.

MA 6.2.4.a Identify two-dimensional drawings of three-dimensional objects

MA 6.2.5 Measurement: Students will apply appropriate procedures, tools, and formulas to determine measurements.

MA 6.2.5.a Estimate and measure length with customary and metric units to the nearest $\frac{1}{16}$ inch and mm

MA 6.2.5.b Measure volume/capacity using the metric system

MA 6.2.5.c Convert length, weight (mass), and liquid capacity from one unit to another within the same system

MA 6.2.5.d Determine the perimeter of polygons

MA 6.2.5.e Determine the area of parallelograms and triangles

MA 6.2.5.f Determine the volume of rectangular prisms

MA 6.3 Students will communicate algebraic concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.

MA 6.3.1 Relationships: Students will represent, analyze, and use relationships to make generalizations.

MA 6.3.1.a Describe and create simple algebraic expressions (e.g., one operation, one variable) from words and tables

MA 6.3.1.b Use a variable to describe a situation with an equation (e.g., one-step, one variable)

MA 6.3.1.c Identify relationships as increasing, decreasing, or constant

MA 6.3.2 Modeling in Context: Students will create, use, and interpret models of quantitative relationships.

MA 6.3.2.a Model contextualized problems using various representations (e.g., graphs, tables)

MA 6.3.2.b Represent a variety of quantitative relationships using symbols and words

MA 6.3.3 Procedures: Students will apply properties to solve equations.

MA 6.3.3.a Explain the multiplication property of equality (e.g., if $a = b$, then $ac = bc$)

MA 6.3.3.b Evaluate numerical expressions containing multiple operations with respect to order of operations (e.g., $2 + 4 \times 5$)

MA 6.3.3.c Evaluate simple algebraic expressions involving multiplication and division

MA 6.3.3.d Solve one-step equations involving positive rational numbers

MA 6.3.3.e Identify and explain the properties of equality used in solving one-step equations (e.g., addition, subtraction, division)

MA 6.4 Students will communicate data analysis/probability concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.

MA 6.4.1 Display and Analysis: Students will organize, display, compare, and interpret data.

MA 6.4.1.a Represent data using stem and leaf plots, histograms, and frequency charts

MA 6.4.1.b Compare and interpret data sets and their graphical representations

MA 6.4.1.c Find the mean, median, mode, and range for a set of data

MA 6.4.1.d Compare the mean, median, mode, and range from two sets of data

MA 6.4.2 Predictions and Inferences: Students will construct predictions based on data.

MA 6.4.2.a Make predictions based on data and create questions to further investigate the quality of the predictions

MA 6.4.3 Probability: Students will apply basic concepts of probability.

MA 6.4.3.a Describe the theoretical probability of an event using a fraction, percentage, decimal, or ratio

MA 6.4.3.b Compute theoretical probabilities for independent events

MA 6.4.3.c Find experimental probability for independent events

Nebraska Mathematics Standards – Grade 7

MA 7.1 Students will communicate number sense concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.

MA 7.1.1 Number System: Students will represent and show relationships among rational numbers.

MA 7.1.1.a Show equivalence among fractions, decimals, and percents

MA 7.1.1.b Compare and order rational numbers (e.g., fractions, decimals, percents)

MA 7.1.1.c Represent large numbers using scientific notation

MA 7.1.1.d Classify numbers as natural, whole, integer, or rational

MA 7.1.1 e Find least common multiple and greatest common divisor given two numbers

MA 7.1.2 Operations: Students will demonstrate the meaning of arithmetic operations with positive fractions, decimals, and integers.

MA 7.1.2.a Use drawings, words, and symbols to explain the meaning of multiplication and division of fractions (e.g., $\frac{2}{3} \times 6$ as two-thirds of six, or $6 \times \frac{2}{3}$ as 6 groups of two-thirds, or $6 \div \frac{2}{3}$ as how many two-thirds there are in six.)

MA 7.1.2.b Use drawings, words, and symbols to explain the meaning of multiplication and division of decimals

MA 7.1.2.c Use drawings, words, and symbols to explain the addition and subtraction of integers

MA 7.1.3 Computation: Students will compute fluently and accurately using appropriate strategies and tools.

MA 7.1.3.a Compute accurately with integers

MA 7.1.3.b Select, apply, and explain the method of computation when problem solving using integers and positive rational numbers (e.g., models, mental computation, paper-pencil, technology, divisibility rules)

MA 7.1.3.c Solve problems involving percent of numbers (e.g., percent of, % increase, % decrease)

MA 7.1.4 Estimation: Students will estimate and check reasonableness of answers using appropriate strategies and tools.

MA 7.1.4.a Use estimation methods to check the reasonableness of solutions for problems involving integers and positive rational numbers

MA 7.2 Students will communicate geometric concepts and measurement concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.

MA 7.2.1 Characteristics: Students will describe, compare, and contrast characteristics, properties, and relationships of geometric shapes and objects.

MA 7.2.1.a Identify and describe similarity of two-dimensional shapes using side and angle measurements

MA 7.2.1.b Name line, line segment, ray, and angle (e.g., $\overleftrightarrow{AB}$, $\overline{PR}$, $\angle LMN$)

MA 7.2.2 Coordinate Geometry: Students will specify locations and describe relationships using coordinate geometry.

MA 7.2.2.a Plot the location of an ordered pair in the coordinate plane

MA 7.2.2.b Identify the quadrant of a given point in the coordinate plane

MA 7.2.2.c Find the distance between points along horizontal and vertical lines of a coordinate plane (e.g., what is the distance between (0, 3) and (0, 9))

MA 7.2.3 Transformations: Students will use transformations and symmetry to analyze geometric shapes.

MA 7.2.3.a Identify lines of symmetry for a reflection

MA 7.2.3.b Perform and describe positions and orientation of shapes under a single transformation (e.g., translation, rotation, reflection) on a coordinate plane

MA 7.2.4 Spatial Modeling: Students will use visualization to create geometric models in solving problems.

MA 7.2.4.a Identify the shapes that make up the three-dimensional object

MA 7.2.4.b Create two-dimensional representations of three-dimensional objects to visualize and solve problems (e.g., perspective drawing of surface area)

MA 7.2.4.c Draw angles to given degree

MA 7.2.5 Measurement: Students will select and apply appropriate procedures, tools, and formulas to determine measurements.

MA 7.2.5.a Measure angles to the nearest degree

MA 7.2.5.b Determine the area of trapezoids and circles, and the circumference of circles

MA 7.2.5.c Recognize the inverse relationship between the size of a unit and the number of units used when measuring

MA 7.3 Students will communicate algebraic concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.

MA 7.3.1 Relationships: Students will represent and analyze relationships using algebraic symbols.

MA 7.3.1.a Describe and create algebraic expressions from words, tables, and graphs

MA 7.3.1.b Use a variable to describe a situation with an inequality (e.g., one-step, one variable)

MA 7.3.1.c Recognize and generate equivalent forms of simple algebraic expressions

MA 7.3.2 Modeling in Context: Students will create, use, and interpret models of quantitative relationships.

MA 7.3.2.a Model contextualized problems using various representations (e.g., one-step/variable expressions, one-step/variable equations)

MA 7.3.2.b Represent a variety of quantitative relationships using algebraic expressions and one-step equations

MA 7.3.3 Procedures: Students will apply properties to solve equations and inequalities.

MA 7.3.3.a Explain additive inverse of addition (e.g., $7 + -7 = 0$)

MA 7.3.3.b Use symbolic representation of the distributive property (e.g., $2(x + 3) = 2x + 6$)

MA 7.3.3.c Given the value of the variable(s), evaluate algebraic expressions with respect to order of operations

MA 7.3.3.d Solve two-step equations involving integers and positive rational numbers

MA 7.3.3.e Solve one-step inequalities involving positive rational numbers

MA 7.3.3.f Identify and explain the properties used in solving two-step equations (e.g., addition, subtraction, multiplication and division)

MA 7.4 Students will communicate data analysis/probability concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.

MA 7.4.1 Display and Analysis: Students will formulate questions that can be addressed with data and then organize, display, and analyze the relevant data to answer their questions.

MA 7.4.1.a Analyze data sets and interpret their graphical representations

MA 7.4.1.b Find and interpret mean, median, mode, and range for sets of data

MA 7.4.1.c Explain the difference between a population and a sample

MA 7.4.1.d List biases that may be created by various data collection processes

MA 7.4.1.e Formulate a question about a characteristic within one population that can be answered by simulation or a survey

MA 7.4.2 Predictions and Inferences: Students will evaluate predictions and make inferences based on data.

MA 7.4.2.a Determine if data collected from a sample can be used to make predictions about a population

MA 7.4.3 Probability: Students will apply and interpret basic concepts of probability.

MA 7.4.3.a Find the probability of independent compound events (e.g., tree diagram, organized list)

MA 7.4.3.b Compare and contrast theoretical and experimental probabilities

Nebraska Mathematics Standards – Grade 8

MA 8.1 Students will communicate number sense concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.

MA 8.1.1 Number System: Students will represent and show relationships among real numbers.

MA 8.1.1.a Compare and order real numbers

MA 8.1.1.b Demonstrate relative position of real numbers on the number line (e.g., square root of 2 is left of 1.5)

MA 8.1.1.c Represent small numbers using scientific notation

MA 8.1.1.d Classify numbers as natural, whole, integer, rational, irrational, or real

MA 8.1.2 Operations: Students will demonstrate the meaning of arithmetic operations with integers.

MA 8.1.2.a Use drawings, words, and symbols to explain the meaning of addition, subtraction, multiplication, and division of integers.

MA 8.1.2.b Use words and symbols to explain the zero property of multiplication (e.g., if $ab = 0$ then a or b or both must be zero)

MA 8.1.2.c Use words and symbols to explain why division by zero is undefined

MA 8.1.3 Computation: Students will compute fluently and accurately using appropriate strategies and tools.

MA 8.1.3.a Compute accurately with rational numbers

MA 8.1.3.b Evaluate expressions involving absolute value of integers

MA 8.1.3.c Calculate squares of integers, the square roots of perfect squares, and the square roots of whole numbers using technology

MA 8.1.3.d Select, apply, and explain the method of computation when problem solving using rational numbers (e.g., models, mental computation, paper-pencil, technology, divisibility rules)

MA 8.1.3.e Solve problems involving ratios and proportions (e.g., $\frac{x}{5} = \frac{10}{17}$)

MA 8.1.4 Estimation: Students will estimate and check reasonableness of answers using appropriate strategies and tools.

MA 8.1.4.a Use estimation methods to check the reasonableness of solutions for problems involving rational numbers

MA 8.2 Students will communicate geometric concepts and measurement concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.

MA 8.2.1 Characteristics: Students will describe, compare, and contrast characteristics, properties, and relationships of geometric shapes and objects.

MA 8.2.1.a Identify and describe similarity of three-dimensional objects

MA 8.2.1.b Compare and contrast relationships between similar and congruent objects

MA 8.2.1.c Identify geometric properties of parallel lines cut by a transversal and related angles (e.g., perpendicular and parallel lines with transversals) and angles (e.g., corresponding, alternate interior, alternate exterior)

MA 8.2.1.d Identify pairs of angles (e.g., adjacent, complementary, supplementary, vertical)

MA 8.2.1.e Examine the relationships of the interior angles of a triangle (e.g., the sum of the angles is 180 degrees)

MA 8.2.2 Coordinate Geometry: Students will specify locations and describe relationships using coordinate geometry.

MA 8.2.2.a Use coordinate geometry to represent and examine the properties of rectangles and squares using horizontal and vertical segments

MA 8.2.3 Transformations: Students will perform transformations and use them to analyze the orientation and size of geometric shapes.

MA 8.2.3.a Identify the similarity of dilated shapes

MA 8.2.3.b Perform and describe positions and sizes of shapes under dilations (e.g., scale factor, ratios)

MA 8.2.4 Spatial Modeling: Students will use visualization, spatial reasoning, and geometric modeling to solve problems.

MA 8.2.4.a Draw geometric objects with specified properties (e.g., parallel sides, number of sides, angle measures, number of faces)

MA 8.2.5 Measurement: Students will select and apply appropriate procedures, tools, and formulas to determine measurements.

MA 8.2.5.a Use strategies to find the perimeter and area of complex shapes

MA 8.2.5.b Determine surface area and volume of three-dimensional objects (e.g., rectangular prisms, cylinders)

MA 8.2.5.c Apply the Pythagorean theorem to find missing lengths in right triangles and to solve problems

MA 8.2.5.d Use scale factors to find missing lengths in similar shapes

MA 8.2.5.e Convert between metric and standard units of measurement, given conversion factors (e.g., meters to yards)

MA 8.3 Students will communicate algebraic concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.

MA 8.3.1 Relationships: Students will represent and analyze relationships using algebraic symbols.

MA 8.3.1.a Represent and analyze a variety of patterns with tables, graphs, words, and algebraic equations

MA 8.3.1.b Describe relationships using algebraic expressions, equations, and inequalities (e.g., two-step, one variable)

MA 8.3.1.c Identify constant slope from tables and graphs

MA 8.3.2 Modeling in Context: Students will create, use, and interpret models of quantitative relationships.

MA 8.3.2.a Model contextualized problems using various representations (e.g., two-step/one variable equations)

MA 8.3.2.b Represent a variety of quantitative relationships using algebraic expressions and two-step/one variable equations

MA 8.3.3 Procedures: Students will apply properties to solve equations and inequalities.

MA 8.3.3.a Explain the multiplicative inverse (e.g., $4 * \frac{1}{4} = 1$)

MA 8.3.3.b Evaluate numerical expressions containing whole number exponents (e.g., if $x = 4$, then $(x + 3)^2 + 5x = ?$)

MA 8.3.3.c Solve multi-step equations involving rational numbers

MA 8.3.3.d Solve two-step inequalities involving rational numbers

MA 8.3.3.e Identify and explain the properties used in solving two-step inequalities and multi-step equations

MA 8.4 Students will communicate data analysis/probability concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.

MA 8.4.1 Display and Analysis: Students will formulate questions that can be addressed with data, and then organize, display, and analyze the relevant data to answer their questions.

MA 8.4.1.a Represent data using circle graphs and box plots with and without the use of technology

MA 8.4.1.b Compare characteristics between sets of data or within a given set of data

MA 8.4.1.c Find, interpret, and compare measures of central tendency (mean, median, mode) and the quartiles for sets of data

MA 8.4.1.d Select the most appropriate unit of central tendency for sets of data

MA 8.4.1.e Identify misrepresentation and misinterpretation of data represented in circle graphs and box plots

MA 8.4.2 Predictions and Inferences: Students will evaluate predictions and make inferences based on data.

MA 8.4.2.a Evaluate predictions to formulate new questions and plan new studies

MA 8.4.2.b Compare and contrast two sets of data to make inferences

MA 8.4.3 Probability: Students will apply and interpret basic concepts of probability.

MA 8.4.3.a Identify complementary events and calculate their probabilities

MA 8.4.3.b Compute probabilities for independent compound events

Nebraska Mathematics Standards – Grade 12

MA 12.1 Students will communicate number sense concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.

MA 12.1.1 Number System: Students will represent and show relationships among real numbers.

MA 12.1.1.a Demonstrate multiple equivalent forms of irrational numbers
(e.g., $\sqrt{8} = 8^{1/2} = 2\sqrt{2}$)

MA 12.1.1.b Compare, contrast and apply the properties of numbers and the real number system, including rational, irrational, imaginary, and complex numbers

MA 12.1.2 Operations: Students will demonstrate the meaning and effects of arithmetic operations with real numbers.

MA 12.1.2.a Use drawings, words, and symbols to explain the effects of such operations as multiplication and division, and computing positive powers and roots on the magnitude of quantities (e.g., if you take the square root of a number, will the result always be smaller than the original number? (e.g., $\sqrt{1/4} = 1/2$)

MA 12.1.2.b Use drawings, words, and symbols to explain that the distance between two numbers on the number line is the absolute value of their difference

MA 12.1.3 Computation: Students will compute fluently and accurately using appropriate strategies and tools.

MA 12.1.3.a Compute accurately with real numbers

MA 12.1.3.b Simplify exponential expressions (e.g., powers of -1, 0, $\frac{1}{2}$, $3^2 * 3^2 = 3^4$)

MA 12.1.3.c Multiply and divide numbers using scientific notation

MA 12.1.3.d Select, apply, and explain the method of computation when problem solving using real numbers (e.g., models, mental computation, paper-pencil, or technology)

MA 12.1.4 Estimation: Students will estimate and check reasonableness of answers using appropriate strategies and tools.

MA 12.1.4.a Use estimation methods to check the reasonableness of real number computations and decide if the problem calls for an approximation or an exact number (e.g., 10π (pi) is approximately 31.4, square and cube roots)

MA 12.1.4.b Distinguish relevant from irrelevant information, identify missing information and either find what is needed or make appropriate estimates

MA 12.2 Students will communicate geometric concepts and measurement concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.

MA 12.2.1 Characteristics: Students will analyze characteristics, properties, and relationships among geometric shapes and objects.

MA12.2.1.a Identify and explain the necessity of and give examples of definitions and theorems

MA 12.2.1.b Analyze properties and relationships among classes of two and three dimensional geometric objects using inductive reasoning and counterexamples

MA 12.2.1 c State and prove geometric theorems using deductive reasoning (e.g., parallel lines with transversals, congruent triangles, similar triangles)

MA 12.2.1.d Apply geometric properties to solve problems (e.g., parallel lines, line transversals, similar triangles, congruent triangles, proportions)

MA 12.2.1.e Identify and apply right triangle relationships (e.g., sine, cosine, tangent, special right triangles, converse of Pythagorean Theorem)

MA 12.2.1.f Recognize that there are geometries, other than Euclidean geometry, in which the parallel postulate is not true

MA12.2.1.g Know the definitions and basic properties of a circle and use them to prove basic theorems and solve problems

MA 12.2.2 Coordinate Geometry: Student will use coordinate geometry to analyze and describe relationships in the coordinate plane.

MA 12.2.2.a Use coordinate geometry to analyze geometric situations (e.g., parallel lines, perpendicular lines, circle equations)

MA 12.2.2.b Apply the midpoint formula

MA 12.2.2.c Apply the distance formula

MA 12.2.2.d Prove special types of triangles and quadrilaterals (e.g., right triangles, isosceles trapezoid, parallelogram, rectangle, square)

MA 12.2.3 Transformations: Students will apply and analyze transformations.

MA 12.2.3.a Explain and justify the effects of simple transformations on the ordered pairs of two-dimensional shapes

MA 12.2.3.b Perform and describe multiple transformations

MA 12.2.4 Spatial Modeling: Students will use visualization, spatial reasoning, and geometric modeling to solve problems.

MA 12.2.4.a Sketch and draw appropriate representations of geometric objects using ruler, protractor, or technology

MA 12.2.4.b Use geometric models to visualize, describe, and solve problems (e.g., find the height of a tree; find the amount of paint needed for a room; scale model)

MA 12.2.5 Measurement: Students will apply the units, systems, and formulas to solve problems.

MA 12.2.5.a Use strategies to find surface area and volume of complex objects

MA 12.2.5.b Apply appropriate units and scales to solve problems involving measurement

MA 12.2.5.c Convert between various units of area and volume, such as square feet to square yards

MA 12.2.5.d Convert equivalent rates (e.g., feet/second to miles/hour)

MA 12.2.5.e Find arc length and area of sectors of a circle

MA 12.2.5.f Determine surface area and volume of three-dimensional objects (e.g., spheres, cones, pyramids)

MA12.2.5.g Know that the effect of a scale factor k on length, area and volume is to multiply each by k , k^2 and k^3 , respectively

MA 12.3 Students will communicate algebraic concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.

MA 12.3.1 Relationships: Students will generalize, represent, and analyze relationships using algebraic symbols.

NON LINEAR FUNCTIONS INCLUDE: QUADRATIC, ABSOLUTE VALUE, SQUARE ROOT, EXPOTENTIAL

MA 12.3.1.a Represent, interpret, and analyze functions with graphs, tables, and algebraic notation and convert among these representations (e.g., linear, non-linear)

MA 12.3.1.b Identify domain and range of functions represented in either symbolic or graphical form (e.g., linear, non-linear)

MA 12.3.1.c Identify the slope and intercepts of a linear relationship from an equation or graph

MA 12.3.1.d Identify characteristics of linear and non-linear functions

MA 12.3.1.e Graph linear and non-linear functions

MA 12.3.1.f Compare and analyze the rate of change by using ordered pairs, tables, graphs, and equations

MA 12.3.1.g Graph and interpret linear inequalities

MA 12.3.1.h Represent, interpret, and analyze functions and their inverses

MA 12.3.1.i Determine if a relation is a function

MA 12.3.2 Modeling in Context: Students will model and analyze quantitative relationships.

CONTEXTUALIZED PROBLEM – A MATHEMATICAL SITUATION PLACED IN A PARTICULAR CONTEXT (E.G., USING WORDS, DIAGRAMS, TABLES, DRAWINGS, ETC.)

MA 12.3.2.a Model contextualized problems using various representations (e.g., graphs, tables, one variable equalities, one variable inequalities, linear equations in slope intercept form, inequalities in slope intercept form, system of linear equations with two variables)

MA 12.3.2.b Represent a variety of quantitative relationships using linear equations and one variable inequalities

MA 12.3.2.c Analyze situations to determine the type of algebraic relationship (e.g., linear, nonlinear)

MA 12.3.2.d Model contextualized problems using various representations for non-linear functions (e.g., quadratic, exponential, square root, and absolute value)

MA 12.3.3 Procedures: Students will represent and solve equations and inequalities.

MA 12.3.3.a Explain/apply the reflexive, symmetric, and transitive properties of equality

MA 12.3.3.b Simplify algebraic expressions involving exponents (e.g., $(3x^4)^2$)

MA 12.3.3.c Add and subtract polynomials

MA 12.3.3.d Multiply and divide polynomials
(e.g., divide $x^3 - 8$ by $x - 2$, divide $x^4 - 5x^3 - 2x$ by x^2)

MA 12.3.3.e Factor polynomials

MA 12.3.3.f Identify and generate equivalent forms of linear equations

MA 12.3.3.g Solve linear equations and inequalities including absolute value

MA 12.3.3.h Identify and explain the properties used in solving equations and inequalities

MA 12.3.3.i Solve quadratic equations (e.g., factoring, graphing, quadratic formula)

MA 12.3.3.j Add, subtract, and simplify rational expressions

MA 12.3.3.k Multiply, divide, and simplify rational expressions

MA 12.3.3.l Evaluate polynomial and rational expressions and expressions containing radicals and absolute values at specified values of their variables

MA 12.3.3.m Derive and use the formulas for the general term and summation of finite arithmetic and geometric series

MA 12.3.3.n Combine functions by composition, as well as by addition, subtraction, multiplication, and division

MA 12.3.3.o Solve an equation involving several variables for one variable in terms of the others

MA 12.3.3.p Analyze and solve systems of two linear equations in two variables algebraically and graphically

MA 12.4 Students will communicate data analysis/probability concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.

MA 12.4.1 Display and Analysis: Students will formulate a question and design a survey or an experiment in which data is collected and displayed in a variety of formats, then select and use appropriate statistical methods to analyze the data.

MA 12.4.1.a Interpret data represented by the normal distribution and formulate conclusions

MA 12.4.1.b Compute, identify, and interpret measures of central tendency (mean, median, mode) when provided a graph or data set

MA 12.4.1.c Explain how sample size and transformations of data affect measures of central tendency

MA 12.4.1.d Describe the shape and determine spread (variance, standard deviation) and outliers of a data set

MA 12.4.1.e Explain how statistics are used or misused in the world

MA 12.4.1.f Create scatter plots, analyze patterns, and describe relationships in paired data

MA 12.4.1.g Explain the impact of sampling methods, bias, and the phrasing of questions asked during data collection and the conclusions that can rightfully be made

MA 12.4.1.h Explain the differences between randomized experiment and observational studies

MA 12.4.2 Predictions and Inferences: Students will develop and evaluate inferences to make predictions.

MA 12.4.2.a Compare data sets and evaluate conclusions using graphs and summary statistics

MA 12.4.2.b Support inferences with valid arguments

MA 12.4.2.c Develop linear equations for linear models to predict unobserved outcomes using regression line and correlation coefficient

MA 12.4.2.d Recognize when arguments based on data confuse correlation with causation

MA 12.4.3 Probability: Students will apply and analyze concepts of probability.

MA 12.4.3.a Construct a sample space and a probability distribution

MA 12.4.3.b Identify dependent and independent events and calculate their probabilities

MA 12.4.3.c Use the appropriate counting techniques to determine the probability of an event (e.g., combinations, permutations)

MA 12.4.3.d Analyze events to determine if they are mutually exclusive

MA 12.4.3.e Determine the relative frequency of a specified outcome of an event to estimate the probability of the outcome

The State Board of Education adopted these Science Standards on October 6, 2010, pursuant to the requirements of 79-760.01 R.R.S.

GENERAL INFORMATION

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

Scope and Application of this Appendix. This Appendix provides science (inquiry and the nature of science, physical, life, and earth and space sciences) state academic content standards for use under the provisions of, and pursuant to, the Quality Education Accountability Act (Sections 79-757 to 79-762 R.R.S.), and the requirements for this Chapter.

K-12 Comprehensive Content Standards. The comprehensive content standards identify broad K-12 learning standards related to inquiry and the nature of science, physical, life, and earth and space sciences.

Grade Level Standards. The science standards have been written for the grade spans of K-2, 3-5, 6-8, and 9-12. The grade level standards represent the critical content for students to know and be able to do by the end of the grade listed at the end of each span.

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

NEBRASKA SCIENCE STANDARDS – Grades K-2

SC 1: INQUIRY, THE NATURE OF SCIENCE, AND TECHNOLOGY

Students will combine scientific processes and knowledge with scientific reasoning and critical thinking to ask questions about phenomena and propose explanations based on gathered evidence.

1.1. Abilities to do Scientific Inquiry

- 2.1.1 Students will ask questions and conduct investigations that lead to observations and communication of findings.

Scientific Questioning

- 2.1.1.a Ask questions that relate to a science topic

Scientific Investigations

- 2.1.1.b Conduct simple investigations

Scientific Tools

- 2.1.1.c Select and use simple tools appropriately

Scientific Observations

- 2.1.1.d Describe objects, organisms, or events using pictures, words, and numbers

Scientific Data Collection

- 2.1.1.e Collect and record observations

Scientific Communication

- 2.1.1.f Use drawings and words to describe and share observations with others

Mathematics

- 2.1.1.g Use appropriate mathematics in all aspects of scientific inquiry

SC 2: PHYSICAL SCIENCE

Students will integrate and communicate the information, concepts, principles, processes, theories, and models of the Physical Sciences to make connections with the natural and engineered world.

2.1. Matter

- 2.2.1 Students will observe and describe properties of objects and their behavior.

Properties and Structure of Matter

- 2.2.1.a Observe physical properties of objects (freezing and melting, sinking and floating, color, size, texture, shape, weight)
2.2.1.b Separate and sort objects by physical attributes
2.2.1.c Measure objects using standard and non-standard units

States of Matter

- 2.2.1.d Identify solids and liquids and recognize that liquids take the shape of their container

2.2. Force and Motion

- 2.2.2 Students will compare relative position and motion of objects.

Motion

- 2.2.2.a State location and/or motion relative to another object or its surroundings (in front of, behind, between, over, under, faster, slower, forward and backward, up and down)
2.2.2.b Describe how objects move in many different ways (straight, zigzag, round and round, back and forth, and fast and slow)

SC 3: LIFE SCIENCE

Students will integrate and communicate the information, concepts, principles, processes, theories, and models of the Life Sciences to make connections with the natural and engineered world.

3.1. Structure and Function of Living Systems

2.3.1 Students will investigate the characteristics of living things.

Characteristics of Life

2.3.1.a Differentiate between living and nonliving things

Characteristics of Living Organisms

2.3.1.b Identify the basic needs of living things (food, water, air, space, shelter)

2.3.1.c Identify external parts of plants and animals

2.3.1.d Observe and match plants and animals to their distinct habitats

3.2. Heredity

2.3.2 Students will recognize changes in living things.

Inherited Traits

2.3.2.a Describe how offspring resemble their parents

Reproduction

2.3.2.b Describe how living things change as they grow

3.4. Biodiversity

2.3.4 Students will recognize changes in organisms

Biological Adaptations

2.3.4.a Recognize seasonal changes in animals and plants

SC 4: EARTH AND SPACE SCIENCES

Students will integrate and communicate the information, concepts, principles, processes, theories, and models of Earth and Space Sciences to make connections with the natural and engineered world.

4.1. Earth in Space

2.4.1 Students will observe and identify objects of the sky.

Objects in the Sky and Universe

2.4.1.a Identify objects in the sky (the Sun, the Moon, the stars) and when they are observable

Motion of Objects in the Solar System

2.4.1.b Identify objects that appear to move in the sky (the Sun, the Moon, stars)

4.2. Earth Structures and Processes

2.4.2 Students will observe, identify, and describe characteristics of Earth's materials.

Properties of Earth Materials

2.4.2.a Describe Earth materials (sand, soil, rocks, water)

Use of Earth Materials

2.4.2.b Recognize ways in which individuals and families can conserve Earth's resources by reducing, reusing, and recycling

4.3. Energy in Earth's Systems

2.4.3 Students will observe simple patterns of change on Earth.

Energy Sources

2.4.3.a Observe that the Sun provides heat and light

Weather and Climate

2.4.3.b Observe and describe simple daily changes in weather

2.4.3.c Describe simple seasonal weather indicators and how they impact student choices (activities, clothing)

NEBRASKA SCIENCE STANDARDS – GRADES 3-5

SC 1: INQUIRY, THE NATURE OF SCIENCE, AND TECHNOLOGY

Students will combine scientific processes and knowledge with scientific reasoning and critical thinking to ask questions about phenomena and propose explanations based on gathered evidence.

1.1. Abilities to do Scientific Inquiry

5.1.1 Students will plan and conduct investigations that lead to the development of explanations.

Scientific Questioning

5.1.1.a Ask testable scientific questions

Scientific Investigations

5.1.1.b Plan and conduct investigations and identify factors that have the potential to impact an investigation

Scientific Tools

5.1.1.c Select and use equipment correctly and accurately

Scientific Observations

5.1.1.d Make relevant observations and measurements

Scientific Data Collection

5.1.1.e Collect and organize data

Scientific Interpretations, Reflections, and Applications

5.1.1.f Develop a reasonable explanation based on collected data

Scientific Communication

5.1.1.g Share information, procedures, and results with peers and/or adults

5.1.1.h Provide feedback on scientific investigations

Mathematics

5.1.1.i Use appropriate mathematics in all aspects of scientific inquiry

1.2. Nature of Science

5.1.2 Students will describe how scientists go about their work.

Scientific Knowledge

5.1.2.a Recognize that scientific explanations are based on evidence and scientific knowledge

Science and Society

5.1.2.b Recognize that new discoveries are always being made which impact scientific knowledge

Science as a Human Endeavor

- 5.1.2.c Recognize many different people study science

1.3. Technology

- 5.1.3 Students will solve a simple design problem.

Abilities to do Technical Design

- 5.1.3.a Identify a simple problem
5.1.3.b Propose a solution to a simple problem
5.1.3.c Implement the proposed solution
5.1.3.d Evaluate the implementation
5.1.3.e Communicate the problem, design, and solution

SC 2: PHYSICAL SCIENCE

Students will integrate and communicate the information, concepts, principles, processes, theories, and models of the Physical Sciences to make connections with the natural and engineered world.

2.1. Matter

- 5.2.1 Students will explore and describe the physical properties of matter and its changes

Properties and Structure of Matter

- 5.2.1.a Identify mixtures and pure substances
5.2.1.b Identify physical properties of matter (color, odor, elasticity, weight, volume)
5.2.1.c Use appropriate metric measurements to describe physical properties

States of Matter

- 5.2.1.d Identify state changes caused by heating and cooling solids, liquids, and gases

2.2. Force and Motion

- 5.2.2 Students will identify the influence of forces on motion.

Motion

- 5.2.2.a Describe motion by tracing and measuring an object's position over a period of time (speed)

Forces/Newton's 2nd law

- 5.2.2.b Describe changes in motion due to outside forces (push, pull, gravity)

Universal Forces

- 5.2.2.c Describe magnetic behavior in terms of attraction and repulsion

2.3. Energy

5.2.3 Students will observe and identify signs of energy transfer.

Sound/Mechanical Waves

5.2.3.a Recognize that sound is produced from vibrating objects; the sound can be changed by changing the vibration

Light

5.2.3.b Recognize that light travels in a straight line and can be reflected by an object (mirror)

5.2.3.c Recognize that light can travel through certain materials and not others (transparent, translucent, opaque)

Heat

5.2.3.d Identify ways to generate heat (friction, burning, incandescent light bulb)

5.2.3.e Identify materials that act as thermal conductors or insulators

Electricity/Magnetism

5.2.3.f Recognize that the transfer of electricity in an electrical circuit requires a closed loop

SC 3: LIFE SCIENCE

Students will integrate and communicate the information, concepts, principles, processes, theories, and models of the Life Sciences to make connections with the natural and engineered world.

3.1. Structure and Function of Living Systems

5.3.1 Students will investigate and compare the characteristics of living things.

Characteristics of Life

5.3.1.a Compare and contrast characteristics of living and nonliving things

Characteristics of Living Organisms

5.3.1.b Identify how parts of plants and animals function to meet basic needs (e.g., leg of an insect helps an insect move, root of a plant helps the plant obtain water)

3.2. Heredity

5.3.2 Students will identify variations of inherited characteristics and life cycles.

Inherited Traits

5.3.2.a Identify inherited characteristics of plants and animals

Reproduction

5.3.2.b Identify the life cycle of an organism

3.3. Flow of Matter and Energy in Ecosystems

5.3.3 Students will describe relationships within an ecosystem.

Flow of Energy

5.3.3.a Diagram and explain a simple food chain beginning with the Sun

5.3.3.b Identify the role of producers, consumers, and decomposers in an ecosystem

Ecosystems

5.3.3.c Recognize the living and nonliving factors that impact the survival of organisms in an ecosystem

Impact on Ecosystems

5.3.3.d Recognize all organisms cause changes, some beneficial and some detrimental, in the environment where they live

3.4. Biodiversity

5.3.4 Students will describe changes in organisms over time.

Biological Adaptations

5.3.4.a Describe adaptations made by plants or animals to survive environmental changes

SC 4: EARTH AND SPACE SCIENCES

Students will integrate and communicate the information, concepts, principles, processes, theories, and models of Earth and Space Sciences to make connections with the natural and engineered world.

4.1. Earth in Space

5.4.1 Students will observe and describe characteristics, patterns, and changes in the sky.

Objects in the Sky and Universe

5.4.1.a Recognize that the observed shape of the Moon changes from day to day during a one month period

Motion of Objects in the Solar System

5.4.1.b Recognize the motion of objects in the sky (the Sun, the Moon, stars) change over time in recognizable patterns

4.2. Earth Structures and Processes

5.4.2 Students will observe and describe Earth's materials, structure, and processes.

Properties of Earth Materials

5.4.2.a Describe the characteristics of rocks, minerals, soil, water, and the atmosphere

Earth's Processes

- 5.4.2.b Identify weathering, erosion, and deposition as processes that build up or break down Earth's surface

Use of Earth Materials

- 5.4.2.c Identify how Earth materials are used (fuels, building materials, sustaining plant life)

4.3. Energy in Earth's Systems

- 5.4.3 Students will observe and describe the effects of energy changes on Earth.

Energy Sources

- 5.4.3.a Describe the Sun's warming effect on the land and water

Weather and Climate

- 5.4.3.b Observe, measure, and record changes in weather (temperature, wind direction and speed, precipitation)

- 5.4.3.c Recognize the difference between weather, climate, and seasons

4.4. Earth's History

- 5.4.4 Students will describe changes in Earth.

Past/Present Earth

- 5.4.4.a Describe how slow processes (erosion, weathering, deposition) and rapid processes (landslides, volcanic eruptions, earthquakes) change Earth's surface

NEBRASKA SCIENCE STANDARDS – Grades 6-8

SC 1: INQUIRY, THE NATURE OF SCIENCE, AND TECHNOLOGY

Students will combine scientific processes and knowledge with scientific reasoning and critical thinking to ask questions about phenomena and propose explanations based on gathered evidence.

1.1. Abilities to do Scientific Inquiry

8.1.1 Students will design and conduct investigations that will lead to descriptions of relationships between evidence and explanations.

Scientific Questioning

8.1.1.a Formulate testable questions that lead to predictions and scientific investigations

Scientific Investigations

8.1.1.b Design and conduct logical and sequential investigations including repeated trials

Scientific Controls and Variables

8.1.1.c Determine controls and use dependent (responding) and independent (manipulated) variables

Scientific Tools

8.1.1.d Select and use equipment appropriate to the investigation, demonstrate correct techniques

Scientific Observations

8.1.1.e Make qualitative and quantitative observations

Scientific Data Collection

8.1.1.f Record and represent data appropriately and review for quality, accuracy, and relevancy

Scientific Interpretations, Reflections, and Applications

8.1.1.g Evaluate predictions, draw logical inferences based on observed patterns/relationships, and account for non-relevant information

Scientific Communication

8.1.1.h Share information, procedures, results, and conclusions with appropriate audiences

8.1.1.i Analyze and provide appropriate critique of scientific investigations

Mathematics

8.1.1.j Use appropriate mathematics in all aspects of scientific inquiry

1.2. Nature of Science

8.1.2 Students will apply the nature of science to their own investigations.

Scientific Knowledge

8.1.2.a Recognize science is an ongoing process and the scientific community accepts and uses explanations until they encounter new experimental evidence not matching existing explanations

Science and Society

8.1.2.b Describe how scientific discoveries influence and change society

Science as a Human Endeavor

8.1.2.c Recognize scientists from various cultures have made many contributions to explain the natural world

1.3. Technology

8.1.3 Students will solve a design problem which involves one or two science concepts.

Abilities to do Technical Design

8.1.3.a Identify problems for technical design

8.1.3.b Design a solution or product

8.1.3.c Implement the proposed design

8.1.3.d Evaluate completed technological designs or products

8.1.3.e Communicate the process of technical design

Understanding of Technical Design

8.1.3.f Distinguish between scientific inquiry (asking questions about the natural world) and technological design (using science to solve practical problems)

8.1.3.g Describe how science and technology are reciprocal

8.1.3.h Recognize that solutions have intended and unintended consequences

8.1.3.i Compare and contrast the reporting of scientific knowledge and the reporting of technological knowledge

SC 2: PHYSICAL SCIENCE

Students will integrate and communicate the information, concepts, principles, processes, theories, and models of the Physical Sciences to make connections with the natural and engineered world.

2.1. Matter

8.2.1 Students will identify and describe the particulate nature of matter including physical and chemical interactions.

Properties and Structure of Matter

8.2.1.a Compare and contrast elements, compounds, and mixtures

8.2.1.b Describe physical and chemical properties of matter

States of Matter

8.2.1.c Recognize most substances can exist as a solid, liquid, or gas depending on temperature

8.2.1.d Compare and contrast solids, liquids, and gases based on properties of these states of matter

Physical and Chemical Changes

8.2.1.e Distinguish between physical and chemical changes (phase changes, dissolving, burning, rusting)

8.2.1.f Recognize conservation of matter in physical and chemical changes

Classification of Matter

8.2.1.g Classify substances into similar groups based on physical properties

2.2. Force and Motion

8.2.2 Students will investigate and describe forces and motion.

Motion

8.2.2.a Describe motion of an object by its position and velocity

Inertia/Newton's 1st law

8.2.2.b Recognize an object that is not being subjected to a force will continue to move at a constant speed in a straight line or stay at rest (Newton's 1st law)

Forces/Newton's 2nd law

8.2.2.c Compare the motion of objects related to the effects of balanced and unbalanced forces

Universal Forces

8.2.2.d Recognize that everything on or around Earth is pulled towards Earth's center by gravitational force

2.3. Energy

8.2.3 Students will identify and describe how energy systems and matter interact.

Sound/Mechanical Waves

8.2.3.a Recognize that vibrations set up wave-like disturbances that spread away from the source (sound, seismic, water waves)

8.2.3.b Identify that waves move at different speeds in different materials

Light

8.2.3.c Recognize that light interacts with matter by transmission (including refraction), absorption, or scattering (including reflection)

- 8.2.3.d Recognize that to see an object, light from the surface of the object must enter the eye; the color seen depends on the properties of the surface and the color of the available light sources

Heat

- 8.2.3.e Recognize that heat moves from warmer objects to cooler objects until both reach the same temperature

Conservation

- 8.2.3.f Describe transfer of energy from electrical and magnetic sources to different energy forms (heat, light, sound, chemical)
- 8.2.3.g Recognize all energy is neither created nor destroyed

SC 3: LIFE SCIENCE

Students will integrate and communicate the information, concepts, principles, processes, theories, and models of the Life Sciences to make connections with the natural and engineered world.

3.1. Structure and Function of Living Systems

- 8.3.1 Students will investigate and describe the structure and function of living organisms.

Characteristics of Life

- 8.3.1.a Recognize the levels of organization in living organisms (cells, tissues, organs, organ systems, organisms)

Cellular Composition of Organisms

- 8.3.1.b Recognize that all organisms are composed of one or many cells; that these cells must grow, divide, and use energy; and that all cells function similarly
- 8.3.1.c Recognize specialized cells perform specialized functions in multicellular organisms
- 8.3.1.d Identify the organs and functions of the major systems of the human body and describe ways that these systems interact with each other

Behavior

- 8.3.1.e Describe how plants and animals respond to environmental stimuli

3.2. Heredity

- 8.3.2 Students will investigate and describe the relationship between reproduction and heredity.

Inherited Traits

- 8.3.2.a Recognize that hereditary information is contained in genes within the chromosomes of each cell

Reproduction

- 8.3.2.b Compare and contrast sexual and asexual reproduction

3.3. Flow of Matter and Energy in Ecosystems

- 8.3.3 Students will describe populations and ecosystems.

Flow of Energy

- 8.3.3.a Diagram and explain the flow of energy through a simple food web
- 8.3.3.b Compare the roles of producers, consumers, and decomposers in an ecosystem

Ecosystems

- 8.3.3.c Recognize that producers transform sunlight into chemical energy through photosynthesis
- 8.3.3.d Determine the biotic and abiotic factors that impact the number of organisms an ecosystem can support
- 8.3.3.e Recognize a population is all the individuals of a species at a given place and time
- 8.3.3.f Identify symbiotic relationships among organisms

Impact on Ecosystems

- 8.3.3.g Identify positive and negative effects of natural and human activity on an ecosystem

3.4. Biodiversity

- 8.3.4 Students will identify characteristics of organisms that help them survive.

Biological Adaptations

- 8.3.4.a Describe how an inherited characteristic enables an organism to improve its survival rate

Biological Evolution

- 8.3.4.b Recognize the extinction of a species is caused by the inability to adapt to an environmental change
- 8.3.4.c Use anatomical features of an organism to infer similarities among other organisms

SC 4: EARTH AND SPACE SCIENCES

Students will integrate and communicate the information, concepts, principles, processes, theories, and models of Earth and Space Sciences to make connections with the natural and engineered world.

4.1. Earth in Space

- 8.4.1 Students will investigate and describe Earth and the solar system.

Objects in the Sky and Universe

- 8.4.1.a Describe the components of the solar system (the Sun, planets, moons, asteroids, comets)

Motion of Objects in the Solar System

- 8.4.1.b Describe the relationship between motion of objects in the solar system and the phenomena of day, year, eclipses, phases of the Moon and seasons

Gravitational Effects

- 8.4.1.c Describe the effects of gravity on Earth (tides) and the effect of gravity on objects in the solar system

4.2. Earth Structures and Processes

- 8.4.2 Students will investigate and describe Earth's structure, systems, and processes.

Properties of Earth Materials

- 8.4.2.a Describe the layers of Earth (core, mantle, crust, atmosphere)
- 8.4.2.b Describe the physical composition of soil
- 8.4.2.c Describe the mixture of gases in Earth's atmosphere and how the atmosphere's properties change at different elevations
- 8.4.2.d Describe evidence of Earth's magnetic field

Earth's Processes

- 8.4.2.e Compare and contrast constructive and destructive forces (deposition, erosion, weathering, plate motion causing uplift, volcanoes, earthquakes) that impact Earth's surface
- 8.4.2.f Describe the rock cycle
- 8.4.2.g Describe the water cycle (evaporation, condensation, precipitation)

Use of Earth Materials

- 8.4.2.h Classify Earth materials as renewable or nonrenewable

4.3. Energy in Earth's Systems

- 8.4.3 Students will investigate and describe energy in Earth's systems.

Energy Sources

- 8.4.3.a Describe how energy from the Sun influences the atmosphere and provides energy for plant growth

Weather and Climate

- 8.4.3.b Identify factors that influence daily and seasonal changes on Earth (tilt of the Earth, humidity, air pressure, air masses)
- 8.4.3.c Describe atmospheric movements that influence weather and climate (air masses, jet stream)

4.4. Earth's History

8.4.4 Students will use evidence to draw conclusions about changes in Earth.

Past/Present Earth

- 8.4.4.a Recognize that Earth processes we see today are similar to those that occurred in the past (uniformity of processes)
- 8.4.4.b Describe how environmental conditions have changed through use of the fossil record

NEBRASKA SCIENCE STANDARDS – Grades 9-12

SC 1: INQUIRY, THE NATURE OF SCIENCE, AND TECHNOLOGY

Students will combine scientific processes and knowledge with scientific reasoning and critical thinking to ask questions about phenomena and propose explanations based on gathered evidence.

1.1. Abilities to do Scientific Inquiry

12.1.1 Students will design and conduct investigations that lead to the use of logic and evidence in the formulation of scientific explanations and models.

Scientific Questioning

12.1.1.a Formulate a testable hypothesis supported by prior knowledge to guide an investigation

Scientific Investigations

12.1.1.b Design and conduct logical and sequential scientific investigations with repeated trials and apply findings to new investigations

Scientific Controls and Variables

12.1.1.c Identify and manage variables and constraints

Scientific Tools

12.1.1.d Select and use lab equipment and technology appropriately and accurately

Scientific Observations

12.1.1.e Use tools and technology to make detailed qualitative and quantitative observations

Scientific Data Collection

12.1.1.f Represent and review collected data in a systematic, accurate, and objective manner

Scientific Interpretations, Reflections, and Applications

12.1.1.g Analyze and interpret data, synthesize ideas, formulate and evaluate models, and clarify concepts and explanations

12.1.1.h Use results to verify or refute a hypothesis

12.1.1.i Propose and/or evaluate possible revisions and alternate explanations

Scientific Communication

12.1.1.j Share information, procedures, results, conclusions, and defend findings to a scientific community (peers, science fair audience, policy makers)

12.1.1.k Evaluate scientific investigations and offer revisions and new ideas as appropriate

Mathematics

12.1.1.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

GENERAL INFORMATION

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

Scope and Application of this Appendix. This Appendix provides social studies/history model academic content standards for use under the provisions of, and pursuant to, the Quality Education Accountability Act (Sections 79-757 to 79-762 of the Revised Statutes of Nebraska (R.R.S.)), and the requirements of this Chapter.

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

K-12 Social Studies. Social studies promotes civic competence through the integrated study of the social sciences and humanities. The primary purpose of social studies is to help young people make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world.

Nebraska schools teach social studies/history in kindergarten through grade 12. Social studies blends history, geography, civics, economics, and government in one class, perhaps called “social studies,” or into a social studies department with discipline-based classes, which might be called “United States History” or “World Geography.” A social studies/history education encourages students to develop a core of business knowledge and a way of thinking drawn from many academic disciplines. Students are encouraged to analyze this core of knowledge and to become participating and informed citizens.

Core Content Areas. A traditional curriculum concentrates on the following social core content subjects: history, geography, civics, economics, and government.

History - focuses on the great record of human experience, revealing how individuals and societies resolved their problems and disclosing the consequences of their choices. By studying the choices and decisions of the past, students can confront today’s problems and choices with a deeper awareness of their alternatives and the likely consequences. This content area typically appears in courses and units focusing on Nebraska history, United States history, world history, and social studies.

Geography - helps students answer questions about the world around them, about where things are and how they got there. These answers can be discovered by using skills, such as asking geographic questions, acquiring geographic information, organizing geographic information, analyzing geographic information, and answering geographic questions. This content area typically appears in courses and units dealing with geography, world geography, and social studies.

Civics, Economics, and Government - gives students a basic understanding of civic life, politics, and government. It helps students understand the workings of their political system and that of others as well as the relationship of American politics and government to world affairs. The goals of civics and government is to develop informed, competent, and responsible citizens who are active politically and committed to the fundamental values and principles of American constitutional democracy. Economics provides students with an understanding of how individuals, communities, states, and nations allocate their scarce resources. A clear understanding of economics enables students to comprehend the economic forces that affect them every day and helps them to identify and evaluate the consequences of personal decisions and public policies. Students will understand how a democratic market economy functions, which better prepares them to be producers, consumers, and citizens. This content area typically appears in courses and units dealing with civics, political science, American government, law, economics, and social studies.

Goals of Social Studies. Nebraska schools must provide a strong course offering in these core content areas. Students need a solid basis in history, geography, civics, economics, and government to live and work in their communities today and beyond. The key goal of social studies needs is “promoting civic competence.” The core content areas are:

- Builds an understanding of human history.
- Builds an understanding of a citizen’s role.
- Develops a sense of the social studies disciplines and the connections across them.

Suggested Course Outline for Social Studies Grades 9-12

United States History.

- Colonization and Settlement.
- Revolution and the New Nation.
- Expansion and Reform.
- Civil War and Reconstruction.
- The Settlement and Development of Nebraska.
- The Emergence of Modern America.
- The Great Depression and World War II.
- Postwar United States.
- Contemporary United States.

World History.

- The Beginnings of Human Society.
- Expanding Regions of Exchange and Encounter (300-1000).
- The Emergence of the First Global Age (1450-1770).
- An Age of Revolutions (1750-1914).
- A Half-Century of Crisis and Achievement (1900-1945).
- The 20th Century Since 1945.

Geography.

- The world in spatial terms.
- Places and regions.
- Physical systems.
- Human systems.
- Environment and society.
- The uses of geography.

Civics, Economics, and Government.

- Civic life, politics and government.
- Foundations of the American political system.
- The basic principles, structure, and operation of the American economy.
- How does the government established by the Constitution embody the purposes, values, and principles of American democracy?
- The relationship of the United States to other nations and to world affairs.
- The roles of the citizen in American democracy.

Other Areas. In addition to the traditional social studies curriculum, many Nebraska school districts offer students a complete complement of supporting social studies subject areas. These subject areas might include archaeology, anthropology, psychology, sociology, philosophy, and religion.

FIRST GRADE

Social Studies - United States History, Geography, Civics/Government, Economics

1.1 Students will demonstrate an understanding that history relates to events and people of other times and places.

Example indicators:

Use calendars and timelines to show sequence and change.

Identify past events and people in legends, historical fiction, and biographies, e.g., Johnny Appleseed, Betsy Ross, etc.

Describing the people and events honored in commemorative holidays.

Compare school and community life in America in different places and times.

Recognize that people, places, and things change over time.

1.2 Students will compare and contrast the past and present contributions of cultures to school and family.

Example indicators:

Explain the past and the present through pictures, oral history, letters, or journals.

Students will identify ways that people grow and change over time.

1.3 Students will compare the relative location of people, places, and things.

Example indicators:

Use objects to show position, e.g., near/far, up/down, left/right, behind/in front.

Identify map symbols, e.g., legend references to land, water, roads, and cities.

Name community symbols, e.g. traffic signs, traffic lights, and street and highway markers.

Locate land and water on simple maps, globes, or other models using cardinal directions and map symbols.

Recognize the physical shape of our state and nation.

1.4 Students will recognize that climate, location, and physical surroundings affect the lives of people.

Example indicators:

Discuss how the environment influences their food, clothing, shelter, transportation, and recreation.

Recognize that Nebraska's seasons vary from other places in the United States and the world.

1.5 Students will identify uses of technology, such as transportation and communication.

Example indicators:

Identify what inventions are.

Describe a helpful invention.

Explain why they are important.

1.6 Students will identify basic economic concepts.

Example indicators:

Recognize the difference between basic needs and wants, e.g., food, clothing, shelter, and affection.

Explain differences between buyers and sellers/good and services.

1.7 Students will explain how families and individuals earn, spend, and save.

Example indicators:

Match simple descriptions of work that people do with the names of those jobs.

Recognize the importance of work.

Demonstrate the exchange of money for goods and services.

Identify ways to save money.

1.8 Students will recognize good citizenship and its importance.

Example indicators:

Explain why it is important to show respect for self, family, and others, e.g., taking care of his/her own things and respecting what belongs to others.

Identify examples of honesty, courage, patriotism, and other admirable character traits seen in American history.

Identify how choices and actions affect themselves and others, e.g., making class rules, participating in classroom chores.

Identify community groups of which students are members, e.g., family, school, church, girl/boy scouts, and classroom.

Participate in classroom elections.

Name the President or other elected leaders.

1.9 Students will identify patriotic symbols and actions.

Example indicator:

Name those associated with the United States, e.g., the flag, the Pledge of Allegiance, etc.

FOURTH GRADE

Social Studies - United States History, Nebraska History, Geography, Civics/Government, Economics

4.1 Students will compare communities and describe how United States and Nebraska communities changed physically and demographically over time.

Example indicators:

Identify and describe cultural holidays and events in their communities, Nebraska, and United States.

Identify changes in daily life past and present, e.g., roles, jobs, communication, technology, schools, and cultural traditions.

4.2 Students will describe the contributions from the cultural and ethnic groups that made up our national heritage: Native Americans, Hispanic Americans, African Americans, European Americans, and Asian Americans.

Example indicators:

Identify regional characteristics, e.g., Navaho, Amish, and Polynesian.

Identify important men and women from different cultural and ethnic groups.

Identify famous inventors.

Identify contributions of special groups, e.g., labor unions, buffalo soldiers, and farmers' co-op.

4.3 Students will describe social and economic development of Nebraska in the 20th century.

Example indicators:

Identifying the accomplishments of 20th century Nebraskans.

Explain the impact of advance in transportation, communication, immigration, and economic development.

4.4 Students will describe the interaction between Native Americans and their environment on the plains prior to European contact.

Example indicators:

Explain how Native Americans used the resources for daily living.

Identify different types of shelters used by Native Americans.

Describe the daily life of a Native American.

4.5 Students will describe Nebraska's history, including geographic factors, from European contact to statehood.

Example indicators:

Explain how historic and geographic factors affected the expansion and development of Nebraska.

Locate on a map, forts, missions, settlements, trails, cities, transportation routes, and migration patterns.

Describe the exploration of the Great Plains.

Describe the impact of westward expansion on tribal nations.

Describe Spanish, French, and English settlements.

4.6 Students will identify significant individuals, historical events and symbols in their community and in Nebraska and explain their importance.

Example indicators:

Identify and describe the past and present contributions of Native Americans, Hispanic Americans, African Americans, European Americans, and Asian Americans.

Identify members of Nebraska's Hall of Fame.

Identify accomplishments of prominent Nebraskans, e.g., Black Elk, Malcom X, and Evelyn Sharp.

Identify groups that have impacted Nebraska's history, e.g., buffalo soldiers, cowboys, and sodbusters and immigrant settlers.

Identify symbols associated with Nebraska, e.g., the flag, tree, and bird.

4.7 Student will use higher level thinking processes to evaluate and analyze primary sources and other resources.

Example indicators:

Identify, analyze, and make generalizations using primary sources, e.g., artifacts, diaries, letters, photographs, art, and newspapers.

Compare documentary sources on historical figures, events, with fictionalized characters and events to distinguish fact from fiction.

4.8 Students will describe characteristics of a market economic system and the interactions of consumers and producers.

Example indicators:

Describe the concepts of scarcity, choice, and the use of limited natural, capital, and human resources in an economic system.

Explain the specialization and interdependence of producers and consumers involved in producing goods and services.

Demonstrate how markets and prices help consumers buy and producers supply products and services in an economic system.

Identify how changing modes of transportation and communication by entrepreneurs have changed the economic system of the United States and Nebraska.

Explain the purpose of taxes and their use and collection in an economic system.

4.9 Student will demonstrate an understanding of money and the financial system used in the United States.

Example indicators:

Identify the concepts of earning, saving, spending, and checking accounts and credit used by financial institutions and consumers.

Describe the functions of money in an economic system.

4.10 Students will identify and use essential map elements.

Example indicators:

Distinguish between longitude and latitude.

Use the equator and prime meridian to identify the hemisphere.

Use the grid system to find locations.

Use cardinal directions.

Understand map keys, e.g., scale, symbols, compass rose.

4.11 Students will use maps and globes to acquire information about people, places, and environments.

Example indicators:

Locate and identify on maps and globes his/her local city or county, Nebraska, the United States, the seven continents, and four oceans.

Sketch maps to illustrate places described in a narrative or a description, e.g., neighborhoods, rooms, routes, regions, states, countries, continents.

Explain how physical characteristics, transportation routes, climate, and specialization influenced the variety of crops, products, industries, and the general patterns of economic growth in Nebraska.

Illustrate how Nebraska communities differ in physical features, e.g., land use, population density, architecture, services, and transportation.

Construct physical maps and three-dimensional models that include the essential map elements, political areas, and the geographic regions of Nebraska and the United States, e.g., Coastal Plains, Appalachian Mountains, Interior Lowlands, Great Plains, Rocky Mountains, Basin and Ridge, and Coastal Range.

Explain the directional flow of rivers.

4.12 Students will identify the geographic and human characteristics of the regions of the United States and Nebraska.

Examples indicators:

Name the major geographic regions of the United States.

Identify the states within each region.

Identify capital cities and major cities.

Identify mountains, lakes, and rivers in each region.

Name the countries and bodies of water, which border the United States.

Identify geographic and historic features unique to each region.

4.13 Students will describe the process of making laws, carrying out laws, and determining if laws have been violated.

Example indicators:

Describe the constitutional rights and responsibilities of being a citizen.

Explain the role of citizenship in the promotion of laws.

Describe the election process.

Identify the consequences of violating the law.

Identify local, county, and state representatives.

Explain the process of contacting a representative.

4.14 Students will identify the uniqueness of the Nebraska Unicameral compared with other state legislatures.

Example indicators:

Describe the difference between bicameral and unicameral legislatures.

Identify the contribution of George Norris.

4.15 Students will identify and describe the responsibilities of the elected mayor, governor, and president on the local, state, and federal level.

Example indicator:

Name of your mayor, governor, and the President of the United States and list several responsibilities of each.

EIGHTH GRADE

Social Studies - United States History, World History, Nebraska History, Geography, Civics/Government, Economics

8.1 United States History

8.1.1 Students will analyze major cultures in the Americas before the 17th century.

Example indicators:

Describe the regional culture groups of early Native Americans in North America, e.g., the Northern, Northwestern, Plains, Mound Builders, Eastern Woodlands, and Southwestern Native Americans, etc.

Describe selected civilizations in Central and South Americas, e.g., the Mayan, Olmecs, Aztec, Incas, Chibchas, and Toltecs.

Explain how geography and climate influenced the way Early American cultural groups lived.

8.1.2 Students will analyze the major people, events, and ideas that led to the exploration and settlement of the Americas by Europeans.

Example indicators:

Explain the motivations, obstacles, and accomplishments of sponsors and leaders of key expeditions from Spain, France, Portugal, and England.

Identify the political, economic, and social impact of the encounter between European and early cultures in the Americas.

Identify the economic, ideological, religious, and nationalist forces that led to competition among European powers for control of the Americas.

Identify explorers, e.g., Columbus, Leif Ericsson, Amerigo Vespucci, Champlain, and Hudson.

Describe Spanish, French, and English settlements.

8.1.3 Students will describe key people, events, and ideas from colonial America.

Example indicators:

Explain the factors that led to the founding of the colonies, e.g., the escape from religious persecution, economic opportunity, release from prison, and military adventure.

Describe geographic, political, economic, and social contrasts in the three regions of New England, the mid-Atlantic, and the South.

Describe life in the colonies in the 18th century from the perspectives of Native Americans, large landowners, farmers, artisans, women, and slaves.

Explain the principal economic and political connections between the colonies and England.

Describe sources of dissatisfaction that led to the American Revolution.

Identify key individuals and events in the American Revolution, e.g., King George, Lord North, Lord Cornwallis, John Adams, Samuel Adams, Paul Revere, Benjamin Franklin, George Washington, Thomas Jefferson, Patrick Henry, and Thomas Paine.

Explain major military campaigns of the Revolutionary War and reasons why the colonies were able to defeat the British.

8.1.4 Students will analyze challenges faced by the new United States government.

Example indicators:

Explain the writing of a new Constitution in 1787 and the struggles over ratification and the addition of a Bill of Rights.

Describe major issues facing Congress and the first four presidents.

Explain conflicts between Thomas Jefferson and Alexander Hamilton that resulted in the emergence of two political parties.

8.1.5 Students will describe growth and change in the United States from 1801 to 1861.

Example indicators:

Describe territorial exploration, expansion, and settlement, e.g., Lewis and Clark, Louisiana Purchase, and acquisition of southern and western territories.

Describe how the physical geography and various incentives influenced the movement of people, goods, and services.

Describe the political relationships between the Americas and Europe, which led to the Monroe Doctrine.

Describe the impact of inventions, e.g., the cotton gin, McCormick reaper, etc.

8.1.6 Students will identify and analyze causes, key events, and the effects of the Civil War and Reconstruction.

Example indicators:

Describe economic and philosophical differences between the North and South, as exemplified by men such as Daniel Webster and John C. Calhoun.

Identify key events leading to secession and war.

Identify key people during this period, e.g., Abraham Lincoln, Ulysses S. Grant, Jefferson Davis, Robert E. Lee, Frederick Douglas, William Lloyd Garrison, Harriet Tubman, Harriet Beecher Stowe, John Brown, and Clara Barton, etc.

Identify key events during the Civil War, e.g., major battles, the Emancipation Proclamation, and Lee's surrender at Appomattox.

Describe life on the battlefield and on the homefront from multiple perspectives.

Explain the basic provisions and postwar impact of the 13th, 14th, and 15th Amendments to the United State Constitution.

Describe the impact of Reconstruction policies on the South.

8.1.7 Students will explain post Civil War changes in the United States, and the role of the United States in world affairs through World War I.

Example indicators:

Describe federal policies of expansion and how they affected various culture groups and individuals, e.g., Native Americans, Asian Americans, etc.

Explain why people immigrated to the United States describing their obstacles and contributions.

Describe the growth of American cities and the impact on societies.

Describe the United States' participation in key world events, e.g., the Spanish-American War, World War I, etc.

8.1.8 Students will describe key, social, economic and cultural developments from WWI through the Great Depression.

Example indicators:

Describe the arts in the United States, e.g., the Harlem Renaissance, the works of F. Scott Fitzgerald, Louis Armstrong, etc.

Describe the social changes, e.g., women's suffrage, prohibition, etc.

Describe the economic factors that led to the Great Depression.

Describe the extent and depth of business and farm failures, unemployment, and poverty.

Describe the New Deal and the Depression and the future role of government in the economy.

Identify key people of the period, e.g., Eleanor and Franklin Roosevelt, Charles Lindbergh, etc.

8.1.9 Students will describe key people, events, and ideas since World War II.

Example indicators:

Explain segregation, desegregation, and the Civil Rights Movement.

Describe the changing role of women in America.

Describe the technology revolution and its impact on communication, transportation, and new industries.

Describe the consumer economy and increasing global markets.

Describe the increases in violent crime and illegal drugs.

Explain the effects of increased immigration.

Describe political leaders of the period, trends in national elections, and differences between the two major political parties.

8.2 World History to 1000 A.D.

8.2.1 Students will describe human culture in the Paleolithic and Neolithic Eras.

Example indicators:

Describe how archeological discoveries change our knowledge of early peoples.

Compare the characteristics of Paleolithic and Neolithic societies and the adaptation to physical geography of various areas had on those groups.

Describe how tool making, use of fire, agricultural revolution, and other technological and social advancements improved life for early people.

8.2.2 Students will describe the ancient river valley civilizations (Mesopotamia, Egypt, India and China), on the development of world cultures.

Example indicators:

Describe the geography and history of each civilization.

Describe the location in time and place.

Identify social, political, and economic institutions.

Describe religious traditions and written languages.

Identify significant contributions and legacies.

8.2.3 Students will describe the impact of history, culture, and geography of Greece and Rome on later civilizations.

Example indicators:

Describe the influence of physical geography, climate, and soils on the Greek economic, social, and political development and the impact on the commerce of the Mediterranean regions.

Describe the development of Greek democracy.

Identify and describe the contributions of Greek culture, e.g., mythology and philosophy.

Describe important Greek military campaigns, e.g., the Persian Wars and conquests by the Macedonians.

Describe the influence of geography on Roman economic, social, and political development.

Relate Roman mythology and religion.

Describe the development of the Roman government.

Describe important Roman military campaigns, e.g., military domination of the Mediterranean and Western Europe.

Describe the fall of the Republic and the rise of imperial monarchs.

Describe the impact and spread of Christianity and Judaism.

Describe, analyze, and evaluate the history of the Byzantine Empire from about 300 BCE to 1000 C.E., e.g., Constantinople, Codification of Roman law, Greek Orthodox churches, and Byzantine art and architecture.

8.2.4 Students will describe the development and cultural impact of major religions.

Example indicators:

Describe the origins, customs, beliefs, and spread of the major religions.

Identify the theological and cultural differences and similarities among the major religions.

Describe the effect of religious, political, and economic competition.

Identify the historical turning points that affected the spread and influence of these religious cultures.

8.2.5 Students will describe the impact of life in Medieval Europe on later civilizations.

Example indicators:

Describe the structure of feudal society and identify economic, social, and political effects.

Describe the Age of Charlemagne.

Describe the impact of Magyars and the Vikings.

Analyze the influence of Christianity throughout Europe.

8.2.6 Students will describe the impact of selected civilizations in Asia and Africa on the development of later cultures.

Example indicators:

Describe chronology, location, geography, social structures, forms of government, economy, and religion of each civilization.

Identify key characteristics of the kingdoms of Kush and (Axum) Aksum in Ethiopia.

Describe how geography of Africa shaped the various cultures of trading empires in Western Africa.

Describe the culture and contributions of ancient Arabia.

Identify cultural characteristics of Japan's feudal system.

Identify various Chinese dynasties and their legacies to later generations.

Describe the role of geographic factors in limiting or encouraging the movement of people and ideas.

8.3 Civics and Economics

8.3.1 Students will explain and compare the structures, functions, and powers of the three branches of government at the national, state, and local levels.

Example indicators:

Explain the election and appointment of officials.

Describe the division and sharing of powers among and within levels of government.

Chart the separation and sharing of powers within levels of government.

Describe the process of amending the United States and Nebraska Constitution.

Outline the powers granted to Congress, the President, the Supreme Court, and those reserved to the states.

8.3.2 Student will compare the election process at the local, state, and national levels of government.

Example indicators:

Explain nomination and promotion of candidates for elective office.

Describe similarities and differences between the major political parties.

Describe voter turnout.

Evaluate the accuracy of campaign advertising.

Discuss bias and identify how media reports, analysis, and editorials are different.

8.3.3 Students will compare the policy-making process at the local, state, and national levels of government.

Example indicators:

Chart the basic law-making process within the respective legislative bodies.

Explain the interaction between the chief executives and the legislative bodies.

Explain the functions of departments, agencies, and regulatory bodies.

Describe the roles of political parties at the state and national levels.

Explain the ways that individuals and cultural, ethnic, and other interest groups can influence government policy makers.

Describe the impact of the media on public opinion and policy makers.

8.3.4 Student will distinguish between the judicial systems established by the Nebraska Constitution and United States Constitution.

Example indicators:

Diagram the organization and jurisdiction of Nebraska and United States courts.

Describe the exercise of the power of judicial review.

Describe the process of bringing and resolving criminal and civil cases in Nebraska's judicial system.

Describe the function and process of the juvenile justice system in Nebraska.

8.3.5 Student will explain the structure and operation of the United States economy and the role of citizens as producers and consumers.

Example indicators:

Define the concepts of scarcity, choice, trade-offs, specialization, entrepreneurship, productivity, inflation, profits, markets, supply and demand, inflation, and unemployment and incentives.

Analyze the effect of producer and consumer behavior on markets.

Describe the role of individuals and businesses as consumers, saver, investor, and borrowers.

Explain how various institutions help individuals and groups accomplish economic goals.

Describe common forms of credit, saving, investments, purchases, and the contractual agreements, e.g., warranties and guarantees.

Analyze skills necessary for career opportunities, e.g., individual abilities, skills, and education, and the changing supply and demand for those skills in the economy.

Describe the development of money, savings, and credit.

8.3.6 Students will compare the United States economic system to systems in other countries.

Example indicators:

Describe the government's role in the United States economy, e.g., provision of public goods and services, protection of consumer rights, and the promotion of competition.

Describe the impact of government policies, on individuals and businesses, taxation, and government borrowing.

Explain how the government addresses third-party costs and benefits, e.g., pollution and medical research.

Explain the differences between traditional command and market economics.

Analyze the costs and benefits of instituting different degrees of market, command, and traditional characteristics into mixed economic systems.

8.3.7 Students will summarize the rights and responsibilities of United States citizens.

Example indicators:

Describe ways individuals participate in the political process, e.g., registering and voting, communicating with government officials, participating in political campaigns, and serving on juries and in voluntary appointed positions.

Identify the way individuals of cultural, ethnic, and other interest groups can influence governments.

Describe the election process and appointment of officials.

Describe the impact of the media on public opinion and policy.

Compare the election process at the local, state, and national levels of government, e.g., nomination and promotion of candidates for elective office similarities and differences between the major political parties; voter turnout; evaluate the accuracy of campaign advertising; and recognize bias and identify how media reports, analysis, and editorials are different.

8.3.8 Students will describe the purpose and function of the United States Constitution, including the Bill of Rights.

Example indicators:

What are inalienable rights?

What does "life, liberty, and the pursuit of happiness," mean?

What is the rule of law, justice, and equality under the law?

Describe the Native American heritage, e.g., Iroquois Five National Confederacy, “Great Binding Law.”

Explain the British and American heritage, e.g., the Magna Carta, the English Bill of Rights, the Mayflower Compact, the Articles of Confederation.

Explain the philosophy of government expressed in the Declaration of Independence.

8.4 Skills

8.4.1 Students will explain the meaning of patriotic slogans and excerpts from notable speeches and documents.

Example indicators:

Explain the statement, “Give me liberty or give me death.”

Explain the meaning of “E Pluribus Unum.”

Discuss the importance of the Gettysburg Address.

Explain the Preamble to the Constitution.

Explain the Declaration of Independence.

Who said “. . . December 7, 1941, a date which will live in infamy”?

Explain the statement, “Ask not what your country can do for you. . .”

Who said, “Mr. Gorbachev, tear down this wall!”?

8.4.2 Students will demonstrate skills for historical analysis.

Example indicators:

Identify, analyze, and interpret primary sources, e.g., artifacts, diaries, letters, photographs, art, documents, newspapers, and contemporary media, e.g., television, movies, and computer information systems to better understand events and life in United States history to 1877.

Identify characters, settings, and events from narratives of Nebraska, America, and world history.

Construct various time lines of American history from pre-Columbian times to 1877, highlighting landmark dates, technological changes, major political and military events, and major historical figures.

Locate on a United States map major physical features, bodies of water, exploration and trade routes; the states that entered the Union up to 1877; and, identify the states that formed the Confederacy during the Civil War.

Identify, analyze, and interpret primary sources, e.g., artifacts, diaries, letters, photographs, art, documents, newspapers, contemporary media, and computer information systems, making generalizations about events and life in United States history since 1877.

Recognize and explain nationalism, race, religion, and ethnicity have influenced different points of view.

Distinguish fact from fiction by examining documentary sources.

Construct various time lines of United States history since 1877, e.g., landmark dates, technological and economic changes, social movements, military conflicts, and presidential elections.

Locate on a United States map all 50 states, the original 13 states, the states that formed the Confederacy, and states which entered the Union after 1877.

8.4.3 Students will develop skills in discussion, debate, and persuasive writing by analyzing historical situations and events.

Example indicators:

Explain the historical perspectives of people, e.g., Native Americans, Hispanic Americans, African Americans, European Americans, and Asian Americans; settlers, slaves, and slave holders; Patriots and Tories; Federalists and Anti-Federalists; Confederates and Yankees; Republicans and Democrats; and rural and urban.

Describe the causes, costs, and benefits of major events in American history up to 1877, e.g., American Revolution, the Constitutional Convention, the Civil War, and Reconstruction.

8.4.4 Students will evaluate different assessments of the causes, costs, and benefits of major events in recent American history to develop discussion, debate, and persuasive writing skills.

8.4.5 Students will interpret economic and political issues as expressed in various visuals.

8.4.6 Student will improve their skills in historical research and geographical analysis.

Example indicators:

Identify, analyze, and interpret primary sources and secondary sources to make generalizations about events and life in world history up to 1000 A.D.

Identify, analyze, and interpret global population distribution in the Middle Ages.

Identify and compare contemporary national political boundaries with the location of civilizations, empires, and kingdoms from 4000 B.C. to 1000 A.D.

Identify and compare the distribution of major religious culture in the contemporary world with the origin and spread of Judaism, Christianity, Islam, Hinduism, and Buddhism up to 1000 A.D.

TWELFTH GRADE

Social Studies - United States History, World History, Geography, Civics/Government, Economics

12.1 United States History

12.1.1 Students will analyze and explain the causes and effects of the Age of Discovery, contacts between Native Americans and European settlers, and the creation of the American colonies.

Example indicators:

Explain the economic and cultural characteristics of the groups.

Summarize the motives and strategies of the explorers and settlers.

Explain the impact of European settlement on the Native Americans.

Relate the legacies of contact, cooperation, and conflict from that period.

Explain the motivation of ethnic and religious groups, and how immigrants influenced the settlement of colonies.

Summarize the economic activity.

Describe the political developments.

Compare the social customs, the arts, and religious beliefs.

12.1.2 Students will analyze and explain the events and ideas of the Early National Period.

Example indicators:

Relate changes in British policies that provoked the American colonists.

Discuss the debate within America concerning separation from Britain.

Compare the Declaration of Independence and “Common Sense.”

Describe the roles played by the individual leaders.

Summarize key battles, military turning points, and key strategic decisions.

Compare The Articles of Confederation and the Declaration of Independence.

Discuss the issues and policies affecting relations among existing and future states, e.g., the Northwest Ordinance.

Explain the Constitutional Convention, e.g., the leadership of James Madison and George Washington.

Compare and contrast the struggle for ratification of the Constitution, the Federalist Papers, and Anti-Federalists arguments.

Explain the addition of the Bill of Rights to the Constitution.

Relate the organization of the national government under the new Constitution.

Explain the major domestic and foreign affairs issues facing the first presidents and Congress.

Summarize the development of political parties.

Explain how the impact of Supreme Court cases, e.g., *Marbury v. Madison* and *McCulloch v. Maryland*, affected the interpretation of the Constitution.

Explain foreign relations and conflicts, e.g., the War of 1812 and the Monroe Doctrine.

Discuss the Louisiana Purchase and the acquisition of Florida.

Summarize the economic development, trade, tariffs, taxation, and trends in the national debt.

12.1.3 Students will analyze the causes and effects of major events of the Civil War and Reconstruction.

Example indicators:

Discuss the causes and effects of slavery.

Explain the States' Rights Doctrine.

Discuss tariffs and trade.

Describe the settlement of the Western United States.

Explain Secession.

Compare and contrast the military advantages of the Union and the Confederacy.

Explain the threat of foreign intervention.

Discuss the economic and political impact of the war.

Explain the roles played by the individual leaders.

Relate the impact of Reconstruction policies on the South.

12.1.4 Students will analyze the impact of immigration on American life, identifying factors.

Example indicators:

Contributions of Native Americans, Hispanic Americans, African Americans, European Americans, Asian Americans, and immigrant groups and individuals.

Ethnic conflict and discrimination.

The United States domestic policies.

12.1.5 Students will summarize causes and effects of the Industrial Revolution.

Example indicators:

Describe new inventions and industrial production methods.

Summarize new technologies in transportation and communication.

Explain incentives for capitalism and free enterprise.

Describe the impact of immigration on labor supply and the movement to organize workers.

Describe improvements in standards of living, life expectancy, and living conditions.

Explain child labor, working conditions, and the rise of organized labor.

Summarize government policies affecting trade, monopolies, taxation, and money supply.

Summarize muckraking literature and the rise of the Progressive Movement.

Describe women's suffrage and temperance movements, describing their impact on society.

Summarize political changes at the local, state, and national levels.

12.1.6 Students will analyze the origins and effects of World War I.

Example indicators:

Describe the end of the Ottoman Empire and the creations of new states in the Middle East.

Relate the declining role of Great Britain and the expanding role of the United States in world affairs.

Summarize the political, social, and economic change in Europe and the United States.

Explain the causes of World War I.

12.1.7 Students will analyze and explain the Great Depression.

Example indicators:

Explain the causes and effects of changes in business cycles.

Describe the weaknesses in key sectors of the economy in the late 1920's.

Summarize United States government's economic policies in the late 1920's.

Explain the causes and effects of the Stock Market Crash.

Describe the impact of the Depression on the American people.

Explain the impact of New Deal economic policies.

Explain the impact of the expanded role of government in the economy since the 1930's.

12.1.8 Students will recognize and explain the origins and effects of World War II.

Example indicators:

Describe the rise of and aggression of totalitarian regimes in Germany, Italy, and Japan.

Summarize the rise of Fascism, Nazism, and Communism in the 1930's and 1940's and the response of Europe and the United States.

Explain the role of the Soviet Union.

Explain appeasement, isolationism, and the war debates in Europe and the United States prior to the outbreak of war.

Relate the impact of mobilization for war, at home and abroad.

Summarize the major battles, military turning points, and key strategic decisions.

Explain the Holocaust and its impact.

Describe the reshaping of the United States' role in world affairs after the war.

Summarize the major changes in Eastern Europe, China, Southeast Asian, and Africa following the war.

12.1.9 Students will analyze and explain United States foreign policy since World War II.

Example indicators:

Summarize the origins of the Cold War and the foreign and domestic consequences.

Describe Communist containment policies in Europe, Latin America, and Asia.

Describe McCarthyism and the fear of communist influence within the United States.

Explain Strategic and economic factors in Middle East policy.

Describe the relations with South Africa and other African nations.

Describe the collapse of communism and the end of the Cold War.

Explain the new challenges to America's leadership role in the world.

Analyze the confrontations with the Soviet Union in Berlin and Cuba.

Explain NATO and other alliances and the United States role in the United Nations.

Describe nuclear weapons and the arms race.

Summarize the military conflicts in Korea, Vietnam, and the Middle East.

12.1.10 Students will evaluate developments in federal civil rights and voting rights since the 1950's.

Example indicators:

The Brown v. Board of Education decision and its impact on education.

Civil rights demonstrations and related activity leading to desegregation of public accommodations, transportation, housing, and employment.

The impact of reapportionment cases and voting rights legislation on political participation and representation.

Affirmative action.

12.1.11 Students will demonstrate an understanding of domestic policy issues in contemporary American society.

Example indicators:

Compare conservative and liberal economic strategies.

Compare the positions of political parties and interest groups on major issues.

12.1.12 Students will explain and demonstrate relationships between the geographical and the historical development of the United States by using maps, pictures, and computer databases.

Example indicators:

Locate and explain the location and expansion of the original colonies.

Trace the territorial expansion of the United States, explaining how the physical environment influenced it.

Locate new states as they were added to the Union.

Demonstrate an understanding of the settlement patterns, migration routes, and cultural influence of various racial, ethnic, and religious groups.

Compare patterns of agricultural and industrial development in different regions as they relate to natural resources, markets, and trade.

Analyze the political, social, and economic implications of demographic changes in the nation over time.

12.1.13 Students will develop skills for historical analysis.

Example indicators:

Analyze documents, records, and data, e.g., artifacts, diaries, letters, photographs, journals, newspapers, and historical accounts.

Evaluate the authenticity, authority, and credibility of sources.

Formulate historical questions and defend findings based on inquiry and interpretation.

Develop perspectives of time and place, such as the construction of various time lines of events, periods, and personalities in American history.

Communicate findings orally, in brief analytical essays, and in a comprehensive paper.

12.1.14 Students will demonstrate verbal and written skills that focus on enduring issues, divergent viewpoints, and excerpts from famous speeches and documents in United States history.

Example indicators:

Discuss civil disobedience v. the rule of law.

Analyze the role of government to the individual in economic planning and social programs.

Debate freedom of the press v. the right to a fair trial.

Analyze the tension between majority rule and minority rights.

Debate problems of intolerance toward racial, ethnic, and religious groups in American society.

Discuss the evolution of rights, freedoms, and protections through political and social movements.

Interpret aspects of “United States Constitution,” “Bill of Rights,” “Letter from Birmingham,” “Speak softly and carry a big stick. . . ,” “Gettysburg Address,” etc.

12.2 World History: 1000 C.E. to the Present

12.2.1 Students will demonstrate an understanding of the state of the world about 1000 C.E.

Example indicators:

Summarize the institution of feudalism in Europe, Asia, and Africa.

Summarize the growth of trade between civilizations, e.g., silk trade, gold and salt trade.

Describe the location and leadership of major kingdoms in Europe, Africa, Asia, and Latin America.

Describe the location and culture of the Byzantine and Muslim empires.

Summarize the role religion in a civilization, e.g., the Roman Catholic Church, Buddhism, Islam, and animism.

Describe the conflict between religions, e.g., Crusades and Great Schism.

Summarize the technological advances in Asia and Latin America, e.g., calendars and metallurgy.

12.2.2 Students will analyze the patterns of social, economic, political change, and cultural achievement in the late Medieval period.

Example indicators:

Explain the emergence and distinctive political developments of nation-states, e.g., Spain, France, England, and Russia.

Describe the conflicts among Eurasian powers, e.g., the Crusades, the Mongol conquests, and the expansion of the Ottoman Turks.

Explain the patterns of crisis and recovery, e.g., the Black Death.

Explain the preservation of Greek and Roman philosophy, medicine, and science.

12.2.3 Students will analyze the historical developments of the Renaissance.

Example indicators:

Explain the economic foundations of the Renaissance, such as European interaction with Muslims, increased trade, role of the Medici's, and new economic practices.

Discuss the rise of Italian city-states.

Compare the artistic, literary, and intellectual creativity, e.g., Leonardo DaVinci, Michelangelo, and Shakespeare, as contrasted with the Medieval period.

Explain the Machiavelli's theory of government as described in The Prince.

Describe the differences between the Italian and the Northern Renaissance.

12.2.4 Students will analyze the historical developments of the Reformation.

Example indicators:

Explain the influence of religious conflicts on government actions, such as the Edict of Nantes in France.

Discuss the evolution of laws that reflect religious beliefs, cultural values, traditions, and philosophies, e.g., the beginnings of religious toleration and the growth of democracy.

12.2.5 Students will analyze the impact of European expansion into the Americas, Africa, and Asia.

Example indicators:

Discuss the roles and motivations of explorers/conquistadors.

Explain the migration, settlement patterns, and cultural diffusion.

Explain the exchange of technology, ideas, and agricultural practices.

Discuss the trade in slaves, tobacco, rum, furs, and gold.

Relate the introduction of new diseases.

Discuss the influence of Christianity.

Explain the economic and cultural transformations created by the emergence of plant-like tobacco and corn in new places and the arrival of the horse in the Americas.

Describe the competition for resources and the rise of Commercial Revolution and mercantilism.

Explain the cultural changes in indigenous societies.

12.2.6 Students will compare Judaism, Christianity, Islam, Buddhism, and Hinduism and Confucianism.

Example indicators:

Compare and contrast major leaders and events.

Compare and contrast sacred writings.

Compare and contrast traditions, customs, and beliefs.

Explain monotheistic versus polytheistic views.

Discuss geographic distribution at different times.

Compare and contrast political, social, and economic influences of each.

Discuss the long-standing religious conflicts and recent manifestations in places, e.g., Ireland, Middle East, and Bosnia.

12.2.7 Students will analyze the scientific, political, and economic changes of the 16th, 17th, 18th, and 19th centuries.

Example indicators:

Explain the impact of scientific ideas on political institutions, social movements, and religion.

Discuss the establishment of absolute monarchies by individuals, e.g., Louis XIV, Frederick the Great, and Peter the Great.

Compare and contrast the Glorious Revolution in England and the French Revolution.

Explain the ideas of significant people, such as Hobbes, Locke, Montesquieu, Rousseau, and Jefferson.

Explain the new scientific theories, e.g., those of Newton, Kepler, Copernicus, Galileo, Harvey, and Franklin.

Discuss how technological changes brought about social, political, and cultural changes in Europe, Asia, and the Americas.

Explain how the arts, philosophy, and literature were influenced by people, such as Voltaire, Diderot, Delacroix, Bach, and Mozart.

Discuss the influence of religious beliefs on art, politics, science, and commerce.

12.2.8 Students will describe 19th century political developments in Europe, and their impact on the world.

Example indicators:

Summarize the Congress of Vienna and its influence on the political geography of Europe.

Describe the attempts at expansion of democracy in Europe, e.g., Chartist Movement, British Reform Laws, and liberal revolutions.

Relate the growth of nationalism, e.g., unification of Germany and Italy.

Describe the scramble for empire in Europe, Africa, Asia and Latin America.

Address the feminist issues, e.g., divorce, property, and suffrage.

Outline the abolition of slavery and slave trade.

12.2.9 Students will analyze and explain the effects of the Industrial Revolution.

Example indicators:

Describe the rise of industrial economics and their link to imperialism and colonialism.

Explain how scientific and technological changes, e.g., the inventions of Watt, Bessemer, and Whitney, brought about massive social and cultural change.

Outline the responses to capitalism, e.g., utopianism, socialism, and communism.

Relate how the status of women and children reflected societal changes.

Explain the evolution of work and labor, e.g., the slave trade, mining and manufacturing, and the union movement.

Explain how Asia and Africa were transformed by European commercial power.

Summarize the dominance of global economic systems by European powers.

12.2.10 Students will analyze major 20th century historical events.

Example indicators:

Relate ethnic conflicts, e.g., Bosnia, Arab-Israeli conflict, Biafra and Rwanda, Northern Ireland and Kashmire, and Zapatistas and Mexico.

Compare trends in global populations, growth and distribution over time.

Differentiate the development of collective security organizations, e.g. League of Nations, the United Nations, NATO, and Warsaw Pact.

Differentiate the development of world economic associations, e.g., E.C., NAFTA, WTO, World Bank, IMF.

Discuss the extension of human rights, e.g., women and all nationalities.

Compare the causes and effects of World War I and World War II.

Summarize the Russian Revolution.

Relate the rise, aggression, and human costs of totalitarian regimes in the Soviet Union, Germany, Italy, and Japan.

Summarize the political, social, and economic impact of the 1930's worldwide depression.

Describe the Nazi Holocaust and other examples of genocide.

Explain how new technologies, e.g., atomic power, influenced patterns of conflict.

Discuss the economic and military power shifts since 1945, e.g., the rise of Germany and Japan as economic powers.

Relate the revolutionary movements in Asia and its leaders, e.g., Mao Tse-tung and Ho Chi Minh.

Explain how African and Asian countries achieved independence from European colonial rule, e.g., India under Gandhi and Kenya under Kenyatta, and how they have fared under self-rule.

Describe regional and political conflicts, e.g., Korea and Vietnam.

Summarize the end of the Cold War and the collapse of the Soviet Union.

12.2.11 Students will demonstrate historical research and geographical skills.

Example indicators:

Identify, analyze, and interpret primary and secondary sources and artifacts.

Validate sources as to their authenticity, authority, credibility, and possible bias.

Construct various time lines of key events, periods, and personalities since the 11th century.

Identify and analyze major shifts in national political boundaries in Europe since 1815.

Identify the distribution of major religious cultures in the contemporary world.

Apply geography to interpret the past by using maps of time, place events to put together the shifts in boundaries and culture/religious groups through time.

12.3 The Governments and Economics of the United States and Nebraska

12.3.1 Students will compare historical forms of democratic governments that influenced the United States Constitution of 1789.

Example indicators:

Describe forms of democracy that existed in ancient Greece and Rome.

Describe the constitutional monarchy in Great Britain.

Describe governments in early American colonies.

Describe governments in early United States in the 18th century.

12.3.2 Students will identify examples of fundamental United States political principles contained in the Declaration of Independence, Articles of Confederation, *Federalist Papers*, *Common Sense*, and the United States Constitution.

Example indicators:

Examine Locke, Hobbes, Montesqueu, Rousseau, Blackstone, Jefferson, Paine, and Machiavelli's theory of government as described in *The Prince*.

Describe constitutionalism, limited government, rule of law, republicanism, and democracy.

Identify how the political ideas of the Enlightenment and the ideas of religion affected the founders of the United States.

Define sovereignty and consent of the governed.

Describe separation of powers, federalism, and checks and balance.

Compare the Declaration of Independence and “Common Sense.”

12.3.3 Students will analyze the significance of amendments to the United States Constitution.

Example indicators:

Identify factors, e.g., the conflicts they addressed and the reasons for their adoption.

Analyze fundamental liberties, rights, and values outlined by the United States Constitution.

Identify various factors addressed by the constitution, e.g., religion, speech, press, assembly and petition, due process, equality under the law, individual worth and dignity, and majority rule and minority rights.

12.3.4 Students will evaluate and summarize landmark Supreme Court interpretations of the United States Constitution and its amendments.

Example indicators:

Describe how Marbury v. Madison and McCulloch v. Maryland affected the Constitution.

Examine federal civil and voting rights since 1950’s, e.g., Brown v. Board of Education, demonstrations leading to desegregation, reapportionment, and voting rights legislation.

Explain current patterns and evaluate the impact of Supreme Court decisions on domestic policy issues.

12.3.5 Students will analyze the fundamental concepts and challenges to democracy by using writing, discussion, and debate skills.

Example indicators:

Explain equality of all citizens under the law.

Examine worth and dignity of the individual.

Debate majority rule and minority rights.

Identify individual freedoms.

Explain the necessity of compromise.

Analyze individual rights v. public interests.

12.3.6 Students will analyze the structure, and function of the United States national governments and its relationship to state governments.

Example indicators:

Describe the organization, and authority of each branch.

Examine the principles of federalism, e.g., concurrent, delegated, and reserved powers.

Examine separation of powers, and checks and balances.

Explain procedures for constitutional amendment, e.g., Article IV.

Identify specific policies related to foreign affairs, civil rights, and economics and the budget.

Identify how political parties, interest groups, the media, individuals, and government institutions influence public policy.

Describe levels of taxation and the expectation of public services.

12.3.7 Students will analyze structure and function of Nebraska state and local governments.

Explain indicators:

Describe the organization and authority of each branch.

Explain procedures for state constitutional and local charter amendments.

Explain how Nebraska's legislative, executive, and judicial institutions make public policy, e.g., legislation, regulations, executive orders, and judicial review.

Compare Nebraska's unicameral with a bicameral form of government.

Identify and distinguish units of local governments in Nebraska, e.g., counties, cities, towns, and regional authorities by analyzing a local public issue.

Identify fundamental American political principles in Nebraska constitution, fundamental liberties, rights, and values, e.g., sovereignty, consent of the governed, separation of powers, federalism, and checks and balances.

Identify how political parties, interest groups, the media, individuals, and government institutions influence public policy.

Describe levels of taxation and the expectation of public services.

12.3.8 Students will describe and explain the election process in the national, state, and local governments.

Example indicators:

Describe the organization of political parties and role in the nominating process.

Explain campaign funding and spending.

Identify the influence of media coverage, campaign advertising, public opinion polls, and the use of propaganda techniques.

Explain demographic causes and political effects of reapportionment and redistricting, e.g., gerrymandering.

Describe voter turnout and constituencies of the major political parties.

Explain the development of political parties and Electoral College.

12.3.9 Students will explain the rights, freedoms, responsibilities, and benefits of citizenship in the United States.

Example indicator:

Participate in debates, discussions, and readings by analyzing public issues, communicating with candidates, and evaluating performance of public officials and candidates.

12.3.10 Students will compare the United States political and economic systems with those of major democratic and authoritarian nations.

Example indicators:

Compare the structures, functions, and powers of political and economic systems.

Describe the rights, responsibilities, and powers of the governed, e.g., grass roots citizens' movements.

Compare the relationship between economic and political freedom.

Explain the allocation of resources and its impact on productivity.

Describe the development and implementation of personal economic decision-making skills in a democratic society.

12.3.11 Students will analyze characteristics of the United States free market economy.

Example indicators:

Define labor, capital resources, and natural resources.

Describe the role of private ownership, private enterprise, profits, and entrepreneurship.

Compare the relationship between households, firms, and government.

Explain the labor and management relationships.

Discuss opportunity costs, scarcity, and balancing unlimited wants versus limited resources.

Explain supply and demand, and the formation of basic economic questions, including what to produce, how to produce, and for whom to produce.

12.3.12 Students will analyze the role of the national, state, and local government in the United States economy.

Example indicators:

Compare interstate commerce and trade policies.

Discuss promoting economic growth by providing favorable conditions for markets.

Compare providing public goods, services, and protection of the environment.

Explain the interrelationship of producers, consumers, and government in the United States economic system.

Discuss the impact of fiscal and monetary policy.

Identify the basic economic goals in a free market system, including growth, stability, full employment, and efficiency versus equity and justice.

12.3.13 Students will examine the basic economic indicators and fundamental of international trade.

Example indicators:

Define Gross Domestic Product.

Define Consumer Price Index, employment statistics, and other measure of economic conditions.

Explain comparative and absolute advantage.

Discuss exchange rates.

Explain international trade policies, and the United States relationship to the global economy.

12.4 World Geography

12.4.1 Students will demonstrate geographical skills.

Example indicators:

Recognize the different map projections and explain the effects of distortion.

Show how maps reflect particular historical and political perspectives.

Apply the concepts of scale, orientation, and latitude and longitude.

Create and compare political, physical, and thematic maps of countries and regions.

12.4.2 Students will analyze how selected physical and ecological processes impact the earth's surface.

Example indicators:

Identify natural hazards, describe the characteristics, explain their impact on physical and human systems, and assess efforts to manage their consequences in developed and less developed regions.

Identify regional climatic patterns and weather phenomena, relating them to events in the contemporary world.

Explain how humans influence and are influenced by the environment.

Relate how people's ideas and relationship to the environment change over time, particularly in response to new technologies.

12.4.3 Students will compare and contrast the distribution, growth rates, and characteristics of human population, e.g., settlement patterns and the location of natural and human resources.

Example indicators:

Analyze past and present migration trends.

Analyze the social, economic, political, and environmental factors that influence cultural interaction.

Analyze past and present trends in human migration and cultural interaction as they are influenced by social, economic, political, and environmental factors.

12.4.4 Students will analyze the patterns of urban development, such as site and situation; the function of towns and cities; and problems related to human mobility, social structure, and the environment.

12.4.5 Students will analyze the regional development of Asia, Africa, the Middle East, Latin America, and the Caribbean, such as physical, economic, and cultural characteristics and historical evolution from 1000 A.D. to the present.

Example indicators:

Analyze the patterns and networks of economic interdependence, e.g., formation of multinational economic unions; international trade; the theory of competitive advantage; job specialization; competition for resources; and access to labor, technology, transportation, and communications.

Locate and identify by name the major countries in each region, the world's major rivers, mountain ranges, and surrounding bodies of water.

Classify and describe the spatial distribution of major economic systems and evaluate their relative merits in terms of productivity and the social and economic well being of workers.

Explain how geographic regions change over time.

Explain how characteristics of regions have led to regional labels.

Explain how regional landscapes reflect the cultural characteristics of their inhabitants as well as historical events.

Explain how technical advances have led to increasing interaction among regions.

Distinguish between developed and developing countries, identifying and relating the level of economic development to the quality of life.

Analyze how certain cultural characteristics can link or divide regions, e.g., language, ethnic heritage, religion, political philosophy, shared history, and social and economic systems.

12.4.6 Students will analyze the forces of conflict and cooperation.

Example indicators:

Explain the way in which the world is divided among independent and dependent countries.

Describe disputes over borders, resources, and settlement areas.

Describe the historic and future ability of nations to survive and prosper.

Explain the role of multinational organizations.

12.4.7 Students will apply geography to interpret the past, understand the present, and plan the future.

Example indicators:

Explain the historical migration of people, expansion and disintegration of empires, and the growth of economic systems by using a variety of maps, charts, and documents.

Relate current events to the physical and human characteristics of places and regions.

Statewide System of Assessment and Reporting
Reporting Schedule 2012-2015

School Year	Assessment	Grade Levels
2012-2013	Statewide Reading Assessment	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
2013-2014	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
2014-2015	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.

State Statute 79-724

American citizenship; committee on Americanism; created; duties; required instruction; patriotic exercises; duties of officers.

An informed, loyal, just, and patriotic citizenry is necessary to a strong, stable, just, and prosperous America. Such a citizenry necessitates that every member thereof be fully acquainted with the nation's history and that he or she be in full accord with our form of government and fully aware of the liberties, opportunities, and advantages of which we are possessed and the sacrifices and struggles of those through whose efforts these benefits were gained. Since youth is the time most susceptible to the acceptance of principles and doctrines that will influence men and women throughout their lives, it is one of the first duties of our educational system to conduct its activities, choose its textbooks, and arrange its curriculum in such a way that the love of liberty, justice, democracy, and America will be instilled in the hearts and minds of the youth of the state.

(1) Every school board shall, at the beginning of each school year, appoint from its members a committee of three, to be known as the committee on Americanism. The committee on Americanism shall:

- (a) Carefully examine, inspect, and approve all textbooks used in the teaching of American history and civil government in the school. Such textbooks shall adequately stress the services of the men and women who achieved our national independence, established our constitutional government, and preserved our union and shall be so written to include contributions by ethnic groups as to develop a pride and respect for our institutions and not be a mere recital of events and dates;
- (b) Assure themselves as to the character of all teachers employed and their knowledge and acceptance of the American form of government; and
- (c) Take all such other steps as will assure the carrying out of the provisions of this section.

(2) All American history courses approved for grade levels as provided by this section shall include and adequately stress contributions of all ethnic groups (a) to the development and growth of America into a great nation, (b) to art, music, education, medicine, literature, science, politics, and government, and (c) to the war services in all wars of this nation.

(3) All grades of all public, private, denominational, and parochial schools, below the sixth grade, shall devote at least one hour per week to exercises or teaching periods for the following purpose:

- (a) The recital of stories having to do with American history or the deeds and exploits of American heroes;
- (b) The singing of patriotic songs and the insistence that every pupil memorize the Star-Spangled Banner and America; and
- (c) The development of reverence for the flag and instruction as to proper conduct in its presentation.

(4) In at least two of the three grades from the fifth grade to the eighth grade in all public, private, denominational, and parochial schools, at least three periods per week shall be set aside to be devoted to the teaching of American history from approved textbooks, taught in such a way as to make the course interesting and attractive and to develop a love of country.

(5) In at least two grades of every high school, at least three periods per week shall be devoted to the teaching of civics, during which courses specific attention shall be given to the following matters:

(a) The United States Constitution and the Constitution of Nebraska;

(b) The benefits and advantages of our form of government and the dangers and fallacies of Nazism, Communism, and similar ideologies; and

(c) The duties of citizenship.

(6) Appropriate patriotic exercises suitable to the occasion shall be held under the direction of the superintendent in every public, private, denominational, and parochial school on Lincoln's birthday, Washington's birthday, Flag Day, Memorial Day, and Veterans Day, or on the day preceding or following such holiday, if the school is in session.

(7) Every school board, the State Board of Education, and the superintendent of each school district in the state shall be held directly responsible in the order named for carrying out this section, and neglect thereof by any employee or appointed official shall be considered a dereliction of duty and cause for dismissal.

Source:

Laws 1949, c. 256, § 19, p. 697; Laws 1969, c. 705, § 1, p. 2705; Laws 1971, LB 292, § 3; R.S.1943, (1994), § 79-213; Laws 1996, LB 900, § 398; Laws 1999, LB 272, § 86.

The Nebraska Whole Child Project (NWCP) is a joint effort to bring together accurately collected health and wellness data in a central location, with the goal of studying that data to determine what is relevant to the success of Nebraska school children. NASB has reviewed data that demonstrates a direct correlation between student health and student achievement. The goal of NWCP is to create a central database, train members on the proper way to collect health data, and use the data to study what programs can be implemented to increase a student's academic success.

The NWCP was organized as a partnership, which will bring together member school districts, educational service units (ESUs), universities, and state colleges, to jointly: (1) recognize the alarming increase in the trend of student obesity and lack of student physical activity; (2) share best practices in student fitness, health and wellness; (3) research, collect, report, and share data regarding student fitness, and health and wellness from the consortium; and (4) effectuate a change in culture at school districts and ESUs across Nebraska to improve student fitness health and wellness.

Prior student success models have narrowly looked at standardized tests in core academic subjects as reading, math, and science to evaluate a students' success. Aerobic fitness has been shown to strongly correlate with performance on standardized academic tests, as well as having extensive health benefits for students.

The NWCP will provide to its members the following services:

1. Training and technical assistance to assess weight status and aerobic fitness.
2. A central database to house the health and wellness data collected by the members
3. Experts to study the resulting data and report back to the school districts.

Funding for the NWCP will come from private sector sponsors, private donations, and applicable foundation and governmental grants.

The board will be also looking for other people to join our support team.



COLOR WALK/RUN

Friday August 15th
FPS Parking Lot

Registration: 6:30 pm
Start time: 7:00 pm

\$10 per individual or \$25 per family

**T-shirts are available by
pre-order only:**

**Order t-shirts by going to the
Franklin Bandits Facebook page
or contact Michelle Kahrs
at mkahrs04@gmail.com
Payment will be due at time
of registration. All orders due
by August 6, 2014.**



Price per t-shirt is \$10 each.



**Proceeds go toward the
purchase of new play-
ground equipment for
Franklin Public Schools.**



Franklin County Early Learning Center

2013-2014

Performance and Growth Data

Learning Center Staff

Casy Corr, Teacher

Janette Conn, Paraprofessional

Kelly Jackson, Paraprofessional

Katie Johnson, Paraprofessional

Jeralynn Lucht, Paraprofessional

Laurel McDonald, Bus Monitor

Edie Billiar, Bus Monitor

Shelley Kahrs, Administrator

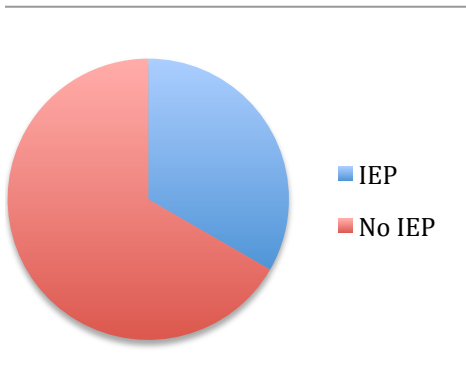
Demographics

Total Number of Students: 20

Morning enrollment: 11

3-year olds: 7

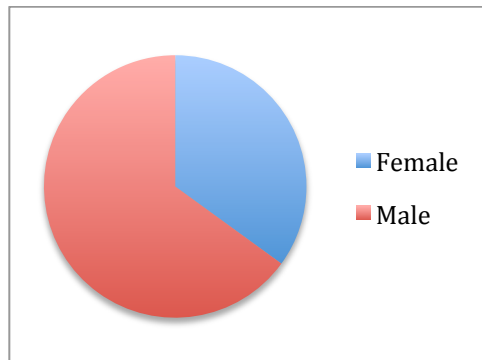
4-year olds: 4



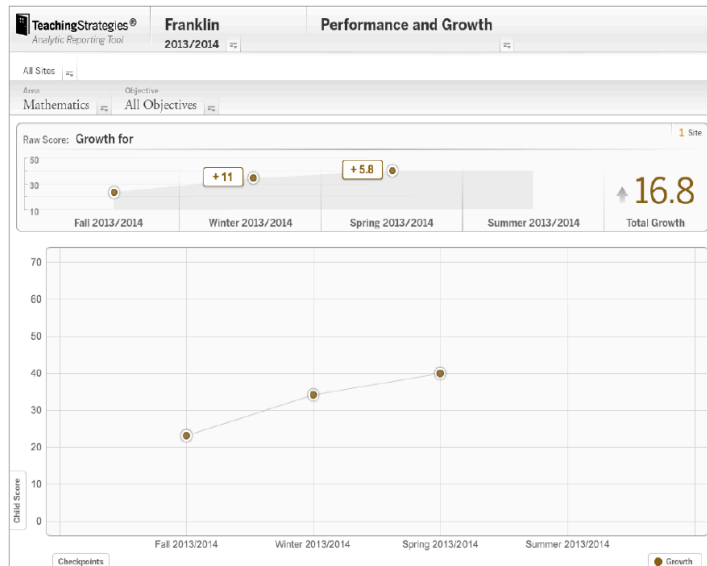
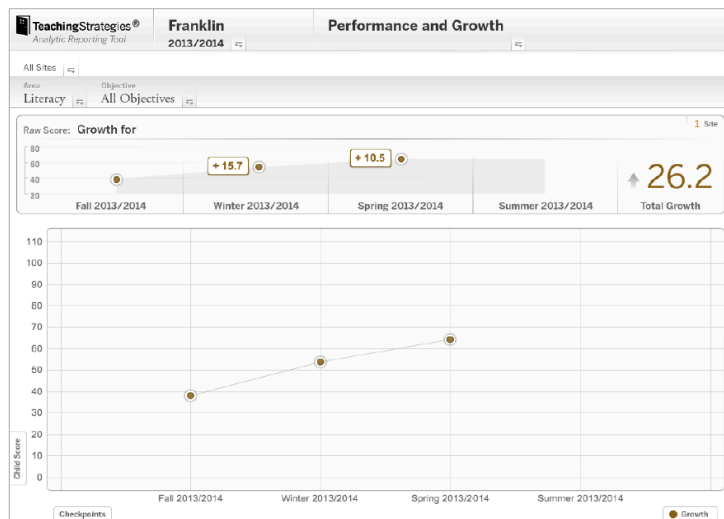
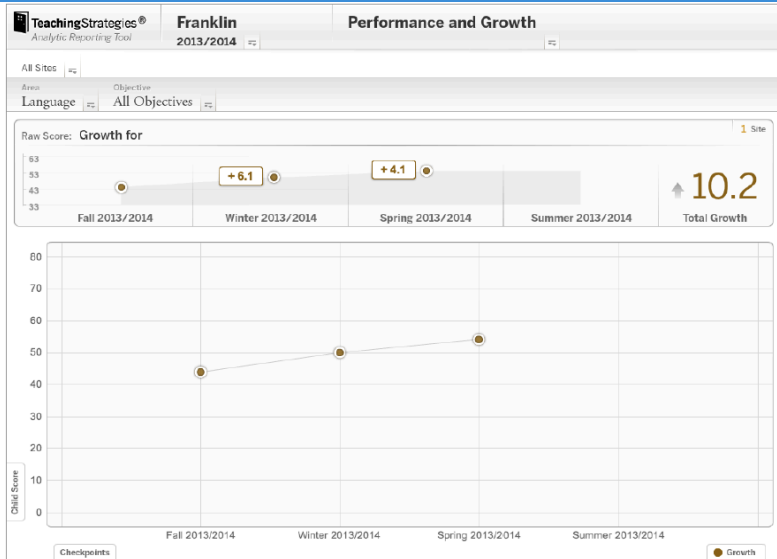
Afternoon enrollment: 9

3-year olds: 6

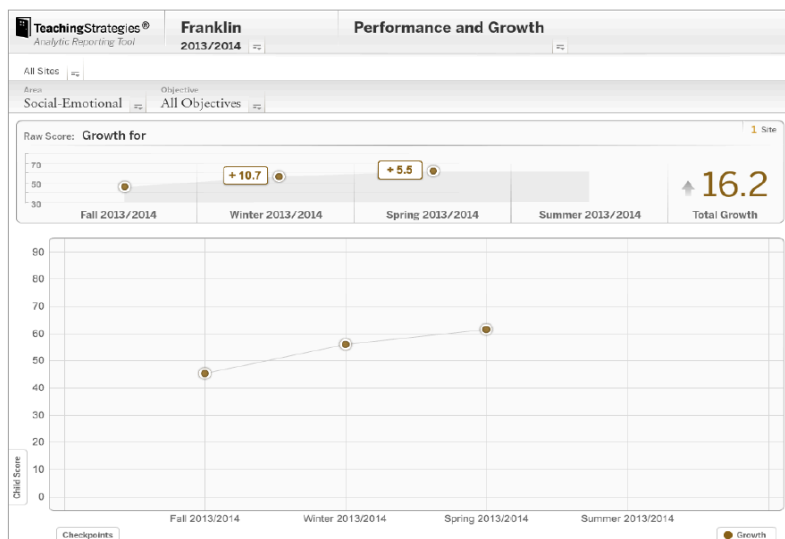
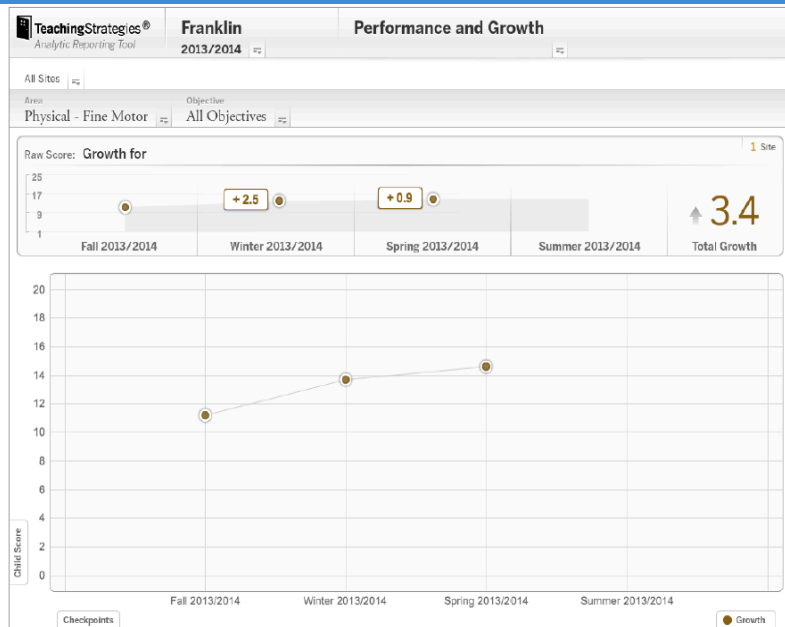
4-year olds: 3



Performance/Growth



Performance/Growth



20 children have scores

Standards:

68 Total Standards

68 Scored Standards

36 Standards Emerging

32 Standards Accomplished

High School Principal's Report - August 2014
Board of Education

1. Academic Information

- ✓ Enrollment for 2014-2015 - 151 students 7-12
- ✓ Book Study focus this year will be on Robert Marzano's book, "The Art and Science of Teaching." We will do this book in conjunction with the Marzano Institute that 10 of us are partaking in. The overall goal is to develop a Common Language of Instruction.
- ✓ NDE Administrator Days were held on July 30 through August 1. It is reaffirming to hear from other school districts that we are doing the same things as they are in terms of; taking a look at grading practices, developing a common language of instruction, defining essential standards, and down the road beginning to take a look at student achievement goal setting.

2. Activity Information

- ✓ Throughout this Fall I will be keeping a close eye on our 9, 10, 11 enrollment and our Football eligibility for playoffs during the 2015 season. Reminder that we have opted to play 8-man football with an enrollment number of 85 this year, and the cutoff is 83. Therefore we are not eligible for playoffs this season. If our number is below 83 by October 30th then we will be for the 2015 season. Right now we stand at 76 total in those grades.
- ✓ I have added Kelsey Lane as an assistant coach for Speech. We have had a Head and Assistant for a while now. That will make our Speech Coaches Doyle Hanshaw (our new band instructor) and Kelsey Lane (Had also applied for the Band Instructor position).
- ✓ Considering a new professional development with our coaches called 3Dimensional Coaching. If you would like to take a look at what this entails please visit their website at www.3dimensionalcoaching.com
- ✓ All head coaches attended the Nebraska Coaches Association Coaches Clinic July 22nd to 24th. They all gained a lot of new skills and drills, as well as some quality bonding time with our new staff. This was a great experience.

4. Other Information

- ✓ The Student/Athlete Appreciation BBQ is all set to take place on Friday, August 15th at 5:30 pm. FAST is taking care of the food, we will just need to do the cooking and serving.

2014-2015 Budget Detail

1100 - Regular Instruction

	2012-13	2013-14	2014-15	\$ Difference	% +/-
110-1 Teacher Salaries	\$470,000	\$504,000	\$435,297	\$34,000	7.2%
110-2 Teacher Salaries	\$895,000	\$910,000	\$815,598	\$15,000	1.7%
120-1 Sub Teachers	\$20,000	\$15,000	\$15,000	-\$5,000	-25.0%
120-2 Sub Teachers	\$25,000	\$25,000	\$25,000	\$0	0.0%
140-1 Teacher Aide Salaries	\$25,000	\$25,000	\$25,000	\$0	0.0%
140-2 Teacher Aide Salaries	\$10,000	\$15,000	\$25,000	\$5,000	50.0%
210-1 FICA (.0765)	\$40,000	\$42,500	\$37,000	\$2,500	6.3%
210-2 FICA (.0765)	\$70,000	\$73,000	\$67,000	\$3,000	4.3%
220-1 Retirement (.0765)	\$51,000	\$42,500	\$37,000	-\$8,500	-16.7%
220-2 Retirement (.0765)	\$90,000	\$70,000	\$67,000	-\$20,000	-22.2%
221-1 Retire Rate Increase	\$9,000	\$15,000	\$12,000	\$6,000	66.7%
221-2 Retire Rate Increase	\$15,000	\$25,000	\$22,000	\$10,000	66.7%
230-1 Health Insurance	\$96,000	\$105,000	\$105,000	\$9,000	9.4%
230-2 Health Insurance	\$220,000	\$230,000	\$225,000	\$10,000	4.5%
240-1 Workers' Comp	\$500	\$100	\$100	-\$400	-80.0%
240-2 Workers' Comp	\$500	\$100	\$100	-\$400	-80.0%
260-1 Life Insurance	\$2,500	\$1,000	\$1,500	-\$1,500	-60.0%
260-2 Life Insurance	\$2,500	\$1,500	\$2,000	-\$1,000	-40.0%
285-0 Voluntary Termination	\$4,970	\$6,000	\$6,500	\$1,030	20.7%
290-1 Disability Insurance	\$5,000	\$5,000	\$3,000	\$0	0.0%
290-2 Disability Insurance	\$7,500	\$7,500	\$5,000	\$0	0.0%
313-0 Contracted Services	\$10,000	\$500	\$100	-\$9,500	-95.0%
319-0 In-Service/Prof. Dev.	\$20,000	\$15,000	\$40,000	-\$5,000	-25.0%
382-2 Distance Education	\$25,000	\$20,000	\$20,000	-\$5,000	-20.0%
410-1 Supplies	\$25,000	\$25,000	\$30,000	\$0	0.0%
410-2 Supplies	\$25,000	\$25,000	\$30,000	\$0	0.0%
411-2 Band	\$5,000	\$5,000	\$5,000	\$0	0.0%
412-2 Vocal Music	\$2,500	\$2,500	\$2,500	\$0	0.0%
413-2 Industrial Arts	\$2,500	\$2,500	\$2,500	\$0	0.0%

414-2 Art	\$3,500	\$3,500	\$2,500	\$0	0.0%
415-2 Physical Education	\$2,500	\$2,500	\$2,500	\$0	0.0%
416-2 Science	\$5,000	\$5,000	\$5,000	\$0	0.0%
417-2 Business	\$1,500	\$5,000	\$5,000	\$3,500	233.3%
418-2 Vocational AG & FCS	\$5,000	\$7,500	\$10,000	\$2,500	50.0%
419-0 Student Fees/OTHER	\$1,500	\$1,500	\$1,500	\$0	0.0%
420-1 Textbooks	\$10,000	\$10,000	\$10,000	\$0	0.0%
420-2 Textbooks	\$10,000	\$10,000	\$10,000	\$0	0.0%
500-0 Depreciation Transfer	\$46,030	\$5,000	\$5,000	-\$41,030	-89.1%
530-1 Furniture/Equipment	\$5,000	\$5,000	\$5,000	\$0	0.0%
530-2 Furniture/Equipment	\$5,000	\$5,000	\$5,000	\$0	0.0%
560-1 Computer Equipment	\$5,000	\$5,000	\$5,000	\$0	0.0%
560-2 Computer Equipment	\$40,000	\$50,000	\$50,000	\$10,000	25.0%
670-1 Travel/Mileage	\$2,000	\$2,500	\$2,500	\$500	25.0%
670-2 Travel/Mileage	\$5,000	\$2,500	\$5,000	-\$2,500	-50.0%
680-0 On-Line Assessment	\$7,500	\$5,000	\$100	-\$2,500	-33.3%
690-0 Miscellaneous	\$5,000	\$1,000	\$1,000	-\$4,000	-80.0%
1100 TOTAL =	\$2,334,000	\$2,339,700	\$2,186,295	\$5,700	0.2%

1160 - Poverty Plan

110-1 Teacher Salaries	\$56,700	\$57,000	\$61,000	\$300	0.5%
210-1 FICA	\$4,425	\$5,000	\$5,000	\$575	13.0%
220-1 Retirement	\$5,675	\$4,200	\$5,000	-\$1,475	-26.0%
221-1 Retire Rate Increase	\$950	\$1,500	\$1,500	\$550	57.9%
230-1 Health Insurance	\$11,850	\$13,000	\$18,000	\$1,150	9.7%
260-1 Life Insurance	\$100	\$100	\$100	\$0	0.0%
290-1 Disability, Other Ben	\$350	\$350	\$350	\$0	0.0%
410-1 Supplies	\$0	\$0	\$100	\$0	0.0%
420-1 Textbooks	\$0	\$0	\$100	\$0	0.0%
560-1 Computer Equipment	\$0	\$0	\$100	\$0	0.0%
1160 TOTAL =	\$80,050	\$81,150	\$91,250	\$1,100	1.4%

1190 - Early Childhood Development

110-0 Teacher Salaries	\$40,000	\$43,500	\$47,000	\$3,500	8.8%
120-0 Sub Teachers	\$1,000	\$500	\$1,000	-\$500	-50.0%
210-0 FICA	\$3,500	\$3,500	\$4,000	\$0	0.0%
220-0 Retirement (.0765)	\$4,000	\$3,500	\$3,600	-\$500	-12.5%
221-0 Retire Rate Increase	\$650	\$1,250	\$1,500	\$600	92.3%
230-0 Health Insurance	\$6,000	\$6,500	\$6,500	\$500	8.3%
240-0 Workers' Comp	\$100	\$100	\$100	\$0	0.0%
260-0 Life Insurance	\$100	\$100	\$100	\$0	0.0%
290-0 Disability Insurance	\$250	\$250	\$250	\$0	0.0%
410-0 Supplies	\$1,000	\$0	\$0	-\$1,000	-100.0%
690-0 Miscellaneous	\$100	\$100	\$100	\$0	0.0%
1190 TOTAL =	\$56,700	\$59,300	\$64,150	\$2,600	4.6%

1210 - Special Education Transition

313-0 Purchased Services	\$7,500	\$1,000	\$1,000	-\$6,500	-86.7%
316-0 Program Supervision	\$5,000	\$1,000	\$1,000	-\$4,000	-80.0%
1210 TOTAL =	\$12,500	\$2,000	\$2,000	-\$10,500	-84.0%

1216 - Speech Therapy

313-1 Purchased Services	\$40,000	\$75,000	\$75,000	\$35,000	87.5%
313-2 Purchased Services	\$40,000	\$0	\$0	-\$40,000	-100.0%
316-1 Program Supervision	\$0	\$0	\$0	\$0	#DIV/0!
316-2 Program Supervision	\$0	\$0	\$0	\$0	#DIV/0!
1216 TOTAL =	\$80,000	\$75,000	\$75,000	-\$5,000	-6.3%

1217 - Physical Therapy

313-1 Purchased Services	\$5,000	\$2,500	\$1,000	-\$2,500	-50.0%
313-2 Purchased Services	\$5,000	\$2,500	\$1,000	-\$2,500	-50.0%
316-1 Program Supervision	\$0	\$0	\$0	\$0	#DIV/0!
316-2 Program Supervision	\$0	\$0	\$0	\$0	#DIV/0!
1217 TOTAL =	\$10,000	\$5,000	\$2,000	-\$5,000	-50.0%

1218 - Occupational Therapy

313-1 Purchased Services	\$10,000	\$15,000	\$20,000	\$5,000	50.0%
313-2 Purchased Services	\$5,000	\$5,000	\$5,000	\$0	0.0%
316-1 Program Supervision	\$0	\$0	\$0	\$0	#DIV/0!
316-2 Program Supervision	\$0	\$0	\$0	\$0	#DIV/0!
1218 TOTAL =	\$15,000	\$20,000	\$25,000	\$5,000	33.3%

9 - SPED Outside Agency Contracted Services

313-1 Purchased Services	\$40,000	\$40,000	\$40,000	\$0	0.0%
313-2 Purchased Services	\$125,000	\$100,000	\$100,000	-\$25,000	-20.0%
316-1 Program Supervision	\$5,000	\$100	\$0	-\$4,900	-98.0%
316-2 Program Supervision	\$5,000	\$100	\$0	-\$4,900	-98.0%
1219 TOTAL =	\$175,000	\$140,200	\$140,000	-\$34,800	-19.9%

1310 - High Ability Learner (HAL)

110-0 Teacher Salaries	\$12,500	\$13,000	\$13,500	\$500	4.0%
210-0 FICA	\$1,000	\$1,000	\$1,250	\$0	0.0%
220-0 Retirement	\$1,200	\$1,000	\$1,250	-\$200	-16.7%
221-0 Retire Rate Increase	\$200	\$350	\$350	\$150	75.0%
230-0 Health Insurance	\$3,200	\$3,500	\$4,000	\$300	9.4%
260-0 Life Insurance	\$50	\$50	\$75	\$0	0.0%
290-0 Disability Insurance	\$100	\$100	\$100	\$0	0.0%
313-0 Purchased Services	\$5,000	\$5,000	\$5,000	\$0	0.0%
410-0 Supplies	\$1,000	\$1,000	\$1,000	\$0	0.0%
630-0 Dues/Entries/Fees	\$1,500	\$2,500	\$2,500	\$1,000	66.7%
1310 TOTAL =	\$25,750	\$27,500	\$29,025	\$1,750	6.8%

1330 - Driver Education

313-2 Purchased Services	\$4,000	\$4,000	\$5,000	\$0	0.0%
1330 TOTAL =	\$4,000	\$4,000	\$5,000	\$0	0.0%

2120 - Elementary & Secondary Guidance

110-1 Teacher Salaries	\$24,000	\$25,500	\$27,000	\$1,500	6.3%
110-2 Teacher Salaries	\$24,000	\$25,500	\$27,000	\$1,500	6.3%
210-1 FICA	\$1,875	\$2,000	\$2,100	\$125	6.7%
210-2 FICA	\$1,875	\$2,000	\$2,100	\$125	6.7%
220-1 Retirement	\$2,250	\$2,000	\$2,100	-\$250	-11.1%
220-2 Retirement	\$2,250	\$2,000	\$2,100	-\$250	-11.1%
221-1 Retire Rate Increase	\$400	\$750	\$750	\$350	87.5%
221-2 Retire Rate Increase	\$400	\$750	\$750	\$350	87.5%
230-1 Health Insurance	\$8,000	\$8,750	\$9,000	\$750	9.4%
230-2 Health Insurance	\$8,000	\$8,750	\$9,000	\$750	9.4%
240-1 Workers' Comp	\$50	\$50	\$200	\$0	0.0%
240-2 Workers' Comp	\$50	\$50	\$200	\$0	0.0%
260-1 Life Insurance	\$50	\$50	\$100	\$0	0.0%
260-2 Life Insurance	\$50	\$50	\$100	\$0	0.0%
290-1 Disability Insurance	\$125	\$150	\$200	\$25	20.0%
290-2 Disability Insurance	\$125	\$150	\$200	\$25	20.0%
410-1 Supplies	\$2,500	\$2,500	\$2,500	\$0	0.0%
410-2 Supplies	\$2,500	\$2,500	\$2,500	\$0	0.0%
630-1 Dues/Entries/Fees	\$750	\$750	\$750	\$0	0.0%
630-2 Dues/Entries/Fees	\$750	\$750	\$750	\$0	0.0%
2120 TOTAL =	\$80,000	\$85,000	\$89,400	\$5,000	6.3%

2190 - Other Pupil Support Services

140-2 Driver Salaries	\$10,000	\$10,000	\$10,000	\$0	0.0%
210-2 FICA	\$750	\$750	\$750	\$0	0.0%
220-2 Retirement	\$1,000	\$0	\$1,000	-\$1,000	-100.0%
221-2 Retire Rate Increase	\$250	\$0	\$250	-\$250	-100.0%
410-2 Supplies	\$1,000	\$0	\$100	-\$1,000	-100.0%
630-2 Dues/Entries/Fees - I	\$5,000	\$1,000	\$7,500	-\$4,000	-80.0%
631-2 Dues/Entries/Fees - I	\$2,500	\$2,500	\$5,000	\$0	0.0%
632-2 Dues/Entries/Fees - I	\$2,500	\$2,000	\$1,000	-\$500	-20.0%
633-2 Dues/Entries/Fees - I	\$5,000	\$12,500	\$12,500	\$7,500	150.0%

634-2 Dues/Entries/Fees - \$	\$5,000	\$5,000	\$1,000	\$0	0.0%
670-0 Travel/Mileage	\$5,000	\$5,000	\$5,000	\$0	0.0%
690-0 Miscellaneous (Power	\$7,500	\$7,500	\$7,500	\$0	0.0%
2190 TOTAL =	\$45,500	\$46,250	\$51,600	\$750	1.6%

2222 - Library/Media Services

110-0 Teacher Salaries	\$52,500	\$52,000	\$53,000	-\$500	-1.0%
120-0 Substitute Salaries	\$1,000	\$1,000	\$1,000	\$0	0.0%
210-0 FICA	\$4,100	\$4,000	\$4,500	-\$100	-2.4%
220-0 Retirement	\$5,200	\$4,000	\$4,500	-\$1,200	-23.1%
221-0 Retire Rate Increase	\$875	\$1,500	\$1,500	\$625	71.4%
230-0 Health Insurance	\$12,750	\$14,000	\$15,000	\$1,250	9.8%
240-0 Workers' Comp	\$100	\$100	\$250	\$0	0.0%
260-0 Life Insurance	\$100	\$100	\$100	\$0	0.0%
290-0 Disability Insurance	\$350	\$350	\$350	\$0	0.0%
310-0 Repair Services	\$500	\$250	\$100	-\$250	-50.0%
319-0 Other Technical Serv	\$750	\$250	\$100	-\$500	-66.7%
410-0 Supplies	\$1,000	\$1,000	\$1,000	\$0	0.0%
430-0 Library Books	\$2,500	\$2,500	\$2,500	\$0	0.0%
440-0 Periodicals	\$1,000	\$1,000	\$1,000	\$0	0.0%
450-0 AV Materials	\$500	\$250	\$250	-\$250	-50.0%
530-0 Furniture/Equipment	\$6,500	\$2,500	\$2,500	-\$4,000	-61.5%
2222 TOTAL =	\$89,725	\$84,800	\$87,650	-\$4,925	-5.5%

2310 - Board of Education

317-0 Legal Services	\$10,000	\$10,000	\$10,000	\$0	0.0%
318-0 Contracted Services	\$2,500	\$2,500	\$2,500	\$0	0.0%
630-0 Dues/Entries/Fees	\$6,500	\$6,500	\$6,500	\$0	0.0%
640-0 Liability Insurance	\$2,500	\$2,500	\$2,500	\$0	0.0%
642-0 Fidelity Bond	\$500	\$500	\$1,000	\$0	0.0%
670-0 Travel/Mileage	\$1,000	\$1,000	\$1,000	\$0	0.0%
690-0 Miscellaneous	\$5,000	\$5,000	\$2,500	\$0	0.0%

2310 TOTAL =	\$28,000	\$28,000	\$26,000	\$0	0.0%

2320 - Central Office Services

110-0 Superintendent	\$85,000	\$112,000	\$113,500	\$27,000	31.8%
140-0 Clerical Salary	\$55,000	\$55,000	\$101,500	\$0	0.0%
210-0 FICA	\$11,000	\$13,000	\$17,500	\$2,000	18.2%
220-0 Retirement	\$14,250	\$12,500	\$17,500	-\$1,750	-12.3%
221-1 Retire Rate Increase	\$2,300	\$4,500	\$5,500	\$2,200	95.7%
230-0 Health Insurance	\$12,000	\$17,500	\$36,000	\$5,500	45.8%
240-0 Workers' Comp	\$100	\$0	\$100	-\$100	-100.0%
260-0 Life Insurance	\$300	\$400	\$500	\$100	33.3%
290-0 Disability Insurance	\$750	\$1,000	\$1,500	\$250	33.3%
316-0 Data Processing (Pay	\$0	\$7,500	\$7,500	\$7,500	#DIV/0!
318-0 Secured Services (Sc	\$100	\$2,500	\$2,500	\$2,400	2400.0%
410-0 Supplies	\$500	\$500	\$1,500	\$0	0.0%
530-0 Furniture	\$250	\$250	\$1,500	\$0	0.0%
630-0 Dues/Entries/Fees	\$2,000	\$5,000	\$5,000	\$3,000	150.0%
670-0 Travel/Mileage	\$1,500	\$2,000	\$5,000	\$500	33.3%
690-0 Miscellaneous	\$100	\$100	\$100	\$0	0.0%
2320 TOTAL =	\$185,150	\$233,750	\$316,700	\$48,600	26.2%

2410 - Building Level Administration

110-1 Principal Salary	\$82,500	\$83,000	\$84,000	\$500	0.6%
110-2 Principal Salary	\$30,000	\$82,000	\$83,000	\$52,000	173.3%
140-2 Clerical Salaries	\$55,000	\$40,000	\$50,000	-\$15,000	-27.3%
210-1 FICA	\$7,500	\$6,500	\$6,500	-\$1,000	-13.3%
210-2 FICA	\$7,500	\$8,000	\$11,000	\$500	6.7%
220-1 Retirement	\$8,500	\$6,500	\$6,500	-\$2,000	-23.5%
221-1 Retire Rate Increase	\$1,500	\$2,100	\$2,500	\$600	40.0%
220-2 Retirement	\$8,500	\$7,500	\$11,000	-\$1,000	-11.8%
221-2 Retire Rate Increase	\$1,500	\$2,600	\$3,500	\$1,100	73.3%
230-1 Health Insurance	\$16,000	\$17,500	\$18,000	\$1,500	9.4%

230-2 Health Insurance	\$5,000	\$17,500	\$18,000	\$12,500	250.0%
240-1 Workers' Comp	\$100	\$100	\$100	\$0	0.0%
240-1 Workers' Comp	\$100	\$100	\$100	\$0	0.0%
260-1 Life Insurance	\$150	\$250	\$250	\$100	66.7%
260-2 Life Insurance	\$100	\$250	\$500	\$150	150.0%
290-1 Disability Insurance	\$600	\$500	\$500	-\$100	-16.7%
290-2 Disability Insurance	\$400	\$650	\$750	\$250	62.5%
410-0 Supplies	\$5,000	\$5,000	\$5,000	\$0	0.0%
530-0 Furniture/Equipment	\$500	\$500	\$1,000	\$0	0.0%
630-0 Dues/Entries/Fees	\$2,000	\$2,000	\$5,000	\$0	0.0%
670-0 Mileage/Travel	\$2,500	\$2,500	\$2,500	\$0	0.0%
690-0 Miscellaneous	\$400	\$2,500	\$500	\$2,100	525.0%
2410 TOTAL =	\$235,350	\$287,550	\$310,200	\$52,200	22.2%

2510 - General Business

310-0 Repair Services	\$5,000	\$1,000	\$1,000	-\$4,000	-80.0%
311-0 Audit	\$10,000	\$7,500	\$7,500	-\$2,500	-25.0%
341-0 Postage	\$7,500	\$7,500	\$7,500	\$0	0.0%
342-0 Telephone	\$12,500	\$12,500	\$12,500	\$0	0.0%
350-0 Advertising/Printing	\$10,000	\$7,500	\$10,000	-\$2,500	-25.0%
500-0 Depreciation Transfer	\$0	\$0	\$0	\$0	0.0%
520-0 Building & Grounds	\$2,500	\$0	\$100	-\$2,500	
640-0 School District Insurance	\$7,500	\$7,500	\$30,000	\$0	0.0%
660-0 Data Processing	\$10,000	\$15,000	\$5,000	\$5,000	50.0%
690-0 Miscellaneous	\$500	\$1,000	\$500	\$500	100.0%
2510 TOTAL =	\$65,500	\$59,500	\$74,100	-\$6,000	-9.2%

2520 - Vehicle Acquisition

530-0 Trucks, Tractors, Passenger Vehicles	\$25,000	\$25,000	\$25,000	\$0	0.0%
2520 TOTAL =	\$25,000	\$25,000	\$25,000	\$0	0.0%

2610 - Operation of Plant

140-0 Custodians' Salaries	\$112,400	\$115,000	\$130,000	\$2,600	2.3%
120-0 Summer Custodial H	\$15,000	\$15,000	\$15,000	\$0	0.0%
210-0 FICA	\$8,500	\$10,000	\$12,500	\$1,500	17.6%
220-0 Retirement	\$12,500	\$10,000	\$12,500	-\$2,500	-20.0%
221-1 Retire Rate Increase	\$2,000	\$3,500	\$4,000	\$1,500	75.0%
230-0 Health Insurance	\$40,000	\$45,000	\$45,000	\$5,000	12.5%
240-0 Workers' Comp	\$100	\$100	\$100	\$0	0.0%
260-0 Life Insurance	\$300	\$300	\$500	\$0	0.0%
290-0 Disability Insurance	\$750	\$750	\$1,000	\$0	0.0%
321-0 Fuel/Natural Gas	\$45,000	\$45,000	\$40,000	\$0	0.0%
322-0 Electricity	\$75,000	\$75,000	\$75,000	\$0	0.0%
323-0 Water & Sewer	\$5,000	\$7,500	\$7,500	\$2,500	50.0%
324-0 Garbage Disposal	\$7,500	\$7,500	\$7,500	\$0	0.0%
410-0 Supplies	\$35,000	\$30,000	\$50,000	-\$5,000	-14.3%
2610 TOTAL =	\$359,050	\$364,650	\$400,600	\$5,600	1.6%

2620 - Maintenance of Plant

310-0 Repair Services	\$25,000	\$25,000	\$25,000	\$0	0.0%
312-0 Plumbing Work	\$7,500	\$7,500	\$7,500	\$0	0.0%
314-0 Heating Work	\$15,000	\$15,000	\$15,000	\$0	0.0%
315-0 Electrical Work	\$15,000	\$15,000	\$15,000	\$0	0.0%
327-0 Rentals & Leases	\$250	\$250	\$100	\$0	0.0%
328-0 Property Insurance	\$15,000	\$15,000	\$17,500	\$0	0.0%
410-0 Supplies	\$7,500	\$10,000	\$20,000	\$2,500	33.3%
500-0 Depreciation Transfer	\$70,864	\$25,000	\$200,000	-\$45,864	-64.7%
530-0 Furniture/Equipment	\$10,000	\$10,000	\$10,000	\$0	0.0%
2620 TOTAL =	\$166,114	\$122,750	\$310,100	-\$43,364	-26.1%

2750 - Pupil Transportation

140-0 Driver Salaries	\$75,000	\$80,000	\$80,000	\$5,000	6.7%
210-0 FICA	\$5,500	\$6,000	\$6,000	\$500	9.1%

220-0 Retirement	\$7,500	\$7,500	\$2,500	\$0	0.0%
221-1 Retire Rate Increase	\$1,500	\$2,000	\$1,000	\$500	33.3%
240-0 Workers' Comp	\$100	\$100	\$100	\$0	0.0%
336-0 Gas & Oil	\$75,000	\$75,000	\$75,000	\$0	0.0%
337-0 Tires & Parts	\$20,000	\$20,000	\$20,000	\$0	0.0%
338-0 Vehicle Repairs	\$20,000	\$25,000	\$25,000	\$5,000	25.0%
530-0 Equipment	\$500	\$500	\$500	\$0	0.0%
540-0 Bus Acquisition	\$40,000	\$50,000	\$100,000	\$10,000	25.0%
644-0 Vehicle Insurance	\$6,500	\$7,500	\$7,500	\$1,000	15.4%
690-0 Miscellaneous	\$2,150	\$5,000	\$5,000	\$2,850	132.6%
2750 TOTAL =	\$253,750	\$278,600	\$322,600	\$24,850	9.8%

2760 - SPED School Age Pupil Transportation

140-0 Driver Salaries	\$25,000	\$25,000	\$30,000	\$0	0.0%
210-0 FICA	\$2,000	\$2,000	\$3,000	\$0	0.0%
220-0 Retirement	\$2,500	\$2,000	\$3,000	-\$500	-20.0%
221-1 Retire Rate Increase	\$500	\$750	\$1,000	\$250	50.0%
240-0 Workers' Comp	\$100	\$100	\$100	\$0	0.0%
332-0 Mileage to Parents	\$2,500	\$2,500	\$2,500	\$0	0.0%
336-0 Gas & Oil	\$7,500	\$500	\$5,000	-\$7,000	-93.3%
337-0 Tires & Parts	\$250	\$250	\$250	\$0	0.0%
338-0 Vehicle Repairs	\$250	\$250	\$2,500	\$0	0.0%
530-0 Equipment	\$100	\$100	\$500	\$0	0.0%
540-0 Vehicle Acquisition	\$0	\$0	\$19,000	\$0	0.0%
644-0 Vehicle Insurance	\$100	\$100	\$100	\$0	0.0%
690-0 Miscellaneous	\$0	\$0	\$100	\$0	0.0%
2760 TOTAL =	\$40,800	\$33,550	\$67,050	-\$7,250	-17.8%

3540 - State Early Childhood

313-0 Early Chld Purchas Pt	\$0	\$15,000	\$15,000	\$15,000	0.0%
690-0 Miscellaneous	\$20,000	\$5,000	\$5,000	-\$15,000	-75.0%
3540 TOTAL =	\$20,000	\$20,000	\$20,000	\$0	0.0%

4200 - Title I					
110-0 Teacher Salary	\$49,000	\$50,000	\$51,000	\$1,000	2.0%
120-0 Substitutes Salaries	\$1,500	\$1,500	\$1,500	\$0	0.0%
140-0 Teacher Aide Salaries	\$30,000	\$20,000	\$20,000	-\$10,000	-33.3%
210-0 FICA	\$7,500	\$5,500	\$6,000	-\$2,000	-26.7%
220-0 Retirement	\$8,000	\$5,500	\$6,000	-\$2,500	-31.3%
221-0 Retire Rate Increase	\$1,500	\$2,000	\$2,500	\$500	33.3%
230-0 Health Insurance	\$12,000	\$13,000	\$13,000	\$1,000	8.3%
260-0 Life Insurance	\$100	\$75	\$75	-\$25	-25.0%
290-0 Disability, Other Ben	\$750	\$500	\$500	-\$250	-33.3%
319-0 Other Prof/Tech Serv	\$500	\$500	\$500	\$0	0.0%
410-0 Supplies	\$9,150	\$2,500	\$2,500	-\$6,650	-72.7%
420-0 Textbooks	\$500	\$500	\$2,500	\$0	0.0%
670-0 Travel Expense & Mil	\$1,000	\$500	\$500	-\$500	-50.0%
4200 TOTAL =	\$121,500	\$102,075	\$106,575	-\$19,425	-16.0%

4404-IDEA Part B (611) Base

140-0 Teacher Aide Salaries	\$40,000	\$20,000	\$15,000	-\$20,000	-50.0%
210-0 FICA	\$3,500	\$2,000	\$1,500	-\$1,500	-42.9%
220-0 Retirement	\$3,500	\$1,500	\$1,500	-\$2,000	-57.1%
221-0 Retire Rate Increase	\$750	\$550	\$500	-\$200	-26.7%
290-0 Disability Insurance	\$250	\$200	\$200	-\$50	-20.0%
410-0 Supplies	\$500	\$250	\$250	-\$250	-50.0%
420-0 Textbooks	\$0	\$0	\$0	\$0	#DIV/0!
465-0 Software	\$0	\$0	\$0	\$0	#DIV/0!
530-0 Furniture/Equipment	\$500	\$500	\$500	\$0	0.0%
560-0 Computer Equipment	\$0	\$0	\$0	\$0	#DIV/0!
690-0 Miscellaneous	\$0	\$0	\$0	\$0	#DIV/0!
4404 TOTAL =	\$49,000	\$25,000	\$19,450	-\$24,000	-49.0%

4406-Part B (619) Preschool SPED

410-0 Supplies	\$0	\$0	\$1,000	\$0	#DIV/0!
420-0 Textbooks	\$0	\$0	\$0	\$0	#DIV/0!
465-0 Software	\$0	\$0	\$0	\$0	#DIV/0!
530-0 Furniture/Equipment	\$0	\$0	\$0	\$0	#DIV/0!
560-0 Computer Equipment	\$0	\$0	\$0	\$0	#DIV/0!
4406 TOTAL =	\$0	\$0	\$1,000	\$0	#DIV/0!

4410-IDEA Part B (611) Enrollment/Poverty

110-1 Teacher Salaries	\$50,000	\$52,000	\$83,000	\$2,000	4.0%
110-2 Teacher Salaries	\$98,000	\$99,500	\$100,000	\$1,500	1.5%
120-1 Sub Teachers	\$2,500	\$2,500	\$2,500	\$0	0.0%
120-2 Sub Teachers	\$5,000	\$2,500	\$2,500	-\$2,500	-50.0%
140-1 Teacher Aide Salaries	\$50,000	\$90,000	\$95,000	\$40,000	80.0%
140-2 Teacher Aide Salaries	\$50,000	\$50,000	\$75,000	\$0	0.0%
210-1 FICA	\$15,000	\$10,000	\$15,000	-\$5,000	-33.3%
210-2 FICA	\$15,000	\$15,000	\$15,000	\$0	0.0%
220-1 Retirement	\$15,000	\$15,000	\$20,000	\$0	0.0%
220-2 Retirement	\$25,000	\$25,000	\$25,000	\$0	0.0%
221-1 Retire Rate Increase	\$5,000	\$5,000	\$5,000	\$0	0.0%
221-2 Retire Rate Increase	\$5,000	\$5,000	\$5,000	\$0	0.0%
230-1 Health Insurance	\$17,500	\$17,500	\$31,000	\$0	0.0%
230-2 Health Insurance	\$35,000	\$36,000	\$18,000	\$1,000	2.9%
260-1 Life Insurance	\$500	\$500	\$1,000	\$0	0.0%
260-2 Life Insurance	\$1,000	\$1,000	\$1,000	\$0	0.0%
290-1 Disability Insurance	\$1,250	\$1,250	\$1,500	\$0	0.0%
290-2 Disability Insurance	\$1,500	\$1,500	\$2,000	\$0	0.0%
313-0 Purchased Services	\$2,000	\$60,000	\$60,000	\$58,000	2900.0%
316-0 Program Supervision	\$24,000	\$15,000	\$20,000	-\$9,000	-37.5%
319-0 In-Service/Staff Train	\$4,000	\$5,000	\$5,000	\$1,000	25.0%
370-0 Level III Services (M	\$0	\$25,000	\$25,000	\$25,000	#DIV/0!
410-0 Supplies	\$5,000	\$5,000	\$5,000	\$0	0.0%
420-0 Textbooks	\$1,000	\$1,000	\$1,000	\$0	0.0%

465-0 Software (Odyssey-	\$7,000	\$30,000	\$30,000	\$23,000	328.6%
530-0 Furniture/Equipment	\$1,000	\$1,000	\$1,000	\$0	0.0%
560-0 Computer Equipment	\$2,500	\$1,000	\$1,000	-\$1,500	-60.0%
670-0 Travel/Mileage	\$2,500	\$500	\$500	-\$2,000	-80.0%
690-0 Miscellaneous	\$0	\$500	\$500	\$500	#DIV/0!
4410 TOTAL =	\$441,250	\$573,250	\$646,500	\$132,000	#DIV/0!

4310 - Title II-A (Class Size Reduction)

110-0 Teacher Salary	\$34,000	\$46,000	\$50,000	\$12,000	35.3%
120-0 Substitute Salaries	\$1,000	\$500	\$1,000	-\$500	-50.0%
210-0 FICA	\$2,750	\$3,500	\$4,000	\$750	27.3%
220-0 Retirement	\$3,500	\$3,500	\$4,000	\$0	0.0%
221-0 Retire Rate Increase	\$600	\$1,500	\$1,500	\$900	150.0%
230-0 Health Insurance	\$5,900	\$6,500	\$6,500	\$600	10.2%
260-0 Life Insurance	\$100	\$100	\$100	\$0	0.0%
290-0 Disability, Other Ben	\$250	\$250	\$250	\$0	0.0%
410-0 Supplies	\$0	\$0	\$500	\$0	0.0%
4310 TOTAL =	\$48,100	\$61,850	\$67,850	\$13,750	28.6%

4992 - REAP Grant

560-0 Computer Equipment	\$24,588	\$30,760	\$35,000	\$6,172	25.1%
4992 TOTAL =	\$24,588	\$30,760	\$35,000	\$6,172	25.1%

5000 - DEBT SERVICES

610-0 Copier Lease	\$15,000	\$25,000	\$25,000	\$10,000	66.7%
5000 TOTAL =	\$15,000	\$25,000	\$25,000	\$10,000	66.7%

8000 - Transfers

750-0 Lunch	\$40,000	\$40,000	\$40,000	\$0	0.0%
752-0 Athletics	\$25,000	\$35,000	\$35,000	\$10,000	40.0%

759-0 Transfer to Extend Fu	\$337,665	\$447,243	\$225,122	\$109,578	32.5%
759-0 Transfer to Extend Bi	\$0	\$86,967	\$0	\$86,967	
8000 TOTAL =	\$402,665	\$609,210	\$300,122	\$206,545	51.3%

Summary of Disbursement & Transfers

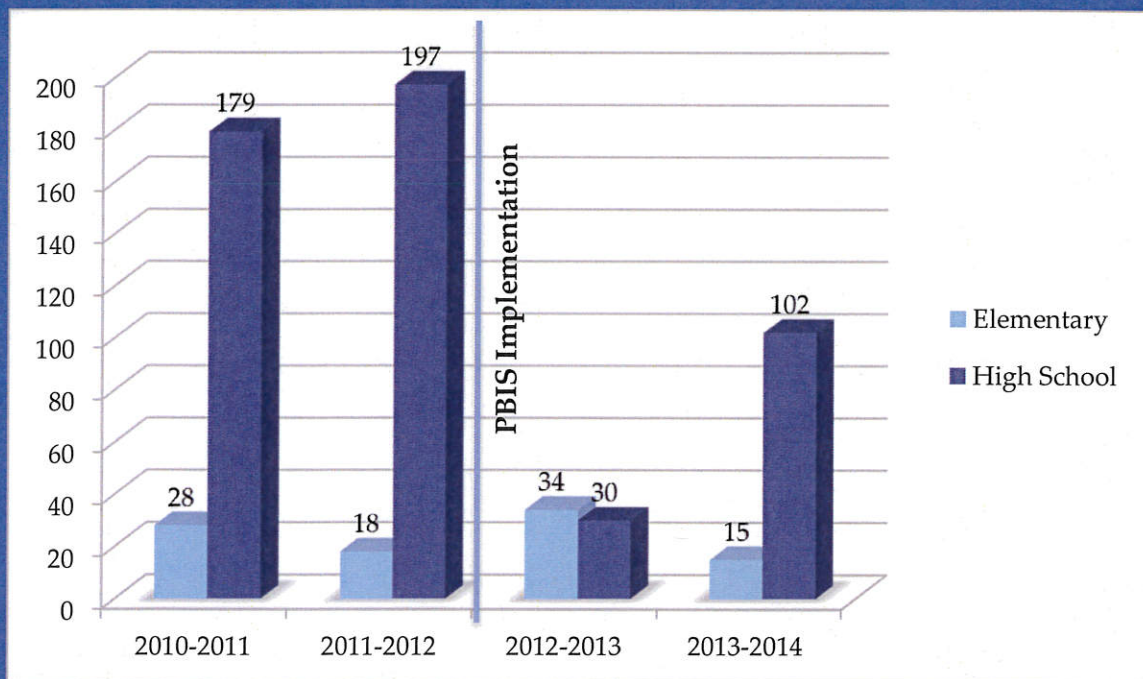
2012-13 2013-14 2014-15 \$ Difference % +/-

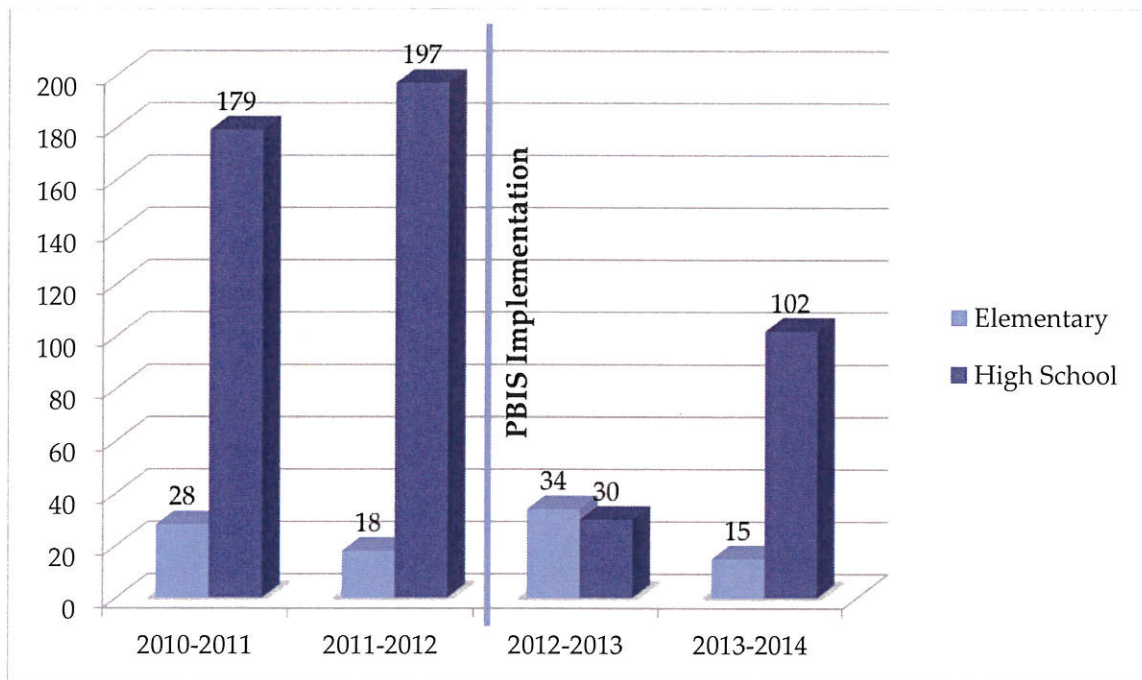
Total Disbursements & Transfers	\$5,504,042	\$5,851,395	\$5,922,217	\$70,822	1.2%
Total Disbursement & Transfers-SPED	\$823,550	\$874,000	\$978,000	\$104,000	11.9%
Federal Programs Expenditures	\$274,238	\$275,835	\$300,675	\$24,840	9.0%
Total Disburse & Transfers-NON SPED	\$4,680,492	\$4,977,395	\$4,944,217	-\$33,178	-0.7%
Total Budget of Expenditures	\$5,504,042	\$5,851,395	\$5,922,217	\$70,822	1.2%
Necessary Cash Reserve	\$1,000,000	\$1,000,000	\$1,000,000	\$0	0.0%
Total Budget Requirements	\$6,504,042	\$6,851,395	\$6,922,217	\$70,822	1.0%

2013-2014 END OF THE YEAR REPORT

FRANKLIN PUBIC SCHOOLS

PBIS DATA



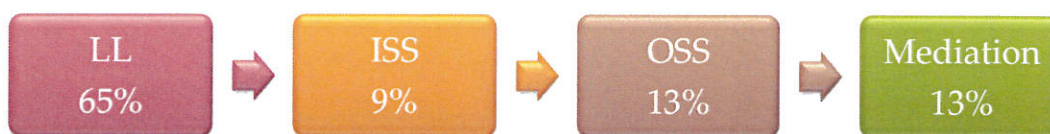


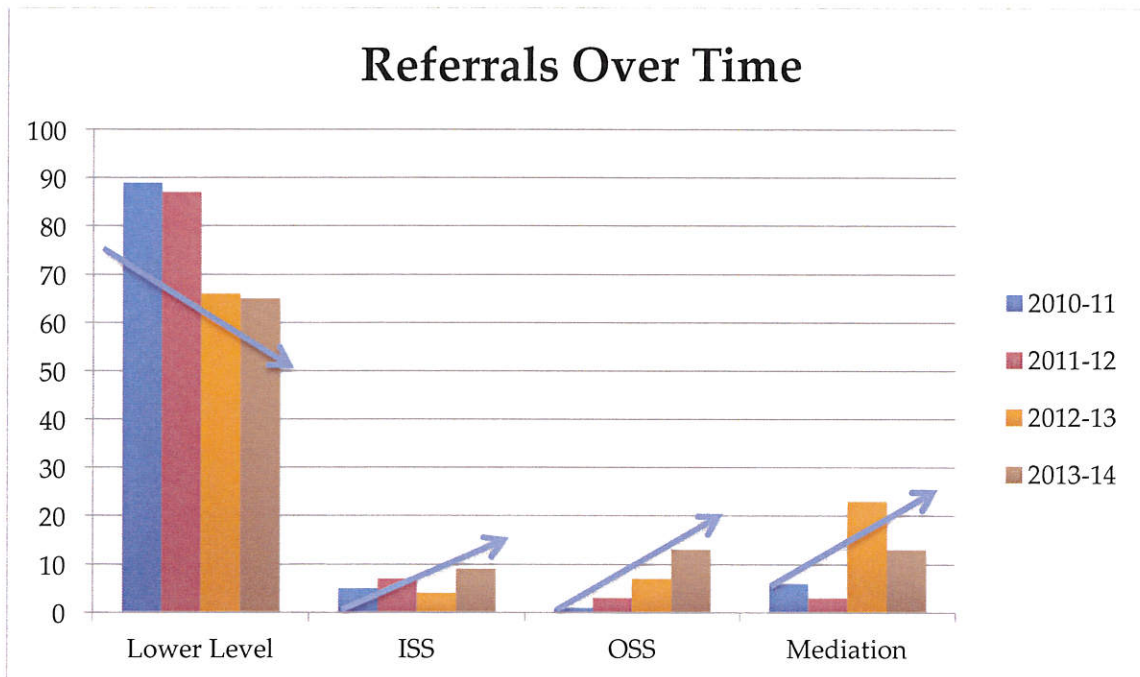
Data indicates end of the year results.

Summary

According to the data collected through office referrals for the school year 2013-2014, High School/Middle School referrals have increased. However, since implementation of Positive Behavior Interventions and Supports, MS/HS referrals are still well below those years without implementation. In addition, we have refined our data collection of behavioral incidents. Elementary referrals have decreased as well.

Of the total incidents reported, 65% were considered Low Level Referrals that includes: dress code violations, bullying, problem solving between students, profanity, and harassment. 9% of referrals resulted in In School Suspension (ISS) while 13% required Out of School Suspension (OSS). Finally, 13% of referrals needed mediation by administration including Home Visits, Parent Notification, Truancy, and HHS referrals.





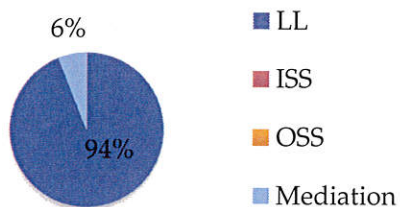
Based on the data, Lower Level referrals show futuristic decline and may indicate that the districts attempts at defining expectations, and following through with ACE forms has had a positive impact on the general population of students and simple behavior.

In School Suspension and Out of School Suspension show an increasing trend suggesting that students with greater behavioral needs continue to struggle. If this report were to name individual students, the reader may see a pattern of specific students. To address the needs of these children, the district may want to consider implementing programs that assist children with self-regulation strategies and social interaction. While the district has implemented environmental changes to impact behavior, some students may benefit from more individualized intervention applied through staff trainings, and small group intervention.

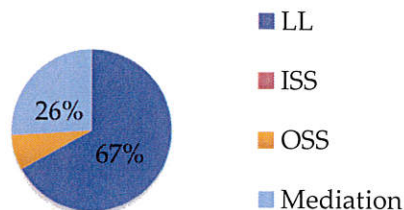
The district is on track with the above recommendations as they begin to implement APL with their staff to strengthen classroom management and behavior. They have also scheduled in-services regarding social cognitive thinking strategies that assist staff in engaging students in self-problem solving. Both of these philosophies are evidence based and are sound approaches to addressing student behavioral needs.

Breakdown of Referral Types by School

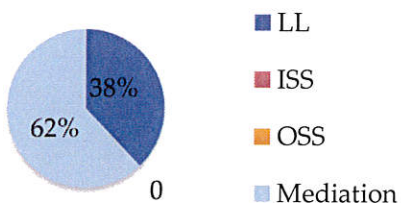
**Elementary
2012-13**



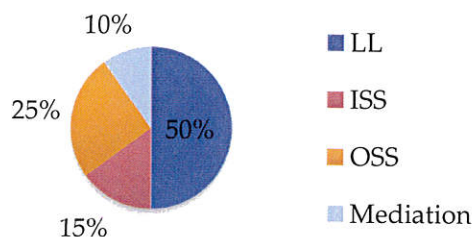
**Elementary
2013-14**



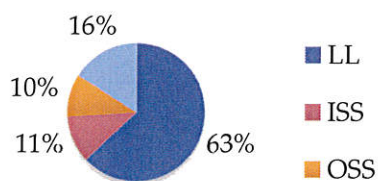
**Middle School
2012-13**



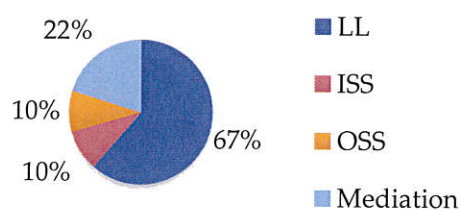
**Middle School
2013-14**



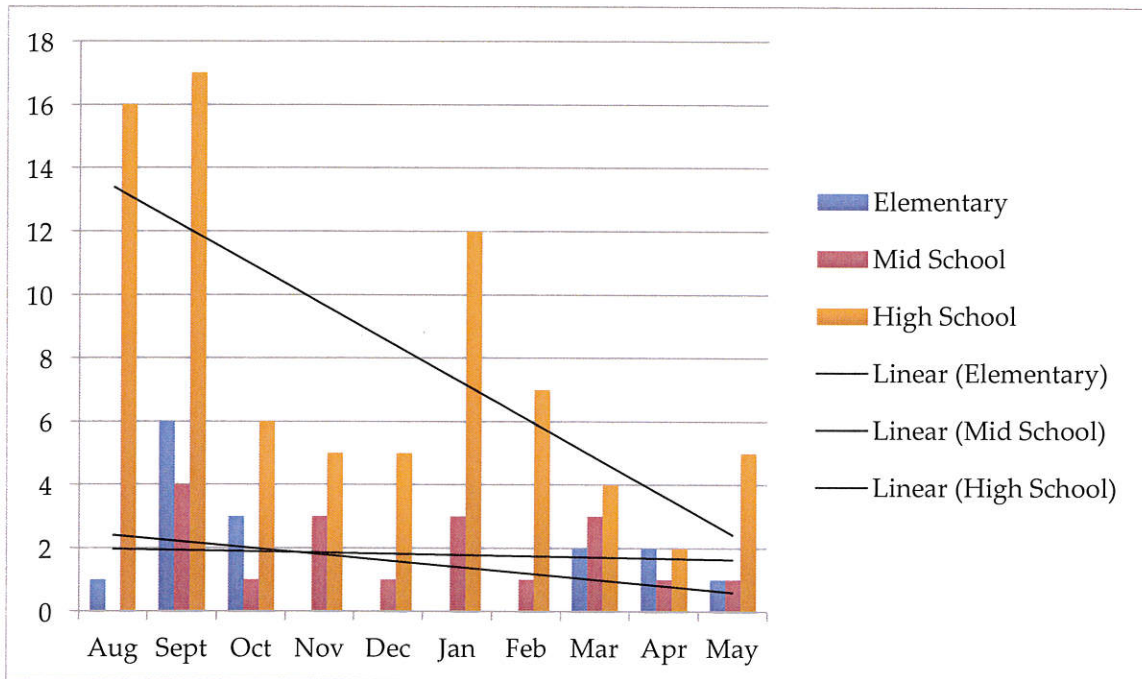
**High School
2012-13**



**High School
2013-14**



Office Referrals by month and school:



One goal of the PBIS team was to decrease office referrals at the beginning of the year (Aug/Sept) given elevated referrals over the past two years. The district implemented posters identifying expectations in each classroom and throughout the building. Guidance lessons focused on strengthening student skills to acquire these expectations. Staff also used problem solving strategies and communication with students/families to promote positive relationships. All schools show a declining trend in referrals throughout the year. High School behaviors tend to spike after break periods, but overall declined through the course of the year.

According to previous Aug/Sept data there were 26 referrals in 2010-11; 66 referrals in 2011-12; 7 referrals in 2012-13, and 33 in 2013-14.

One unstable factor in the data is the needs of new students enrolling at the beginning of the year. High needs behavioral students who move into the district can quickly raise the number of referrals while interventions are being put into place. More importantly, is the decreasing future trend that suggests interventions/supports are appropriate for the majority of students.

2013-2014 Administrative Time on Discipline

	<i># of Incidents</i>	<i>Minutes</i>	<i>Hours</i>	<i>8 hour days</i>
<i>LL Referrals</i>	65	975	16.25	2.0
<i>Suspensions</i>	22	990	16.5	2.1
<i>Administrative Time</i>	87	1965	32.75	4.1

Admin: ODR=15 mins; Suspensions=45 mins

Student Learning: ODR=45 mins; Suspensions=216 mins

(Horner, R., Sugai, G., & Rosetto Dickey, C. (n.d.). School Wide Positive Behavior Support. In www.pbis.org/1008rhMiddleSchoolPBSOrientationSanJose.ppt. Retrieved July 3, 2012).

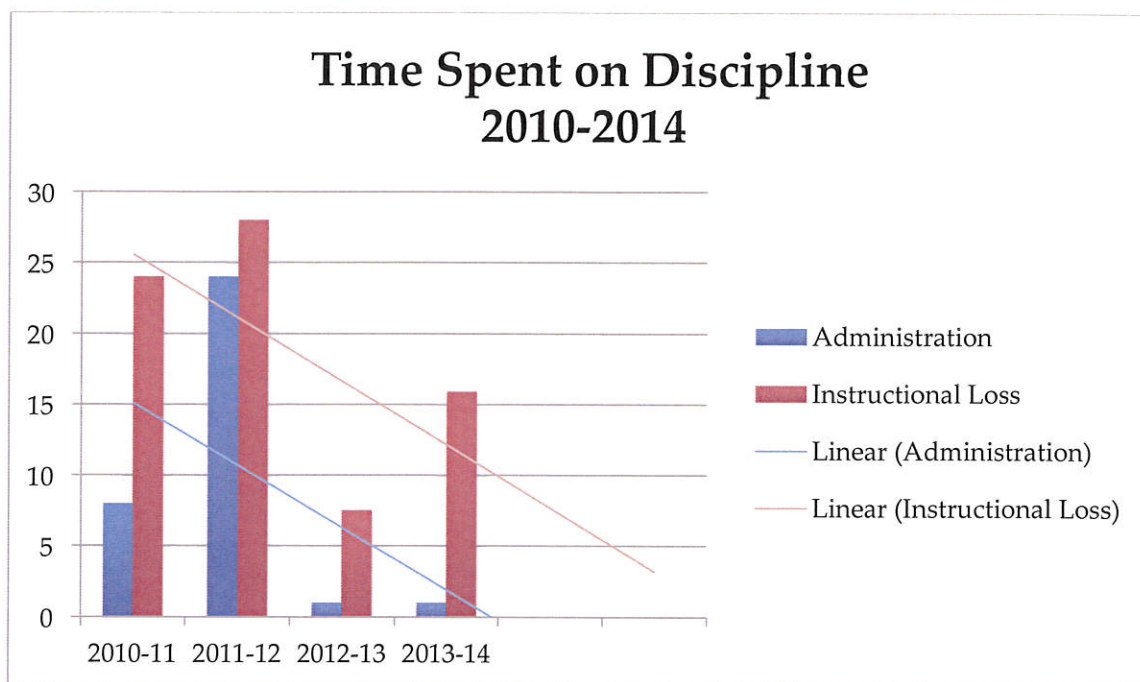
Research suggests a formula for figuring hours spent on discipline. This not only includes administrative time, but lost instructional time for the student. For every LL referral, administration spends about 15 mins dealing with the problem. Suspension requires about 45 minutes of their time.

Based on that formula, Administration spent approximately 8 school days on discipline in 2010-2011, and 24 school days in 2011-12, and about 1 day in 2012-13. **This year, administration has spent about 4 days on discipline.**

2013-2014 Instructional Time Lost: Students

	<i># of Incidents</i>	<i>Minutes</i>	<i>Hours</i>	<i>8 hour days</i>
<i>LL Referrals</i>	65	2925	48.75	6.1
<i>Suspensions</i>	22	4752	79.2	9.9
<i>Lost Instructional Time</i>	87	7677	127.95	15.9

The same formula can be applied to calculate lost instructional time for students. For every LL referral a student loses about 45 minutes of instructional time. For every suspension a student loses about 216 minutes of instruction. Based on that formula, students lost slightly less than 5 days of instruction in 2012-2013 compared to 24 days in 2010-11, and 28 days in 2011-12. **Students have lost about 16 days of instruction in 2013-14.**



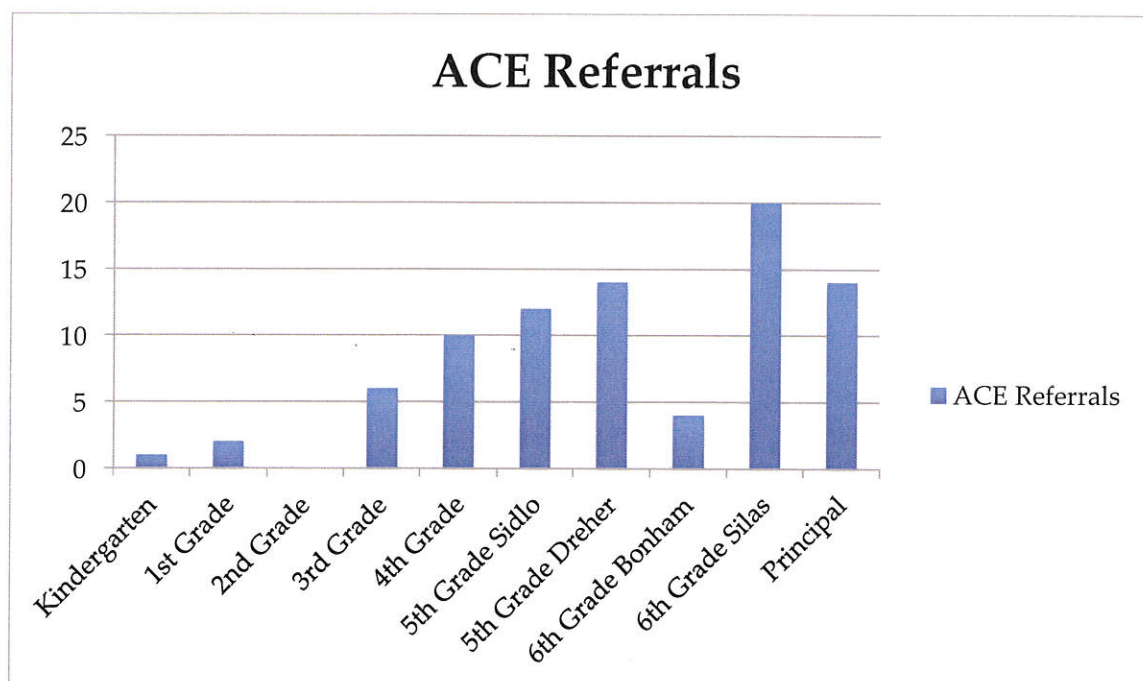
Overall, time spent on discipline is decreasing. This indicates administrators are spending less time managing behavior, and students are losing less instructional time due to behavior.

Elementary

Ace Data

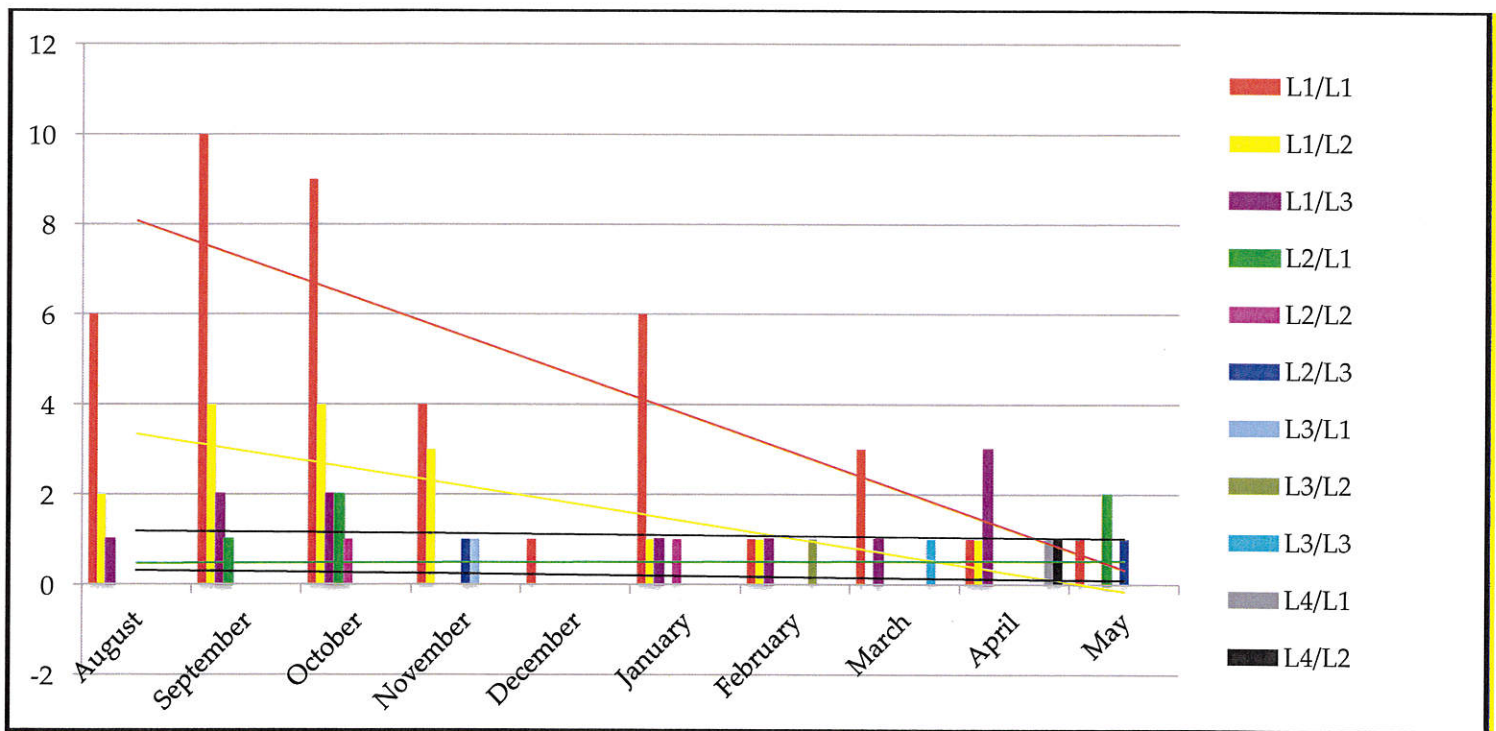
Elementary Ace Data

*Total Ace Problem Solving Forms completed by
Grade Level*



-Teachers are doing a better job of completing Ace Referrals. Last year teachers completed 32 referrals for the entire year. This year, elementary staff completed 83 ACE forms. This indicates better communication between staff and students, as well as staff and parents. ACE forms are a preventative support with general student behavior.

Leveled Referrals of Elementary Students



-L1/L1 Referrals are the most prevalent in the Elementary and show a trend of declining behavior in 2013-2014.

-Other level behaviors are maintaining trends indicating Ace Forms alone are likely having little impact on more complex, repetitive behaviors.

Ace Expectations

Goal 1: Arrive to class prepared and on-time

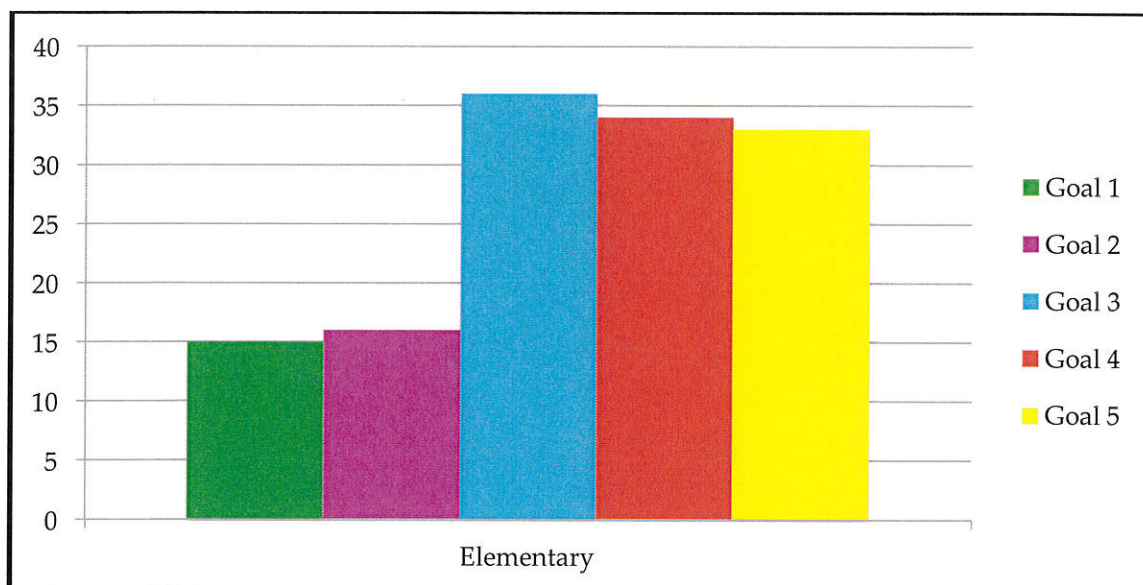
Goal 2: Use work time appropriately

Goal 3: Complete assigned task on time with proficiency

Goal 4: Demonstrate respect for people and property

Goal 5: Respond appropriately to teacher directives

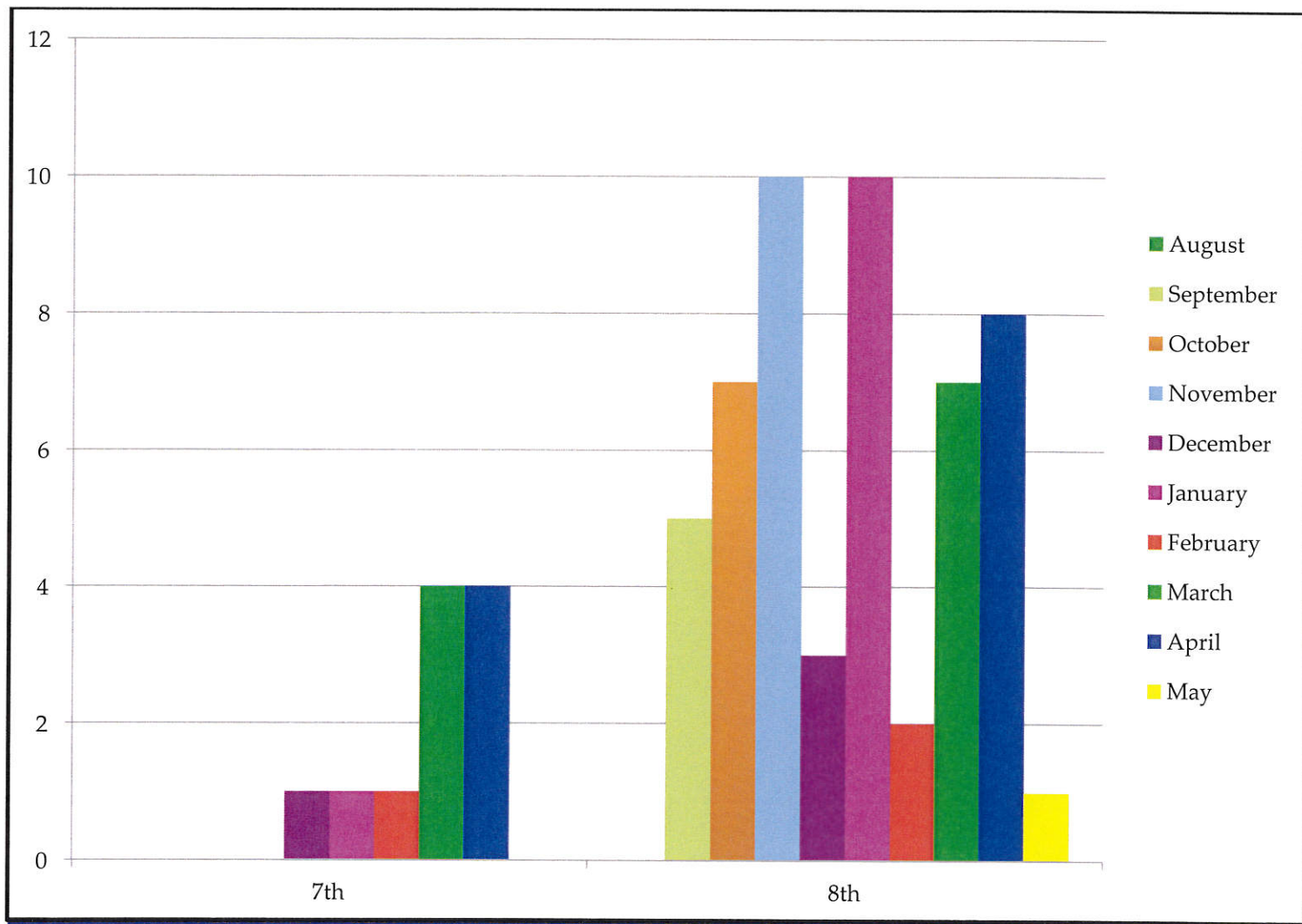
Ace Goals Not Met by Referred Elementary Students



-Goal #3 continues to be the most prevalent in the Elementary and may suggest a need for more direct instruction in self-regulation. Goals #4 and #5 are also high suggesting a need for continued social skills direct instruction.

Middle School Ace Data

*Total Ace Problem Solving Forms completed by
Grade Level*



Ace Expectations

Goal 1: Arrive to class prepared and on time

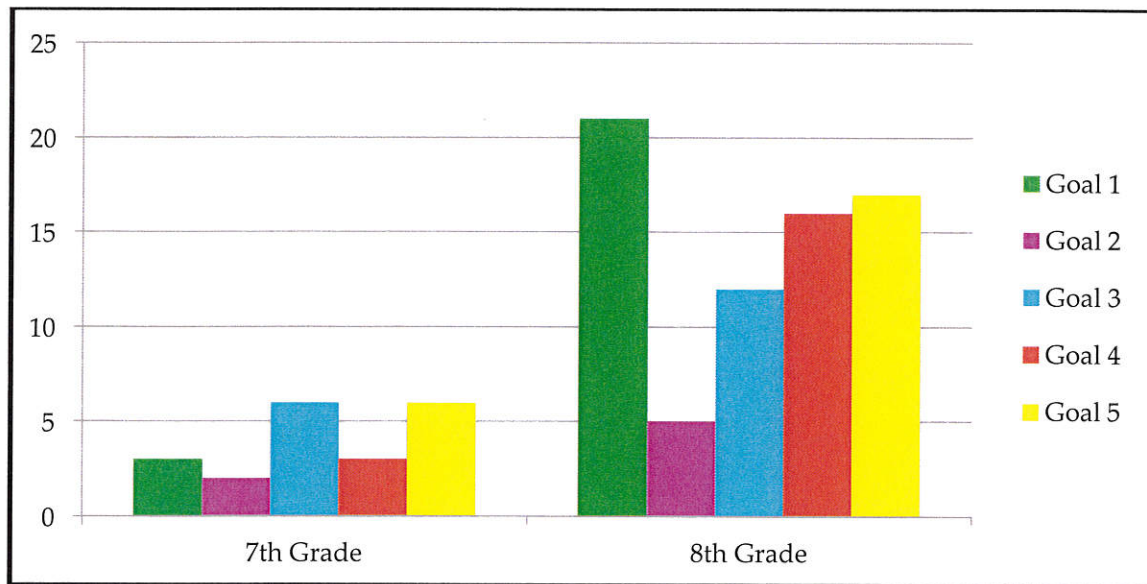
Goal 2: Use work time appropriately

Goal 3: Complete assigned task on time with proficiency

Goal 4: Demonstrate respect for people and property

Goal 5: Respond appropriately to teacher directives

Ace Goals Not Met by Referred Middle School Student



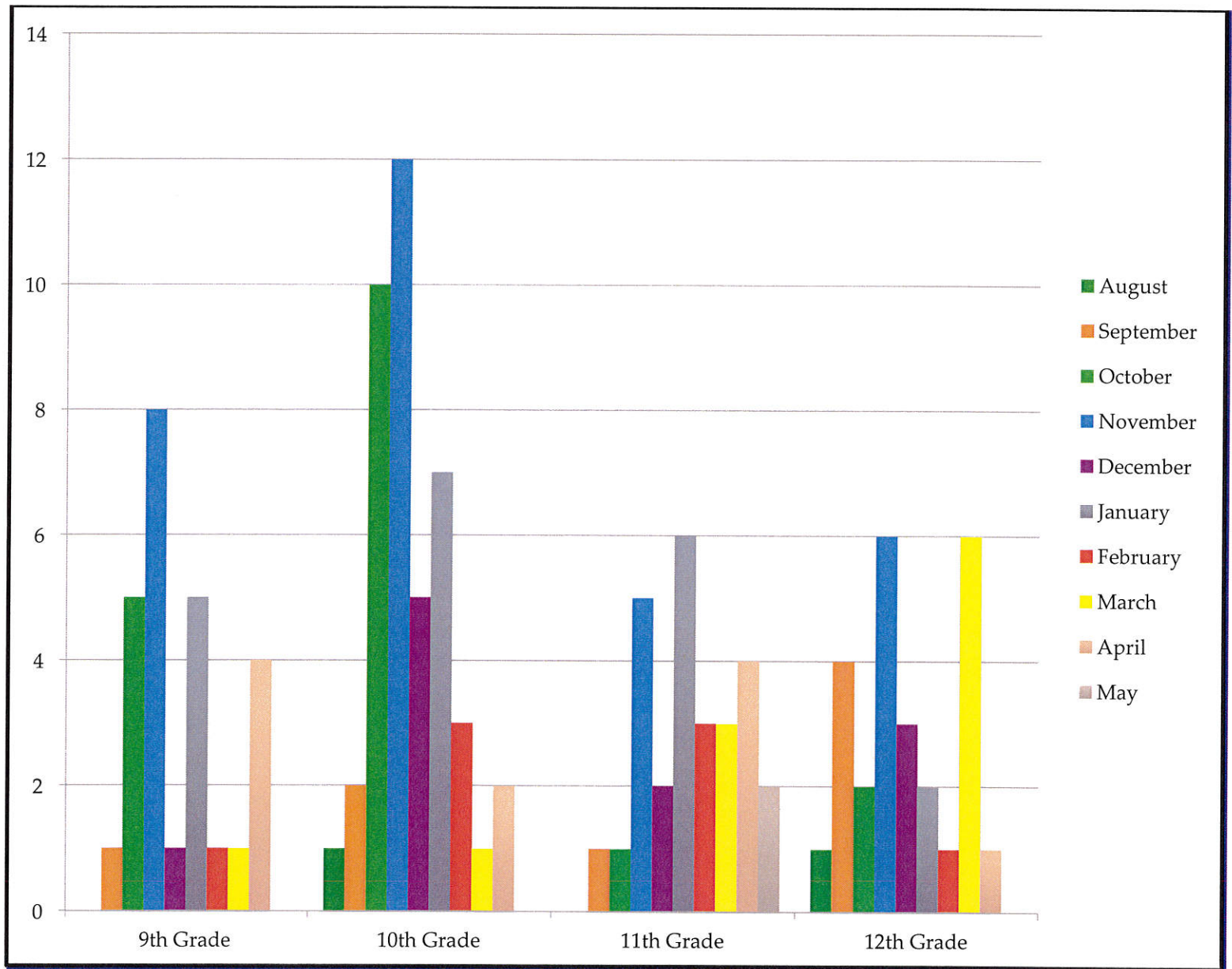
-Goal #3 and #5 are most problematic in 7th Grade indicating difficulty following directions and using work time wisely (study skills). In the 8th Grade the most problematic goal is #1 indicating students struggle to arrive to class on time and prepared (organizational strategies).

-7th grade class may need assistance with self-regulation strategies while 8th grade class may need assistance with more organizational strategies.

High School Ace Data

High School Ace Data

*Total Ace Problem Solving Forms completed by
Grade Level according to month*



Ace Expectations

Goal 1: Arrive to class prepared and on-time

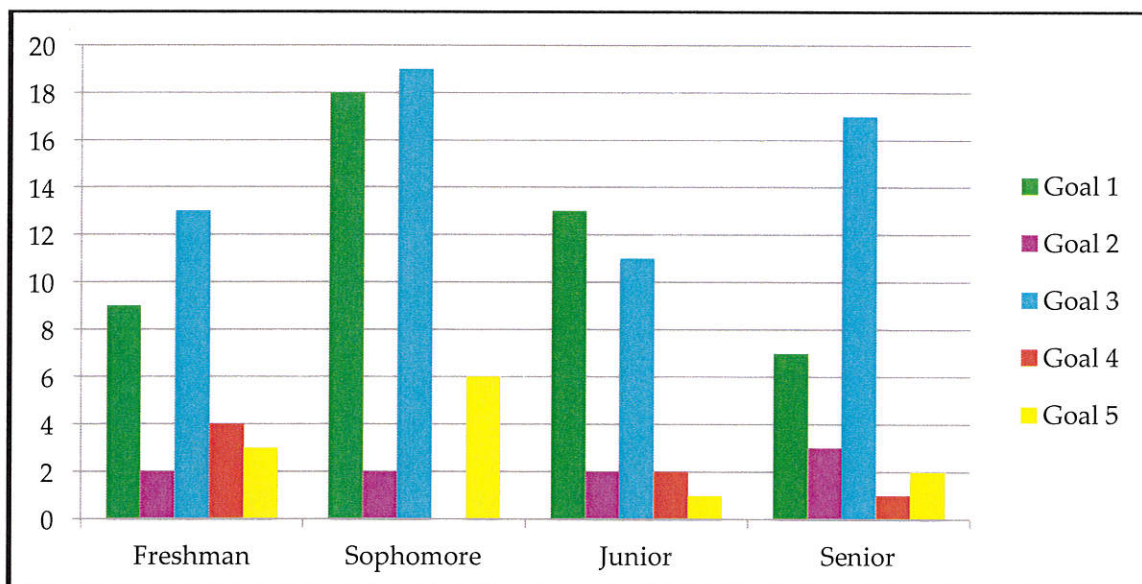
Goal 2: Use work time appropriately

Goal 3: Complete assigned task on time with proficiency

Goal 4: Demonstrate respect for people and property

Goal 5: Respond appropriately to teacher directives

Ace Goals Not Met by Referred High School Student



Freshman Class- Goal #3 (Self Regulation)

Sophomore Class- Goal #3 (Self Regulation)

Junior Class- Goal #1 (Organization)

Senior Class- Goal #3 (Self Regulation)



NEBRASKA Association
301 Centennial Mall South • P.O. Box 94987 • Lincoln, NE 68509-4987
Phone (402) 471-4814/15 • Fax (402) 471-0117

July 16, 2014

Adam Boettcher, Principal
Franklin High School
1001 M St.
Franklin, NE 68939

Dear Principal Boettcher,

On behalf of the Nebraska Family, Career, and Community Leaders of America Association, I would like to extend my greatest thanks to you and your school district for their support of FCCLA. Your students represented Nebraska, Franklin High School, and themselves with pride and quality. In addition, I would like to recognize your adviser, Sandy Schegg, for her hard work in preparing the students for the competition. Their outstanding work does not go unnoticed by the State Association and I am thankful for their service to Nebraska FCCLA.

I would like to let you know how your students scored in their events.

Student	Event	Medal
Brooke Adam	Illustrated Talk (Senior)	Gold
Brigitte Siel	Illustrated Talk (Senior)	Gold

Their hard work throughout the year is evident. As a whole, Nebraska FCCLA brought home 82 Gold medals, 57 Silver medals, and 4 Bronze medals.

Once again, thank you for your continued support of Family, Career, and Community Leaders of America. If there is ever anything I can do to assist you and the local organization, please let me know by calling 402-471-4814 or by email at allison.kreifels@nebraska.gov. I look forward to your students' continued success.

Sincerely,

A handwritten signature in black ink, reading "Allison Kreifels". The signature is written in a cursive, flowing style.

Allison Kreifels
Nebraska FCCLA State Adviser
Nebraska FACS Career Field Specialist

SCOTT JONES
SNDEN/Technology Director

DEB PAULMAN
Staff Development Director

KRIS ELM SHAEUSER
Director of Special Services



MARGENE BEATTY
Administrator

314 West 1st, PO Box 915
Ogallala, NE 69153

Phone: 308-284-8481
Fax: 308-284-8483

1221 West 17th Street
North Platte, NE 69101

Phone: 308-534-2427
Fax: 308-534-5870

July 28, 2014

Ken Schroeder
1001 M Street
Franklin, NE. 68939

Dear Mr. Schroeder,

Each year Educational Service Units from across the state are asked to nominate one educator to represent their region at the statewide Leadership in Nebraska KICKS₃ Science (LINKS) summer institute. Nomination to the project is evidence of a teacher's contribution to science education and his/her leadership capacity at either the district or regional ESU level. Participants receive training in science content, pedagogy, standards, assessment, current research, technology, as well as access to state and national resources. Upon completion of the LINKS training these science teachers join the regional, state, and national Science Matters network as Key Leaders.

LINKS Key Leaders return to their respective ESU's and districts prepared to design and deliver professional development trainings for area science educators. Many of them have presented at the Nebraska Association for Teachers of Science (NATS) annual conferences. These teachers serve as invaluable resources to both our statewide network of science educators as well as their local school district.

Jayleen Lanstrom was nominated by Educational Service Unit #11 and participated in the LINKS summer training held July 21-23, 2014 at ESU 3, 6949 South 110th Street, Omaha, Nebraska. As project director for the Math Science Partnership (MSP) Nebraska Science KICKS₃ I would like to congratulate both Jayleen and the Franklin Public Schools. She is a tremendous resource for both the state of Nebraska and Franklin Schools.

Sincerely,
A handwritten signature in black ink, appearing to read "Deb Paulman".
Deb Paulman

Nebraska Science KICKS₃
Project Director

BOARD OF DIRECTORS BY DISTRICT:

1 Julie Boettcher, Hershey
2 Rodney Rayburn, Brady
3 Pat Vierya, No Platte
4 Lewellyn Frey, Stapleton

5 Alan Little, No Platte
6 Judy Thompson, No Platte
7 Mel McNea, No Platte
8 Jack Tucker, Mullen

9 Norma Mayer, Grant
10 David Lawler, Paxton
11 Dayton Reichman, Venango
12 Myron "Bud" Jasnoch, Ogallala